



**Weekly Enrichment Plan: Week of May 4**

**Grade: High School**

	May 4	May 5	May 6	May 7	May 8
<b>Math</b> (40 Minutes)	<b>Alg 1, 2, Math 4</b> <a href="#">4x4 Project: Functions</a>	<b>Alg 1, 2, Math 4</b> <a href="#">4x4 Project: Functions</a>	<b>Alg 1, 2, Math 4</b> <a href="#">4x4 Project: Functions</a>	<b>Alg 1, 2, Math 4</b> <a href="#">4x4 Project: Functions</a>	<b>Alg 1, 2, Math 4</b> <a href="#">4x4 Project: Functions</a>
<b>Online Learning Options</b> <ul style="list-style-type: none"> <li>• <a href="#">Khan Academy</a></li> <li>• <a href="#">CK12</a></li> <li>• <a href="#">Study Island</a></li> <li>• <a href="#">Imagine Math</a> (through geometry)</li> <li>• <a href="#">Exact Path</a></li> </ul>	<b>Geometry</b> <a href="#">Social Distancing Project</a>	<b>Geometry</b> <a href="#">Social Distancing Project</a>	<b>Geometry</b> <a href="#">Social Distancing Project</a>	<b>Geometry</b> <a href="#">Social Distancing Project</a>	<b>Geometry</b> <a href="#">Social Distancing Project</a>
<b>English Language Arts</b> (40 Minutes)	<b>Unit Description:</b> Values and Beliefs  <b>Graphic Organizer:</b> Values and Beliefs  <b>A Very Old Man with Enormous Wings:</b> Read story and answer questions.	<b>A Very Old Man with Enormous Wings:</b> Read story and answer questions.	<b>The Most Dangerous Game:</b> Read Story and answer questions.	<b>The Most Dangerous Game:</b> Read story and answer questions	<b>The Most Dangerous Game:</b> Read story and answer questions
<b>Online Learning Options</b> <ul style="list-style-type: none"> <li>• <a href="#">CommonLit.org</a></li> <li>• <a href="#">Study Island</a></li> <li>• <a href="#">NewsELA</a></li> <li>• <a href="#">Exact Path</a></li> <li>• <a href="#">Imagine Learning</a> 9th-10th grade</li> <li>• <a href="#">Facing History</a></li> </ul>	<b>Exploring Energy Project</b>	<b>Exploring Energy Project</b>	<b>Exploring Energy Project</b>	<b>Exploring Energy Project</b>	<b>Exploring Energy Project</b>
<b>Science</b> (40 Minutes)	<b>Exploring Energy Project</b>	<b>Exploring Energy Project</b>	<b>Exploring Energy Project</b>	<b>Exploring Energy Project</b>	<b>Exploring Energy Project</b>
<b>Online Learning Options:</b> <ul style="list-style-type: none"> <li>• <a href="#">Khan Academy</a></li> <li>• <a href="#">CK12</a></li> <li>• <a href="#">Study Island</a></li> <li>• <a href="#">McGraw Hill - Clever</a></li> <li>• <a href="#">NewsELA</a></li> </ul>	<b>Freedom of Speech and Religion</b>	<b>Freedom of Speech and Religion</b>	<b>Freedom of Speech and Religion</b>	<b>Freedom of Speech and Religion</b>	<b>Freedom of Speech and Religion</b>
<b>Social Studies</b> (40 Minutes)	<b>Freedom of Speech and Religion</b>	<b>Freedom of Speech and Religion</b>	<b>Freedom of Speech and Religion</b>	<b>Freedom of Speech and Religion</b>	<b>Freedom of Speech and Religion</b>



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<p><b>Online Learning Options:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Khan Academy</a></li> <li>• <a href="#">Study Island</a></li> <li>• McGraw Hill - <a href="#">Clever</a></li> <li>• <a href="#">NewsELA</a></li> <li>• <a href="#">Facing History</a></li> <li>• <a href="#">CK12</a></li> <li>• <a href="#">Racial Equity and Social Justice Challenge</a></li> </ul>					
<p><b>Student Daily Check-Off</b> (check off each activity that you completed)</p>	<input type="checkbox"/> Math <input type="checkbox"/> English <input type="checkbox"/> Science <input type="checkbox"/> Social Studies	<input type="checkbox"/> Math <input type="checkbox"/> English <input type="checkbox"/> Science <input type="checkbox"/> Social Studies	<input type="checkbox"/> Math <input type="checkbox"/> English <input type="checkbox"/> Science <input type="checkbox"/> Social Studies	<input type="checkbox"/> Math <input type="checkbox"/> English <input type="checkbox"/> Science <input type="checkbox"/> Social Studies	<input type="checkbox"/> Math <input type="checkbox"/> English <input type="checkbox"/> Science <input type="checkbox"/> Social Studies

**Suggested Daily Schedule: Grades 9 - 12**

<b>Time</b>	<b>Activity</b>
8:00 – 9:00 am	Wake up, make your bed, eat breakfast and get ready for an awesome day!
9:00 – 9:40 am	Mathematics
9:40 – 10:20 am	English Language Arts
10:20 – 11:00 am	Science
11:00 – 12:30	Lunch, World Languages, and Free Time
12:30 – 1:10 pm	Social Studies
1:10 – 1:40	Afternoon Exercise
1:40 – 2:10	Current Events – watch the news or read the newspaper OR Language Acquisition
2:10-2:30	Social-Emotional Learning/Reflection/Organize for the Next Day



**Family Suggestions**

<b>Parent Suggestions</b>	<b>Student Suggestions</b>
<p>How can I support my student as a learner outside of school?</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Familiarize yourself with your child's learning calendar.</li><li><input type="checkbox"/> Encourage your child to do their best when completing tasks and assignments.</li><li><input type="checkbox"/> Contact your child's teacher or the district's homework hotline when you or your child have questions or need feedback.</li><li><input type="checkbox"/> Support your child in starting the daily work early in the day. Waiting until the late afternoon or evening to start work adds unnecessary stress and creates missed opportunities for collaboration and feedback.</li><li><input type="checkbox"/> Remind your child to take frequent breaks to stay focused.</li><li><input type="checkbox"/> Consider designating a dedicated workspace to maximize time on task and facilitate learning.</li></ul>	<p>How can I continue learning outside of school?</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Complete work on your suggested learning calendar.</li><li><input type="checkbox"/> Put in your best effort when completing tasks and assignments.</li><li><input type="checkbox"/> Contact your teacher when you need help. Teachers are available via e-mail, your school's online learning program or on the district's homework hotline.</li><li><input type="checkbox"/> Let your teacher know if you have access to a phone or computer.</li></ul> <p>How can I stay organized?</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Start your work early. Waiting until the late afternoon or evening to start work adds unnecessary stress and creates missed opportunities for collaboration and feedback.</li><li><input type="checkbox"/> Take short breaks to increase focus and stay motivated to complete tasks on time.</li><li><input type="checkbox"/> Find a quiet place to complete your work.</li></ul>

## Additional Student Supports

Individual Supports	<ul style="list-style-type: none"> <li>• See “Individualizing Supports for Students” for more information on how to support your child at home with these assignments.</li> <li>• Additional materials are available online and at school meal sites:             <ul style="list-style-type: none"> <li>◦ “Specially Designed Instruction for Students with IEPs” packets with instructional routines that can be used at home to address students’ IEP goal areas.</li> <li>◦ Materials and resources for students with life skills needs and significant disabilities will also be available.</li> </ul> </li> </ul>
English Language Learners	<p><a href="#">Enrichment Packet</a></p> <ul style="list-style-type: none"> <li>• Daily language learning is important! The following links/resources are available for students to access daily language learning.</li> <li>• ¡El aprendizaje diario de idiomas es importante! Los siguientes enlaces/recursos están disponibles para que los estudiantes accedan al aprendizaje diario de idiomas.</li> <li>• Kujifunza lugha ya kila siku ni muhimu! Viungo vifuatavyo/rasilimali vinapatikana kwa wanafunzi kupata mafu nzo ya lugha ya kila siku.</li> <li>• दैनिक भाषा सिक्न महत्वपूर्ण छ! तलका लिंकहरू / स्रोतहरू विद्यार्थीहरूको लागि दैनिक भाषा सिक्ने पहुँचको लागि उपलब्ध छन्।</li> </ul>
AP	<p>College Board is offering free online courses on YouTube! Follow the link below to access their information.  <a href="https://apstudents.collegeboard.org/coronavirus-updates">https://apstudents.collegeboard.org/coronavirus-updates</a></p>

## Individualizing Support for Students in Grades 6-12

### For Students Who Struggle with Reading

#### **Before Reading:**

- For content area reading (nonfiction), provide some background information about the topic addressed in the text. The scholar can go online to look up information on the topic. Have scholar find resources in his/her preferred learning modality (videos, simplified text, activities) and summarize the new information learned.
- Look through the reading passage or book and look at pictures, graphics, and text features such as headings, captions, bolded words, etc. Discuss what you see and make a prediction about what you think will happen. During and after reading, adjust the prediction based on what you read.
- Look through the reading passage or book and identify difficult or unusual words. Have scholar practice decoding these words (reading them aloud). Provide meanings for these words. Create a vocabulary dictionary of these words to refer to later.

#### **During Reading:**

- **Accommodations:** Allow scholar to read aloud if they need to. Provide an audio recording of the text if available.
- **Chunking:** Read one paragraph or section at a time, and check for understanding by asking student to summarize or paraphrase what was read before moving to the next section.
- Make real-world connections (does the book remind you of something in your life? Another book, a movie, etc.)
- Stop and ask questions while reading. Ask questions with answers that can either be found in the reading or could be predictions about what might happen after the passage/story ends.

#### **After Reading:**

- For literature/fiction reading, have your scholar summarize what they read. Use the “5 W’s”
  - Who was the story/passage about?
  - What was the story/passage about? Make sure to include the main idea, some details, and how the story/passage ended
    - What did the character(s) learn?
    - What would be a good title for the story/passage? If one is provided already, what would be a different title you would give the story/passage?
  - When did the story/passage occur? This would be most important for informative and historical passages
  - Where did the story/passage occur?
  - Why? This can be many things, why did a specific character act in a certain manner? Why was a decision made? etc.
  - How? If there was a problem discussed ask how your scholar would have solved the problem differently, or how did that make you feel?
- For nonfiction reading/content area reading, have your scholar summarize what he/she has learned from the text and how he/she would apply the learning to real life.
- Allow an “open book” policy. Make sure that the scholar shows exactly where in the text he/she is getting the information to answer whatever question has been posed.

