

Day 1



9th Grade

Background On April 4, 1968, hundreds of African Americans gathered in Indianapolis, Indiana, for what they thought would be an exciting political event. Presidential candidate Robert F. Kennedy was coming to speak to them. Before he was to deliver his speech, Kennedy was informed that civil rights leader Martin Luther King Jr. had been assassinated earlier that day. Kennedy nevertheless went to the rally, where he found the audience upbeat in anticipation of his appearance. Realizing they were unaware of the tragic events, he began his speech with the following words.

A Eulogy for Dr. Martin Luther King Jr.

Speech by Robert F. Kennedy

CLOSE READ
Notes

- READ** ▶ As you read lines 1–13, begin to collect and cite text evidence.
 - Underline examples of repetition and parallelism.
 - In the margin, note what questions Kennedy poses.

I have bad news for you, for all of our fellow citizens, and people who love peace all over the world, and that is that Martin Luther King was shot and killed tonight.

Martin Luther King dedicated his life to love and to justice for his fellow human beings, and he died because of that effort.

In this difficult day, in this difficult time for the United States, it is perhaps well to ask what kind of a nation we are and what direction we want to move in. For those of you who are black—considering the evidence there evidently is that there were white people who were responsible—

10 you can be filled with bitterness, with hatred, and a desire for revenge. We can move in that direction as a country, in great polarization—black people amongst black, white people amongst white, filled with hatred toward one another.



Martin Luther King Jr., leader of the Southern Christian Leadership Council; Attorney General Robert Kennedy; Roy Wilkins, Executive Secretary of the NAACP; and Vice President Lyndon Johnson after a special White House conference on civil rights (June 1963).

Or we can make an effort, as Martin Luther King did, to understand and to comprehend, and to replace that violence, that stain of bloodshed that has spread across our land, with an effort to understand with compassion and love.

For those of you who are black and are tempted to be filled with hatred and distrust at the injustice of such an act, against all white people, I can
20 only say that I feel in my own heart the same kind of feeling. I had a member of my family killed, but he was killed by a white man. But we have to make an effort in the United States, we have to make an effort to understand, to go beyond these rather difficult times.

My favorite poet was Aeschylus. He wrote, "In our sleep, pain which cannot forget falls drop by drop upon the heart until, in our own despair, against our will, comes wisdom through the awful grace of God."

2. **◀ REREAD** Reread lines 6–13. How does Kennedy use parallelism to emphasize the potential for American society to become more divided?

3. **▶ READ** As you read lines 14–26, underline the options Kennedy offers his audience.

“We will have difficult times. We’ve had difficult times in the past. We will have difficult times in the future.”

What we need in the United States is not division; what we need in the United States is not hatred; what we need in the United States is not violence or lawlessness but love and wisdom, and compassion toward one another, and a feeling of justice towards those who still suffer within our country, whether they be white or they be black.

So I shall ask you tonight to return home, to say a prayer for the family of Martin Luther King, that’s true, but more importantly to say a prayer for our own country, which all of us love—a prayer for understanding and that compassion of which I spoke.

We can do well in this country. We will have difficult times. We’ve had difficult times in the past. We will have difficult times in the future. It is not the end of violence; it is not the end of lawlessness; it is not the end of disorder.

4. **◀ REREAD** Reread lines 18–23. What is Kennedy referring to when he says he “had a member of my family killed . . .”?
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5. **▶ READ** As you read lines 27–46, underline the advice that Kennedy gives to his audience.

40 But the vast majority of white people and the vast majority of black people in this country want to live together, want to improve the quality of our life, and want justice for all human beings who abide in our land.

Let us dedicate ourselves to what the Greeks wrote so many years ago: to tame the savageness of man and to make gentle the life of this world.

Let us dedicate ourselves to that, and say a prayer for our country and for our people.

