

10th Grade
Lesson Plan
Packet

5/4/2020-5/8/2020

Remote Learning Packet

Please submit scans of written work in Google Classroom at the end of the week.

May 4-8, 2020

Course: 10 Art (HS Art II)

Teacher(s): Ms. Clare Frank

Weekly Plan:

Monday, May 4

- Enter photographs from the art recreation photography project into your Google Slide document
- Add written components: a title page, titles of works, and begin the written components.

Tuesday, May 5

- Continue working on the written components in your photography project on GoogleSlides.
- Edit your writing and design formatting for clarity and beauty.

Wednesday, May 6

- If needed, take up to 10 minutes to fine-tune your photography project, then submit.
- Prep for next project: read through the article on the storyboard for Hitchcock's film *The Birds*.

Thursday, May 7

- Watch instructional video, a reading from "The Worst Hard Time" by Timothy Egan.
- Prep for next project: read excerpts of the book "Pioneer Women" by Johanna Stratton.
- Beginning your storyboard project "The Worst Hard Time": read project overview.

Friday, May 8

- attend office hours
- catch-up or review the week's work

Statement of Academic Honesty

I affirm that the work completed from the packet is mine and that I completed it independently.

I affirm that, to the best of my knowledge, my child completed this work independently

Student Signature

Parent Signature

Monday, May 4

Today you will create a presentation of your Art Recreation Photography Project in a GoogleSlide document, allowing your project to be seen like a slideshow or booklet. There is room for individual expression as you develop the presentation and the content, particularly as regards the written component.

Today's objective: complete the steps below at least through step 5 today. (Submit later in week)

Steps and guidelines to follow:

1. Open your personal copy of the GoogleSlides document from the project page for Monday, May 5.
2. Look through the slides already in place: you will see that there are example slides (which you will later delete), instruction and tips slides (which you will also later delete, when you no longer need them), and slides ready for you to edit or fill in with your own work.
3. Import the photographs from your project: the image of the famous artwork, and your own three recreation photographs. Center nicely in the slide (see example)
4. Title the photographs - you will see the text boxes are already in place for you.
5. Design your title page and end page.
6. Determine and write your Preface, Afterword (depending on your Preface), and Credits. (Note that you are able to introduce additional slides as needed.)
7. Edit and format for clarity of language and design.
8. Retitle the file if Google Docs lets you, and submit!

Note: I am hoping that in the following week or so we will be able to have a "gallery" for viewing each other's presentations.

Tuesday, May 5

Continue developing the slide presentation of your photography project, working your way through steps 6-7 from the guidelines listed above. After completing the written component, edit your presentation for clarity and beauty.

You will have up to 10 minutes of tomorrow's class time to fine-tune and submit your presentation.

Wednesday, May 6

1. If helpful, take up to 10 minutes of class time to fine-tune your photography project, then submit.
2. For your next project you will be conducting research and making a storyboard. Prepare for the storyboard project: read through the attached article on Alfred Hitchcock's film *The Birds*.

Thursday, May 7

1. **Watch the instructional video**, found as a Material for **Thursday, May 7**
2. **Read the attached excerpts** from Joanna Stratton's book Pioneer Women: Voices from the Kansas Frontier. This book is compiled from memoirs by 800 women, solicited by Joanna's great-grandmother Lilla Day Monroe, and found many years later by Joanna in a filing cabinet in her grandmother's dusty attic. I've included excerpts from the Foreword, Ch. 3, and Ch. 5.
3. **Read over the following overview** for the project "**The Worst Hard Time**" *:

Your next creative project involves you designing and drawing a storyboard about a phase of family history. For this project you will conduct interviews with elders (oldest members) of your family - people whose memories reach back - and ask them about the worst hard time they remember in their family history, and what they did to get through those times.

Who should you interview? Grandparents or great-grandparents, great-aunts or great-uncles, or elderly friends who are as close to you family as if they are related.

How should you interview them? Call them up, chat a bit about you each are doing, and then let them know you want to know about their lives. Listen! Listen, take notes, ask follow up questions. Once you start listening you'll find people will talk, and some have stories to share that haven't been shared in a long time, if ever. I used to have an elderly neighbor who'd call me up and ask "Baby, you got a minute?" And if I did, he would talk. I got a picture of rural life century deep South I hadn't heard before.

If you need to bring up the topic of hard times, you might on the first call, or maybe on a follow-up call. You can let them know you are working on a project. Find out what were some of the hardest times they lived through and what they did to get through it. What stories do they have?

Next week you'll be conducting interviews and taking notes, and then you'll start brainstorming. Following that week you will make a storyboard of at least 6 panels. Media will be fairly open on this project - so open a slot in your mind for the ideas to play!

* Credit for the title of this project is owed to Timothy Egan, a journalist and the author of the book The Worst Hard Time: The Untold Story of Those Who Survived the Great American Dust Bowl.

Friday, May 8 Attend office hours or catch up on the week's work.

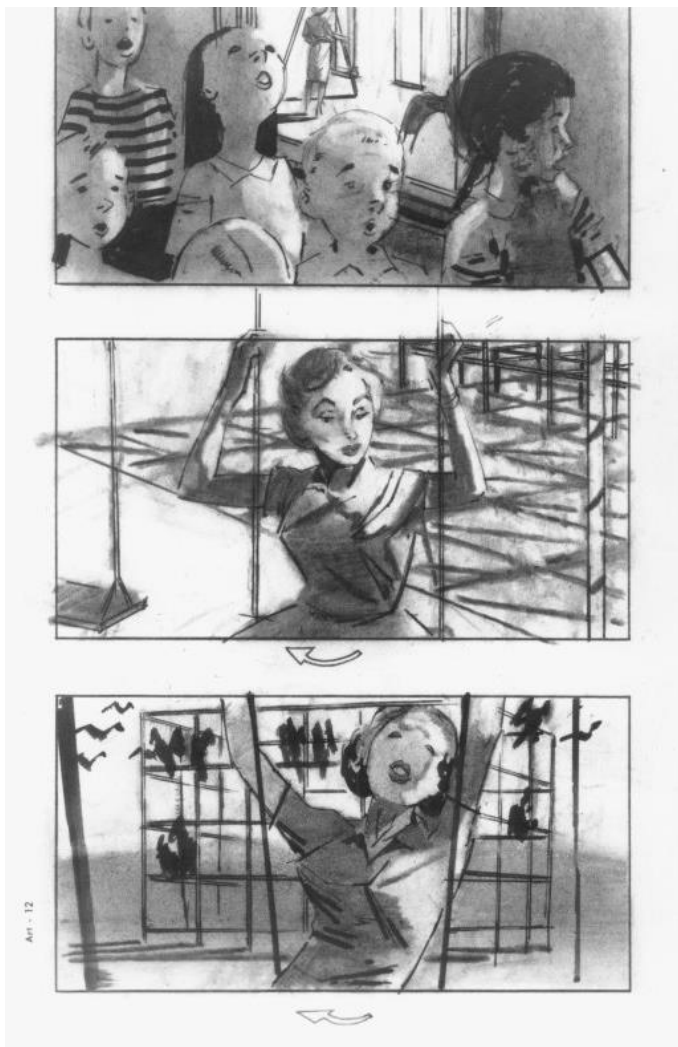
Storyboarding terror: Hitchcock's *The Birds* turns 50

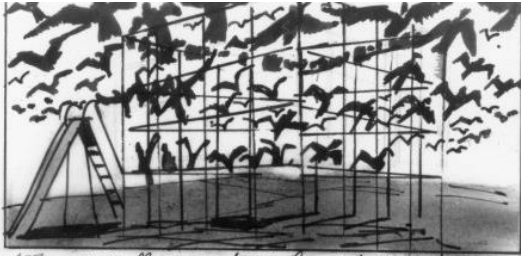
By Samuel Wigley, updated 5 February 2014

<https://www.bfi.org.uk/news-opinion/news-bfi/features/storyboarding-terror-hitchcocks-birds-turns-50>
(slightly abridged)

It's 50 years since Hitchcock's *The Birds* first flew into the world and revolutionised on-screen horror. These storyboards reveal the intricate planning for the classic schoolhouse attack sequence.

Fifty years and a day ago, birds were still those benign winged creatures you might happily have left nuts out for in the garden or tossed breadcrumbs to in the park. But on 28 March 1963, all that changed forever. Fresh from making the domestic safety of the shower a thing of abject terror in his 1960 chiller *Psycho*, the Master of Suspense Alfred Hitchcock turned his attention to nature and the skies, imagining what would happen if our feathered friends flocked against us.





BODEG SCHOOL YARD.

437- crows fly away from playground equip at sound of children's screaming.



Matte

438 crows over school.



Matte

438A crows lead to children.



C-2

near Bodeg school.

439 Melanie - Run - Run.



440 Children (foreground against Sabine's screen) Background Bodeg school with Michelle and 2 or 3 children



440A continuation of 440. - Melanie News post camera.



raw matte

447 Michelle & Cathy on foreground road - Background children & birds on Sabine background plate.



raw matte

448 Melanie - foreground - Birds - running children - Background



raw matte

449



457



457A



457B

Adapting Daphne du Maurier's short story 'The Birds', Hitchcock moved the action from windswept Cornwall to the distinctly Cornwall-like coast of northern California. The setting for Hitchcock's avian apocalypse is the quiet little town of Bodega Bay, where San Francisco socialite Melanie Daniels (Tippi Hedren) has followed Mitch Brenner (Rod Taylor), flirtatiously gifting him with a pair of lovebirds. Then, on leaving town, she is attacked by a seagull, the first of a series of escalating strikes from the air, as a one-sided war begins between man and bird.



The Birds (1963)

By this point as well-known as a consummate showman as a master filmmaker, Hitchcock was coming off an extraordinary run of films which few have equalled for their originality and influence. Though many of these would take years before finding full appreciation, *Vertigo* (1958), *North by Northwest* (1959) and *Psycho* (1960) by now need little introduction as some of cinema's richest pleasures.

... With its soundtrack of eerie electronic bird noises (by composer Bernard Herrmann) and its chillingly effective special effects, [*The Birds*] was at once avant garde and remorselessly inclusive in its appeal to our collective nightmares.

Opening on that early spring night at RKO Palace in New York, Hitchcock's latest masterpiece shared the muted, even negative, critical reception that had greeted *Vertigo* and *Psycho*. [Looking back, however,] *The Birds* was an undoubted milestone in the cinema of apocalypse, its legacy clear in vast strains [of film since].

To celebrate this very special anniversary, we present these storyboards (courtesy of the artist, Harold Michelson, and Universal) for the classic sequence in which Melanie Daniels sits outside the Bodega Bay schoolhouse, pensively smoking a cigarette but oblivious to the crows which slowly amass on a climbing frame behind her.

The sequence is Hitchcock at his best, as each cut back to the climbing frame reveals ever more winged threats perching on its metal bars. A terrifying onslaught – timed for the schoolchildren leaving the school in their unsuspecting droves – is just moments away.



Below: movie frames from Hitchcock's 1963 film *The Birds*:



Addendum: Apparently Hitchcock was very particular about story-boarding his films out all the way through. I am showing you this work not as an example of your upcoming project exactly, but more as an example of storyboards, and for you to see the care Hitchcock took in compositions – which even shows in the frames from the films, as in the movie frame above!

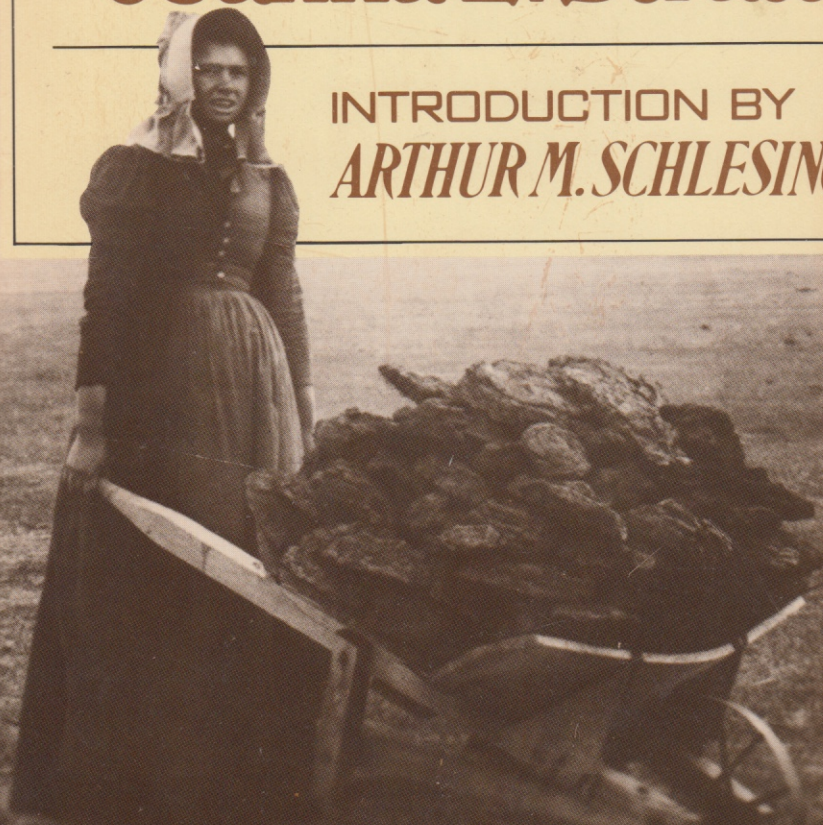
I hope you have enjoyed this fabulous snippet of visual culture!

PIONEER WOMEN

VOICES FROM THE KANSAS FRONTIER

Joanna L. Stratton

INTRODUCTION BY
ARTHUR M. SCHLESINGER, JR.



"Irresistible ... uncommonly interesting ... a remarkable distillation of invaluable primary sources."

—Peter S. Prescott, *Newsweek*

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To my great-grandmother for her independence.
To my grandmother for her wisdom.
To my mother for her strength.

Introduction by Arthur M. Sepieninger, Jr.

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Foreword



EVER SINCE THE EARLY DAYS of my childhood, my grandmother's spacious Victorian home had been a source of endless fascination for me. Built in 1887 on one of the elm-shaded brick streets of Potwin, Topeka's historic district, the stately frame house offered a quiet link with the past. With its high ceilings, elaborate woodwork and tiled fireplaces, the house possessed a warm and graceful grandeur. Downstairs, the family parlor was comfortably furnished with a Victorian loveseat, old wing chairs and inlaid tables. The elegant library, with its well-worn books and its handsome corner secretary, was a relaxing spot for afternoon reading or evening card games. On hot summer nights, the screened veranda, with its swinging gliders, was a favorite place for family talk. A curving walnut staircase rose to the airy bedrooms above.

But my favorite place of all was the expansive third-floor attic of the house. Tightly crammed with an assortment of family heirlooms and forgotten mementos, the upper rooms had always been a storehouse of surprises. As a child, I spent countless hours there, exploring the trunks of antique gowns and feathered hats and the collection of old campaign buttons. As I grew older, I was enthralled with the shelves of old books and magazines, the boxes of family correspondence and the packets of faded daguerreotypes.

In fact, it was my continuing curiosity about the attic's hidden treasures which led me, during one particular visit, to the filing cabi-

nets wedged beneath the eaves. It was the winter of 1975, and I was visiting my grandmother during a semester break from Harvard. Making my annual pilgrimage to the quiet upper sanctuary, I decided to explore the corner cabinets. Rummaging through the files of family letters and business correspondence, I came upon several drawers filled with old yellowing folders. Carefully labeled and arranged alphabetically, they contained the personal memoirs of eight hundred Kansas women. There lay the collection of pioneer reminiscences which had been a part of my family since the 1920s when Great-Grandmother Monroe set out to record the legacy of frontier women.

It was an exhilarating moment of discovery for me. As I sat poring over the carefully penned writings, a human pageantry came alive before my eyes. There were stories of pioneer mothers and Indian squaws, schoolmarms and circuit riders, cowboys and horse thieves. There were tales about coyotes and grasshoppers, blizzards and cyclones, surprise parties and suffrage campaigns. Some accounts be-moaned the trials of homesteading and the loneliness of pioneer life; others recaptured the excitement of frontier towns and the joys of prairie childhoods. As I read on, I was gripped by the candor of these women. They did not attempt to glorify their accomplishments or minimize their struggles. They did not ask for praise or present self-eulogies. Instead, their writings were filled with the simple details of their day-to-day lives. They described their families, their homes and their communities; they wrote about their fears, their hopes and their dreams.

I paused that morning at the words of Katherine Elspeth Oliver:

I have been thinking as I wrote of how mother would demur at this autobiographical enterprise: "Writing about me? Oh, there is nothing to be said about me of importance to Kansas—nothing thrilling or momentous about my pioneering days." That is what they will all be saying—these modest pioneer women.

No, they didn't do anything "outstanding"—many of them. There were very few heroines with a capital *H* in the story of Kansas. Their service was their valor; valor to "carry on" . . . in dugout or shack, in tent or "room 'n' lean-to," with the same industry, persistence and cheerfulness as in the comfortable homes "back east"; to carry on and to bring forth with heroism strong sons and daughters for the new Commonwealth.

Inspired by the warmth and grit of these women, I decided to retrieve the treasured narratives from their attic repository. Returning to Harvard with the manuscripts in hand, I set out to rediscover the brave but forgotten lives of a generation of women who had the determination and tenacity to conquer loneliness, withstand privations and overcome long odds.

It was my great-grandmother Lilla Day Monroe who first envisioned this book. Born and raised in rural Indiana, she first came to Kansas in 1884 as the frontier period was drawing to a close. Settling in Wakeeney on the barren western plains, she was an early witness to both the hardships and the pleasures of pioneer life. As she watched Wakeeney develop from a quiet outpost into a lively community, she was continually struck by the strength and resilience of the pioneer women she encountered there. It was her early memory of them which led her, forty years later, to work to record their lives and to preserve their legacy.

In her own lifetime, Lilla Day Monroe was widely acknowledged as one of the most dynamic and influential women in Kansas. Shortly after her arrival in Wakeeney, she met and married a promising young attorney, Lee Monroe. In addition to caring for their four children, she studied the law and worked as a clerk in her husband's law office. Eventually, she gained the legal expertise required to pass the bar examination and, in May of 1895, was admitted to practice before the Kansas Supreme Court, the first woman ever permitted to do so.

When her family moved to Topeka in 1902, Lilla Day Monroe became active in the struggle for woman suffrage. In seeking to establish an effective lobbying organization for the cause, she founded and presided over the Good Government Club. At the same time, she edited her own magazine, *The Club Member*, to better inform women about the suffrage campaign, pending legislation and current events. Likewise, she assumed a prominent role in the Kansas State Suffrage Association, serving as its president for a number of years. When the suffrage amendment was eventually submitted to the Kansas electorate in 1912, she managed the statewide campaign for its final acceptance.

Her lobbying efforts, however, did not end with the passage of the amendment. With the support of women's clubs across the state, she continued to strive for progressive welfare, labor and property laws

to protect the well-being of women and children alike. Among her many interests, she lobbied vigorously for equal property rights, minimum-wage standards, improved working conditions, child-hygiene regulations and state primaries.

In later years, Lilla Day Monroe saw the need for a publication that would help women become intelligent voters and informed citizens. In December of 1921, she initiated her second newspaper, *The Kansas Woman's Journal*. Published monthly, this journal served as a statewide forum where women could freely express their views concerning pending legislation, women's rights, welfare issues and current political events.

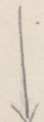
It was during the 1920s that Lilla Day Monroe launched her effort to chronicle the history of Kansas pioneer women and began to seek out the survivors of the frontier period. Initially, she intended to collect only a limited number of remembrances for a lengthy magazine article. As more women heard of her undertaking, however, the collection began to grow rapidly. By 1925, her efforts had expanded into a full-time project. With the assistance of the Woman's Kansas Day Club, she wrote countless letters to women across the state, urging them to write about their daily lives and experiences as early settlers. In addition, she solicited further contributions through her own *Kansas Woman's Journal*, where a number of the reminiscences were eventually published.

Intending to compile an anthology of these memoirs, she observed:

Of making books there is no end. Therefore it seems another book ought to carry with it a good and sufficient reason for its being, not merely an excuse but a reason. The reason which seemed to me not only good but most inspirational was the fact that no history, not even the archives of our State Historical Society, with which I soon became connected after coming to Kansas in 1884, carried a good portrayal of the pioneer housewife, and no history of the part women played in the early struggles to make Kansas, a state unique in its cultural ideas, an empire of hard-headed settlers who loved peace enough to fight for it and who brought their children up to love Kansas soil with a passion of patriotism.

