Pandemic Preparedness Action Plan

Home Academic Resources

Christina School District Families;

As the global outbreak of the Coronavirus (COVID-19) continues to evolve, the Christina School District, working with other districts in Delaware, as well as the Division of Public Health, is taking steps to prepare for the possibility of transmission to our community. As part of the Christina School District’s Pandemic Preparedness Action Plan we are providing the following academic resources in the event of an extended school closure.

The attached resources are meant to provide students with an opportunity to practice previously learned skills while schools are closed. These resources are also available on our website www.christinak12.org for downloading and printing. We ask that your child practice their skills by working on these resources daily. Students should complete the packet to the best of their ability. Students should work at their own pace and can receive support from family members. If students reach a point of frustration, please stop and move on. We also encourage our students to read daily for a minimum of 30 minutes per day. Completion of these activities will help maintain your child’s academic progress until school reopens. Please stay tuned to the Christina School District website for the most recent news and announcements regarding potential school closures.

Grade Level: 9 10 11 12

Science & Social Studies
Human beings hear sounds constantly. Sounds are the result of vibrations. When an object vibrates, it sets off a chain reaction of events that might end up inside a person's ear. After a vibration of any kind, the molecules of the object knock into the molecules of air that surround it, or possibly the molecules of another object next to it. Air molecules bash into each other like millions of microscopic Ping-Pong balls, transporting the sound through what becomes a sound wave. Depending on how strong or soft the vibrations are, the sound's volume and tone will vary. Eventually, a human's ears hear the vibrations.

A person's ears pick up vibrations everywhere they go, but there might not be many places that offer as many different sounds coming from so many different sources as a baseball game.

While sitting in a seat at a game, one of the first sounds someone might hear would be that of a hot dog vendor. "Hot dogs here! Get your hot dogs here!" they might yell. The sound of their high-pitched voice begins in their voice boxes. Inside peoples' throats are wiry looking parts that vibrate when a person wants to make a sound and communicate their thoughts to others. The voice box vibrates and the beginnings of sound waves that shoot through the stadium's air are rooted there. The energy created by the vibrations sends the air molecules into unrest. In turn, this creates air pressure from all that wild movement of the molecules smashing into one another, that nobody can see, but they can certainly hear. Finally, those sound waves of vibrations make a connection inside a person's ear. The brain then recognizes the waves as a person's voice, offering a warm, yummy traditional baseball game treat. Once that happens, a person might almost have no choice but to yell back at the salesman using their own voice boxes, "I'll have a hot dog, please!"
molecule  mol·e·cule

Advanced Definition

noun

1. a single atom or several atoms bound together electromagnetically, forming the smallest particle that possesses all the characteristic physical and chemical properties of an element or compound.

2. a tiny piece or particle; bit.

Spanish cognate

molécula: The Spanish word molécula means molecule.

These are some examples of how the word or forms of the word are used:

1. As it encountered Earth's atmosphere, the meteor ran into increased resistance from air and dust molecules, which released some of its energy in the forms of heat and light.

2. Plastics are made of polymers-long chains of carbon molecules. Depending on how the chains are put together, a plastic will have different properties. Think of the difference between a polyester shirt and a polycarbonate bulletproof window. Both are plastic.

3. Glycogen is a molecule in your muscles that serves as your main source of energy during workouts. You refuel your supply of glycogen by eating carbohydrates. When you load up on carbs the day before a big game or an intense workout, you are topping off the glycogen held in your muscles.

4. Most neutrinos zoom through ice unimpeded and undetected. Occasionally, though, one bumps into an ice molecule. When that happens, a muon is created. A muon, like a neutrino, is an elementary particle—a particle that can’t be broken down into smaller particles.

5. Other organic molecules like to cling to the surface of certain minerals. Life's earliest molecules might have been attracted to rocks and minerals on the ocean floor. Once they began meeting up on those surfaces in large numbers, they could have joined together to create bigger molecules and, eventually, the first living things on the planet.
intransitive verb

1. to send a signal by electromagnetic waves.

