



# **ROBERT L. MERRITT MIDDLE SCHOOL**

## 8<sup>TH</sup> Grade Learn-At-Home Packet Reading

Week 3

Read the text. Then answer the questions.

## from “The Nose”

by Nikolai Gogol

*In the following excerpt from the short story “The Nose,” a Russian civil servant awakens one morning to the disconcerting discovery that his nose has vanished from his face.*

Kovaloff, the member of the Municipal Committee, awoke fairly early that morning, and made a droning noise—“Brr! Brr!”—through his lips, as he always did, though he could not say why. He stretched himself, and told his valet to give him a little mirror which was on the table. He wished to look at the heat-boil which had appeared on his nose the previous evening; but to his great astonishment, he saw that instead of his nose he had a perfectly smooth vacancy in his face. Thoroughly alarmed, he ordered some water to be brought, and rubbed his eyes with a towel. Sure enough, he had no longer a nose! Then he sprang out of bed, and shook himself violently! No, no nose any more! He dressed himself and went at once to the police superintendent . . .

To increase his misfortune, not a single droshky was to be seen in the street, and so he was obliged to proceed on foot. He wrapped himself up in his cloak, and held his handkerchief to his face as though his nose bled. “But perhaps it is all only my imagination; it is impossible that a nose should drop off in such a silly way,” he thought, and stepped into a confectioner’s shop in order to look into the mirror . . .

He stepped gingerly up to a mirror and looked.

“What an infernal face!” he exclaimed, and spat with disgust. “If there were only something there instead of the nose, but there is absolutely nothing.”

He bit his lips with vexation, left the confectioner’s, and resolved, quite contrary to his habit, neither to look nor smile at anyone on the street. Suddenly he halted as if rooted to the spot before a door, where something extraordinary happened. A carriage drew up at the entrance; the carriage door was opened, and a gentleman in uniform came out and hurried up the steps. How great was Kovaloff’s terror and astonishment when he saw that it was his own nose!

At this extraordinary sight, everything seemed to turn round with him. He felt as though he could hardly keep upright on his legs; but, though trembling all over as though with fever, he resolved to wait till the nose should return to the carriage.

After about two minutes the nose actually came out again. It wore a gold-embroidered uniform with a stiff, high collar, trousers of chamois leather, and a sword hung at its side. The hat, adorned with a plume, showed that it held the rank of a state-councillor. It was obvious that it was paying “duty-calls.” It looked round on both sides, called to the coachman “Drive on,” and got into the carriage, which drove away.

Poor Kovaloff nearly lost his reason. He did not know what to think of this extraordinary procedure. And indeed how was it possible that the nose, which only yesterday he had on his face, and which could neither walk nor drive, should wear a uniform? He ran after the carriage, which fortunately had stopped a short way off before the Grand Bazaar of Moscow. He hurried towards it and pressed through a crowd of beggar-women with their faces bound up, leaving only two openings for the eyes, over whom he had formerly so often made merry . . . .

“How can I get at it?” thought Kovaloff. “Everything—the uniform, the hat, and so on—show that it is a state-councillor. How the deuce has that happened?”

He began to cough discreetly near it, but the nose paid him not the least attention.

“Honourable sir,” said Kovaloff at last, plucking up courage, “honourable sir.”

“What do you want?” asked the nose, and turned round.

“It seems to me strange, most respected sir—you should know where you belong—and I find you all of a sudden—where? Judge yourself.”

“Pardon me, I do not understand what you are talking about. Explain yourself more distinctly.”

“How shall I make my meaning plainer to him?” Then plucking up fresh courage, he continued, “Naturally—besides I am a Major. You must admit it is not befitting that I should go about without a nose. An old apple-woman on the Ascension Bridge may carry on her business without one, but since I am on the look out for a post; besides in many houses I am acquainted with ladies of high position—Madame Tchektyriev, wife of a state-councillor, and many others. So you see—I do not know, honourable sir, what you—” (here the Major shrugged his shoulders).

