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

English & Math
Example 1

Here is an elevation-versus-time graph of a person's motion. Can we describe what the person might have been doing?

Piecewise-defined linear function: Given non-overlapping intervals on the real number line, a (real) piecewise linear function is a function from the union of the intervals on the real number line that is defined by (possibly different) linear functions on each interval.

EUREKA MATH
Lesson 1: Graphs of Piecewise Linear Functions
Problem Set

1. Watch the video, “Elevation vs. Time #3” (below)

   http://www.mrmeyer.com/graphingstories1/graphingstories3.mov. (This is the third video under “Download Options” at the site http://blog.mrmeyer.com/?p=213 called “Elevation vs. Time #3.”)

   It shows a man climbing down a ladder that is 10 ft high. At time 0 sec, his shoes are at 10 ft above the floor, and at time 6 sec, his shoes are at 3 ft. From time 6 sec to the 8.5 sec mark, he drinks some water on the step 3 ft off the ground. After drinking the water, he takes 1.5 sec to descend to the ground, and then he walks into the kitchen. The video ends at the 15 sec mark.
   a. Draw your own graph for this graphing story. Use straight line segments in your graph to model the elevation of the man over different time intervals. Label your x-axis and y-axis appropriately, and give a title for your graph.
   b. Your picture is an example of a graph of a piecewise linear function. Each linear function is defined over an interval of time, represented on the horizontal axis. List those time intervals.
   c. In your graph in part (a), what does a horizontal line segment represent in the graphing story?
   d. If you measured from the top of the man’s head instead (he is 6.2 ft tall), how would your graph change?
   e. Suppose the ladder descends into the basement of the apartment. The top of the ladder is at ground level (0 ft) and the base of the ladder is 10 ft below ground level. How would your graph change in observing the man following the same motion descending the ladder?
   f. What is his average rate of descent between time 0 sec and time 6 sec? What was his average rate of descent between time 8.5 sec and time 10 sec? Over which interval does he descend faster? Describe how your graph in part (a) can also be used to find the interval during which he is descending fastest.

2. Create an elevation-versus-time graphing story for the following graph:

   ![Graph of Elevation vs. Time](image)

3. Draw an elevation-versus-time graphing story of your own, and then create a story for it.
Lesson 2: Graphs of Quadratic Functions

Classwork
Exploratory Challenge

Plot a graphical representation of change in elevation over time for the following graphing story. It is a video of a man jumping from 36 ft above ground into 1 ft of water.

https://vimeo.com/105382325 or http://youtu.be/2CFBC8aXz-g
(If neither link works, search for "OFFICIAL Professor Splash World Record Video!")
Example 2

The table below gives the area of a square with sides of whole number lengths. Have students plot the points in the table on a graph and draw the curve that goes through the points.

<table>
<thead>
<tr>
<th>Side (cm)</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area (cm²)</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>9</td>
<td>16</td>
</tr>
</tbody>
</table>

On the same graph, reflect the curve across the y-axis. This graph is an example of a graph of a quadratic function.
Problem Set

1. Here is an elevation-versus-time graph of a ball rolling down a ramp. The first section of the graph is slightly curved.

   ![Graph of Elevation vs. Time](image)

   a. From the time of about 1.7 sec. onward, the graph is a flat horizontal line. If Ken puts his foot on the ball at time 2 sec. to stop the ball from rolling, how will this graph of elevation versus time change?
   b. Estimate the number of inches of change in elevation of the ball from 0 sec. to 0.5 sec. Also estimate the change in elevation of the ball between 1.0 sec. and 1.5 sec.
   c. At what point is the speed of the ball the fastest, near the top of the ramp at the beginning of its journey or near the bottom of the ramp? How does your answer to part (b) support what you say?

2. Watch the following graphing story:

   Elevation vs. Time #4 [http://www.mrmeyer.com/graphingstories1/graphingstories4.mov]. This is the second video under "Download Options" at the site [http://blog.mrmeyer.com/?p=213] called "Elevation vs. Time #4."

   The video is of a man hopping up and down several times at three different heights (first, five medium-sized jumps immediately followed by three large jumps, a slight pause, and then 11 very quick small jumps).

   a. What object in the video can be used to estimate the height of the man’s jump? What is your estimate of the object’s height?
   b. Draw your own graph for this graphing story. Use parts of graphs of quadratic functions to model each of the man’s hops. Label your x-axis and y-axis appropriately and give a title for your graph.
3. Use the table below to answer the following questions.

<table>
<thead>
<tr>
<th>x</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>y</td>
<td>0</td>
<td>3/2</td>
<td>4</td>
<td>15/2</td>
<td>12</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

a. Plot the points \((x, y)\) in this table on a graph (except when \(x\) is 5).

b. The \(y\)-values in the table follow a regular pattern that can be discovered by computing the differences of consecutive \(y\)-values. Find the pattern and use it to find the \(y\)-value when \(x\) is 5.

c. Plot the point you found in part (b). Draw a curve through the points in your graph. Does the graph go through the point you plotted?

d. How is this graph similar to the graphs you drew in Examples 1 and 2 and the Exploratory Challenge? Different?

4. A ramp is made in the shape of a right triangle using the dimensions described in the picture below. The ramp length is 10 ft from the top of the ramp to the bottom, and the horizontal width of the ramp is 9.25 ft.

![Ramp Diagram](image)

A ball is released at the top of the ramp and takes 1.6 sec to roll from the top of the ramp to the bottom. Find each answer below to the nearest 0.1 ft/sec.

a. Find the average speed of the ball over the 1.6 sec.

b. Find the average rate of horizontal change of the ball over the 1.6 sec.

c. Find the average rate of vertical change of the ball over the 1.6 sec.

d. What relationship do you think holds for the values of the three average speeds you found in parts (a), (b), and (c)? (Hint: Use the Pythagorean theorem.)
Lesson 3: Graphs of Exponential Functions

Classwork
Example

Consider the story:

Darryl lives on the third floor of his apartment building. His bike is locked up outside on the ground floor. At 3:00 p.m., he leaves to go run errands, but as he is walking down the stairs, he realizes he forgot his wallet. He goes back up the stairs to get it and then leaves again. As he tries to unlock his bike, he realizes that he forgot his keys. One last time, he goes back up the stairs to get his keys. He then unlocks his bike, and he is on his way at 3:10 p.m.