_The campus radio station transmits from ten o'clock in the morning to nine o'clock in the evening._

**Spanish cognate**

_transmitir:_ The Spanish word _transmitir_ means transmit.

**These are some examples of how the word or forms of the word are used:**

1. Each leg has 11 plastic "bones" that form a mechanical linkage—an assembly of rigid rods and joints that _transmits_ mechanical forces and movement from one place to another. As the crankshaft rotates, it moves a leg joint, which transmits motion via the other joints to the foot.

2. Both rods were made from metal, which Franklin theorized would conduct the electricity of the lightning. By moving from the first rod down the length of the wire, the lightning's energy could be safely _transmitted_ into the ground, where it would no longer pose a threat to one's home or body.

3. For example, when Proust tasted his cookie, the sense receptors on his tongue sent a message to his brain telling it how the madeleine tasted. The messages are signals _transmitted_ along nerve cells until they reach the brain. When the brain receives these signals, it processes them, and controls the body’s reaction to them.

4. Modern technology can do some pretty incredible things. It's possible, with current technological capabilities, to _transmit_ digital information over long distances using coding and decoding processes without losing the contents of the original information. The best part is we don't have to do anything besides send the message and wait for it to be received.

5. In Nigeria, there are 1.8 million orphans whose parents have died of AIDS, a disease _transmitted_ by body fluids.

6. The genes that James added prevent flight muscles from forming in female mosquitoes. "Only the adult females feed on blood and therefore are responsible for _transmitting_ diseases," he says. Unable to fly, the engineered females can't mate, bite, or spread dengue fever.

7. By definition, all waves _transmit_ energy from one place to another. The energy of an underwater earthquake, in other words, is often transmitted to land in the form of a series of tsunamis. Like the surfers who ride them, waves carry energy forward.

8. Scientists program the tags to stay fastened to the shark for a certain amount of time and then pop off and float to the ocean's surface. Then the tags send the information they gathered to a satellite in space, which _transmits_ the information to the scientists.
slow it down. Whales make sounds by squeezing air between balloonlike sacs inside their heads. When the air passes by, it causes the sacs to squeeze together, or compress, causing vibrations.

4. Ocean waves are only one of many kinds of waves. Another common wave form is the sound wave. Sound waves travel through the air the way water waves travel through the ocean. Similar to water waves, sound waves are created by vibrating objects, which cause the air around them to **vibrate** as well. This vibrating air, in turn, causes the human eardrum to vibrate. The brain interprets this vibration as sound.

5. Receptors in the ear, called "auditory receptors" or "hair cells," are responsible for our hearing. Sound waves enter through our outer ear and cause the eardrum to **vibrate**. The three bones in our middle ear pass these vibrations on to the cochlea. The cochlea is a snail-shaped structure in the inner ear that is filled with a special fluid. When the vibrations move the hair cells (our receptors) on the cochlea, they send signals to the brain.
5. What is this passage mainly about?
   A. the way air molecules bash into each other
   B. examples of sound being created at a baseball game and the science behind the sounds
   C. how sound waves of vibrations make a connection inside a person's ear
   D. baseball games, hot dog vendors, and organs

6. Read the following sentence: "After a vibration of any kind, the molecules of the object knock into the molecules of air that surround it, or possibly the molecules of another object next to it. Air molecules bash into each other like millions of microscopic Ping-Pong balls, transporting the sound through what becomes a sound wave."

   What does the word "bash" most nearly mean?
   A. get stuck
   B. melt
   C. to hit hard
   D. run away

7. Choose the answer that best completes the sentence below.

   __________ the hot dog vendor to yell out, his voice box vibrates first.
   A. And
   B. After
   C. Because
   D. In order for
Expedition to a Modern Pompeii
by American Museum of Natural History (Adapted by ReadWorks)

Museum Geologist on the Scene of a 1902 Disaster

On May 14, 1902, Museum geologist Edmund Otis Hovey boarded the U.S. cruiser Dixie, bound for the Caribbean. He had been sent by Museum President Morris K. Jesup to investigate volcanic eruptions that had killed nearly 30,000 people in less than 24 hours the previous week.