“Pardon me; if one regards the matter from the point of view of duty and honour—you will yourself understand—”

“I understand nothing,” answered the nose. “I repeat, please explain yourself more distinctly.”

"Honourable sir," said Kovaloff with dignity, "I do not know how I am to understand your words. It seems to me the matter is as clear as possible. Or do you wish—but you are after all my own nose!"

The nose looked at the Major and wrinkled its forehead. "There you are wrong, respected sir; I am myself. Besides, there can be no close relations between us. To judge by the buttons of your uniform, you must be in quite a different department to mine." So saying, the nose turned away.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

- 1** The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** Read the sentences from the text.

Kovaloff, the member of the Municipal Committee, awoke fairly early that morning, and made a droning noise—"Brr! Brr!"—through his lips, as he always did, though he could not say why. He stretched himself, and told his valet to give him a little mirror which was on the table. He wished to look at the heat-boil which had appeared on his nose the previous evening; but to his great astonishment, he saw that instead of his nose he had a perfectly smooth vacancy in his face. Thoroughly alarmed, he ordered some water to be brought, and rubbed his eyes with a towel. Sure enough, he had no longer a nose! Then he sprang out of bed, and shook himself violently! No, no nose any more! He dressed himself and went at once to the police superintendent . . . .

Based on the information in the sentences, what can you reasonably infer about Kovaloff?

- ☐ (A) He has an irritable temper.
- ☐ (B) He is financially well off.
- ☐ (C) He always gets up early in the morning.
- ☐ (D) He pays no attention to his appearance.

**Part B:** Which evidence from the text **best** supports the inference you made about Kovaloff?

- ☐ (A) He always says, "Brr!" when he wakes up.
- ☐ (B) He looks in the mirror as soon as he wakes up.
- ☐ (C) He employs a valet, or personal servant.
- ☐ (D) He is alarmed when he sees that his nose has vanished.

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- 2** The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** Which of the following **best** characterizes the nose, according to its actions in the last half of the text?

- ☐ (A) It is haughty and proud.
- ☐ (B) It is good-natured and kind.
- ☐ (C) It is friendly and outgoing.
- ☐ (D) It is shy and retiring.

**Part B:** Which of the following quotes from the text **best** enables the reader to understand the nose's character?

- ☐ (A) "The hat, adorned with a plume, showed that it held the rank of a state-councillor. It was obvious that it was paying 'duty-calls.'"
- ☐ (B) "After about two minutes, the nose came out again."
- ☐ (C) "It looked round on both sides, called to the coachman 'Drive on,' and got into the carriage, which drove away."
- ☐ (D) "'Besides, there can be no close relations between us . . . you must be in quite a different department to mine.' So saying, the nose turned away."

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- 3** The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** Which of the following states a central theme in the text?

- (A)** Standing in society depends on one's social rank.
- (B)** Human beings are valuable not based on their appearance, but based on their internal qualities.
- (C)** Inability to cope with life's unexpected events leads to misery.
- (D)** For every setback in one's plans, there is usually a compensating piece of good luck.

**Part B:** Which **two** quotations **best** support this major theme in the text?

- (A)** "He wrapped himself up in his cloak, and held his handkerchief to his face as though his nose bled."
- (B)** "A carriage drew up at the entrance; the carriage door was opened, and a gentleman in uniform came out and hurried up the steps."
- (C)** "And indeed how was it possible that the nose, which only yesterday he had on his face, and which could neither walk nor drive, should wear a uniform?"
- (D)** "'Naturally—besides I am a Major. You must admit it is not befitting that I should go about without a nose.'"
- (E)** "'Pardon me; if one regards the matter from the point of view of duty and honour—you will yourself understand—'"
- (F)** "'I am acquainted with ladies of high position—Madame Tchektyriev, wife of a state councillor, and many others.'"

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- 4 The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** Which describes a universal theme that can be inferred from Kovaloff's actions in the text?