Sketch a graph that depicts Darryl’s change in elevation over time.
Exploratory Challenge

Watch the following graphing story:

https://www.youtube.com/watch?v=p5wz0yIoNrc

The video shows bacteria doubling every second.

a. Graph the number of bacteria versus time in seconds. Begin by counting the number of bacteria present at each second and plotting the appropriate points on the set of axes below. Consider how you might handle estimating these counts as the population of the bacteria grows.

b. Graph the number of bacteria versus time in minutes.
c. Graph the number of bacteria versus time in hours (for the first five hours).
Problem Set

1. Below are three stories about the population of a city over a period of time and four population-versus-time graphs. Two of the stories each correspond to a graph. Match the two graphs and the two stories. Write stories for the other two graphs, and draw a graph that matches the third story.

Story 1: The population size grows at a constant rate for some time, then doesn’t change for a while, and then grows at a constant rate once again.

Story 2: The population size grows somewhat fast at first, and then the rate of growth slows.

Story 3: The population size declines to zero.

2. In the video, the narrator says:

“Just one bacterium, dividing every 20 min, could produce nearly 5,000 billion billion bacteria in one day. That is 5,000,000,000,000,000,000,000,000,000 bacteria.”

This seems WAY too big. Could this be correct, or did she make a mistake? (Feel free to experiment with numbers using a calculator.)

3. *Bacillus cereus* is a soil-dwelling bacterium that sometimes causes food poisoning. Each cell divides to form two new cells every 30 min. If a culture starts out with exactly 100 bacterial cells, how many bacteria will be present after 3 hr.?
4. Create a story to match each graph below:

a)  
- The amount of money in Bill’s wallet.
- Time (days)

b)  
- Mary’s height off the ground.
- Time (seconds)

5. Consider the following story about skydiving:

Julie gets into an airplane and waits on the tarmac for 2 min before it takes off. The airplane climbs to 10,000 ft over the next 15 min. After 2 min at that constant elevation, Julie jumps from the plane and free falls for 45 sec until she reaches a height of 5,000 ft. Deploying her chute, she slowly glides back to Earth over the next 7 min where she lands gently on the ground.

a. Draw an elevation-versus-time graph to represent Julie’s elevation with respect to time.
b. According to your graph, describe the manner in which the plane climbed to its elevation of 10,000 ft.
c. What assumption(s) did you make about falling after she opened the parachute?

6. Draw a graph of the number of bacteria versus time for the following story: Dave is doing an experiment with a type of bacteria that he assumes divides in half exactly every 30 min. He begins at 8:00 a.m. with 10 bacteria in a Petri dish and waits for 3 hr. At 11:00 a.m., he decides this is too large a sample and adds Chemical A to the dish, which kills half of the bacteria almost immediately. The remaining bacteria continue to grow in the same way. At noon, he adds Chemical B to observe its effects. After observing the bacteria for two more hours, he observes that Chemical B seems to have cut the growth rate in half.

7. Decide how to label the vertical axis so that you can graph the data set on the axes below. Graph the data set and draw a curve through the data points.

<table>
<thead>
<tr>
<th>x</th>
<th>y</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>-1</td>
</tr>
<tr>
<td>1</td>
<td>-2</td>
</tr>
<tr>
<td>2</td>
<td>-4</td>
</tr>
<tr>
<td>3</td>
<td>-8</td>
</tr>
<tr>
<td>4</td>
<td>-16</td>
</tr>
<tr>
<td>5</td>
<td>-32</td>
</tr>
<tr>
<td>6</td>
<td>-64</td>
</tr>
</tbody>
</table>
Lesson 4: Analyzing Graphs—Water Usage During a Typical Day at School

Classwork

Example

Water Consumption in a Typical School Day

Exercises 1–2

1. The bulk of water usage is due to the flushing of toilets. Each flush uses 2.5 gal. of water. Samson estimates that 2% of the school population uses the bathroom between 10:00 a.m. and 10:01 a.m. right before homeroom. What is a good estimate of the population of the school?
2. Samson then wonders this: If everyone at the school flushed a toilet at the same time, how much water would go down the drain (if the water pressure of the system allowed)? Are we able to find an answer for Samson?

Exercise 3: Estimation Exercise

3. 
   a. Make a guess as to how many toilets are at the school.
   b. Make a guess as to how many students are in the school, and what percentage of students might be using the bathroom at break times between classes, just before the start of school, and just after the end of school. Are there enough toilets for the count of students wishing to use them?
   c. Using the previous two considerations, estimate the number of students using the bathroom during the peak minute of each break.
   d. Assuming each flush uses 2.5 gal. of water, estimate the amount of water being used during the peak minute of each break.
   e. What time of day do these breaks occur? (If the school schedule varies, consider today's schedule.)
   f. Draw a graph that could represent the water consumption in a typical school day of your school.
Problem Set

1. The following graph shows the temperature (in degrees Fahrenheit) of La Honda, CA in the months of August and September of 2012. Answer the questions following the graph.

   LA HONDA (LAH)
   Date from 08/27/2012 10:34 through 09/8/2012 10:34 Duration: 12 days
   Max of period: (09/03/2012 15:00, 88.0) Min of period: (09/04/2012 07:30, 41.0)

   a. The graph seems to alternate between peaks and valleys. Explain why.
   b. When do you think it should be the warmest during each day? Circle the peak of each day to determine if the graph matches your guess.
   c. When do you think it should be the coldest during each day? Draw a dot at the lowest point of each day to determine if the graph matches your guess.
   d. Does the graph do anything unexpected such as not following a pattern? What do you notice? Can you explain why it is happening?
2. The following graph shows the amount of precipitation (rain, snow, or hail) that accumulated over a period of time in La Honda, CA.

![Accumulated Precipitation Graph]

- **LA HONDA (LAH)**
  - Date from 08/24/2012 00:00 through 09/03/2012 00:00 Duration : 10 days
  - Max of period: (09/02/2012 00:00, 0.18) Min of period: (08/24/2012 00:00, 0.13)
  - Precipitation, Accumulated - Inches (842)

a. Tell the complete story of this graph.
b. The term *accumulate*, in the context of the graph, means to add up the amounts of precipitation over time. The graph starts on August 24. Why didn't the graph start at 0 in. Instead of starting at 0.13 in.?

3. The following graph shows the solar radiation over a period of time in La Honda, CA. Solar radiation is the amount of the sun's rays that reach the earth's surface.

