

Class Expectations for the Week of 3/23/20

Social Studies:

Complete the John Brown Debate packet. There are pages to read, analyze, and answer questions. Use the information you learn to complete the DBQ (document-based question) question on the front of the packet. Lined paper has been included. Your response should read like a well-written ERQ using the documents included in the packet. This assignment is also on Google Classroom for both Mr. Jackson & Mrs. Kennedy.

Math (Ms. Phelps classes):

- If you have internet capabilities, complete the assignments on Google Classroom for March 23, 24, 25, 26, 27 (two total assignments)
- If you do NOT have internet capability, complete the math questions in this week's packet for Ms. Phelps Classes. They are over TRANSFORMATIONS & PYTHAGOREAN THEOREM

Math (Mr. Buynaks 6th period): Google Classroom Code: 5wnehrr

- If you have internet capabilities, complete the assignments on Google Classroom for March 24, 25, 26, 27.
- If you do NOT have internet capability, complete the math questions in this week's packet for Buynak 6th Period.

Algebra: (1st, 2nd, and 4th Periods):

- If you have internet capabilities, complete the assignments on Google Classroom for March 24, 25, 26, 27. Google Classroom has the notes, examples, and videos to help with each lesson.
- If you do NOT have internet capability, complete the math questions in this week's packet for Buynak 1st, 2nd, and 4th Periods.
- Reminds will be sent daily containing the notes, examples, and videos to help with the lessons.
- Google Classroom Codes: 1st Period: 2v064qw 2nd Period: ste7ffa 4th Period: kntv2fj

Language Arts:

For week 2, read chapters 5–8 of *The Giver*. Complete the worksheets on euphemisms and inference, either on paper from the packet or in Google Classroom, where they will be posted. Complete the second vocabulary list, either online on vocabulary.com or by completing Frayer model squares for the next set of words in the packet.

Science:

Included in this week's packet is a ReadWorks article, you will need to read the article and then complete the 10 attached questions. Students who are in Mr. Frantz's class will work only on the paper copy. Students in Mr. Hansons' class has the option to complete this online or using the paper copy. The answers need to be turned back in and the students can keep the reading for themselves.

5th Period/Reading:

Read your AR book 30 minutes daily! Choose one day this week to do the following:

*If you're reading a fiction book: Describe the characters using complete sentences. Illustrate the setting. Describe the plot. Illustrate the solution.

*If you're reading a non-fiction book answer the following questions: What is the author's purpose? What are the text features that are in this non-fiction text? Illustrate the main idea of the text.

8th Grade Students & Parents,

What a unique situation we have found ourselves in! We will do our best to guide you all through the instructional part. Just like this past week, you have the CHOICE between doing the paper packet or doing your work through google classroom. As long as you complete one, you've accomplished your instructional goal for the week in our classes.

On the following page, you will see a list of assignments/instructions for the week of 3/23 with assignments/instructions.

Again, the assignments will be graded, so you need to complete the work with that in mind. We did our best to assign work that will keep your brain connected to the content we teach. Your teachers know that you may have questions, so please contact us. We look forward to hearing from you.

You will have access to ALL of your teachers throughout the school day. You can contact us each at the following emails or through google classroom.

sean.buynak@spencer.kyschools.us

stephanie.phelps@spencer.kyschools.us

nathan.frantz@spencer.kyschools.us

ike.hanson@spencer.kyschools.us

bethany.olson@spencer.kyschools.us

ronda.cox@spencer.kyschools.us

wes.jackson@spencer.kyschools.us

patricia.kennedy@spencer.kyschools.us

marissa.pollock@spencer.kyschools.us

brandon.johnson@spencer.kyschools.us

duane.hume@spencer.kyschools.us

brenna.murray@spencer.kyschools.us

michael.gross@spencer.kyschools.us

tracy.sztanya@spencer.kyschools.us

miranda.foree@spencer.kyschools.us

pam.davis@spencer.kyschools.us

tyler.eldridge@spencer.kyschools.us

stacy.larue@spencer.kyschools.us

We look forward to seeing your smiling faces in a few weeks. Stay healthy!

Sincerely,

Your 8th Grade Teachers

Arts and Humanities Class:

Please look for the instructions below pertaining to your child's two arts and humanities classes. Once the student has completed their Arts and Humanities assignment for the week, they will need a parent/guardian signature.

Spanish: Same as last week

Complete at least three 20 minute sessions on Edgenuity this week and at least two 15 minute sessions on the Quizlet vocabulary study set posted on Google Classroom.

P.E: Same as last week

PE students should be doing each day at least 15-20 minutes of exercise that will get your heart rate up a workout range. 160 beats per minute. These can be done indoor or outdoor weather permitting. Example- Play basketball, ride a bike around the neighborhood, take the family dog for a brisk jog, play tag, or bump a volleyball with a family member.

Here are some other activities for Indoor.

- Jumping Jacks. Count out 10 jumping Jacks or as many as you can do!
- Scissor Jumps. Position one leg in front of the other. ...
- Touch Your Toes. Stretch up to the sky on tippy toes and then bend down to touch the ground. ...
- Ball It and Bounce. ...
- Push Ups

Here is a video students can follow or parents can come up with their own workout for students.

<https://www.youtube.com/watch?v=dhCMOC6GnrY>

Playwriting/Film: Same as last week

Please watch a movie, tv show, or recorded play and answer the following questions:

1. What is the theme (message/lesson) of the story?
2. How did the actors' costumes help to communicate character?
3. What props (objects) do the actors use?
4. How did the scenery help to show the audience the setting and tell the story?

8th Grade Advanced Drama: Same as last week

Please draw and design a T-Shirt that could be used to help publicize Big Top: Scooby Doo. Please use color in your design. The shirt can be 2 sided (front and back), but does not have to be.

8th Grade Computer Skills 4 Classes:

If you are unable to log into the Internet please do the following assignment for this week. In a one paper paper, tell me what business you would start in Spencer County. What would it take to start this business and share how this business would benefit Spencer County?

8th Grade Computer Literacy Class: Same as last week

Complete at least 20 minutes sessions on Edgenuity daily. If you are unable to log into the Internet please do the following assignment for this week. Pick a Computer Science career from your lesson one study guide. (Examples: System Analysts Software or Hardware Engineers, Computer Support Specialists) Write a one page report including: What type of education is required for that career? What type of job responsibilities would that person perform daily? Also include if you could see yourself being involved with a Computer Science career.

Social and Emotional Learning (Mindfulness): Same as last week

Complete a journal entry daily and at least 10-15 minutes of the emotions worksheet packet.

Choir: Same as last week

Practice 30 mins of music a day for the spring concert. The link below is of the arrangement from the song they received at school.

<https://www.youtube.com/watch?v=FaKq5m2XiZ4>

https://www.youtube.com/watch?v=7_-BX0-ghow

8th Grade Band: Same as last week. Add playing in two Octaves

Warm Up: Concert F with a Tuner (Google Search or App Store for tuner). New Warm-Ups will be posted in Google Classroom

Assignment: Practice your scales in half notes at 60 bpm making it all the way to the release of each note with good air and tone while playing at least four notes per breath. ALSO! Be able to spell your scales using correct flat, natural, or sharp for each note, in time with a metronome. Once you can do both of these you can move up to quarter notes

Scales: Concert Bb Major, Concert F Major, Concert Eb Major, Concert Ab Major, Concert C Major, Concert G Major, Concert Db Major, Concert D Major. Extra scales will be uploaded to Google Classroom

Music: You are free to work on ANYTHING from the Yellow or Red Book (Essential Elements: Book 1 or Book 2) or the Gold Book.

If you are able to access Google Classroom from home there will be additional optional assignments from the Yellow Book (EE: Book 1) and other sources.

General Music

Assignment is to find a trusted adult and ask them about their favorite song right now and their favorite song when they were your age and listen to the songs together. Record their answers and reactions in your notebook. Then, share your current favorite song with them and ask for their opinion whether they liked it or not and why. Record their answers. How does that make you feel? What does that make you think about? Or any other follow up questions you think are interesting or notable.

Art Class:

Keep a Sketch Journal. Draw daily 15-20 minutes. Create a variety of portraits. Look closely at your subjects (live models or photographs) for shapes, lines, shadows and textures. Carefully record details in your drawing. Pick a type of portrait each day from the list below:

Self-portrait using a mirror to see yourself, include the head and neck only. One person sitting in a chair or sofa. One animal playing with an object. A group of three or more people doing an activity together. One person in profile pose (from the side). A group of three or more animals resting. One person in full body pose shown from the back

Advance Art Class: Same as last week

Create a collection of 3 artworks that are connected by either a theme, a process or the type of media to create. Write a very brief artist statement that describes your inspiration for the pieces and how your creativity developed as you created them. OR Continue to work on your picture book. Write/revise your story for your picture book and draft illustrations for it.

Arts and Humanities courses:

Please sign the statement below and return to school at the end of the week.

My student has performed their Arts and Humanities assignments for this school week 3/16 - 3/20

Print Student Name _____

Parent Signature _____

Print Parent Name _____

Adding and Subtracting Polynomials

Simplify each expression.

