



WINTER BREAK LEARNING PACKET

ELA

**9TH GRADE
STUDENT**

DEC 22ND – JAN 5TH

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 9-12 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.

Ninth Grade	Eleventh Grade
<p>Unit 1- American Voices: What does it mean to be “American”?</p> <p>Unit 2-Survival: What does it take to survive?</p> <p>Unit 3- The Literature of Civil Rights: How can words inspire change?</p> <p>Unit 4- Star-Crossed Romances: Do we determine our own destinies?</p> <p>Unit 5-Journeys of Transformation: What can we learn from a journey?</p> <p>Unit 6-World’s End: Why do we try to imagine the future?</p>	<p>Unit 1- Writing Freedom: What is the meaning of freedom?</p> <p>Unit 2- The individual and Society: What role does individualism play in American society?</p> <p>Unit 3- Power, Protest, and Change: In what ways does the struggle for freedom change with history?</p> <p>Unit 4- Grit and Grandeur: What is the relationship between literature and place?</p> <p>Unit 5- Facing our Fears: How do we respond when challenged by fear?</p> <p>Unit 6- Ordinary Lives, Extraordinary Tales: What do stories reveal about the human condition?</p>
Tenth Grade	Twelfth Grade
<p>Unit 1- Inside the Nightmare: What is the allure of fear?</p> <p>Unit 2-Outsiders and Outcasts: Do people need to belong?</p> <p>Unit 3-Extending Freedom’s Reach: What is the relationship between power and freedom?</p> <p>Unit 4-All that Glitters: What do our possessions reveal about us?</p> <p>Unit 5- Virtue and Vengeance: What motivates us to forgive?</p> <p>Unit 6- Blindness and Sight: What does it mean to see?</p>	<p>Unit 1- Forging A Hero: What makes a hero?</p> <p>Unit 2- Reflecting on Society: How do people come to have different views of society?</p> <p>Unit 3- Facing the Future Confronting the Past: How do our attitudes toward the past and future shape our actions?</p> <p>Unit 4- Seeing Things New: Why are both vision and disillusion necessary?</p> <p>Unit 5- Discovering the Self: How do we define ourselves?</p> <p>Unit 6- Finding A Home: What does it mean to call a place home?</p>

Note: The topics listed above align with texts that students will explore during the specified unit. In most cases, each grade level will engage with approximately 1 and a half units per quarter (i.e., Quarter1=Complete Unit 1 and begin Unit 2).

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

How the Internet Came to Be

by Shelby Ostergaard 2017



In this section of the Literacy Support Guide, we're reading the anchor text, "How the Internet Came to Be" by Shelby Ostergaard. In "How the Internet Came to Be," Shelby Ostergaard explains how the Internet has developed into what we use today.

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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.

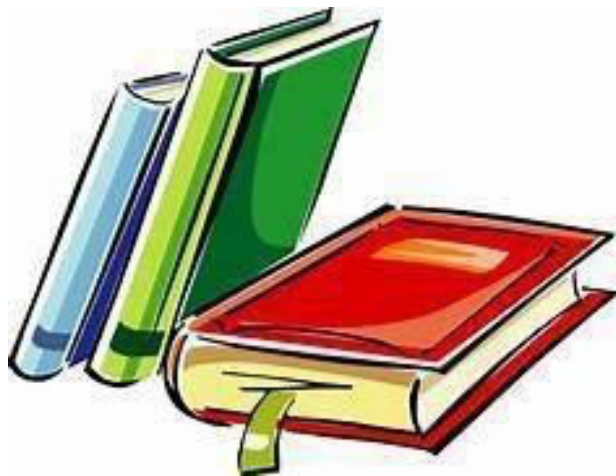
Ways to Support Your Child

1. Ask your child about the informational texts: What was "How the Internet Came to Be" and the paired text, "Experts Debate: Will Computers Edge People Out of Entire Careers?" What did you learn about Technology, Progress & Industry?
2. **Parent Answer Keys**-Review written responses together.

Related Media

1. Watch the following clips with your child at home:
 - [There and Back Again: A Packets Tale. How Does the Internet Work?](#)
 - [What is the Internet?](#)

ANCHOR TEXT



Name: _____

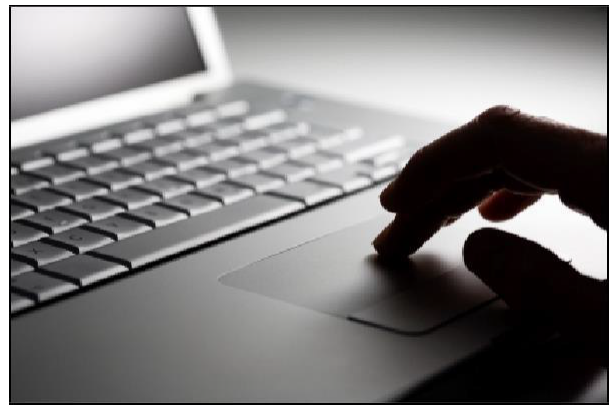
Class: _____

How the Internet Came to Be

By Shelby Ostergaard
2017

The Internet is a tool used by countless people across the world, but how well do they understand how it developed? In this informational text, Shelby Ostergaard explores the development of the Internet and how it came to be the tool we use today. As you read, take notes on how different projects led to the development of the Internet.

- [1] The Internet powers the whole world. It's used every day by people all over the globe. In fact, according to the World Wide Web Foundation, there are over one billion websites. On any one day, billions of users have searched Google three and a half billion times and sent 155 billion emails. Those numbers keep growing as more and more people connect. The Internet is the backbone of the 21st century and will likely remain an important part of our social, political, and cultural lives. Because of this, it is vital to understand some basic things about the Internet, like who created it and why.



"computer" by Plymouth District Library is licensed under CC BY-NC 2.0.

The Internet is the world's most popular computer

network system. It is used by over three billion people around the world. A computer network system is a telecommunications¹ network that allows different computers to connect and share data. Data shared by different computers over the Internet encompasses all sorts of things — from the last thing you typed in a Facebook chat window to the programs that run Google's search engine.

The Internet isn't owned by anyone, and it was not really created by any one person. Instead, lots of computer scientists contributed to various projects at corporations and academic institutions, which, when all combined, eventually led to the Internet as we know it. Bite-sized collaboration is the nature of computer science. But while the Internet has no clear creator, it does have a clear starting point.

The Internet began as ARPANET,² an academic research project funded by the US Department of Defense. The idea stemmed from computer scientists Donald Davies, Ivan Sutherland, and Bob Taylor, who wanted to create a computer network using new packet switching technology. Packet switching technology packages data into small bunches, called packets, and then allows those packets to travel from a computer at one location to a computer at another. The route the packets take does not have to be linear or straight, and data can be sent to multiple computers and multiple locations at once.