The first came on the afternoon of May 7, when Mt. Soufrière, on the island of St. Vincent, erupted in a boiling mudflow of steam and ash, killing 1,565 people. The next morning, 75 miles to the north on Martinique, Mt. Pelée exploded in a cloud of hot gases, volcanic ash, and rocks. Traveling at a speed of 300 miles an hour, the searing mass rushed down the mountainside, incinerating everything in its path, including the picturesque seaside town of Saint-Pierre and nearly all the ships in the harbor. Within two minutes, some 27,000 people were dead. On May 20, the day before Hovey's arrival in Martinique, a second equally powerful eruption covered the now uninhabited town of Saint-Pierre again.

The scene he encountered defied words. "The devastation wrought by the eruption cannot be appreciated from a verbal description," Hovey wrote in The American Museum Journal of 1902, "and even photographs do not convey an adequate idea of what has happened" to a city that had enjoyed a reputation as the Paris of the Caribbean. Once a hub of trade in rum, sugar, cocoa, and coffee, its boulevards lined with handsome homes and showy shops, Saint-Pierre, as Hovey found it, was now a smoldering ruin with barely a brick left standing. Lying as the city did in a cul-de-sac in the path of incandescent volcanic discharge, Hovey wrote, Saint-Pierre and its residents had been "as helpless as an animal in a trap."

The eruptions were of a type called nuée ardente, French for "glowing cloud." Magma or molten rock, supercharged with gases, is less dense than rock and so rises to the surface through cracks and crevices. If the gases can boil off gradually at the surface, the potential force is diffused, sometimes creating the effusive flow of lava we tend to associate with volcano eruptions. But in a nuée ardente, the gaseous magma is blocked and pressure builds until it is eventually released as a dense, swirling...
At the time, volcanology was still in its infancy. A crude seismometer was first introduced in 1840, but even with that technology, scientists simply lacked a clear understanding of how volcanoes erupt. "Since that time we have learned much more about gases, the relationship between seismic activity and magma movement, even about gas opening the rock and providing a pathway for magma to follow," says Dr. Webster.

Hovey's research was part of that long, steady progression toward a better understanding of volcanoes, of which better prediction is the goal and in which the Museum continues to play an important role. Webster, for example, has explored Vesuvius eight times and teaches a course in Naples every fall. The Museum's collection of samples from Vesuvius is among the best in the world, after the University of Naples Federico II and the University of Pisa.

With little knowledge of how volcanic eruptions occurred, the residents of Mt. Pelée woefully underestimated the risks of living in its vicinity and ignored signals that it was still active. Occasional spewings of steam and ash were taken less as a warning than an occasion for picnics near the mouth of the volcano. As J. Chatenay of Seaboard National Bank, who had lived in Saint-Pierre until shortly before the 1902 eruption, told The World newspaper on May 10, 1902: "No one ever thought of fearing the volcano, which all thought to be extinct...The people wandered about by thousands, never dreaming that there was any danger."

Even ominous signs in the months and weeks before the May 8 eruption failed to raise adequate alarm. On April 23, earthquakes dislodged dishes from shelves in Saint-Pierre. The next day, fine ash fell for two hours on a town nearby. On May 2, a lightning-lit column of ash and fumes rose nearly two miles high above the mountain, and an inch of ash covered Saint-Pierre. On May 5, a mudflow from the volcano killed 23 people north of the city, and a tsunami reached the harbor 15 minutes later. On May 6, the mountain flung huge molten rocks in the air.

Given the state of the science in the 1900s, the people of Saint-Pierre couldn't possibly have foreseen what was to befall them. But even today, with better science to back up predictions, an
monitor

Definition

noun

1. a device used to collect information about the operation or condition of someone or something.

James was attached to a heart monitor while he was in the hospital.

2. a screen for a computer that shows information.

Working in front of a computer monitor all day is tiring.

verb

1. to observe something in order to get information.

The supervisor monitors our daily progress.

Advanced Definition

noun

1. a device for observing or recording continuous data about the function, operation, or condition of something, esp. a device that gives warning of an abnormal or potentially dangerous condition.

The heart-lung monitor was showing a steady heart rate.