### For Students Who Struggle with Written Assignments

- Have scholar dictate assignments into a phone's "notes" app or computer with speech-to-text technology. Most speech-to-text will also respond to commands to add punctuation (by saying "comma," "period," etc.). Student can then print out their writing, or copy it into their own handwriting.
- Write one sentence at a time, then have someone read it aloud to make sure it makes sense.
- Provide examples of quality writing that meets the task criteria.
- Accept a written assignment that is shorter than what is expected, as long as the task criteria are met.

### For Students Who Struggle with Math Assignments

- Find a video of someone completing a similar task and have scholar watch it multiple times. Excellent resources for this are YouTube, Khan Academy, and LearnZillion.
- **Talk about math:** Have student explain a problem and its solution in mathematical terms. Have student teach a skill to another student. If they can teach it, they understand it.
- **Accommodations:** For tasks that require problem-solving, allow use of a calculator. Teach student how to use the calculator to accurately solve problems with multiple steps. Also provide access to anchor sheets for math procedures that may not be memorized, such as formulas.
- **Chunk assignments for easier completion/to ease frustration:** If there are 20 math problems to solve, complete 10 and take a break to move around. After the break go back and finish the other 10
- **Fractions:** use round food items to discuss fractions. Example: Cut a frozen pizza into 8 pieces and talk about pieces individually (1 piece is  $\frac{1}{8}$ ) or in parts together (2 pieces is  $\frac{2}{8}$  or  $\frac{1}{4}$ ). Compare and contrast pieces of different sizes.
- **Graph paper:** use graph paper to organize work and problems, and to model mathematical situations visually.
- **Manipulatives:** any small item can be used as a manipulative to help with basic facts. Examples: coins, blocks, pieces of paper cut into smaller pieces. There are also virtual manipulatives online (Google "virtual math manipulatives").
- **Measurement, Money, and Time:**
  - Bake something and have your child measure out all of the ingredients for the recipe.
  - Have your child measure different items around the house and compare the sizes (What is bigger? What is smaller? How many \_\_\_ does it take to measure the couch?)
  - Take a walk outside for a movement break. While walking have them time how long it takes to go for the walk and get back home. Pick something outside like houses and have them count how many they pass while walking. You can also practice skip counting while you walk (example: for each step you take count by 2s, or 5s, or 10s).
  - Create a store using items around your house. Label each item with a dollar amount and have your child "shop" in your store or have them act as the cashier and make change.
  - Create a schedule for the day with times attached. Start with times on the hour and then get progressively more difficult with times on the half hour and quarter hour. Give a specific time they can play a game or use tech. This will help work on math skills and will also help keep your child focused on different tasks throughout the day!
- **Reference materials:** create a number line, hundreds chart, or anchor charts (worked examples) to help with math calculation, counting, and problem-solving.
- **Patterns:** use blocks or toys of similar colors to make a pattern. Example: 3 red Legos, 2 blue Legos, 3 yellow Legos, repeat.
- **Sorting:** Gather a group of toys and have your child sort them based on similar attributes (color, size, shape, etc.). Do the same with a set of books and have your child sort them based on fiction vs. nonfiction, type of book, etc.

- **Make it fun!** Practice math skills using games and things you might already have around the house and turn real-life activities into mathematical opportunities.
  - A deck of cards: each person draws 2 cards and then adds, subtracts, or multiply the numbers reflected on the cards.
  - Dice: can be used the same way as a deck of cards to work on basic facts or create multi-digit problems to solve.
  - Yahtzee: basic addition
  - Connect Four, Othello: problem solving, and strategic thinking
  - Puzzles: perfect for working on spatial awareness, which is key to geometry
  - Monopoly: have your child be the “banker” to work on money skills
  - Battleship: graphing coordinates
  - Uno: use numbers on cards to create calculation problems

**For Students Who Struggle with Focus, Attention, and/or Study Skills**

- Given scholar very clear written (or visual) directions of what to work on and what successful completion of the task looks like. Have scholar self-monitor whether or not he/she has completed all parts of the task.
- Use a timer, starting with a very brief amount of time (even 5-10 minutes is ok). After the timer “beeps,” provide student with a brief break (5 minutes) before continuing. Work to increase the amount of time for each work interval, up to 25 minutes.
- Provide a reward, such as a sticker or carrot, for every successful interval of on-task behavior.
- Only give one assignment or task at a time, but also provide scholar with a calendar or daily schedule to refer to so it is clear what to expect next.
- Have older students model study skills for younger children.

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Values and Beliefs Unit: Graphic Organizer

Text	Significant details about beliefs and values, and the factors that influence them, in this text	In the context of this text, what factors shape our values and beliefs?
<a href="#"><u>The Devil</u></a>		
<a href="#"><u>Federigo's Falcon</u></a>		
<a href="#"><u>The Faith Cure Man</u></a>		
<a href="#"><u>The Last Leaf</u></a>		
<a href="#"><u>Once Upon A Time</u></a>		
<a href="#"><u>A Very Old Man With Enormous Wings</u></a>		
<a href="#"><u>The Most Dangerous Game</u></a>		
<a href="#"><u>A&amp;P</u></a>		



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

## A Very Old Man with Enormous Wings

By Gabriel García Márquez  
1972

*Gabriel García Márquez (1927-2014) was a Columbian novelist, short-story writer, screenwriter, and journalist. He is considered one of the most influential writers of the 20th century and received the 1982 Nobel Prize in Literature. In this short story, an old man with wings disturbs a quiet town after crashing into a family's yard. As you read, take notes on the reactions of the people who see the old man with enormous wings.*

[1] On the third day of rain they had killed so many crabs inside the house that Pelayo had to cross his drenched courtyard and throw them into the sea, because the newborn child had a temperature all night and they thought it was due to the stench. The world had been sad since Tuesday. Sea and sky were a single ash-gray thing and the sands of the beach, which on March nights glimmered like powdered light, had become a stew of mud and rotten shellfish. The light was so weak at noon that when Pelayo was coming back to the house after throwing away the crabs, it was hard for him to see what it was that was moving and groaning in the rear of the courtyard. He had to go very close to see that it was an old man, a very old man, lying face down in the mud, who, in spite of his tremendous efforts, couldn't get up, impeded by his enormous wings.



*"Wings" by Andrea Kirkby is licensed under CC BY-NC 2.0.*

Frightened by that nightmare, Pelayo ran to get Elisenda, his wife, who was putting compresses on the sick child, and he took her to the rear of the courtyard. They both looked at the fallen body with a mute stupor.<sup>1</sup> He was dressed like a ragpicker.<sup>2</sup> There were only a few faded hairs left on his bald skull and very few teeth in his mouth, and his pitiful condition of a drenched great-grandfather took away any sense of grandeur he might have had. His huge buzzard wings, dirty and half-plucked, were forever entangled in the mud. They looked at him so long and so closely that Pelayo and Elisenda very soon overcame their surprise and in the end found him familiar. Then they dared speak to him, and he answered in an incomprehensible dialect with a strong sailor's voice. That was how they skipped over the inconvenience of the wings and quite intelligently concluded that he was a lonely castaway from some foreign ship wrecked by the storm. And yet, they called in a neighbor woman who knew everything about life and death to see him, and all she needed was one look to show them their mistake.

"He's an angel," she told them. "He must have been coming for the child, but the poor fellow is so old that the rain knocked him down."

1. **Stupor (noun):** a state of near-unconsciousness or insensibility  
2. a person who picks up rags and other waste material on the streets for a livelihood

On the following day everyone knew that a flesh-and-blood angel was held captive in Pelayo's house. Against the judgment of the wise neighbor woman, for whom angels in those times were the fugitive<sup>3</sup> survivors of a celestial conspiracy, they did not have the heart to club him to death. Pelayo watched over him all afternoon from the kitchen, armed with his bailiff's<sup>4</sup> club, and before going to bed he dragged him out of the mud and locked him up with the hens in the wire chicken coop. In the middle of the night, when the rain stopped, Pelayo and Elisenda were still killing crabs. A short time afterward the child woke up without a fever and with a desire to eat. Then they felt magnanimous<sup>5</sup> and decided to put the angel on a raft with fresh water and provisions for three days and leave him to his fate on the high seas. But when they went out into the courtyard with the first light of dawn, they found the whole neighborhood in front of the chicken coop having fun with the angel, without the slightest reverence, tossing him things to eat through the openings in the wire as if he weren't a supernatural creature but a circus animal.

- [5] Father Gonzaga arrived before seven o'clock, alarmed at the strange news. By that time onlookers less frivolous than those at dawn had already arrived and they were making all kinds of conjectures concerning the captive's future. The simplest among them thought that he should be named mayor of the world. Others of sterner mind felt that he should be promoted to the rank of five-star general in order to win all wars. Some visionaries hoped that he could be put to stud<sup>6</sup> in order to implant the earth a race of winged wise men who could take charge of the universe. But Father Gonzaga, before becoming a priest, had been a robust woodcutter. Standing by the wire, he reviewed his catechism<sup>7</sup> in an instant and asked them to open the door so that he could take a close look at that pitiful man who looked more like a huge decrepit<sup>8</sup> hen among the fascinated chickens. He was lying in the corner drying his open wings in the sunlight among the fruit peels and breakfast leftovers that the early risers had thrown him. Alien to the impertinences<sup>9</sup> of the world, he only lifted his antiquarian<sup>10</sup> eyes and murmured something in his dialect when Father Gonzaga went into the chicken coop and said good morning to him in Latin. The parish priest had his first suspicion of an imposter when he saw that he did not understand the language of God or know how to greet His ministers. Then he noticed that seen close up he was much too human: he had an unbearable smell of the outdoors, the back side of his wings was strewn with parasites and his main feathers had been mistreated by terrestrial winds, and nothing about him measured up to the proud dignity of angels. Then he came out of the chicken coop and in a brief sermon warned the curious against the risks of being ingenuous.<sup>11</sup> He reminded them that the devil had the bad habit of making use of carnival tricks in order to confuse the unwary. He argued that if wings were not the essential element in determining the different between a hawk and an airplane, they were even less so in the recognition of angels. Nevertheless, he promised to write a letter to his bishop so that the latter would write his primate<sup>12</sup> so that the latter would write to the Supreme Pontiff<sup>13</sup> in order to get the final verdict from the highest courts.