From a family of pioneer women, women who had pioneered in Ohio and Indiana, my sympathies were with the Kansas pioneers. Their troubles were so close at hand, their sacrifices cut to the quick, their surroundings were so drab and disheartening that it always brought a lump to one's throat to think of the old days. But the women were so brave. They were such valiant soldiers that it seemed to me in some way they should be immortalized in Kansas history.

Read to here



Ad Astra per Aspera
To the Stars Through the Wilderness

—KANSAS STATE MOTTO

CHAPTER THREE



Aprons and Plows

Daily Life on the Prairie

“What was the work of a farm woman in those early days? . . . Hers was the work of the Wife and Mother, the Helpmate of her husband, the Home-maker and Home-keeper.”

—CLARA HILDEBRAND

IN THE NINETEENTH CENTURY the home was regarded as the proper “place” for women in society, a sphere where women were expected to serve diligently as wives, mothers and housekeepers. For the wealthy woman, this meant a life of leisure; for others, it entailed the endless drudgery of housework and homemaking. Without full legal standing or widespread educational opportunities, most women at this time could not by themselves escape the confines of home and hearth.

To the pioneer woman, home and hearth meant work loads that were heavier than ever. And yet that work was the work of survival. In its isolation, the pioneer family existed as a self-sufficient unit that took pride in its ability to provide for itself and persevere in the face of hardship. Men and women worked together as partners, combining their strengths and talents to provide food and clothing for themselves and their children. As a result, women found themselves on a far more equal footing with their spouses.

clothes of ground-in dirt and stains. Once clean, the garments were hung on the line or spread along fences and shrubs to dry in the hot Kansas sun.

At this time, the soap itself was a scarce and valuable commodity. Only by collecting scraps of fat and preparing special ashes was the family able to produce a limited quantity for its personal and laundering needs. As a pioneer, Emeline Crumb followed an old New England recipe for the making of her soft soap. "Soap making was a complicated matter. First, if one was to have good results, it was necessary to burn the right kind of wood. This was hickory as first best, with white oak second. Walnut and other woods, giving a dark ash, were useless.

"A leach, or Hopper, was constructed, of rived clap-boards, set upright on a board platform, with their lower ends converging, and spaces between the boards battened with narrower strips. This platform was grooved around the outer edge, just as is one for cider making. The upper parts of these clap-boards were held in place by a frame with posts at each corner. Then a liberal bunch of straw or hay was placed in the bottom of the hopper. The ashes were put in when taken from fire places or stoves each day, always being careful they contained no fire, for there was always danger of fires getting started on the prairies. If much rain fell, boards were used to cover the leach, it being desirable the ashes should be all collected before they were wet down.

"When the hopper was full, a depression was made in the middle, and clear water poured in each day, until at last the lye began to drip from the groove in the platform. A wooden bucket or stone jar was set under to catch the drippings. When the family did not possess these convenient articles, father went to the woods, cut a proper log, and hewed out a trough, which answered the purpose, just as it did to also water stock, or rock the baby for a cradle.

"If the ashes were leached slowly enough, the lye would be very strong. To be perfect, it should bear up an egg. A fresh egg—not an addled one, which will float anywhere.

"When a bright day came—in the right time of the moon—father set the big soap kettle in the back yard, and brought plenty of dry wood near. All the grease and scraps of fat trimmings that had been collected during the year were brought to the place. In the case of grease which had been tried out, such as that from the entrails of

Read the section
on soap
and ague

hogs, or saved from the cooking, it could be made up at once. There were likely to be some pounds of meaty scraps and rinds, and these were first cooked in a weak lye, by the most particular housewives. When thoroughly cooked, water was put in a wooden tub and the mess turned in and set aside to cool. The debris settled in the bottom, and a mushy grease on top was partly made soap, later to be used as was the more pure grease. When the grease was thus all prepared, the real presiding genius was called to put the finishing touch.

“A noted painter was once asked, by a fellow artist, what he mixed his paints with to produce such wonderful results. The reply was ‘BRAINS.’ And this was one ingredient of pioneer soap making.

“The grease being in an indefinite state, it was a matter of experienced judgment how much to put into the kettle of boiling lye. Not infrequently some eastern dame was invited to superintend the process, who invariably brought her knitting along, and sat in the hickory bottomed rocker, out in the sunshine near the soap kettle, telling of bygone days when men hunted bears and women fought Indians in their absence. When the soap was declared done by the best authority present, it was carefully ladeled into a wooden tub containing a few quarts of water, covered and left to cool. If a little salt or rozin had been added it would be hard and could be cut into bars for drying as hard as soap. Turned into a firkin or barrel, and in which it remained until used, it was the popular soft soap. The kind housewives used to scrub their tables and floor. Not the sort used later by politicians.”

In addition, women also took on the responsibility of keeping the family healthy. For the pioneers, disease was an insidious adversary. Weakened by poor nutrition and substandard living conditions, they were highly susceptible to illnesses of all sorts. At best, cleanliness was difficult in the confines of a one-room soddy or dugout. Qualified doctors were scarce, hospitals were virtually nonexistent and medical supplies were difficult to obtain. As a result, settlers by the score fell victim to cholera, malaria, smallpox, typhoid, pleurisy and pneumonia.

Among the young, malaria was particularly devastating. Spread by mosquitoes, it attacked its victims with severe chills and fevers. Like others, Minnie Mickel remembered her childhood bouts with the ague. She wrote: “As is usual in new countries where much land is newly broken, there was a great deal of sickness of a malarial nature. Few families escaped the ague and fever. We had our full share of ‘the

shakes' and were all taught to take our quinine before the days of capsules. Many were the plans to try and disguise the awful bitter, but with indifferent success. Sometimes the whole family would resemble a temporary hospital with all the nurses sick.

"In the better understanding of maturity I often think what burdens father and mother bore of poverty and work and care, which I though willing could not share. I remember their sad, anxious faces when the dark angel seemed to hover over some of us."

Sometimes, however, even a sudden case of the ague seemed to have its practical side. Remembering her father's illness, Anna Biggs wrote: "Malaria or ague, as they called it then, was the bane of the early settlers' lives. When Mr. Biggs was so with it that Mrs. Biggs had to cut the wood, she put the baby behind him on the corded bedstead where his shiverings joggled the baby off to sleep. The early settler in Kansas couldn't waste even an ague chill."

In the home, it was the women who assumed the major burden of nursing and caring for the sick. With calm deliberation, they used what little medical knowledge they had to treat their stricken families. Old-fashioned remedies and potent herbal brews were concocted to ease their patients' pains and cure their ills. Often, these medicinal recipes had passed through family generations. Wild herbs and plant roots of all sorts were brewed into teas or beaten into poultices to quell chills and calm fevers. Along with quinine for the ague, the pioneer mother administered sassafras tea for fevers and buttercup tea for asthma. Strong doses of whiskey, kerosene or turpentine served as antiseptic solutions, while raw beef slabs or live chicken flesh were used to draw the deadly poison from a snake bite. Occasionally, the ailing settlers were even lured by the promised cures of patent medicines.

Along with her special home remedies, Sarah Jayne Oliver made her family follow a strict diet and a hygienic regimen to prevent undue illnesses. Her daughter, Katherine Elspeth Oliver, recalled her mother's determination to keep the family fit:

"My mother loved Kansas from the first. We, her children, have often marvelled that she who had been 'brought up' to the conventional refinements of life and its ordered ways, prepared neither by training nor anticipation for the life of a plainswoman, should have adapted herself so readily to its demands and have conceived a keen zest and pleasure in her new experiences and life, that in all its vicissitudes she should have distinguished herself so gallantly.

Read to this point.



CHAPTER FIVE

Days of Darkness Fighting the Elements

"There were many tearful occasions for the tearful type. There were days and months without human fellowship, there were frightful blizzards, drouth destroying seasons . . . and many pitiful deprivations, but there were also compensations for the brave, joyous, determined pioneer."

—LULU FUHR

FOR ALL THE TERRORS of isolation or attacking wolves, the frontier family soon learned that its worst enemy was nature itself. In Kansas, each season carried its own perils. Spring might favor the farmer with sunny skies and balmy temperatures; yet often melting snows and spring rainstorms caused torrential floods that menaced home and field alike. Tornadoes, with their deafening roar and deadly funnels, often ripped across the land, obliterating everything in their path. Summer, in turn, was apt to unleash droughts and hot winds that withered the crops and crippled the fall harvest. Plagues of grasshoppers devoured entire cultivated fields and miles of prairie foliage. Finally, the bitter winter season brought numbing temperatures and crushing blizzards.

Dwarfed by the endless sweep of grass and sky, the frontier family found little protection or relief from these seasonal adversities. Out on the empty plains there were few trees to shade them from the sun,

(skipping to the
grasshoppers)

still more misfortune. As one woman lamented, "All, or many, of the elements of nature seemed to work together to discipline the early Kansas settlers, they were not allowed to grow soft with ease and luxury, and as though hot winds, droughts and Indians were not enough, the grasshoppers came along and did their part."

During the first twenty years of its settlement, the Kansas frontier was relatively free from any sizable grasshopper infestation. Although grasshoppers had aggravated the farmer in relatively small numbers from time to time, they had not been a particularly serious problem. As a result, the pioneers were largely unprepared for the massive onslaught of the insects which would literally eat their way across the state in 1874. In fact, the infestation was so overwhelming and devastating that the year was later identified as the "Grasshopper Year."

In the beginning, 1874 seemed to have the makings of a very good year. "In the spring of 1874," wrote Mrs. Everett Rorabaugh, "the farmers began their farming with high hopes, some breaking the sod for sod corn, others plowing what had been broken the year before, sowing spring wheat, corn and cane, and with plenty of rain everyone was encouraged at the present. The neighbors would meet at some little one-room house and put in the day visiting and eating buffalo meat boiled, and cornbread and dried 'apple sass' that some relative back east had sent, and the men talking about the bumper crop they were going to have that year."

Although the summer had been typically hot and dry, the crops were growing well. By August, the wheat and the oats were mostly in the shock, and the lush green pasture grasses gave promise of fat and healthy herds of cattle. For the farmers evaluating their prospects, a plentiful harvest seemed assured. But their anticipation turned to despair as millions upon millions of grasshoppers blanketed the sky. "They looked like a great, white glistening cloud," recalled one bewildered pioneer, "for their wings caught the sunshine on them and made them look like a cloud of white vapor." Swooping down on the fertile fields, the insects began a feast of destruction.

"August 1, 1874," explained Mary Lyon, "is a day that will always be remembered by the then inhabitants of Kansas. . . . For several days there had been quite a few hoppers around, but this day there was a haze in the air and the sun was veiled almost like Indian summer. They began, toward night, dropping to earth, and it seemed as if we were in a big snowstorm where the air was filled with enormous-size flakes."

Alighting to a depth of four inches or more, the grasshoppers covered every inch of ground, every plant and shrub. Tree limbs snapped under their weight, corn stalks bent to the ground, potato vines were mashed flat. Quickly and cleanly, these voracious pests devoured everything in their paths. No living plant could escape. Whole fields of wheat, corn and vegetables disappeared; trees and shrubs were completely denuded. Even turnips, tobacco and tansy vanished.

"When they came down," remembered Mary Roberts, "they struck the ground so hard it sounded almost like hail. Father had tried to get a start in fruit trees as soon as he could, and we had a greengage plum tree in our yard that was full of plums that were almost ripe, but it was thought too green to pick yet. We had to postpone dinner while 'all hands' gathered garden stuff and plums to save them. We picked every plum, as they would soon have all been devoured by the hoppers had we not done so.

"There was a watermelon patch in our garden and the melons were quite large and long. They were not ripe, so we could not save them, but by the evening of the second day they were all gone. I think we found one or two pieces of rind about the size of the palm of our hand in the whole patch. Such enormous appetites they had! In a few days they had eaten every green thing. They soon had every twig on every tree or bush eaten off and the trees were as bare as in midwinter."

Stunned by the continued onslaught and desperate to save what little remained, the pioneers grabbed whatever coverings they could find to shield their crops and shrubbery. Out came the bedsheets, blankets, quilts and shawls. Even old winter coats and greasy burlap sacks were ripped apart to spread over precious vegetables. Yet these coverings proved useless; the grasshoppers ate straight through the cloth or wormed their way underneath. As the settlers soon learned, these creatures would stop at nothing.

"They devoured every green thing but the prairie grass," continued Mary Lyon. "They ate the leaves and young twigs off our young fruit trees, and seemed to relish the green peaches on the trees, but left the pit hanging. They went from the corn fields as though they were in a great hurry, and there was nothing left but the toughest parts of the bare stalks. Our potatoes had to be dug and marketed to save them.

"I thought to save some of my garden by covering it with gunny sacks, but the hoppers regarded that as a huge joke, and enjoyed the awning thus provided, or if they could not get under, they ate their way through. The cabbage and lettuce disappeared the first afternoon;

by the next day they had eaten the onions. They had a neat way of eating onions. They devoured the tops, and then ate all of the onion from the inside, leaving the outer shell.

"The garden was soon devoured, and when all of these delicacies were gone, they ate the leaves from the fruit trees. They invaded our homes, and if our baking was not well guarded by being enclosed in wood or metal, we would find ourselves minus the substantial part of our meals; and on retiring to bed, we had to shake them out of the bedding, and were fortunate if we did not have to make a second raid before morning."

Within hours, no part of the countryside was left unscathed. Having eliminated all the crops and foliage, grasshoppers by the thousands moved on into barns and houses. Besides devouring the food left in cupboard, barrel and bin, they attacked anything made of wood, destroying kitchen utensils, furniture, fence boards and even the rough siding on cabins. Window curtains were left hanging in shreds, and the family's clothing was heartily consumed. Craving anything sweaty, the insects took a special liking to the handles of pitchforks and the harnesses of horses. Lumbering cattle stood by helplessly as the pests crawled all over their bodies, tickling their ears, eyes and nostrils. Young children screamed in terror as the creatures writhed through their hair and down their shirts. Men tied strings around their trouser cuffs to keep them from wriggling up their legs.

Lillie Marcks was a child of twelve when the grasshoppers scourged these prairies. In her memoirs, she relived the anguish of witnessing the unexpected devastation of her family's homestead. "Several days before the plague of grasshoppers, my father and his hired man, Jake, came home from the near-by village with tales of trains that could not start or stop because the tracks were slick with crushed grasshoppers. So thick were the grasshoppers that the sun could scarcely be seen.

"One morning, I had a chill and shook for hours. Mother made a pallet for me on the floor near the front door and covered me. I fell asleep. After a long rest, I awoke burning with fever. Mother had placed a wet cool towel over my face to reduce the fever. The sun was shining over my pallet and I felt so ill. Oh dear! Then Jake's voice rang loud and clear. 'Mrs.! Oh, Mrs.! They're come! They're come! The grasshoppers is here! You can jes' see the trees bein' ett up!' I raised the towel from my face and eyes, looked toward the sun. Grasshoppers by the millions in a solid mass filled the sky. A moving gray-green screen between the sun and earth.

"Riding his pony like the wind, father came home telling us more tales of destruction left in the path of the pests. They hit the house, the trees and picket fence. Father said, 'Go get your shawls, heavy dresses and quilts. We will cover the cabbage and celery beds. Perhaps we can save that much.' Celery was almost an unseen vegetable in that time and place—they wished to save it. They soon were busy spreading garments and coverings of all sorts over the vegetables.

"The hired man began to have ideas. Everyone was excited trying to stop the devastation. Bonfires began to burn thru the garden. 'Now I'll get some of them,' Jake said. Picking up a shovel, he ran thru the gate. Along the fence they were piled a foot deep or more, a moving struggling mass. Jake began to dig a trench outside the fence about two feet deep and the width of the shovel. Father gathered sticks and dead leaves. In a few minutes, the ditches were filled with grasshoppers, but they soon saw the fire covered and smothered by grasshoppers. Think of it, grasshoppers putting out a fire.

"Ella, my five-year-old sister, was shooing and beating them off the covered garden by means of a long branch someone had given her. I was ill and so excited over all of this battle and could only be up a few seconds at a time. Then all at once, Ella's voice rang out in fear. 'I'm on fire!' Forgotten was my fever. I ran to the door and saw a flame going up the back of her dress. In less time than I can tell this, I ran to her and tore off her dress from the shoulders down. Then I turned and looked at the writhing mass of grasshoppers on the garments covering the vegetables and called, 'Ma! Ma! Come here! They are eating up your clothes!'"

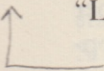
At least the clothes the grasshoppers ate in the Marcks household were on the ground and not being worn. Adelheit Viets was not as lucky: "The storm of grasshoppers came one Sunday. I remember that I was wearing a dress of white with a green stripe. The grasshoppers settled on me and ate up every bit of green stripe in that dress before anything could be done about it."

For the beleaguered settlers, the devastation continued long after the grasshoppers had moved on. To their dismay, everything reeked with the taste and odor of the insects. The water in the ponds, streams and open wells turned brown with their excrement and became totally unfit for drinking by either the pioneers or their livestock. Bloated from consuming the locusts, the barnyard chickens, turkeys and hogs themselves tasted so strongly of grasshoppers that they were completely inedible.

"Hearts were heavy," lamented one victim, "every bit of our crops gone for that year, and how were we to live? The question was solved in various ways. Some were still hopeful and stayed there to try again. Some gave up and went 'back home.' We sent back home and borrowed money to buy wheat to feed horses and pigs, going many miles east to find the grain."

To make matters worse, the insects had deposited their own eggs in the soil before departing. By the following spring, hordes of grasshoppers hatched and continued the onslaught. "One day the whole earth began to crawl and move," wrote one woman, "grasshoppers by the millions were hatching, pale sickly-looking white bugs at first, and once more they mowed down all of God and man's work." This time, however, the farmers had time to replant their crops, thus preventing any repetition of the wholesale destruction.

With the pestilence finally behind them, the stricken homesteaders tried to overcome their troubles and resolutely confront the future. "How shall I describe that time?" wrote one woman. "Life made miserable in so many ways, for in that memorable year of 1874 life was wretchedly uncomfortable, we were poverty stricken, without the means to sustain life through the coming winter. In those days, there were no aristocrats on Spring Creek, we made the most of our circumstances and of one another. Life was yet before us, and it was the same danger that threatened us all: *hard times*. The men went to work with heavy hearts and put in cane and millet for the winter, and kind friends in the East sent us 'aid' such as bedding and clothes, food and shoes. We lived principally on cornbread, cornmeal, coffee, gravy, sorghum for sweetening, and the men smoked grape leaves for tobacco." In true pioneer spirit, she added one more recollection: "Life was worthwhile, even then."



Remote Learning Packet

Please submit scans of written work in Google Classroom at the end of the week.

May 4-8, 2020

Course: 10 Chemistry

Teacher(s): Ms. Oostindie megan.oostindie@greatheartsirving.org

Weekly Plan:

Monday, May 4

- Study guide day 1 (sections 10.1-10.4)
- Answer book questions 10.1-10.5

Tuesday, May 5

- Study guide day 2 (sections 10.5-10.7)
- Answer book questions 10.6-10.8, 10.10-10.11

Wednesday, May 6

- Study guide day 3 (sections 10.8-10.10)
- Answer book questions 10.12-10.15, 10.17

Thursday, May 7

- Chapter 10 Assessment (covers sections 10.1-10.10)

Friday, May 8

- Attend office hours
- Catch-up or review the week's work

Statement of Academic Honesty

I affirm that the work completed from the packet is mine and that I completed it independently.

I affirm that, to the best of my knowledge, my child completed this work independently

Student Signature

Parent Signature

This week we will have our first remote assessment. The assessment will cover chapter 10, sections 1-10. For the first three days of this week, you will be building a study guide and answering book questions to review the material. The study guide will be built in the same document or on the same paper across three days and it will be submitted for a grade. The review questions will be completed on paper, self-graded, and not submitted on Google Classroom. The assessment will be open note so you can expect to see many questions that are applications of the concepts you have learned rather than questions that test your memorization.

Two short videos reviewing the main concepts of chapter 10 titled “Acids and Bases Review” and “Indicator Demonstration” can be found in Google Classroom and should be viewed on one of the days leading up to the assessment (your choice of Monday, Tuesday, or Wednesday).