1) $(6x + 6) - (5x - 6)$

- A) $9x + 12$ B) $5x + 12$
 C) $x + 12$ D) $16x + 12$

2) $(7b^3 + 4b^2) - (8b^3 - 6b^2)$

- A) $-b^3 + 10b^2$
 B) $-b^3 + 16b^2$
 C) $-8b^3 + 16b^2$
 D) $-13b^3 + 16b^2$

3) $(6p^3 - 4p^4) + (5p + 7p^3)$

- A) $-4p^4 + 11p^3 + 5p$
 B) $-4p^4 + 13p^3 + 5p$
 C) $11p^3 + 13p$
 D) $11p^3 + 5p$

4) $(6 + 3n^3 - 2n^2) - (2 + 5n^3 - 8n)$

- A) $3n^3 + 3n^2 + 2n + 4$
 B) $-2n^3 - 2n^2 + 2n + 4$
 C) $-2n^3 + 3n^2 + 2n + 4$
 D) $-2n^3 - 2n^2 + 8n + 4$

5) $(5 + 6b - 6b^3) - (4b^3 + 4b + 6)$

- A) $-12b^3 + 2b - 8$
 B) $-10b^3 + 2b - 1$
 C) $-12b^3 + 7b - 8$
 D) $-10b^3 + 2b - 8$

6) $(8 + 3x^2 - 3x) + (1 - 4x^2 + 7x)$

- A) $-x^2 + 11x + 9$
 B) $-x^2 + 8x + 9$
 C) $-x^2 + 4x + 9$
 D) $-x^2 + 7x + 9$

7) $(3n^3 - 8n^2 - n - 8) + (5 - 6n^2 - 5n) - (6n^2 - 7n)$

- A) $3n^3 - 20n^2 + 4n - 3$
 B) $3n^3 - 20n^2 + 2n - 3$
 C) $3n^3 - 20n^2 + n - 3$
 D) $3n^3 - 26n^2 + 2n - 3$

8) $(4 - 4x^4 - 7x - 2x^2) + (3x^4 + 2x^2 - 6x) - (1 - 5x^4)$

- A) $4x^4 - 13x + 3$ B) $x^4 - 10x + 3 + 8x^2$
 C) $x^4 - 10x + 3$ D) $x^4 - 13x + 3$

9) $(2x^2 - 3x^4) + (5x^4 + 3x^2) + (7x^4 - 8x)$

- A) $3x^4 + 2x^2 - 8x$
 B) $8x^4 + 2x^2 - 8x$
 C) $9x^4 + 2x^2 - 8x$
 D) $9x^4 + 5x^2 - 8x$

10) $(3b - 8) + (b - 7b^2) - (4b + 5)$

- A) $-7b^2 - 20$ B) $-6b^2 - 20$
 C) $-6b^2 - 26$ D) $-7b^2 - 13$

Multiplying Polynomials

Date _____ Period _____

Find each product.

1) $7(5n - 2)$

- A) $42n^2 + 7n$ B) $3n + 15$
C) $35n - 14$ D) $20n - 5$

3) $3v^4(v + 7)$

- A) $42v^2 + 42v$ B) $3v^5 + 21v^4$
C) $12v - 36$ D) $32v + 40$

5) $(5n - 7)(3n - 8)$

- A) $7n^2 + 18n + 8$
B) $15n^2 + 19n - 56$
C) $15n^2 - 61n + 56$
D) $7n^2 + 10n - 8$

7) $(n - 1)(5n + 6)$

- A) $48n^2 + 74n + 28$
B) $5n^2 + n - 6$
C) $48n^2 - 10n - 28$
D) $5n^2 - 6$

9) $(3n + 4)(8n - 2)$

- A) $8n^2 + 9n - 14$
B) $24n^2 - 38n + 8$
C) $24n^2 - 8$
D) $24n^2 + 26n - 8$

2) $2r^2(4r + 8)$

- A) $36r^2 - 12r$ B) $30r - 25$
C) $24r^2 - 36r$ D) $8r^3 + 16r^2$

4) $6v^3(v + 4)$

- A) $14v^2 + 56v$ B) $5v^2 - 15v$
C) $35v - 7$ D) $6v^4 + 24v^3$

6) $(7n - 7)(n - 5)$

- A) $7n^2 - 42n + 35$
B) $7n^2 - 28n - 35$
C) $7n^2 + 35$
D) $7n^2 + 28n - 35$

8) $(n + 8)(4n + 2)$

- A) $4n^2 + 34n + 16$
B) $4n^2 + 16$
C) $4n^2 + 35n + 49$
D) $4n^2 - 30n - 16$

10) $(k + 6)(3k - 7)$

- A) $3k^2 + 11k - 42$
B) $21k^2 + 71k + 40$
C) $21k^2 + 41k - 40$
D) $8k^2 + 18k - 35$

Multiplying Special Cases

Date _____ Period _____

Find each product.

1) $(6x + 5)^2$

- A) $64x^2 - 48x + 9$
- B) $36x^2 - 25$
- C) $36x^2 + 25$
- D) $36x^2 + 60x + 25$

2) $(4p + 2)^2$

- A) $16p^2 + 4$
- B) $36p^2 - 48p + 16$
- C) $16p^2 - 4$
- D) $16p^2 + 16p + 4$

3) $(2r - 4)^2$

- A) $4r^2 + 16$
- B) $2r + 16$
- C) $4r^2 - 16r + 16$
- D) $4r^2 - 16$

4) $(2n + 2)^2$

- A) $4n^2 - 4$
- B) $36n^2 + 60n + 25$
- C) $4n^2 + 8n + 4$
- D) $4n^2 + 4$

5) $(5 - 5r)^2$

- A) $25 - 50r + 25r^2$
- B) $25 - 25r^2$
- C) $5 + 25r^2$
- D) $25 + 25r^2$

6) $(5x + 7)^2$

- A) $25x^2 + 70x + 49$
- B) $25x^2 - 49$
- C) $5x + 49$
- D) $25x^2 + 49$

7) $(x + 7)^2$

- A) $x^2 + 8x + 16$
- B) $x^2 + 49$
- C) $x^2 - 49$
- D) $x^2 + 14x + 49$

8) $(7p + 6)^2$

- A) $7p + 36$
- B) $49p^2 + 84p + 36$
- C) $49p^2 - 36$
- D) $49p^2 + 36$

Factoring

Date _____ Period _____

Factor each completely.

1) $k^2 - 9k + 8$

- A) $k(k - 4)$
- B) $(k + 3)(k + 8)$
- C) $(k - 1)(k + 8)$
- D) $(k - 1)(k - 8)$

3) $b^2 + 10b + 21$

- A) $(b - 3)(b + 7)$
- B) $(b + 3)(b - 7)$
- C) $(b + 7)(b + 6)$
- D) $(b + 3)(b + 7)$

5) $2a^2 - 19a - 10$

- A) $(5a - 6)(a - 10)$
- B) $4(3a + 1)(a + 4)$
- C) $(2a + 1)(a - 10)$
- D) $2(a + 1)(a + 5)$

2) $p^2 + 2p - 3$

- A) $(p - 1)(p + 4)$
- B) $(p + 3)(p - 1)$
- C) $(p - 6)(p - 3)$
- D) $(p + 3)(p + 1)$

4) $5b^2 + 31b + 6$

- A) $6(3b + 7)(b - 5)$
- B) $(5b - 7)(b - 5)$
- C) $(5b - 1)(b - 6)$
- D) $(5b + 1)(b + 6)$

6) $14n^2 + 30n + 4$

- A) $2(n + 1)(7n - 2)$
- B) $2(7n + 1)(n + 2)$
- C) $n(7n + 3)$
- D) $(n + 1)(7n + 2)$

Like Terms

Date _____ Period _____

Simplify each expression.

1) $5a + 9a$

- A) $16a$ B) $15a$
C) $14a$ D) $10a$

3) $-5x + 5x$

- A) $8x$ B) 0
C) $-2x$ D) $-11x$

5) $-10(9v + 7)$

- A) $-6 + 6v$ B) $-90v - 70$
C) $-6 + 12v$ D) $-90v - 60$

7) $4v - 3(-8v - 3)$

- A) $9 - 7v$ B) $28v + 9$
C) $44 + 20v$ D) $66 + 56v$

9) $-5(1 + 4m) + 2(m - 2)$

- A) $-4 - 18m$ B) $2 - 18m$
C) $-2 - 18m$ D) $-9 - 18m$

2) $-9k - 6k$

- A) $8k + 7$ B) $k + 7$
C) $-15k$ D) -2

4) $3(9 - 3r)$

- A) $27 - 9r$ B) $45 + 15r$
C) $63 + 63r$ D) $36 - 9r$

6) $-5(8 - 9a)$

- A) $-40 + 45a$ B) $-7 - 3a$
C) $10 - 70a$ D) $-2 + 12a$

8) $-3 - 10(5n - 7)$

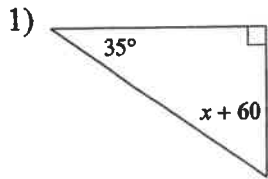
- A) $69 - 50n$ B) $38 + 63n$
C) $67 - 50n$ D) $72 - 50n$

10) $-10(10n - 5) + 10(-2n - 10)$

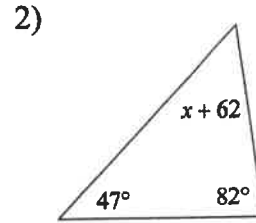
- A) $-96 + 38n$ B) $-120n - 50$
C) $-120n - 51$ D) $24n - 8$

Triangle - Angle Sums

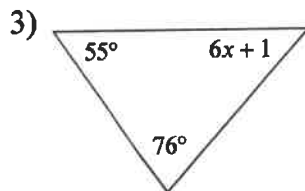
Date _____ Period _____

Solve for x .