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3. a person who has escaped from a place or is in hiding
  4. an officer
  5. **Magnanimous (adjective):** very generous or forgiving
  6. being bred for offspring
  7. a summary of the principles of Christian religion in the form of questions and answers, used to instruct Christians
  8. **Decrepit (adjective):** worn out or ruined because of age or neglect
  9. **Impertinence (noun):** lack of respect; rudeness
  10. relating to or dealing in antiques
  11. **Ingenuous (adjective):** innocent and unsuspecting
  12. the chief bishop or archbishop of a province
  13. the highest college of priests

His prudence<sup>14</sup> fell on sterile<sup>15</sup> hearts. The news of the captive angel spread with such rapidity that after a few hours the courtyard had the bustle of a marketplace and they had to call in troops with fixed bayonets to disperse the mob that was about to knock the house down. Elisenda, her spine all twisted from sweeping up so much marketplace trash, then got the idea of fencing in the yard and charging five cents admission to see the angel.

The curious came from far away. A traveling carnival arrived with a flying acrobat who buzzed over the crowd several times, but no one paid any attention to him because his wings were not those of an angel but, rather, those of a sidereal<sup>16</sup> bat. The most unfortunate invalids on earth came in search of health: a poor woman who since childhood has been counting her heartbeats and had run out of numbers; a Portuguese man who couldn't sleep because the noise of the stars disturbed him; a sleepwalker who got up at night to undo the things he had done while awake; and many others with less serious ailments. In the midst of that shipwreck disorder that made the earth tremble, Pelayo and Elisenda were happy with fatigue, for in less than a week they had crammed their rooms with money and the line of pilgrims waiting their turn to enter still reached beyond the horizon.

The angel was the only one who took no part in his own act. He spent his time trying to get comfortable in his borrowed nest, befuddled by the hellish heat of the oil lamps and sacramental<sup>17</sup> candles that had been placed along the wire. At first they tried to make him eat some mothballs, which, according to the wisdom of the wise neighbor woman, were the food prescribed for angels. But he turned them down, just as he turned down the papal<sup>18</sup> lunches that the penitents<sup>19</sup> brought him, and they never found out whether it was because he was an angel or because he was an old man that in the end ate nothing but eggplant mush. His only supernatural virtue seemed to be patience. Especially during the first days, when the hens pecked at him, searching for the stellar parasites that proliferated in his wings, and the cripples pulled out feathers to touch their defective parts with, and even the most merciful threw stones at him, trying to get him to rise so they could see him standing. The only time they succeeded in arousing him was when they burned his side with an iron for branding steers, for he had been motionless for so many hours that they thought he was dead. He awoke with a start, ranting in his hermetic<sup>20</sup> language and with tears in his eyes, and he flapped his wings a couple of times, which brought on a whirlwind of chicken dung and lunar dust and a gale<sup>21</sup> of panic that did not seem to be of this world. Although many thought that his reaction had not been one of rage but of pain, from then on they were careful not to annoy him, because the majority understood that his passivity was not that of a hero taking his ease but that of a cataclysm in repose.

Father Gonzaga held back the crowd's frivolity with formulas of maidservant inspiration while awaiting the arrival of a final judgment on the nature of the captive. But the mail from Rome showed no sense of urgency. They spent their time finding out if the prisoner had a navel, if his dialect had any connection with Aramaic, how many times he could fit on the head of a pin, or whether he wasn't just a Norwegian with wings. Those meager letters might have come and gone until the end of time if a providential<sup>22</sup> event had not put an end to the priest's tribulations.

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14. **Prudence (noun):** cautiousness
  15. **Sterile (adjective):** lacking in stimulating emotional or intellectual quality
  16. coming from the stars
  17. relating to a religious ceremony or act of the Christian Church that is regarded as a visible sign of spiritual divine grace
  18. relating to a pope or the Roman Catholic Church
  19. a person who confesses sin and submits to a penance
  20. relating to the mystical
  21. **Gale (noun):** a noisy outburst
  22. **Providential (adjective):** occurring at a favorable time

[10] It so happened that during those days, among so many other carnival attractions, there arrived in the town the traveling show of the woman who had been changed into a spider for having disobeyed her parents. The admission to see her was not only less than the admission to see the angel, but people were permitted to ask her all manner of questions about her absurd state and to examine her up and down so that no one would ever doubt the truth of her horror. She was a frightful tarantula the size of a ram and with the head of a sad maiden. What was most heartrending, however, was not her outlandish shape but the sincere affliction with which she recounted the details of her misfortune. While still practically a child she had sneaked out of her parents' house to go to a dance, and while she was coming back through the woods after having danced all night without permission, a fearful thunderclap rent the sky in two and through the crack came the lightning bolt of brimstone that changed her into a spider. Her only nourishment came from the meatballs that charitable souls chose to toss into her mouth. A spectacle like that, full of so much human truth and with such a fearful lesson, was bound to defeat without even trying that of a haughty angel who scarcely deigned to look at mortals. Besides, the few miracles attributed to the angel showed a certain mental disorder, like the blind man who didn't recover his sight but grew three new teeth, or the paralytic who didn't get to walk but almost won the lottery, and the leper whose sores sprouted sunflowers. Those consolation miracles, which were more like mocking fun, had already ruined the angel's reputation when the woman who had been changed into a spider finally crushed him completely. That was how Father Gonzaga was cured forever of his insomnia and Pelayo's courtyard went back to being as empty as during the time it had rained for three days and crabs walked through the bedrooms.

The owners of the house had no reason to lament. With the money they saved they built a two-story mansion with balconies and gardens and high netting so that crabs wouldn't get in during the winter, and with iron bars on the windows so that angels wouldn't get in. Pelayo also set up a rabbit warren<sup>23</sup> close to town and gave up his job as a bailiff for good, and Elisenda bought some satin pumps with high heels and many dresses of iridescent silk, the kind worn on Sunday by the most desirable women in those times. The chicken coop was the only thing that didn't receive any attention. If they washed it down with creolin<sup>24</sup> and burned tears of myrrh<sup>25</sup> inside it every so often, it was not in homage to the angel but to drive away the dungheap stench that still hung everywhere like a ghost and was turning the new house into an old one. At first, when the child learned to walk, they were careful that he not get too close to the chicken coop. But then they began to lose their fears and got used to the smell, and before the child got his second teeth he'd gone inside the chicken coop to play, where the wires were falling apart. The angel was no less standoffish with him than with the other mortals, but he tolerated the most ingenious infamies with the patience of a dog who had no illusions. They both came down with the chicken pox at the same time. The doctor who took care of the child couldn't resist the temptation to listen to the angel's heart, and he found so much whistling in the heart and so many sounds in his kidneys that it seemed impossible for him to be alive. What surprised him most, however, was the logic of his wings. They seemed so natural on that completely human organism that he couldn't understand why other men didn't have them too.

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23. an enclosed piece of land for breeding rabbits

24. a disinfectant

25. a natural resin extracted from thorny trees and mentioned in the Old Testament

When the child began school it had been some time since the sun and rain had caused the collapse of the chicken coop. The angel went dragging himself about here and there like a stray dying man. They would drive him out of the bedroom with a broom and a moment later find him in the kitchen. He seemed to be in so many places at the same time that they grew to think that he'd be duplicated, that he was reproducing himself all through the house, and the exasperated and unhinged Elisenda shouted that it was awful living in that hell full of angels. He could scarcely eat and his antiquarian eyes had also become so foggy that he went about bumping into posts. All he had left were the bare cannulae<sup>26</sup> of his last feathers. Pelayo threw a blanket over him and extended him the charity of letting him sleep in the shed, and only then did they notice that he had a temperature at night, and was delirious with the tongue twisters of an old Norwegian. That was one of the few times they became alarmed, for they thought he was going to die and not even the wise neighbor woman had been able to tell them what to do with dead angels.

And yet he not only survived his worst winter, but seemed improved with the first sunny days. He remained motionless for several days in the farthest corner of the courtyard, where no one would see him, and at the beginning of December some large, stiff feathers began to grow on his wings, the feathers of a scarecrow, which looked more like another misfortune of decrepitude.<sup>27</sup> But he must have known the reason for those changes, for he was quite careful that no one should notice them, that no one should hear the sea chanteys<sup>28</sup> that he sometimes sang under the stars. One morning Elisenda was cutting some bunches of onions for lunch when a wind that seemed to come from the high seas blew into the kitchen. Then she went to the window and caught the angel in his first attempts at flight. They were so clumsy that his fingernails opened a furrow<sup>29</sup> in the vegetable patch and he was on the point of knocking the shed down with the ungainly flapping that slipped on the light and couldn't get a grip on the air. But he did manage to gain altitude. Elisenda let out a sigh of relief, for herself and for him, when she watched him pass over the last houses, holding himself up in some way with the risky flapping of a senile<sup>30</sup> vulture. She kept watching him even when she was through cutting the onions and she kept on watching until it was no longer possible for her to see him, because then he was no longer an annoyance in her life but an imaginary dot on the horizon of the sea.

*Gabriel García Márquez "Un señor muy viejo con unas alas enormes", La increíble y triste historia de la cándida Eréndira y su abuela desalmada © Gabriel García Márquez, 1972 and Heirs of Gabriel García Márquez*

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26. Cannulae are the tubular pieces that attach feathers to the animal's body.
  27. **Decrepitude (noun):** the state of being old and in bad condition or poor health
  28. a sailor's song
  29. a narrow trench
  30. **Senile (adjective):** having or showing the weaknesses of old age

## Text-Dependent Questions

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

1. PART A: Which statement best identifies theme of the text? [RL.2]
  - A. People seek to rationalize the unexplainable in ways that serve their self-interest.
  - B. People are able to form strong connections with others in their community during hard times.
  - C. Humans constantly take advantage of and abuse the environment around them, as well as its creatures.
  - D. Sometimes people are not held accountable for their hurtful actions, but rather go on to prosper from them.
  
2. PART B: Which detail from the text best supports the answers to Part A? [RL.1]
  - A. "By that time onlookers less frivolous than those at dawn had already arrived and they were making all kinds of conjectures concerning the captive's future." (Paragraph 5)
  - B. "With the money they saved they built a two-story mansion with balconies and gardens and high netting so that crabs wouldn't get in during the winter, and with iron bars on the windows so that angels wouldn't get in." (Paragraph 11)
  - C. "That was one of the few times they became alarmed, for they thought he was going to die and not even the wise neighbor woman had been able to tell them what to do with dead angels." (Paragraph 12)
  - D. "And yet he not only survived his worst winter, but seemed improved with the first sunny days." (Paragraph 13)
  
3. Re-read paragraph 4. How does the language in paragraph 4 contribute to the tone of the story? [RL.4]
  - A. The joyful words used to describe the healing of the child create a hopeful tone.
  - B. The straightforward, objective descriptions of the events and characters' feelings create a removed, neutral tone.
  - C. The choppy sentences and many clauses develop an urgent and insistent tone.
  - D. The bleak descriptions of the setting convey the desperation of the family and create a hopeless tone.
  
