



# WINTER BREAK LEARNING PACKET

**ELA**

**8<sup>TH</sup> GRADE  
STUDENT**

**DEC 22<sup>ND</sup> – JAN 5<sup>TH</sup>**

**DEPARTMENT OF CURRICULUM & INSTRUCTION**

Memphis-Shelby County Schools offers educational and employment opportunities without regard to race, color, religion, sex, creed, age, disability, national origin, or genetic information



Memphis-Shelby County Schools  
6-8 myPerspectives Reading Topics by Unit



**Research is Clear**

- Students are able to build their vocabulary faster when they read multiple books, articles, and other texts on the same topic.
- When students are unfamiliar with a topic, it is harder for them to understand what they are reading and to learn new words.
- Reading several books, articles, and other texts on the same topic allows students to learn more and to learn faster.
- Students who read 20 minutes a day/5 days a week outside of classrooms are exposed to 1.8 million words in one school year and have an increase in critical thinking.

-NESCA, 2021

**How Parents Can Help**

- Below is a list of unit topics that are areas of focus throughout each grade levels' myPerspectives curriculum.
- By encouraging students to read about these topics at home, students have an opportunity to deepen their background knowledge. This will further support them in being prepared to learn in class!
- Students can use the same single sign on credentials used at school to access their myPerspectives online dashboard at home. Click [here](#) for more details regarding the student dashboard.

**Sixth Grade**

**Unit 1- Childhood:** What are some of the challenges and triumphs of growing up?

**Unit 2- Animal Allies:** How can people and animals relate to each other?

**Unit 3- Modern Technology:** How is modern technology helpful and harmful to society?

**Unit 4- Imagination:** Where can imagination lead?

**Unit 5- Exploration:** What drives people to explore?

**Seventh Grade**

**Unit 1- Generations:** What can one generation learn from another?

**Unit 2- A Starry Home:** Should we make a home in space?

**Unit 3- Turning Points:** What can cause a sudden change in someone's life?

**Unit 4- People and the Planet:** What effects do people have on the environment?

**Unit 5- Facing Adversity:** How do we overcome obstacles?

**Eighth Grade**

**Unit 1- Rites of Passage:** What are some milestones on the path to growing up?

**Unit 2- The Holocaust:** How do we remember the past?

**Unit 3- What Matters:** When is it right to take a stand?

**Unit 4- Human Intelligence:** In what different ways can people be intelligent?

**Unit 5- Invention:** Are inventions realized through inspiration or perspiration?

*Note: The topics listed above align with texts that students will explore during the specified unit. In most cases, each middle school grade level will engage with 1 unit per quarter (i.e., Quarter1=Unit 1).*

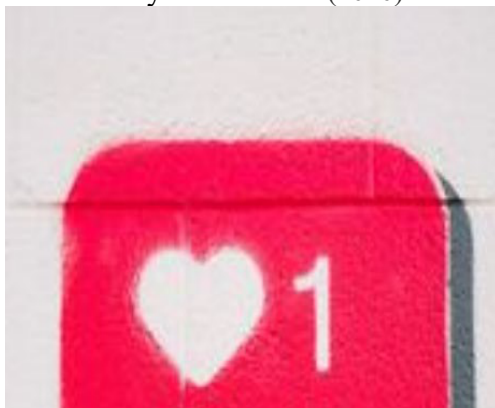
**The Big 3 Reading Questions...Great Questions to Discuss After Reading!**

- What's something you read today and what was the most interesting part about it?
- Did you learn any new or difficult words? What do they mean?
- What was the most important part about what you read?

# Literacy Support Parent Guide

## Teens Using Social Media for Good Deeds

by Smart Social (2020)



*In this section of the Literacy Support Guide, we're reading anchor text, "Teens Using Social Media for Good Deeds" by Smart Social. In "Teens Using Social Media for Good Deeds", Smart Social focuses on the positive impact that teens can make through the use of social media.*

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#### **Anchor Text**

1. Read the text
2. Answer text dependent questions
3. Complete Open Ended Written Responses

#### **Paired Text**

1. Read the text
2. Answer text dependent questions
3. Complete Open Ended Written Responses

#### **Ways to Support your Child**

1. Ask your child about the informational texts: "Teens Using Social Media for Good Deeds" and the paired text, "The Power of Like" about?
2. **Parent Answer Keys**-Review written responses together

#### **Related Media**

1. Watch the following clips with your child at home.
  - ['How can young people use social media to create positive change?'](#)
  - ['How one 14 year old is changing the world'](#)

# ANCHOR TEXT





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

Class: \_\_\_\_\_

# Teens Using Social Media for Good Deeds

By Smart Social  
2020

*"There's no such thing as bad press" is a well known phrase that means all publicity or attention is good, even if it seems bad. Social media is well known for its ties to cyberbullying but not so much for the positive impact it can have in the world. In this informational text, positive uses of social media are explored. As you read, make note of the details that support why some teens began their social media campaigns.*

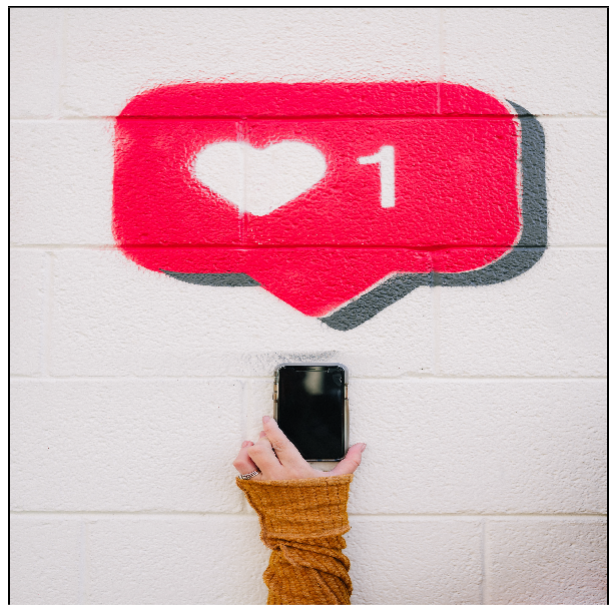
- [1] There's so much bad publicity these days about teens and social media. Cyberbullying, inappropriate postings on social networking sites, and apps that put teens in bad situations tend to make headlines. But there are also students out there using social media in positive ways — sometimes wonderful, life-changing ways that show you're never too young to make a difference.

We found some teens using social media for good deeds and worthy causes that we want to share with our readers. Get ready to be inspired.

## **Teen creates a collaborative<sup>1</sup> website to share stories and inspire others**

Gray created her first blog, "Wondermint Kids," when she was 8 years-old. It was meant for friends and family, but eventually was watched by over 150,000 followers. Now a teen, she created Girl Folk for girls (guys are welcome, too) like her, interested in art, music, fashion, reading, food, and travel from a girl's perspective.

The teens work really hard and inspire girls from around the world to turn in stories on mental health, self-care, travel, cooking and more. The website's main teen writers live on the remote and rural<sup>2</sup> island of Orcas on the coast of Washington State and work with girls from Australia, the United States, and France. The company is now a non-profit and is run by girls, for girls.



*"Likes" by Karsten Winegeart is licensed under CC0.*

1. **Collaborative** (adjective) created by more than one person working together
2. countryside

## **Blogging<sup>3</sup> in middle school and helping others earned teens local hero status**

- [5] In middle school, Michael and Marc started using social media to promote their baseball blogs about the Boston Red Sox and New York Mets. In an eLort to inspire his peers to never give up and pursue their dreams, Michael also wrote about athletes and how they would overcome their challenges. Marc wrote about living with food allergies and getting used to that as a kid for others struggling with the same issues.