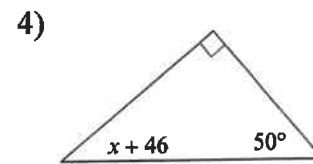
- A) 4 B) -5
C) 9 D) -12



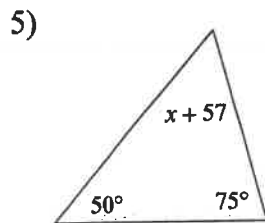
- A) 12 B) -3
C) -11 D) -9



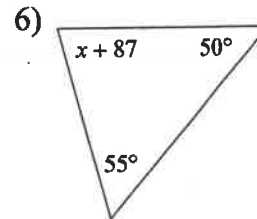
- A) 8 B) -4
C) -6 D) 12



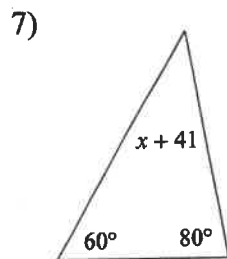
- A) 10 B) -6
C) 6 D) -4



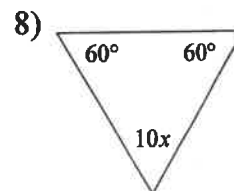
- A) -2 B) -5
C) 6 D) 9



- A) -5 B) 4
C) 6 D) -12



- A) -8 B) 1
C) -1 D) -3



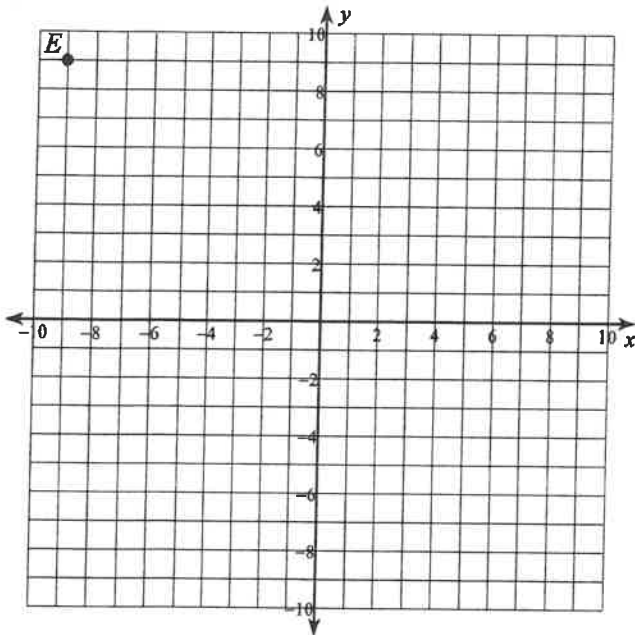
- A) -10 B) -6
C) 6 D) 11

Assignment

Date _____ Period _____

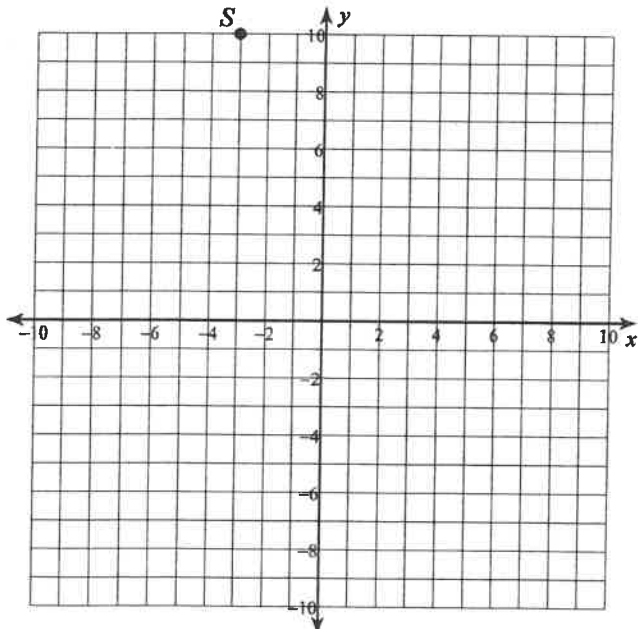
State the coordinates of each point.

1)



- A) $E(-9, -9)$ B) $E(9, -9)$
C) $E(9, 9)$ D) $E(-9, 9)$

2)

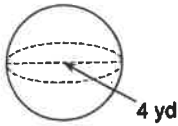


- A) $S(-3, 9)$ B) $S(-10, -3)$
C) $S(-3, -10)$ D) $S(-3, 10)$

Volume

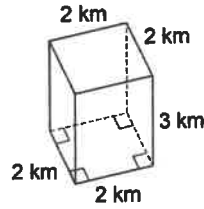
Find the volume of each figure. Round your answers to the nearest hundredth, if necessary.

1)



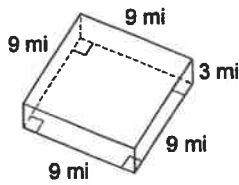
- A) 18.1 yd^3
- B) 268.08 yd^3
- C) 33.51 yd^3
- D) 40.96 yd^3

2)



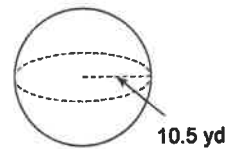
- A) 5 km^3
- B) 19 km^3
- C) 12 km^3
- D) 14 km^3

3)



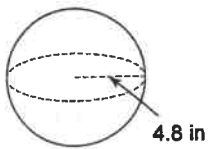
- A) 346 mi^3
- B) 143 mi^3
- C) 217 mi^3
- D) 243 mi^3

4)



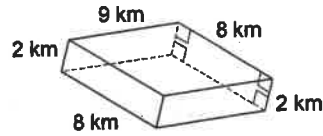
- A) 5747.96 yd^3
- B) 4849.05 yd^3
- C) 6056.91 yd^3
- D) 4109.05 yd^3

5)



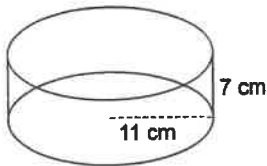
- A) 412.12 in^3
- B) 681.66 in^3
- C) 463.25 in^3
- D) 686.06 in^3

6)



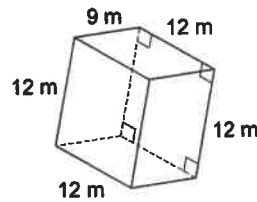
- A) 136 km^3
- B) 144 km^3
- C) 183 km^3
- D) 142 km^3

7)



- A) 3015 cm^3
- B) 2660.93 cm^3
- C) 2820.85 cm^3
- D) 3652.42 cm^3

8)



- A) 1296 m^3
- B) 1682 m^3
- C) 1619 m^3
- D) 1248 m^3

QUIZIZZ

Transformations

20 Questions

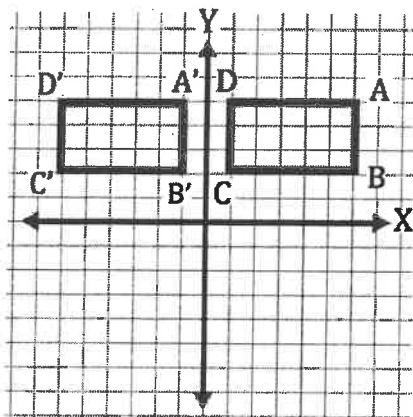
NAME : _____

CLASS : _____

DATE : _____

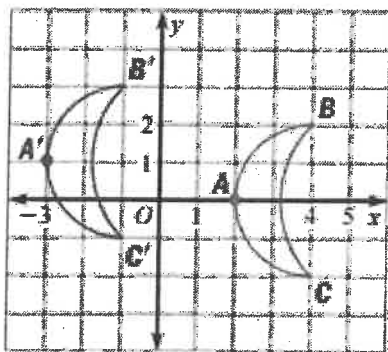
1. When you translate, $(x-4,y)$ will move _____.

2.



Identify the transformation from ABCD to A'B'C'D'.

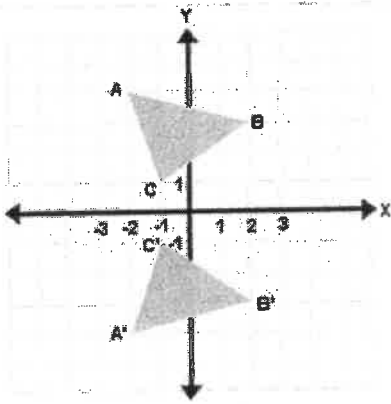
3.



Identify the transformation.