![Solar Radiation Graph]

- **LA HONDA (LAH)**
  - Date from 08/26/2012 10:42 through 09/05/2012 10:42 Duration : 10 days
  - Max of period: (08/26/2012 12:00, 851) Min of period: (08/28/2012 21:00, 0.00)
  - Solar Radiation - W/m² (1349)

a. What happens in La Honda when the graph is flat?
b. What do you think is happening when the peaks are very low?
c. Looking at all three graphs, what do you conclude happened on August 31, 2012 in La Honda, CA?
4. The following graph shows the velocity (in centimeters per second) and turbidity of the Logan River in Queensland, Australia during a flood. Turbidity refers to the clarity of the water (higher turbidity means murkier water) and is related to the total amount of suspended solids, such as clay, silt, sand, and phytoplankton, present in the water.

![Logan River Graph]

- **Velocity (cm/s)**
- **Turbidity (NTU)**

January 2011

a. For recreation, Jill visited the river during the month of January and saw clean and beautiful water. On which day do you think she visited?

b. What do the negative velocities (below the grey line) that appear periodically at the beginning represent?

c. The behavior of the river seems to follow a normal pattern at the beginning and at the very end of the time period shown. Approximately when does the flood start? Describe its effects on velocity and turbidity.
Lesson 5: Two Graphing Stories

Classwork
Example 1
Consider the story:

Maya and Earl live at opposite ends of the hallway in their apartment building. Their doors are 50 ft. apart. Each starts at his or her own door and walks at a steady pace toward each other and stops when they meet.

What would their graphing stories look like if we put them on the same graph? When the two people meet in the hallway, what would be happening on the graph? Sketch a graph that shows their distance from Maya’s door.

Exploratory Challenge/Exercises 1–4
Watch the following graphing story.

http://youtu.be/X956EmC6vV

The video shows a man and a girl walking on the same stairway.
1. Graph the man’s elevation on the stairway versus time in seconds.

2. Add the girl’s elevation to the same graph. How did you account for the fact that the two people did not start at the same time?

3. Suppose the two graphs intersect at the point \(P(24, 4)\). What is the meaning of this point in this situation?
4. Is it possible for two people, walking in stairwells, to produce the same graphs you have been using and not pass each other at time 12 sec? Explain your reasoning.

Example 2/Exercises 5–7

Consider the story:

*Duke starts at the base of a ramp and walks up it at a constant rate. His elevation increases by 3 ft. every second. Just as Duke starts walking up the ramp, Shirley starts at the top of the same 25 ft. high ramp and begins walking down the ramp at a constant rate. Her elevation decreases 2 ft. every second.*

5. Sketch two graphs on the same set of elevation-versus-time axes to represent Duke's and Shirley's motions.

6. What are the coordinates of the point of intersection of the two graphs? At what time do Duke and Shirley pass each other?

7. Write down the equation of the line that represents Duke's motion as he moves up the ramp and the equation of the line that represents Shirley's motion as she moves down the ramp. Show that the coordinates of the point you found in the question above satisfy both equations.
Lesson Summary

The intersection point of the graphs of two equations is an ordered pair that is a solution to both equations. In the context of a distance (or elevation) story, this point represents the fact that both distances (or elevations) are equal at the given time.

Graphing stories with quantities that change at a constant rate can be represented using piecewise linear equations.

Problem Set

1. Reread the story about Maya and Earl from Example 1. Suppose that Maya walks at a constant rate of 3 ft. every second and Earl walks at a constant rate of 4 ft. every second starting from 50 ft. away. Create equations for each person's distance from Maya's door and determine exactly when they meet in the hallway. How far are they from Maya's door at this time?

2. Consider the story:
   *May, June, and July were running at the track. May started first and ran at a steady pace of 1 mi. every 11 min. June started 5 min. later than May and ran at a steady pace of 1 mi. every 9 min. July started 2 min. after June and ran at a steady pace, running the first lap \( \frac{2}{4} \) mi. in 1.5 min. She maintained this steady pace for 3 more laps and then slowed down to 1 lap every 3 min.*
   a. Sketch May, June, and July's distance-versus-time graphs on a coordinate plane.
   b. Create linear equations that represent each girl's mileage in terms of time in minutes. You will need two equations for July since her pace changes after 4 laps (1 mi).
   c. Who was the first person to run 3 mi.?
   d. Did June and July pass May on the track? If they did, when and at what mileage?
   e. Did July pass June on the track? If she did, when and at what mileage?

3. Suppose two cars are traveling north along a road. Car 1 travels at a constant speed of 50 mph for two hours, then speeds up and drives at a constant speed of 100 mph for the next hour. The car breaks down and the driver has to stop and work on it for two hours. When he gets it running again, he continues driving recklessly at a constant speed of 100 mph. Car 2 starts at the same time that Car 1 starts, but Car 2 starts 100 mi. farther north than Car 1 and travels at a constant speed of 25 mph throughout the trip.
   a. Sketch the distance-versus-time graphs for Car 1 and Car 2 on a coordinate plane. Start with time 0 and measure time in hours.
   b. Approximately when do the cars pass each other?
   c. Tell the entire story of the graph from the point of view of Car 2. (What does the driver of Car 2 see along the way and when?)
   d. Create linear equations representing each car's distance in terms of time (in hours). Note that you will need four equations for Car 1 and only one for Car 2. Use these equations to find the exact coordinates of when the cars meet.
4. Suppose that in Problem 3 above, Car 1 travels at the constant speed of 25 mph the entire time. Sketch the distance-versus-time graphs for the two cars on a graph below. Do the cars ever pass each other? What is the linear equation for Car 1 in this case?

5. Generate six distinct random whole numbers between 2 and 9 inclusive, and fill in the blanks below with the numbers in the order in which they were generated.

\[
A (0, \text{____}), \quad B (\text{____,____}), \quad C (10, \text{____}) \\
D (0, \text{____}), \quad E (10, \text{____})
\]

(Link to a random number generator: http://www.mathgoodies.com/calculators/random_no_custom.html)

a. On a coordinate plane, plot points A, B, and C. Draw line segments from point A to point B, and from point B to point C.

b. On the same coordinate plane, plot points D and E and draw a line segment from point D to point E.

c. Write a graphing story that describes what is happening in this graph. Include a title, x- and y-axis labels, and scales on your graph that correspond to your story.
6. The following graph shows the revenue (or income) a company makes from designer coffee mugs and the total cost (including overhead, maintenance of machines, etc.) that the company spends to make the coffee mugs.