Because of their blogging experience in middle school, Michael and Mark learned how to gain visibility<sup>4</sup> on social media and then created a program called Teenager Entrepreneur. This program is a personal and business empowerment program that teaches students how to gain conMdence, conquer fears, and Mnd their passion. They oLered this program to other adolescents, created a non-proMt 501C3<sup>5</sup> to get grants, and have oLered scholarships to children for the past Mve years.

The program was held at Fordham University for the Mrst four years and now they travel to schools to empower students.

The New York Knicks granted them the Sweetwater Clifton 'City Spirit' Award which pays tribute to local heroes who have made a signiMcant diLerence in the lives of others.

The award is named in honor of the late Knicks great Nat "Sweetwater" Clifton, who was the Mrst African-American to play for the Knickerbockers. Recipients of this award epitomize<sup>6</sup> the same trailblazing characteristics of the Knicks Legend. It all started with using social media in a positive manner and empowering their peers to do the same.

## **Teen motivates people of all ages to identify their passion and take action**

- [10] If there's such a thing as a social-media prodigy,<sup>7</sup> Hannah Alper is it.

Hannah, who is from Toronto, launched her blog "Call Me Hannah" when she was just nine years old. Her father, Eric Alper, says Hannah's passion for speaking out about important causes started early on with her love of animals, which quickly spread to concern for threatened habitats and the environment as a whole.

Fast forward four years, and Hannah, now 13, has not only built a huge following for her blog but gained inNuence through public speaking and much more. She has 34,000 followers on Twitter, writes for *The Hu4ngton Post*,<sup>8</sup> and serves as both a Me to We Motivational Speaker<sup>9</sup> and Free the Children Ambassador.<sup>10</sup>

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### **3. contributing to an information or discussion website**

4. the presence or popularity an account has on social media
5. a type of charitable organization that doesn't have to pay taxes
6. **Epitomize (verb)** to be a perfect example of
7. **Prodigy (noun)** a person, typically a young one, who has an exceptional talent for something
8. an American website blog that collects and presents links to related news stories
9. a company that sells lifestyle products, leadership training and travel experience
10. Free the Children is now known as WE Charity, an organization that implements development programs in

Meanwhile, her advocacy<sup>11</sup> has expanded to also include anti-bullying efforts and celebrating other young role models, including Malala Yousafzai.

Hannah goes by a lot of descriptions, from eco-warrior to “kindraiser.” And if you want to know what kindraising is, here it is in Hannah’s own words from one of her Huongton Post blogs: “Kindraising is all about changing our communities and the world through kindness. I believe that it takes more than money to create a lot of change that we’re working on and that compassion, empathy, and kindness play a huge part in reaching our goal.”

## Teen helps disadvantaged children play sports

Competitive cheerleader Jah’Kiyla Atwaters of Boynton Beach, Florida was practicing cheerleading routines at a park when she noticed some girls outside the gate watching. When Jah’Kiyla encouraged them to try cheering themselves, one of them responded, “My mom died, and my sister is taking care of us. She doesn’t have any extra money for me to cheer.”

- [15] Saddened by the story, Jah’kiyla told her mom, and together they formed the Jump with Jah’kiyla (JWJ) Foundation to provide children who normally couldn’t afford it the opportunity to play sports. They created a website to encourage donations and to help kids and their families apply for sports vouchers. Jah’kiyla also launched a social media campaign asking kids to create and photograph themselves with posters of their favorite sport.

The website BlackCelebrityGiving<sup>12</sup> highlighted the JWJ Foundation in 2014, noting, “The urge to help others and her outgoing personality led Jah’Kiyla to where she is today.”

## Conclusion

As parents and educators, it might be tough to see the positive side of social media sometimes. But for some teens, it’s not all about finding the best filter for selfies or the latest viral video challenge. These young people are certainly shining examples about the positivity that can be found online.

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Asia, Africa and Latin America, focusing on education, water, health, food and economic opportunity. It also runs programming for young people in Canada, the U.S. and U.K., to participate in service learning and active citizenship.

11. **Advocacy (noun)** public support for a cause
12. a site that reports on celebrity philanthropy, nonprofit organizations and causes that directly correlate with the Black community

## Text-Dependent Questions

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

1. What is the central idea of the passage?
  - A. While social media was used for cyberbullying in the past, teens are mainly using it in positive ways today.
  - B. While there are some positive uses for social media, it is mostly used in instances of cyberbullying.
  - C. Many teens use social media to create positive social change.
  - D. There are really only positive uses for social media today.
  
2. Which statement captures the author's point of view in the passage?
  - A. There are only positive uses of social media.
  - B. There are only negative uses of social media.
  - C. Teens shouldn't be discouraged from engaging with social media.
  - D. Teens using social media in positive ways do not get enough attention.
  
3. What is the author's purpose in the passage?
  - A. to highlight for adults the positive impact teens have had on the world through social media
  - B. to discourage parents from allowing their young teens from creating social media accounts
  - C. to question if teens can reform the image of social media by using it to support each other
  - D. to encourage adults to support young teens to use social media in more positive ways
  
4. Which detail from the section "Teen motivates people of all ages to identify their passion and take action" (paragraphs 10-13) help readers understand the concept of "kindraising"?
  - A. "Hannah's passion for speaking out about important causes started early on with her love of animals" (Paragraph 11)
  - B. "Hannah, now 13, has not only built a huge following for her blog but gained influence through public speaking and much more" (Paragraph 12)
  - C. "has expanded to also include anti-bullying efforts and celebrating other young role models" (Paragraph 12)
  - D. "compassion, empathy, and kindness play a huge part in reaching our goal" (Paragraph 13)



5. Explain the relationship between social media and positive social change in the text. Use details from the text to support your answer.

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## Discussion Questions

**Directions:** Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. In the text, the author discusses several teens who are making positive change in the world through social media. How do people become leaders? Do you know of someone in your life who has made positive change by committing themselves to an interest or helping others? Do others follow them? Explain.
2. In the text, the author explores how social media can be used in positive ways. What are the costs and benefits of technology? Are there downsides to social media? Does the good outweigh the bad, or vice versa? Explain.

# PAIRED TEXT



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

Class: \_\_\_\_\_

## **The power of 'like'**

*A single 'like' can make a social media post more popular and even affect how teens behave*

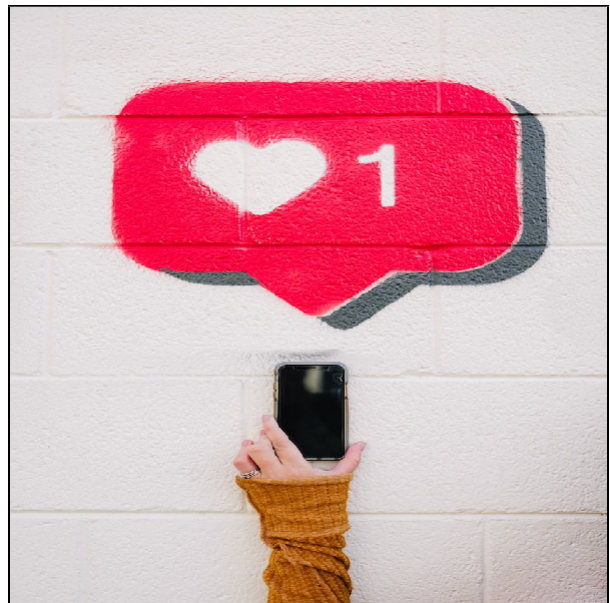
By Alison Pearce Stevens  
2017

*In this informational text, Alison Pearce Stevens discusses various studies that explore how people are influenced by social media posts and "likes." As you read, highlight what the results of the experiments reveal about how social media posts influence people's feelings and behaviors.*

- [1] Like it or love it, social media is a major part of life. Teens spend more than half of their waking hours online. They use some of that time to post pictures and create profiles on social media accounts. But most of what they do is read and respond to posts by friends and family.