Monday, May 4

Complete the study guide day 1 questions in the document titled “Chapter 10 Study Guide.” These questions cover sections 1-4. You may type your responses in a document or hand-write them on paper.

Answer book questions 10.1-10.5, found on pp. 298-299. After you have made an honest attempt at each question, reference the attached answer key and self-grade in a different color pen. Use the grading process to learn where you went wrong and improve upon your mistakes for the assessment on Friday.

Tuesday, May 5

Complete the study guide day 2 questions in the document titled “Chapter 10 Study Guide.” These questions cover sections 5-7. You may type your responses in a document or hand-write them on paper.

Answer book questions 10.6-10.8 and 10.10-10.11, found on pp. 302-306. After you have made an honest attempt at each question, reference the attached answer key and self-grade in a different color pen. Use the grading process to learn where you went wrong and improve upon your mistakes for the assessment on Friday.

Wednesday, May 6

Complete the study guide day 3 questions in the document titled “Chapter 10 Study Guide.” These questions cover sections 8-10. You may type your responses in a document or hand-write them on paper.

Answer book questions 10.12-10.15, 10.17, found on pp. 308-310. After you have made an honest attempt at each question, reference the attached answer key and self-grade in a different color pen. Use the grading process to learn where you went wrong and improve upon your mistakes for the assessment on Friday.

Thursday, May 7

Take the attached Chapter 10 Assessment. You should complete the assessment in 40 minutes. I strongly encourage you to complete the assessment digitally on Google Classroom, but you do have the option to hand-write and scan your responses.

Remember that assessments are tools for learning. Make an attempt at the question, if you are unsure of your answer, check your notes, make your corrections, and think about why your first answer was correct/incorrect. This is not an assessment of how well you have memorized the material but it is a way

of measuring how well you understand and can interpret the chemistry concepts related to acids and bases.

Friday, May 8

Use this day to attend office hours, catch up on work from this week, scan your documents, and enjoy the start of your weekend! *Do not include the book questions in your packet submission*, only the documents listed: Chapter 10 Study Guide, Chapter 10 Assessment (only if hand-written).

Chapter 10 Study Guide

Day 1 (Sections 10.1-10.4)

1. What is the difference between Arrhenius's definition of acids/bases and Brønsted-Lowry's definition of acids/bases?
2. What is transferred in an acid-base reaction?
3. Describe how conjugate acid-base pairs are related.
4. How can water act as both an acid and a base?

Day 2 (Sections 10.5-10.7)

1. What is the difference between strong and weak when you are describing acids and bases?
2. How would you describe the relationship between the strengths of the two substances in a conjugate acid-base pair?
3. How do you determine which side of the reaction is favored in an acid-base reaction?
4. What does the value of K_a tell us about an acid?
5. In an acidic solution, which compound has a high concentration?
6. In a basic solution, which compound has a high concentration?

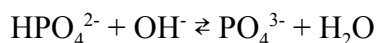
Day 3 (Sections 10.8-10.10)

1. Why is pH a useful measure of acidity rather than only using the concentration of H_3O^+ ?
2. For any given solution: $pH + pOH = 14$. Why is this true?
3. Describe a laboratory situation where using an acid-base indicator would be helpful.
4. Why is it important for specialized regions of our bodies to be able to maintain specific pH levels?
In other words, why is it important that our blood is pH 7.4 but our pancreatic juice is pH 8?

Chapter 10 Book Questions KEY

- Which of the following would you expect to be Bronsted-Lowry acids?
 - HCO_2H YES
 - H_2S YES
 - SnCl_2 NO
- Which of the following would you expect to be Bronsted-Lowry bases?
 - SO_3^{2-} YES
 - Ag^+ NO
 - F^- YES
- Write formulas for:
 - The conjugate acid of HS^- H_2S
 - The conjugate acid of PO_4^{3-} HPO_4^{2-}
 - The conjugate base of H_2CO_3 HCO_3^-
 - The conjugate base of NH_4^+ NH_3
- For the reaction shown, identify the Bronsted-Lowry acids, bases, and conjugate acid-base pairs
From left to right: BASE, ACID, CONJUGATE ACID, CONJUGATE BASE
- Is water an acid or a base in the following reactions?
 - BASE
 - ACID
 - BASE
- Use Table 10.1 to identify the stronger acid in the following pairs:
 - NH_4^+
 - H_2SO_4
 - H_2CO_3
- Use Table 10.1 to identify the stronger base in the following pairs:
 - F^-
 - OH^-

8. Write a balanced equation for the proton-transfer reaction between a hydrogen phosphate ion and a hydroxide ion. Identify each acid-base pair, and determine which direction the equilibrium is favored.



Pair 1: HPO_4^{2-} and PO_4^{3-}

Pair 2: OH^- and H_2O

Equilibrium is favored to the right (forward reaction)

10. Benzoic acid has $K_a = 6.5 \times 10^{-5}$ and citric acid has $K_a = 7.2 \times 10^{-4}$. Which of the two is the stronger acid?

Citric acid

11. Identify the following solutions as either acidic or basic. What is the value of $[\text{OH}^-]$ in each?

a. Beer, $[\text{H}_3\text{O}^+] = 3.2 \times 10^{-5} \text{ M}$ ACIDIC $[\text{OH}^-] = 3.1 \times 10^{-10} \text{ M}$

b. Household ammonia, $[\text{H}_3\text{O}^+] = 3.1 \times 10^{-12} \text{ M}$ BASIC $[\text{OH}^-] = 3.2 \times 10^{-3} \text{ M}$

12. Which solution has the higher H_3O^+ concentration, one with pH = 5 or one with pH = 9? Which has the higher OH^- concentration?

Higher $[\text{H}_3\text{O}^+]$: pH 5

Higher $[\text{OH}^-]$: pH 9

13. Give the pH of solutions with the following concentrations:

a. $[\text{H}_3\text{O}^+] = 1 \times 10^{-5} \text{ M}$ pH = 5

b. $[\text{OH}^-] = 1 \times 10^{-9} \text{ M}$ pH = 5

14. Give the hydronium ion concentration of solutions with the following values of pH. Which solution is most acidic? Which solution is most basic?

a. pH 13.0 $[\text{H}_3\text{O}^+] = 1 \times 10^{-13} \text{ M}$ MOST BASIC

b. pH 3.0 $[\text{H}_3\text{O}^+] = 1 \times 10^{-3} \text{ M}$ MOST ACIDIC

c. pH 8.0 $[\text{H}_3\text{O}^+] = 1 \times 10^{-8} \text{ M}$

15. What is the pH of a $1 \times 10^{-4} \text{ M}$ solution of HNO_3 ?

pH = 4

17. Find the pH of the following solutions:

a. Seawater with $[\text{H}_3\text{O}^+] = 5.3 \times 10^{-9} \text{ M}$ pH = 8.3

b. A urine sample with $[\text{H}_3\text{O}^+] = 8.9 \times 10^{-6} \text{ M}$ pH = 5.1

Chapter 10 Assessment
Acids and Bases

Directions: Write the letter of the correct answer on the line provided to the left of each question.

1. ____ When acids and bases react in a neutralization reaction the product other than water is a
 - a. hydronium ion
 - b. hydroxide ion
 - c. metal
 - d. salt
 - e. hydrogen ion

2. ____ Given the equation $\text{CH}_3\text{NH}_2 + \text{HCl} \rightleftharpoons \text{CH}_3\text{NH}_3^+ + \text{Cl}^-$, a conjugate acid-base pair in the reaction shown is ____ and ____.
 - a. CH_3NH_3^+ and Cl^-
 - b. CH_3NH_2 and HCl
 - c. CH_3NH_2 and Cl^-
 - d. HCl and H_3O^+
 - e. HCl and Cl^-

3. ____ Which reaction best illustrates the behavior of the weak base H_2PO_4^- in aqueous solution?
 - a. $\text{H}_2\text{PO}_4^- + \text{H}_2\text{O} \rightleftharpoons \text{H}_3\text{PO}_4 + \text{OH}^-$
 - b. $\text{H}_2\text{PO}_4^- \rightleftharpoons \text{H}^+ + \text{HPO}_4^{2-}$
 - c. $\text{H}_2\text{PO}_4^- + \text{H}_2\text{O} \rightleftharpoons \text{H}_2\text{PO}_4^{2-} + \text{H}_3\text{O}^+$
 - d. $\text{H}_2\text{PO}_4^- + \text{H}^+ \rightleftharpoons \text{H}_3\text{PO}_4 + \text{OH}^-$
 - e. $\text{H}_2\text{PO}_4^- \rightleftharpoons 2\text{H}^+ + \text{PO}_4^{3-}$

4. ____ Which one of the following is the weakest acid?
 - a. HClO ($K_a = 3.0 \times 10^{-8}$)
 - b. HNO_2 ($K_a = 4.5 \times 10^{-4}$)
 - c. HF ($K_a = 6.8 \times 10^{-4}$)
 - d. HCN ($K_a = 4.9 \times 10^{-10}$)
 - e. CH_3COOH ($K_a = 1.8 \times 10^{-5}$)

5. ____ Which solution is basic?
- $[\text{H}_3\text{O}^+] = 1.0 \times 10^{-10}$
 - $[\text{H}_3\text{O}^+] = 1.0 \times 10^{-7}$
 - $[\text{OH}^-] = 1.0 \times 10^{-10}$
 - $[\text{OH}^-] = 1.0 \times 10^{-7}$
 - $[\text{H}_3\text{O}^+] = 1.0 \times 10^{-4}$
6. ____ If the concentration of H_3O^+ is 1.0×10^{-3} M, the concentration of OH^- is _____ M.
- 1.0×10^{-11}
 - 1.4×10^{-12}
 - 1.0×10^{-3}
 - 1.0×10^{-7}
 - 1.4×10^{-3}
7. ____ Which of the following pHs corresponds to a strongly basic solution?
- 6.9
 - 4.3
 - 2.7
 - 11.5
 - 7.4
8. ____ Which of the following pH's corresponds to a neutral solution?
- 8.5
 - 14.0
 - 7.0
 - 1.8
 - 6.2
9. ____ Which of the following pH's corresponds to a weakly acidic solution?
- 5.3
 - 9.2
 - 7.8
 - 11.5
 - 1.4
10. ____ Which reaction is favored when hydrochloric acid (HCl) is mixed with sodium hydroxide (NaOH)?
- Quick
 - Slow
 - Forward
 - Reverse
 - None of the above

Directions: Answer the question in the space provided. Be sure to show all work for calculations and write your final answer on the line provided. Make sure to include the unit and the correct number of significant figures.

11. The pH of a cup of coffee is measured as 5.45. Express this measurement as $[H_3O^+]$.

$$[H_3O^+] = \underline{\hspace{2cm}}$$

12. What is the pH of a solution in which $[H_3O^+] = 1.2 \times 10^{-3} M$?

$$pH = \underline{\hspace{2cm}}$$

13. What is the pOH of a solution in which $[H_3O^+] = 3.3 \times 10^{-10} M$?

$$pOH = \underline{\hspace{2cm}}$$

Directions: Answer the following questions in complete sentences.

14. What makes an acid strong or weak?

15. How does an acid's strength or weakness relate to its concentration in water?

16. Why does taking an antacid counteract the effects of acid reflux (also known as GERD)?

Common Acid–Base Indicators

Indicator	Approximate pH Range for Color Change	Color Change
methyl orange	3.2–4.4	red to yellow
bromthymol blue	6.0–7.6	yellow to blue
phenolphthalein	8.2–10	colorless to pink
litmus	5.5–8.2	red to blue
bromcresol green	3.8–5.4	yellow to blue
thymol blue	8.0–9.6	yellow to blue

17. A chemist is conducting a reaction that performs optimally at pH 9.8. Using the chart, which acid-base indicator could they use to determine if their solution is at the optimal pH?
18. You mix calcium carbonate (CaCO_3) and a liquid that you thought was ammonia (NH_3). The mixture then bubbles and foams. What type of substance did you actually mix with the calcium carbonate and why were bubbles produced?

Remote Learning Packet

Please submit scans of written work in Google Classroom at the end of the week.

May 4-8, 2020

Course: Economics, 10th Grade

Teacher(s): Mr. Loomis, joseph.loomis@greatheartsirving.org

Weekly Plan:

Monday, May 4 (20 mn)

Read pp. 1- 5, up to but not including “The Economic Success of the Constitution.”

Tuesday, May 5 (20 mn)

Read pp. 5 - 8, to the end.

Wednesday, May 6 (20 mn)

Answer reading questions.

Thursday, May 7 (20 mn)

Answer reading questions.

Friday, May 8

Attend office hours

Catch-up or review the week’s work

Statement of Academic Honesty

I affirm that the work completed from the packet is mine and that I completed it independently.

I affirm that, to the best of my knowledge, my child completed this work independently

Student Signature

Parent Signature

Monday, May 4

- Read pp. 1- 5, up to, but not including, “The Economic Success of the Constitution.”
- While reading please think about the following questions:
 - What are the elements of the American Constitution that make it difficult for a majority to dominate a minority?
 - Why would a more democratic constitution be worse for the American people according to the author?

Tuesday, May 5

- Read pp. 5 - 8, to the end.
- While reading please think about the following questions:
 - What aspects of the American Constitution set up positive incentives for individuals to create wealth?
 - Think back to our previous lessons on *Principles of Microeconomics* and *Finance*: how do protection of private property, access to information and low transaction costs incentivize productive activities?

Wednesday, May 6

- Answer the reading questions from Monday’s assignment. Please spend the full 20 minutes allotted to the lesson.
- Roughly divide your time into 10 minutes for each question. Each answer should be a small paragraph consisting of 5 to 10 complete sentences. It would be preferable if you could type your answers and upload it as a digital file. If you must write it by hand, it would still be preferable to clean it up by typing.

Thursday, May 7

- Answer the reading questions from Tuesday’s assignment. Please spend the full 20 minutes allotted to the lesson.
- Roughly divide your time into 10 minutes for each question. Each answer should be a small paragraph consisting of 5 to 10 complete sentences. It would be preferable if you could type your answers and upload it as a digital file. If you must write it by hand, it would still be preferable to clean it up by typing.

Friday, May 8

- Attend office hours;
- Catch-up or review the week’s work.

[Source](#)**The Political Economy of the U.S. Constitution****Sunday, February 1, 1987*****Dwight R. Lee***

Dwight Lee is a professor of economics at the University of Georgia and holds the Ramsey Chair in Private Enterprise. He is co-author (with Richard McKenzie) of the book Regulating Government: The Positive Sum Solution, Lexington Books, 1987. The present article is adapted from a chapter in this book.

During the bicentennial of the U.S. Constitution it is appropriate to reflect on the political wisdom of our Founding Fathers. No written constitution in history has established a more durable or successful democracy than has the U.S. Constitution. A full appreciation of the Founding Fathers, however, requires an understanding of the economic as well as the political consequences of our Constitution. Every economy is a political economy and the enormous success of the U.S. economy has been as dependent on our political system as on our economic system.

Indeed, many of the problems that currently plague the U.S. economy are the result of our failure to hold on to the political wisdom that guided our Founding Fathers. Economic knowledge is obviously important in the effort to promote economic growth and development. But no matter how sound our economic understanding, economic performance will continue to suffer until we once again recognize that political power is a force for progress only when tightly constrained and directed toward limited objectives.

The genesis of the political and economic wisdom of our Founding Fathers is found in the fact that they distrusted government while fully recognizing the necessity of government for a beneficent social order. The cautious embrace the Founders gave government is reflected in their view of democracy as necessary but not sufficient for the proper control of government.

The concerns that led to the colonists' break with Great Britain were very much in the public mind when the Constitutional Convention met in Philadelphia during the summer of 1787. The well known pre revolution rallying cry, "No taxation without representation," reflected a clear understanding of the dangers that accompanied any exercise of government power not answerable to those who are governed. That the government established by the Constitution would be democratic in form was not in doubt. Unchecked democratic rule, however, was anathema to the most thoughtful of the Founding Fathers. A grievance against English rule rivaling that of "taxation without representation" concerned the sovereign authority assumed by the English Parliament in 1767. In that year Parliament decreed that, through its democratically elected members, it had the power to pass or strike down any law it desired. The colonists had brought with them the English political tradition, which dated back at least to the Magna Carta of 1215: the people have certain rights that should be immune to political trespass regardless of momentary desires of a democratic majority. The concern was not only that the colonists were unrepresented in Parliament but, more fundamentally, that Parliament assumed unlimited power to meddle in the private lives of individuals whether represented or not:

Although the Founding Fathers were determined to establish a government that was democratic in the limited sense that political decisions could not ignore citizen input, they had no intention of creating a government that was fully responsive to majority interests. In many ways the Constitution is designed to frustrate the desire of political majorities to work their will through the exercise of government power. The most obvious example of this is the first ten amendments to the Constitution, or the Bill of Rights. These amendments guarantee certain individual freedoms against political infringement regardless of majority will. If, for example, freedom of speech and the press was dependent on majority vote, many unpopular but potentially important ideas would never be disseminated. How effectively would a university education expose students to new and controversial ideas if professors had to submit their lectures for majority approval?

Other examples exist of the undemocratic nature of the government set up by the Constitution. There is very little that can be considered democratic about the Supreme Court. Its nine members are appointed for life, and their decision can nullify a law passed by the Congress and supported by the overwhelming majority of the American public. In a five to four decision one member of the court, insulated from the democratic process, can frustrate the political will of a nearly unanimous public. The arrangement whereby the President can reverse the will of the Congress through his veto power is certainly not a very democratic one. Neither is the Senate where the vote cast by a senator from Wyoming carries weight equal to the vote by the senator from California, even though the California senator represents a population fifty times larger than does the Wyoming senator. The senators from the twenty-six least populated states can prevent a bill from clearing Congress, even though it has incontestable popular support in the country at large. Congress is actually less democratic than just indicated once it is recognized that popular bills can be prevented from ever being considered in the full House of Representatives or Senate by a few representatives who serve on key congressional committees.

It is safe to say that the chief concern of the framers of the Constitution was not that of insuring a fully democratic political structure. Instead they were concerned with limiting government power in order to minimize the abuse of majority rule. In the words of R. A. Humphreys, “they [the Founding Fathers] were concerned not to make America safe for democracy, but to make democracy safe for America.”[1]

Prelude to the Constitutional Convention

Fear of the arbitrary power that could be exercised by a strong central government, democratically controlled or otherwise, was evident from the Articles of Confederation. The Articles of Confederation established the “national government” of the thirteen colonies after they declared their independence from England. There is some exaggeration in this use of the term national government, since the Articles did little more than formalize an association (or confederation) of thirteen independent and sovereign states. While the congress created by the Articles of Confederation was free to deliberate on important issues and pass laws, it had no means of enforcing them. The Articles did not even establish an executive branch of government, and congressional resolutions were nothing more than recommendations that the states could honor if they saw fit. The taxes that states were assessed to support the Revolutionary War effort were often ignored, and raising money to outfit and pay the American army was a frustrating business.

Because of the weakness of the national government, the state governments under the Article of Confederation were strong and often misused their power. Majority coalitions motivated by special interests found it relatively easy to control state legislatures and tramp on the interests of minorities. Questionable banking schemes were promoted by debtors, with legislative assistance, in order to reduce the real value of their debt obligations. States often resorted to the simple expedient of printing money to satisfy their debts. Trade restrictions between the states were commonplace as legislators responded to the interests of organized producers while ignoring the concerns of the general consumers. There was a 1786 meeting in Annapolis, Maryland of the five middle states to discuss ways to reduce trade barriers between the states. At this meeting the call was made for a larger meeting in Philadelphia in the following year to discuss more general problems with the Articles of Confederation. This meeting became the Constitutional Convention.