![Graph showing revenue and total cost]

- How are revenue and total cost related to the number of units of coffee mugs produced?
-![](Image)
- What is the meaning of the point (0,4000) on the total cost line?
- What are the coordinates of the intersection point? What is the meaning of this point in this situation?
- Create linear equations for revenue and total cost in terms of units produced and sold. Verify the coordinates of the intersection point.
- Profit for selling 1,000 units is equal to revenue generated by selling 1,000 units minus the total cost of making 1,000 units. What is the company’s profit if 1,000 units are produced and sold?
Thematic Unit: Love

Grades: 9th-10th

Essential Question: What is love, and how does it change us?

Grade Estimated Length: 2 weeks

In this unit, you will read five texts that speak to the theme of love. Each text will ask you to:

- Read each text and answer the text dependent questions
- Complete the graphic organizer
- Craft a writing piece using evidence from the text to support your response.

Assessment Options

Choose one of the options below and write a multi paragraph piece. Use your own lined paper.

- **Option 1:** Over the course of this unit, you have gathered details about love. Use the evidence you have gathered to answer the question: What is love, and how does it change us? Support your answer using reasons and evidence from at least two of the texts read.

- **Option 2:** Imagine you write for an advice column for a popular online magazine. A reader has written in about how he is struggling to recognize if he is still in love with his significant other. Write a response to this letter as it would appear online for both readers and the lovelorn letter writer. It is a signature move in your column to include references to great literature, so make sure that you reference at least two of the texts you have read in this unit.

- **Option 3:** Compare and contrast the relationships depicted in “To My Dear and Loving Husband” and “(love song, with two goldfish)” using evidence from both poems.
## Love Unit: Graphic Organizer

<table>
<thead>
<tr>
<th>Text</th>
<th>Significant Details about Love</th>
<th>In the context of the text, what is love, and how does it change us?</th>
</tr>
</thead>
<tbody>
<tr>
<td>To My Dear and Loving Husband</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(love song, with two goldfish)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>what love isn’t</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Respectable Woman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was It a Dream?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
To My Dear and Loving Husband
By Anne Bradstreet
1678

Anne Bradstreet (née Dudley; 1612–1672) was the most famous of early English poets in her time and the first published female writer in the British-North American colonies. Addressed to Bradstreet’s husband, the poem depicts the intimacy of a couple deeply in love. As you read, take notes on the structure and themes of the piece—how does the narrator describe their relationship?

[1] If ever two were one, then surely we.
If ever man were loved by wife, then thee;
If ever wife was happy in a man,
Compare with me ye women if you can.
[5] I prize thy love more than whole mines of gold,
Or all the riches that the East¹ doth hold.
My love is such that rivers cannot quench,
Nor ought but love from thee give recompense.²
Thy love is such I can no way repay;
Then while we live, in love let’s so persever,³
That when we live no more we may live ever.

¹ i.e. the Eastern world, a term which refers to a wide variety of cultures, socio-political systems, economies, and so on belonging to countries east of Europe (though this geographic definition is not exact, for certain places like Australia are considered more part of the Western world). In Bradstreet’s time, the “East” was considered a source of riches as well as exoticism.
² compensate, make amends
³ An alternative spelling of “persevere” that forces an accent over the 2nd “e,” so as to maintain the rhyme scheme.
Text-Dependent Questions

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

1. Consider the structural similarities of the first 3 lines. What do these similarities contribute to the piece?
   A. The repetition of “If ever... then...” emphasizes the narrator’s stern tone, as the speaker tries to get her argument across.
   B. The repetition of “If ever... then...” creates a humorous and light tone, as the narrator flirts with an unknown acquaintance.
   C. The repetition of “If ever... then...” creates a serious and solemn tone, as the narrator confesses to her emotional confusion.
   D. The repetition of “If ever... then...” emphasizes the narrator’s message of love as a commitment, similar to the repetition found in wedding vows.

2. PART A: What does the term “recompense” most likely mean, as used in line 8?
   A. to substitute for
   B. to satisfy
   C. to make up for
   D. to swap for

3. PART B: Which line from the poem best supports the answer to Part A?
   A. "I prize thy love more than whole mines of gold"
   B. "My love is such that rivers cannot quench"
   C. "Thy love is such I can no way repay"
   D. "Then while we live, in love let's so persever"

4. Which of the following statements best summarizes the imagery used in the poem?
   A. The poet compares her love to grand parts of nature, such as rivers and gold mines.
   B. The poet compares her love to being of more worth than all of the material wealth found in parts of the world, such as the East and in gold mines.
   C. The poet describes her love as transcending death and bringing their souls together as one.
   D. The poet uses a combination of natural, material, and spiritual imagery when describing her love, making her feelings seem larger than all three.

5. Which of the following best describes the poet’s purpose?
   A. To profess the depths of her love to her husband and the unity she feels with him.
   B. To explain how lost she would be without him in her life.
   C. To extol the virtues and joys of love within the institution of marriage.
   D. To describe and praise her husband’s many attractive qualities and virtues.
6. How does the rhyme scheme of the poem contribute to the tone?
(love song, with two goldfish)
By Grace Chua
2003

Grace Chua is an award-winning journalist whose work usually deals with science and the environment. In this poem, Chua explores the love between two goldfish living in a fish bowl. As you read, take note of on the use of puns throughout the poem and their multiple meanings.

[1] (He’s a drifter, always floating around her, has nowhere else to go. He wishes she would sing, not much, just the scales; or take some notice, give him the fish eye.)

[5] (Bounded by round walls she makes fish eyes and kissy lips at him, darts behind pebbles, swallows his charms hook, line and sinker)

[10] (He’s bowled over. He would take her to the ocean, they could count the waves. There, in the submarine silence, they would share their deepest secrets. Dive for pearls like stars.)

[15] (But her love’s since gone belly-up. His heart sinks like a fish. He drinks like a stone. Drowns those sorrows, stares emptily through glass.)