Clicking on a thumbs-up or a heart icon is an easy way to stay in touch. But those "likes" can have power that goes beyond a simple connection. Some social media sites use those likes to determine how many people eventually see a post. One with many likes is more likely to be seen — and to get even more likes.

What's more, viewing posts with a lot of likes activates the reward system in our brain. It also can lower the viewer's self-control. And posts related to alcohol may encourage teens to drink. That means that what you like online has the power to influence not just what others like, but even what they do.



"Untitled" by Kirsten Winegeart is licensed under CC0.

### **Popularity on the brain**

It's no surprise: Feedback from peers affects how teens behave. And not always in a good way. For example, in one 2011 study, teens doing a driving task in a lab took more risks when their friends were around. Researchers also looked at the teens' brains during this task. They saw activity in a part of the brain that's involved in rewards. This area is known as the *nucleus accumbens*. That suggests the teens were changing their behavior to try to get social approval, explains Lauren Sherman. She's a cognitive neuroscientist at Temple University in Philadelphia, Penn. Cognitive neuroscientists are researchers who study the brain.

- [5] Joining social media can give people a sense of being in the know. But posts may exaggerate how well our friends and others are feeling, making them appear much happier than we are. And that can, inappropriately, make us feel less successful than them.



Sherman wanted to know whether teens make similar changes to their behavior when they use social media. To find out, she and her team recruited 32 teens for their study, last year. The participants submitted photos from their personal Instagram accounts.

The researchers mixed the teens' photos with other pictures from public Instagram accounts. Then they randomly gave half of the images many likes (between 23 and 45; most had more than 30). They gave the other half no more than 22 likes (most had fewer than 15). The participant's own pictures were evenly divided between getting many or few likes.

The researchers told the participants that about 50 other teens had already viewed and rated the photos. That let the participants know how big the audience was. It also gave the teens a feel for how popular the pictures were.

The researchers wanted to find out how the participants' brains were responding to the different images. To find out, they had the teens view the photos while they were inside a *magnetic resonance imaging*, or MRI, machine. It uses a strong magnet to record blood flow in the brain. When brain cells are active, they use up oxygen and nutrients. MRI scans show where blood flow has increased because of this activity. When people perform some task while in the MRI machine, the test is now known as *functional MRI*, or fMRI.

- [10] While the teens were in the machine, researchers asked them to either like an image or skip to the next one. Teens were much more likely to like images that seemed popular — those that had more than 23 likes, Sherman's team found. The kids tended to skip pictures with few likes. And the brain's reward pathways became especially active when the teens viewed their own photos with many likes.

Likes can have a subtle<sup>1</sup> but significant effect on how teens interact with friends online, the data show. "The little number appearing below a picture affects the way [people] perceive<sup>2</sup> that picture," Sherman reports. "It can even affect their tendency to click 'like' themselves."

A like is a social cue,<sup>3</sup> Sherman explains. Teens "use this cue to learn how to navigate their social world." Positive responses to a teen's own photos (in the form of many likes) tell teens that their friends appreciate the material they're posting. Their brains respond to those likes by turning on the reward center.

But seeing someone *else's* popular photo didn't necessarily turn on that reward center. Sometimes it affected behavioral attitudes. For instance, cognitive control<sup>4</sup> helps people maintain self-control. It also helps them think about plans and goals. When looking at some photos — no matter how many likes they had — the brain region linked to cognitive control tended to become less active. What kinds of pictures turned off this brain control region? They were photos showing risky behaviors, such as smoking or drinking.

Viewing pictures like these could make teens let down their guard when it comes to experimenting with drugs and alcohol, Sherman worries. "Repeated exposure to risky pictures posted by peers could make teens more

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1. **Subtle (adjective)** hard to notice, not obvious
  2. **Perceive (verb)** to notice or become aware of something
  3. a verbal or nonverbal hint that guides conversation and social interaction like facial expression and tone
  4. the ability of the brain to adapt behavior and information processing to current goals and new information

likely to try those behaviors.”

## **Small act, big impact**

- [15] Clicking “like” is a simple act that can have complex results. In fact, a single like can have a big impact on a post’s popularity and reach, say Maria Glenski and Tim Weninger. These computer scientists work at the University of Notre Dame in Indiana.

Glenski and Weninger studied the social news site Reddit. Its users can respond to headlines by clicking an arrow that points up or down. An up arrow, or “upvote,” is similar to a like. The researchers created a computer program that scanned Reddit every two minutes for six months. During each scan, the program recorded the most recent post on the site. Then it randomly upvoted the post, downvoted it or did nothing. By the end of the study, the program had upvoted 30,998 posts and downvoted 30,796. It left alone another 31,225 posts.

Glenski and Weninger watched to see how popular each post was four days after their program had interacted with it. The Nnal score they used was the number of upvotes minus the downvotes. The researchers considered posts with a score of more than 500 to be very popular.

Posts that their program had upvoted did better. These posts were eight percent more likely to have a Nnal score of at least 1,000, compared to posts the program ignored. And upvoted posts were almost 25 percent more likely to reach a Nnal score of 2,000 — making them extremely popular. In contrast, posts that the program downvoted ended up with scores Nve percent lower, on average, than were posts that the program had ignored.

“Early up-ratings or likes can have a large impact on the ultimate popularity of a post,” Glenski concludes. “People tend to follow the behavior of the group.” If other people have liked a post, new viewers will be more likely to like it too. And that popularity can feed on itself.

- [20] Many social media sites share more of the higher-ranked — or more popular — posts. As a result, “people are more likely to see what others have positively rated,” Glenski says. So the posts that get the most likes tend to spread even more widely.

Teens should keep in mind, Glenski cautions, that just because a post is popular doesn’t mean it is a quality post. Similarly, she adds, they should pay careful attention to what they like, share or comment on. “Your actions inOuence what other people see and hear in the media.”

## **Risky business**

Popular photos might signal to teens that what’s in those photos is socially acceptable. If those images show alcohol use or other risky behaviors, this could lead teens to make bad choices. That’s the conclusion Sarah Boyle came from a study she ran last year.

Boyle is a psychologist at Loyola Marymount University in Los Angeles, Calif. Her team recruited Nrst-year college students to see if — and how — social media inOuences underage drinking. Their participants included 412 incoming students. All were under 21 (the legal drinking age).

Each student completed two surveys. They took the Nrst between September and October. This was 25 to 50

days into the first half of the school year. The second survey took place between February and March, well into the second half. The survey asked how much alcohol a student drank, and how often. It also asked why someone drank and what role they felt drinking plays in the college experience.

- [25] Each survey also asked students how frequently they checked Facebook, Instagram and Snapchat. And when they did, had they seen alcohol-related posts? The researchers then compared responses from the first and second surveys.