4. Point $(-5,2)$ is reflected over the y axis. Where is the new point located?

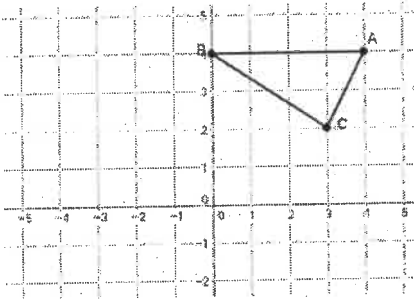
5.



The image shows what type of transformation

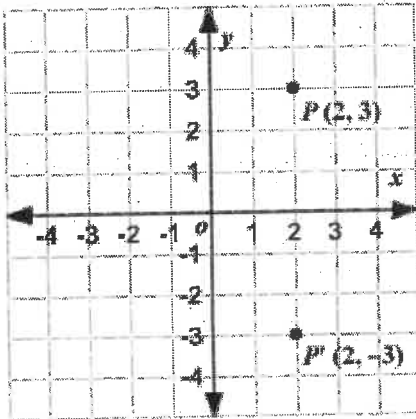
6. Point $(7,2)$ is translated vertically 2 units and horizontally -5 units. Where is the new point located?

7.



Reflect Point C over the y-axis:

8.



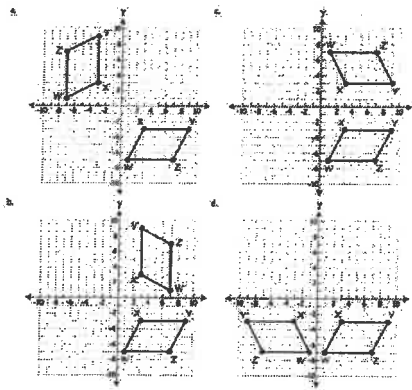
Reflections over the x-axis change the ____ - ____.

9. When $(3,-2)$ is reflected across the x-axis the resulting image point is:

10. Reflect $(3,5)$ over the y-axis.

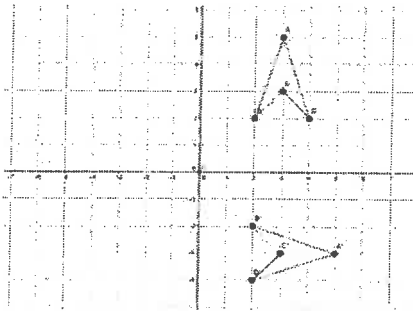
11. Rotating a pre-image ____ degrees will place it back to its original position.

12.



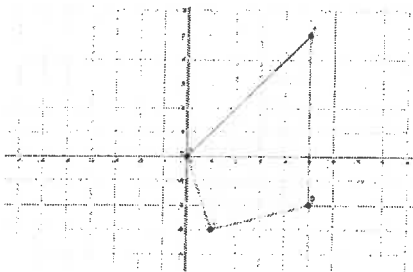
Which answer shows a reflection across the y-axis?

13.



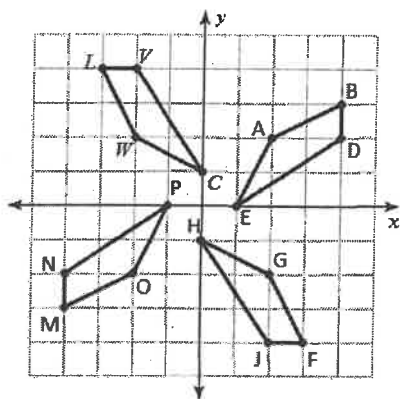
What is the angle of rotation for this counterclockwise rotation about the origin?

14.



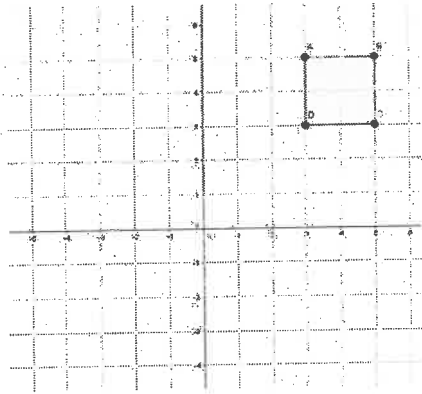
If you were to rotate ABCD 180° about the origin, what would the coordinates of B' be?

15.



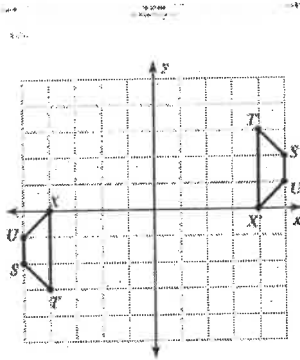
Which figure is the image of MNOP rotated 270° ?

16.



If you were to rotate ABCD 90° counterclockwise about the origin, what would the coordinate of A' be?

17.



How many degrees was the figure rotated?

18. A positive integer describes a translation moves...

19. A positive integer describes a translation

20. A negative integer describes a translation

QUIZIZZ

Pythagorean Theorem

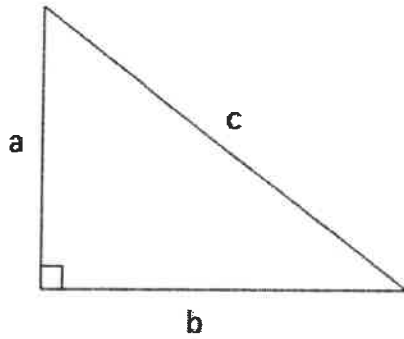
12 Questions

NAME : _____

CLASS : _____

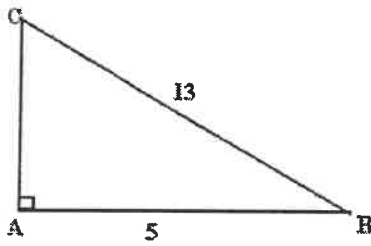
DATE : _____

1.



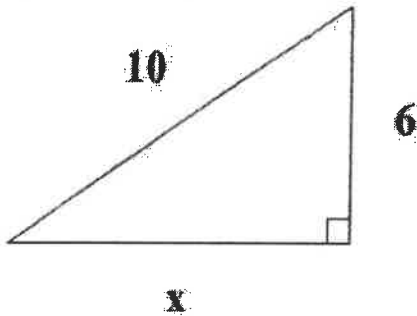
What is the relationship between the sides in the Pythagorean Theorem shown?

2.



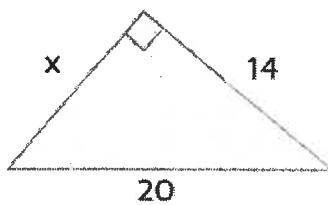
What is the length of the missing side?

3.



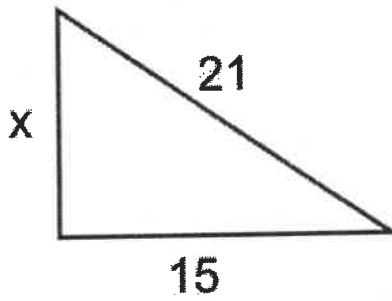
What is the length of the missing side?

4.



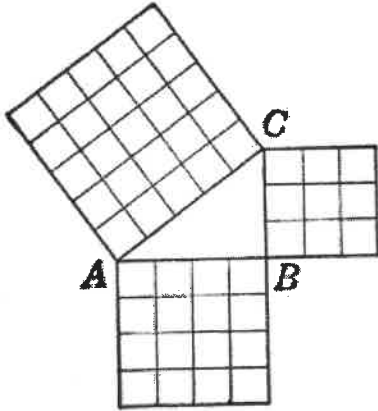
Which equation reflects the right triangle shown?

5.



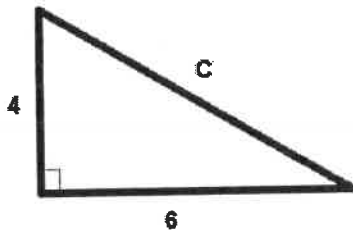
Which equation can be used to solve for "x"?

6.



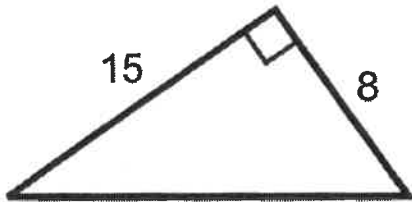
Which Pythagorean Triple does the picture illustrate?

7.



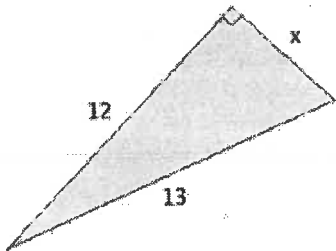
Find the value of "c"

8.



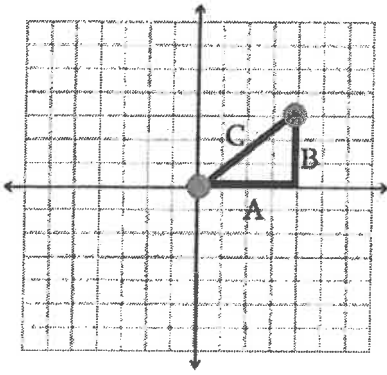
Determine the length of the missing side.

9.