1. communication over a distance by cable, telegraph, telephone, or broadcasting
2. Advanced Research Project Agency Network

- [5] Before packet switching technology, the only way to build a network was to use circuit switching. A network setup with circuit switching technology created a dedicated channel, or circuit, for data to directly travel from a device at one location to a device at another. The data had to travel across that path exactly and could only be accessed by one of the two devices in the circuit.

Bob Taylor explained the difference in a 1999 New York Times “On the Web” article, remembering when, in late 1965, he used to have three separate computer terminals for three separate communications, “If I was talking online with someone at S.D.C.,³ and I wanted to talk to someone I knew at Berkeley, or M.I.T.,⁴ about this, I had to get up from the S.D.C. terminal, go over and log into the other terminal and get in touch with them” he recalled. Those three separate computer terminals were each part of three separate computer networks set up using circuit switching technology. Data could only be shared between two devices directly. But Bob Taylor wanted to set up a computer network using packet sharing technology. He remembers that, “I said, ‘Oh Man!’, it’s obvious what to do: If you have these three terminals, there ought to be one terminal that goes anywhere you want to go. That idea is the ARPANET.”

When Bob Taylor said “talking online with someone at S.D.C.” in 1999, he both meant the same thing and a very different thing than we do now. He meant he was talking to someone over a computer and that he was typing text, not speaking out loud. Back then his text was sent directly to that other computer, and only that computer could ever see it. Now when we say you are talking to someone online, we mean that you are sending text through a computer network. The computer that you are using can access it, and so can your friend’s. But if you logged off Facebook and pulled out your phone? Well, you can access that text there too. The difference between the two is what was so revolutionary about ARPANET.

In 1969 four computers were successfully connected to ARPANET, creating a computer network. Things progressed quickly after that. More and more computers were added to ARPANET, and by 1972 computer scientists began to develop applications that worked over the network. One of these applications was email, called electronic mail at the time.

Another of the applications developed, although later than email, was the World Wide Web. The World Wide Web was invented by Tim Berners-Lee in 1989 and it is the application used to create and view websites. It’s also where the `www.` prefix of web addresses comes from. The World Wide Web is one of the primary tools that Internet users interact with.

- [10] The World Wide Web allowed for the exchange of web pages. These are primarily text documents, but they are not written in a language people speak. Instead, they’re written and formatted in Hypertext Markup Language (HTML), which allows the computer to read the text and display it properly. HTML also allows the computer to ‘read’ images, video, audio, and software components and to display those properly as multimedia on the page. Web pages have unique names; embedded hyperlinks allow users to jump from one uniquely named web page to another, thus creating a web of pages. The Internet as we know it did not really exist until the applications associated with the World Wide Web application came into wide use.

In fact, many users of both the Internet and the World Wide Web have a tendency to think that the two are the

3. Systems Development Corporation

4. Massachusetts Institute of Technology

same thing. They aren't. The Internet is the world's largest computer network system. The World Wide Web is just one type of application used on the Internet. It is one of the most popular applications used on that computer network, but it is not the only one. The Facebook or Instagram applications on your phone are applications that share data using the Internet but do so without the World Wide Web, hence there are no web pages. However, the Facebook and Instagram website you can access on your computer are web pages that use the World Wide Web application.

The Internet was created with the goal to make it easier for computer scientists to talk to one another. But it also made it easier for everyone else to talk to one another, through the creation of popular applications, like email and the group of applications that make up the World Wide Web. The Internet wasn't really created by anyone and it is definitely not owned by anyone. Or, depending on how you look at it, the Internet is owned by everyone.

"How the Internet Came to Be" by Shelby Ostergaard. Copyright © 2017 by CommonLit, Inc. This text is licensed under CC BY-NC-SA 2.0.

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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 the main idea of the text?
 - A. The Internet reached its peak development at packet switching, and has not changed significantly since then.
 - B. The Internet was initially created with the goal of allowing people to connect with their friends and family around the world.
 - C. The Internet was initially developed for limited communication among a select few, but since then it has evolved dramatically and is accessible by all.
 - D. While many people have contributed to the creation of the Internet, the most important contributor was Tim Berners-Lee.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "The data had to travel across that path exactly and could only be accessed by one of the two devices in the circuit." (Paragraph 5)
 - B. "When Bob Taylor said 'talking online with someone at S.D.C.' in 1999, he both meant the same thing and a very different thing than we do now." (Paragraph 7)
 - C. "The World Wide Web was invented by Tim Berners-Lee in 1989 and it is the application used to create and view websites." (Paragraph 9)
 - D. "The Internet was created with the goal to make it easier for computer scientists to talk to one another. But it also made it easier for everyone else to talk to one another" (Paragraph 12)

3. What distinction does the author draw between packet switching and circuit switching?
 - A. Circuit switching and packet switching are different ways in which information can be accessed on multiple computers at once.
 - B. Packet switching allows a wireless connection while circuit switching requires a physical connection.
 - C. Packet switching allows information to be accessed on multiple computers, while circuit switching can only share data between two computers.
 - D. Circuit switching allows information to be accessed on various computers at the same time, while packet switching is the communication between two computers.

4. How do paragraphs 9-11 contribute to the author's explanation of the Internet?
 - A. This section explains the distinction between the World Wide Web and the Internet, which addresses a misunderstanding many users have.
 - B. This section criticizes the creators of the World Wide Web for creating a complex language for writing web pages on the Internet.
 - C. These paragraphs establish that the World Wide Web is a computer network system, while the Internet is an application people use on the World Wide Web.
 - D. This section illustrates how the World Wide Web is superior because, unlike the Internet, it can be used without a connection to a computer network system.

5. How does the author support her claim that the Internet "wasn't really created by anyone" (Paragraph 12)?

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. Before reading this article, how did you think the Internet worked? How did this this article affect your understanding of the Internet?
2. What do you think would happen if one person was responsible for the development and maintenance of the Internet?
3. In your opinion, why is it important to understand how the Internet came to be?
4. In the context of the text, how do people benefit from the Internet? In what ways does the Internet present new problems? How do you think the benefits of the Internet compare to the costs?
5. In the context of the text, what should the future look like? How could additional development of the Internet affect the future? What could be the costs and benefits of this?