Achieving Weakness Through Strength

It was the desire of Madison, Hamilton, and other leaders at the Constitutional Convention to replace the government established by the Articles of Confederation with a central government that was more than an association of sovereign states. The new government would have to be strong enough to impose some uniformity to financial, commercial, and foreign policy and to establish some general protections for citizens against the power of state governments if the new nation was to be viable and prosperous. In the words of James Madison, we needed a “general government” sufficiently strong to protect “the rights of the minority,” which are in jeopardy “in all cases where a majority are united by a common interest or passion.”[2] But this position was not an easy one to defend. Many opponents to a genuine national government saw little merit in the desire to strengthen government power at one level in order to prevent the abuse of government power at another level. Was there any genuine way around this apparent conflict? Many thought not, short of giving up on the hope of a union of all the states. There were those who argued that the expanse and diversity of the thirteen states, much less that of the larger continent, were simply too great to be united under one government without sacrificing the liberty that they had just fought to achieve.[3]

Madison, however, saw no conflict in strengthening the national government in order to control the abuses of government in general. In his view the best protection against arbitrary government authority was through centers of government power that were in effective competition with one another. The control that one interest group, or faction, could realize through a state government would be largely nullified when political decisions resulted from the interaction of opposing factions within many states. Again quoting Madison,

The influence of factious leaders may kindle a flame within their particular States but will be unable to spread a general conflagration through the other States. . . . A rage for paper money, for an abolition of debts, for an equal division of property, or for any other improper or wicked project, will be less apt to pervade the whole body of the Union than a particular member of it. . .[4]

A central government strong enough to unite a large and diverse set of states would weaken, rather than strengthen, the control that government in general could exercise.

To the framers of the Constitution weakening government in the sense just discussed meant making sure that government was unable to extend itself beyond a relatively limited role in the affairs of individuals. This does not imply, however, impotent government. The referees in a football game, for example, certainly are not the strongest participants on the field and have limited control over specific outcomes in the game. Yet in enforcing the general rules of the game the decisions of the referees are potent indeed. Government, in its role as referee, obviously cannot lack the authority to back up its decisions. In addition to performing its refereeing function, it is also desirable for government to provide certain public goods; goods such as national defense that will not be adequately provided by the private market. Again this is a duty which requires a measure of authority; in this case the authority to impose taxes up to the limit required to provide those public goods which are worth more than they cost.

How to Impose Control?

In granting government the power to do those things government should do, the Founding Fathers knew they were creating a power that had to be carefully controlled. But how could this control be imposed? It could not be imposed by specifying a particular list of government do's and don'ts. Such a list would be impossibly detailed and even if it could be drafted it would need to be revised constantly in response to changes in such considerations as population size, age distribution, wealth, and the state of technology. Instead, government has to be controlled by a general set of constitutional rules within which governmental decisions are made, with specific government outcomes determined through the resulting political process. It was the hope of those at the Constitutional Convention to establish a political process, through constitutional reform, that brought government power into action only when needed to serve the broad interests of the public.

This hope was not based on the naive, though tempting, notion that somehow individuals would ignore their personal advantages and concentrate on the general advantage when making political decisions. While noble motives are seldom completely absent in guiding individual behavior, whether private or public, the Founding Fathers took as a given that most people, most of the time, maintain a healthy regard for their private concerns. The only way to prevent self-seeking people from abusing government power was to structure the rules of the political game in such a way that it would be costly for them to do so. The objective of the framers was to create a government that was powerful enough to do those things that received political approval, but to establish a political process that made it exceedingly difficult to obtain political approval for any action that lacked broad public support.

There were, of course, some powers that the national government was not constitutionally permitted to exercise. The national government was created by the states, and until the Constitution all governmental power resided in the states. Through the Constitution the states relinquished some of their powers to the national government, e.g., the power to impose taxes on the citizens, establish uniform rules of naturalization, raise an army and navy, and declare war. In addition the states agreed to refrain from

exercising certain powers; e.g., the power to coin money, pass laws impairing the obligation of contracts, and pass retroactive laws. Important government powers remained in the states, however, with some of them located in the local governments. Thus the powers that could be exercised by government were limited, and the powers that did exist were diffused over three levels of government. The Constitution further diffused power at the national level by spreading it horizontally over three branches of government, the power of each acting as a check and balance on the power of the others.

The intent of the Founding Fathers was to so fragment government power that it would be extremely difficult for any narrowly motivated faction to gain sufficient control to work its political will. Only those objectives widely shared and consistent with Constitutional limits would be realized through the use of government power. The beauty of the political process established by the Constitution is that it is cumbersome and inefficient. According to Forrest McDonald the process is “So cumbersome and inefficient . . . that the people, however virtuous or wicked, could not activate it. It could be activated through deals and deceit, through bargains and bribery, through logrolling and lobbying and trickery and trading, the tactics that go with man’s baser attributes, most notably his greed and his love of power. And yet, in the broad range and on the average, these private tactics and motivations could operate effectively only when they were compatible with the public good, for they were braked by the massive inertia of society as a whole.”[5] Or, as Clinton Rossiter has said of the Founding Fathers’ motives in creating the system of checks and balances, “Liberty rather than authority, protection rather than power, delay rather than efficiency were the concern of these constitution-makers.”[6]

The Economic Success of the Constitution

It is hard to argue with the success of the U.S. Constitution. The history of the United States in the decades after the ratification of the Constitution was one of limited government and individual liberty, major increases in the size of the U.S. in terms of population and geography, and unprecedented growth in economic well-being. With the major exception of (and to a large extent, in spite of) the unfortunate legacy of slavery and the Civil War, millions of diverse people were able to pursue their individual objectives through harmonious and productive interaction with one another. The opportunities created by the process of specialization and exchange made possible by limited and responsible government motivated an outpouring of productive effort that soon transformed a wilderness into one of the most prosperous nations in the world. The role the U.S. Constitution played in this transformation was an important one and can be explained in terms of both negative and positive incentives.

Broadly speaking there are two ways an individual can acquire Wealth: 1) capture existing wealth through nonproductive transfer activities, or 2) create new wealth through productive activities. A major strength of the Constitution is that it established positive incentives for the latter activities and negative incentives for the former.

The most obvious form of nonproductive transfer activity is private theft. The thief simply takes through force or stealth something that belongs to someone else. A primary purpose for establishing government is to outlaw private theft. But the power that government necessarily possesses if it is to enforce laws against private theft is a power that affords individuals or groups the opportunity to benefit through public

“theft” (legal transfer activity to phrase it more gently). The more vague and ineffective the limits on government authority, the less difficult it is to acquire legal transfers through political activity, and the larger the number of people who will find this activity offering them the greatest profit opportunity.

While those who are successful at the transfer game can increase their personal wealth, in some cases significantly, it is obvious that the country at large cannot increase its wealth through transfer activity. What one person receives is what another person, or group, loses. No net wealth is created, and for this reason transfer activity is often referred to as a zero-sum game. In fact, it is more accurately described as a negative-sum game. The attempts of some to acquire transfers, and the predictable efforts of others to protect their wealth against transfers, require the use of real resources. These resources could be productively employed creating new wealth rather than wasted in activities that do nothing more than redistribute existing wealth. For every dollar that one person receives from a transfer activity the rest of the community sacrifices more than a dollar.

Incentives to Produce

A major virtue of the U.S. Constitution was that it discouraged people from playing the transfer game. By establishing a governmental apparatus that was very difficult to put in motion for narrowly motivated purposes, the Constitution dampened the incentive to use government as a means of acquiring the wealth of others. This is not to say that the government was not used as a vehicle for transfer in the early days of our Constitutional government. Every political decision results in some redistribution of wealth, and no governmental structure will ever completely insulate the political process against the transfer activities of some.[7] But the opportunity for personal enrichment through political activity was limited. Most people found that the best way to increase their wealth was through wealth producing activities.

It was here that the political structure established by the Constitution created positive incentives. Not only did the Constitution establish a climate in which it was difficult to profit from transfer activities, it also created a setting in which productive effort was rewarded. By providing protection against the arbitrary taking of private property (the Fifth Article of the Bill of Rights) people were given assurance that they would not be denied the value generated by their efforts. This provided people with strong incentives to apply themselves and their property diligently. In the words of M. Bruce Johnson, “America was a place where if you were ready to sow, then by God you could reap.”[8]

But the motivation to work hard is not enough for a productive economy. Also needed is information on the objectives toward which effort and resources are best directed, as well as incentives to act on this information_ It is the protection of private property that provides the foundation for a system of price communication and market interaction which serves to guide effort and resources into their most valuable employments. To complete this system the concept of private property rights has to be expanded to include the right to transfer one’s property to others at terms regulated only by the mutual consent of those who are party to the exchange. The lower the cost of entering into transactions of this type, the more effectively the resulting market prices will allow people to communicate and coordinate with each other to the advantage of all. The U.S. Constitution lowered these transaction costs by reducing government’s

ability to interfere with mutually acceptable exchanges and by putting the weight of the national government behind the sanctity of the contracts that resulted from these exchanges.

In what has become known as the “contract clause” of the Constitution, the states are forbidden from passing any “law impairing the obligation of contracts. . . .” In the same clause the states are also forbidden from imposing tariff duties on imports or exports (unless absolutely necessary for enforcing inspection laws). In the “commerce clause” the national government was given the power to regulate commerce “among the several states.” Though the commerce clause can be interpreted (and indeed has been in recent decades) as providing the central government the authority to substitute political decisions for market decisions over interstate commerce, the U.S. Congress ignored this possibility until it passed the Interstate Commerce Act in 1887. Prior to the Civil War the commerce clause was used instead by the U.S. Supreme Court to rule unconstitutional state laws that attempted to regulate commerce. After 1868 the Supreme Court made use of the doctrine of due process as expressed in the fourteenth amendment to strike down many government attempts to violate the sanctity of contracts through their regulation of such things as prices, working hours, working conditions, and pay.

In summary, the Constitution created an environment in which private advantage was best served by engaging in productive positive-sum activities. The specialization and exchange facilitated by the Constitutional rules of the game is a system in which individuals can improve their own position only by serving the interests of others. When private property is protected against confiscation, an individual becomes wealthy only by developing skills, creating new products, or innovating better technologies and thereby providing consumers with more attractive options than they would otherwise have. In a truly free enterprise economy, with the minimum government role envisioned by the framers of the Constitution, the rich are the benefactors of the masses, not the exploiters as commonly depicted. Wealth through exploitation becomes possible only when unrestricted government allows negative-sum transfer activity to become more profitable than positive-sum market activity.

[...]

Conclusion

The U.S. is a wealthy country today in large part because our Founding Fathers had what can be quite accurately described as a negative attitude toward government. They had little confidence in the ability of government to promote social well-being through the application of government power to achieve particular ends. In their view, the best that government can realistically hope to achieve is the establishment of a social setting in which individuals are free, within the limits of general laws, to productively pursue their own objectives.

This negative view of government contrasts sharply with the dominant view today; the view that government is the problem solver of last resort and has an obligation to provide a solution to any problem not resolved immediately in the private sector. Unfortunately, this positive view of government is less conducive to positive consequences than the negative view of the Founders. According to F. A. Hayek:

The first [positive view] gives us a sense of unlimited power to realize our wishes, while the second [negative view] leads to the insight that there are limitations to what we can deliberately bring about, and to the recognition that some of our present hopes are delusions. Yet the effect of allowing ourselves to be deluded by the first view has always been that man has actually limited the scope of what he can achieve. For it has always been the recognition of the limits of the possible which has enabled man to make full use of his powers.[19]

The exercise of government can, without doubt, be used to accomplish particular ends. Neither can it be denied that many of the specific outcomes realized through government programs provide important benefits and advance worthy objectives. But, as is always the case, those accomplishments are only realized at a cost, and the pervasive truth about government accomplishments is that those who benefit from them are seldom those who pay the cost. Indeed, much of the motivation for engaging in political actions is to escape the discipline imposed by the market where individuals are accountable for the cost of their choices.

The escape from market discipline is the inevitable consequence of reducing the constitutional limits on the use of government power. The immediate and visible benefits that are generated by wide-ranging government discretion are paid for by a shift in the incentive structure that, over the long run, will reduce the amount of good that can be accomplished. More, much more, has been accomplished by the American people because our Founding Fathers had a strong sense of the limits on what can be accomplished by government.

Remote Learning Packet

NB: Please keep all work produced this week. Details regarding how to turn in this work will be forthcoming.

May 4 - 7, 2020

Course: 10 Humane Letters

Teacher(s): Mr. Garner ben.garner@greatheartsirving.org

Weekly Plan:

Monday, May 4

- Read *Crime and Punishment*, Part Five, chapters 2-3
- Answer chapters 2-3 reading questions

Tuesday, May 5

- Read *Crime and Punishment*, Part Five, chapter 4
- Read through seminar discussion questions

Wednesday, May 6

- Review Tuesday's reading assignment and seminar questions
- Participate in live seminar

Thursday, May 7

- History reading: pages 609-613 in *Western Heritage*
- Answer history questions

Monday, May 4

- Read and annotate Part Five chapters 2 and 3 carefully, paying special attention to the following points:
 - Katerina Ivanovna seems to be going to extraordinary lengths and expense to host this funeral meal, inviting everyone she can think of. Why do you suppose this gathering means so much to her, and are her grand hopes for the event realized?
 - By the end of chapter 3, Sonya is saved from Luzhin's false accusations, but the Marmeladov's are about to be thrown into the street, thus proving Raskolnikov's predictions true, to a certain extent. Consider what this means for the Marmeladov family - is there any hope for them?
- Answer the following reading questions in 3-4 complete sentences each.

Crime and Punishment Part Five, chapters 2-3

1. We learn more about Katerina Ivanovna in chapter 2. What do we learn about her background and current mental state?

2. Why does Luzhin accuse Sonya of stealing? What was he trying to accomplish?

Tuesday, May 5

- Read and annotate Part Five chapter 4 carefully
- Instead of answering reading questions for this reading, spend extra time annotating and thinking about the reading in preparation for tomorrow's live seminar discussion. The seminar questions for tomorrow's discussion are listed below - you do not need to submit written answers to these questions, but I will expect you to come to tomorrow's seminar prepared to discuss these questions.

Seminar Questions:

1. Why does Raskolnikov feel compelled to confess his crime to Sonya? Why is he so terrified of doing so?
2. Raskolnikov poses a hypothetical question to Sonya about a her having to choose who should die: Luzhin or Katarina Ivanovna. What do you suppose his purpose is in asking her this?
3. Raskolnikov faces another great internal struggle as he talks with Sonya. What is he struggling with? What two options lay before him?
4. Raskolnikov compares this meeting with Sonya to his experience committing murder. What about this meeting reminds him of that fateful evening?
5. What is Sonya's immediate reaction to hearing Raskolnikov's confession? Why does she respond this way?
6. In this chapter we finally hear Raskolnikov attempt to explain his own motives for the crime. What are they, and do you think he's being completely honest? Does Sonya accept his explanation?
7. What does Sonya suggest Raskolnikov do as "penance" for his sin?
8. Does confessing his crime to someone seem to ease Raskolnikov's mental torment at all?

Wednesday, May 6

- Review yesterday's reading and annotations, as well as the list of seminar questions.
- Participate in the live seminar! The link for the Zoom meeting can be found on the Google Classroom page, or in the email sent to your parents last week.

▼ Religion in the Romantic Period

During the Middle Ages, the foundation of religion had been the authority of the church. The Reformation leaders had appealed to the authority of the Bible. Then, many Enlightenment writers attempted to derive religion from the rational nature revealed by Newtonian physics, while others attacked it altogether. Romantic religious thinkers, in contrast, sought the foundations of religion in the inner emotions of humankind. Reacting to the anticlericalism of both the Enlightenment and the French Revolution, these thinkers also saw religious faith and institutions as central to human life. One of

the first great examples of a religion characterized by Romantic impulses—Methodism—arose in mid-eighteenth-century England during the Enlightenment itself and became one of the most powerful forces in transatlantic religion during the nineteenth century.

Methodism

Methodism originated in the middle of the eighteenth century as a revolt against deism and rationalism in the Church of England. The Methodist revival formed an important part of the background of English Romanticism.

The leader of the Methodist movement was John Wesley (1703–1791). His mother, Susannah Wesley, who bore eighteen children, had carefully supervised his education and religious development.

After studying at Oxford University to be an Anglican priest, Wesley left England for missionary work in the new colony of Georgia in America, where he arrived in 1735. While he was crossing the Atlantic, a group of German Moravians on the ship deeply impressed him with their unshakable faith and confidence during a storm. When he returned to England, Wesley began to worship with Moravians in London. There, in 1739, he underwent a conversion experience that he described in the words, “My heart felt strangely warmed.”

Wesley began to preach in the open fields near the cities and towns of western England. Thousands of humble people responded to his message of repentance and good works. Soon he and his brother Charles (1707–1788), who became famous for his hymns, began to organize Methodist societies. By the late eighteenth century, the Methodists had become a separate church. They ordained their own clergy and sent missionaries to America.

Methodism stressed inward, heartfelt religion and the possibility of Christian perfection in this life. Methodist preachers emphasized the role of enthusiastic, emotional experience as part of Christian conversion. After Wesley, religious revivals became highly emotional in style and content.

New Directions in Continental Religion

Similar religious developments based on feeling appeared on the Continent. After the Thermidorian Reaction, a strong Roman Catholic revival took place in France. Its followers disapproved of both the religious policy of the revolution and the anticlericalism of the Enlightenment. The most important book to express these sentiments was *The Genius of Christianity* (1802) by Viscount François René de Chateaubriand (1768–1848). In this work, which became known as the “bible of Romanticism,” Chateaubriand argued that the essence of religion is “passion.” The foundation of faith in the church was the emotion that its teachings and sacraments inspired in the heart of the Christian.

Against the Newtonian view of the world and of a rational God, the Romantics found God immanent in nature. No one stated the Romantic religious ideal more eloquently or with greater impact on the modern world than Friedrich Schleiermacher (1768–1834). In 1799, he published a response to both Lutheran orthodoxy and Enlightenment rationalism, *Speeches on Religion to Its Cultured Despisers*. According to Schleiermacher, religion was an intuition or feeling of absolute dependence on an infinite reality.

Although Schleiermacher considered Christianity the “religion of religions,” he also believed every world religion was unique in its expression of the primal intuition of the infinite in the finite. He thus turned against the universal natural religion of the Enlightenment, which he termed “a name applied to loose, unconnected impulses,” and defended the meaningfulness of the numerous world religions. Schleiermacher interpreted the religions of the world in the same way that other Romantic writers interpreted the variety of unique peoples and cultures.

▼ Romantic Views of Nationalism and History

A distinctive feature of Romanticism, especially in Germany, was its glorification of both the individual person and individual cultures. Behind these views lay the philosophy of German idealism, which understood the world as the creation of subjective egos. J. G. Fichte (1762–1814), an important German philosopher and nationalist, identified the individual ego with the Absolute that underlies all existing things. According to Fichte, the world is as it is because especially strong persons conceive of it in a particular way and impose their wills on the world and other people. Napoleon served as the contemporary example of such a great person. This philosophy has ever since served to justify the glorification of great persons and their actions in overriding all opposition to their will and desires.

Herder and Culture

In addition to this philosophy, the influence of new historical studies lay behind the German glorification of individual cultures. German Romantic writers went in search of their own past in reaction to the copying of French manners in eighteenth-century Germany, the impact of the French Revolution, and the imperialism of Napoleon. An early leader in this effort was Johann Gottfried Herder (1744–1803), already discussed in Chapter 17 as a critic of European colonialism. In 1778, Herder published an influential essay, “On the Knowing and Feelings of the Human Soul.” In it, he vigorously rejected the Enlightenment’s mechanical explanation of nature. He saw human beings and societies as developing organically, like plants, over time.

Herder revived German folk culture by urging the collection and preservation of distinctive German songs and sayings. His most important followers in this work were the Grimm brothers, Jakob (1785–1863) and Wilhelm (1786–1859), famous for their collection of fairy tales. Believing each language and culture were the unique expression of a people, Herder opposed both the

concept and the use of a “common” language, such as French, and “universal” institutions, such as those Napoleon had imposed on Europe. These, he believed, were forms of tyranny over the individuality of a people. Herder’s writings led to a broad revival of interest in history and philosophy. Although initially directed toward identifying German origins, such work soon expanded to embrace other world cultures. Eventually the ability of the Romantic imagination to be at home in any age or culture spurred the study of non-Western religion, comparative literature, and philology.

Hegel and History

The most important philosopher of history in the Romantic period was the German Georg Wilhelm Friedrich Hegel (1770–1831). He is one of the most complicated and significant philosophers in the history of Western civilization.

Hegel believed ideas develop in an evolutionary fashion that involves conflict. At any given time, a predominant set of ideas, which he termed the *thesis*, holds sway. Conflicting ideas, which Hegel termed the *antithesis*, challenge the thesis. As these patterns of thought clash, a *synthesis* emerges that eventually becomes the new thesis. Then the process begins all over again. Periods of world history receive their character from the patterns of thought that predominate during them. (See the Document “Hegel Explains the Role of Great Men in History,” page 612.)