[20] (the reason, she said she wanted)

[25] (and he could not give) a life beyond the (bowl)

1. A “drifter” is a person who is continually moving from place to place.
2. The phrase “hook, line, and sinker” refers to parts of a fishing line and is used to emphasize that someone has been completely duped or tricked.
3. “Bowled over” means to be affected with sudden wonder or surprise.
Text-Dependent Questions

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

1. PART A: Which statement identifies the central theme of the text?
   A. Love can only be maintained with communication.
   B. Love is difficult to sustain and often fades.
   C. Love is often ruined by distance.
   D. Love is ruined by wild promises that cannot be fulfilled.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. "(He's a drifter, always / floating around her, has / nowhere else to go." (Lines 1-3)
   B. "(He's bowled over. He would / take her to the ocean, they could / count the waves." (Lines 12-14)
   C. "(But her love's since / gone belly-up. His heart sinks / like a fish." (Lines 18-20)
   D. "(and he could not give) / a life / beyond the / (bowl)" (Lines 25-28)

3. PART A: How does the structure of the poem contribute to its meaning?
   A. The first three stanzas show the male fish falling for the female fish, and the last two stanzas reveal his unanswered feelings.
   B. The first three stanzas depict the growing love between the two fish, while the last two stanzas show why their love falls apart.
   C. The first two stanzas show the male fish falling for the female fish, and the last three stanzas show why his feelings for her change.
   D. The first two stanzas explore why the female fish loves the male fish, and the last three stanzas show why she moves on.

4. PART B: Which TWO quotes from the text best support the answer to Part A?
   A. "(He's a drifter, always / floating around her, has / nowhere else to go." (Lines 1-3)
   B. "He wishes / she would sing, not much, just the scales;" (Lines 3-4)
   C. "darts / behind pebbles, swallows / his charms hook, line and sinker)" (Lines 9-11)
   D. "Dive for pearls / like stars.)" (Lines 16-17)
   E. "His heart sinks / like a fish. He drinks / like a stone." (Lines 19-21)
   F. "(and he could not give) / a life / beyond the / (bowl)" (Lines 25-28)
what love isn't
By Yrsa Daley-Ward
2014

Yrsa Daley-Ward is a spoken word poet, self-published author, and actress of Jamaican and Nigerian heritage. In this poem, Ward uses figurative language to explore what love is and is not. As you read, take note of how the poet uses figurative language to describe love and the effect it has on the overall theme.

[1] It is not a five star stay. It is not compliments and it is never ever flattery. It is solid. Not sweet but always
[5] nutritious always herb, always salt. Sometimes grit. It is now and till the end. It is never a slither, never a little
[10] it is a full serving it is much too much and real never pretty or clean. It stinks — you can smell it coming
[15] it is weight it is weight and it is too heavy to feel good sometimes. It is discomfort — it is not what the films say. Only songs get it right
[20] it is irregular it is difficult and always, always surprising.

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1. a hard, sharp granule
### 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 theme of the poem? [RL.2]
   
   A. Love causes more problems than it is worth.
   
   B. Love is a disaster when it is not perfect.
   
   C. Love can be difficult in unexpected ways.
   
   D. Love is not as difficult as media portrays it.

2. **PART B:** Which section from the text best supports the answer to Part A? [RL.1]
   
   A. "Not sweet but always / nutritious / always herb, always salt." (Lines 3-6)
   
   B. "never pretty or clean. It stinks — you can / smell it coming" (Lines 13-14)
   
   C. "it is / not what the films say. Only songs / get it right" (Lines 17-19)
   
   D. "it is irregular / it is difficult / and always, always / surprising." (Lines 20-23)

3. **PART A:** Which of the following identifies the tone of the poem? [RL.4]
   
   A. honest
   
   B. pessimistic
   
   C. mournful
   
   D. affectionate

4. **PART B:** Which detail from the text best supports the answer to Part A? [RL.1]
   
   A. "always herb, always salt." (Line 6)
   
   B. "it is now and till the end. It is never a / slither" (Lines 8-9)
   
   C. "it is discomfort — it is / not what the films say." (Lines 17-18)
   
   D. "Only songs / get it right" (Lines 18-19)

5. **PART B:** How does the poet's reference to the portrayal of love in films and songs contribute to the poem’s meaning (Lines 17-19)? [RL.5]
A Respectable Woman
By Kate Chopin
1894

Kate Chopin (1850-1904) was an American author of short stories and novels based in Louisiana. She is considered one of the leading feminist writers of the 20th-century. This story begins with a married woman’s disappointment over the visit of her husband’s friend. As you read, take notes on how Mrs. Baroda’s feelings develop over the course of the text.

Mrs. Baroda was a little provoked to learn that her husband expected his friend, Gouvernail, up to spend a week or two on the plantation.\(^1\) They had entertained a good deal during the winter; much of the time had also been passed in New Orleans in various forms of mild dissipation.\(^2\) She was looking forward to a period of unbroken rest, now, and undisturbed \textit{tête-a-tête}\(^3\) with her husband, when he informed her that Gouvernail was coming up to stay a week or two.

This was a man she had heard much of but never seen. He had been her husband’s college friend; was now a journalist, and in no sense a society man or “a man about town,” which were, perhaps, some of the reasons she had never met him. But she had unconsciously formed an image of him in her mind. She pictured him tall, slim, cynical;\(^4\) with eye-glasses, and his hands in his pockets; and she did not like him. Gouvernail was slim enough, but he wasn’t very tall nor very cynical; neither did he wear eye-glasses nor carry his hands in his pockets. And she rather liked him when he first presented himself.

But why she liked him she could not explain satisfactorily to herself when she partly attempted to do so. She could discover in him none of those brilliant and promising traits which Gaston, her husband, had often assured her that he possessed. On the contrary, he sat rather mute and receptive before her chatty eagerness to make him feel at home and in the face of Gaston’s frank and wordy hospitality.\(^5\) His manner was as courteous toward her as the most exacting woman could require; but he made no direct appeal to her approval or even esteem.\(^6\)

Once settled at the plantation he seemed to like to sit upon the wide portico\(^7\) in the shade of one of the big Corinthian pillars,\(^8\) smoking his cigar lazily and listening attentively to Gaston’s experience as a sugar planter.

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1. a large farm or estate on which crops are cultivated
2. acts of self-indulgence
3. a French phrase referring to a private conversation between two people
4. Cynical (adjective): believing that people are generally selfish
5. Hospitality (noun): friendly and generous treatment of guests
6. Esteem (noun): the degree of respect or liking that one feels for another person
7. a structure consisting of a roof supported by columns, usually attached to a building as a porch
"This is what I call living," he would utter with deep satisfaction, as the air that swept across the sugar field caressed him with its warm and scented velvety touch. It pleased him also to get on familiar terms with the big dogs that came about him, rubbing themselves sociably against his legs. He did not care to fish, and displayed no eagerness to go out and kill grosbecs when Gaston proposed doing so.