4. PART A: Reread the conclusion of the story. How does the author's portrayal of the old man departing contribute to the meaning of the text? [RL.5]
  - A. The ending shows how even sympathetic reactions are rooted in selfishness.
  - B. People have the ability to shape their future, if they're willing to do what it takes.
  - C. Although some people believe they can control their fate, it will go away and leave them alone.
  - D. While people may believe they can outsmart death, it will always be one step ahead of them.

5. PART B: Which quote from paragraph 13 best supports the answer to Part A? [RL.1]
- A. "But he must have known the reason for those changes, for he was quite careful that no one should notice them"
  - B. "Elisenda let out a sigh of relief, for herself and for him, when she watched him pass over the last houses, holding himself up in some way with the risky flapping of a senile vulture."
  - C. "Then she went to the window and caught the angel in his first attempts at flight. They were so clumsy that his fingernails opened a furrow in the vegetable patch and he was on the point of knocking the shed down with the ungainly flapping that slipped on the light and couldn't get a grip on the air."
  - D. "She kept watching him even when she was through cutting the onions and she kept on watching until it was no longer possible for her to see him, because then he was no longer an annoyance in her life but an imaginary dot on the horizon of the sea."

6. How does the text develop the character of the old man, and how does this characterization contribute to the meaning of the story as a whole? [RL.3]

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7. How does the way people treat the old man change over the course of the story and how does this develop the theme? [RL.3]

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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. What could the old man symbolize? Does he symbolize different things to the characters in the story and to readers?
2. In the context of the short story, why do people do bad things? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
3. In the context of the short story, what makes you who you are? What defines the characters of the short story?
4. How does this story exemplify the qualities of the magical realism genre?



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

## The Most Dangerous Game

By Richard Connell  
1924

*Richard Connell (1893-1949) was an American author and journalist. This short story, which is his most famous, is an action-adventure tale inspired partly by the big-game safari tours in Africa and South America that were popular in the 1920s. This tale was also influenced by Connell's experience in World War I, which may have contributed to the story's message. As you read this story, take note of the devices the author uses to build suspense.*

[1] "Off there to the right — somewhere — is a large island," said Whitney. "It's rather a mystery — "

"What island is it?" Rainsford asked.

"The old charts call it 'Ship-Trap Island,'" Whitney replied. "A suggestive name, isn't it? Sailors have a curious dread of the place. I don't know why. Some superstition — "

"Can't see it," remarked Rainsford, trying to peer through the dank tropical night that was palpable<sup>1</sup> as it pressed its thick warm blackness in upon the yacht.

[5] "You've good eyes," said Whitney, with a laugh, "and I've seen you pick off a moose moving in the brown fall bush at four hundred yards, but even you can't see four miles or so through a moonless Caribbean night."

"Nor four yards," admitted Rainsford. "Ugh! It's like moist black velvet."

"It will be light in Rio," promised Whitney. "We should make it in a few days. I hope the jaguar guns have come from Purdey's. We should have some good hunting up the Amazon. Great sport, hunting."

"The best sport in the world," agreed Rainsford.

"For the hunter," amended Whitney. "Not for the jaguar."

[10] "Don't talk rot, Whitney," said Rainsford. "You're a big-game<sup>2</sup> hunter, not a philosopher. Who cares how a jaguar feels?"



*"A Hunter In The Dunes" by Max Liebermann is in the public domain.*

1. **Palpable** (*adjective*): easily noticed or perceptible  
2. "Game" refers to wild animals or birds that are hunted for sport and sometimes cooked and eaten.

"Perhaps the jaguar does," observed Whitney.

"Bah! They've no understanding."

"Even so, I rather think they understand one thing — fear. The fear of pain and the fear of death."

"Nonsense," laughed Rainsford. "This hot weather is making you soft, Whitney. Be a realist. The world is made up of two classes — the hunters and the huntees. Luckily, you and I are the hunters. Do you think we've passed that island yet?"

[15] "I can't tell in the dark. I hope so."

"Why?" asked Rainsford.

"The place has a reputation — a bad one."

"Cannibals?" suggested Rainsford.

"Hardly. Even cannibals wouldn't live in such a godforsaken place. But it's gotten into sailor lore, somehow. Didn't you notice that the crew's nerves seemed a bit jumpy today?"

[20] "They were a bit strange, now you mention it. Even Captain Nielsen — "

"Yes, even that tough-minded old Swede, who'd go up to the devil himself and ask him for a light. Those fishy blue eyes held a look I never saw there before. All I could get out of him was: 'This place has an evil name among seafaring men, sir.' Then he said to me, very gravely: 'Don't you feel anything?' — as if the air about us was actually poisonous. Now, you mustn't laugh when I tell you this — I did feel something like a sudden chill.

"There was no breeze. The sea was as flat as a plate-glass window. We were drawing near the island then. What I felt was a — a mental chill; a sort of sudden dread."

"Pure imagination," said Rainsford. "One superstitious sailor can taint the whole ship's company with his fear."

"Maybe. But sometimes I think sailors have an extra sense that tells them when they are in danger. Sometimes I think evil is a tangible<sup>3</sup> thing — with wavelengths, just as sound and light have. An evil place can, so to speak, broadcast vibrations of evil. Anyhow, I'm glad we're getting out of this zone. Well, I think I'll turn in now, Rainsford."

[25] "I'm not sleepy," said Rainsford. "I'm going to smoke another pipe up on the afterdeck."

"Good night, then, Rainsford. See you at breakfast."

"Right. Good night, Whitney."

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3. **Tangible** (*adjective*): capable of being touched

There was no sound in the night as Rainsford sat there but the muffled throb of the engine that drove the yacht swiftly through the darkness, and the swish and ripple of the wash of the propeller.

Rainsford, reclining in a steamer chair, indolently<sup>4</sup> puffed on his favorite brier.<sup>5</sup> The sensuous<sup>6</sup> drowsiness of the night was on him. "It's so dark," he thought, "that I could sleep without closing my eyes; the night would be my eyelids — "

- [30] An abrupt sound startled him. Off to the right he heard it, and his ears, expert in such matters, could not be mistaken. Again he heard the sound, and again. Somewhere, off in the blackness, someone had fired a gun three times.

Rainsford sprang up and moved quickly to the rail, mystified. He strained his eyes in the direction from which the reports had come, but it was like trying to see through a blanket. He leaped upon the rail and balanced himself there, to get greater elevation; his pipe, striking a rope, was knocked from his mouth. He lunged for it; a short, hoarse cry came from his lips as he realized he had reached too far and had lost his balance. The cry was pinched off short as the blood-warm waters of the Caribbean Sea closed over his head.

He struggled up to the surface and tried to cry out, but the wash from the speeding yacht slapped him in the face and the salt water in his open mouth made him gag and strangle. Desperately he struck out with strong strokes after the receding lights of the yacht, but he stopped before he had swum fifty feet. A certain coolheadedness had come to him; it was not the first time he had been in a tight place. There was a chance that his cries could be heard by someone aboard the yacht, but that chance was slender and grew more slender as the yacht raced on. He wrestled himself out of his clothes and shouted with all his power. The lights of the yacht became faint and ever-vanishing fireflies; then they were blotted out entirely by the night.

Rainsford remembered the shots. They had come from the right, and doggedly<sup>7</sup> he swam in that direction, swimming with slow, deliberate strokes, conserving his strength. For a seemingly endless time he fought the sea. He began to count his strokes; he could do possibly a hundred more and then —

Rainsford heard a sound. It came out of the darkness, a high screaming sound, the sound of an animal in an extremity of anguish<sup>8</sup> and terror.

- [35] He did not recognize the animal that made the sound; he did not try to; with fresh vitality<sup>9</sup> he swam toward the sound. He heard it again; then it was cut short by another noise, crisp, staccato.<sup>10</sup>

"Pistol shot," muttered Rainsford, swimming on.

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4. **Indolently** (*adverb*): lazily
  5. a tobacco pipe
  6. pleasing to the senses
  7. **Dogged** (*adjective*): stubbornly determined
  8. **Anguish** (*noun*): severe emotional or physical pain
  9. **Vitality** (*noun*): great energy and liveliness
  10. Staccato describes a series of sounds that are short and separate.

10 minutes of determined effort brought another sound to his ears — the most welcome he had ever heard — the muttering and growling of the sea breaking on a rocky shore. He was almost on the rocks before he saw them; on a night less calm he would have been shattered against them. With his remaining strength he dragged himself from the swirling waters. Jagged crags appeared to jut up into the opaqueness;<sup>11</sup> he forced himself upward, hand over hand. Gasping, his hands raw, he reached a flat place at the top. Dense jungle came down to the very edge of the cliffs. What perils that tangle of trees and underbrush might hold for him did not concern Rainsford just then. All he knew was that he was safe from his enemy, the sea, and that utter weariness was on him. He flung himself down at the jungle edge and tumbled headlong into the deepest sleep of his life.

When he opened his eyes he knew from the position of the sun that it was late in the afternoon. Sleep had given him new vigor;<sup>12</sup> a sharp hunger was picking at him. He looked about him, almost cheerfully.

“Where there are pistol shots, there are men. Where there are men, there is food,” he thought. But what kind of men, he wondered, in so forbidding a place? An unbroken front of snarled and ragged jungle fringed the shore.

[40] He saw no sign of a trail through the closely knit web of weeds and trees; it was easier to go along the shore, and Rainsford floundered along by the water. Not far from where he landed, he stopped.

Some wounded thing, by the evidence, a large animal, had thrashed about in the underbrush; the jungle weeds were crushed down and the moss was lacerated;<sup>13</sup> one patch of weeds was stained crimson. A small, glittering object not far away caught Rainsford’s eye and he picked it up. It was an empty cartridge.

“A 22,”<sup>14</sup> he remarked. “That’s odd. It must have been a fairly large animal too. The hunter had his nerve with him to tackle it with a light gun. It’s clear that the brute put up a fight. I suppose the first three shots I heard was when the hunter flushed his quarry and wounded it. The last shot was when he trailed it here and finished it.”

He examined the ground closely and found what he had hoped to find — the print of hunting boots. They pointed along the cliff in the direction he had been going. Eagerly he hurried along, now slipping on a rotten log or a loose stone, but making headway; night was beginning to settle down on the island.

Bleak darkness was blacking out the sea and jungle when Rainsford sighted the lights. He came upon them as he turned a crook in the coastline; and his first thought was that he had come upon a village, for there were many lights. But as he forged along he saw to his great astonishment that all the lights were in one enormous building — a lofty structure with pointed towers plunging upward into the gloom. His eyes made out the shadowy outlines of a palatial<sup>15</sup> chateau;<sup>16</sup> it was set on a high bluff, and on three sides of it cliffs dived down to where the sea licked greedy lips in the shadows.