Students who saw alcohol-related posts during the first six weeks of school were more likely to drink alcohol by the second survey, the data show. Men increased their drinking more than did women. Seeing alcohol-related posts on social media increased how much they thought other male students were drinking, Boyle says. Those posts made the young men see drinking as an important part of their college experience. "These things, in turn, led them to drink more themselves," Boyle says.

Women who saw alcohol-related posts also began to view drinking as part of the college experience. They, too, increased their drinking, but not as much as men did. However, the posts didn't change their idea of how often other women drank. That's probably because male students made the most alcohol-related posts, Boyle observes.

A difference also emerged between social media sites. More posts about alcohol appeared on Instagram and Snapchat than on Facebook. Boyle suspects this is because fewer parents, professors and other older adults use Instagram and Snapchat. Instagram's filters also may allow people to glamorize photos, making alcohol more attractive, she adds. Similarly, people may post photos of alcohol to Snapchat because they know their posts will disappear.

The important take-home message<sup>5</sup> here, Boyle says, is that what students see on social media can influence their attitudes about drinking. "The problem with social media is that posts can distort reality," Boyle says. Social media users see only highlights from the party. These are the posts that others like. People rarely, however, post pictures of their hangovers, poor grades or drinking-related injuries and accidents, she notes.

- [30] Neuroscientist Sherman hopes that all tech users will be thoughtful about social media. Our online experiences are shaped by others' opinions. Going along with the crowd isn't necessarily bad, she says. But teens need "to be aware that peer influence is a constant factor whenever they use social media."

Glenski, the computer scientist, agrees. Social media "shapes how we perceive the world around us," she says. Your online ratings have a big influence on what others see and hear. So it's important that you read carefully. Think about what you like and upvote, she says. And keep in mind that "Your digital votes matter."

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5. the main message or piece of information that you learn from something.

## Text-Dependent Questions

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

1. Which statement best expresses the central idea of the text?
  - A. Looking through photos and posts on social media decreases activity in the brain as it is a mindless task.
  - B. People are more likely to feel jealousy towards other people's photos and likes than they are to feel rewarded for their own posts.
  - C. Posting and receiving likes on social media posts is an easy way to improve a person's mood by activating the brain's reward system.
  - D. The pictures that people post and the likes that they receive have the power to influence the actions of the people who see them.
  
2. Which quote from the passage best illustrates an example of how teens are impacted by the power of likes?
  - A. "What's more, viewing posts with a lot of likes activates the reward system in our brain. It also can lower the viewer's self-control. And posts related to alcohol may encourage teens to drink." (Paragraph 3)
  - B. "Positive responses to a teen's own photos... tell teens that their friends appreciate the material they're posting." (Paragraph 12)
  - C. "Teens should keep in mind, Glenski cautions, that just because a post is popular doesn't mean it is a quality post." (Paragraph 21)
  - D. "More posts about alcohol appeared on Instagram and Snapchat than on Facebook. Boyle suspects this is because fewer parents, professors and other older adults use Instagram and Snapchat." (Paragraph 28)
  
3. What is the author's main purpose in the article?
  - A. to expose to people how social media only promotes certain posts
  - B. to discourage teens from posting and liking pictures on social media
  - C. to show people why they should be mindful of what they post and like
  - D. to prove how social media is harmful to a person's mental and physical health
  
4. What is the relationship between the number of upvotes a social media post receives and the perception that people have of that post?
  - A. People upvote social media posts because they portray accurate information.
  - B. People aren't being honest online when they upvote posts.
  - C. People look more favorably upon posts that receive more upvotes.
  - D. People upvote social media posts quickly and without reading them.



5. How does the researchers' experiment with Reddit contribute to the central idea of the text?

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## Discussion Questions

**Directions:** Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. In the text, the author explores the powerful, and at times dangerous, influence of posting and liking content on social media. Do you think there are benefits to posting and liking content on social media? If so, what are they?
2. The studies in this text found that people tended to like other images or posts that already received a lot of likes or upvotes. Why do people "follow the crowd" on social media? How do you think it makes people feel to like something that is already popular? Have you ever liked or followed something online just because it was popular with others?
3. According to the text, when teens have repeated exposure to risky pictures posted by their peers, they may be more likely to try those behaviors. In what ways could social media posts and pictures be used to influence teens in a positive manner? Do you think this is realistic? Why or why not?

# ANSWER KEYS



## Answer key > Teens Using Social Media for Good Deeds

by Smart Social ● 2020

1. What is the central idea of the passage?

8.RI.KID.2 ^

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.

- A. While social media was used for cyberbullying in the past, teens are mainly using it in positive ways today.
- B. While there are some positive uses for social media, it is mostly used in instances of cyberbullying.
- C. Many teens use social media to create positive social change.**
- D. There are really only positive uses for social media today.

2. Which statement captures the author's point of view in the passage?

8.RI.CS.6 ^

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

- A. There are only positive uses of social media.
- B. There are only negative uses of social media.
- C. Teens shouldn't be discouraged from engaging with social media.
- D. Teens using social media in positive ways do not get enough attention.**

3. What is the author's purpose in the passage?

8.RI.CS.6 ^

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

- A. to highlight for adults the positive impact teens have had on the world through social media**

- B. to discourage parents from allowing their young teens from creating social media accounts
  - C. to question if teens can reform the image of social media by using it to support each other
  - D. to encourage adults to support young teens to use social media in more positive ways
4. Which detail from the section "Teen motivates people of all ages to identify their passion and take action" (paragraphs 10-13) help readers understand the concept of "kindraising"? **8.RI.CS.5** ^

Analyze in detail the structure of a specific paragraph or section in a text, including the role of particular sentences in developing and refining a key concept.

- A. "Hannah's passion for speaking out about important causes started early on with her love of animals" (Paragraph 11)
  - B. "Hannah, now 13, has not only built a huge following for her blog but gained influence through public speaking and much more" (Paragraph 12)
  - C. "has expanded to also include anti-bullying efforts and celebrating other young role models" (Paragraph 12)
  - D. "compassion, empathy, and kindness play a huge part in reaching our goal" (Paragraph 13)**
5. Explain the relationship between social media and positive social change in the text. Use details from the text to support your answer. **8.RI.KID.3** ^

Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.

**Answers may vary; the author explains that there are teens who have used social media to follow a passion or to help one specific person, but the effect has been much larger throughout the world. For example, one teen created a blog to share stories with her family when she was eight. Now as a teen, she has a company "run by girls, for girls" that "inspire[s] girls from around the world to turn in stories on mental health, self-care, travel, cooking and more" from a girl's perspective (Paragraph 4). Middle schoolers, "Michael and Marc started using social media to promote their baseball blogs about the Boston Red Sox and New York Mets" and later they talked about obstacles they faced, like food allergies (Paragraph 5). This**

**led them to create "a program called Teenager Entrepreneur. This program is a personal and business empowerment program that teaches students how to gain confidence, conquer fears, and find their passion" and they have even helped participants receive scholarships (Paragraph 6). This earned them the "Sweetwater Clifton 'City Spirit' Award from the basketball team the New York Knicks, an award which pays tribute to "local heroes who have made a significant difference in the lives of others" (Paragraph 7). Finally, Jah'Kiyla Atwaters was sad to learn that some kids her age didn't have the money to participate in sports and with her mom's help "created a website to encourage donations and to help kids and their families apply for sports vouchers" (Paragraph 14). Many of these teens were following a passion or wanted to help someone but their social media effort led to positive change throughout the global internet community.**

## Answer key > The power of 'like'

by Alison Pearce Stevens ● 2017

1. Which statement best expresses the central idea of the text?

8.RI.KID.2 ^

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.