PAIRED TEXT



Name: _____

Class: _____

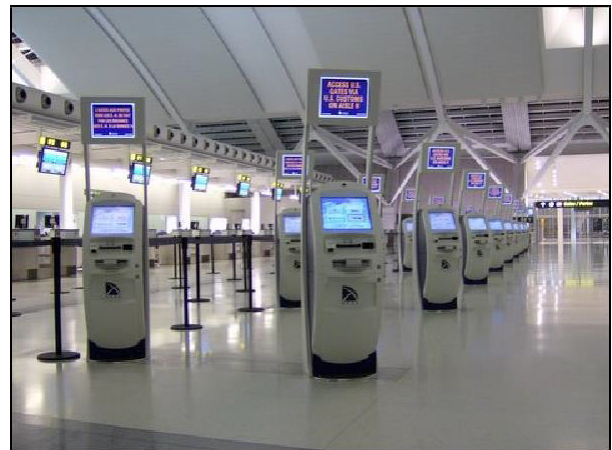
Experts Debate: Will Computers Edge People Out Of Entire Careers?

By David Kestenbaum
2015

Periods of rapid technological development have long been accompanied by fears of job loss. Workers might be replaced directly by machines or indirectly by changes in the economy. Experts have differing opinions on the effects of technological advances in the workplace. As you read, note the arguments of different experts and track how they support their arguments.

- [1] Machines have been taking jobs forever. Computers and software are doing things people were paid to do. They are booking airplane flights. Filing our taxes. And they are getting better all the time.

RENEE MONTAGNE, HOST: Given that computers and software are doing things lots of people used to do, like booking our airplane flights and filing our taxes and getting better all the time, it's worth worrying about how many jobs will be left a few decades from now. David Kestenbaum with our Planet Money team reports there is real debate over that question.



["HPIM0064"](#) by Michael Kooiman is licensed under CC BY-SA 2.0.

DAVID KESTENBAUM, BYLINE: It's one thing to talk about computers taking jobs, but looking out a few

decades, people are talking about entire careers disappearing. If you're listening to this story driving an 18-wheeler¹ on I-80,² this thought has probably already occurred to you.

ANDREW MCAFEE: We've got cars that can drive themselves on roads in traffic without mishap.

- [5] **KESTENBAUM:** Andrew McAfee is a professor at MIT.³ He's definitely in the jobs-are-going-away camp.

MCAFEE: The accidents that Google just reported that happened with their autonomous⁴ cars happened because other people rear-ended them and swerved into them.

1. a conversational term for a semi-trailer truck
2. Interstate 80 is a highway that runs from New Jersey to California.
3. Massachusetts Institute of Technology
4. **Autonomous (adjective)** acting independently or having the freedom to do so

KESTENBAUM: Truck drivers in this country - almost 2 million jobs. Cashiers - 3 million.

MC AFEE: It turns out people like self service a lot. I don't want to talk to somebody when I go check in at an airport. I just either download the boarding pass to my phone or walk up to a kiosk and get it.

KESTENBAUM: McAfee does not think computers will have anything like human intelligence in the near future, but he says if you just take where we are now and extrapolate,⁵ to him, it's clear where we're headed.

- [10] **MC AFEE:** Twenty or 40 years from now, I believe we will not need the labor of a lot of the people alive in order to have a very, very productive economy. In terms of the amount of human labor that you need to get the stuff out of the ground and off the farms and through the factories and into our homes and tables - next to none.

KESTENBAUM: You do not have to go far to find someone who disagrees with Andrew McAfee, just around the corner to the office of another person at the same university.

DAVID AUTOR: My name is David Autor. I'm a professor of economics and associate head of the MIT Department of Economics.

KESTENBAUM: David Autor has been making the opposite case, the chill out, there will be plenty of jobs case. He questions the idea that computers and software will continue to get exponentially⁶ better.

AUTOR: It's hard to know how fast things will change. I mean, that's our first point.

- [15] **KESTENBAUM:** OK, he says, robots can drive cars, but they still struggle with very basic tasks, like folding laundry.

AUTOR: The set of things that machines do not do like humans is innumerable.⁷

KESTENBAUM: And, he says, people have been worried about this forever - that machines will take away all the jobs - but those people have always been wrong, partly because they missed some basic economics. When the tractor came along, yes, it eliminated a lot of farming jobs, but it also made food cheaper, which meant people had more money to spend - new opportunities and new jobs.

AUTOR: So I feel it would be rather arrogant of me to say I looked at the future, and people won't come up with stuff. I don't know. I'm humbled by the fact at how bad I would have been at predicting the future.

KESTENBAUM: I asked Andrew McAfee about this.

- [20] David's argument is that people have been saying this is going to happen forever, and it just never has.

MC AFEE: He's absolutely right. The Luddites⁸ said that. Marx⁹ predicted it with great confidence. John Maynard

5. **Extrapolate (verb)** to form an opinion or to make an estimate about something from known facts

6. **Exponential (adjective)** characterized by extreme rapid increase

7. **Innumerable (adjective)** too many to be counted

Keynes,¹⁰ who's one of my intellectual heroes, talked about it in the 1930s.

KESTENBAUM: So does it feel crazy for you to be saying no, no, no, this time I mean it, and I'm right.

MCAFEE: Yeah, you know, you wonder if you're joining that long litany¹¹ of voices who go down as having made the incorrect prediction one more time, but I think the facts are different this time.

KESTENBAUM: In the past, he says, machines were basically doing mechanical stuff. This time around, they're doing things that seem much more human. They can talk. They can listen. They can even compose music.

[25] (SOUNDBITE OF MUSIC)

KESTENBAUM: Good job, computer. David Kestenbaum, NPR News.

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8. The Luddites were a group of English workers who destroyed machinery, especially in cotton and woolen mills, which they believed was threatening their jobs. The term "Luddite" is commonly used to refer to a person who is opposed to technological advancement.
 9. Karl Marx (1818-1883) was a philosopher, economist, sociologist, journalist, and revolutionary socialist who wrote extensively on the subject of labor and economic systems.
 10. John Maynard Keynes (1883-1946) was an English economist who is widely considered the founder of modern macroeconomics.
 11. **Litany** (*noun*) a tedious recital or repetitive series

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 idea of the interview?
 - A. Throughout history, economists have always thought technological advances would lead to job loss — and they have always been wrong.
 - B. Most new technology comes from our desire to better our lives and work as little as possible.
 - C. Experts disagree about the effects of technological growth on our economy; some fear massive job loss, while some believe this fear is unnecessary.
 - D. While machines have made incredible gains in recent years, there is no technology that lets them compete with human workers.

