

Spring Break Assignment 2021

Dear Student,

First, I want to say how proud I am of you. I have seen such strong writing improvements with our reading of *Their Eyes Were Watching God* and I know the hard work you have put into reading, writing, and understanding the novel. The growth I have seen from you since the beginning of the year to now is incredible. From taking vocabulary and reading check quizzes to writing numerous NEZZ prompts, I appreciate hearing your thoughts about the novel and seeing you form opinions on Janie, Tea Cake, and even bell hooks' ideas.

While it saddens me to remind you that we will not see each other for awhile, I am hopeful for your return to school on **Tuesday, April 7th!** That being said, I want you to continue taking care of yourself and enjoy your time off of school. Don't forget, though: if you're not working, someone else is! This time of year is so important as a junior in high school. Please, do not hesitate to reach out to Miss Claycomb if you need something! Texting works best, but you can also reach out with a phone call or email.

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SPRING BREAK ASSIGNMENT CHECKLIST:

1. Review questions on Chapters 19-20 of *Their Eyes Were Watching God*
 - a. Be prepared for a quiz on Chapters 19-20 when you return to school!
 - b. Remember to Google "Their Eyes Were Watching God PDF" if you need extra copies of the novel
2. Chapter 19 NEZZ
3. Chapter 20 NEZZ
4. Review vocabulary terms (Vocab. List #6 [Q3])
 - a. Be prepared for a quiz!
5. Read and annotate "The Glittering Noise" and answer the attached questions
6. Above and Beyond

Review Questions: Chapters 19-20

Directions: Answer the following review questions on Chapters 19-20 of TEWWG.

1. Other than Janie and Tea Cake, name one character that survived the storm.

2. After the storm, what work is Tea Cake forced to do at gunpoint?

3. What disease does Dr. Simmons diagnose Tea Cake with?

4. What does Janie discover under Tea Cake's pillow?

5. True or false: Janie shoots Tea Cake.

6. How does the jury rule at Janie's trial?

7. What does Janie say is worse than death?

8. According to Janie, what is love like?

9. What is one thing Janie keeps from the Everglades?

10. Describe how Janie feels at the end of the novel.

Vocabulary List #6 [Q3]

1. **Diminish** (v) - to become smaller in scope or degree
 - a. The itchinness of mosquito bites usually starts to **diminish** after a few days.
2. **Emit** (v) - to discharge, give forth, or release
 - a. Plants consume carbon dioxide and **emit** oxygen.
3. **Ferocity** (n) - viciousness, violence
 - a. The lion is just one wild animal known for its **ferocity**.
4. **Fundamental** (adj) - the most essential or most basic part
 - a. A thesis is arguably the most **fundamental** part of an essay.
5. **Hypothetical** (adj) - supposed; related to a hypothesis
 - a. For my physics homework, I must come up with a **hypothetical** situation.
6. **Indulge** (v) - to give into; to satisfy or gratify
 - a. My friend loves to **indulge** in cheesy romance movies.
7. **Objectivity** (n) - judgment based on observations instead of emotions or opinions
 - a. In scientific research, **objectivity** is of utmost importance.
8. **Predecessor** (n) - someone who comes before you (usually in position or office)
 - a. My **predecessor** gave me many tips for running the office.
9. **Reluctantly** (adv) - somewhat unwillingly
 - a. Max **reluctantly** agreed to see the horror movie with his friends.
10. **Retention** (n) - the act of keeping something
 - a. Water **retention** can make you weigh more on certain days.

“The Glittering Noise” - Poetry Practice

Directions: Read and annotate (Miss Claycomb needs to see work habits!) the following poem, then answer the multiple choice questions.

“The Glittering Noise” by Denise Levertov, 1996

[1] To tell the truth,
I believe I could be happy
doing nothing but reading old diaries
morning to night. Silk and muslin
[5] brush my hands like moths
passing by, the dancers
go up and down the room, no one
has learned the Valse as yet,
fiddle and flute and fortepiano
[10] return to the older rhythms.
Birth and death, the fortunes of war,
fear and relief from fear
compel attention, yet they're veiled in the mild September
haze of time — blessedly present,
[15] blessedly long gone by. Aware of the shame
I ought to feel — defecting so willingly from my own century —
I stroll calmly through candlelit rooms
and down to the quay, to board
a waiting vessel that sails with the tide
[20] into the finest clear night
possible, the Comet more beautiful
than anything I ever saw,

and the noise of the herrings,
which passed us
[25] in immense shoals, glittering
in the Sea like fire...