- (A) Dreams may often represent unconscious wishes.
- (B) Good manners are important in trying situations.
- (C) Judging by appearances may lead to serious mistakes.
- (D) Hard work will always bring rewards in the end.

**Part B:** Select the universal theme and the evidence that **best** supports this universal theme.

- (A) Kovaloff orders his valet to bring him hot water in the morning.
- (B) Kovaloff hides his face in a handkerchief when he goes outside.
- (C) Kovaloff recognizes the nose's rank of state councillor by the uniform it wears.
- (D) Kovaloff speaks politely and respectfully when addressing the nose.

- 5 The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** Read the sentences from the text.

"Pardon me, I do not understand what you are talking about. Explain yourself more distinctly."

Based on the context in the text, what is the meaning of distinctly?

- |              |             |
|--------------|-------------|
| (A) politely | (C) loudly  |
| (B) quietly  | (D) clearly |

**Part B:** Which sentence or phrase from the text **best** helps the reader understand the meaning of distinctly?

- (A) "He began to cough discreetly near it . . ."
- (B) "How shall I make my meaning plainer to him?"
- (C) "Then plucking up fresh courage, he continued . . ."
- (D) "' . . . Naturally—besides, I am a Major.'"



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- 6** The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** Based on the context in the first two paragraphs, what is a droshky?

- ☐ (A) a newsstand
- ☐ (B) a police officer
- ☐ (C) a vehicle for hire
- ☐ (D) a cape or coat

**Part B:** Which sentence or phrase from the first two paragraphs **best** helps the reader understand the meaning of droshky?

- ☐ (A) "... he ordered some water to be brought, and rubbed his eyes ..."
- ☐ (B) "He dressed himself and went at once to the police superintendent."
- ☐ (C) "... he was obliged to proceed on foot."
- ☐ (D) "He wrapped himself up in his cloak ..."

Read the text. Then answer the questions.

## from “The Earth Is Precious” by Chief Seattle

*In the speech “The Earth Is Precious,” a tribal chief responds to an official proposal from the United States government regarding purchasing land.*

... How can you buy or sell the sky, the warmth of the land? The idea is strange to us. If we do not own the freshness of the air and the sparkle of the water, how can you buy them? Every part of the earth is sacred to my people. Every shining pine needle, every sandy shore, every mist in the dark woods, every clearing and humming insect is holy in the memory and experience of my people. The sap that courses through the trees carries the memories of the red man.

The white man’s dead forget the country of their birth when they go to walk among the stars. Our dead never forget this beautiful earth, for it is the mother of the red man. We are part of the earth and it is part of us. The perfumed flowers are our sisters: the deer, the horse, the great eagle, these are our brothers. The rocky crests, the juiced in the meadows, the body heat of the pony, and man—all belong to the same family.

So, when the Great Chief in Washington sends word that he wishes to buy our land, he asks much of us. The Great Chief sends word that he will reserve us a place so that we can live comfortably to ourselves. He will be our father and we will be his children. So we will consider your offer to buy our land.

But it will not be easy. For this land is sacred to us. This shining water that moves in the streams and rivers is not just water but the blood of our ancestors. If we sell you land, you must remember that it is sacred, and you must teach your children that it is sacred and that each ghostly reflection in the clear water of the lake tells of events and memories in the life of my people. The water’s murmur is the voice of my father’s father.

The rivers are our brothers, they quench our thirst. The river carries our canoes, and feed[s] our children. If we sell you our land, you must remember, and teach your children, that the rivers are our brothers, and yours, and you must henceforth give the rivers the kindness you would give any brother.

We know that the white man does not understand our ways. One portion of land is the same to him as the next, for he is a stranger who comes in the night and takes from the land whatever he needs. The earth is not his brother, but his enemy, and when he has conquered it, he moves on. He leaves his father's graves behind, and he does not care. He kidnaps the earth from his children, and he does not care. His father's grave, and his children's birthright, are forgotten. He treats his mother, the earth, and his brother, the sky, as things to be bought, plundered, sold like sheep or bright beads. His appetite will devour the earth and leave behind only a desert.