2. PART B: Which phrase from the text best support the answers to Part A?
 - A. "I don't want to talk to somebody when I go check in at an airport. I just either download the boarding pass to my phone or walk up to a kiosk and get it." (Paragraph 8)
 - B. "You do not have to go far to find someone who disagrees with Andrew McAfee, just around the corner to the office of another person at the same university." (Paragraph 11)
 - C. "The set of things that machines do not do like humans is innumerable." (Paragraph 16)
 - D. "you wonder if you're joining that long litany of voices who go down as having made the incorrect prediction one more time, but I think the facts are different this time." (Paragraph 23)

3. How does the discussion of "Luddites," "Marx," and "John Maynard Keynes" in paragraph 21 contribute to the development of the ideas presented in the interview?
 - A. It strengthens McAfee's argument by showing that many intellectuals throughout history agree with him.
 - B. It shows that advances in technology have always been welcomed as a way to improve the careers of all members of society.
 - C. It proves that McAfee's argument does not consider the long history of technological advances that easily fit into the economy.
 - D. It strengthens McAfee's argument by showing that even though he is familiar with the history of this debate, he has reasons to stand firm in his position.

4. Which statement best describes how Autor might respond to the notion that robots will soon replace a majority of human workers?
- A. He would disagree, pointing out that automated systems still lack the ability to do many of the things that human employees are capable of doing.
 - B. He would agree that human workers are increasingly being replaced, but he would also say that only unskilled workers are at risk.
 - C. He would disagree based on his belief that technological innovation has reached its peak, and very few things are likely to be invented in the near future.
 - D. He would agree wholeheartedly, citing evidence that certain jobs traditionally done by highly skilled humans are increasingly being taken over by robots.

5. What is Kestenbaum's main purpose in conducting this interview? Cite evidence from the text in your response.

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. Consider how automated systems have improved your life or saved you time. How would your life be different on a day-to-day basis if you lacked access to computers?
2. While innovation undoubtedly makes life easier for many, it may also leave some people jobless. In the context of this interview, what are the costs and benefits of technology? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
3. Can you think of certain jobs that computers likely cannot replace? What makes people irreplaceable workers in these positions?

ANSWER KEYS



Answer Key How the Internet Came to Be

by Shelby Ostergaard2017

1. PART A: Which of the following best identifies the main idea of the text?

Determine a central idea of a text and analyze its development; provide an objective or critical summary. **9-10.RI.KID.2**

- A. The Internet reached its peak development at packet switching and has not changed significantly since then.
- B. The Internet was initially created with the goal of allowing people to connect with their friends and family around the world.
- C. The Internet was initially developed for limited communication among a select few, but since then it has evolved dramatically and is accessible by all.**
- D. While many people have contributed to the creation of the Internet, the most important contributor was Tim Berners-Lee.

2. PART B: Which detail from the text best supports the answer to Part A?

Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions. **9-10.RI. KID.1**

- A. "The data had to travel across that path exactly and could only be accessed by one of the two devices in the circuit." (Paragraph 5)
- B. "When Bob Taylor said 'talking online with someone at S.D.C.' in 1999, he both meant the same thing and a very different thing than we do now." (Paragraph 7)
- C. "The World Wide Web was invented by Tim Berners-Lee in 1989 and it is the application used to create and view websites." (Paragraph 9)
- D. "The Internet was created with the goal to make it easier for computer scientists to talk to one another. But it also made it easier for everyone else to talk to one another" (Paragraph 12)**

3. What distinction does the author draw between packet switching and circuit switching?

Analyze how an author presents and develops key ideas and events to impact meaning. **9-10.RI.KID.3**

- A. Circuit switching and packet switching are different ways in which information can be accessed on multiple computers at once.
- B. Packet switching allows a wireless connection while circuit switching requires a physical connection.
- C. Packet switching allows information to be accessed on multiple computers, while circuit switching can only share data between two computers.**
- D. Circuit switching allows information to be accessed on various computers at the same time, while packet switching is the communication between two computers.

4. How do paragraphs 9-11 contribute to the author's explanation of the Internet?

Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. **9-10.RI. CS.5**

- A. This section explains the distinction between the World Wide Web and the Internet, which addresses a misunderstanding many users have.**
- B. This section criticizes the creators of the World Wide Web for creating a complex language for writing web pages on the Internet.
- C. These paragraphs establish that the World Wide Web is a computer network system, while the Internet is an application people use on the World Wide Web.
- D. This section illustrates how the World Wide Web is superior because, unlike the Internet, it can be used without a connection to a computer network system.

5. How does the author support her claim that the Internet "wasn't really created by anyone" (Paragraph 12)?

Evaluate how reasoning and evidence affects the argument and specific claims in a text. **9-10.RI.IKI.8**

Answers will vary; students should identify the various computer scientists that the author references as contributing certain ideas or applications to what we know today to be the Internet. For instance, the author discusses "computer scientists Donald Davies, Ivan Sutherland, and Bob Taylor, who wanted to create a computer network using new packet switching technology" (Paragraph 4). Additionally, the author references the contributions of Tim Berners-Lee, who developed the World Wide Web, "one of the primary tools that Internet users interact with" (Paragraph 9). While these computer scientists contributed different things at different times, they are all responsible for developing the Internet that we know and use today.

Answer Key > Experts Debate: Will Computers Edge People Out Of

Entire Careers?

by David Kestenbaum 2015

1. PART A: Which of the following best identifies a central idea of the interview?

Determine a central idea of a text and analyze its development; provide an objective or critical summary. **9-10.RI.KID.2**

- A. Throughout history, economists have always thought technological advances would lead to job loss — and they have always been wrong.
- B. Most new technology comes from our desire to better our lives and work as little as possible.
- C. Experts disagree about the effects of technological growth on our economy; some fear massive job loss, while some believe this fear is unnecessary.**
- D. While machines have made incredible gains in recent years, there is no technology that lets them compete with human workers.

2. PART B: Which phrase from the text best support the answers to Part A?

Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions. **9-10.RI.KID.1**

- A. "I don't want to talk to somebody when I go check in at an airport. I just either download the boarding pass to my phone or walk up to a kiosk and get it." (Paragraph 8)
- B. "You do not have to go far to find someone who disagrees with Andrew McAfee, just around the corner to the office of another person at the same university." (Paragraph 11)**
- C. "The set of things that machines do not do like humans is innumerable." (Paragraph 16)
- D. "you wonder if you're joining that long litany of voices who go down as having made the incorrect prediction one more time, but I think the facts are different this time." (Paragraph 23)

3. How does the discussion of "Luddites," "Marx," and "John Maynard Keynes" in paragraph 21 contribute to the development of the ideas presented in the interview?

Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. **9-10.RI.CS.5**

- A. It strengthens McAfee's argument by showing that many intellectuals throughout history agree with him.
 - B. It shows that advances in technology have always been welcomed as a way to improve the careers of all members of society.
 - C. It proves that McAfee's argument does not consider the long history of technological advances that easily fit into the economy.
 - D. It strengthens McAfee's argument by showing that even though he is familiar with the history of this debate, he has reasons to stand firm in his position.**
4. Which statement best describes how Autor might respond to the notion that robots will soon replace a majority of human workers?