6. **◀ REREAD AND DISCUSS** With a small group, discuss the central idea Kennedy brings up in his speech. Do you think it's an effective eulogy? Do you think it adequately honored Dr. King?

SHORT RESPONSE

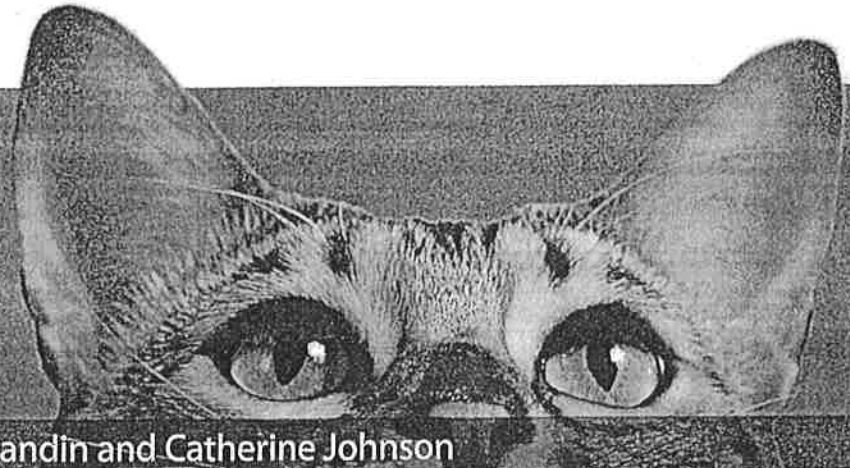
Cite Text Evidence How does Kennedy's use of rhetoric advance his argument? How does his use of parallelism help speak to a racially divided audience? Cite evidence from the text in your response.

Day 2

Background One of the world's most accomplished adults with autism, Temple Grandin is a professor at Colorado State University. She is also the author of several best-selling books, including *Animals In Translation* from which this excerpt is taken. Drawing upon her long career as an animal scientist and her own experiences with autism, *Animals in Translation* provides a unique message about the way animals act, think, and feel. Catherine Johnson, Grandin's coauthor, specializes in writing about the brain. She is also no stranger to autism—two of her sons are autistic.



from
Animals in Translation



Science Writing by Temple Grandin and Catherine Johnson

CLOSE READ
Notes

1. **READ** ▶ As you read lines 1–8, begin to collect and cite text evidence.
 - Underline the claim Grandin makes about animal perception in the first paragraph, and restate it in the margin.
 - Circle the sentence that explains what most people think about animals.
 - Underline Grandin's claim in the second paragraph.

Extreme Perception: The Mystery of Jane's Cat

Compared to humans, animals have astonishing abilities to perceive things in the world. They have *extreme perception*. Their sensory¹ worlds are so much richer than ours it's almost as if we're deaf and blind.

That's probably why a lot of people think animals have ESP.² Animals have such incredible abilities to perceive things we can't that the only explanation we can come up with is extrasensory perception. There's even a scientist in England who's written books about animals having ESP. But they don't have ESP; they just have a supersensitive sensory apparatus.

¹ sensory: of or related to any of the five senses.

² ESP: an abbreviation for extrasensory perception, the act of perceiving or communicating by means other than the five senses.

- Take the cat who knows when its owner is coming home. My friend
- 10 Jane, who lives in a city apartment, has a cat who always knows when she's on her way home. Jane's husband works at home, and five minutes before Jane comes home he'll see the cat go to the door, sit down, and wait. Since Jane doesn't come home at the same time every day, the cat isn't going by its sense of time, although animals also have an incredible sense of time. Sigmund Freud³ used to have his dog with him every time he saw a patient, and he never had to look at his watch to tell when the session was over. The dog always let him know. Parents tell me autistic kids do the same thing. The only explanation Jane and her husband could come up with was ESP. The cat must have been picking up Jane's I'm-coming-home-now thoughts.
- 20 Jane asked me to figure out how her cat could predict her arrival. Since I've never seen Jane's apartment I used my mother's New York City apartment as a model for solving the mystery. In my imagination I watched my mother's gray Persian cat walk around the apartment and look out the

³ Sigmund Freud: Austrian founder of psychoanalysis whose theories significantly influenced modern thought.