- A. Looking through photos and posts on social media decreases activity in the brain as it is a mindless task.
- B. People are more likely to feel jealousy towards other people's photos and likes than they are to feel rewarded for their own posts.
- C. Posting and receiving likes on social media posts is an easy way to improve a person's mood by activating the brain's reward system.
- D. The pictures that people post and the likes that they receive have the power to influence the actions of the people who see them.**

2. Which quote from the passage best illustrates an example of how teens are impacted by the power of likes?

8.RI.KID.1 ^

Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.

- A. "What's more, viewing posts with a lot of likes activates the reward system in our brain. It also can lower the viewer's self-control. And posts related to alcohol may encourage teens to drink." (Paragraph 3)**
- B. "Positive responses to a teen's own photos... tell teens that their friends appreciate the material they're posting." (Paragraph 12)
- C. "Teens should keep in mind, Glenski cautions, that just because a post is popular doesn't mean it is a quality post." (Paragraph 21)



- D. "More posts about alcohol appeared on Instagram and Snapchat than on Facebook. Boyle suspects this is because fewer parents, professors and other older adults use Instagram and Snapchat." (Paragraph 28)

3. What is the author's main purpose in the article?

8.RI.CS.6 ^

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

- A. to expose to people how social media only promotes certain posts
- B. to discourage teens from posting and liking pictures on social media
- C. to show people why they should be mindful of what they post and like**
- D. to prove how social media is harmful to a person's mental and physical health

4. What is the relationship between the number of upvotes a social media post receives and the perception that people have of that post?

8.RI.KID.3 ^

Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.

- A. People upvote social media posts because they portray accurate information.
- B. People aren't being honest online when they upvote posts.
- C. People look more favorably upon posts that receive more upvotes.**
- D. People upvote social media posts quickly and without reading them.

5. How does the researchers' experiment with Reddit contribute to the central idea of the text?

8.RI.KID.2 ^

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.

**Answers will vary; students should discuss how the pictures that people post and the likes that they receive have the power to influence the actions of the people who see them. Maria Glenski and Tim Weninger's experiment involved computer generated interactions with Reddit posts. The researchers' experiment with Reddit contributes to this central idea by showing how the actions of people on social media can sway the actions of other users. In this experiment, the tendency was for people to upvote posts that were determined to be popular early, as the results concluded that "posts that their program had upvoted did better. These posts were eight percent more**

likely to have a final score of at least 1,000, compared to posts the program ignored" (Paragraph 18). While "Glenski cautions, that just because a post is popular doesn't mean it is a quality post," the results of the various studies in the article shows that people tend to view and respond more positively to posts that are deemed popular by more likes or upvotes (Paragraph 21).



# WINTER BREAK LEARNING PACKET

**ELA**

**8<sup>TH</sup> GRADE  
STUDENT**

**DEC 22<sup>ND</sup> – JAN 5<sup>TH</sup>**

**DEPARTMENT OF CURRICULUM & INSTRUCTION**

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# Literacy Support Parent Guide

## The Story of Prometheus and Pandora's Box

by James Baldwin (1895)



*In this section of the Literacy Support Guide, we're reading anchor text, "The Story of Prometheus and Pandora's Box" by James Baldwin. In "The Story of Prometheus and Pandora's Box," James Baldwin explores the themes of power and tyranny, disobedience, the cost of progress, and the human condition.*

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#### **Anchor Text**

1. Read the text
2. Answer text dependent questions
3. Complete Open Ended Written Responses

#### **Paired Text**

1. Read the text
2. Answer text dependent questions
3. Complete Open Ended Written Responses

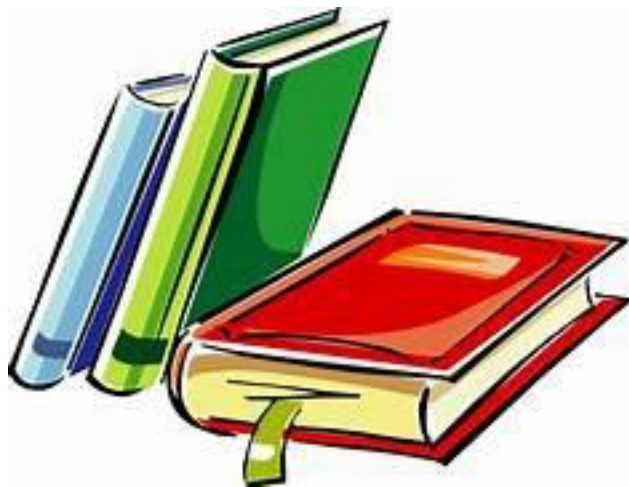
#### **Ways to Support your Child**

1. Ask your child what literary texts: "*The Story of Prometheus and Pandora's Box*" and the paired text, "*Pygmalion*" are about?
2. **Parent Answer Keys**-Review written responses together

#### **Related Media**

1. Watch the following clips with your child at home.  
[The Story of Prometheus](#)

# ANCHOR TEXT





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

Class: \_\_\_\_\_

# The Story of Prometheus and Pandora's Box

By James Baldwin

1895

*James Baldwin (1841-1925) was an educator and prolific children's book author who re-wrote many classic legends and myths for young readers. In almost every culture, there are myths and folktales that explain how the world got to be the way it is today and that ask important questions about the human condition. Greek mythology in particular has been read widely in the West and retold in sophisticated high poetry. In this version, however, James Baldwin adopts a more accessible tone, turning revered Greek Mythology into old Greek stories. As you read, take notes on how Baldwin reveals the themes of these myths.*

## I. How Fire Was Given to Men

- [1] In those old, old times, there lived two brothers who were not like other men, nor yet like those Mighty Ones who lived upon the mountain top.<sup>1</sup> They were the sons of one of those Titans<sup>2</sup> who had fought against Jupiter<sup>3</sup> and been sent in chains to the strong prison-house<sup>4</sup> of the Lower World.<sup>5</sup>

The name of the elder of these brothers was Prometheus, or Forethought; for he was always thinking of the future and making things ready for what might happen to-morrow, or next week, or next year, or it may be in a hundred years to come. The younger was called Epimetheus, or Afterthought; for he was always so busy thinking of yesterday, or last year, or a hundred years ago, that he had no care at all for what might come to pass after a while.



*"Torch" by J.E. Theriot is licensed under CC BY 2.0.*

1. The "Mighty Ones" is a reference to the gods and goddesses of Greek mythology who lived atop Mount Olympus, led by Zeus (or, in Roman mythology, Jupiter), god of sky and thunder and king of the gods.
2. In classical Greek mythology, the Titans were members of the second order of divine beings, born from the first god and goddess Gaia and Uranus. The Titans were giants of incredible strength who ruled during the legendary Golden Age.
3. Jupiter (also called Jove) is the god of sky and thunder and king of the gods in Ancient Roman religion and mythology.
4. This is a reference to Tartarus, a deep abyss in ancient Greek mythology that is used as a dungeon of torment and suffering for the wicked. Zeus/Jupiter sent most of the Titans there after he and the other gods of Olympus defeated the Titans in a power struggle.
5. In mythology, the Lower World – also known as the Underworld – is an otherworld where souls go after death.