Several important philosophical conclusions followed from this analysis. One of the most significant was the belief that all periods of history have been of almost equal value because each was, by definition, necessary to the achievements of those that came later. Also, all

cultures are valuable because each contributes to the necessary clash of values and ideas that allows humankind to develop. Hegel discussed these concepts in *The Phenomenology of Mind* (1806), *Lectures on the Philosophy of History* (1822–1831), and other works, many of which were published only after his death. During his lifetime, his ideas became widely known through his university lectures at Berlin.

Islam, the Middle East, and Romanticism

The new religious, literary, and historical sensibilities of the Romantic period modified the European understanding of both Islam and the Arab world while at the same time preserving long-standing attitudes.

The energized Christianity associated with Methodist-like forms of Protestantism, on the one hand, and Chateaubriand’s emotional Roman Catholicism, on the other, renewed the traditional sense of necessary conflict between Christianity and Islam. Chateaubriand wrote a travelogue of his journey from Paris to Jerusalem in 1811. A decade later, when he was a member of the French parliament, he invoked the concept of a crusade against the Muslim world in a speech on the danger posed by the Barbary pirates of North Africa.

The medieval Crusades against Islam fired the Romantic imagination. Nostalgic European artists painted from a Western standpoint the great moments of the Crusades including the bloody capture of Jerusalem. Stories from those conflicts filled historical novels such as *Tales of the Crusaders* (1825) by Sir Walter Scott (1771–1832). Although they presented heroic images of Muslim warriors, these paintings and novels ignored the havoc that the crusaders had visited on the peoples of the Middle East.



When Napoleon invaded Egypt in 1799, he met stiff resistance. On July 25, however, the French won a decisive victory. This painting of that battle by Baron Antoine Gros (1771–1835) emphasizes French heroism and Muslim defeat. Such an outlook was typical of European views of Arabs and the Islamic world. Antoine Jean Gros (1771–1835). Detail, *Battle of Aboukir, July 25, 1799*, c. 1806. Oil on canvas. Chateaux de Versailles et de Trianon, Versailles, France. Giraudon/Art Resource, NY

The general nineteenth-century association of nationalistic aspirations with Romanticism also cast the Ottoman Empire and with it Islam in an unfavorable political light. Romantic poets and intellectuals championed the cause of the Greek Revolution (see Chapter 20) and revived older charges of Ottoman despotism.

By contrast, other Romantic sensibilities induced Europeans to see the Muslim world in a more positive fashion. The Romantic emphasis on the value of literature drawn from different cultures and ages allowed many nineteenth-century European readers to enjoy the stories from

The Thousand and One Nights, which first appeared in English in 1778 from a French translation. In 1859, Edward FitzGerald (1809–1883) published his highly popular translation of the *Rubáiyát of Omar Khayyám* of Nishapur, a Persian poet of the twelfth century.



Read the Document
 "The Rubaiyat (11th c. C.E.)
 Omar Khayyam" on
MyHistoryLab.com

Herder's and Hegel's concepts of history gave both the Arab peoples and Islam distinct roles in history. For Herder, Arab culture was one of the numerous communities that composed the human race and manifested the

human spirit. The Prophet Muhammad, while giving voice to the ancient spirit of the Arab people, had drawn them from a polytheistic faith to a great monotheistic vision. For Hegel, Islam represented an important stage of the development of the world spirit. However, Hegel believed Islam had fulfilled its role in history and no longer had any significant part to play. These outlooks, which penetrated much nineteenth-century intellectual life, made it easy for Europeans to believe that Islam could, for all practical purposes, be ignored or reduced to a spent historical force.

British historian and social commentator Thomas Carlyle (1795–1881) attributed new, positive qualities to Muhammad himself. Carlyle disliked the Enlightenment's disparagement of religion and spiritual values and was drawn to German theories of history. In his book *On Heroes and Hero-Worship* (1841), Carlyle presented Muhammad as the embodiment of the hero as prophet. He repudiated the traditional Christian and general Enlightenment view of Muhammad as an impostor. (See Chapter 17.) To Carlyle, Muhammad appeared as a person who had experienced God subjectively and had communicated a sense of the divine to others. Although friendly to Muhammad from a historical standpoint, Carlyle nonetheless saw him as one of many great religious figures and not, as Muslims believed, as the last of the prophets through whom God had spoken.

The person whose actions in the long run did perhaps the most to reshape the idea of both Islam and the Middle East in the European imagination was Napoleon himself. With his Egyptian expedition of 1798, the first European military invasion of the Near East since the Crusades, the study of the Arab world became an important activity within French intellectual life. For his invasion of Egypt to succeed, Napoleon believed he must make it clear he had no intention of destroying Islam but rather sought to liberate Egypt from the military clique that governed the country in the name of the Ottoman Empire. To that end, he took with him scholars of Arabic and Islamic culture whom he urged to converse with the most educated people they could meet. Napoleon personally met with the local Islamic leaders and had all of his speeches and proclamations translated into classical Arabic. Such cultural sensitivity and the serious efforts of the French scholars to learn Arabic and study the Qur'an impressed Egyptian scholars. (When the French sought to levy new taxes, however, the Egyptians' enthusiasm waned.)

It was on this expedition that the famous Rosetta Stone was discovered. Now housed in the British

Museum, it eventually led to the decipherment of ancient Egypt's hieroglyphic writing. Napoleon's scholars also published a twenty-three volume *Description of Egypt* (1809–1828), which concentrated largely on ancient Egypt. Their approach suggested the history of the Ottoman Empire needed to be related first to the larger context of Egyptian history and that Islam, although enormously important, was only part of a larger cultural story. The implication was that if Egypt and Islam were to be understood, it would be through European—if not necessarily Christian—categories of thought.

Two cultural effects in the West of Napoleon's invasion were an increase in the number of European visitors to the Middle East and a demand for architecture based on ancient Egyptian models. Perhaps the most famous example of this fad is the Washington Monument in Washington, D.C., which is modeled after ancient Egyptian obelisks.

In Perspective

Romantic ideas made a major contribution to the emergence of nationalism, which proved to be one of the strongest motivating forces of the nineteenth and twentieth centuries. The writers of the Enlightenment had generally championed a cosmopolitan outlook on the world. By contrast, the Romantic thinkers emphasized the individuality and worth of each separate people and culture. A people or a nation was defined by a common language, history, and customs and by the possession of a historical homeland. This cultural nationalism gradually became transformed into a political creed. It came to be widely believed that every people, ethnic group, or nation should constitute a separate political entity and that only when it so existed could the nation be secure in its own character.

France under the revolutionary government and Napoleon had demonstrated the power of nationhood. Other peoples came to desire similar strength and confidence. Napoleon's toppling of ancient political structures, such as the Holy Roman Empire, proved the need for new political organization in Europe. By 1815, only a few Europeans aspired to this, but as time passed, peoples from Ireland to Ukraine came to share these yearnings. The Congress of Vienna could ignore such feelings, but for the rest of the nineteenth century, as shall be seen in subsequent chapters, statesmen had to confront the growing power these feelings had unleashed.

Remote Learning Packet

Please submit scans of written work in Google Classroom at the end of the week.

May 4-May 8, 2020

Course: 10 Latin IV

Teacher(s): Ms. Mueller mariel.mueller@greatheartsirving.org

Supplemental Links: [Aeneid I.102-123 Online Grammar Reference](#)
[Aeneid Online Vocabulary Reference](#)

Weekly Plan:

Monday, May 4

- Check last week's "Reading and Grammar Questions" worksheet against the key provided
- Read lines *Aeneid* I. 113-123 (pp. 20 and 21) and complete the reading and grammar questions
- Log into Google Classroom and watch a short instructional video on scansion

Tuesday, May 5

- Check last week's translations against the key provided and make corrections
- Translate *Aeneid* I. 113-123 into English

Wednesday, May 6

- Check answer key to last week's "Literary Terms and Rhetorical Devices" worksheet
- Review/Prepare for Thursday's Literary Terms and Rhetorical Devices Quiz

Thursday, May 7

- Log into Google Classroom and take the "Literary Terms and Rhetorical Devices" Quiz
- Begin reviewing for the *Aeneid* I.34-123 Assessment next week (May 12th and 13th)

Friday, May 8

- No new assignments, attend office hours and/or get caught up on previous work

Statement of Academic Honesty

I affirm that the work completed from the packet is mine and that I completed it independently.

I affirm that, to the best of my knowledge, my child completed this work independently

Student Signature

Parent Signature

Monday, May 4

1. Review the answer key to last week's "*Aeneid* I. 102-112 Reading and Grammar Questions" worksheet. If you still have access to that assignment, I encourage you to compare your answers to those on the answer key.
2. Read lines 113-123 of *Aeneid* book I (pp. 20 and 21). As your first encounter with the passage, you should read for a basic understanding. Avoid the temptation to look up words in the dictionary, and read the passage aloud to help with your understanding.
3. Complete the "*Aeneid* I.113-123 Reading and Grammar Questions" worksheet attached. You may write out your answers on the worksheet provided in this packet or you may write your answers on a sheet of notebook paper titled "*Aeneid* I.113-123 Reading and Grammar Questions."
4. Log into Google Classroom and watch a short instructional video on scansion

Tuesday, May 5

1. Check last week's translations (*Aeneid* Book I. 102-112) against the key provided and make any necessary corrections.
2. Translate *Aeneid* I. 113-123 into English. You may translate these lines on the translation page provided or on a separate piece of notebook paper titled "*Aeneid* I. 113-123 Translation."

These will be the last lines covered on our **first remote learning assessment** scheduled for Tuesday and Wednesday of next week (**May 12th and 13th**). This assessment will cover lines I. 34-123 and will be formatted similarly to the *Aeneid* Practice Test you took in week 3 (April 13-17).

Wednesday, May 6

Review the answer key to last week's "Literary Terms and Rhetorical Devices" worksheet for a quiz tomorrow (Thursday) over that material. If you still have access to last week's assignment, I encourage you to compare your answers to those on the answer key.

The quiz tomorrow over literary terms and rhetorical devices will be open book and open note, but as you review today, you want to make sure you:

1. understand the definitions of the **15 terms** referenced on the worksheet (i.e. alliteration, assonance, asyndeton, polysyndeton, anaphora, metaphor, simile, epic simile, personification, metonymy, synecdoche, hyperbole, litotes, allusion, and apostrophe)
2. are able to identify examples of each of these 15 terms in a passage of Latin.

An additional reference for these terms is also **Appendix B** (pp.127-130) in your **Vergil textbook**. This Appendix also includes examples in Latin alongside the definitions, so please do not neglect this valuable resource!

Thursday, May 7

1. Take some time to get out the materials you will want to reference for your open book/open note “Literary Terms and Rhetorical Devices” quiz assignment. Please note that while you can reference any notes or materials from the last few weeks, you may not ask for or receive help from anyone during this quiz.
2. Log into Google Classroom and take the “Literary Terms and Rhetorical Devices” quiz assignment.
3. Begin reviewing for the assessment over lines I. 34-123 on Tuesday and Wednesday of next week (May 12th and 13th). Like your quizzes, this assessment will be open book and open note, but you will want to be very familiar with the material before taking the assessment. For your convenience, I have included another copy of the answer key to the Aeneid Practice Test from week 3 at the end of this week’s packet.

Friday, May 8

No new assignments! Use this day to attend office hours and/or get caught up on previous work from the week!

Name: **KEY**

Aeneid I.102-112 Reading and Grammar Questions

Grade & Section:

Teacher:

Date:

I. Comprehension Questions: Answer the following questions from lines 102-112.

1. What effect does the gust have on Aeneas' ship (lines 104-105)

It breaks its oars and causes it to turn aside exposing its side to the waves.

2. How is the water described in line 105?

It's described as a mountain of water that is towering in a heap.

3. What does the south wind do to three of the ships in line 108?

The south wind whirls three of the ships against a ridge of hidden rocks in the middle of the waves.

4. What do the Italians call the rocks in the middle of waves? Why do you think they have given the rocks this name?

Italians call these rocks "The Altars." Probably because many men have been "sacrificed" on these rocks like a sacrificial victim on an altar.

II. Grammar Questions: Indicate whether the statements are True or False by writing a "T" or an "F" beside the following statements:

1. **T** *stridens* (line 102) modifies *procella* (line 102).
2. **F** The subject of *dat* (line 105) is *latus* (line 105). *latus* is the direct object of *dat*; the subject is *prora* in line 104.
3. **T** In line 110, *dorsum immane* is in apposition to *Aras* (line 109).
4. **F** *visu* (line 111) is a perfect participle. *visu* is an ablative supine indicating respect

Aeneid I.113-123 Reading and Grammar Questions

I. Comprehension Questions: Answer the following questions about lines 113-123.

1. What happens to the ship that is carrying Orontes (lines 113-115)?

2. What happens to the helmsman of Orontes' ship (lines 115-117)?

3. Name three things that appear among the waves in lines 118-119.

4. Vergil mentions four more ships that were damaged in the storm. With what comrade was each associated (lines 120-123)?

II. Grammar Questions: Indicate True or False by marking a "T" or an "F" in the space provided.

1. ____ *ipsius* (line 114) refers to *Oronten* (line 113).
2. ____ Line 118 can be translated "There appear scattered men floating in the huge whirlpool."
3. ____ The object of *vicit* in line 122 is *hiems* (line 122).
4. ____ In line 122, *laterum* is accusative.

III. Scansion: After watching the instructional video on Google Classroom, scan the following lines of dactylic hexameter.

Iam validam Īlioneī nāvem, iam fortis Achātae,
et quā vectus Abās, et quā grandaevus Alētēs,
vīcit hiems; laxīs laterum compāgibus omnēs
accipiunt inimīcum imbrem rīmīsque fatīscunt.

***Aeneid* Book I.102-112 Translation**

(Lines 102-103) With that one (i.e. Aeneas) uttering such things, a gust roaring with the north wind strikes opposite the sail, and raises the waves to the stars. (Lines 104-105) The oars are shattered, then the prow turns away and gives its side to the waves, a mountain of water towering in a mass follows. (Lines 106-107) These men (i.e. some of Aeneas' men) hang on the crest of the wave; for these men (i.e. another group of Aeneas' men) a gaping wave discloses the earth (i.e. bottom of the sea) between the waters, a surge rages with sand. (Lines 108-112) Three ships having been carried off, the south wind whirls against the lurking rocks (The Italians call the rocks which are in the middle of the waves the Altars, an enormous ridge at the surface of the sea), three ships, the east wind forces from the depths into the shallows and sandbars, wretched to behold, and dashes (them) into the shoals and surrounds (them) with a mound of sand.

101 scūta virum galeāsque et fortia corpora volvit!” _____

Tālia iactantī strīdēns Aquilōne procella _____

vēlum adversa ferit, flūctūsque ad sīdera tollit. _____

Franguntur rēmī, tum prōra āvertit et undīs _____

105 dat latus, īnsequitur cumulō praeruptus aquae mōns _____

Hī summō in flūctū pendent; hīs unda dehīscēns _____

terram inter flūctūs aperit, furit aestus harēnis. _____

Trēs Notus abreptās in saxa latentia torquet _____

(saxa vocant Italī mediīs quae in flūctibus Ārās, _____

110 dorsum immāne marī summō), trēs Eurus ab altō _____

in brevia et syrtēs urget, miserābile vīsū, _____

inlīditque vadīs atque aggere cingit harēnae. _____

Ūnam, quae Lyciōs fidumque vehēbat Orontēn, _____

ipsius ante oculōs ingēns ā vertice pontus _____

115 in puppim ferit: excutitur prōnusque magister _____

volvitur in caput; ast illam ter flūctus ibīdem _____

torquet agēns circum et rapidus vorat aequore vertex. _____

Appārent rārī nantēs in gurgite vastō, _____

arma virum tabulaeque et Trōia gaza per undās. _____

120 Iam validam Īlioneī nāvem, iam fortis Achātae, _____

121 et quā vectus Abās, et quā grandaevus Alētēs, _____

vīcit hiems; laxīs laterum compāgibus omnēs _____

accipiunt inimīcum imbrem rīmīsque fatīscunt. _____

Intereā magnō miscērī murmure pontum _____

125 ēmissamque hiemem sēnsit Neptūnus et īmīs _____

stāgna refūsa vadīs, graviter commōtus; et altō _____

prōspiciēns summā placidum caput extulit undā. _____

Disiectam Aenēae tōtō videt aequore classem, _____

flūctibus oppressōs Trōas caelīque ruīnā. _____

130 Nec latuēre dolī frātrem Iūnōnis et īrae. _____

Eurum ad sē Zephyrumque vocat, dehinc tālia fātur: _____

“Tantane vōs generis tenuit fidūcia vestrī? _____

Iam caelum terramque meō sine nūmine, ventī, _____

miscēre et tantās audētis tollere mōlēs? _____

135 Quōs ego—! sed mōtōs praestat compōnere flūctūs. _____

Post mihi nōn similī poenā commissa luētis. _____

Mātūrāte fugam rēgīque haec dīcite vestrō: _____

nōn illī imperium pelagī saevumque tridentem, _____

sed mihi sorte datum. Tenet ille immānia saxa, _____

140 vestrās, Eure, domōs; illā sē iactet in aulā _____

Name: **KEY**

Literary Terms and Rhetorical Devices

Grade & Subject:

Teacher:

Date:

I. *Match each of the following poetic devices with its definition.*

- | | | |
|----------------|---------------|-------------------|
| A alliteration | F asyndeton | K metonymy |
| B allusion | G epic simile | L personification |
| C anaphora | H hyperbole | M polysyndeton |
| D apostrophe | I litotes | N simile |
| E assonance | J metaphor | O synecdoche |

<i>Letter</i>	<i>Definition</i>
1. D	a sudden break in the narrative to address a person or thing
2. J	an indirect comparison (a comparison without “like” or “as”)
3. I	affirming something by denying its opposite
4. H	extravagant exaggeration
5. N	an expressed or direct comparison (a comparison using “like” or “as”)
6. L	the description of an inanimate object in terms of human qualities
7. O	substituting a part for a whole
8. A	repetition of consonantal sound at the beginning of adjacent words
9. M	piling up of connectives
10. B	a reference to details which the writer expects the reader to recognize
11. C	repetition of a word at the beginning of successive clauses
12. E	repetition of a vowel sound in adjacent words
13. K	substituting a word for a related word
14. F	omission of customary connecting words
15. G	a comparison extended beyond the obvious by further details

II. In lines I. 102-112 of the Aeneid, copy out an example of the following and provide a line reference:

1. apostrophe:

Sorry, this was my mistake. There was no example of apostrophe in lines 102-112. There is an example of apostrophe in lines 94-101. “*O terque quaterque beati . . . volvit*”

2. personification:

The behavior of the gust in lines 102-103 could be considered personification: *stridens Aquilone procella . . . tollit*. Likewise, the behavior of the south wind and the east wind could be considered personification: *Tres Notus . . . torquet* and *tres Eurus . . . harenae*.

3. hyperbole:

There are many examples of hyperbole in these lines: the description of the gust (lines 102-103), the description of the water (*aquae mons*) in line 105, and the description of the gaping wave revealing the bottom of the sea (*his unda . . . aperit*) in lines 106-107.

4. polysyndeton:

Again, I made a mistake here. There was no example of polysyndeton in lines 102-112. There is an example of polysyndeton in line 94 (“*O terque quaterque . . .*”)

I. Circle the letter that best answers the questions based on the passage below:

55 illī indignantēs magnō cum murmure montis
circum claustra fremunt; celsā sedet Aeolus arce
scēpra tenēns, mollitque animōs et temperat Irās.
nī faciat, maria ac terrās caelumque profundum
quippe ferant rapidī sēcum verrantque per aurās.
60 sed pater omnipotēns spēluncīs abdidit ātrīs,
hoc metuēns, mōlemque et montēs īnsuper altōs
imposuit, rēgemque dedit, quī foedere certō
et premere et laxās scīret dare iussus habēnās.
ad quem tum Iūnō supplex hīs vōcibus ūsa est:
65 “Aeole, namque tibī dīvum pater atque hominum rēx
et mulcēre dedit flūctūs et tollere ventō,
gēns inimīca mihī Tyrrhēnum nāvīgat aequor,
Īlium in Ītaliā portāns victōsque Penātēs:
incute vim ventīs submersāsque obrue puppēs,
70 aut age dīversōs et disice corpora pontō.
sunt mihi bis septem praestantī corpore nymphae,
quārum quae fōrmā pulcherrima Dēiopēa,
cōnūbiō iungam stabilī propriamque dicābō,
omnēs ut tēcum meritīs prō tālibus annōs
75 exigat et pulchrā faciat tē prōle parentem.”