1. **PART A:** What are **TWO** themes developed in “The Glittering Noise”?
 - a. Each generation makes life better for the next.
 - b. The past can be an escape from the present.
 - c. Life long ago was simpler than life today.
 - d. We can learn from history if we heed its lessons.
 - e. No matter how difficult, life is for the living.
 - f. In every era, people experience sorrow and joy.
2. **PART B:** Which **TWO** details from the poem support the **TWO** themes identified in the answer to Part A?
 - a. “I could be happy / doing nothing but reading old diaries” (Lines 2-3)
 - b. “the dancers / go up and down the room” (Lines 6-7)
 - c. “no one / has learned the Valse as yet” (Lines 7-8)
 - d. “fiddle and flute and fortepiano / return to the older rhythms” (Lines 9-10)
 - e. “Birth and death, the fortunes of war, / fear and relief from fear / compel attention” (Lines 11-13)
 - f. “Aware of the shame / I ought to feel” (Lines 15-16)
3. In “The Glittering Noise,” some of the speaker’s statements create the effect of a confession. Select **TWO** excerpts from the poem that support this idea.
 - a. “To tell the truth, / I believe I could be happy / doing nothing but reading old diaries / morning to night” (Lines 1-4)
 - b. “Silk and muslin / brush my hands like moths / passing by” (Lines 4-6)
 - c. “the dancers / go up and down the room, no one / has learned the Valse as yet” (Lines 6-8)

- d. "Birth and death, the fortunes of war, / fear and relief from fear / compel attention" (Lines 11-13)
 - e. "yet they're veiled in the mild September / haze of time — blessedly present, / blessedly long gone by" (Lines 13-15)
 - f. "Aware of the shame / I ought to feel—defecting so willingly from my own century — / I stroll calmly through candlelit rooms" (Lines 15-17)
4. **PART A:** In "The Glittering Noise," what does the figure of speech "Silk and muslin / brush my hands like moths / passing by" suggest about the speaker's impression of the past as she encounters it through old diaries?
- a. She finds the past eerie and rather frightening.
 - b. She finds the past delicate and elusive.
 - c. She finds the past dry and uninteresting.
 - d. She finds the past forcefully alive.
5. **PART B:** Which other quotation from the poem creates the same impression as the answer to Part A?
- a. "Birth and death, the fortunes of war" (Line 11)
 - b. "veiled in the mild September / haze of time" (Lines 13-14)
 - c. "Aware of the shame" (Line 15)
 - d. "glittering / in the Sea like fire" (Lines 25-26)
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“We Grow Accustomed to the Dark” - Poetry Practice

Directions: Read and annotate (Miss Claycomb needs to see work habits!) the following poem, then answer the multiple choice questions AND the writing prompt.

“We Grow Accustomed to the Dark” by Emily Dickinson, 1862

[1] We grow accustomed to the Dark –
When light is put away –
As when the Neighbor holds the Lamp
To witness her Goodbye –

[5] A Moment – We uncertain step
For newness of the night –
Then – fit our Vision to the Dark –
And meet the Road – erect –

And so of larger – Darknesses –
[10] Those Evenings of the Brain –
When not a Moon disclose a sign –
Or Star – come out – within –

The Bravest – grope a little –
And sometimes hit a Tree
[15] Directly in the Forehead –

But as they learn to see –
Either the Darkness alters –
Or something in the sight
Adjusts itself to Midnight –

[20] And Life steps almost straight.

1. Which of the following best describe the speaker's point of view?
 - a. The speaker's point of view is that of the neighbor walking at night.
 - b. The speaker's point of view is that of a group of people discussing darkness and death.
 - c. The speaker's point of view is that of someone participating in the events described in the poem.
 - d. The speaker's point of view is that of a removed or distant narrator who speaks for humanity.

2. How does the word choice in stanzas 4-5 affect the tone of the poem?
 - a. The words "learn" and "Adjusts" shift the tone from uncertain to hopeful as the speaker affirms the ability for people to withstand difficulty.
 - b. The phrase "hit a tree" makes the tone even more serious and tragic as the speaker considers the pain that darkness causes.
 - c. The phrase "learn to see" shifts the tone from gloomy to more joyful when the speaker realizes that darkness initiates a learning process.
 - d. The words "Either" and "alters" make the tone even more mysterious as the speaker reveals the disorienting effect that darkness can have.

3. Which statement best expresses a theme in the poem?
 - a. A strong support system is necessary to overcome adversity.
 - b. Gaining confidence with a new task requires independence and attention to detail.
 - c. It takes time and courage to endure unfamiliar circumstances.
 - d. Friends can inspire us to embrace the mystery of the unknown.

Above and Beyond

This section contains above and beyond questions to sharpen your skills when we return on **April 7th**. If we were to be out longer than through April 7th for any reason, these should be completed by all students.

Directions: Read and annotate the following passage (Miss Claycomb needs to see work habits!), then answer the multiple choice questions.

[1] Since 1970, more Americans have lived in the suburbs than central cities. In 2010, suburbanites outnumbered city and rural dwellers combined for the first time. We Americans live in a suburban nation.

Despite several concerted efforts by city governments to lure residents, suburbanization continues largely unabated. Census figures from earlier this year show that suburbs of warm climate “Sun Belt” cities in the South and West continue to grow, while cities in the cold climate “Snow Belt” of the Midwest and Northeast decline.