Analyze how an author presents and develops key ideas and events to impact meaning. **9-10.RI.KID.3**

- A. He would disagree, pointing out that automated systems still lack the ability to do many of the things that human employees are capable of doing.**
- B. He would agree that human workers are increasingly being replaced, but he would also say that only unskilled workers are at risk.
- C. He would disagree based on his belief that technological innovation has reached its peak, and very few things are likely to be invented in the near future.
- D. He would agree wholeheartedly, citing evidence that certain jobs traditionally done by highly skilled humans are increasingly being taken over by robots.

5. What is Kestenbaum's main purpose in conducting this interview? Cite evidence from the text in your response.

Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose. **9-10.RI.CS.6**

Answers will vary; students should recognize that Kestenbaum intends to provide a fair, balanced view of the topic he takes up — the influence of advances in technology on the economy and labor society-wide. This is evident through his inclusion of opinions (and explanations for those opinions) from both Andrew McAfee, who fits squarely in the "jobs-are-going-away camp" (Paragraph 5) and David Autor, who voices "the chill out, there will be plenty of jobs case" (Paragraph 13). Students should also recognize an effort to provide information about a phenomenon that influences many people, whether as consumers (given that automated systems are "booking our airplane flights and filing our taxes" [Paragraph 2]) and, potentially, as workers who fear displacement (such as those who listened "to this story driving an 18-wheeler..." [Paragraph 3]). Additionally, by including the opinions of two experts who both enjoy appointments at an extremely prestigious university, Kestenbaum ensures that his piece will attract the attention of intellectuals. This also reveals his intent to offer the opinions of experts in a digestible, accessible format.



WINTER BREAK LEARNING PACKET

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Literacy Support Parent Guide

Arachne

by Olivia E. Coolidge 2001



In this section of the Literacy Support Guide, we're reading the anchor text, "Arachne" by Olivia E. Coolidge. In Olivia E. Coolidge's adaption of the Greek myth "Arachne," a talented weaver challenges the goddess Athena to a weaving contest.

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Paired Text

1. Read the text.
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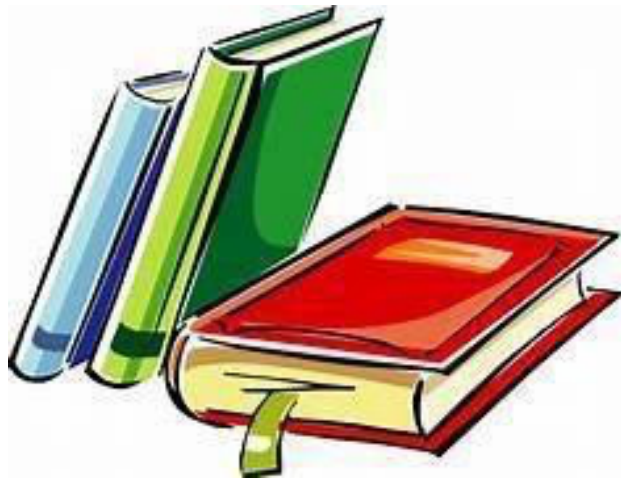
Ways to Support your Child

1. Ask your child about the literary/informational texts: What was "Arachne" and the paired text, "Ancient Greece: The Birthplace of Western Individualism" about? What did you learn about Power & Greed? What did you learn about Resilience & Success?
2. **Parent Answer Keys**-Review written responses together.

Related Media

1. Watch the following clips with your child at home:
 - [Arachne the Weaver](#)
 - [Arachne-Directed by Nick Kozis \(Greek Mythology\)](#)
 - ["Arachne"-Pre-reading Video](#)

ANCHOR TEXT



Name: _____

Class: _____

Arachne

By Olivia E. Coolidge
2001

Olivia E. Coolidge (1908-2006) was a British-born American writer and educator. Coolidge published 27 books, several of which were written for young adults. In Coolidge's adaption of a Greek myth, a talented weaver is challenged by the goddess of wisdom, Athena.

[1] Arachne was a maiden who became famous throughout Greece, though she was neither wellborn¹ nor beautiful and came from no great city. She lived in an obscure² little village, and her father was a humble dyer of wool. In this he was very skillful, producing many varied shades, while above all he was famous for the clear, bright scarlet which is made from shellfish, and which was the most glorious of all the colors used in ancient Greece. Even more skillful than her father was Arachne. It was her task to spin the fleecy wool into a fine, soft thread and to weave it into cloth on the high-standing loom within the cottage. Arachne was small and pale from much working. Her eyes were light and her hair was a dusty



"Weaving hands" by J. Feist is licensed under CC BY-NC-ND 2.0.

brown, yet she was quick and graceful, and her fingers, roughened as they were, went so fast that it was hard to follow their flickering movements. So soft and even was her thread, so fine her cloth, so gorgeous her embroidery, that soon her products were known all over Greece. No one had ever seen the like of them before.

At last Arachne's fame became so great that people used to come from far and wide to watch her working. Even the graceful nymphs³ would steal in from stream or forest and peep shyly through the dark doorway, watching in wonder the white arms of Arachne as she stood at the loom⁴ and threw the shuttle⁵ from hand to hand between the hanging threads, or drew out the long wool, fine as a hair, from the distaff⁶ as she sat spinning. "Surely Athena herself must have taught her," people would murmur to one another. "Who else could know the secret of such marvelous skill?"

Arachne was used to being wondered at, and she was immensely proud of the skill that had brought so many to look on her. Praise was all she lived for, and it displeased her greatly that people should think anyone, even a

1. born of a noble family
2. **Obscure (adjective)** not important or well known
3. a mythological spirit of nature
4. a machine for making fabric by weaving yarn or thread
5. a wooden device used for weaving thread
6. a stick or spindle onto which wool is wound from spinning

goddess, could teach her anything. Therefore when she heard them murmur, she would stop her work and turn round indignantly⁷ to say, "With my own ten fingers I gained this skill, and by hard practice from early morning till night. I never had time to stand looking as you people do while another maiden worked. Nor if I had, would I give Athena credit because the girl was more skillful than I. As for Athena's weaving, how could there be finer cloth or more beautiful embroidery than mine? If Athena herself were to come down and compete with me, she could do no better than I."

One day when Arachne turned round with such words, an old woman answered her, a gray old woman, bent and very poor, who stood leaning on a staff and peering at Arachne amid the crowd of onlookers. "Reckless girl," she said, "how dare you claim to be equal to the immortal gods themselves? I am an old woman and have seen much. Take my advice and ask pardon of Athena for your words. Rest content with your fame of being the best spinner and weaver that mortal eyes have ever beheld."