Gouvernail's personality puzzled Mrs. Baroda, but she liked him. Indeed, he was a lovable, inoffensive fellow. After a few days, when she could understand him no better than at first, she gave over being puzzled and remained piqued. In this mood she left her husband and her guest, for the most part, alone together. Then finding that Gouvernail took no manner of exception to her action, she imposed her society upon him, accompanying him in his idle strolls to the mill and walks along the batture. She persistently sought to penetrate the reserve in which he had unconsciously enveloped himself.

"When is he going — your friend?" she one day asked her husband. "For my part, he tires me frightfully."

"Not for a week yet, dear. I can't understand; he gives you no trouble."

"No. I should like him better if he did; if he were more like others, and I had to plan somewhat for his comfort and enjoyment."

Gaston took his wife's pretty face between his hands and looked tenderly and laughingly into her troubled eyes. They were making a bit of toilet sociably together in Mrs. Baroda's dressing-room.

"You are full of surprises, ma belle," he said to her. "Even I can never count upon how you are going to act under given conditions." He kissed her and turned to fasten his cravat before the mirror.

"Here you are," he went on, "taking poor Gouvernail seriously and making a commotion over him, the last thing he would desire or expect."

"Commotion!" she hotly retorted. "Nonsense! How can you say such a thing? Commotion, indeed! But, you know, you said he was clever."

"So he is. But the poor fellow is run down by overwork now. That's why I asked him here to take a rest."

"You used to say he was a man of ideas," she retorted, unconciliated. "I expected him to be interesting, at least. I'm going to the city in the morning to have my spring gowns fitted. Let me know when Mr. Gouvernail is gone; I shall be at my Aunt Octavie's."
That night she went and sat alone upon a bench that stood beneath a live oak tree at the edge of the gravel walk. She had never known her thoughts or her intentions to be so confused. She could gather nothing from them but the feeling of a distinct necessity to quit her home in the morning.

Mrs. Baroda heard footsteps crunching the gravel; but could discern\(^\text{17}\) in the darkness only the approaching red point of a lighted cigar. She knew it was Gouvernail, for her husband did not smoke. She hoped to remain unnoticed, but her white gown revealed her to him. He threw away his cigar and seated himself upon the bench beside her; without a suspicion that she might object to his presence.

"Your husband told me to bring this to you, Mrs. Baroda," he said, handing her a filmy, white scarf with which she sometimes enveloped her head and shoulders. She accepted the scarf from him with a murmur of thanks, and let it lie in her lap.

He made some commonplace observation upon the baneful\(^\text{18}\) effect of the night air at that season. Then as his gaze reached out into the darkness, he murmured, half to himself:

"Night of south winds — night of the large few stars!

Still nodding night —"\(^\text{19}\)

[20] She made no reply to this apostrophe\(^\text{20}\) to the night, which indeed, was not addressed to her.

Gouvernail was in no sense a diffident\(^\text{21}\) man, for he was not a self-conscious one. His periods of reserve were not constitutional, but the result of moods. Sitting there beside Mrs. Baroda, his silence melted for the time.

He talked freely and intimately in a low, hesitating drawl that was not unpleasant to hear. He talked of the old college days when he and Gaston had been a good deal to each other; of the days of keen and blind ambitions and large intentions. Now there was left with him, at least, a philosophic acquiescence\(^\text{22}\) to the existing order — only a desire to be permitted to exist, with now and then a little whiff of genuine life, such as he was breathing now.

Her mind only vaguely grasped what he was saying. Her physical being was for the moment predominant. She was not thinking of his words, only drinking in the tones of his voice. She wanted to reach out her hand in the darkness and touch him with the sensitive tips of her fingers upon the face or the lips. She wanted to draw close to him and whisper against his cheek — she did not care what — as she might have done if she had not been a respectable woman.

The stronger the impulse grew to bring herself near him, the further, in fact, did she draw away from him. As soon as she could do so without an appearance of too great rudeness, she rose and left him there alone.

17. **Discern (verb):** to detect or distinguish with the eyes
18. **harmful**
19. These lines are a quote from a poetry collection by Walt Whitman (1819-1892) titled Leaves of Grass.
20. As a literary term, "apostrophe" refers to moments in which a speaker addresses an absent or imaginary character.
21. **Diffident (adjective):** modest or shy because of a lack of self-confidence
22. **Acquiescence (noun):** a reluctant acceptance of something without protest
Before she reached the house, Gouvernail had lighted a fresh cigar and ended his apostrophe to the night.

Mrs. Baroda was greatly tempted that night to tell her husband — who was also her friend — of this folly\textsuperscript{23} that had seized her. But she did not yield to the temptation. Beside being a respectable woman she was a very sensible one; and she knew there are some battles in life which a human being must fight alone.

When Gaston arose in the morning, his wife had already departed. She had taken an early morning train to the city. She did not return till Gouvernail was gone from under her roof.

There was some talk of having him back during the summer that followed. That is, Gaston greatly desired it; but this desire yielded to his wife's strenuous\textsuperscript{24} opposition.

However, before the year ended, she proposed, wholly from herself, to have Gouvernail visit them again. Her husband was surprised and delighted with the suggestion coming from her.

"I am glad, chère amie,\textsuperscript{25} to know that you have finally overcome your dislike for him; truly he did not deserve it."

"Oh," she told him, laughingly, after pressing a long, tender kiss upon his lips, "I have overcome everything! you will see. This time I shall be very nice to him."

\textit{"A Respectable Woman" (1894) by Kate Chopin Is in the public domain.}

\begin{itemize}
\item 23. foolishness
\item 24. Strenuous (adjective): very energetic, or requiring great energy
\item 25. French for "dear friend"
\end{itemize}
Text-Dependent Questions

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

1. PART A: Which of the following statements best identifies the theme of the text?
   A. Social expectations influence how people behave, but individuals choose how much they follow them.
   B. The ability for a person to follow their head over their heart is a sign of strong character.
   C. The love shared by a married couple grows stronger when it encounters and overcomes obstacles.
   D. Men are not held to the same social standards as women, and they are able to get away with scandalous behavior more easily.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. “Gouvernail’s personality puzzled Mrs. Baroda, but she liked him. Indeed, he was a lovable, inoffensive fellow.” (Paragraph 6)
   B. “Here you are; he went on, ‘taking poor Gouvernail seriously and making a commotion over him, the last thing he would desire or expect.’” (Paragraph 12)
   C. “She wanted to draw close to him and whisper against his cheek — she did not care what — as she might have done if she had not been a respectable woman. (Paragraph 23)
   D. “Mrs. Baroda was greatly tempted that night to tell her husband — who was also her friend — of this folly that had seized her.” (Paragraph 26)

3. What can the reader infer about Mr. Baroda from his conversation with Mrs. Baroda in paragraphs 7-15?
   A. He believes his wife is a bad hostess and that she brings embarrassment to their family.
   B. He cares about being considerate to his friend and believes that his wife is worried for no reason.
   C. He thinks his wife is too straight-forward in her interactions with others.
   D. He is suspicious of his wife’s feelings towards Gouvernail, and he wants her to leave for the city.