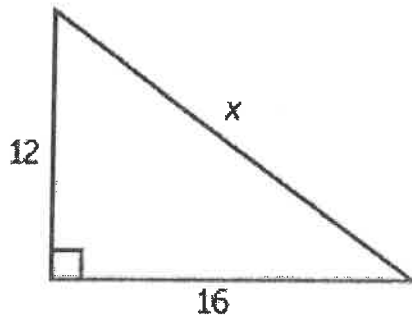
Which equation can NOT be used to find the length of the missing side?

10.



What is the length of the hypotenuse in the triangle shown?

11.



What is the value of "x"?

12. The legs of a right triangle have lengths 10 and 24. What is the length of the hypotenuse?

Euphemisms

A euphemism is, at best, a more gentle or tactful term for a difficult, painful, or embarrassing subject. One who says "We had the dog *put to sleep*" instead of "We had the dog *killed*" is using a euphemism. Euphemisms can be used to distance us from reality and are often employed by politicians or military leaders for this purpose. Consider the topics below and write your responses in complete sentences.

1. What is actually meant by the term 'stirrings'?

2. What is meant by the term 'release'?

3. Consider the terms below and list at least 3 (or more if you are able) euphemisms our society uses for the term. Remember that euphemisms are 'easier' and supposedly kinder ways to say something, not just different and certainly not harsher ways. "Kick the bucket" is not a euphemism for "die." (It's an idiom, but that's another story.)

• Die: _____

• Fat: _____

• To fire (an employee): _____

4. What are the benefits of using euphemisms? What are the disadvantages?

Name _____

Making Inferences

As you read a literary work, you begin to make inferences or logical guesses about what's going on in the story and what it means. These inferences are based on the evidence in the story as well as on your own experience. To complete the chart below, first summarize the reactions of the characters after each event or revelation. Then make an inference based on what you know.

	EVENT OR REVELATION	REACTION	WHAT YOU CAN INFER
Chapter 5	Jonas has a dream and is told that he must begin taking pills.	From Jonas: Jonas remembers Asher taking pills, just like the adults.	The pills suppress the effects of puberty.
Chapter 6	The Elder recalls how Asher was "disciplined" until he learned the difference between "snack" and "smack."	From the audience:	
Chapter 7	The community replaces the child Caleb, who was lost, with a new child called Caleb.	From Jonas:	
Chapter 8	Jonas is selected to be the next Receiver of Memory.	From Jonas:	



LOIS LOWRY ▶ THE GIVER

Chapters 5–8

✓ Vocabulary.com

Twelve-year-old Jonas lives in a regimented community that is free from pain and suffering — but also free from joy, independence, and even color. When he is appointed the community's Receiver of Memory, Jonas begins to question everything he has been taught.

infraction

✓ a violation of a law or rule

*Jonas said the standard phrase automatically, and tried to pay better attention while his mother told of a dream fragment, a disquieting scene where she had been chastised for a rule **infraction** she didn't understand.*

"Disquieting" means "causing mental discomfort"—with an important position in the Department of Justice, Jonas's mother would know all the rules and be the one who scolds others for breaking them, which is why a dream like this would be disquieting to her.

reluctant

✓ not eager

Together they agreed that it probably resulted from her feelings when she had reluctantly dealt punishment to the citizen who had broken the major rules a second time.

interdependence

✓ a relation between entities that rely on each other

*Fours, Fives, and Sixes all wore jackets that fastened down the back so that they would have to help each other dress and would learn **interdependence**.*

emblem

✓ a visible symbol representing an abstract idea

*The bicycle, at Nine, would be the powerful **emblem** of moving gradually out into the community, away from the protective family unit.*

reprieve

✓ a relief from harm or discomfort

*He had been given an unusual and special **reprieve** from the committee, and granted an additional year of nurturing before his Naming and Placement.*

inadequate

✓ lacking the requisite qualities or resources to meet a task

*Normally such a newchild would be labeled **Inadequate** and released from the community.*

relinquish

✓ release, as from one's grip

*Each family member, including Lily, had been required to sign a pledge that they would not become attached to this little temporary guest, and that they would **relinquish** him without protest or appeal when he was assigned to his own family unit at next year's Ceremony.*

accompany

✓ go or travel along with

*But many came to the stage **accompanied** by another child beaming with pride to receive a little brother or sister, the way Jonas had when he was about to be a Five.*

exuberant

✓ joyously unrestrained

*The audience applause, which was enthusiastic at each Naming, rose in an **exuberant** swell when one parental pair, glowing with pride, took a male newchild and heard him named Caleb.*

somber

✓ grave or even gloomy in character

*The entire community had performed the Ceremony of Loss together, murmuring the name Caleb throughout an entire day, less and less frequently, softer in volume, as the long and **somber** day went on, so that the little Four seemed to fade away gradually from everyone's consciousness.*

dutiful

✓ willingly obedient out of a sense of respect

Jonas could see them applauding dutifully as the Nines, one by one, wheeled their new bicycles, each with its gleaming name tag attached to the back, from the stage.

transgression

✓ the violation of a law or a duty or moral principle

*His **transgressions** were small ones, always: shoes on the wrong feet, schoolwork misplaced, failure to study adequately for a quiz.*

infringe

✓ go against, as of rules and laws

*But each such error reflected negatively on his parents' guidance and **infringed** on the community's sense of order and success.*

"Infringe" (verb) and "infraction" (noun) both come from the Latin word "frangere" which means "to break." Within the verb "infringe" is the noun "fringe" which means "a marginal, peripheral or secondary part." Only The Receiver can live on the fringe of the community, is allowed to infringe on its rules, and is still highly respected.

violation

✓ a crime less serious than a felony

*But invariably the grinning Nines, who in technical **violation** of the rule had been practicing secretly for weeks, would mount and ride off in perfect balance, training wheels never touching the ground.*

distinguish

✓ be a distinctive feature, attribute, or trait

*Jonas never found the Ceremony of Ten particularly interesting—only time-consuming, as each child's hair was snipped neatly into its **distinguishing** cut: females lost their braids at Ten, and males, too, relinquished their long childish hair and took on the more manly short style which exposed their ears.*

unaccustomed

✓ not habituated to; unfamiliar with

*He saw the Tens stroking their new shortened hair, the females shaking their heads to feel the **unaccustomed** lightness without the heavy braids they had worn so long.*

meticulous

✓ marked by extreme care in treatment of details

The community was so meticulously ordered, the choices so carefully made.

correspond

✓ be compatible, similar, or consistent

*All of the factors—disposition, energy level, intelligence, and interests—had to **correspond** and to interact perfectly.*

scrupulous

✓ characterized by extreme care and great effort

Like the Matching of Spouses and the Naming and Placement of newchildren, the Assignments were scrupulously thought through by the Committee of Elders.

"Scrupulous" when it's not synonymous with "meticulous" means "having ethical or moral principles"--this fits the description of the Committee of Elders, since they take extreme care to match assignments to each individual so that everyone would lead happy and productive lives that would contribute to the greater good of the community.

exasperated

✓ greatly annoyed; out of patience

*Jonas always chuckled when he heard a parent, **exasperated**, call sharply to a whining toddler, "That's enough, Twenty-three!"*

solemnly

✓ in a serious and dignified manner

*"Have you checked the rules, Jonas?" Pierre was always whispering **solemnly**. "I'm not sure that's within the rules."*

profound

✓ far-reaching and thoroughgoing in effect

*The speech was much the same each year: recollection of the time of childhood and the period of preparation, the coming responsibilities of adult life, the **profound** importance of Assignment, the seriousness of training to come.*

impose

✓ compel to behave in a certain way

*She would enjoy the three years of being pampered that would follow her brief training; she would give birth easily and well; and the task of Laborer that would follow would use her strength, keep her healthy, and **impose** self-discipline.*

"Impose" also means "inflict something unpleasant"--this definition might've been intended by the author Lowry, but the example sentence is from the perspective of Jonas, who agrees with the Committee's choice. Although Inger would start off as "Birthmother" before switching, "Laborer" is a pun that could fit both parts of her assignment (to labor is to "undergo the effects of childbirth" or "work hard").

precision

✓ the quality of being reproducible in amount or performance

*And **precision** of language was one of the most important tasks of small children.*

"Precise" means "sharply exact or accurate" or "characterized by perfect conformity to fact or truth"--the given reason for language precision is "to ensure that unintentional lies were never uttered," but a hidden reason could be to limit and control the citizens' thoughts and actions. Precision is also a very difficult goal for small children who are just learning the language and wanting to experiment with the sounds and effects.

lapse

✓ a mistake resulting from inattention

*He couldn't seem to stop, though for each **lapse** the discipline wand came again, escalating to a series of painful lashes that left marks on Asher's legs.*

prompt

✓ performed with little or no delay

*His corrections and apologies are very **prompt**.*

The chosen definition describes the way most citizens give their corrections and apologies (because they've been trained that way since childhood), but another definition of "prompt" ("ready and willing") applies more specifically to Asher, because he has a good-humored, cheerful disposition that is well-known and appreciated.