- In line 59, *-que* connects
 - secum* and *verrant* (line 59)
 - verrant* and *per* (line 59)
 - ferant* and *verrant* (line 59)**
 - secum* and *auras* (line 59)
- In line 59, *secum* is translated
 - to himself
 - to herself
 - with him
 - with them**
- The antecedent of *qui* (line 62) is
 - regem* (line 62)**
 - foedere* (line 62)
 - montes* (line 61)
 - iussus* (line 63)
- The phrase *divum . . . rex* (line 65) refers to
 - Ajax
 - Aeneas
 - Priamus
 - Jupiter**

5. The case and number of *fluctus* (line 66) is
 a. nominative singular
 b. nominative plural
 c. **accusative plural**
 d. genitive singular
6. In line 67, the phrase *gens inimica mihi* describes
 a. **Trojans**
 b. Nymphae
 c. Greeks
 d. Danai
7. From line 68, we learn that
 a. Penates is bringing Ilium into Italy
 b. Ilium conquered the Penates as they were being carried to Italy
 c. **the remnants of the Trojan state and its religion are being brought to Italy**
 d. the defeated Trojans are carrying the Penates into Ilium
8. In line 70, *dissice* is
 a. present infinitive
 b. **present imperative**
 c. accusative singular
 d. ablative singular
9. Why is Deiopea an especially valuable bribe?
 a. **she is the most beautiful**
 b. she is fourteen years old
 c. she has beautiful offspring
 d. she has performed many duties for Juno
10. The form *iungam* (line 73) is a(n)
 a. perfect participle
 b. accusative singular
 c. present subjunctive
 d. **future indicative**

II. Translate the following passage into English:

5 ipsa Iovis rapidum iaculāta ē nūbibus ignem
 disiēcitque ratēs ēvertitque aequora ventīs,
 illum expīrantem trānsfixō pectore flammās
 turbīne corripuit scopulōque infixit acūtō;
 ast ego, quae dīvum incēdō rēgīna Iovisque
 et soror et coniunx, ūnā cum gente tot annōs
 bella gerō.

_____ She herself having hurled the swift fire of Jupiter from the clouds _____

_____ both scattered the ships and overturned the sea with the winds, _____

_____ and him/that one breathing out flames from his pierced chest, _____

_____ she snatched up in a whirlwind and impaled him on a sharp rock; _____

_____ But I, who proceed as queen of the gods and both sister and _____

_____ wife of Jupiter, have been waging war with one race for so many years. _____

III. Scan the following lines:

sed pater | omnipo | tēns spē | luncīs | abdidit | ātrīs,
hoc metu | ēns, mō | lemqu(e) et | montēs | īnsuper | altos
imposu | it, rē | gemque de | dit, quī | foedere | certō
et preme | r(e) et la | xās scī | ret dare | iussus ha | bēnās.

IV. Paragraph Response:

- 65 “Aeole, namque tibi dīvum pater atque hominum rēx
et mulcēre dedit flūctūs et tollere ventō,
gēns inimīca mihi Tyrrhēnum nāvigat aequor,
Īlium in Ītaliā portāns victōsque Penātēs:
70 incute vim ventīs submersāsque obrue puppēs,
aut age dīversōs et disice corpora pontō.
sunt mihi bis septem praestantī corpore nymphae,
quārum quae fōrmā pulcherrima Dēiopēa,
cōnūbiō iungam stabilī propriamque dicābō,
omnēs ut tēcum meritīs prō tālibus annōs
75 exigat et pulchrā faciat tē prōle parentem.”

In the passage above, we see Juno make a rhetorical appeal to Aeolus to solicit his help. In a well-developed paragraph **discuss the elements of Juno’s appeal to Aeolus and what these elements reveal about how she perceives Aeolus.** Be sure to begin your paragraph with a clear topic sentence/thesis statement and refer specifically to the Latin throughout the passage to support the points you make in your essay.

(When you are asked to refer specifically to the Latin, you must write out the Latin and/or cite line numbers AND you must translate, accurately paraphrase, or make clear in your discussion that you understand the Latin.)

Aeneid I.34-80 Practice Test Essay Rubric

	Development of Argument/Analysis	Use of Latin	Inferences & Conclusions	Contextual Knowledge
20 pts Strong	The student develops a strong essay and consistently aligns it to Latin discussing the elements of Juno’s appeal to Aeolus and what these elements reveal about how she perceives Aeolus evidence. Occasional errors need not weaken the overall impression of the essay.	The student uses copious examples of accurate, specific, and relevant Latin, properly cited, drawn from throughout the passage.	The student consistently uses inferences and draws conclusions that accurately reflect the Latin and support the analysis.	The student is able to use specific contextual references consistently in order to support the analysis.
16 pts Good	The student develops a good essay discussing the elements of Juno’s appeal to Aeolus and what these elements reveal about how she perceives Aeolus, providing main ideas and some supporting details. Although the analysis may not be nuanced, it is based on a sound understanding of the Latin.	The student uses examples of Latin that are generally accurate, specific, and relevant, properly cited; while they are not plentiful, they are drawn from throughout the passage.	The student uses some inferences and draws some conclusions that accurately reflect the Latin and support the analysis. The student may rely on what is stated or may make inaccurate inferences.	The student is able to use some specific contextual references that support the analysis.
12 pts Average	The student develops an adequate essay discussing the elements of Juno’s appeal to Aeolus and what these elements reveal about how she perceives Aeolus that reflects understanding of the passages. The analysis may not be well developed, relying on main ideas but few supporting details, or it may rely on summary more than analysis.	The student may have few accurate Latin citations; they may not be linked to the analysis or fail to support it.	The student may display only limited understanding of implied information.	The student may sometimes misunderstand contextual references or fail to connect them effectively to the analysis.
8 pts Weak	The student recognizes the passages but presents only a weak essay. It may be confusing and lack organization or may rely on summary, and it addresses only portions of the passage.	The student provides little Latin support, taken out of context or misunderstood; or may use no Latin.	The student may make incorrect assumptions or make inferences and conclusions based on the passage only rarely.	The student may show no understanding or a thorough misunderstanding of context; references to context, if any, are irrelevant.
4 pts Poor	The student understands the question but offers no meaningful analysis. Although the student may not recognize the passage, the response contains some correct, relevant information.	The student cites no Latin, or only individual Latin words, and exhibits either no understanding of the Latin in context, or a complete misunderstanding.	The student does not make inferences and conclusions based on the passage.	The student shows no understanding or thorough misunderstanding of context and provides no meaningful discussion of context or contextual references.
0 pts Unacceptable	The student offers a response that is totally irrelevant, totally incorrect, or restates the question.	The student demonstrates no understanding of Latin in context.	The student does not make inferences and conclusions based on the passage.	The student shows no understanding or a thorough misunderstanding of context and provides no meaningful discussion of context or contextual references

The following is a sample of an actual student response that received full marks on a similar rubric. The essay prompt this student was addressing is below. Since you do not have reference to the Latin of this passage, it is good to note that the student's translations of the Latin he/she was referencing were about 90% accurate:

In the passage above, Priam confronts Pyrrhus. In a short essay, **discuss what the passage reveals about both Priam and Pyrrhus**. Refer specifically to the Latin throughout the passage to support the points you make in your essay.

Student Response:

“In the passage, Priam is confronting Pyrrhus with his last breath as the young warrior is about to kill him. He had just witnessed the murder of his son Polites before the altar. The passage creates a stark contrast between the noble character of Priam and the wickedness of Pyrrhus.

The reader is told that Priam is near death. Yet, instead of begging for mercy from Pyrrhus, he is saying things that anger his conqueror even more. Priam is unafraid. Vergil writes, ‘Priam, although he is held in the middle of death, nevertheless he does not restrain himself nor refrain from voices and angers’ (*Priamus . . . pepercit* lines 1-2). He is old and frail, but he still does what is right. He wears his armor and tries to save the dignity of his son even though he knows that it’s no use. He is much weaker due to his age. After his speech to Pyrrhus, ‘the old man hurls the useless spear without a blow’ (*senior . . . coniecit* lines 12-13). He is not only described as old, but his weapon is useless and his throw is weak. The preceding passage, where Hecuba speaks to Priam, puts him in much the same light. Priam’s bravery does not come from false belief in his strength, but from the duty he feels to his family and especially to his son, who has just been killed. His weakness only serves to emphasize how difficult it must be for Priam and how noble he is to risk a death with more suffering.

Pyrrhus, on the other hand, provides sharp contrast. He does not feel the type of duty to family that Priam does. Priam, when speaking to Pyrrhus, tells him ‘that Achilles, from whom you lie that you are begotten, was not such to his enemy Priam’ (*Non . . . Priamo* lines 8-9). We also learn from Priam’s speech when he said, ‘You who made me see openly the death of my son and defile the paternal face with death’ (*fecisti . . . vultus* lines 6-7). From these two clues, we see that Pyrrhus has killed Polites before Priam’s eyes and had not respected the dignity of his father. Although Achilles ‘blushed at the laws and faith of the suppliant and returned the lifeless Hectorean body for a tomb and sent me back into my kingdom’ (*iura . . . remisit* lines 9-11). Pyrrhus clearly does not have the compassion of his father, and does not understand duty to family and love for family. Although they are in the middle of war, this passage illustrates that he is a warrior not merely motivated by winning the war, but inflicting cruelty. He has no cares about defiling his father’s image with his actions or making a father watch his own son die.”

Remote Learning Packet

Please submit scans of written work in Google Classroom at the end of the week.

May 4-8, 2020

Course: 10 Precalculus

Teacher(s): Mr. Simmons

Weekly Plan:

Monday, May 4

- Story time!
- Problems 11-14 and 16 from “Relationship between Trig Functions”

Tuesday, May 5

- Read “Radian measure.”

Wednesday, May 6

- Problems 1-14

Thursday, May 7

- Read “Introduction to the Polar Plane

Friday, May 8

- Attend office hours
- Catch up or review the week’s work

Statement of Academic Honesty

I affirm that the work completed from the packet is mine and that I completed it independently.

I affirm that, to the best of my knowledge, my child completed this work independently

Student Signature

Parent Signature

Monday, May 4

1. Story time! If technologically feasible, email me with a story!

Also, please email me if you have questions about trigonometry. BUT. Please make your questions specific. At least give me a page number where you got confused. Better yet, tell me exactly what words you read that confused you.

For today, we're going to do a few more problems from "Relationships between Trig Functions" before moving on to radians:

2. Complete Problems 11-14 and 16 on pp. 122-123.

Tuesday, May 5

1. Read "Radian Measure" on pp. 124-133.

Wednesday, May 6

1. Complete Problems 1-14 on pp. 133-135.

Thursday, May 7

1. Read "Introduction to the Polar Plane" on pp. 135-143.

- 2.) Let us complete Example 1c. If $\sin \alpha = a$, what are the six Trig ratios?
- 3.) Now let $\tan \alpha = d$.
- (A) What are the six Trig ratios given this?
- (B) Compare this answer to the previous.
- 4.) In Example 1c, we let the length of the hypotenuse of the triangle to equal 1. Is that OK? Why don't we let the hypotenuse equal c , to allow for any and all possibilities? Now suppose $\sin \alpha = \frac{x}{c}$ and the lengths of your triangle are a, b , and c , with the hypotenuse equaling c .
- (A) What are the six Trig ratios?
- (B) Compare this with the previous two results.
- 5.) Given the Trig functions and angle measure, write the equivalent cofunction.
- (A) $\sin 30^\circ$ (F) $\tan 14^\circ$
 (B) $\cos 10^\circ$ (G) $\csc 47^\circ$
 (C) $\cot 7^\circ$ (H) $\sin 25^\circ$
 (D) $\sec 64^\circ$ (I) $\tan(\beta + \gamma)$
 (E) $\cos 31^\circ$ (J) $\sin \beta$
- 6.) Write out all of the cofunction identities, including the ones we discovered in the reading. Hint: There are six of them.
- 7.) Now write out all of the reciprocal identities. Hint: There are six of them.
- 8.) Evaluate the following.
- (A) $\sin^2 30^\circ$ (F) $\sin^2 60^\circ$
 (B) $\cos^2 30^\circ$ (G) $\cos^2 60^\circ$
 (C) $\tan^2 30^\circ$ (H) $\tan^2 60^\circ$
 (D) $\cos^2 45^\circ$ (I) $\sin(30^\circ)^2$
 (E) $\tan^2 45^\circ$ (J) $\cos^2 \alpha$
- 9.) Write out a table of values for $\sin^2 \alpha$, $\cos^2 \alpha$, and $\tan^2 \alpha$, starting at $\alpha = 0$, going up by 5° each row, and ending at $\alpha = 90^\circ$. You will need a calculator for this Exercise.
- 10.) Use your results from the previous Exercise to answer the following questions.
- (A) What is the maximum value of $\sin^2 \alpha$, $\cos^2 \alpha$, and $\tan^2 \alpha$?
- (B) What is the minimum value of $\sin^2 \alpha$, $\cos^2 \alpha$, and $\tan^2 \alpha$?
- (C) Are there any similarities or differences between $\sin^2 \alpha$ and $\sin \alpha$? Compare your results from the previous section.
- 11.) One of the most important relationships in Trigonometry is the Pythagorean Identity we discussed in the reading. Write this identity down now.
- 12.) Evaluate the following.
- (A) $\sin^2 60^\circ + \cos^2 60^\circ$ (C) $\sin^2\left(\frac{\pi}{2}\right) + \cos^2\left(\frac{\pi}{2}\right)$
 (B) $\cos^2 30^\circ + \sin^2 30^\circ$ (D) $\sin^2(3\alpha + \pi) + \cos^2(3\alpha + \pi)$
- 13.) It is often helpful to rewrite $\sin^2 \alpha$ or $\cos^2 \alpha$. Use the Pythagorean Identity to rewrite $\sin^2 \alpha$ and $\cos^2 \alpha$.
- 14.) Simplify the following.

- (A) $\tan \alpha \cdot \csc \alpha$
 (B) $(\sin \alpha + \cos \alpha)^2$
- 15.) Are there any other Pythagorean Identities? To find this out, use a calculator and try the following for different values of α .

- (A) $\sec^2 \alpha + \csc^2 \alpha$
 (B) $\tan^2 \alpha + \cot^2 \alpha$
 (C) There are two other Pythagorean Identities. First, using the previous two, guess what they might be. Then, if you can't figure it out, look them up and write them down now. We'll discover how to arrive at these results when we have some better tools.

16.) Answer True or False.

- (A) $\sin \alpha = \cos(\alpha - 90^\circ)$
 (B) $\sin^2 \alpha + \cos^2 \beta = 1$ iff $\alpha + \beta = 90^\circ$
 (C) $\sin^2 \alpha = \sin \alpha \cdot \alpha$
 (D) $\sin^2 \alpha$ is sometimes negative.^{vi}

^{vi} Assume $\alpha \in \mathbb{R}$.

Up to this point, we've measured all of our angles using degrees. In this unit, we'll endeavor to find a different and perhaps better method of measuring angles. Then we'll use that to graph points in a new type of plane. Finally, after this, we introduce perhaps the most important thing in Trigonometry: The Unit Circle.

§1 [Radian measure](#)

Degrees were invented millennia ago, perhaps by the ancient peoples living in modern day Iraq. Knowing the origins of this unit could shed some light on its usefulness, and whether there isn't a more useful unit to use.

There are various theories as to why degrees were used and why they are the way that are. Almost certainly, however, it has to do with a circle. As with anything, it's often useful to consider portions or fractions of the whole.¹ The ancients chose to chop the circle up into 360 equal portions, calling the angle created by each portion a degree, as (partially) shown in Figure 47.

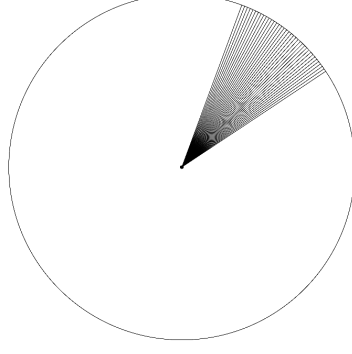


Figure 47

Each of the individual spokes above measures a single degree, if we were to continue creating these spokes, there would be 360 of them.

Why 360? Perhaps because it is a nice number with many factors. So cutting a circle in half gives you a nice number of 180°, in thirds 120°, fourths 90°, and so on. This means

¹ This is why, for example, we have yards. Could you imagine measuring things if the smallest unit we could get was miles? And even that isn't enough, which is why continue to subdivide the units smaller and smaller.

Unit five

Radians and the Unit Circle

"Degrees are fine for everyday measurements. But Trigonometry marks a turning point in math, when the student lifts his gaze from the everyday towards larger, more distant ideas. You begin exploring basic relationships, deep symmetries, the kinds of patterns that make the universe tick. And to navigate that terrain, you need a notion of angles that's more natural, more fundamental, than slicing up the circle into an arbitrary number of pieces. The number π , strange though it may seem, lies at the heart of mathematics. The number 360 doesn't. Clinging to that Babylonian artifact will only distract you and obscure the elegant truths you're searching for."

Ben Orlin

that commonly used ratios are left with a whole number. This wouldn't be the case if the number, say, 10, was used. Then only a half-circle and a fifth-of-a-circle would have whole numbers. Another supposition is that there are approximately 360 days in a year. And since, each year, seasons repeat themselves, a circle makes a nice representation of a calendar.

Whatever the reason, however, we want to see if there is a better way of measuring angles. Of course, "better" is relative, and different situations might call for different units. So when we say "better," perhaps what we should say is more appropriate for our work in Trigonometry.

Consider the circle shown in Figure 48. What is the length of the **arc** from A to B ?

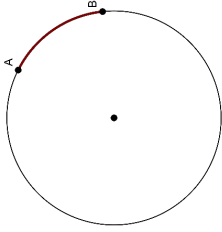


Figure 48

There are a few ways we could answer this question. One is to measure it the old-fashioned way. That, however, leaves room for error, and wouldn't help us to measure an arc from a different circle. Another way we could do it is to find the circumference of the circle, then multiply by the fraction of the outside of the circle represented by \widehat{AB} .ⁱ This isn't the worst thing in the world, but then... How will we measure the angle which will allow us to find the fraction of the outside of the circle that \widehat{AB} takes up? As you can see, we have a bit of an issue.

As we've done a few times in this course, we should go back to what we know for certain. We know that the circumference of a circle is

$$C = 2\pi r,$$

where r is the radius of a circle and π is the mathematical constant approximately equal to 3.14. We also know that every radius in a circle is congruent. And that's about it. But this does show us that if we're trying to figure stuff out about a circle, it is usually a good idea to involve a radius. That's what we'll do in Figure 49.

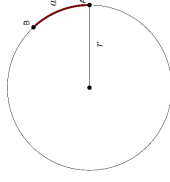


Figure 49

In keeping with our tradition, we've used the Latin letters r and α for the lengths of the radius and arc respectively.

Now, let's see what happens when we relate the radius to the arc length. Let's assume for a moment that $r = \alpha$, i.e., that the radius is the same length as \widehat{AB} . This would allow us to create that angle seen in Figure 50, right?

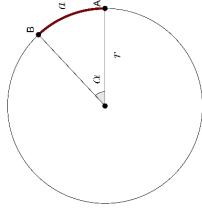


Figure 50

This angle, which we'll call α , is unique. In other words, there is one and only one angle for which the radius is the same length as \widehat{AB} . Figure 51 shows this to be true.

ⁱ For example, if the arc were half of the outside of the circle, you would multiply the circumference of the circle by $\frac{1}{2}$, right?

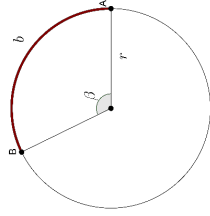


Figure 51

Here, $b = 1.5r$. As a consequence of this increased arc size, the angle is larger, and therefore $\alpha \neq \beta$.

This is interesting for a couple of reasons. First of all, notice that there is one and only one angle that comes out as a consequence of the comparison to the radius and arc length. Secondly, and perhaps more importantly, the size of the circle (and, by extension), the lengths of the radius and arc, won't matter.ⁱⁱⁱ Thus we make the following definition.