The sound-system monitor lets us know if any instrument is too loud or soft.

2. a student appointed to assist in keeping order within a school.

The hall monitor asked if we had a pass.

3. a radio or television receiving device that is used in a control room to check the quality of transmission.

My eyes get tired from looking at the computer monitor all day.

There is space for only the monitor and the keyboard on the desk.

4. a visual display screen for a computer terminal.

5. any of a variety of large carnivorous lizards of Southeast Asia and Australia; monitor lizard.

6. anything that serves to warn or remind.
Name: ___________________________ Date: ______________

1. Why did geologist Edmund Hovey travel to the Caribbean in May 1902?
   A. to investigate recent volcanic eruptions on the islands of St. Vincent and Martinique
   B. to investigate the historic volcanic eruption of Mount Vesuvius
   C. to try and predict when the next eruption of Mt. Pelée would occur
   D. to try and help any survivors of the volcanic eruptions of Mt. Pelée and Mt. Soufrière

2. Towards the end of the article, the author draws comparisons between the risks of which two volcanoes?
   A. Mount St. Helens and Mount Vesuvius
   B. Mt. Pelée and Mt. Soufrière
   C. Mt. Pelée and Mount Vesuvius
   D. Mt. Soufrière and Mount St. Helens

3. Mt. Pelee and Vesuvius both had nuée ardente eruptions, the most explosive and deadly type of volcanic eruption. In this type of eruption, a cloud of hot ash and gas blows out of the volcano, then rushes very quickly down the volcano's side. What conclusion can be drawn from this evidence?
   A. People living near Mt. Pelée and Vesuvius should have known that these volcanoes were active and likely to erupt.
   B. Thenuée ardente type of volcanic eruption is less dangerous to humans than other types of volcanic eruptions.
   C. Thenuée ardente type of volcanic eruption is incredibly dangerous to humans living near a volcano.
   D. The areas surrounding Mt. Pelée and Vesuvius are unlikely to be damaged by future nuée ardente eruptions.
7. Choose the answer that best completes the sentence below.

Thousands of people lived near Mt. Pelée in 1902 _______ the volcano's signals that it was still active.

A. in spite of
B. because of
C. as a result of
D. resulting in

8. Describe three warning signs of the 1902 eruption in Saint-Pierre that people ignored at the time. Use details from the text to support your description.

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

9. Scientists today hope that their knowledge of volcanoes can help save human lives from future volcanic eruptions. What is one problem that might make it difficult to save lives from a future eruption?

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_________________________________________________________________________

_________________________________________________________________________
Building a Borderless World
By Mike Kubic
2016

In this article, Mike Kubic, a former correspondent for Newsweek, discusses the growing trend of globalization. The term “globalization” refers to a process of communication and assimilation among people and institutions of various nations. In recent decades, numerous technological advancements have been instrumental in allowing for and hastening globalization. As you read, take notes on the effects of globalization (both negative and positive).

1. Globalization—one aspect of which is international travel—is ancient. It started long before the 13th century, when Marco Polo took the Silk Road to China2 and wrote about his travels in a book that introduced Europe to Oriental culture, technology, and civilizations. Still, as a household word, “globalization” is so modern that sociologists and lexicologists3 differ in their definitions:

- Wikipedia calls globalization “the process of international integration arising from the interchange of world views, products, ideas and other aspects of culture.”

- A Swedish expert on globalization, journalist Thomas Larsson, describes it as “the process of world shrinkage, of distances getting shorter, things moving closer.”

- Sociologists Martin Albrow and Elizabeth King define globalization as “all those processes by which the peoples of the world are incorporated into a single world society.”

What all students of the phenomenon agree upon is that it is an ongoing, historic process—a development that is both vigorously promoted and rejected by many, but that is irreversibly changing many aspects of our lives.

The most recent and most potent impetus4 for globalization was the horrific toll—an estimated 83 million dead and an $11 trillion economic loss—that World War II cost all participants in the conflict. Coming just two decades after World War I and its almost 38 million casualties, the 1939-1945 hostilities convinced world leaders that the mutual carnage had to stop.