I do not know. Our ways are different from your ways. The sight of your cities pains the eyes of the red man. But perhaps it is because the red man is a savage and does not understand. There is no quiet place in the white man's cities. No place to hear the unfurling of leaves in spring, or the rustle of an insect's wings. But perhaps it is because the red man is a savage and does not understand. The clatter only seems to insult the ears. And what is there to life, if a man can not hear the lonely cry of the whippoorwill or the arguments of the frogs around a pond at night? I am a red man and do not understand. The Indian prefers the soft sound of the wind darting over the face of a pond, and the smell of the wind itself, cleaned by a midday rain, or scented with the piñon pine.

The air is precious to the red man, for all things share the same breath—the beast, the tree, the man, they all share the same breath. The white man does not seem to notice the air he breathes. For a man dying for many days, he is numb to the stench. But if we sell you our land, you must remember that the air is precious to us, that the air shares its spirit with all the life it supports. The wind that gave our grandfather his first breath also receives his last sigh. And if we sell you our land, you must keep it apart and sacred, as a place where even the white man can go to taste the wind that is sweetened by the meadow's flowers.

So we will consider your offer to buy our land. If we decide to accept, I will make one condition: The white man must treat the beasts of this earth as his brothers. I am a savage and do not understand any other way. I have seen a thousand rotting buffaloes on the prairie, left by the white man who shot them from a passing train. I am a savage and I do not understand how the smoking iron horse can be more important than the buffalo that we kill only to stay alive. What is man without the beasts? If all the beasts were gone, man would die from a great loneliness of spirit. For whatever happens to the beasts, soon happens to man. All things are connected.



- 7** The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** Which of the following **best** expresses Chief Seattle's view of selling the tribal land?

- ☐ (A) He thinks the sale of land is a good and promising idea.
- ☐ (B) He thinks the sale of land is regrettable but necessary.
- ☐ (C) He does not understand the concept of selling land.
- ☐ (D) He will not sell the land unless the price is fair.

**Part B:** Which **three** sentences or phrases from the text provide the **best** evidence of Chief Seattle's view of selling the tribal land?

- ☐ (A) "The idea is strange to us."
- ☐ (B) "If we do not own the freshness of the air and the sparkle of the water, how can you buy them?"
- ☐ (C) "Our dead never forget this beautiful earth, for it is the mother of the red man."
- ☐ (D) "If we sell you our land, you must remember . . . that the rivers are our brothers, and yours"
- ☐ (E) "If all the beasts were gone, man would die from a great loneliness of spirit."

- 8** The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** Which statement **best** summarizes Chief Seattle's view of American cities?

- ☐ (A) He thinks they are big and ugly.
- ☐ (B) He thinks they are harsh and noisy.
- ☐ (C) He thinks they are busy and exciting.
- ☐ (D) He thinks they are dirty and frightening.

**Part B:** Which of the following sentences or phrases **best** supports the author's view of American cities?

- ☐ (A) "We know the white man does not understand our ways."
- ☐ (B) "He leaves his father's grave behind, and he does not care."
- ☐ (C) "The clatter only seems to insult the ears."
- ☐ (D) "The air is precious to the red man . . ."



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- 9 Read the sentences from the text.

But it will not be easy. For this land is sacred to us. This shining water that moves in the streams and rivers is not just water but the blood of our ancestors. If we sell you land, you must remember that it is sacred, and you must teach your children that it is sacred and that each ghostly reflection in the clear water of the lake tells of events and memories in the life of my people. The water's murmur is the voice of my father's father.

What is the meaning of sacred?

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|----------|--------------|
| (A) holy | (C) valuable |
| (B) kind | (D) precious |

- 10 The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** Read the sentences from the text.

We know that the white man does not understand our ways. One portion of land is the same to him as the next, for he is a stranger who comes in the night and takes from the land whatever he needs. The earth is not his brother, but his enemy, and when he has conquered it, he moves on. He leaves his father's graves behind, and he does not care. He kidnaps the earth from his children, and he does not care. His father's grave, and his children's birthright, are forgotten. He treats his mother, the earth, and his brother, the sky, as things to be bought, plundered, sold like sheep or bright beads. His appetite will devour the earth and leave behind only a desert.