Radian measure

The angle formed by the ratio of the arc length a to the radius r in a circle. Symbolically, where r is the radius and a is the length of the arc.

$$\alpha_{rad} = \frac{a}{r},$$

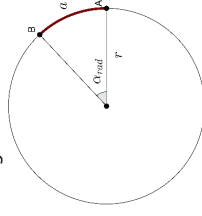


Figure 52

We've chosen a radius and arc length of 3, but we could have easily chosen any other length so long as $r = a$.

Notice that our angle measure is 1? You might be wondering what the units of this angle measure are, but there aren't any! You could say 1 radian, but if an angle measure is reported with no unit, it is assumed to be measured in radians.^{iv}

Did you notice that our circle had a radius and arc length of 3? We wanted an angle of 1, and that is only true when $r = a$. So we could have also chosen $r = a = 5$, or $r = a = 100$, (and so on) if we wanted to. Do you see why?

Example 1b

What does an angle of 2 look like?

This is a similar question, so we again go back to the definition. The equation

$$2 = \frac{a}{r}$$

must be true. There is an infinite amount of possibilities for both a and r , such as $a = 6, r = 3$ (which we show in Figure 53).

ⁱⁱⁱ We'll show this explicitly in the forthcoming Examples.

^{iv} This is another reason to prefer radians.

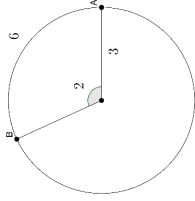


Figure 53

As you can see, the ratio is what's important. The fact that the arc length is twice the length of the radius is what tells us we have an angle measure of 2. Appreciate, also, how the angle is clearly different from the previous Example.

The previous two examples were there to help you get a grasp on radians, but we still haven't seen its best feature. We explore that now.

Example 2a

What is the length of the radius given Figure 54?

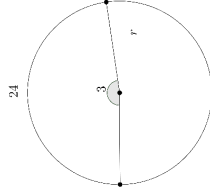


Figure 54

Now this is interesting. We are given an angle and an arc length, and are told to find the length of the radius. Using the definition of a radian, we can work backward and easily get the answer. Since, according to our definition, we have

$$3 = \frac{24}{r},$$

we simply solve the previous equation for r and get

$$r = 8.$$

Easy! But to really appreciate radians, consider Figure 55, where we have used degrees instead.

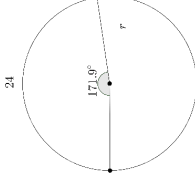


Figure 55

Could we find r ? The answer is no – degrees are a measurement found completely independent of the size of a circle. Thus it offers us no help at all. Radians, therefore, give us free information!

Example 2b

What is the length of the arc subtended^v by an angle of 6 and a radius of 10?

No picture is provided, and it would be helpful for you draw one, but it is not necessary. We simply use the definition:

$$6 = \frac{a}{10}$$

Hence

$$a = 60.$$

There are a few more important questions which must be asked if we are to succeed with radians. For example, how many radians are in a full rotation? We know there are 360° in a full rotation, but what about radians?

Let us answer this question with a specific circle, and then generalize afterwards. Consider a circle with a radius of 1.^{vi} Since the definition of a radian tells us that

$$\alpha_{rad} = \frac{a}{r},$$

And we have $r = 1$, we have

^v This is a fancy, perhaps old-fashioned word which means formed or created by. So the arc is created by the angle.

^{vi} We could have chosen any value for the radius, but we chose 1. Any thoughts on why we would choose this number and not, say, 23?

$$\alpha_{rad} = \alpha.$$

If we are considering a full rotation, however, we are not looking at an arc, but the full circumference of the circle. Therefore, $\alpha = 2\pi$ and hence

$$\alpha_{rad} = 2\pi.$$

This is an important fact, and we list it below for your convenience.

Radians in various rotations

Full rotation: 2π

Half rotation: π

Quarter rotation: $\frac{\pi}{2}$

Thus, there are 2π radians in a full rotation.

This allows us to answer our next most important question: How do radians relate to degrees? In other words, how does one convert from one to the other?

To find this answer, let us find out how many degrees are in one radian. To do this, we just need to convert. We will use dimensional analysis to help us do this, as we show below.

$$\frac{360^\circ}{1 \text{ rotation}} \cdot \frac{1 \text{ rotation}}{2\pi \text{ radians}} = \frac{180^\circ}{\pi \text{ radians}} \approx \frac{57.30^\circ}{1 \text{ radian}}$$

The rotations cancel, and leave us with our result of approximately 57.3° for every 1 radian.

This is a strange number, and we will rarely use it. Instead, the fraction $\frac{180}{\pi}$ is what you should memorize and become comfortable with. That said, it is helpful to know how much 1 radian is in degrees, since it will help you get a picture of what you're working with.

Example 3a

Convert 6 radians into degrees.

Since there are $\frac{180}{\pi}$ degrees for every one radian, we simply multiply this number by 6.

Thus 6 radians is

$$343.8^\circ.$$

Example 3b

Convert 75° into radians.

This is the opposite of the previous problem. Thus, we need a new conversion factor. We apply the same principle to obtain a conversion factor:

$$\frac{2\pi}{1 \text{ rotation}} \cdot \frac{1 \text{ rotation}}{360^\circ} = \frac{\pi}{180}$$

This tells us that one degree is $\frac{\pi}{180}$ radians. And since we want to find out how many radians 75° is, we just multiply the previous by $\frac{\pi}{180}$. We get

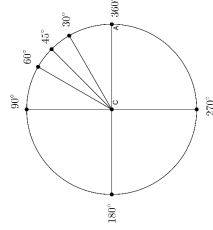
$$75 \cdot \frac{\pi}{180} = \frac{75\pi}{180} = \frac{5\pi}{12}.$$

When working with radians, we never want an approximation.

Did you notice how similar the conversion factors were? You should have them memorized, as you'll need them in this section and beyond.

§1 Exercises

- Determine the measure of α (in radians) given the following radii and arc lengths.
 - $r = 10, \alpha = 20$
 - $r = 30, \alpha = 10$
 - $r = 15, \alpha = 100$
 - $r = \frac{3}{4}, \alpha = 16$
- Determine the length of \widehat{AB} given the following radii and angles. Then sketch a circle with the given information and the length of the arc.
 - $r = 5, \alpha = 2$
 - $r = 3, \alpha = 3$
 - $r = \frac{5}{3}, \alpha = \frac{2}{4}$
 - $r = 10, \alpha = \frac{1}{2}$
- Determine the length of the radius given the following arc lengths and angles.
 - $\widehat{AB} = 35, \alpha = 7$
 - $\widehat{AB} = 5, \alpha = 5$
 - $\widehat{AB} = 10, \alpha = 3$
 - $\widehat{AB} = 6, \alpha = \frac{1}{2}$
- Sketch the following angles.
 - 1
 - 2
 - 3
 - 4
 - 6.28
 - Convert the following angle measure from angles to radians or vice versa.
 - 200°
 - 100°
 - 50°
 - 1.5
 - $\frac{\pi}{12}$
 - 720°
 - $\frac{\pi}{5}$
 - π
- The following Figure is a circle with various rotations on it. Assume that C is located at the origin, and that there are four Quadrants, as normally defined on a coordinate plane. Each angle begins with \widehat{AC} , then rotates counter-clockwise up to the next point.



- (A) Write each of the angle measures in radians.^{vii}
- (B) Which is the larger angle, $\frac{\pi}{4}$ or $\frac{\pi}{2}$?
- (C) Assume that we continue this pattern, so that in Quadrant II the next angle is 30° more than 90° , then 45° more than 90° , and so on (including Quadrants III and IV). Write each of these angles in degrees.
- (D) Now write each of the angles you found in (C) in radians.
- 7.) One of the problems that students have with radians is that they're terrible with fractions. Accordingly, let us practice our fraction intuition.
- (A) Which number is larger, $\frac{1}{4}$ or $\frac{1}{2}$? How can you tell without having to divide the numerator and denominator?
- (B) Make an argument for why $\frac{1}{4}$ is less than $\frac{1}{2}$. (Hint: Try using money!)
- (C) Likewise, which is larger: $\frac{\pi}{3}$ or $\frac{\pi}{6}$?
- (D) When comparing a whole number to a fraction, it's often useful to convert the whole number into a fraction. For example, which is larger, 2 or $\frac{2}{3}$? To see, let's convert 2 into a fraction that has the same denominator as $\frac{2}{3}$. Now answer the question: Which is larger, 2 or $\frac{2}{3}$?
- (E) Which is larger: π or $\frac{5\pi}{6}$?
- (F) Which is larger: $\frac{15\pi}{4}$ or 2π ?
- 8.) How can you tell that $\frac{5\pi}{6}$ is less than a half-rotation? (Hint: Try using common denominators in your fractions.)
- 9.) Which Quadrant is $\frac{11\pi}{6}$ in? How can you quickly tell? (Hint: Use the Figure from 2.) to help you visualize.)
- 10.) Of course, you can always convert the radians into degrees to check which one is larger. Convert $\frac{7\pi}{4}$ and $\frac{5\pi}{3}$ into degrees and then determine which one is larger.
- 11.) Now take $\frac{7\pi}{4}$ and $\frac{5\pi}{3}$ and get common denominators. Which one is larger?

^{vii} And just to reiterate: Your answers must be in exact form.

- 12.) A wheel has a radius of 12 inches.^{viii}
- (A) If the wheel makes a full rotation, how far has the wheel traveled from its starting point?
- (B) If the wheel makes a half rotation, how far has the wheel traveled from its starting point?
- (C) Suppose the wheel has rotated 10π . How far has it traveled?
- (D) If the wheel has traveled 36 inches, how much has it rotated?
- 13.) Suppose a wheel is 24 inches around.
- (A) If the wheel has rotated $\frac{5\pi}{6}$, how far has it traveled?
- (B) If the wheel has traveled 10 feet, how much has it rotated?
- 14.) Suppose a wheel has traveled 10 feet.
- (A) If it has rotated $\frac{5\pi}{6}$, what is its radius?
- (B) If it has rotated $\frac{3\pi}{4}$, what is its circumference?

§2 Introduction to the Polar Plane

After a brief hiatus, we now return to our Trig functions. We will use what you learned in Unit four extensively in this section; you will need to be able to calculate Trig ratios very quickly.ⁱ We will also begin to work with Trig functions where our angles are in radians. To help us practice and memorize these Trig functions, we will now introduce a new way to graph.

Before we do this, a few words on what makes the coordinate plane so effective. There are numerous ways one could set up a graphing system, but, ideally, we would like it be simple to use and effective. The coordinate plane is great because it requires just two components (an x - and y -value) to plot any point. So it's effective and easy to use.

So if we're going to come up with a new way to plot points, it should be just as simple and effective. In other words, we should come up with a system that only requires two components to plot any point. Anything more than that will render our system far less effective.

So let us consider a system that uses circles instead of rectangular gridlines, as shown in Figure 56.

^{viii} Assume that the wheel is a perfect circle.

ⁱ Or, as we suggested, you should simply memorize them.

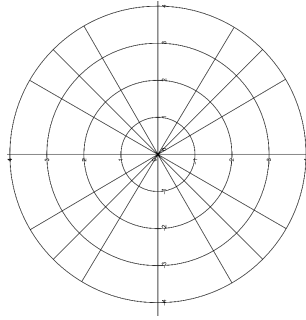


Figure 56

Let us emphasize that we have circles here, not rectangular gridlines. So using an x - and y -value will not suffice. We need two different components entirely. How about we use an angle measure and a radius? That should allow us to plot any point on this plane using only two components.

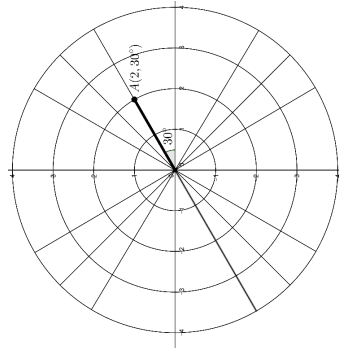


Figure 57

Consider Figure 57. We have two components, 2 and 30° . Let's start with the 2. Formally, it's a radius – that is, it is the distance from the center to the point. Another way of looking

at it is that our point must be on the second circle.ⁱ The second component, 30° , tells us where upon that second circle we must put our point. So we place our point 2 away from the origin,ⁱⁱ then rotate the point 30° up. We show this process in Figures 58 a and b.

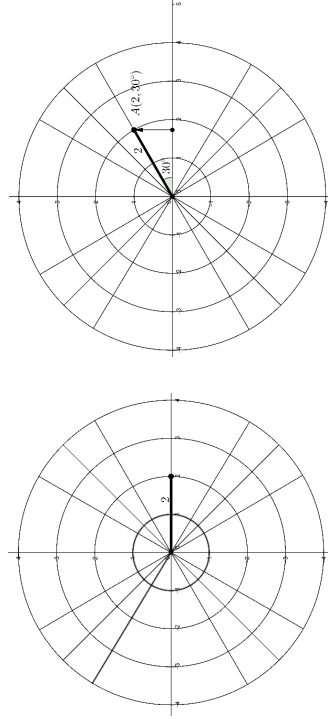


Figure 58a and b

We started by making a segment of length 2, then rotating that segment up 30° . Note that the segment only helps to place the point; what we really care about is the point.

This process works very well, so let us now define our new way of graphing

Graphing on the Polar Plane

A point $A(r, \alpha)$ is plotted by creating a line segment of length r , and then rotating that segment α .

Just like with the coordinate plane, we should label our circles. You may have noticed lines extruding from the **pole**, or origin of the Polar Plane. These lines form angles with positive x -axis, and look awfully similar to a problem from the previous section. We'll label them below in Figure 59.

ⁱ There's a disadvantage to this perspective, since we could also have 1.5 as the radius. In this case, we need to draw a circle halfway between the first and second circle. So it's not too much of a stretch to us this logic.

ⁱⁱ Which we'll give a different name shortly.

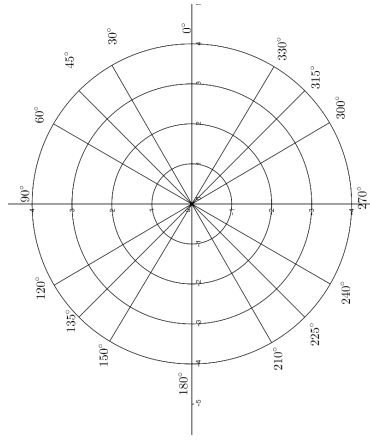


Figure 59

As with the coordinate plane, we don't *have* to choose these angles. However, there is good reason to choose these particular angles, and we'll reveal that answer shortly.^{iv} Also of important note: The angle measures always start on what we normally call the positive *x*-axis and rotate up from there.^v

Example 1a

Plot the point $A(2, 45^\circ)$.

To do this, we simply go to our second circle, then rotate up 45° . We show the plotted point in Figure 60.

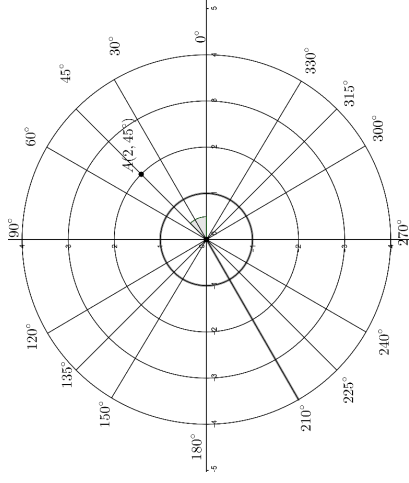


Figure 60

Example 1b

Graph the point $B(3.5, 10^\circ)$.

Neither of the two components in B is on a line, but, like the coordinate plane, we can easily approximate their locations. We show this in Figure 61.

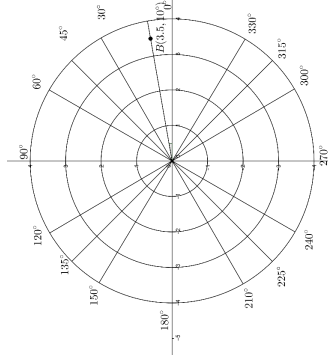


Figure 61

It might be helpful to draw a line for a 10° angle. It might also be helpful to draw a circle halfway between the third and fourth circle.

^{iv} If you've not already figured it out yourself:

^v This is by convention. Someone somewhere decided that they were going to do it that way, and we've all followed suit.

Example 1c

Graph the point $C(2.2, \frac{\pi}{2})$.

In this example, we are using radians to measure our angles and not degrees. Recalling that 90° and $\frac{\pi}{2}$ are equivalent, we can easily graph Figure 62.

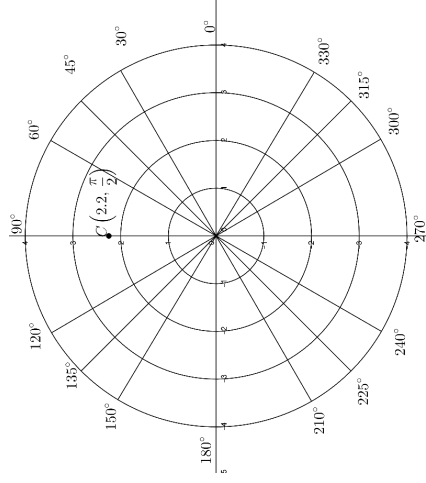


Figure 62

Many of your Exercises will use radians, so the above graph we've provided may not be the most helpful. You will want to create a Polar Plane with the radians listed and not degrees. But don't worry, this will be one of your Exercises.

We have not yet discussed negative angles. Up to this point, you might think that angles, like lengths, can only be positive. But angles (unlike lengths) have a direction. So far we've always rotated "up", which has amounted to a counter-clockwise rotation. Nothing is stopping us from rotating in the opposite direction, i.e., clockwise, but we haven't had a good way to label this other than spelling it out entirely. Let us therefore agree that a negative angle measure tells us to rotate clockwise, while a positive angle measure tells us to rotate counter-clockwise.

Example 2

Graph the point $D(3, -60^\circ)$.

The negative angle tells us to rotate 60° clockwise. Since we know our point must be on the third circle (due to the radius being 3), we just need to determine how to rotate clockwise. Using the same Polar Plane as before, but counting in the opposite direction (and applying appropriate labels), we come up with Figure 63.

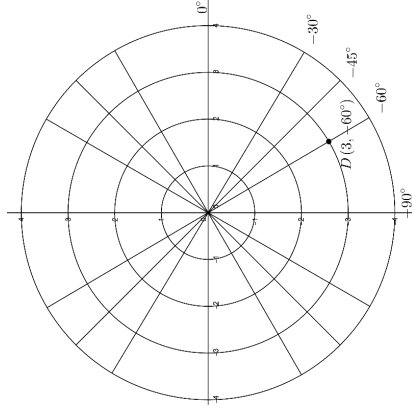


Figure 63

Perhaps you noticed that we did not complete labeling this Polar Plane. As you might have guessed, yes, this will be one of your Exercises.

But there's something quite curious as to the above: This is a point we could have made using our Polar Plane from before. If we take the same point but switch the labels back, we get Figure 64.

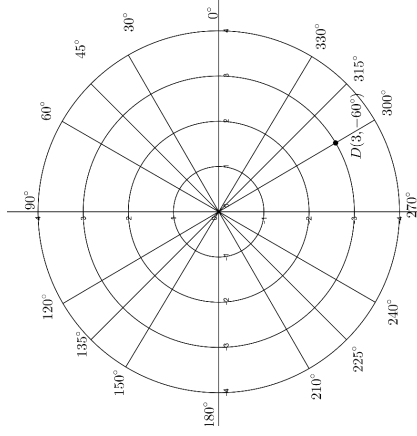


Figure 64

We've left the label from the previous Figure for you to help you compare.

Notice that our point is now located at $(3, 300^\circ)$. So it appears as though 300° is equivalent to -60° . This is interesting!

Coterminal angles

Two different angles that end up in the same spot are said to be coterminal.

So -60° and 300° are coterminal, since they end up in the exact same spot. Another way of looking at this is that the point created by $(r, -60^\circ)$ and $(r, 300^\circ)$ will be the same (where $r \in \mathbb{R}, r > 0$).

Example 3

Plot the point $E(2, 840^\circ)$.

This problem contains another strange angle. After all, there are only 360° in a rotation. But who's to say that we can only do one rotation? To account for multiple rotations, we can have angles that exceed 360° .^{vi} How many rotations is 840° ? Well, if 360° is one rotation, then two rotations would be

$$360^\circ + 360^\circ = 720^\circ,$$

right? Likewise, we can see that three rotations would be $1,080^\circ$. So it seems as though we have two full rotations and then some left over. To account for this, we'll just subtract two full rotations from what we have, 840° :

$$\begin{aligned} 840^\circ - 720^\circ \\ 120^\circ. \end{aligned}$$

So we have two full rotations and then 120° more. This helps tremendously when we graph 840° , since now all we have to do is identify the 120° angle on our Polar Plane. We show this in Figure 65.