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11. the opposite of transparency; something you can’t see through

12. **Vigor** (*noun*): energy and enthusiasm

13. **Lacerate** (*verb*): to cut

14. a type of bullet

15. palace-like

16. a castle-like manor house

- [45] “Mirage,” thought Rainsford. But it was no mirage, he found, when he opened the tall spiked iron gate. The stone steps were real enough; the massive door with a leering gargoyle for a knocker was real enough; yet about it all hung an air of unreality.

He lifted the knocker, and it creaked up stiffly, as if it had never before been used. He let it fall, and it startled him with its booming loudness. He thought he heard steps within; the door remained closed. Again Rainsford lifted the heavy knocker and let it fall. The door opened then — opened as suddenly as if it were on a spring — and Rainsford stood blinking in the river of glaring gold light that poured out. The first thing Rainsford’s eyes discerned was the largest man Rainsford had ever seen — a gigantic creature, solidly made and black-bearded to the waist. In his hand the man held a long-barreled revolver, and he was pointing it straight at Rainsford’s heart.

Out of the snarl of beard two small eyes regarded Rainsford.

“Don’t be alarmed,” said Rainsford, with a smile which he hoped was disarming. “I’m no robber. I fell off a yacht. My name is Sanger Rainsford of New York City.”

The menacing look in the eyes did not change. The revolver pointing as rigidly as if the giant were a statue. He gave no sign that he understood Rainsford’s words, or that he had even heard them. He was dressed in uniform — a black uniform trimmed with gray astrakhan.<sup>17</sup>

- [50] “I’m Sanger Rainsford of New York,” Rainsford began again. “I fell off a yacht. I am hungry.”

The man’s only answer was to raise with his thumb the hammer of his revolver. Then Rainsford saw the man’s free hand go to his forehead in a military salute, and he saw him click his heels together and stand at attention. Another man was coming down the broad marble steps, an erect, slender man in evening clothes. He advanced to Rainsford and held out his hand.

In a cultivated voice marked by a slight accent that gave it added precision and deliberateness, he said, “It is a very great pleasure and honor to welcome Mr. Sanger Rainsford, the celebrated hunter, to my home.”

Automatically Rainsford shook the man’s hand.

“I’ve read your book about hunting snow leopards in Tibet, you see,” explained the man. “I am General Zaroff.”

- [55] Rainsford’s first impression was that the man was singularly handsome; his second was that there was an original, almost bizarre quality about the general’s face. He was a tall man past middle age, for his hair was a vivid<sup>18</sup> white; but his thick eyebrows and pointed military mustache were as black as the night from which Rainsford had come. His eyes, too, were black and very bright. He had high cheekbones, a sharp-cut nose, a spare, dark face — the face of a man used to giving orders, the face of an aristocrat.

Turning to the giant in uniform, the general made a sign. The giant put away his pistol, saluted, withdrew.

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17. Astrakhan is grey or black curly fur made from lamb skin.

18. **Vivid (adjective):** intensely bright

"Ivan is an incredibly strong fellow," remarked the general, "but he has the misfortune to be deaf and dumb. A simple fellow, but, I'm afraid, like all his race, a bit of a savage."

"Is he Russian?"

"He is a Cossack,"<sup>19</sup> said the general, and his smile showed red lips and pointed teeth. "So am I."

[60] "Come," he said, "we shouldn't be chatting here. We can talk later. Now you want clothes, food, rest. You shall have them. This is a most restful spot."

Ivan had reappeared, and the general spoke to him with lips that moved but gave forth no sound.

"Follow Ivan, if you please, Mr. Rainsford," said the general. "I was about to have my dinner when you came. I'll wait for you. You'll find that my clothes will fit you, I think."

It was to a huge, beam-ceilinged bedroom with a canopied bed big enough for six men that Rainsford followed the silent giant. Ivan laid out an evening suit, and Rainsford, as he put it on, noticed that it came from a London tailor who ordinarily cut and sewed for none below the rank of duke.

The dining room to which Ivan conducted him was in many ways remarkable. There was a medieval magnificence about it; it suggested a baronial hall of feudal times with its oaken panels, its high ceiling, its vast refectory tables where twoscore<sup>20</sup> men could sit down to eat. About the hall were mounted heads of many animals — lions, tigers, elephants, moose, bears; larger or more perfect specimens Rainsford had never seen. At the great table the general was sitting, alone.

[65] "You'll have a cocktail, Mr. Rainsford," he suggested. The cocktail was surpassingly good; and, Rainsford noted, the table appointments were of the finest — the linen, the crystal, the silver, the china.

They were eating borsch, the rich, red soup with whipped cream so dear to Russian palates. Half apologetically General Zaroff said, "We do our best to preserve the amenities<sup>21</sup> of civilization here. Please forgive any lapses. We are well off the beaten track, you know. Do you think the champagne has suffered from its long ocean trip?"

"Not in the least," declared Rainsford. He was finding the general a most thoughtful and affable<sup>22</sup> host, a true cosmopolite. But there was one small trait of the general's that made Rainsford uncomfortable. Whenever he looked up from his plate he found the general studying him, appraising him narrowly.

"Perhaps," said General Zaroff, "you were surprised that I recognized your name. You see, I read all books on hunting published in English, French, and Russian. I have but one passion in my life, Mr. Rainsford, and it is the hunt."

"You have some wonderful heads here," said Rainsford as he ate a particularly well-cooked filet mignon. "That Cape buffalo is the largest I ever saw."

[70] "Oh, that fellow. Yes, he was a monster."

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19. Cossacks are people who come from southern Russia or Ukraine.

20. forty

21. comfortable features

22. **Affable** (*adjective*): friendly and pleasant

"Did he charge you?"

"Hurlled me against a tree," said the general. "Fractured my skull. But I got the brute."

"I've always thought," said Rainsford, "that the Cape buffalo is the most dangerous of all big game."

For a moment the general did not reply; he was smiling his curious red-lipped smile. Then he said slowly, "No. You are wrong, sir. The Cape buffalo is not the most dangerous big game." He sipped his wine. "Here in my preserve on this island," he said in the same slow tone, "I hunt more dangerous game."

[75] Rainsford expressed his surprise. "Is there big game on this island?"

The general nodded. "The biggest."

"Really?"

"Oh, it isn't here naturally, of course. I have to stock the island."

"What have you imported, general?" Rainsford asked. "Tigers?"

[80] The general smiled. "No," he said. "Hunting tigers ceased to interest me some years ago. I exhausted their possibilities, you see. No thrill left in tigers, no real danger. I live for danger, Mr. Rainsford."

The general took from his pocket a gold cigarette case and offered his guest a long black cigarette with a silver tip; it was perfumed and gave off a smell like incense.

"We will have some capital hunting, you and I," said the general. "I shall be most glad to have your society."

"But what game — " began Rainsford.

"I'll tell you," said the general. "You will be amused, I know. I think I may say, in all modesty, that I have done a rare thing. I have invented a new sensation. May I pour you another glass of port?"

[85] "Thank you, general."

The general filled both glasses, and said, "God makes some men poets. Some He makes kings, some beggars. Me He made a hunter. My hand was made for the trigger, my father said. He was a very rich man, with a quarter of a million acres in the Crimea,<sup>23</sup> and he was an ardent<sup>24</sup> sportsman. When I was only five years old he gave me a little gun, specially made in Moscow for me, to shoot sparrows with. When I shot some of his prize turkeys with it, he did not punish me; he complimented me on my marksmanship. I killed my first bear in the Caucasus<sup>25</sup> when I was 10. My whole life has been one prolonged hunt. I went into the army — it was expected of noblemen's sons — and for a time commanded a division of Cossack cavalry, but my real interest was always the hunt. I have hunted every kind of game in every land. It would be impossible for me to tell you how many animals I have killed."

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23. The Crimea is a piece of land in Europe near Russia and Ukraine.

The general puffed at his cigarette.

"After the debacle in Russia I left the country, for it was imprudent for an officer of the Czar<sup>26</sup> to stay there. Many noble Russians lost everything. I, luckily, had invested heavily in American securities, so I shall never have to open a tearoom in Monte Carlo or drive a taxi in Paris. Naturally, I continued to hunt — grizzlies in your Rockies, crocodiles in the Ganges, rhinoceroses in East Africa. It was in Africa that the Cape buffalo hit me and laid me up for six months. As soon as I recovered I started for the Amazon to hunt jaguars, for I had heard they were unusually cunning. They weren't." The Cossack sighed. "They were no match at all for a hunter with his wits about him, and a high-powered rifle. I was bitterly disappointed. I was lying in my tent with a splitting headache one night when a terrible thought pushed its way into my mind. Hunting was beginning to bore me! And hunting, remember, had been my life. I have heard that in America businessmen often go to pieces when they give up the business that has been their life."

"Yes, that's so," said Rainsford.

[90] The general smiled. "I had no wish to go to pieces," he said. "I must do something. Now, mine is an analytical mind, Mr. Rainsford. Doubtless, that is why I enjoy the problems of the chase."

"No doubt, General Zaroff."

"So," continued the general, "I asked myself why the hunt no longer fascinated me. You are much younger than I am, Mr. Rainsford, and have not hunted as much, but you perhaps can guess the answer."

"What was it?"

"Simply this: hunting had ceased to be what you call 'a sporting proposition.' It had become too easy. I always got my quarry.<sup>27</sup> Always. There is no greater bore than perfection."

[95] The general lit a fresh cigarette.

"No animal had a chance with me anymore. That is no boast; it is a mathematical certainty. The animal had nothing but his legs and his instinct. Instinct is no match for reason. When I thought of this, it was a tragic moment for me, I can tell you."

Rainsford leaned across the table, absorbed in what his host was saying.

"It came to me as an inspiration what I must do," the general went on.

"And that was?"

[100] The general smiled the quiet smile of one who has faced an obstacle and surmounted it with success. "I had to invent a new animal to hunt," he said.

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24. **Ardent** (*adjective*): passionate

25. The Caucasus is a mountainous region between Europe and Asia.

26. This refers to the Russian emperor. The Russian monarchy was overthrown and replaced with a different form of government at around this time, leaving supporters of the czar in danger.

27. the object of the hunt, the prey



"A new animal? You're joking."

"Not at all," said the general. "I never joke about hunting. I needed a new animal. I found one. So I bought this island, built this house, and here I do my hunting. The island is perfect for my purposes — there are jungles with a maze of trails in them, hills, swamps — "

"But the animal, General Zaroff?"

"Oh," said the general, "it supplies me with the most exciting hunting in the world. No other hunting compares with it for an instant. Every day I hunt, and I never grow bored now, for I have a quarry with which I can match my wits."