4. What is the effect of the author’s description of Mrs. Baroda’s dress in paragraph 17?
   A. It emphasizes Mrs. Baroda’s wealth and riches.
   B. It shows that Mrs. Baroda can no longer hide her feelings for Gouvernail.
   C. It depicts Mrs. Baroda’s commitment to her husband as unwavering.
   D. It draws attention to Mrs. Baroda’s virtue and propriety.
5. What is the effect of the author choosing to conclude the story with Mrs. Baroda's suggestion that Gouvernail visit?
"I had loved her madly!

"Why does one love? Why does one love? How queer," it is to see only one being in the world, to have only one thought in one’s mind, only one desire in the heart, and only one name on the lips — a name which comes up continually, rising, like the water in a spring, from the depths of the soul to the lips, a name which one repeats over and over again, which one whispers ceaselessly, everywhere, like a prayer.

"I am going to tell you our story, for love only has one, which is always the same. I met her and loved her; that is all. And for a whole year I have lived on her tenderness, on her caresses, in her arms, in her dresses, on her words, so completely wrapped up, bound, and absorbed in everything which came from her, that I no longer cared whether it was day or night, or whether I was dead or alive, on this old earth of ours.

"And then she died. How? I do not know; I no longer know anything. But one evening she came home wet, for it was raining heavily, and the next day she coughed, and she coughed for about a week, and took to her bed. What happened I do not remember now, but doctors came, wrote, and went away. Medicines were brought, and some women made her drink them. Her hands were hot, her forehead was burning, and her eyes bright and sad. When I spoke to her, she answered me, but I do not remember what we said. I have forgotten everything, everything, everything! She died, and I very well remember her slight, feeble sigh. The nurse said: ‘Ah!’ and I understood, I understood!

"I knew nothing more, nothing. I saw a priest, who said: ‘Your mistress,’ and it seemed to me as if he were insulting her. As she was dead, nobody had the right to say that any longer, and I turned him out. Another came who was very kind and tender, and I shed tears when he spoke to me about her.

"They consulted me about the funeral, but I do not remember anything that they said, though I recollected the coffin, and the sound of the hammer when they nailed her down in it. Oh! God, God!

1. strange, odd
2. Ceaselessly (adverb): constant and unending
3. Feeble (adjective): weak
4. a woman having an affair with someone married
"She was buried! Buried! She! In that hole! Some people came — female friends. I made my escape and ran away. I ran, and then walked through the streets, went home, and the next day started on a journey.

*********

"Yesterday I returned to Paris, and when I saw my room again — our room, our bed, our furniture, everything that remains of the life of a human being after death — I was seized by such a violent attack of fresh grief that I felt like opening the window and throwing myself out into the street. I could not remain any longer among these things, between these walls which had enclosed and sheltered her, which retained a thousand atoms of her, of her skin and of her breath, in their imperceptible crevices. I took up my hat to make my escape, and just as I reached the door, I passed the large glass in the hall, which she had put there so that she might look at herself every day from head to foot as she went out, to see if her toilette looked well, and was correct and pretty, from her little boots to her bonnet.

"I stopped short in front of that looking-glass in which she had so often been reflected — so often, so often, that it must have retained her reflection. I was standing there, trembling, with my eyes fixed on the glass — on that flat, profound, empty glass — which had contained her entirely, and had possessed her as much as I, as my passionate looks had. I felt as if I loved that glass. I touched it; it was cold. Oh! The recollection! Sorrowful mirror, burning mirror, horrible mirror, to make men suffer such torments! Happy is the man whose heart forgets everything that it has contained, everything that has passed before it, everything that has looked at itself in it, or has been reflected in its affection, in its love! How I suffer!

[10] "I went out without knowing it, without wishing it, and toward the cemetery. I found her simple grave, a white marble cross, with these few words:

"She loved, was loved, and died."

"She is there, below, decayed! How horrible! I sobbed with my forehead on the ground, and I stopped there for a long time, a long time. Then I saw that it was getting dark, and a strange, mad wish, the wish of a despairing lover, seized me. I wished to pass the night, the last night, in weeping on her grave. But I should be seen and driven out. How was I to manage? I was cunning, and got up and began to roam about in that city of the dead. I walked and walked. How small this city is, in comparison with the other, the city in which we live. And yet, how much more numerous the dead are than the living. We want high houses, wide streets, and much room for the four generations who see the daylight at the same time, drink water from the spring, and eat bread from the plains.

"And for all the generations of the dead, for all that ladder of humanity that has descended down to us, there is scarcely anything, scarcely anything! The earth takes them back, and oblivion effaces them. Adieu!"

5. a mirror
6. Toilette is the process of washing and preparing one's appearance.
7. A bonnet is a woman's hat tied under the chin.
8. Efface (verb): to do away with or erase
"At the end of the cemetery, I suddenly perceived that I was in its oldest part, where those who had been dead a long time are mingling with the soil, where the crosses themselves are decayed, where possibly newcomers will be put to-morrow. It is full of intended roses, of strong and dark cypress-trees, a sad and beautiful garden, nourished on human flesh.

[15] "I was alone, perfectly alone. So I crouched in a green tree and hid myself there completely amid the thick and somber\textsuperscript{10} branches. I waited, clinging to the stem, like a shipwrecked man does to a plank.

"When it was quite dark, I left my refuge and began to walk softly, slowly, inaudibly, through that ground full of dead people. I wandered about for a long time, but could not find her tomb again. I went on with extended arms, knocking against the tombs with my hands, my feet, my knees, my chest, even with my head, without being able to find her. I groped about like a blind man finding his way, I felt the stones, the crosses, the iron railings, the metal wreaths, and the wreaths of faded flowers! I read the names with my fingers, by passing them over the letters. What a night! What a night! I could not find her again!