2. **◀ REREAD** Reread lines 1–8. In your own words, explain the claim that Grandin makes about animals and ESP. What analogy does she make to get across her point about animals' "abilities to perceive the world"? Support your answer with explicit textual evidence.

3. **▶ READ** As you read lines 9–28, continue to cite textual evidence.
- Underline text describing the perceptive behavior of Jane's cat.
 - Restate the claim that Jane and her husband make about her cat in the margin (lines 9–19).
 - Circle the claim that Grandin gives to account for the cat's behavior, and restate it in the margin (lines 24–28).

“Jane finally gave me the crucial piece of information that solved the cat mystery...”

window. Possibly the cat could see Jane walking down the street. Even though he would not be able to see Jane’s face from the twelfth floor he would probably be able to recognize her body language. Animals are very sensitive to body language. The cat would probably be able to recognize Jane’s walk.

30 Next I thought about sound cues. Since I am a visual thinker I used “videos” in my imagination to move the cat around in the apartment to determine how it could be getting sound cues that Jane would be arriving a few minutes later. In my mind’s eye I positioned the cat with its ear next to the crack between the door and the door frame. I thought maybe he could hear Jane’s voice on the elevator. But as I played a tape of my mother getting onto the elevator in the lobby, I realized that there would be many days when Mother would ride the elevator alone and silent. She would speak on the elevator for only some of the trips—when there were other people in the elevator car with her—but not all of them.

40 So I asked Jane, “Is the cat always at the door, or is he at the door only sometimes?”

She said the cat is always at the door.

That meant the cat had to be hearing Jane’s voice on the elevator every day. After I questioned her some more, Jane finally gave me the crucial piece of information that solved the cat mystery: her building does not have a push-button elevator. The elevator is operated by a person. So when Jane got on the elevator she probably said “Hi” to the operator.

4. **◀ REREAD AND DISCUSS** With a small group, discuss whether you believe Grandin’s explanation for the cat’s behavior in lines 24–28. Why or why not?
5. **▶ READ** As you read lines 29–58, underline places in the text where Grandin refers to her experiences with autism.

50 A new image flashed into my head. I created an elevator with an operator for my mother's building. To make the image I used the same method people use in computer graphics. I pulled an image of my mother's elevator out of memory and combined it with an image of the elevator operator I saw one time at the Ritz in Boston. He had white gloves and a black tuxedo. I lifted the brass elevator control panel and its tuxedoed operator from my Ritz memory file and placed them inside my mother's elevator.

That was the answer. The fact that Jane's building had an elevator operator provided the cat with the sound of Jane's voice while Jane was still down on the first floor. That's why the cat went to the door to wait. The cat wasn't predicting Jane's arrival; for the cat Jane was already home.

6. ◀ **REREAD** As you reread lines 29–54, note in the margin how Grandin's experiences with autism led her to solve the mystery of Jane's cat.

SHORT RESPONSE

Cite Text Evidence Did Grandin's story about Jane's cat convince you that animals have an amazing ability to perceive their world. Why or why not? Explain, citing evidence from the text in your response.

Day 3

Background Poems about family often give us insights not only into the author's life and upbringing, but also into our own. As you read the two poems selected here, think of these lines written by the poet Dylan Thomas: "You can tear a poem apart to see what makes it tick . . . You're back with the mystery of having been moved by words. The best craftsmanship always leaves holes and gaps . . . so that something that is not in the poem can creep, crawl, flash or thunder in."