[105] Rainsford's bewilderment showed in his face.

"I wanted the ideal animal to hunt," explained the general. "So I said, 'What are the attributes of an ideal quarry? And the answer was, of course, 'It must have courage, cunning, and, above all, it must be able to reason.'"

"But no animal can reason," objected Rainsford.

"My dear fellow," said the general, "there is one that can."

"But you can't mean — " gasped Rainsford.

[110] "And why not?"

"I can't believe you are serious, General Zaroff. This is a grisly joke."

"Why should I not be serious? I am speaking of hunting."

"Hunting? Great Guns, General Zaroff, what you speak of is murder."

The general laughed with entire good nature. He regarded Rainsford quizzically. "I refuse to believe that so modern and civilized a young man as you seem to be harbors romantic ideas about the value of human life. Surely your experiences in the war — "

[115] "Did not make me condone<sup>28</sup> cold-blooded murder," finished Rainsford stiffly.

Laughter shook the general. "How extraordinarily droll<sup>29</sup> you are!" he said. "One does not expect nowadays to find a young man of the educated class, even in America, with such a naïve, and, if I may say so, mid-Victorian point of view. It's like finding a snuffbox in a limousine. Ah, well, doubtless you had Puritan ancestors. So many Americans appear to have had. I'll wager you'll forget your notions when you go hunting with me. You've a genuine new thrill in store for you, Mr. Rainsford."

"Thank you, I'm a hunter, not a murderer."

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28. **Condone (verb):** to accept or allow

29. If someone is droll, they have an amusing or odd manner.

"Dear me," said the general, quite unruffled, "again that unpleasant word. But I think I can show you that your scruples<sup>30</sup> are quite ill-founded."

"Yes?"

[120] "Life is for the strong, to be lived by the strong, and, if needs be, taken by the strong. The weak of the world were put here to give the strong pleasure. I am strong. Why should I not use my gift? If I wish to hunt, why should I not? I hunt the scum of the earth: sailors from tramp ships — lascars,<sup>31</sup> blacks, Chinese, whites, mongrels — a thoroughbred horse or hound is worth more than a score of them."

"But they are men," said Rainsford hotly.

"Precisely," said the general. "That is why I use them. It gives me pleasure. They can reason, after a fashion. So they are dangerous."

"But where do you get them?"

The general's left eyelid fluttered down in a wink. "This island is called Ship-Trap," he answered. "Sometimes an angry god of the high seas sends them to me. Sometimes, when Providence is not so kind, I help Providence a bit. Come to the window with me."

[125] Rainsford went to the window and looked out toward the sea.

"Watch! Out there!" exclaimed the general, pointing into the night. Rainsford's eyes saw only blackness, and then, as the general pressed a button, far out to sea Rainsford saw the flash of lights.

The general chuckled. "They indicate a channel," he said, "where there's none; giant rocks with razor edges crouch like a sea monster with wide-open jaws. They can crush a ship as easily as I crush this nut." He dropped a walnut on the hardwood floor and brought his heel grinding down on it. "Oh, yes," he said, casually, as if in answer to a question, "I have electricity. We try to be civilized here."

"Civilized? And you shoot down men?"

A trace of anger was in the general's black eyes, but it was there for but a second, and he said, in his most pleasant manner, "Dear me, what a righteous young man you are! I assure you I do not do the thing you suggest. That would be barbarous. I treat these visitors with every consideration. They get plenty of good food and exercise. They get into splendid physical condition. You shall see for yourself tomorrow."

[130] "What do you mean?"

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30. moral principles or beliefs that make you unwilling to do something that seems wrong

31. a sailor from India or Southeast Asia

"We'll visit my training school," smiled the general. "It's in the cellar. I have about a dozen pupils down there now. They're from the Spanish bark<sup>32</sup> *San Lucar* that had the bad luck to go on the rocks out there. A very inferior lot, I regret to say. Poor specimens and more accustomed to the deck than to the jungle." He raised his hand, and Ivan, who served as waiter, brought thick Turkish coffee. Rainsford, with an effort, held his tongue in check.

"It's a game, you see," pursued the general blandly. "I suggest to one of them that we go hunting. I give him a supply of food and an excellent hunting knife. I give him three hours' start. I am to follow, armed only with a pistol of the smallest caliber and range. If my quarry eludes me for three whole days, he wins the game. If I find him" — the general smiled — "he loses."

"Suppose he refuses to be hunted?"

"Oh," said the general, "I give him his option, of course. He need not play that game if he doesn't wish to. If he does not wish to hunt, I turn him over to Ivan. Ivan once had the honor of serving as official knouter<sup>33</sup> to the Great White Czar, and he has his own ideas of sport. Invariably, Mr. Rainsford, invariably they choose the hunt."

[135] "And if they win?"

The smile on the general's face widened. "To date I have not lost," he said. Then he added, hastily, "I don't wish you to think me a braggart, Mr. Rainsford. Many of them afford only the most elementary sort of problem. Occasionally I strike a tartar.<sup>34</sup> One almost did win. I eventually had to use the dogs."

"The dogs?"

"This way, please. I'll show you."

The general steered Rainsford to a window. The lights from the windows sent a flickering illumination that made grotesque patterns on the courtyard below, and Rainsford could see moving about there a dozen or so huge black shapes; as they turned toward him, their eyes glittered greenly.

[140] "A rather good lot, I think," observed the general. "They are let out at seven every night. If anyone should try to get into my house — or out of it — something extremely regrettable would occur to him." He hummed a snatch of song from the *Folies Bergère*.<sup>35</sup>

"And now," said the general, "I want to show you my new collection of heads. Will you come with me to the library?"

"I hope," said Rainsford, "that you will excuse me tonight, General Zaroff. I'm really not feeling well."

"Ah, indeed?" the general inquired solicitously. "Well, I suppose that's only natural, after your long swim. You need a good, restful night's sleep. Tomorrow you'll feel like a new man, I'll wager. Then we'll hunt, eh? I've one rather promising prospect — " Rainsford was hurrying from the room.

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32. a kind of ship

33. someone hired to use a knout, a Russian whip used for punishment

34. a fearsome or formidable person

35. a Parisian cabaret

"Sorry you can't go with me tonight," called the general. "I expect rather fair sport — a big, strong, black. He looks resourceful — Well, good night, Mr. Rainsford; I hope you have a good night's rest."

[145] The bed was good, and the pajamas of the softest silk, and he was tired in every fiber of his being, but nevertheless Rainsford could not quiet his brain with the opiate<sup>36</sup> of sleep. He lay, eyes wide open. Once he thought he heard stealthy steps in the corridor outside his room. He sought to throw open the door; it would not open. He went to the window and looked out. His room was high up in one of the towers. The lights of the château were out now, and it was dark and silent, but there was a fragment of sallow<sup>37</sup> moon, and by its wan light he could see, dimly, the courtyard; there, weaving in and out in the pattern of shadow, were black, noiseless forms; the hounds heard him at the window and looked up, expectantly, with their green eyes. Rainsford went back to the bed and lay down. By many methods he tried to put himself to sleep. He had achieved a doze when, just as morning began to come, he heard, far off in the jungle, the faint report of a pistol.

General Zaroff did not appear until luncheon. He was dressed faultlessly in the tweeds of a country squire. He was solicitous<sup>38</sup> about the state of Rainsford's health.

"As for me," sighed the general, "I do not feel so well. I am worried, Mr. Rainsford. Last night I detected traces of my old complaint."

To Rainsford's questioning glance the general said, "Ennui.<sup>39</sup> Boredom."

Then, taking a second helping of Crêpes Suzette,<sup>40</sup> the general explained: "The hunting was not good last night. The fellow lost his head. He made a straight trail that offered no problems at all. That's the trouble with these sailors; they have dull brains to begin with, and they do not know how to get about in the woods. They do excessively stupid and obvious things. It's most annoying. Will you have another glass of Chablis, Mr. Rainsford?"

[150] "General," said Rainsford firmly, "I wish to leave this island at once."

The general raised his thickets of eyebrows; he seemed hurt. "But, my dear fellow," the general protested, "you've only just come. You've had no hunting — "

"I wish to go today," said Rainsford. He saw the dead black eyes of the general on him, studying him. General Zaroff's face suddenly brightened.

He filled Rainsford's glass with venerable<sup>41</sup> Chablis from a dusty bottle.

"Tonight," said the general, "we will hunt — you and I."

[155] Rainsford shook his head. "No, general," he said. "I will not hunt."

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36. a calming drug

37. **Sallow** (*adjective*): an unhealthy pale or yellowish color

38. **Solicitous** (*adjective*): showing anxious concern for someone or something

39. listlessness, boredom

40. a French dish

41. **Venerable** (*adjective*): worthy of a great deal of respect, especially because of age, wisdom, or character

The general shrugged his shoulders and delicately ate a hothouse grape. "As you wish, my friend," he said. "The choice rests entirely with you. But may I not venture to suggest that you will find my idea of sport more diverting than Ivan's?"

He nodded toward the corner to where the giant stood, scowling, his thick arms crossed on his hogshead of chest.

"You don't mean — " cried Rainsford.

"My dear fellow," said the general, "have I not told you I always mean what I say about hunting? This is really an inspiration. I drink to a foeman worthy of my steel — at last." The general raised his glass, but Rainsford sat staring at him.

[160] "You'll find this game worth playing," the general said enthusiastically. "Your brain against mine. Your woodcraft against mine. Your strength and stamina against mine. Outdoor chess! And the stake is not without value, eh?"

"And if I win — " began Rainsford huskily.

"I'll cheerfully acknowledge myself defeated if I do not find you by midnight of the third day," said General Zaroff. "My sloop<sup>42</sup> will place you on the mainland near a town." The general read what Rainsford was thinking.

"Oh, you can trust me," said the Cossack. "I will give you my word as a gentleman and a sportsman. Of course you, in turn, must agree to say nothing of your visit here."

"I'll agree to nothing of the kind," said Rainsford.

[165] "Oh," said the general, "in that case — But why discuss that now? Three days hence we can discuss it over a bottle of Veuve Clicquot, unless — "

The general sipped his wine.

Then a businesslike air animated him. "Ivan," he said to Rainsford, "will supply you with hunting clothes, food, a knife. I suggest you wear moccasins; they leave a poorer trail. I suggest, too, that you avoid the big swamp in the southeast corner of the island. We call it Death Swamp. There's quicksand there. One foolish fellow tried it. The deplorable part of it was that Lazarus followed him. You can imagine my feelings, Mr. Rainsford. I loved Lazarus; he was the finest hound in my pack. Well, I must beg you to excuse me now. I always take a siesta<sup>43</sup> after lunch. You'll hardly have time for a nap, I fear. You'll want to start, no doubt. I shall not follow till dusk. Hunting at night is so much more exciting than by day, don't you think? Au revoir,<sup>44</sup> Mr. Rainsford, au revoir." General Zaroff, with a deep, courtly bow, strolled from the room.