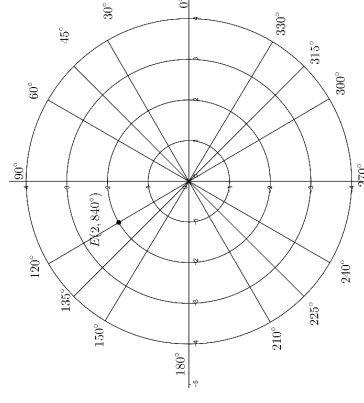


Figure 65

This also tells us that 840° and 120° are coterminal.

And this, in turn, tells us how many coterminal angles each angle has. Can you figure it out?

We'll further explore these ideas in the Exercises, as well as prepare for our more formal introduction to the Polar Plane in Unit seven. The brevity of this section will give you time to practice the basics and, perhaps more importantly, pave the way for success in the last section of this Unit, which is perhaps the most important.

^{vi} Likewise, we can also have angles that are less than -360° .

Remote Learning Packet

Please submit scans of written work in Google Classroom at the end of the week.

May 4-8, 2020

Course: Spanish II

Teacher(s): Ms. Barrera anna.barrera@greatheartsirving.org

Supplemental link: www.spanishdict.com

Weekly Plan:

Monday, May 4

- Capítulo 4B - Reading: The Celebration of New Year's eve and day in Madrid.
- Capítulo 4B - Vocabulary and Comprehension of the reading.

Tuesday, May 5

- Capítulo 4B - Reading: Celebrating the history of Ecuador.
- Capítulo 4B - Vocabulary and Comprehension of the reading.

Wednesday, May 6

- Capítulo 4B - Reading: Celebrating Christmas in San Juan, Puerto Rico.
- Capítulo 4B - Vocabulary and Comprehension of the reading.

Thursday, May 7

- Capítulo 4B - Listening Activity: Story Time on video: Title: Vida o muerte en Cusco
- Capítulo 4B - Writing Activity of what happened in chapter 1.

Friday, May 8

- attend office hours
- catch-up or review the week's work

Statement of Academic Honesty

I affirm that the work completed from the packet is mine and that I completed it independently.

I affirm that, to the best of my knowledge, my child completed this work independently

Student Signature

Parent Signature

Monday, May 4

Capítulo 4B - Reading: The Celebration of New Year's eve and day in Madrid.

I.Tema 4 Reading: Recuerdos del pasado: **Lectura 1.** Please read *Buena Suerte en el Año Nuevo*. Vocabulary and Comprehension: Answer the five questions relating to the reading.

Tuesday, May 5

Capítulo 4B - Reading: Celebrating the history of Ecuador.

I.Tema 4 Reading: Recuerdos del pasado: **Lectura 2.** Please read *Los años viejos de la ciudad de Tulcán, Ecuador*. Vocabulary and Comprehension. Answer the five questions relating to the reading.

Wednesday, May 6

Capítulo 4B - Reading: Celebrating Christmas in San Juan, Puerto Rico. Followed by exercises to check for comprehension.

I.Tema 4 Reading: Recuerdos del pasado: **Lectura 3.** Please read *Mis Navidades en San Juan*. Vocabulary and Comprehension. Answer the five questions relating to the reading.

Thursday, May 7

Capítulo 4B - Story Time. **Chapter 1: Vida o muerte en el Cusco.** Listen to a story narrated in Spanish with a writing assignment. Video is 10 minutes long.

I. Listening to a story in Spanish. Video link in google classroom. You will listen as I read Chapter 1 of *Vida o muerte en el Cusco*. Elena Garcia is vacationing in Cusco, Peru with her mother. Everything that Elena encounters bugs her - the food, the people, the clothing, the altitude. A casual hike to explore the ruins of Ollantaytambo turns into a life or death situation. With the help of a new friend, the experiences that follow have a transformative effect on Elena.

II. Writing Assignment: After listening to chapter 1, you will write a paragraph in both English and Spanish about what happened in chapter 1. Your paragraph should consist of 8 sentences in both languages. Use the preterit and the imperfect tense.



Nombre _____

Fecha _____

Tema 4

Recuerdos del pasado: Lectura 1

Buena suerte en el Año Nuevo

1 La tradición de las doce uvas que traen
suerte (*luck*) para el año nuevo es muy
española. Con cada campanada (*strike of
the bell*) del reloj, a las doce de la noche,
5 debes comer una uva. La celebración
principal es en Madrid, en La Puerta del
Sol, donde la gente se reúne para esperar
las doce campanadas. El evento sale en la
televisión por toda España y se transmite
10 hasta por los canales internacionales.

Por lo general, en la Nochevieja (*New
Year's Eve*) los madrileños salen a La
Puerta del Sol, y antes o después de
medianoche cenan en un restaurante.

15 En mi casa no era así. Cuando era una
niña en Madrid, mamá y yo siempre
preparábamos la cena de Año Nuevo en
casa. Mi casa era el lugar de reunión de
abuelos, tíos y primos. Preparábamos
20 una comida especial pero tener uvas
suficientes para todos los invitados era
un requisito (*requirement*). Mamá siempre
compraba más de las necesarias.

Mamá y yo lavábamos las uvas y las
25 dividíamos en grupos de doce. Para los

parientes que celebraban el Año Nuevo
en la Puerta del Sol, poníamos las uvas en
bolsas de plástico. A los que celebrábamos
en casa les dábamos las doce uvas en
30 vasos de cristal.

Unos minutos antes de las doce, mamá
ponía la televisión. Veíamos la celebración
mientras buscábamos en la pantalla
(*screen*) a mi hermano José. "¡Allí está
35 José!" mi abuela decía cada vez que veía
a un joven de pelo largo. Naturalmente,
no era mi hermano. Había muchos chicos
de pelo largo y mi abuela no veía bien.
Nos reíamos mucho, charlábamos y
40 esperábamos. Exactamente a las doce,
cuando empezaban las campanas,
comíamos las uvas. Una por una. Era
muy divertido llenarte la boca con uvas.
Para mí, tratar de comer todas las uvas
45 era casi imposible. "¡Come, niña, come!"
me decía mi abuela, riendo. Bueno, todos
los mayores se reían mucho de mí. Luego
todos nos abrazábamos, nos besábamos y
nos deseábamos buena suerte en todo
50 el año.



Filmando la tradición de las doce uvas,
Madrid, España

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Nombre _____

Hora _____

Tema 4

Fecha _____

Vocabulario y comprensión

1. Ideas clave y detalles According to the text, which statement below best describes what happens in the author's home on New Year's Eve?

- A The family goes to a restaurant and has a special dinner.
- B The family goes to the Puerta del Sol and eats grapes.
- C The family gathers to watch the celebration in the Puerta del Sol.
- D The family prepares a special dinner and celebrates their traditions.

2. Composición y estructura The author writes, "*Preparábamos una comida especial pero tener uvas suficientes para todos los invitados era un requisito.*" [lines 19–22] What does the author mean when she writes "*era un requisito*"?

- A They never knew how many guests were going to show up.
- B The grapes were a necessary part of celebrating the New Year.
- C Guests at the celebration were required to eat grapes.
- D A host must always prepare extra food for company.

3. Ideas clave y detalles Complete the following questions.

Part A: Which of the following statements about the twelve grapes can be corroborated with evidence in the text?

- A Spanish people like grapes at dinner.
- B Grapes are very abundant in Spain.
- C People must eat the grapes very fast.
- D It's a tradition observed by adults.

Part B: Which excerpts from the text support your answer in part A? Choose all that apply.

- A "Con cada campanada del reloj a las doce de la noche, debes comer una uva".
- B "Para mí, tratar de comer todas las uvas era casi imposible".
- C "La tradición de las doce uvas que traen suerte para el año nuevo es muy española".
- D "Mamá y yo lavábamos las uvas y las dividíamos en grupos de doce".



Nombre _____

Hora _____

Tema 4

Fecha _____

Vocabulario y comprensión (continuación)

4. **Composición y estructura** Based on the reading, what can you infer is the purpose of this reading?
- A The reading provides information about a Spanish custom.
 - B The reading provides information on the history of grapes.
 - C The reading explains how Spanish people are superstitious.
 - D The reading contrasts old and new Spanish customs.
5. **Ideas clave y detalles** Which option **best** describes the main idea of this reading?
- A The tradition of the twelve grapes is important in Spain.
 - B Spanish traditions can be humorous and odd.
 - C Eating twelve grapes on New Year's Eve brings good luck.
 - D Spanish families celebrate the New Year at the Puerta del Sol.



Nombre _____

Fecha _____

Tema 4

Recuerdos del pasado: Lectura 2

Los años viejos de la ciudad de Tulcán, Ecuador

1 Yo tenía siete u ocho años cuando
hice mi primer año viejo. Para los
ecuatorianos, un año viejo es un muñeco
de papel de periódico o de aserrín
5 (*sawdust*) que quemamos (*burn*) la noche
del 31 de diciembre. En nuestra familia
todos participábamos en la construcción
del año viejo. Mi madre preparaba la ropa.
Mi padre hacía el cuerpo. Los niños lo
10 vestíamos. Y todos ayudábamos a escribir
el "testamento" (*will*).

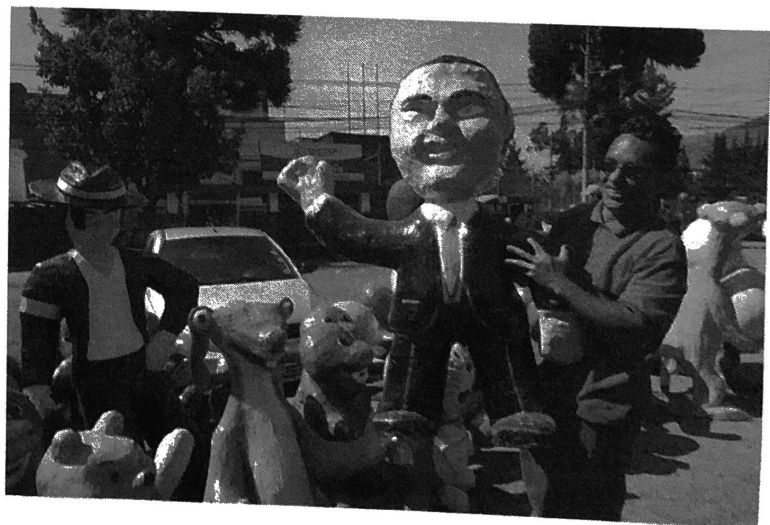
El testamento era una lista de chistes
sobre las cosas que el muñeco (o, la
persona que él representaba) hizo
15 durante el año. A mi papá le encantaba
burlarse de (*make fun of*) los políticos
(*politicians*) ecuatorianos con el muñeco
y su testamento. Pero mis hermanos y yo
preferíamos hacer años viejos de animales,
20 personajes (*characters*) de televisión o
superhéroes. Un año, yo hice un año viejo
de Hércules. Luego escribí un testamento
muy creativo de sus aventuras.

En mi ciudad había un desfile (*parade*)
25 de años viejos. Este desfile era durante

el día. Mi papá y yo caminábamos con
nuestro muñeco por las calles de Tulcán.
Lo hacíamos bailar como un títere (*puppet*).
La gente se reía y aplaudía porque nuestro
30 año viejo siempre era el más extravagante.
Mi familia ponía mucho esfuerzo (*effort*)
en esta tradición. Hacíamos los años viejos
más llamativos.

Unos minutos antes de las doce de
35 la noche, los vecinos del barrio hacían
una hoguera (*bonfire*) pública. Todos nos
reuníamos allí para quemar nuestros años
viejos. Había música y todos los vecinos
bailaban y se divertían. Antes de poner
40 el muñeco en la hoguera, mi padre leía
el "testamento". Después de leer la lista,
papá ponía el muñeco en el fuego. Lo más
cómico era cuando el muñeco explotaba.
¡Qué risa! Papá siempre ponía fuegos
45 artificiales en nuestro muñeco. ¡Era un
espectáculo! Luego regresábamos a casa
a comer pastel y una cena especial. Era
la única noche del año en que los niños
podían estar despiertos hasta muy tarde.
50 ¡Qué noche más divertida!

Un año viejo del presidente
ecuatoriano, Rafael Correa,
Quito, Ecuador





Nombre _____ Hora _____

Tema 4

Fecha _____

Vocabulario y comprensión

1. **Vocabulario** The author writes, “*Mi familia ponía mucho esfuerzo en esta tradición. Hacíamos los años viejos más llamativos.*” [lines 31–33] Complete the following questions.

Part A: Which of the following phrases is closest in meaning to “*llamativo*”?

- A llamar por teléfono
- B llamarse año viejo
- C llamar la atención
- D ¿Cómo te llamas?

Part B: Based on your response in part A, what is the meaning of “*llamativo*” in the selection?

- A creatively named
- B political
- C traditional
- D eye-catching

2. **Vocabulario** Complete the following questions.

Part A: Read the sentence from the text, “*Lo más cómico era cuando el muñeco explotaba.*” [lines 42–43] What is the meaning of “*explotaba*” in this context?

- A exploited
- B explosion
- C exploded
- D expelled

Part B: Which evidence in the text helped you determine the meaning of “*explotaba*”?

- A “Había música y todos los vecinos se divertían”.
- B “Papá siempre ponía fuegos artificiales en nuestro muñeco”.
- C “Papá ponía el muñeco en el fuego”.
- D “¡Era un espectáculo!”



Nombre _____

Hora _____

Tema 4

Fecha _____

Vocabulario y comprensión (continuación)

3. Composición y estructura Why does the author use quotation marks around the word "testamento"?

- A to suggest that it isn't actually a real will
- B to emphasize the importance of the will
- C to highlight that "testamento" is a common word
- D to call readers' attention to the sentence

4. Ideas clave y detalles Which of the following statements about the "años viejos" are supported by the reading? Pick **all** that are correct.

- A The name comes from the date in which these dolls are made.
- B These dolls can be very expensive and difficult to make.
- C The burning of these dolls can be quite entertaining to watch.
- D These dolls are created and burned on New Year's Eve.

5. Ideas clave y detalles According to the information presented in the reading, which of the following statements do **NOT** describe New Year's Eve in Ecuador? Choose **two**.

- A Ecuadorians burn paper dolls in their houses.
- B Ecuadorians have a parade of "años viejos."
- C Ecuadorians laugh and dance at home until midnight.
- D Ecuadorians gather around a bonfire to burn "años viejos."



Nombre _____

Fecha _____

Tema 4

Recuerdos del pasado: Lectura 3

Mis Navidades en San Juan

1 Cuando yo era una niña, los días
festivos de Navidad en Puerto Rico
empezaban al final de noviembre y
continuaban hasta enero. Todo empezaba
5 con el día de Acción de Gracias, al final de
noviembre. Esta celebración nos llegó de
Estados Unidos, pero los puertorriqueños
la hemos adoptado también. Comíamos
pavo y dábamos gracias por nuestras
10 bendiciones (*blessings*).

Cuando llegaba diciembre, empezaban
las "parrandas", un tipo de fiesta sorpresa.
A las diez de la noche, los parranderos
visitaban la casa de un amigo o familiar
15 con instrumentos musicales y comenzaban
a cantar. Después de la música, el dueño
(*homeowner*) los invitaba a cenar.

Para la Nochebuena el 24 de diciembre,
mi papá y mamá y yo cocinábamos la
20 cena. Mamá decoraba la casa con un árbol
de Navidad y a las doce de la noche ponía
al niño Jesús en su pesebre (*manger*).

El 25 de diciembre nos levantábamos
tarde. Nos poníamos ropa nueva e íbamos
25 a la casa de la abuela. Allí comíamos
platos típicos como el lechón asado y el
arroz con dulce, cantábamos villancicos y
bailábamos. Cada año nos tomábamos la
fotografía familiar. Tengo todas las fotos
30 en un álbum grande.

Para celebrar el Año Nuevo, el 31 de
diciembre limpiábamos la casa para
hacer espacio (*space*) para la buena suerte.
Poníamos en la basura todo lo viejo: la
35 ropa, los juguetes y cosas rotas (*broken*).
Cuando terminábamos, mamá llenaba un
balde (*pail*) con agua y lo ponía en el patio.
A las doce, la familia salía al patio y



Desfile de músicos durante la Fiesta de San Sebastián, San Juan, Puerto Rico

lanzaba (*threw*) el agua a la calle. "¡Adiós,
40 mala suerte!" decíamos.

El día más anticipado era el 6 de enero.
Ese día los Tres Reyes Magos traían a los
niños muchos regalos. La noche antes,
los niños poníamos paja (*hay*) para los
45 camellos de los Reyes Magos bajo la
cama y galletas para los Reyes. Cuando
despertábamos, no había ni paja ni
galletas: nuestros regalos estaban allí.
Ahora ya no es así. La mayoría de los
50 niños puertorriqueños ponen galletas
para Santa y reciben sus regalos el 25 de
diciembre.

Pero las celebraciones no terminaban el
Día de Reyes. Del 7 al 14 de enero teníamos
55 las Octavas. Frecuentemente, estas fiestas
eran improvisadas. Los amigos hacían
una visita sorpresa con música, comida
y bebida. Luego, en San Juan, durante la
tercera semana de enero, celebrábamos las
60 Fiestas de la Calle San Sebastián. Esta fiesta
de música, bailes y desfiles terminaba la
temporada navideña para nosotros.

Los puertorriqueños decimos que
tenemos las Navidades más largas del
65 mundo. Creo que esto es verdad.



Nombre _____

Hora _____

Tema 4

Fecha _____

Vocabulario y comprensión

1. **Vocabulario** The author titles her story “*Mis Navidades en San Juan.*” According to the content of the selection, what is another meaning of “*Navidades*” in addition to the meaning “Christmas”?
- A Seasons greetings
 - B Holidays
 - C Christmas carols
 - D Nativities
2. **Vocabulario** Complete the following questions.
- Part A:** Read this sentence from the text: “*Allí comíamos platos típicos como el lechón asado y el arroz con dulce, cantábamos villancicos y bailábamos.*” [lines 25–28] What are “*villancicos*”?
- A Puerto Rican villages
 - B traditional foods
 - C holiday dances
 - D Christmas carols
- Part B:** Which evidence from the text supports your answer?
- A *bailábamos*
 - B *comíamos*
 - C *cantábamos*
 - D all of the above
3. **Ideas clave y detalles** Which sentences describe the New Year celebration in San Juan? Choose **two**.
- A Puerto Ricans throw away old things.
 - B Puerto Ricans wash the sidewalks.
 - C Puerto Ricans clean the house.
 - D Puerto Ricans take down their Christmas tree.



Nombre _____ Hora _____

Tema 4

Fecha _____

Vocabulario y comprensión (continuación)

- 4. Ideas clave y detalles** According to the narrator, which of the following sentences best exemplifies how the holiday traditions have changed in her lifetime?
- A Puerto Rico and the United States celebrate Thanksgiving in a similar manner.
 - B Puerto Rican children used to get gifts on the Día de Reyes.
 - C Puerto Ricans celebrate the longest holidays on earth.
 - D The narrator used to leave cookies and hay for Santa Claus.
- 5. Composición y estructura** Read this excerpt from the text: *“Los puertorriqueños decimos que tenemos las Navidades más largas del mundo. Creo que esto es verdad.”* [lines 63–65] How does the organization of the reading support this conclusion?
- A The author explains each holiday celebration in great detail.
 - B The author structures her writing chronologically from November to January.
 - C The author tells how she is saddened by the changes in the holiday traditions of her childhood.
 - D The author describes in detail the *“parrandas”* and the surprise parties during December.
- 6. Integración de conocimientos** Based on your understanding of the three readings, which of the following statements are true? Choose **two**.
- A All of the readings discuss Christmas customs and traditions.
 - B New Year’s celebrations in Spain and Puerto Rico have good luck customs.
 - C Spain and Ecuador have the longest holiday season.
 - D All of the narrators are talking about their childhood experiences.

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Auténtico 2

Tema 4: Recuerdos del pasado

Lectura 1

1. D
2. B
3. *Part A: C*
Part B: A & B
4. A
5. A

Lectura 2

1. *Part A: C*
Part B: D
2. *Part A: C*
Part B: B
3. A
4. C & D
5. A & C