What is the meaning of devour?

- |                             |                        |
|-----------------------------|------------------------|
| (A) to conquer triumphantly | (C) to steal selfishly |
| (B) to forget carelessly    | (D) to eat ravenously  |

**Part B:** Which of the following phrases from the text offers the **best** clue to the meaning of devour?

- (A) "sold like sheep or bright beads"
- (B) "leave behind only a desert"
- (C) "the red man is a savage"
- (D) "different from your ways"

Read the texts. Then answer the questions.

## The Answers: Shania and Zelda

Shania knew it was never intended as garbage, the answer key to the state standardized math test. Yet she had found it there, glued to the bottom of a pizza box by a glob of mozzarella. Shania was used to cleaning up the remnants of Mr. Porteus's Hawaiian pizza lunches. It was the most loathsome task of her after-school service duties. She peeled the test from the box and wrinkled her nose, flicking bits of pineapple and roasted pork from its cover. The test was only a few days away, and Shania hadn't yet found the time to study. She folded the booklet in half and slipped it into her book bag, glancing around to be sure no one was watching.

"He counts these and locks them up in a safe," Shania told her friend Zelda, later, as she tossed the booklet on her bed. "He must have miscounted."

The girls stared at the cover of what just may have been the most valuable thing on Earth to a student struggling in math.

"You have to give it back," Zelda whispered, leaning closer to the stained cover.

"Yes, of course," Shania nodded, reaching out to touch the forbidden answer key.

"We have to." Then she looked at Zelda and flipped open the cover. Both girls drew back and gasped. Before them was a list of capital letters indicating the correct answers to the test's multiple-choice questions.

"Turn the page," Zelda whispered.

On the next page were diagrams or formulas that explained why each answer was right or wrong.

"What if we just copied some of the answers—and then put it back?" Shania suggested, reaching for a notebook and pen.

"Yeah," Zelda said, slowly nodding. "That could work."

"I mean, it's kind of like studying, right?" Shania said, scribbling furiously in her notebook. "I mean, we have to actually memorize the answers, anyway. Let's think of it as a backup. When we take the test, we'll try to answer correctly without the key. But if we don't know the answer, we'll use it."

"Sounds good to me," Zelda agreed. "This will help us to see where our thinking was confused, because these tests try to trick you, even when you know the material."

"We're just performing seals in the circus."

"Porteus is going to eventually figure out that he is one answer key short, and then what do we do?" Shania wondered as she wrote.

"We get to school early and put it back in his garbage can, under the pizza box," said Zelda. "He'll never know the difference."



## Me and Shaunique Sitting in a Tree House

Shaunique and I have been friends since I got a tree house in my backyard—actually it wasn't really a tree house and it wasn't really my backyard, but it was ours. Come to think of it, it was an empty water tank that sat on top of a factory across the alley behind my house. That old oak water tank smelled like a tree and it was a magical place where we could feel like we were in our own private castle.

Actually, we had to do a lot of pretending because it was only like a castle in that it was kind of dark and damp—no one really wanted to live there. Despite the conditions, we bonded together in a friendship, no, actually it was more of a brotherhood . . . I guess you could say it was a sisterhood, too, because I was just starting to be a young man interested in the opposite sex. And Shaunique was the opposite sex; however, actually, she was more my best friend and soul mate. She told me what girls thought about me and I told her what guys thought of her.

As a matter of fact, she was brutally honest whereas I was less than candid. I couldn't snitch, because the guys would never forgive me if I let her know that they were all in love with her. So, I fibbed—actually, it wasn't a lie because the guys didn't say they had crushes. I could just tell.