For some cause Jupiter had not sent these brothers to prison with the rest of the Titans.

Prometheus did not care to live amid the clouds on the mountain top. He was too busy for that. While the Mighty Folk were spending their time in idleness,<sup>6</sup> drinking nectar and eating ambrosia,<sup>7</sup> he was intent upon plans for making the world wiser and better than it had ever been before.

- [5] He went out amongst men to live with them and help them; for his heart was Piled with sadness when he found that they were no longer happy as they had been during the golden days when Saturn was king.<sup>8</sup> Ah, how very poor and wretched they were! He found them living in caves and in holes of the earth, shivering with the cold because there was no Pre, dying of starvation, hunted by wild beasts and by one another-the most miserable of all living creatures.

"If they only had Pre," said Prometheus to himself, "they could at least warm themselves and cook their food; and after a while they could learn to make tools and build themselves houses. Without Pre, they are worse oO than the beasts."

Then he went boldly to Jupiter and begged him to give Pre to men, that so they might have a little comfort through the long, dreary months of winter.

"Not a spark will I give," said Jupiter. "No, indeed! Why, if men had Pre they might become strong and wise like ourselves, and after a while they would drive us out of our kingdom. Let them shiver with cold, and let them live like the beasts. It is best for them to be poor and ignorant, that so we Mighty Ones may thrive and be happy."

Prometheus made no answer; but he had set his heart on helping mankind, and he did not give up. He turned away, and left Jupiter and his mighty company forever.

- [10] As he was walking by the shore of the sea he found a reed, or, as some say, a tall stalk of fennel,<sup>9</sup> growing; and when he had broken it oO he saw that its hollow center was Piled with a dry, soft pith<sup>10</sup> which would burn slowly and keep on Pre a long time. He took the long stalk in his hands, and started with it towards the dwelling of the sun in the far east.

"Mankind shall have Pre in spite of the tyrant<sup>11</sup> who sits on the mountain top," he said.

He reached the place of the sun in the early morning just as the glowing, golden orb was rising from the earth and beginning his daily journey through the sky. He touched the end of the long reed to the Qames, and the dry pith caught on Pre and burned slowly. Then he turned and hastened<sup>12</sup> back to his own land, carrying with him

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6. **Idleness (noun)** a state of inactivity; not doing anything productive

7. Nectar and ambrosia are the food and drink of the "Mighty Folk" in Greek mythology.

8. "Saturn" is the Roman name for the Greek god Cronus (also spelled Kronos), the leader and youngest of the Prst generation of Titans. He overthrew his father and ruled during the mythological Golden Age, until he was overthrown by his own son Zeus/Jupiter and imprisoned in Tartarus.

9. a kind of plant

10. the white strings inside a plant or fruit like an orange

11. **Tyrant (noun)** an unjust or oppressive ruler

12. **Hasten (verb)** to hurry

the precious spark hidden in the hollow center of the plant.

He called some of the shivering men from their caves and built a Pre for them, and showed them how to warm themselves by it and how to build other Pres from the coals. Soon there was a cheerful blaze in every rude<sup>13</sup> home in the land, and men and women gathered round it and were warm and happy, and thankful to Prometheus for the wonderful gift which he had brought to them from the sun.

It was not long until they learned to cook their food and so to eat like men instead of like beasts. They began at once to leave oO their wild and savage habits; and instead of lurking in the dark places of the world, they came out into the open air and the bright sunlight, and were glad because life had been given to them.

- [15] After that, Prometheus taught them, little by little, a thousand things. He showed them how to build houses of wood and stone, and how to tame sheep and cattle and make them useful, and how to plow and sow and reap,<sup>14</sup> and how to protect themselves from the storms of winter and the beasts of the woods. Then he showed them how to dig in the earth for copper and iron, and how to melt the ore,<sup>15</sup> and how to hammer it into shape and fashion from it the tools and weapons which they needed in peace and war; and when he saw how happy the world was becoming he cried out:

"A new Golden Age shall come, brighter and better by far than the old!"

## II. How Diseases and Cares Came Among Men

Things might have gone on very happily indeed, and the Golden Age might really have come again, had it not been for Jupiter. But one day, when he chanced to look down upon the earth, he saw the Pres burning, and the people living in houses, and the Qocks feeding on the hills, and the grain ripening in the Pelds, and this made him very angry.

"Who has done all this?" he asked.

And some one answered, "Prometheus!"

- [20] "What! That young Titan!" he cried. "Well, I will punish him in a way that will make him wish I had shut him up in the prison-house with his kinsfolk.<sup>16</sup> But as for those puny men, let them keep their Pre. I will make them ten times more miserable than they were before they had it."

Of course it would be easy enough to deal with Prometheus at any time, and so Jupiter was in no great haste about it. He made up his mind to distress mankind Prst; and he thought of a plan for doing it in a very strange, roundabout way.

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13. In this context, "rude" means roughly made or done; lacking subtlety or sophistication

14. These are skills used in farming.

15. a type of rock used to create iron

16. family; relatives



In the first place, he ordered his blacksmith Vulcan, whose forge<sup>17</sup> was in the crater of a burning mountain, to take a lump of clay which he gave him, and mold it into the form of a woman. Vulcan did as he was bidden; and when he had finished the image, he carried it up to Jupiter, who was sitting among the clouds with all the Mighty Folk around him. It was nothing but a mere lifeless body, but the great blacksmith had given it a form more perfect than that of any statue that has ever been made.

"Come now!" said Jupiter, "let us all give some goodly gift to this woman;" and he began by giving her life.

Then the others came in their turn, each with a gift for the marvelous creature. One gave her beauty; and another a pleasant voice; and another good manners; and another a kind heart; and another skill in many arts; and, lastly, some one gave her curiosity. Then they called her Pandora, which means the all-gifted, because she had received gifts from them all.

- [25] Pandora was so beautiful and so wondrously gifted that no one could help loving her. When the Mighty Folk had admired her for a time, they gave her to Mercury, the light-footed; and he led her down the mountain side to the place where Prometheus and his brother were living and toiling<sup>18</sup> for the good of mankind. He met Epimetheus first, and said to him:

"Epimetheus, here is a beautiful woman, whom Jupiter has sent to you to be your wife."

Prometheus had often warned his brother to beware of any gift that Jupiter might send, for he knew that the mighty tyrant could not be trusted; but when Epimetheus saw Pandora, how lovely and wise she was, he forgot all warnings, and took her home to live with him and be his wife.

Pandora was very happy in her new home; and even Prometheus, when he saw her, was pleased with her loveliness. She had brought with her a golden casket,<sup>19</sup> which Jupiter had given her at parting, and which he had told her held many precious things; but wise Athena, the queen of the air, had warned her never, never to open it, nor look at the things inside.

"They must be jewels," she said to herself; and then she thought of how they would add to her beauty if only she could wear them. "Why did Jupiter give them to me if I should never use them, nor so much as look at them?" she asked.

- [30] The more she thought about the golden casket, the more curious she was to see what was in it; and every day she took it down from its shelf and felt of the lid, and tried to peer inside of it without opening it.

"Why should I care for what Athena told me?" she said at last. "She is not beautiful, and jewels would be of no use to her. I think that I will look at them, at any rate. Athena will never know. Nobody else will ever know."