Smaller metropolitan areas with fewer than 500,000 people have also grown, related to an improving economy and job creation in smaller urban centers. This ongoing shift towards the suburbs has significant environmental repercussions.

Since cities and suburbs are home for 8 of every 10 Americans, views of the country are often distorted. Most travel occurs within or between cities. Although rural areas have more than three times the miles of roadways as urban areas, more than two-thirds of the 3 trillion miles that vehicles travel each year in the U.S. are in urban and suburban areas.

[5] Jobs, too, are overwhelmingly centered around cities. Less than 2 percent of the American labor force is employed in agriculture.

Many of my students are surprised that the land area occupied by cities is only 3 percent of the nation's territory. However, they are correct in that cities have an outsized impact on the economy. In 2016, metropolitan areas contributed US\$16.8 trillion dollars to the nation's gross domestic product, more than 90 percent of the country's economy.

With this economic activity comes a high use of natural resources and concentrated pollution production. Although density can be more efficient when it comes to energy use, the sheer number of urban dwellers means that cities, despite a small physical footprint, have a big energy and pollution footprint.

Rising suburbanization undermines some of the energy efficiency gained by high density living in urban cores. Manhattan has lower per capita greenhouse gas emissions than the suburbs of New York, thanks to factors like apartment living, high costs of car ownership and extensive public transit. Of course, not everyone can afford to live in Manhattan even if they want to. Low-density suburbs are an affordable alternative.

Even so, suburban life can look less desirable. As the U.S. population ages, elderly people may end up "stranded in the suburbs," far from adequate public transit and unable or unwilling to drive. At my urban university, a mixed use retirement facility was sold out before ground was broken. In the U.S., there are more than 100 university-based retirement communities and the number is growing.

[10] The trend toward suburban life could soon come to an end. Millennials – the generation born between 1981 and 1997 – appear to prefer urban life. They are happier in cities, especially large metropolitan areas, than older generations. The millennial population is growing fastest in metro areas in the Sun Belt and western states, and slowest in the Snow Belt. Topping the list of the fastest-growing metropolitan areas for millennials are Colorado Springs, San Antonio, Denver and Orlando.

Will millennials follow older generations to the suburbs as they marry, have children, recover from the shocks of the Great Recession and find affordable housing? The jury is still out.

Whatever happens, it's unlikely that people will start to move out of cities and suburbs and back into rural areas. Even though increased connectivity and the internet of things will make remote work more possible than before, businesses will continue to concentrate in urban cores, because they profit from being close to one another. (Futurists once thought the telephone would make crowded cities unnecessary.)

I believe that it's likely the U.S. will remain a nation of suburbs for some time to come. That will pose a continuing environmental challenge. But it will also bring a new set of opportunities for millennials, who are predicted to overtake baby boomers by next year as the largest generation in the country. How will that generation remake the suburbs to suit their needs and desires without exacerbating current environmental challenges? The answer has profound implications for the nature of cities and urban life in the U.S.

1. **PART A:** Which statement best identifies the central idea of the text?
 - a. While a majority of Americans live in the suburbs currently, future generations will likely have to occupy cities and rural areas.
 - b. Future generations will be forced to move into cities, as the commute between suburbs and cities will harm the environment.
 - c. Many Americans live in the suburbs, but work in cities, presenting environmental concerns for the future.
 - d. Pollution in the cities will continue to build until people who dwell there are forced to move to rural and suburban areas.

2. **PART B:** Which detail from the text best supports the answer to Part A?
- a. “Smaller metropolitan areas with fewer than 500,000 people have also grown, related to an improving economy and job creation in smaller urban centers. This ongoing shift towards the suburbs has significant environmental repercussions.” (Paragraph 3)
 - b. “In 2016, metropolitan areas contributed US\$16.8 trillion dollars to the nation’s gross domestic product, more than 90 percent of the country’s economy.” (Paragraph 6)
 - c. “Even so, suburban life can look less desirable. As the U.S. population ages, elderly people may end up ‘stranded in the suburbs,’ far from adequate public transit and unable or unwilling to drive.” (Paragraph 9)
 - d. “Will millennials follow older generations to the suburbs as they marry, have children, recover from the shocks of the Great Recession and find affordable housing?” (Paragraph 11)
3. Which of the follow describes the author’s purpose in the text?
- a. to encourage readers to consider living in cities to minimize environmental impacts
 - b. to discuss trends about where people in the U.S. live and the environmental impacts
 - c. to compare the benefits and challenges of living in the city and rural areas
 - d. to highlight the challenges of living in suburban areas in America
4. How does the author’s discussion about millennials contribute to the text (Paragraphs 10-11)?
- a. It suggests that millennials could change the trend of living in suburbs.
 - b. It shows how millennials are more environmentally conscious than past generations.
 - c. It shows how most generations prefer living in cities during their youth.
 - d. It explains why cities are a better fit for millennials than past generations.