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1. Assimilation (noun): the integration of people or culture into a wider society or culture
2. Marco Polo (1254-1324) was a Venetian merchant traveler.
3. Someone who studies words as a branch of linguistics
4. Impetus (noun): the force that makes something happen or happen more quickly than it otherwise would
• English has become the global lingua franca—the second most popular language and all that a traveler or businessperson needs to know to communicate with millions of people all over the world. English is the dominant language on the Internet; about a third of the world’s mail, telexes,8 and cables are in English; and so are approximately 40% of the world’s radio programs.

• The Internet, which is both a product of globalization and one of its catalysts, connects multitudes of people around the world. From 2000 to 2009, the number of Internet users rose from 394 million to 1.858 billion. By 2010, more than one-fifth of the world’s population had access to computers and was collectively conducting one billion Google searches every day. An estimated three hundred million Internet users read blogs, and two billion videos are viewed daily on YouTube.

• Health care is improving globally. The scientific standards that are set for the quality and safety of food, medicines, and medical equipment by the U.S. Food and Drug Administration (FDA) are recognized globally, and have been adopted by many countries. The FDA’s experts are inspecting drug and food plants and training their native counterparts in many parts of the world, especially in China and India.

• Globalization has made tourism a popular global leisure activity. The World Health Organization estimates that up to 500,000 people are flying somewhere at any time of the day or night.

• Education has become vastly more diversified. Over 2.5 million youngsters are studying outside their home country, and the number is expected to rise to 7 million by the year 2020.

• Last but not least, our cuisine has become far more varied than the hot dogs and meat loaf-and-potatoes that, until the end of WWII, used to comprise the all-American menu. Fresh fruit and vegetables from all over the world are available in our supermarkets year-round. So are, in restaurants and bistros from coast to coast, such delicacies as chicken marsala, sushi, tacos, tikka tandoori and Chinese food. And the culinary gains are mutual: McDonald’s 32,000 outlets and Starbucks’ 18,000 outlets serve millions of customers in scores of countries abroad.

Some effects of globalization have come under severe criticism. For example, in June of 2016, the United Kingdom voted to leave the EU. The reason was protests against the Union’s bureaucracy and its open border policy, which has enabled a massive influx of Middle East refugees to the old continent. The migration has also prompted Austria, Belgium, Denmark, France, Germany, Norway, and Sweden to impose controls on some or all of their borders.

In the U.S., the most significant opposition to globalization has come from the trade unions and other critics of the widespread transfers of industrial operations to low labor-cost countries. According to labor statistics, between 2000 and 2007 alone, the U.S. lost a total of 3.2 million manufacturing jobs, leaving many American workers unemployed.

7. A language that is adopted as the common language between speakers whose native languages are different.
8. A message sent via an international system of telegraphy with printed messages transmitted and received by teleprinters using the public telecommunications network.
Text-Dependent Questions

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

1. What is the author’s main purpose in writing this article? Cite evidence from the text in your response.

2. PART A: Which TWO of the following best identify the central themes of this article?
   A. The process of globalization depends upon peace among nations.
   B. Globalization began with and has been most perceptibly advanced by the United States.
   C. The most significant institutional result of globalization has been the creation of the European Union.
   D. Globalization is a fluid, continuous process by which various nations become increasingly interconnected.
   E. While globalization has attracted its critics, it is a largely positive force that promotes enhanced standards of living worldwide.
   F. Increased connectedness among countries has had vastly negative effects on the economies of all countries involved.