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42. a type of small ship

43. Spanish for "nap"

44. French for "goodbye"

From another door came Ivan. Under one arm he carried khaki hunting clothes, a haversack of food, a leather sheath containing a long-bladed hunting knife; his right hand rested on a cocked revolver thrust in the crimson sash about his waist.

Rainsford had fought his way through the bush for two hours. "I must keep my nerve. I must keep my nerve," he said through tight teeth.

[170] He had not been entirely clearheaded when the château gates snapped shut behind him. His whole idea at first was to put distance between himself and General Zaroff, and, to this end, he had plunged along, spurred on by the sharp rowels of something very like panic. Now he had got a grip on himself, had stopped, and was taking stock of himself and the situation. He saw that straight flight was futile; inevitably it would bring him face to face with the sea. He was in a picture with a frame of water, and his operations, clearly, must take place within that frame.

"I'll give him a trail to follow," muttered Rainsford, and he struck off from the rude path he had been following into the trackless wilderness. He executed a series of intricate loops; he doubled on his trail again and again, recalling all the lore of the fox hunt, and all the dodges of the fox. Night found him leg-weary, with hands and face lashed by the branches, on a thickly wooded ridge. He knew it would be insane to blunder on through the dark, even if he had the strength. His need for rest was imperative<sup>45</sup> and he thought, "I have played the fox, now I must play the cat of the fable." A big tree with a thick trunk and outspread branches was nearby and, taking care to leave not the slightest mark, he climbed up into the crotch, and, stretching out on one of the broad limbs, after a fashion, rested. Rest brought him new confidence and almost a feeling of security. Even so zealous<sup>46</sup> a hunter as General Zaroff could not trace him there, he told himself; only the devil himself could follow that complicated trail through the jungle after dark. But perhaps the general was a devil —

An apprehensive night crawled slowly by like a wounded snake, and sleep did not visit Rainsford, although the silence of a dead world was on the jungle. Toward morning, when a dingy gray was varnishing the sky, the cry of some startled bird focused Rainsford's attention in that direction. Something was coming through the bush, coming slowly, carefully, coming by the same winding way Rainsford had come. He flattened himself down on the limb and, through a screen of leaves almost as thick as tapestry, he watched... That which was approaching was a man.

It was General Zaroff. He made his way along with his eyes fixed in utmost concentration on the ground before him. He paused, almost beneath the tree, dropped to his knees and studied the ground. Rainsford's impulse was to hurl himself down like a panther, but he saw that the general's right hand held something metallic — a small automatic pistol.

The hunter shook his head several times, as if he were puzzled. Then he straightened up and took from his case one of his black cigarettes; its pungent<sup>47</sup> incenselike smoke floated up to Rainsford's nostrils.

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45. **Imperative (adjective):** very important or essential, especially for the success of something

46. **Zealous (adjective):** extremely passionate or enthusiastic in support of a person, object, or cause

47. **Pungent (adjective):** having a strong, usually bad, smell

[175] Rainsford held his breath. The general's eyes had left the ground and were traveling inch by inch up the tree. Rainsford froze there, every muscle tensed for a spring. But the sharp eyes of the hunter stopped before they reached the limb where Rainsford lay; a smile spread over his brown face. Very deliberately he blew a smoke ring into the air; then he turned his back on the tree and walked carelessly away, back along the trail he had come. The swish of the underbrush against his hunting boots grew fainter and fainter.

The pent-up air burst hotly from Rainsford's lungs. His first thought made him feel sick and numb. The general could follow a trail through the woods at night; he could follow an extremely difficult trail; he must have uncanny<sup>48</sup> powers; only by the merest chance had the Cossack failed to see his quarry.

Rainsford's second thought was even more terrible. It sent a shudder of cold horror through his whole being. Why had the general smiled? Why had he turned back?

Rainsford did not want to believe what his reason told him was true, but the truth was as evident as the sun that had by now pushed through the morning mists. The general was playing with him! The general was saving him for another day's sport! The Cossack was the cat; he was the mouse. Then it was that Rainsford knew the full meaning of terror.

"I will not lose my nerve. I will not."

[180] He slid down from the tree and struck off again into the woods. His face was set and he forced the machinery of his mind to function. Three hundred yards from his hiding place he stopped where a huge dead tree leaned precariously<sup>49</sup> on a smaller, living one. Throwing off his sack of food, Rainsford took his knife from its sheath and began to work with all his energy.

The job was finished at last, and he threw himself down behind a fallen log a hundred feet away. He did not have to wait long. The cat was coming again to play with the mouse.

Following the trail with the sureness of a bloodhound came General Zaroff. Nothing escaped those searching black eyes, no crushed blade of grass, no bent twig, no mark, no matter how faint, in the moss. So intent was the Cossack on his stalking that he was upon the thing Rainsford had made before he saw it. His foot touched the protruding bough that was the trigger. Even as he touched it, the general sensed his danger and leaped back with the agility of an ape. But he was not quite quick enough; the dead tree, delicately adjusted to rest on the cut living one, crashed down and struck the general a glancing blow on the shoulder as it fell; but for his alertness, he must have been smashed beneath it. He staggered, but he did not fall; nor did he drop his revolver. He stood there, rubbing his injured shoulder, and Rainsford, with fear again gripping his heart, heard the general's mocking laugh ring through the jungle.

"Rainsford," called the general, "if you are within the sound of my voice, as I suppose you are, let me congratulate you. Not many men know how to make a Malay mancatcher. Luckily for me, I too have hunted in Malacca. You are proving interesting, Mr. Rainsford. I am going now to have my wound dressed; it's only a slight one. But I shall be back. I shall be back."

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48. **Uncanny** (*adjective*): unnatural, eerie

49. **Precariously** (*adverb*): in an insecure or unstable way

When the general, nursing his bruised shoulder, had gone, Rainsford took up his flight again. It was flight now, a desperate, hopeless flight, that carried him on for some hours. Dusk came, then darkness, and still he pressed on. The ground grew softer under his moccasins; the vegetation grew ranker,<sup>50</sup> denser; insects bit him savagely.

[185] Then, as he stepped forward, his foot sank into the ooze. He tried to wrench it back, but the muck sucked viciously at his foot as if it were a giant leech. With a violent effort, he tore his foot loose. He knew where he was now. Death Swamp and its quicksand.

His hands were tight closed as if his nerve were something tangible that someone in the darkness was trying to tear from his grip. The softness of the earth had given him an idea. He stepped back from the quicksand a dozen feet or so and, like some huge prehistoric beaver, he began to dig.

Rainsford had dug himself in in France when a second's delay meant death. That had been a placid pastime compared to his digging now. The pit grew deeper; when it was above his shoulders, he climbed out and from some hard saplings cut stakes and sharpened them to a fine point. These stakes he planted in the bottom of the pit with the points sticking up. With flying fingers he wove a rough carpet of weeds and branches and with it he covered the mouth of the pit. Then, wet with sweat and aching with tiredness, he crouched behind the stump of a lightning-charred tree.

He knew his pursuer was coming; he heard the padding sound of feet on the soft earth, and the night breeze brought him the perfume of the general's cigarette. It seemed to Rainsford that the general was coming with unusual swiftness; he was not feeling his way along, foot by foot. Rainsford, crouching there, could not see the general, nor could he see the pit. He lived a year in a minute. Then he felt an impulse to cry aloud with joy, for he heard the sharp crackle of the breaking branches as the cover of the pit gave way; he heard the sharp scream of pain as the pointed stakes found their mark. He leaped up from his place of concealment. Then he cowered back. Three feet from the pit a man was standing, with an electric torch<sup>51</sup> in his hand.

"You've done well, Rainsford," the voice of the general called. "Your Burmese tiger pit has claimed one of my best dogs. Again you score. I think, Mr. Rainsford, I'll see what you can do against my whole pack. I'm going home for a rest now. Thank you for a most amusing evening."

[190] At daybreak Rainsford, lying near the swamp, was awakened by a sound that made him know that he had new things to learn about fear. It was a distant sound, faint and wavering, but he knew it. It was the baying<sup>52</sup> of a pack of hounds.

Rainsford knew he could do one of two things. He could stay where he was and wait. That was suicide. He could flee. That was postponing the inevitable. For a moment he stood there, thinking. An idea that held a wild chance came to him, and, tightening his belt, he headed away from the swamp.

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50. more overgrown

51. Torch is a British word for "flashlight."

52. "Baying" refers to loud, long cries of an animal.



The baying of the hounds drew nearer, then still nearer, nearer, ever nearer. On a ridge Rainsford climbed a tree. Down a watercourse, not a quarter of a mile away, he could see the bush moving. Straining his eyes, he saw the lean figure of General Zaroff; just ahead of him Rainsford made out another figure whose wide shoulders surged through the tall jungle weeds; it was the giant Ivan, and he seemed pulled forward by some unseen force. Rainsford knew that Ivan must be holding the pack in leash.

They would be on him any minute now. His mind worked frantically. He thought of a native trick he had learned in Uganda. He slid down the tree. He caught hold of a springy young sapling and to it he fastened his hunting knife, with the blade pointing down the trail; with a bit of wild grapevine he tied back the sapling. Then he ran for his life. The hounds raised their voices as they hit the fresh scent. Rainsford knew now how an animal at bay<sup>53</sup> feels.

He had to stop to get his breath. The baying of the hounds stopped abruptly, and Rainsford's heart stopped too. They must have reached the knife.

[195] He shinnied excitedly up a tree and looked back. His pursuers had stopped. But the hope that was in Rainsford's brain when he climbed died, for he saw in the shallow valley that General Zaroff was still on his feet. But Ivan was not. The knife, driven by the recoil<sup>54</sup> of the springing tree, had not wholly failed.

Rainsford had hardly tumbled to the ground when the pack took up the cry again.

"Nerve, nerve, nerve!" he panted, as he dashed along. A blue gap showed between the trees dead ahead. Ever nearer drew the hounds. Rainsford forced himself on toward that gap. He reached it. It was the shore of the sea. Across a cove he could see the gloomy gray stone of the château. Twenty feet below him the sea rumbled and hissed. Rainsford hesitated. He heard the hounds. Then he leaped far out into the sea...