Poems About Family

My Ceremony For Taking	Lara Mann
The Stayer	Virgil Suárez

Lara Mann was born in Kansas, and is a member of the Choctaw Nation of Oklahoma. She is of English, Irish, Choctaw, French, German, Scottish, Spanish, Cherokee, Welsh, and Mohawk descent. Common themes in her work include the integration of both Native American and American culture and exposing the inaccurate stereotypes that many Americans assign to Native Americans.



Virgil Suárez By the time Virgil Suárez was twelve years old, his family had moved across the ocean twice—first from Cuba to Spain and then from Spain to the United States. These childhood experiences continue to influence the predominant themes of Suárez's works— family ties, immigration, and exile. He draws upon his own memories of people and places for his work, and credits his family for providing him with such an interesting array of characters. He notes, "I write about my life, and my life informs my writing."



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1. **READ** ▶ As you read lines 1–24, begin to collect and cite text evidence.
 - Underline words and phrases that have similar meanings.
 - Circle examples of figurative language.
 - In the margin, write your interpretation of lines 1–5.

My Ceremony For Taking

Lara Mann

No one told me how it should be, these steps
for taking. Some things I know without being told.
The words told to me ended my family,
the words I told burned my family's death scaffold;
5 those things we say when we are hurt, to hurt.

I wanted to take pieces of my ancestor's
homes with me, the way some homelands are sacred.
The way some carry their birth dirt for protection.
But these locations are revered, and for me,
10 the taking was blasphemous.

My parents split, and I felt
absolutely halved, though what was left of me
was unclear. I needed a ceremony.
It had to require pain,
15 a sacrifice. It had to be missed.

That summer, when we went, my dad and I,
back to Alabama and Mississippi
to try to fix our **fissured** selves.
I pulled out hair many times.

20 Choctaws were known for hair: long, thick, honor-
banner. I gave of myself. My hair was my thanks:
parts of me pulled out, white-root waving; a lock,
not just a strand, pressed into the dirt I took
for payment, to leave part of myself.

fissure:

2. **REREAD** ◀ Reread lines 11–24 of "My Ceremony For Taking." In the margin, explain why the speaker feels "split."

3. **READ** ▶ As you read lines 1–34 of “The Stayer,” collect and cite text evidence.

- Circle reasons for Chicho staying in Cuba.
- In the margin, explain why Chicho is called “crazy.”
- Underline figurative language, or descriptive words, that create tone.

The Stayer

Virgil Suárez

Simply, my uncle Chicho stayed
back in Cuba, against the family’s
advice, because everyone left

and he chose to stay, and this act
5 of staying marked him as “crazy”
with most of the men, and he stayed

there in a shack behind my aunt’s
clapboard house, sat in the dark
of most days in the middle

10 of the packed-dirt floor and nodded
at the insistence of light, the way
it darted through holes in the tin

roof where the rain drummed
like the gallop of spooked horses.

15 This is where he was born, he chanted

under his breath to no one, why should
he leave, live in perpetual longing
within exile? He learned long ago

to count the passing of time
20 in how **motes** danced in the shaft
of white light, the *chicharras*¹ echoed

notes:

their trill against the emptiness
of life, against the wake of resistance
in this place he knew as a child,

¹ *chicharras*: cicadas, insects that produce a loud buzzing noise.

penumbra:

25 as a man, *un hombre*, bend against the idea
of leaving his country, call him loco.²
What nobody counted on was that answers

come on to those who sit in the
quiet of their own countries, tranquil

30 in the **penumbra**, intent on hearing the song

of a *tomegüín*³ as it calls for a mate
to come nest in the shrubs out there,
while in here, he witnesses how light

fills the emptiness with the meaning of stay.

² *loco*: crazy.

³ *tomegüín*: a small bird native to Cuba.

4. ◀ **REREAD** Reread "The Stayer." How does the phrase "live in perpetual longing within exile" reflect the overall meaning of the poem?

SHORT RESPONSE

Cite Text Evidence In what ways does each poet use figurative language to communicate a large or complex idea? Cite evidence from the text.