"There was no moon. What a night! I was frightened, horribly frightened in these narrow paths, between two rows of graves. Graves! Graves! Graves! Nothing but graves! On my right, on my left, in front of me, around me, everywhere there were graves! I sat down on one of them, for I could not walk any longer, my knees were so weak. I could hear my heart beat! And I heard something else as well. What? A confused, nameless noise. Was the noise in my head, in the impenetrable night, or beneath the mysterious earth, the earth sown\textsuperscript{11} with human corpses? I looked all around me, but I cannot say how long I remained there; I was paralyzed with terror, cold with fright, ready to shout out, ready to die.

"Suddenly, it seemed to me that the slab of marble on which I was sitting, was moving. Certainly it was moving, as if it were being raised. With a bound, I sprang on to the neighboring tomb, and I saw, yes, I distinctly saw the stone which I had just quit ted rise upright. Then the dead person appeared, a naked skeleton, pushing the stone back with its bent back. I saw it quite clearly, although the night was so dark. On the cross I could read:

"'Here lies Jacques Olivant, who died at the age of fifty-one. He loved his family, was kind and honorable, and died in the grace of the Lord.'

[20] "The dead man also read what was inscribed on his tombstone; then he picked up a stone off the path, a little, pointed stone and began to scrape the letters carefully. He slowly effaced them, and with the hollows of his eyes he looked at the places where they had been engraved. Then with the tip of the bone that had been his forefinger, he wrote in luminous\textsuperscript{12} letters, like those lines which boys trace on walls with the tip of a Lucifer match:

"'Here reposes Jacques Olivant, who died at the age of fifty-one. He hastened his father's death by his unkindness, as he wished to inherit his fortune, he tortured his wife, tormented his children, deceived his neighbors, robbed everyone he could, and died wretched.'\textsuperscript{13}

\textsuperscript{10} Somber (adjective): gloomy
\textsuperscript{11} to plant by scattering in the earth
\textsuperscript{12} Luminous (adjective): glowing and bright
\textsuperscript{13} Wretched (adjective): a very unhappy or unfortunate state
"When he had finished writing, the dead man stood motionless, looking at his work. On turning round I saw that all the graves were open, that all the dead bodies had emerged from them, and that all had effaced the lies inscribed on the gravestones by their relations, substituting the truth instead. And I saw that all had been the tormentors of their neighbors—malicious, dishonest, hypocrites, liars, rogues, calumniators; that they had stolen, deceived, performed every disgraceful, every abominable action, these good fathers, these faithful wives, these devoted sons, these chaste daughters, these honest tradesmen, these men and women who were called irreproachable. They were all writing at the same time, on the threshold of their eternal abode, the truth, the terrible and the holy truth of which everybody was ignorant, or pretended to be ignorant, while they were alive.

"I thought that SHE also must have written something on her tombstone, and now running without any fear among the half-open coffins, among the corpses and skeletons, I went toward her, sure that I should find her immediately. I recognized her at once, without seeing her face, which was covered by the winding-sheet, and on the marble cross, where shortly before I had read:

"'She loved, was loved, and died.'

[25] I now saw:

"'Having gone out in the rain one day, in order to deceive her lover, she caught cold and died.'

***

"It appears that they found me at daybreak, lying on the grave unconscious."

"Was It a Dream?" by Guy de Maupassant (1903) is in the public domain.

14. Malicious (adjective): having or showing a desire to cause harm to someone
15. Hypocrite (noun): a person who acts in a way that contradicts their stated beliefs or feelings
16. people who make false statements about others
17. Abominable (adjective): horrible
18. Irreproachable (adjective): faultless; beyond criticism
Text-Dependent Questions

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

1. PART A: What is the primary tone of the narrator throughout the story?
   A. intense anger
   B. frantic despair
   C. cold indifference
   D. excited curiosity

2. PART B: Which TWO phrases from the text best support the answer to Part A?
   A. “Why does one love?” (Paragraph 2)
   B. “She was buried! Buried! She! in that hole!” (Paragraph 7)
   C. “I stopped short in front of that looking glass in which she had so often been reflected.” (Paragraph 9)
   D. “I waited, clinging to the stem, like a shipwrecked man does to a plank.” (Paragraph 15)
   E. “The dead man also read what was inscribed on his tombstone.” (Paragraph 20)
   F. “I recognized her at once, without seeing her face.” (Paragraph 23)

3. PART A: What does the interaction between the narrator and the priest in paragraph 5 reveal?
   A. It reveals that the priest is empathetic and willing to share in the narrator’s grief.
   B. It reveals that the priest and perhaps others were already aware that the narrator’s lover was unfaithful.
   C. It reveals that the narrator and his lover had been prominent, well-known figures in their community.
   D. It reveals that the narrator and the priest have a past history of negativity.

4. PART B: Which detail from the text best supports the answer to Part A?
   A. “and it seemed to me as if he were insulting her.” (Paragraph 5)
   B. “nobody had the right to say that any longer, and I turned him out.” (Paragraph 5)
   C. “Another came who was very kind and tender, and I shed tears when he spoke to me about her.” (Paragraph 5)
   D. “They consulted me about the funeral, but I do not remember anything that they said” (Paragraph 6)

5. PART A: Which of the following best describes a theme of the story?
   A. It is important to remain devoted to our loved ones, even after they pass.
   B. While it may be painful, honoring the dead is an important practice to help cope with grief.
   C. Love can cause people to believe the best about others and often masks the truth.
   D. The dead must remain as they are so that we can hold on to positive memories of them.
6. PART B: Which section from the text best supports the answer to Part A?
   A. “How queer, it is to see only one being in the world, to have only one thought in one’s mind, only one desire in the heart, and only one name on the lips.” (Paragraph 2)
   B. “Happy is the man whose heart forgets everything that it has contained, everything that has passed before it, everything that has looked at itself in it, or has been reflected in its affection, in its love!” (Paragraph 9)
   C. “Then I saw that it was getting dark, and a strange, mad wish, the wish of a despairing lover, seized me. I wished to pass the night, the last night, in weeping on her grave.” (Paragraph 12)
   D. “They were all writing at the same time, on the threshold of their eternal abode, the truth, the terrible and the holy truth of which everybody was ignorant, or pretended to be ignorant, while they were alive.” (Paragraph 22)

7. Explain how the author uses an ironic twist to create surprise at the end of the story.

8. How does Maupassant develop the narrator’s character over the course of the story?