3. PART B: Which TWO phrases from the text best support the answers to Part A?
   A. “Sociologists...define globalization as ‘all those processes by which the peoples of the world are incorporated into a single world society.’” (Paragraph 1)
   B. “Coming just two decades after World War I and its almost 38 million casualties, the 1939-1945 hostilities convinced world leaders that the mutual carnage had to stop.” (Paragraph 3)
   C. “The EU aims to promote common policies on trade, agriculture, fisheries, regional development, and a free movement of people, goods, services, and capital.” (Paragraph 6)
   D. “All of the major treaties have been promoted by and include the United States, and they are changing the way life is lived on all seven continents.” (Paragraph 8)
   E. “For example, removing the barriers to cross-border money movements has caused volatile capital flows that resulted in a series of financial crises in Europe, Asia, and Latin America.” (Paragraph 9)
   F. “Hundreds of millions of people in the developing world have escaped poverty, and more will in the future. The global economy will continue to grow—probably at least threefold over the next 30 years.” (Paragraph 15)
Discussion Questions

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

1. The author suggests that globalization was set off largely by efforts to prevent war between France and Germany. Do you agree? To what extent do you believe governments can modulate or control globalization?

2. Based on the information presented in the text, why does the author believe that the benefits of globalization “have greatly exceeded the costs” (Paragraph 14)? Do you agree?

3. Based on the text and your knowledge of international relations, do you think the European Union has been effective in living up to its mission?

4. Advances in technology have made it easier than ever to travel the world, communicate with people around the globe, and work remotely. In the context of this article, what are the costs and benefits of technology? In your opinion, are the positive effects of technological advances worth the problems they create? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

5. This article places emphasis on the role of the United States in globalization, stating that each of “the major treaties have been promoted by and include the United States, and they are changing the way life is lived on all seven continents” (Paragraph 8). In the context of this article, how has America changed over time? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
Margaret Garner: Defying the Fugitive Slave Act
By Levi Coffin
1880

Levi Coffin (1798-1877) was an American abolitionist who was an active leader in the Underground Railroad in Indiana and Ohio. In this text, Coffin tells the story of the fugitive slave Margaret Garner. Her story inspired the novel Beloved by Nobel Prize winner Toni Morrison. As you read, take notes on how Coffin describes the events that unfold in the text and how he characterizes Margaret Garner.

[1] Perhaps no case that came under my notice, while engaged in aiding fugitive slaves, attracted more attention and aroused deeper interest and sympathy than the case of Margaret Garner, the slave mother, who killed her child rather than see it taken back to slavery. This happened in the latter part of January, 1856. The Ohio River was frozen over at the time, and the opportunity thus offered for escaping to a free State was embraced by a number of slaves living in Kentucky, several miles back from the river. A party of 17, belonging to different masters in the same neighborhood, made arrangements to escape together. There was snow on the ground and the roads were smooth, so the plan of going to the river on a sled naturally suggested itself. The time fixed for their flight was Sabbath night, and having managed to get a large sled and two good horses, belonging to one of their masters, the party of 17 crowded into the sled and started on their hazardous journey in the latter part of the night. They drove the horses at full speed, and at daylight reached the river below Covington, opposite Western Row. They left the sled and horses here, and as quickly as possible crossed the river on foot. It was now broad daylight, and people were beginning to pass about the streets, and the fugitives divided their company that they might not attract so much notice.

1. a day of religious observance and abstinence from work
Jolliffe said that in the final argument of the case he intended not only to allege, but to demonstrate, conclusively, to the Court, that the Fugitive Slave law was unconstitutional, and as part and parcel of that argument he wished to show the effects of carrying it out. It had driven a frantic mother to murder her own child rather than see it carried back to the seething hell of American slavery. This law was of such an order that its execution required human hearts to be wrung and human blood to be spilled.

"The Constitution," said he, "expressly declared that Congress should pass no law prescribing any form of religion or preventing the free exercise thereof. If Congress could not pass any law requiring you to worship God, still less could they pass one requiring you to carry fuel to hell." These ringing words called forth applause from all parts of the court-room. Jolliffe said: "It is for the Court to decide whether the Fugitive Slave law overrides the law of Ohio to such an extent that it cannot arrest a fugitive slave even for a crime of murder."

The fugitives were finally indicted for murder, but we will see that this amounted to nothing.

The case seemed to stir every heart that was alive to the emotions of humanity. The interest manifested by all classes was not so much for the legal principles involved, as for the mute instincts that mold every human heart — the undying love of freedom that is planted in every breast — the resolve to die rather than submit to a life of degradation and bondage.