attribute

✓ a characteristic that distinguishes objects or individuals

*Sometimes we worry that the one assigned might not develop, through training, every **attribute** necessary.*

indolence

✓ inactivity resulting from a dislike of work

*What we observe as playfulness and patience—the requirements to become Nurturer—could, with maturity, be revealed as simply foolishness and **indolence**.*

modified

✓ changed in form or character

*But the Receiver-in-training cannot be observed, cannot be **modified**.*

unanimous

✓ in complete agreement

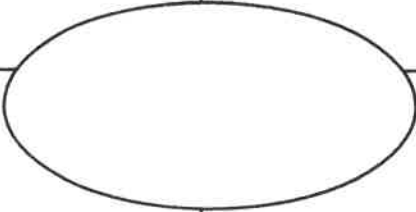
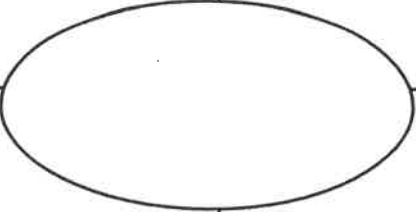
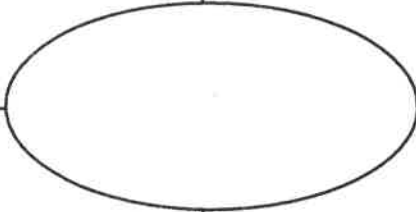
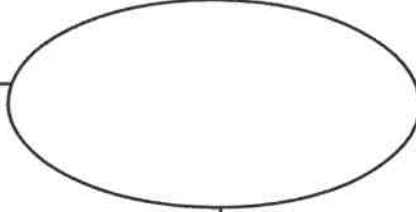
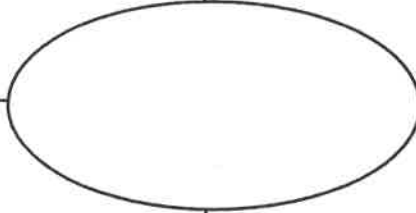
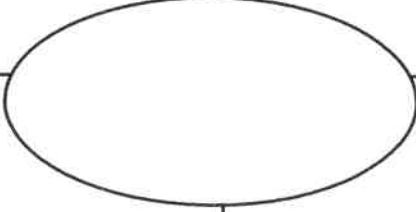
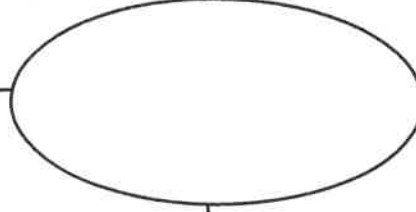
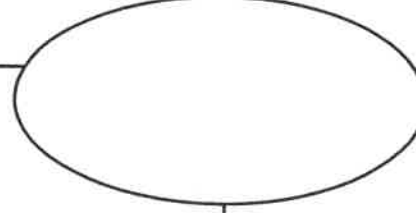
*It must be a **unanimous** choice of the Committee.*

Created on September 26, 2013 (updated July 19, 2018)

FRAYER MODEL – VOCABULARY LESSON

DEFINITION	PICTURE	DEFINITION	PICTURE
SYNONYM/ ANTONNYM		SYNONYM/ ANTONNYM	
	SENTENCE		SENTENCE
DEFINITION	PICTURE	DEFINITION	PICTURE
SYNONYM/ ANTONNYM		SYNONYM/ ANTONNYM	
	SENTENCE		SENTENCE
DEFINITION	PICTURE	DEFINITION	PICTURE
SYNONYM/ ANTONNYM		SYNONYM/ ANTONNYM	
	SENTENCE		SENTENCE
DEFINITION	PICTURE	DEFINITION	PICTURE
SYNONYM/ ANTONNYM		SYNONYM/ ANTONNYM	
	SENTENCE		SENTENCE

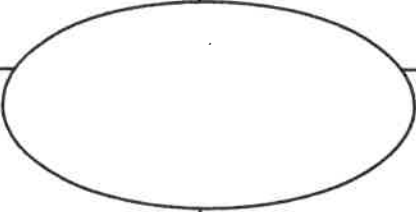
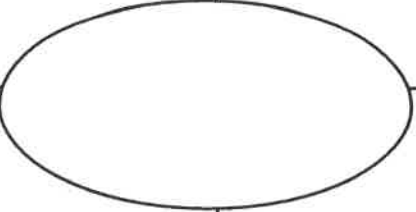
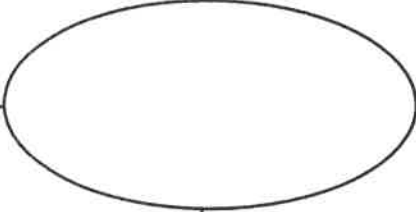
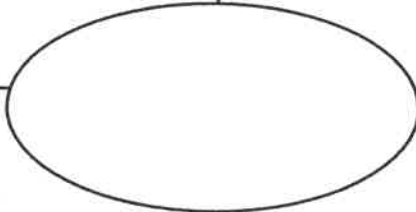
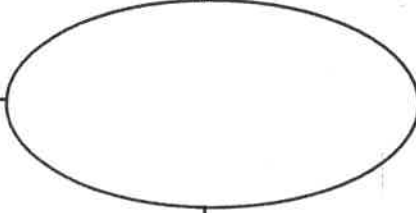
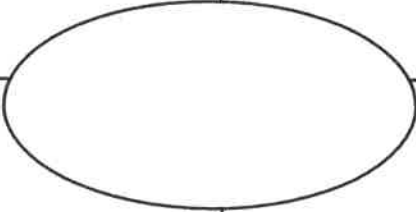
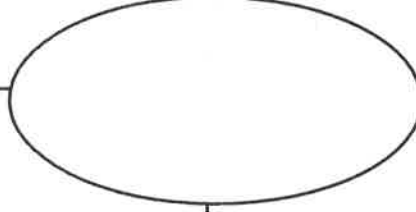
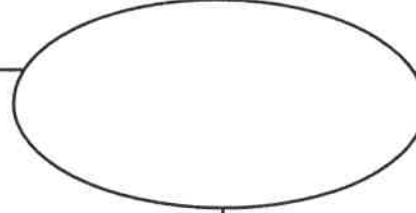
FRAYER MODEL – VOCABULARY LESSON # _____

DEFINITION	PICTURE	DEFINITION	PICTURE		
SYNONYM/ ANTONNYM		SENTENCE	SYNONYM/ ANTONNYM		SENTENCE
DEFINITION	PICTURE	DEFINITION	PICTURE		
SYNONYM/ ANTONNYM		SENTENCE	SYNONYM/ ANTONNYM		SENTENCE
DEFINITION	PICTURE	DEFINITION	PICTURE		
SYNONYM/ ANTONNYM		SENTENCE	SYNONYM/ ANTONNYM		SENTENCE
DEFINITION	PICTURE	DEFINITION	PICTURE		
SYNONYM/ ANTONNYM		SENTENCE	SYNONYM/ ANTONNYM		SENTENCE

FRAYER MODEL – VOCABULARY LESSON

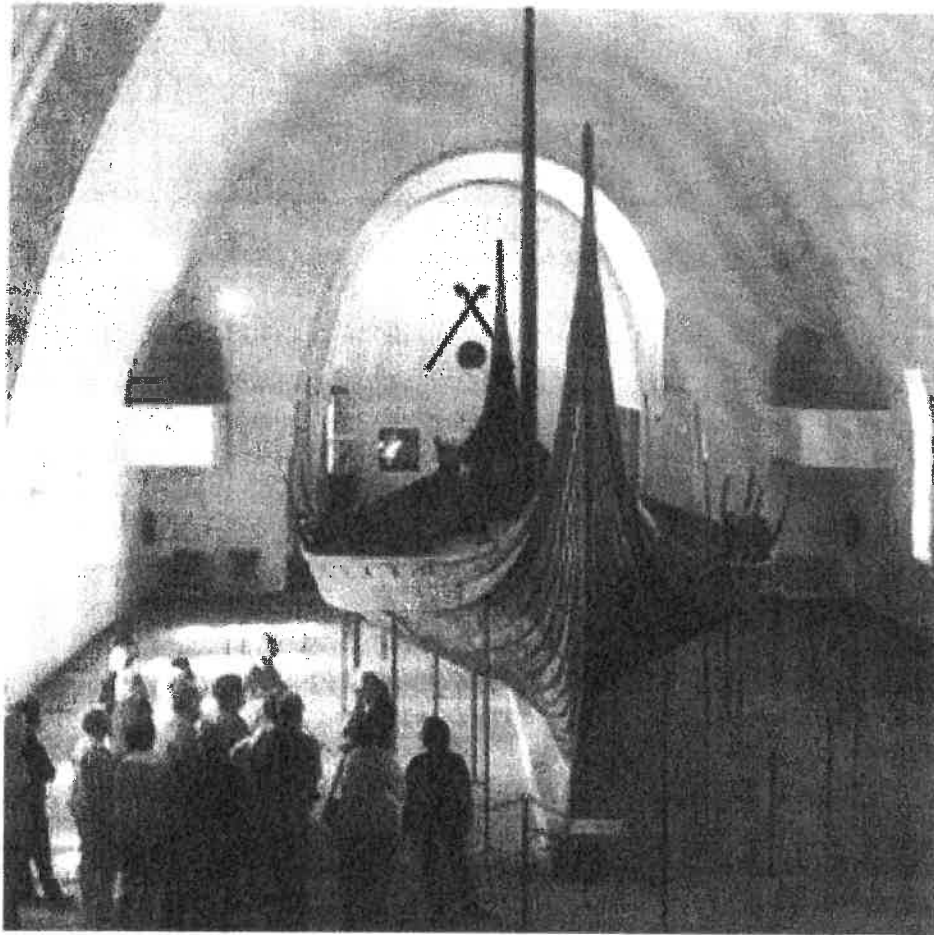
DEFINITION	PICTURE	DEFINITION	PICTURE
SYNONYM/ ANTONNYM		SYNONYM/ ANTONNYM	
DEFINITION	PICTURE	DEFINITION	PICTURE
SYNONYM/ ANTONNYM		SYNONYM/ ANTONNYM	
DEFINITION	PICTURE	DEFINITION	PICTURE
SYNONYM/ ANTONNYM		SYNONYM/ ANTONNYM	
DEFINITION	PICTURE	DEFINITION	PICTURE
SYNONYM/ ANTONNYM		SYNONYM/ ANTONNYM	