Everything changed the day she told me she was going to cheat on the next math test. She knew Math and I were not best friends so I would be tempted to cheat, too. Unfortunately, by telling me, she put me in a pickle. If I let her cheat, half the class would cheat. They'd all get better grades than me and my usual C would head toward D, or worse.

Our teacher had told us over and over that if we knew someone was cheating we, too, would be punished as cheaters. For two days I was sick; I didn't know what to do. All I did know was that I couldn't betray my best friend and I couldn't let her cheat. On the other hand, I could help her learn. I texted her to meet at the tree house. The second she came in I blurted out, "I will tutor you so you don't have to cheat!" She was quiet for once, and happily agreed. Actually, that's not true—in fact, someone called the police because her screaming sounded like a car alarm.

In the end, she let me teach her math and we both passed the test. Of course, she may have still cheated but I didn't see it. But I could feel that I had chosen good over evil, and I could feel good because I had been loyal to a friend. Actually, I was ready to cheat because I was so hopelessly in love with her; I would have eaten a roadkill squirrel if she told me to.

Well . . . that's not true. I did it because we are sisters, or, uh, brothers—actually, soul mates. Check that—we're boyfriend and girlfriend, only she doesn't know it yet. Or perhaps, maybe she does.



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Answer these questions about “The Answers: Shania and Zelda.”

- 11 What is the theme of “The Answers: Shania and Zelda”? Use details from the text to support your answer.

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- 12 Read the sentences from the text.

Shania knew it was never intended as garbage, the answer key to the state standardized math test. Yet she had found it there, glued to the bottom of a pizza box by a glob of mozzarella. Shania was used to cleaning up the remnants of Mr. Porteus’s Hawaiian pizza lunches. It was the most loathsome task of her after-school service duties. She peeled the test from the box and wrinkled her nose, flicking bits of pineapple and roasted pork from its cover. The test was only a few days away, and Shania hadn’t yet found the time to study. She folded the booklet in half and slipped in into her book bag, glancing around to be sure no one was watching.

Based on the context, what is the meaning of loathsome?

- ☐ (A) pleasant
- ☐ (B) useful
- ☐ (C) bizarre
- ☐ (D) revolting

- 13** The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** In “The Answers: Shania and Zelda,” what can we tell about Shania and Zelda based on their decision to cheat?

- (A) Shania is lazy and Zelda would do anything to get ahead.
- (B) They are unprepared for the test and confident that they will not get caught.
- (C) Zelda is nervous and Shania is used to studying hard for her grades.
- (D) They are worried that they will get in trouble and scared to take the math test.

**Part B:** Which **two** sentences **best** support what we can tell about Shania and Zelda’s decision to cheat?

- (A) “The test was only a few days away, and Shania hadn’t yet found the time to study.”
- (B) “‘He counts these and locks them up in a safe,’ Shania told her friend Zelda, later, as she tossed the booklet on her bed.”
- (C) “Before them was a list of capital letters indicating the correct answers to the test’s multiple choice questions.”
- (D) “‘We’re just performing seals in the circus.’”
- (E) “‘He’ll never know the difference.’”

Answer these questions about “Me and Shaunique Sitting in a Tree House.”

- 14** Read the sentences from the text.

As a matter of fact, she was brutally honest whereas I was less than candid. I couldn’t snitch, because the guys would never forgive me if I let her know that they were all in love with her. So, I fibbed—actually, it wasn’t a lie because the guys didn’t say they had crushes. I could just tell.

Which phrase in the sentences **best** shows the meaning of candid?

- (A) “never forgive”
- (B) “had crushes”
- (C) “in love”
- (D) “I fibbed”
- (E) “brutally honest”

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- 15** The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** Which of the following **best** describes a main lesson learned by the narrator of "Me and Shaunique Sitting in a Tree House"?

- (A)** Sometimes it is a better idea not to speak out loud exactly how you are feeling.
- (B)** Don't fall in love with your best friend because you may not be friends anymore.
- (C)** Instead of doing what is easy but amoral, do what is challenging but positive.
- (D)** You have to turn in cheaters because they will affect your grades and that isn't fair.