A number of people, who were deeply interested in the fugitives, visited them in prison and conversed with them. Old Simon, his wife Mary, and their son Robert, while expressing their longing for freedom, said that they should not attempt to kill themselves if they were returned to slavery. Their trust in God seemed to have survived all the wrong and cruelty inflicted upon them by man, and though they felt often like crying bitterly, "How long, O Lord, how long?" they still trusted and endured. But Margaret seemed to have a different nature; she could see nothing but woe for herself and her children. Who can fathom the depths of her heart as she brooded over the wrongs and insults that had been heaped upon her all her life? Who can wonder if her faith staggered when she saw her efforts to gain freedom frustrated, when she saw the gloom of her old life close around her again, without any hope of deliverance? Those who came to speak words of comfort and cheer felt them die upon their lips, when they looked into her face, and marked its expression of settled despair. Her sorrow was beyond the reach of any words of encouragement and consolation, and can be realized in all its fullness only by those who have tasted of a cup equally bitter.

But in spite of touching appeals, of eloquent pleadings, the Commissioner remanded the fugitives back to slavery. He said that it was not a question of feeling to be decided by the chance current of his sympathies; the law of Kentucky and of the United States made it a question of property.

9. **Allege (verb)**: to claim or assert that someone has done something illegal or wrong
10. a fragment or portion
11. to charge with a crime
12. **Degradation (noun)**: the act of treating someone or something poorly and without respect
13. to send back
Text-Dependent Questions

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

1. PART A: Which of the following identifies the central idea of the text? [RI.2]
   A. Garner killed her child due to a momentary lapse in judgment driven by the stress of the standoff at Kite's house.
   B. Few people were sympathetic for Garner's situation and horrified by her decision to kill her own child.
   C. Garner's anguish and desperation exemplified the inhumanity of slavery, but her suffering did not sway the outcome of her court case.
   D. Garner's situation and decision to kill her own child were used as evidence to argue that slaves were less rational than their white owners.

2. PART B: Which section from the text best supports the answer to Part A? [RI.1]
   A. "She then attempted to take the life of the other children and to kill herself, but she was overpowered and hampered before she could complete her desperate work." (Paragraph 3)
   B. "The interest manifested by all classes was not so much for the legal principles involved, as for the mute instincts that mold every human heart" (Paragraph 9)
   C. "Those who came to speak words of comfort and cheer felt them die upon their lips, when they looked into her face, and marked its expression of settled despair." (Paragraph 10)
   D. "He said that it was not a question of feeling to be decided by the chance current of his sympathies; the law of Kentucky and of the United States made it a question of property." (Paragraph 11)

3. PART A: How does Coffin portray Garner's decision to kill her daughter? [RI.3]
   A. Coffin depicts Garner as unable to make a clear choice as a result of distress.
   B. Coffin demonstrates that Garner should not be held accountable for her actions.
   C. Coffin emphasizes Garner's actions come from love for her daughter.
   D. Coffin affirms that death is a worse fate than slavery for Garner's children.

4. PART B: which detail from the text best supports the answer to Part A? [RI.1]
   A. "Margaret Garner, seeing that their hopes of freedom were vain seized a butcher knife that lay on the table, and with one stroke cut the throat of her little daughter, whom she probably loved the best." (Paragraph 3)
   B. "She then attempted to take the life of the other children and to kill herself, but she was overpowered and hampered before she could complete her desperate work." (Paragraph 3)
   C. "Margaret seemed to have a different nature; she could see nothing but woe for herself and her children." (Paragraph 10)
   D. "Her sorrow was beyond the reach of any words of encouragement and consolation, and can be realized in all its fullness only by those who have tasted of a cup equally bitter." (Paragraph 10)
Discussion Questions

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

1. In the context of the text, what can we learn from tragedy? What does Garner's story teach us about the horrors of slavery? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

2. In the context of the text, how does fear drive action? What role did fear play in Garner's decision to kill herself and her children? Who else's fears might have been at play or might have shaped the outcome of her story? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

3. In the context of the text, why do people do bad things? Consider Garner's actions as well as the actions of other individuals described in the text in your answer, in addition to your own experience, other literature, art, or history in your answer.