She opened the lid a very little, just to peep inside. All at once there was a whirring, rustling sound, and before she could shut it down again, out flew ten thousand strange creatures with death-like faces and gaunt<sup>20</sup> and

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17. a blacksmith's workshop

18. **Toil (verb)** to work extremely hard and continuously

19. a small box

dreadful forms, such as nobody in all the world had ever seen. They Quttered for a little while about the room, and then Qew away to Pnd dwelling-places wherever there were homes of men. They were diseases and cares; for up to that time mankind had not had any kind of sickness, nor felt any troubles of mind, nor worried about what the morrow might bring forth.

These creatures Qew into every house, and, without any one seeing them, nestled down in the bosoms<sup>21</sup> of men and women and children, and put an end to all their joy; and ever since that day they have been Qitting and creeping, unseen and unheard, over all the land, bringing pain and sorrow and death into every household.

If Pandora had not shut down the lid so quickly, things would have gone much worse. But she closed it just in time to keep the last of the evil creatures from getting out. The name of this creature was Foreboding, and although he was almost half out of the casket, Pandora pushed him back and shut the lid so tight that he could never escape. If he had gone out into the world, men would have known from childhood just what troubles were going to come to them every day of their lives, and they would never have had any joy or hope so long as they lived.

- [35] And this was the way in which Jupiter sought to make mankind more miserable than they had been before Prometheus had befriended them.

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20. **Gaunt** (*adjective*) excessively thin, especially because of suOering or hunger

21. hearts

## Text-Dependent Questions

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

1. PART A: Which of the following best identifies a central theme of this myth?
  - A. Abuse of power
  - B. The necessity of curiosity
  - C. Violence and war
  - D. Beauty and art
  
2. PART B: Which TWO phrases from the text best support the answer to Part A?
  - A. "Prometheus did not care to live amid the clouds on the mountain top. He was too busy for that." (Paragraph 3)
  - B. "It is best for them to be poor and ignorant, that so we Mighty Ones may thrive and be happy." (Paragraph 8)
  - C. "let them keep their fire. I will make them ten times more miserable than they were before they had it." (Paragraph 20)
  - D. "Then they called her Pandora, which means the all-gifted, because she had received gifts from them all." (Paragraph 24)
  - E. "Pandora was so beautiful and so wondrously gifted that no one could help loving her." (Paragraph 25)
  - F. "She opened the lid a very little, just to peep inside." (Paragraph 32)
  
3. How does the way Prometheus describes Jupiter differ from the way the narrator describes Jupiter?
  - A. Prometheus thinks Jupiter is disloyal while the narrator sees him as just
  - B. Prometheus does not understand Jupiter while the narrator knows Jupiter is evil
  - C. Prometheus reveres the king of the gods while the narrator treats Jupiter like any other character
  - D. Prometheus sees Jupiter as an unjust tyrant while the narrator calls him a "Mighty One" without judgment
  
4. How does the language and word choice in Paragraph 2 contribute to the tone of this myth?

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## Discussion Questions

**Directions:** *Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.*

1. Would it have been better if Prometheus never came and gave the people fire? Was humanity better off because it had fire and civilization, or worse off because the cost was misery and disease?
2. Why did Jupiter want people to be miserable and why does Prometheus disobey him? Should people with power help the weak?
3. One way to interpret the gods in Greek myths is to see them as personifications of forces in nature like the sea or lightning, or of abstract concepts like wisdom or forethought. Yet Baldwin says this kind of reading is "an error" that takes the charm out of these tales and reduces their "precious gold into utilitarian iron." Why might Baldwin believe this? What happens to characterization or other literary elements in the story if we read the gods as personifications instead of literally?
4. In the context of this myth, how does power corrupt? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
5. Is it fair for some people in society to have more power than others? Is it fair for those who disobey to be punished greatly? In the context of this text, what is fair? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

# PAIRED TEXT



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

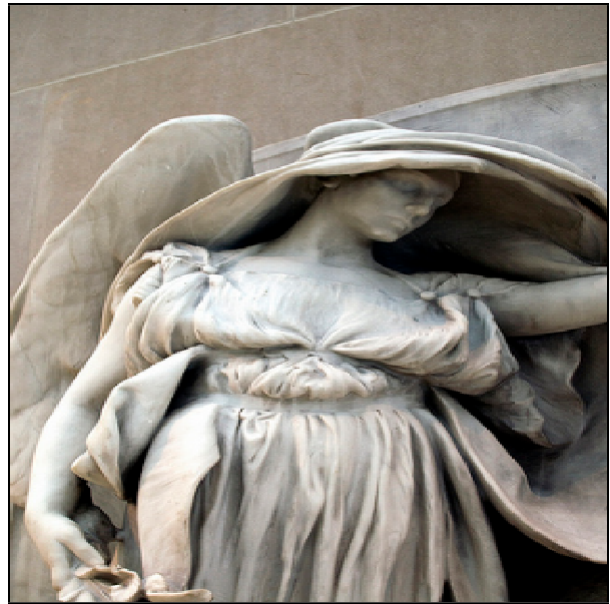
Class: \_\_\_\_\_

# Pygmalion

By Ovid, translated by Anthony S. Kline  
1 A.D.

*Ovid was a Roman poet born in 43 B.C. who is best known for his book of classic mythology, Metamorphoses. Pygmalion is a classic story about a sculptor. As you read, take notes on Pygmalion's ideas about love, and how they evolve.*

[1] Pygmalion had seen them, spending their lives in wickedness, and, offended by the failings that nature gave the female heart, he lived as a bachelor, without a wife or partner for his bed. But, with wonderful skill, he carved a figure, brilliantly, out of snow-white ivory, no mortal woman, and fell in love with his own creation. The features are those of a real girl, who, you might think, lived, and wished to move, if modesty did not forbid it. Indeed, art hides his art. He marvels: and passion, for this bodily image, consumes his heart. Often, he runs his hands over the work, tempted as to whether it is flesh or ivory, not admitting it to be ivory. He kisses it and thinks his kisses are returned; and speaks to it; and holds it, and imagines that his fingers press into the limbs, and is afraid lest bruises appear from the pressure. Now he addresses it with compliments, now brings it gifts that please girls, shells and polished pebbles, little birds, and many-colored flowers, lilies and tinted beads, and the Heliades's<sup>1</sup> amber tears, that drip from the trees. He dresses the body, also, in clothing; places rings on the fingers; places a long necklace round its neck; pearls hang from the ears, and cinctures<sup>2</sup> round the breasts. All are fitting: but it appears no less lovely, naked. He arranges the statue on a bed on which cloths dyed with Tyrian murex<sup>3</sup> are spread, and calls it his bedfellow, and rests its neck against soft down, as if it could feel.



["Sculpture"](#) by John Penny is licensed under CC BY-NC-ND 2.0.

The day of Venus's<sup>4</sup> festival came, celebrated throughout Cyprus,<sup>5</sup> and heifers, their curved horns gilded, fell, to the blow on their snowy neck. The incense was smoking, when Pygmalion, having made his offering, stood by

1. The daughters of Helios and the Oceanid Clymene, the Heliades were turned into poplar trees and their tears into amber after the death of their brother.
2. a belt or a sash of cloth
3. a luxurious purple dye harvested from sea snails
4. the Roman name for the Goddess of Love
5. an eastern Mediterranean island

the altar, and said, shyly: "If you can grant all things, you gods, I wish as a bride to have..." and not daring to say "the girl of ivory" he said "one like my ivory girl." Golden Venus, for she herself was present at the festival, knew what the prayer meant, and as a sign of the gods' fondness for him, the Iame Iared three times, and shook its crown in the air. When he returned, he sought out the image of his girl, and leaning over the couch, kissed her. She felt warm: he pressed his lips to her again. The ivory yielded to his touch, and lost its hardness, altering under his Hngers, as the bees' wax of Hymettus<sup>6</sup> softens in the sun, and is molded, under the thumb, into many forms, made usable by use. The lover is stupeHed,<sup>7</sup> and joyful, but uncertain, and afraid he is wrong, reaJrms the fulHllment of his wishes, with his hand, again, and again.