- [5] "Stupid old woman," said Arachne indignantly, "who gave you a right to speak in this way to me? It is easy to see that you were never good for anything in your day, or you would not come here in poverty and rags to gaze at my skill. If Athena resents my words, let her answer them herself. I have challenged her to a contest, but she, of course, will not come. It is easy for the gods to avoid matching their skill with that of men."

At these words the old woman threw down her staff and stood erect. The wondering onlookers saw her grow tall and fair and stand clad in long robes of dazzling white. They were terribly afraid as they realized that they stood in the presence of Athena. Arachne herself flushed red for a moment, for she had never really believed that the goddess would hear her. Before the group that was gathered there she would not give in; so pressing her pale lips together in obstinacy⁸ and pride, she led the goddess to one of the great looms and set herself before the other. Without a word both began to thread the long woolen strands that hang from the rollers, and between which the shuttle moves back and forth. Many skeins lay heaped beside them to use, bleached white, and gold, and scarlet, and other shades, varied as the rainbow. Arachne had never thought of giving credit for her success to her father's skill in dyeing, though in actual truth the colors were as remarkable as the cloth itself.

Soon there was no sound in the room but the breathing of the onlookers, the whirring of the shuttles, and the creaking of the wooden frames as each pressed the thread up into place or tightened the pegs by which the whole was held straight. The excited crowd in the doorway began to see that the skill of both in truth was very nearly equal, but that, however the cloth might turn out, the goddess was the quicker of the two. A pattern of many pictures was growing on her loom. There was a border of twined branches of the olive, Athena's favorite tree, while in the middle, figures began to appear. As they looked at the glowing colors, the spectators realized that Athena was weaving into her pattern a last warning to Arachne. The central figure was the goddess herself competing with Poseidon⁹ for possession of the city of Athens; but in the four corners were mortals who had tried to strive¹⁰ with gods and pictures of the awful fate that had overtaken them. The goddess ended a little before Arachne and stood back from her marvelous work to see what the maiden was doing.

Never before had Arachne been matched against anyone whose skill was equal, or even nearly equal to her

-
7. **Indignant (adjective)** feeling or showing anger or annoyance
 8. **Obstinacy (noun)** stubbornness
 9. the Greek god of the sea
 10. to struggle in opposition

own. As she stole glances from time to time at Athena and saw the goddess working swiftly, calmly, and always a little faster than herself, she became angry instead of frightened, and an evil thought came into her head. Thus as Athena stepped back a pace to watch Arachne finishing her work, she saw that the maiden had taken for her design a pattern of scenes which showed evil or unworthy actions of the gods, how they had deceived fair maidens, resorted to trickery, and appeared on earth from time to time in the form of poor and humble people. When the goddess saw this insult glowing in bright colors on Arachne's loom, she did not wait while the cloth was judged, but stepped forward, her gray eyes blazing with anger, and tore Arachne's work across. Then she struck Arachne across the face. Arachne stood there a moment, struggling with anger, fear, and pride. "I will not live under this insult," she cried, and seizing a rope from the wall, she made a noose and would have hanged herself.

The goddess touched the rope and touched the maiden. "Live on, wicked girl," she said. "Live on and spin, both you and your descendants. When men look at you they may remember that it is not wise to strive with Athena." At that the body of Arachne shriveled up; and her legs grew tiny, spindly, and distorted. There before the eyes of the spectators hung a little dusty brown spider on a slender thread.

- [10] All spiders descend from Arachne, and as the Greeks watched them spinning their thread wonderfully fine, they remembered the contest with Athena and thought that it was not right for even the best of men to claim equality with the gods.

"Arachne" from Greek Myths © 2001 by Olivia E. Coolidge. Reprinted with permission of Houghton Mifflin Harcourt.

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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 describes the theme of the text?
 - A. It's unwise for a person to make claims they can't support.
 - B. Pride and overconfidence can lead to a person's demise.
 - C. No matter how skilled a person is, their talents can't compete with gods.
 - D. It's important to maintain a good attitude, even when you lose.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "'Surely Athena herself must have taught her,' people would murmur to one another. 'Who else could know the secret of such marvelous skill?'" (Paragraph 2)
 - B. "'Rest content with your fame of being the best spinner and weaver that mortal eyes have ever beheld.'" (Paragraph 4)
 - C. "The excited crowd in the doorway began to see that the skill of both in truth was very nearly equal, but that, however the cloth might turn out, the goddess was the quicker of the two." (Paragraph 7)
 - D. "'Live on and spin, both you and your descendants. When men look at you they may remember that it is not wise to strive with Athena.'" (Paragraph 9)

3. PART A: How is Arachne affected when she hears that people believe Athena taught her how to weave?
 - A. It insults Arachne and drives her to challenge Athena.
 - B. It flatters Arachne and causes her to become too prideful.
 - C. It angers Arachne, as her father is the one who taught her.
 - D. It causes Arachne to become overconfident in her own abilities.

4. PART B: Which detail from the text best supports the answer to Part A?
 - A. "'Surely Athena herself must have taught her,' people would murmur to one another. 'Who else could know the secret of such marvelous skill?'" (Paragraph 2)
 - B. "Arachne was used to being wondered at, and she was immensely proud of the skill that had brought so many to look on her." (Paragraph 3)
 - C. "'If Athena herself were to come down and compete with me, she could do no better than I.'" (Paragraph 3)
 - D. "'Rest content with your fame of being the best spinner and weaver that mortal eyes have ever beheld.'" (Paragraph 4)

5. How does the author foreshadow Arachne's fate through her characterization?

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. Arachne is punished for her excessive pride in the story. Do you think Athena also suffers from pride? Why or why not? Has excessive pride ever gotten you or someone you know into trouble?
2. Do you think Arachne is right when she states that she is solely responsible for her success as a weaver? Who else might have contributed to Arachne's success? Has anyone else contributed to your successes in life?
3. In the context of the text, how are both Arachne and Athena corrupted by power? Can you think of an example in your life where someone was corrupted by their power? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

PAIRED TEXT



Name: _____

Class: _____

Ancient Greece: The Birthplace of Western Individualism

By USHistory.org

2016

The ancient Greeks worshipped a variety of different gods and goddesses, many of whom remain part of modern-day popular culture. We can learn a lot about ancient Greek society by studying their myths and spiritual systems. This article explains the beliefs of the ancient Greeks, and what it reveals about their culture. As you read, take notes on the influence of Greek mythology in ancient Greece and modern Western culture.

- [1] Democracy. Philosophy. Sculpture. Dramatic tragedies. The Olympic Games.

¹Many of the fundamental elements of Western culture first arose more than 2,000 years ago in ancient Greece.