**Part B:** What evidence **best** supports the narrator's main lesson?

- (A)** "They'd all get better grades than me and my usual C would head toward D, or worse."
- (B)** "All I *did* know was that I couldn't betray my best friend and I couldn't let her cheat."
- (C)** "The second she came in I blurted out, 'I will tutor you so you don't have to cheat!'"
- (D)** "Check that—we're boyfriend and girlfriend, only she doesn't know it yet."

- 16** What does the narrator mean when he says, "I was less than candid" and how does this match the tone of the narrative? Use details from the text to support your answer.

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- 17** In what ways do the students in these texts talk themselves into doing different things with cheating on the math tests? What do they say to each other to justify their choices? Use details from the texts to support your answer.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



## Argumentative Performance Task

### Task

It's sometimes difficult for people to thrive in challenging situations. We all have our own expectations about how things should be. Sometimes we have a hard time seeing the positives when faced with difficult situations.

For this task, you will be writing an argument related to the topic of morals. Before you write your analysis, you will review two sources that provide more information about a time of struggle. Take notes while you read.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then go back and read the sources carefully to gain the information you will need to answer the questions and write an argument.

In Part 2, you will write an argument on a topic related to the sources.

### Directions for Part 1

You will now read two sources. You can re-examine the sources as often as you like.

### Research Questions

After reading the research sources, use the remaining time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the research sources you have read, which should help you write your argument.

You may refer to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the space provided.

## Source #1: Remembering the Great Depression

The Great Depression was a difficult time in American history. Banks closed, companies went out of business, and people lost their jobs and homes. It took many years for the country to recover. The Great Depression started in 1929 when the stock market crashed. The stock market is a place where stocks, or parts of ownership in companies, are bought and sold. Many people bought shares of companies because they thought the value of their shares would rise. The stock market had done very well during the 1920s. Most people thought buying stocks was risk-free and that they would make lots of money.

Unfortunately, they were in for an unpleasant surprise. On October 29th, the value of stocks dropped, and many investors lost all they had. People who had borrowed money to buy stocks were deep in debt and could not pay back their loans. Many banks had to close down for years. People sought jobs, but there was little work to be found, and wages were low. At the worst point of the Depression, nearly one in four workers was jobless. People formed lengthy lines for handouts of food and clothing.

At first, the government did little to help. President Herbert Hoover did not think it was the government's job to help the poor, but Franklin Delano Roosevelt (FDR) disagreed. He was the governor of New York at the start of the Depression. Under his leadership, the state helped many people, which was one reason why FDR beat Hoover in the presidential election of 1932.

In his first 100 days in office, Roosevelt created a number of new government agencies. These departments created jobs for people without work, gave help to farmers and families in need, and offered hope to a country that had hit bottom. One such program was the W.P.A., or Works Progress Administration, which created jobs in different government projects, such as building bridges, painting murals, and writing guidebooks. Programs such as the W.P.A. were not a quick fix, but they did start to help the economy. The Depression lingered on into the 1940s as people and businesses continued to struggle. The country still had a long way to go in order to turn itself around.

In 1941, the United States entered World War II. This was a huge boost to the economy. More than 10 million Americans were part of the military, and many were sent overseas for battle. That left a lot of jobs to be filled back home, leading many new people to be hired. In addition, other countries in the war wanted the United States to provide them with supplies such as weapons, ammunition, ships, and more. The United States created millions of new factory jobs to help build supplies. The government spent a lot of money to protect the country from attacks. People who had been struggling and out of work for years suddenly had a way to make ends meet. Since people now had money to spend, businesses began to thrive and prosper once more. Banks re-opened, the economy grew, and over time, the country became healthy again. The Great Depression finally came to an end.

Although the economy returned to normal after the Great Depression, memories of those difficult days will never fade. Many people lost their homes, their jobs, and all of their life savings. Times were difficult, but the country learned some important lessons. These might help the nation get through whatever tough times may lie ahead.