It was Iesh! The pulse throbbed under his thumb. Then the hero, of Paphos,<sup>8</sup> was indeed overfull of words with which to thank Venus, and still pressed his mouth against a mouth that was not merely a likeness. The girl felt the kisses he gave, blushed, and, raising her bashful eyes to the light, saw both her lover and the sky. The goddess attended the marriage that she had brought about, and when the moon's horns had nine times met at the full, the woman bore a son, Paphos, from whom the island takes its name.

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6. a mountain range in Greece

7. **Stupefied** (*adjective*) shocked or astonished

8. a coastal city in Cyprus

## Text-Dependent Questions

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

1. Which statement best describes a central theme of the text?
  - A. Always trust the gods' judgment.
  - B. Love always ends in heartbreak.
  - C. Women are powerful teachers.
  - D. Art and love are both powerful forces.
  
2. What is the relationship between Pygmalion and Venus?
  - A. Pygmalion and Venus share mutual respect and understanding.
  - B. Pygmalion does not like Venus because she is a woman.
  - C. Venus does not like Pygmalion because of his judgment of human women.
  - D. Pygmalion begs Venus for help, and Venus finally acquiesces.
  
3. PART A: How does the tone of the first paragraph differ from the tone in paragraph 3?
  - A. The first paragraph is sad and depressive while the third is hopeful and yearning.
  - B. The first paragraph is judgmental and lonely while the third is grateful and full of love.
  - C. The first paragraph is grateful and full of love while the third is judgmental and lonely.
  - D. The first paragraph is full of hope while the third sees that hope realized.
  
4. PART B: Which of the following quotations best illustrate the tone of paragraph 3?
  - A. "Then the hero, of Paphos..."
  - B. "...overflowing of words with which to thank Venus..."
  - C. "The girl felt the kisses he gave, blushed..."
  - D. "...the woman bore a son, Paphos..."
  
5. How does Pygmalion's attitude towards women change over the course of the text? Cite evidence from the text in your response.

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## Discussion Questions

**Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.**

1. Does the Pygmalion story have any modern applications? Explain your answer.
2. How does this classic mythological story inform your idea about love? What, according to you, is true love?
3. How does love emerge? Use evidence from this text, your own experience, and other art or literature to answer this question.

# ANSWER KEYS



## Answer key > The Story of Prometheus and Pandora's Box

by James Baldwin ● 1895

1. PART A: Which of the following best identifies a central theme of this myth? **8.RL.KID.2** ^

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary.

- A. **Abuse of power**
- B. The necessity of curiosity
- C. Violence and war
- D. Beauty and art

2. PART B: Which TWO phrases from the text best support the answer to Part A? **8.RL.KID.1** ^

Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.

- A. "Prometheus did not care to live amid the clouds on the mountain top. He was too busy for that." (Paragraph 3)
- B. **"It is best for them to be poor and ignorant, that so we Mighty Ones may thrive and be happy." (Paragraph 8)**
- C. **"let them keep their fire. I will make them ten times more miserable than they were before they had it." (Paragraph 20)**
- D. "Then they called her Pandora, which means the all-gifted, because she had received gifts from them all." (Paragraph 24)
- E. "Pandora was so beautiful and so wondrously gifted that no one could help loving her." (Paragraph 25)

F. "She opened the lid a very little, just to peep inside." (Paragraph 32)

3. How does the way Prometheus describes Jupiter differ from the way the narrator describes Jupiter? **8.RL.CS.6** ^

Analyze how similarities and differences in the points of view of the audience and the characters create effects such as suspense, humor, or dramatic irony.

- A. Prometheus thinks Jupiter is disloyal while the narrator sees him as just
- B. Prometheus does not understand Jupiter while the narrator knows Jupiter is evil
- C. Prometheus reveres the king of the gods while the narrator treats Jupiter like any other character
- D. Prometheus sees Jupiter as an unjust tyrant while the narrator calls him a "Mighty One" without judgment**

4. How does the language and word choice in Paragraph 2 contribute to the tone of this myth? **8.RL.CS.4** ^

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts, repetition of words and phrases, and analogies.

**Answers will vary; students should notice the use of phrases like "after a while" to describe the future or "making things ready" as a simple and somewhat vague way to characterize forethought. These simple phrases mimic everyday conversation more than the heightened register of myth. This fits in with Baldwin's decision to say "Mighty Ones" instead of "gods" or "mountain top" instead of the traditional Mount Olympus. Instead of edifying the reader or losing them in heightened and erudite poetry, Baldwin's tone calls readers up to listen to a casual tale. The description of Prometheus and Epimetheus's abilities is also rather casual. The structure of phrases like "to-morrow, or next week, or next year, or it may be in a hundred years to come," and "yesterday, or last year, or a hundred years ago," where the amount is multiplied along with the list help make Prometheus and his brother more relatable characters and less like unfathomable titans since these structures make the ordinary act of thinking about tomorrow or last year seem similar to the incredible ability of thinking about hundreds of years into the future or past.**

## Answer key > Pygmalion

by Ovid, translated by Anthony S. Kline ● 1 A.D.

1. Which statement best describes a central theme of the text?

8.RL.KID.2 ^

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary.

- A. Always trust the gods' judgment.
- B. Love always ends in heartbreak.
- C. Women are powerful teachers.
- D. Art and love are both powerful forces.**

2. What is the relationship between Pygmalion and Venus?

8.RL.KID.3 ^

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

- A. Pygmalion and Venus share mutual respect and understanding.**
- B. Pygmalion does not like Venus because she is a woman.
- C. Venus does not like Pygmalion because of his judgment of human women.
- D. Pygmalion begs Venus for help, and Venus finally acquiesces.

3. PART A: How does the tone of the first paragraph differ from the tone in paragraph 3?

8.RL.CS.4 ^

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts, repetition of words and phrases, and analogies.

- A. The first paragraph is sad and depressive while the third is hopeful and yearning.
- B. The first paragraph is judgmental and lonely while the third is grateful and full of love.**
- C. The first paragraph is grateful and full of love while the third is judgmental and lonely.
- D. The first paragraph is full of hope while the third sees that hope realized.

4. PART B: Which of the following quotations best illustrate the tone of paragraph 3? **8.RL.KID.1** ^

Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.

- A. "Then the hero, of Paphos..."
- B. "...overfull of words with which to thank Venus..."**
- C. "The girl felt the kisses he gave, blushed..."
- D. "...the woman bore a son, Paphos..."

5. How does Pygmalion's attitude towards women change over the course of the text? Cite evidence from the text in your response. **8.RL.KID.3** ^

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

**Answers will vary; students should point out that in the beginning, Pygmalion lives as a bachelor, because he had seen other men upset by women he describes as "wicked". However, after he carves a statue of a woman, he begins to fall in love with it as if it is a real woman. By the end of the text, Pygmalion is begging the goddess Venus (the goddess of love, notably a female) to turn his statue into a real woman, whom he loves and adores, and with whom he has a child.**