²After conquering the Greeks, the ancient Roman spread Greek ideas throughout their empire, which included much of Europe.

All Things Human

The glorification of the human form and of human accomplishment defined ancient Greek art,

philosophy, literature, and religion. Even their gods were created in the image of humans. The Greek gods had human emotions, looked like humans, and behaved more like people than infallible ³ gods.

- [5] The Greeks' emphasis on the individual is one major cornerstone ⁴ of Western Civilization. Indeed, the spirit of individualism ⁵ as defined by the Greeks is still alive and well in modern American culture and society.



["Neptune Calming the Tempest"](#) by Peter Paul Rubens is in the public domain.

1. "Western" is a term commonly used to describe things, people, ideas, or ways of life that come from or are associated with the United States, Canada, and the countries of Western, Northern, and Southern Europe.
2. Ancient Rome was a civilization that began on the Italian Peninsula as early as the 8th century BC. Located along the Mediterranean Sea and centered on the city of Rome, it expanded to become one of the largest empires in the ancient world.
3. **Infallible (adjective)** incapable of being wrong or making a mistake
4. **Cornerstone (noun)** an important quality or feature on which a particular thing depends
5. Individualism is a social theory favoring freedom of action for individuals over collective or state control.

Gods, Goddesses, and Heroes

The ancient Greeks were polytheistic — that is, they worshipped many gods. Their major gods and goddesses lived at the top of Mount Olympus, the highest mountain in Greece, and myths described their lives and actions. In myths, gods often actively intervened in the day-to-day lives of humans. Greek religion did not have a standard set of morals; there were no Judaic Ten Commandments. Myths were used to help explain the unknown and sometimes teach a lesson.

For example, Zeus, the king of the gods, carried his favorite weapon, the thunderbolt. When it rained and there was thunder and lightning, the ancient Greeks believed that Zeus was venting his anger. Many stories about how the Greek gods behaved and interacted with humans are found in the works of Homer. He created two epic poems: the *Iliad*, which related the events of the Trojan War, and the *Odyssey*, which detailed the travels of the hero Odysseus. These two poems were passed down orally over many generations.

A Soap Opera from Hellas

The Greeks created gods in the image of humans; that is, their gods had many human qualities even though they were gods. The gods, heroes, and humans of Greek mythology were flawed. The gods were highly emotional and behaved inconsistently and sometimes immorally.

The gods constantly fought among themselves, behaved irrationally and unfairly, and were often jealous of each other. For example, Zeus, the king of the gods, was rarely faithful to his wife Hera. Hera plotted against Zeus and punished his mistresses.

[10] In addition to Zeus and Hera, there were many other major and minor gods in the Greek religion. At her birth, Athena, the goddess of wisdom, sprang directly from the head of Zeus. Hermes, who had winged feet, was the messenger of the gods and could fly anywhere with great speed. Aphrodite, the goddess of love, was the most beautiful being in the universe. Her brother, Ares, the god of war, was sinister, mean, and disliked. Poseidon ruled the sea from his underwater kingdom, and Apollo rode his chariot⁹ across the sky, bringing the sun with him.

Hades was in charge of the dead in the underworld. Almost all people went to Hades after they died whether they were good or bad. To get there, the dead had to cross the river Styx.¹⁰ Charon was the name of the boatman who ferried the souls of the dead across the river Styx to Hades.

Typically, the gods punished those who were bad. For example, Tantalus, who killed his own son and served

-
6. In Greek mythology, Mount Olympus was the home of the Twelve Olympian gods. It was also the setting of many mythological tales.
 7. The Ten Commandments are a set of moral rules which the Bible describes as having been given to the Israelites by God at biblical Mount Sinai.
 8. the author of the earliest known literature of Europe
 9. a two-wheeled horse-drawn vehicle used in ancient warfare and racing
 10. the boundary between the Earth and the Underworld in Greek mythology

him to the gods for dinner, was sent to Hades and made forever thirsty and hungry. Although there was a pool of clear, fresh drinking water at his feet, whenever Tantalus bent down to drink, the pool would dry up and disappear.

Likewise, over his head hung the most delicious fruit. However, whenever Tantalus reached for them, a wind would blow them just out of his reach. The English word “tantalize” derives from the name Tantalus.

The list below features some of the most famous gods and goddess in Greek mythology and their important attributes:

Zeus: King of the gods, Zeus killed his tyrant father Chronos; he is also the god of thunder

Hera: The wife of Zeus and the goddess of fertility

Poseidon: The god of the sea

Hades: The god of the underworld

Hestia: A little-known goddess, a sister of Zeus, and the goddess of the home and hearth

Chronos: The leader of the Titans and the father of the Olympians, Chronos ate all of his children except for Zeus, who killed him

Demeter: Goddess of the harvest and the mother of Persephone

Apollo: God of the sun, music, and art; one of the most versatile gods

Artemis: Goddess of the hunt, moon, and childbirth; the sister of Apollo

Aphrodite: The goddess of love and the mother of Eros

Ares: The god of War

Athena: She sprang full-grown from Zeus’s head; she is the Goddess of wisdom; the city of Athens is also named for her

Hephaestus: The god of the forge; thrown from the top of Mount Olympus by Zeus, Hephaestus is also crippled; the husband of Aphrodite

Hermes: The messenger god; wears a winged helmet and winged sandals

Persephone: The daughter of Demeter; Persephone was kidnapped by Hades to be his bride, and because she ate three pomegranate seeds, she is forced to spend three months of the year in Hades (This period of time is known as winter)

Dionysus: The god of wine and revelry; Dionysus had an enormous following throughout the Greek world

Eros: The god of love; often depicted as a young child, Eros uses magical arrows to cause people to fall in love; known to the Romans as Cupid

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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 states one of the central ideas of this article?
 - A. The gods and goddesses of Greek mythology were created to teach humans to satisfy their individual needs.
 - B. Greek mythology celebrated the greatness of individual human beings, using myths of humans defeating gods and goddesses.
 - C. Greek mythology reflected how the world and human beings operated, teaching morality along the way.
 - D. The gods and goddesses of Greek mythology are evil deities that commit horrific acts to teach humans to seek revenge when they are wronged.

2. PART B: Which TWO phrases from the text best support the answer to Part A?
 - A. "The Greek gods had human emotions, looked like humans, and behaved more like people than infallible gods." (Paragraph 4)
 - B. "The Greeks' emphasis on the individual is one major cornerstone of Western Civilization." (Paragraph 5)
 - C. "In myths, gods often actively intervened in the day-to-day lives of humans." (Paragraph 6)
 - D. "Hermes, who had winged feet, was the messenger of the gods and could fly anywhere with great speed." (Paragraph 10)
 - E. "Myths were used to help explain the unknown and sometimes teach a lesson." (Paragraph 6)
 - F. "Almost all people went to Hades after they died whether they were good or bad." (Paragraph 11)

3. What connection does the author draw between ancient Greek mythology and modern Western society? Cite evidence from the text in your response.