## Source #2: FDR's First Inaugural Address

In such a spirit on my part and on yours we face our common difficulties. They concern, thank God, only material things. Values have shrunk to fantastic levels; taxes have risen; our ability to pay has fallen; government of all kinds is faced by serious curtailment of income; the means of exchange are frozen in the currents of trade; the withered leaves of industrial enterprise lie on every side; farmers find no markets for their produce; the savings of many years in thousands of families are gone.

More important, a host of unemployed citizens face the grim problem of existence, and an equally great number toil with little return. Only a foolish optimist can deny the dark realities of the moment.

Yet our distress comes from no failure of substance. We are stricken by no plague of locusts. Compared with the perils which our forefathers conquered because they believed and were not afraid, we have still much to be thankful for. Nature still offers her bounty and human efforts have multiplied it. Plenty is at our doorstep, but a generous use of it languishes in the very sight of the supply. Primarily this is because the rulers of the exchange of mankind's goods have failed, through their own stubbornness and their own incompetence, have admitted their failure, and abdicated. Practices of the unscrupulous money changers stand indicted in the court of public opinion, rejected by the hearts and minds of men.

True they have tried, but their efforts have been cast in the pattern of an outworn tradition. Faced by failure of credit they have proposed only the lending of more money. Stripped of the lure of profit by which to induce our people to follow their false leadership, they have resorted to exhortations, pleading tearfully for restored confidence. They know only the rules of a generation of self-seekers. They have no vision, and when there is no vision the people perish.

The money changers have fled from their high seats in the temple of our civilization. We may now restore that temple to the ancient truths. The measure of the restoration lies in the extent to which we apply social values more noble than mere monetary profit.

Happiness lies not in the mere possession of money; it lies in the joy of achievement, in the thrill of creative effort. The joy and moral stimulation of work no longer must be forgotten in the mad chase of evanescent profits. These dark days will be worth all they cost us if they teach us that our true destiny is not to be ministered unto but to minister to ourselves and to our fellow men.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**18** According to Source #1, what were some of Franklin Delano Roosevelt's ideas to **best** help people during the Great Depression? Select **two** choices.

- ☐ **A** FDR wanted to open more than 10 million jobs in the military.
- ☐ **B** FDR thought building bridges would help struggling businesses.
- ☐ **C** FDR spent little money to protect the country from attacks.
- ☐ **D** FDR created jobs in different government projects with the W.P.A.
- ☐ **E** FDR gave help to farmers and families in need because of his agencies.

**19** How do the two sources, "Remembering the Great Depression" and "FDR's First Inaugural Address," focus on different aspects of the Great Depression? Cite details from **both** texts to support your ideas.

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**20** Which source would be more useful for making the argument that people need to find happiness in something that does not involve money? Explain why, and provide at least **two** pieces of evidence from that source to support your ideas.

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**Directions for Part 2**

You will now look at your sources, take notes, and plan, draft, revise, and edit your argument. You may use your notes and refer to the sources. Now read your assignment and the information about how your argument will be scored; then begin your work.

**Your Assignment**

Your teacher would like you to write an argument about the important lessons that the country learned during the Great Depression, using the two sources. Write a multi-paragraph argument that explains the most important lesson described in both texts. Your argument will be read by the teacher and students in your class. In your argument, clearly state your claim and support it by using thoroughly developed reasons and evidence taken from both sources you have read.

**Argumentative Article Scoring**

Your article will be scored using the following:

- 1. Organization/Purpose:** How clearly did you state and maintain your claim with a logical progression of ideas from beginning to end? How logically did your ideas flow from beginning to end? How often did you use effective transitions? How effective was your introduction and your conclusion?
- 2. Evidence/Elaboration:** How well did you provide evidence from sources about your argument? How well did you elaborate with specific information?
- 3. Conventions:** How well did you follow the rules of grammar, usage, punctuation, capitalization, and spelling?

**Now begin work on your argumentative article.** Manage your time carefully so that you can plan, write, revise, and edit the final draft of your article. Write your response on a separate piece of paper.