FRAYER MODEL – VOCABULARY LESSON # _____

DEFINITION	PICTURE	DEFINITION	PICTURE		
SYNONYM/ ANTONYM		SENTENCE	SYNONYM/ ANTONYM		SENTENCE
DEFINITION	PICTURE	DEFINITION	PICTURE		
SYNONYM/ ANTONYM		SENTENCE	SYNONYM/ ANTONYM		SENTENCE
DEFINITION	PICTURE	DEFINITION	PICTURE		
SYNONYM/ ANTONYM		SENTENCE	SYNONYM/ ANTONYM		SENTENCE
DEFINITION	PICTURE	DEFINITION	PICTURE		
SYNONYM/ ANTONYM		SENTENCE	SYNONYM/ ANTONYM		SENTENCE

The Secrets of Viking Ships

by ReadWorks



Today, the Vikings are mostly known as violent pirates and raiders. And it is true that Vikings did raid and destroy many towns and villages along coastlines, all the way from what is now northern Russia to Morocco. But the Vikings were also traders and merchants and didn't simply destroy things. They also built towns and markets of their own, including Hedeby, which in the 10th century had a population of 1,500, making it the largest trading town in northern Europe. At their height, the Vikings attacked, settled or traded on four continents. They were active all the way from Canada (they became the first Europeans to travel to the Americas) to present day Istanbul.

All of their travel, trade and warfare were made possible by Viking ships, which were far more advanced than anything else sailing around Europe at the time. The most famous, and most feared, was the *drekar*, or longship. At sea, these ships could move quickly thanks to their large sails. The hulls of the ships were shallow and fat, which made them ride high in the water. This meant they could be driven right onto beaches, where the soldiers would jump over the side to attack and plunder villages and cities. The ships were also light enough that they could be carried from one body of water to another over short sections of land called portages. This greatly extended their range.

Several such *drekar* ships were found off the coast of Roskilde, formerly the capital of Denmark, between 1957 and 1962. The longest *drekar* measured 119 feet long with a crew of 100 men and space for 72 oars. With its gigantic sail, shallow hull and so many oarsmen, the ship must have been incredibly fast and highly maneuverable.

But Viking ships weren't just built for warfare. Another type, called the *knarr* or ocean-going ship, had cargo holds built into the bow and stern. One such cargo ship discovered near Roskilde was capable of carrying 24 tons, or 48,000 pounds. The *knarrs* would have looked similar to the *drekar*s except they were longer, fatter and taller, and the space dedicated to cargo left less room for oarsmen. These were the backbones of the Viking empire, which they used to carry everything from gold coins to timber, spices and fine fabrics.

Both the *drekar* and the *knarr* were built using the same method called the clinker method. Traditionally, oceangoing ships have used a keel, shaped like the fin of a fish. The keel sinks into the water below the hull. It helps the ship maintain a straight line through the water and counters the force of the wind against the sail, which otherwise might blow the ship over. Traditional ships are also built with ribs which function just like the ribs on a human being, starting at the spine and growing out in a curve to protect the space inside.

Using the clinker system, Viking ships had no deep keel. Instead they were built fat enough to carry lots of soldiers or pieces of cargo whose weight helped keep the ship planted in the water. The construction process started with a heavy piece of wood at the bottom. From there, oak tree trunks were split into long, thin planks. Two planks were fastened to the bottom piece, and then each plank was fastened to the one before it like overlapping shingles on the roof of a house. A massive beam was laid across the bottom to strengthen it and also to support the mast. Finally, crossbeams were laid inside to create a deck and benches for oarsmen to sit. The result was sturdy, fast and light.

Viking ships were so advanced for their time they often were the biggest, tallest and most striking ships many people had ever seen. The Vikings made them even more intimidating using bright colors and intricate designs. A monk at the St. Omer Monastery, in France, wrote this description of a royal Viking ship in 1013:

"On one side lions molded in gold were to be seen on the ships, on the other birds on the tops of the masts indicated by their movements the winds as they blew, or dragons of various kinds poured fire from their nostrils...."

The description makes clear that Vikings were not simple marauders. They built a wealthy empire through trade as well as plunder and used their wealth to continuously improve their ships.

Name: _____ Date: _____

1. What is a *drekar*?

- A. a Viking town
- B. a merchant ship
- C. a longship
- D. an ocean-going ship

2. The author tries to persuade the reader of what?

- A. Vikings were only violent pirates and raiders.
- B. There was no connection between the Vikings' success and their ships.
- C. Viking ships were more advanced than ships today.
- D. Vikings were not simply pirates and raiders.

3. The Vikings considered speed an important quality in a ship. What evidence from the passage supports this conclusion?

- A. The hulls of the *drekar* were shallow and fat so the ships rode high in the water
- B. The *drekar* had very large sails and space for many oarsmen.
- C. The *drekar* were light enough to be carried from one body of water to another.
- D. The *drekar* could be driven right onto beaches to allow soldiers to jump over the side.

4. Read the following description of the *knarr*: "The *knarrs* would have looked similar to the *drekar*s except they were longer, fatter and taller, and the space dedicated to cargo left less room for oarsmen. These were the backbones of the Viking empire, which they used to carry everything from gold coins to timber, spices and fine fabrics."

What can you infer about the *knarrs*?

- A. They were not designed for warfare.
- B. They were faster than the *drekar*s.
- C. They were designed to carry soldiers.
- D. They were used for the same purpose as *drekar*s.

5. What is this passage mostly about?

- A. why Vikings are known as violent pirates
- B. the different kinds of Viking ships
- C. how Vikings decorated their ships
- D. the two methods used to build Viking ships

6. Read the following sentences: "Viking ships were so advanced for their time they often were the biggest, tallest and most **striking** ships many people had ever seen. The Vikings made them even more intimidating using bright colors and intricate designs."

What does "**striking**" mean in this sentence?

- A. violent
- B. dangerous
- C. impressive
- D. delightful

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

Vikings designed and used their ships for multiple purposes, _____ warfare, trade, and travel.

- A. finally
- B. although
- C. ultimately
- D. including

8. Describe the *knarr*.

9. Describe the differences between Viking ships and other ships at the time.

10. Explain whether Vikings should be known mostly as pirates and raiders. Support your argument using details from the passage.

John Brown DBQ

Was John Brown a hero who helped to free the slaves? Or was he a murderous madman who merely ended all hope of doing so in a peaceful way?



Historical Background: In the fall of 1859 John Brown attempted to inspire a slave revolt at Harpers Ferry, Virginia. His controversial actions sparked a debate between Americans.

Part A: Short Answer (10 pts)

The documents below relate to the reaction Americans had following John Brown's actions at Harpers Ferry. Examine each document carefully, and then answer the questions that follow it. These answers will help you in part B.

Part B: Letter to the Editor (15 pts)

"The editors of your textbook are revising the chapter that includes John Brown. They are unsure if they should portray him as an American hero fighting to end slavery or a murderous madman who merely ended all hope of doing so in a peaceful way. Write a persuasive letter to the editors of your textbook that details how John Brown should be portrayed in the new edition of the textbook."

Use specific evidence (at least 3) from the documents in your letter that could be used in the textbook & to convince the editors to choose how to portray John Brown.

Background:

On the night of October 16, 1859, John Brown and 21 armed followers took control of the U.S. arsenal and rifle works at Harpers Ferry, Virginia. They killed several people and took some others hostage. Their goal seems to have been to spark an uprising of slaves in the area and, possibly, a more general rebellion to end slavery throughout the South.

The uprising collapsed in less than two days. No slave revolt took place. Instead, citizens, local militia, and U.S. forces led by Colonel Robert E. Lee quickly subdued the rebels, killing 10 of them and capturing Brown and six others. The rest escaped. A few slaves and free blacks in the area also may have taken part in the uprising. John Brown was quickly tried and convicted of treason, murder, and inciting slave rebellion. He was executed by hanging on December 2, 1859.