4. Which of the following is most likely the author's purpose for including paragraphs 12 and 13 in the text?
- A. to show how Greek mythology has influenced Western language
 - B. to highlight the most important moral lesson of Greek mythology
 - C. to demonstrate the violent and irrational behavior of Greek gods
 - D. to illustrate the human and superhuman traits in Greek mythology

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. What is your interpretation of the punishment of Tantalus, described in paragraphs 12–13? Do you think it indicates the presence of a cruel impulse among the ancient Greeks?
2. The author notes that Greek deities "behaved more like people than infallible gods" (Paragraph 4). What might this suggest about ancient Greek society?
3. Based on the text and your knowledge of historical events, how were the ancient Greeks similar to other polytheistic societies and cultural groups? How were they different?
4. The author notes that the ancient Greeks believed that many natural events of human life could be traced back to the gods; for example, they thought thunderstorms were the result of Zeus "venting his anger" (Paragraph 7). In the context of this article, who's in control: man or nature? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

ANSWER KEYS



Answer Key > Arachne

by Olivia E. Coolidge2001

1. PART A: Which of the following best describes the theme of the text?

Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary. **9-10.RL.KID.2**

- A. It's unwise for a person to make claims they can't support.
- B. Pride and overconfidence can lead to a person's demise.**
- C. No matter how skilled a person is, their talents can't compete with gods.
- D. It's important to maintain a good attitude, even when you lose.

2. PART B: Which detail from the text best supports the answer to Part A?

Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions. **9-10.RL.KID.1**

- A. "'Surely Athena herself must have taught her,' people would murmur to one another. 'Who else could know the secret of such marvelous skill?'" (Paragraph 2)
- B. "'Rest content with your fame of being the best spinner and weaver that mortal eyes have ever beheld.'" (Paragraph 4)
- C. "The excited crowd in the doorway began to see that the skill of both in truth was very nearly equal, but that, however the cloth might turn out, the goddess was the quicker of the two." (Paragraph 7)
- D. "'Live on and spin, both you and your descendants. When men look at you they may remember that it is not wise to strive with Athena.'" (Paragraph 9)**

3. PART A: How is Arachne affected when she hears that people believe Athena taught her how to weave?

Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning. **9-10.RL.KID.3**

- A. It insults Arachne and drives her to challenge Athena.**
- B. It flatters Arachne and causes her to become too prideful.
- C. It angers Arachne, as her father is the one who taught her.
- D. It causes Arachne to become overconfident in her own abilities.

4. PART B: Which detail from the text best supports the answer to Part A?

Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions. **9-10.RL.KID.1**

- A. "'Surely Athena herself must have taught her,' people would murmur to one another. 'Who else could know the secret of such marvelous skill?'" (Paragraph 2)
- B. "Arachne was used to being wondered at, and she was immensely proud of the skill that had brought so many to look on her." (Paragraph 3)
- C. "'If Athena herself were to come down and compete with me, she could do no better than I.'" (Paragraph 3)**
- D. "'Rest content with your fame of being the best spinner and weaver that mortal eyes have ever beheld.'" (Paragraph 4)

5. How does the author foreshadow Arachne's fate through her characterization?

Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning. **10.RL.KID.3**

- 1. Answers will vary; students should discuss how Arachne's fate is foreshadowed by her skill as a weaver. Arachne possesses a talent for spinning thread, similarly to how a spider spins a web. For instance, the narrator describes Arachne's weaving as "quick and graceful, and her fingers, roughened as they were, went so fast that it was hard to follow their flickering movements" (Paragraph 1). At the end of the story, Athena tells Arachne, "Live on and spin, both you and your descendants," confirming that Arachne's ability to weave was hinting at her fate to become a spider all along. (Students might also note that Arachne's name resembles the modern English word "arachnid.") Through these details, the author foreshadows the unfortunate conclusion of Arachne's story from the very beginning of the text.**

Answer Key > Ancient Greece: The Birthplace of Western

Individualism

by USHistory.org2016

1. PART A: Which of the following best states one of the central ideas of this article?

Determine a central idea of a text and analyze its development; provide an objective or critical summary. **9-10.RI.KID.2**

- A. The gods and goddesses of Greek mythology were created to teach humans to satisfy their individual needs.
 - B. Greek mythology celebrated the greatness of individual human beings, using myths of humans defeating gods and goddesses.
 - C. Greek mythology reflected how the world and human beings operated, teaching morality along the way.**
 - D. The gods and goddesses of Greek mythology are evil deities that commit horrific acts to teach humans to seek revenge when they are wronged.
2. PART B: Which TWO phrases from the text best support the answer to Part A?

Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions. **9-10.RI.KID.1**

- A. "The Greek gods had human emotions, looked like humans, and behaved more like people than infallible gods." (Paragraph 4)**
 - B. "The Greeks' emphasis on the individual is one major cornerstone of Western Civilization." (Paragraph 5)
 - C. "In myths, gods often actively intervened in the day-to-day lives of humans." (Paragraph 6)
 - D. "Hermes, who had winged feet, was the messenger of the gods and could fly anywhere with great speed." (Paragraph 10)
 - E. "Myths were used to help explain the unknown and sometimes teach a lesson." (Paragraph 6)**
 - F. "Almost all people went to Hades after they died whether they were good or bad." (Paragraph 11)
3. What connection does the author draw between ancient Greek mythology and modern Western society? Cite evidence from the text in your response.

Analyze how an author presents and develops key ideas and events to impact meaning. **9-10.RI.KID.3**

Answers will vary; students should explain that both Greek mythology and modern Western society favor individual freedom. The author emphasizes the role of Greek mythology in the "glorification" (Paragraph 4) of the human being and, thus, the development of individualism. Students may also note that Greek society was not guided by a particularly clear or common set of moral standards, "Greek religion did not have a standard set of morals; there were no Judaic Ten Commandments" (Paragraph 6). Although western society has established laws, there is also an emphasis on self-reliance in America. Similar to Greek society, American society supports the freedom of action for individuals over collective or state control.

- 4.** Which of the following is most likely the author's purpose for including paragraphs 12 and 13 in the text?

Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. **9-10.RI.CS.5**

- A. to show how Greek mythology has influenced Western language**
- B. to highlight the most important moral lesson of Greek mythology
- C. to demonstrate the violent and irrational behavior of Greek gods
- D. to illustrate the human and superhuman traits in Greek mythology