If not for the loss of life, the raid would be laughable as a botched attempt to start a civil war. It might have been quickly forgotten, except that the actual U.S. Civil War did break out just over a year later. And, in the view of most Americans at the time, John Brown's raid helped make that war all but unavoidable.

John Brown was born in 1800 into a deeply religious family where he was taught from an early age to hate slavery. He was active in the fight against slavery long before the Harpers Ferry raid. For example, in 1855 he went to the Kansas Territory to aid "free-state" settlers who were fighting proslavery forces there. In one of his raids, five proslavery men were executed in revenge after proslavery forces sacked and burned Lawrence, the Kansas freestaters' capital.

No one can question John Brown's idealism or his willingness to sacrifice for his cause. He had lost one son in the fighting in Kansas, and he lost two more at Harpers Ferry. As he told the court in December 1859, when he was about to be sentenced to death:

Now, if it is deemed necessary that I should forfeit my life, for the furtherance of the ends of justice, and mingle my blood further with the blood of my children, and with the blood of millions in this slave country, whose rights are disregarded by wicked, cruel, and unjust enactments, I say let it be done.

By 1859, the workings of the Fugitive Slave law, the bloody conflicts in Kansas, the Supreme Court's *Dred Scott* decision, and violence on the floor of the U.S. Senate had already raised levels of anger and fear to the boiling point. Reactions to the Harpers Ferry raid varied greatly. Yet overall, they only added to the deep and bitter divide over slavery.

The South united in outrage at what it saw as a threat not just to its property in slaves but to the lives of many citizens. After all, Brown had stored more than a thousand weapons near Harpers Ferry, and he encouraged the slaves among his hostages to join him. His

group had earlier written their own constitution and formed a preliminary government. Their plan seems to have been to escape to the mountains to launch a long guerrilla war.

Reaction in the North was more varied. Some considered Brown an insane fanatic. Others admired his ideals and aims but rejected his use of violence. Finally, some abolitionists saw him as an inspired martyr who brought the day of liberation for the slaves closer. Once the vastly greater violence of the Civil War began, this last view came to be held much more widely in the North.

Was Brown a hero or just a 19th-century terrorist? Did he help to free the slaves, or did he end all hope of doing so peacefully? Perhaps these documents will help you decide.



Short Answer Response

Document A

1. Does the author seem to support or oppose slavery? Support your answer with evidence from the document.
2. Does the author view Brown's actions as that of a heroic figure or that of a madman? Support your answer with evidence from the document.
3. What do you think the author means when he comments about Brown's actions saying, "But his are the errors of a fanatic, not the crimes of a felon,"

Document B

1. Do you think this song was sung by Northern or Southern soldiers?
2. What do you think the lyrics "His soul is marching on" mean?
3. Does the song characterize Brown's actions that of a heroic figure or that of a madman? Support your answer with evidence from the document.

Document C

1. Does John Brown regret what he has done?
2. How does Brown justify his actions?
3. What does he mean by saying his blood will be mingled with the blood of his children and the millions whose rights have been disregarded?
4. Why does he say "...let it be done," when he's talking about his own death? Why would he be willing to die?

Document D

1. How does the *Daily Herald* of Wilmington, NC believe the Northern papers, other than the *Whig Journal* and *New York Express*, are portraying Brown's actions?
2. According to the *Daily Herald*, why should slavery be permitted to exist?
3. Who does the *Daily Herald* blame for Brown's actions?
4. Does the newspaper view Brown's actions as that of a heroic figure or that of a madman? Support your answer with evidence from the document.

Document E

1. What is Frederick Douglass' opinion of John Brown?
2. Understanding that Douglass was a former slave who saved enough money to purchase his own freedom, what impact do you think his comments about Brown had on abolitionism at the time?
3. Does Douglass feel that Brown died in vain?
4. Does Douglass view Brown's actions as that of a heroic figure or that of a madman? Support your answer with evidence from the document.

Document F

1. Who is shown surrounding Brown?
2. Why do think the artist shows him kissing a black baby?
3. Where is he being taken?
4. How does the artist portray John Brown – as a prisoner, a hero, or both?

Document A

Source: Horace Greeley, editorial, *New York Tribune* (December 3, 1859)

“We are not those who say, ‘If slavery is wrong; then John Brown was wholly right.’ There are fit and unfit modes of combating a great evil; we think Brown at Harper’s Ferry pursued the latter (second). . . And, while we heartily wish every slave in the world would run away from his master tomorrow and never be retaken, we should not feel justified in entering a slave state to incite them to do so, even if we were sure to succeed in the enterprise. Of course, we regard Brown’s raid as utterly mistaken and, in its direct consequences, pernicious (harmful).

“But his are the errors of a fanatic, not the crimes of a felon,”

Document B

Source: Civil War song

The Old Song

John Brown’s body lies a-mouldering in the grave;
John Brown’s body lies a-mouldering in the grave;
John Brown’s body lies a-mouldering in the grave;
But his soul is marching on.

CHORUS:

Glory, glory Hallelujah!
Glory, glory Hallelujah!
Glory, glory Hallelujah!
His soul is marching on.

He’s gone to be a soldier in the army of the Lord;
He’s gone to be a soldier in the army of the Lord;
He’s gone to be a soldier in the army of the Lord;
But his soul is marching on.

Document C

Source: Address of John Brown to the Virginia Court when about to receive the sentence of death
November 2, 1859

“I believe that to have interfered as I have done, as I have always freely admitted I have done in behalf of His despised poor, is no wrong, but right. Now, if it is deemed necessary that I should forfeit my life for the furtherance of the ends of justice, and mingle my blood farther with the blood of my children and with the blood of millions in this slave country whose rights are disregarded by wicked, cruel, and unjust enactments, I say let it be done.”

Document D

Source: "What Shall the South Do?" Wilmington, North Carolina, *Daily Herald* [Opposition] December 5, 1859

It is useless to disguise the fact, that the entire North and Northwest are hopelessly abolitionized. We want no better evidence than that presented to us by their course in this Harper's affair. With the exception of a few papers (among them we are proud to notice that sterling Whig journal, the New York *Express*,) that have had the manliness to denounce the act as it deserved, the great majority have either sympathised with the offenders, or maintained an ominous silence.

Let us look calmly at the case: A sovereign State, in the peaceful enjoyment of the rights guaranteed by the Constitution, has been invaded by an armed force, not foreign mercenaries, but citizens of the same Confederacy, and her people shot down in the public highways. The question is a natural one -- Why is this thing done? Why is murder and rapine committed? -- And who are the perpetrators? -- The answer is found in the fact, that the State whose territory has thus been invaded, is a Southern State in which the institution of slavery exists according to the law and the gospel; and the actors in the terrible drama were but carrying out the precepts and teachings of our *Northern brethren*. The "irrepressible conflict" between the North and the South then, has already commenced; to this complexion it must come at last.

Document E

Source: "John Brown," An Address by Frederick Douglass Harper's Ferry, West Virginia May 30, 1881

"Did John Brown fail? He certainly did fail to get out of Harper's Ferry before being beaten down by United States soldiers; he did fail to save his own life, and to lead a liberating army into the mountains of Virginia. But he did not go to Harper's Ferry to save his life. The true question is, Did John Brown draw his sword against slavery and thereby lose his life in vain? and to this I answer ten thousand times, No! No man fails, or can fail who so grandly gives himself and all he has to a righteous cause."

Document F



John Brown Document Analysis Questions

Document A

1. Does the author seem to support or oppose slavery? Support your answer with evidence from the document.
2. Does the author view Brown's actions as that of a heroic figure or that of a madman? Support your answer with evidence from the document.
3. What do you think the author means when he comments about Brown's actions saying, "But his are the errors of a fanatic, not the crimes of a felon,"

Document B

1. Do you think this song was sung by Northern or Southern soldiers?
2. What do you think the lyrics "His soul is marching on" mean?
3. Does the song characterize Brown's actions that of a heroic figure or that of a madman? Support your answer with evidence from the document.

Document C

1. Does John Brown regret what he has done?
2. How does Brown justify his actions?
3. What does he mean by saying his blood will be mingled with the blood of his children and the millions whose rights have been disregarded?

4. Why does he say "...let it be done," when he's talking about his own death? Why would he be willing to die?

Document D

1. How does the Daily Herald of Wilmington, NC believe the Northern papers, other than the Whig Journal and New York Express, are portraying Brown's actions?

2. According to the Daily Herald, why should slavery be permitted to exist?

3. Who does the Daily Herald blame for Brown's actions?

4. Does the newspaper view Brown's actions as that of a heroic figure or that of a madman? Support your answer with evidence from the document.

Document E

1. What is Frederick Douglass' opinion of John Brown?

2. Understanding that Douglass was a former slave who saved enough money to purchase his own freedom, what impact do you think his comments about Brown had on abolitionism at the time?

3. Does Douglass feel that Brown died in vain?

4. Does Douglass view Brown's actions as that of a heroic figure or that of a madman? Support your answer with evidence from the document.

Document F

1. Who is shown surrounding Brown?
2. Why do think the artist shows him kissing a black baby?
3. Where is he being taken?
4. How does the artist portray John Brown – as a prisoner, a hero, or both?