When the general and his pack reached the place by the sea, the Cossack stopped. For some minutes he stood regarding the blue-green expanse of water. He shrugged his shoulders. Then he sat down, took a drink of brandy from a silver flask, lit a cigarette, and hummed a bit from *Madame Butterfly*.<sup>55</sup>

General Zaroff had an exceedingly good dinner in his great paneled dining hall that evening. With it he had a bottle of Pol Roger and half a bottle of Chambertin. Two slight annoyances kept him from perfect enjoyment. One was the thought that it would be difficult to replace Ivan; the other was that his quarry had escaped him; of course, the American hadn't played the game — so thought the general as he tasted his after-dinner liqueur. In his library he read, to soothe himself, from the works of Marcus Aurelius.<sup>56</sup> At 10 he went up to his bedroom. He was deliciously tired, he said to himself as he locked himself in. There was a little moonlight, so, before turning on his light, he went to the window and looked down at the courtyard. He could see the great hounds, and he called, "Better luck another time," to them. Then he switched on the light.

[200] A man, who had been hiding in the curtains of the bed, was standing there.

"Rainsford!" screamed the general. "How in God's name did you get here?"

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53. An animal at bay is one that is forced to turn and face its attackers.

54. Recoil is the backward kick of a propulsion machine, like a gun, when fired.

55. an opera

56. a Roman Emperor and philosopher

"Swam," said Rainsford. "I found it quicker than walking through the jungle."

The general sucked in his breath and smiled. "I congratulate you," he said. "You have won the game."

Rainsford did not smile. "I am still a beast at bay," he said, in a low, hoarse voice. "Get ready, General Zaroff."

[205] The general made one of his deepest bows. "I see," he said. "Splendid! One of us is to furnish a repast<sup>57</sup> for the hounds. The other will sleep in this very excellent bed. On guard, Rainsford."

...

He had never slept in a better bed, Rainsford decided.

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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 TWO of the following best identify the central themes of this story?
  - A. When violence becomes too common, some people no longer take it seriously.
  - B. Pride in one's country makes people feel superior to others based on race.
  - C. The power of love will save people from hurting and harming others.
  - D. Nature provides everything humanity needs and therefore anything else is wasteful.
  - E. Humankind's place in nature is to act with reason, not to become like violent animals.
  - F. The cost of technology is the cost of human life in war.
  
2. PART B: Which TWO phrases from the text best support the answers to Part A?
  - A. "You're a big-game hunter, not a philosopher." (Paragraph 10)
  - B. "Where there are pistol shots, there are men." (Paragraph 39)
  - C. "hunting had ceased to be what you call 'a sporting proposition.' It had become too easy. I always got my quarry." (Paragraph 94)
  - D. "One does not expect nowadays to find a young man of the educated class, even in America, with such a naïve, and, if I may say so, mid-Victorian point of view." (Paragraph 116)
  - E. "Civilized? And you shoot down men?" (Paragraph 128)
  - F. "General Zaroff had an exceedingly good dinner in his great paneled dining hall that evening." (Paragraph 199)

3. Explain how beginning the story with the dialogue between Rainsford and Whitney contributes to both the author's characterization of Rainsford and the story's mood. Cite evidence from the story in your response.

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4. PART A: What does the phrase "sporting proposition" most closely mean as it is used in paragraph 94?
  - A. game-like challenge
  - B. hunting license
  - C. available targets
  - D. a simple, easy task

5. PART B: Which phrase from the text best supports the answer to Part A?
- A. "businessmen often go to pieces when they give up the business that has been their life." (Paragraph 88)
  - B. "It had become too easy. I always got my quarry." (Paragraph 94)
  - C. "When I thought of this, it was a tragic moment for me" (Paragraph 96)
  - D. "I had to invent a new animal to hunt" (Paragraph 100)
6. Why does Zaroff think Rainsford is "droll" and "naïve"? (Paragraph 116)
- A. Zaroff thinks it's foolish and old-fashioned that Rainsford values human life even after fighting in the war.
  - B. Zaroff thinks it is childish and immature that Rainsford has never tried to kill another human.
  - C. Zaroff judges Rainsford's American culture because Rainsford feels a religious sense of responsibility.
  - D. Insane Zaroff has been isolated on the island for too long and laughs madly at seeing Rainsford, another civilized man.
7. What does Rainsford's repetition of the word "nerve" in paragraph 169, paragraph 179, and paragraph 197 reveal about his character?
- A. Rainsford's repetition characterizes him as forgetful and blundering, which is why he must repeat the word to remember his mission.
  - B. Rainsford's repetition shows that it is his courage and ability to reason that enables him to survive.
  - C. Rainsford's repetition was probably taught to him in a private school growing up and is a symbol of his class status.
  - D. Rainsford's repetition shows just how scared and cowardly he is, suggesting that he will not survive this hunt.
8. How does Rainsford's opinion on animals change throughout the story?
- A. At first, Rainsford believes only humans can feel, but by the end, he agrees with Whitney that animals can also feel "fear of pain" (Paragraph 13).
  - B. At first, Rainsford thinks that there is only one rational animal, humans, but then he discovers the new animal that Zaroff has "invented" (Paragraph 100).
  - C. At first, Rainsford believes humans are smarter than animals, but then he sees that some humans are actually "a very inferior lot" (Paragraph 131).
  - D. At first, Rainsford sees animals only as prizes for human hunters, but later Rainsford sympathizes with the animal "at bay" when he too becomes the hunted (Paragraph 204).
9. "He had never slept in a better bed, Rainsford decided." (Paragraph 207) What is the overall effect of the last line of the story?
- A. The last line leaves the reader to infer that Rainsford has killed Zaroff, contrasting Zaroff's chilling death with Rainsford's rewarding night's sleep.
  - B. The last line leaves the reader to conclude that the events of this story have all been a dream Rainsford had while asleep on the yacht.
  - C. The last line leaves the reader to infer that Rainsford has killed Zaroff, making the ending a triumphant victory for civilization and American values.
  - D. The last line leaves the reader to suppose that Rainsford actually likes the comforts of civilization better than nature and that civilization is man's place above nature.

10. Compare Zaroff's and Rainsford's points of view on the hunt. How does this tension contribute to the moral stakes of the story? Cite evidence from the story in your response.

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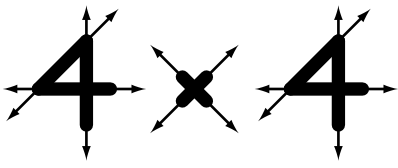
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## Discussion Questions

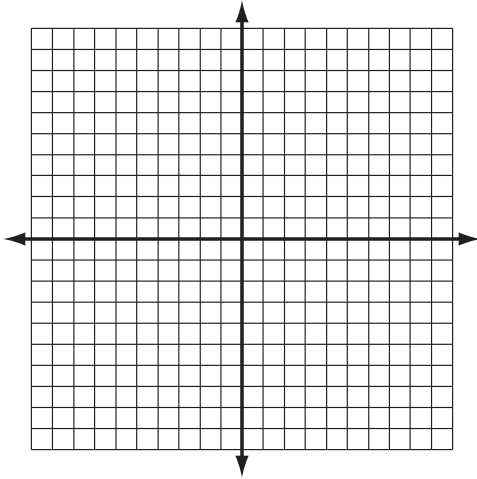
**Directions:** *Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.*

1. How might the author's use of the word "game" in the title of this story have a double meaning?
2. Zaroff says he started hunting the most dangerous game because he was bored. In your opinion, is this a common reason why people do bad things?
3. Zaroff compares the war to hunting human beings on his island. How are people changed by war? Is war like hunting? How does it differ?
4. In "The Most Dangerous Game," humans are described as the one animal that can reason, but humans fall for obvious tricks and are hunted like animals. Humans use the environment to their advantage, but sometimes the environment becomes a trap. What is the relationship between humans and animals, or between humans and nature? Do humans control nature, or does nature eventually triumph?



# From Scenarios/Words

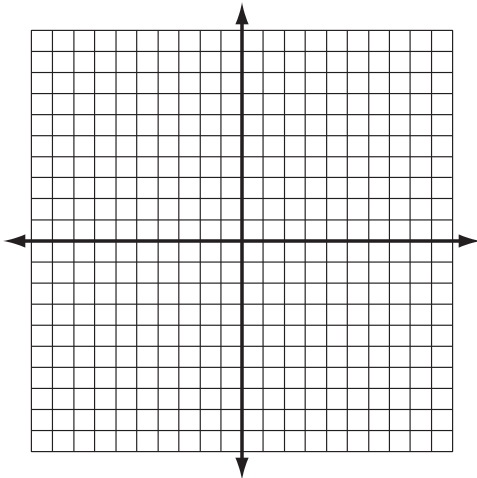
1)




Equation:

Scenario: Fred moves into town with no friends, and makes one new friend every day.

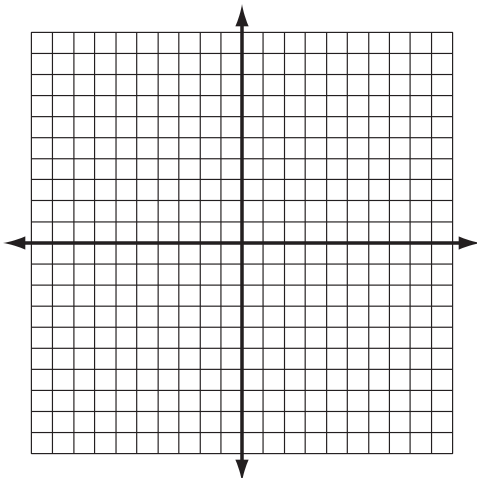
2)




Equation:

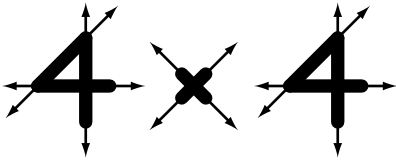
Scenario: Jamie spent \$5 to start his lemonade stand and made \$3 every hour.

3)



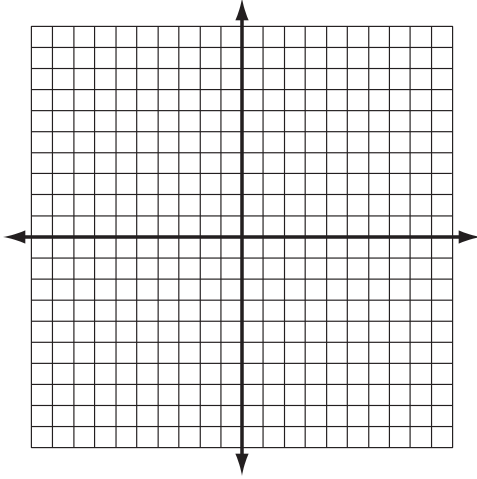

Equation:

Scenario: Ali has \$10 and he spends \$5 every two days.



# From Data

4)



X	Y
-1	1
0	0
1	-1
2	-2

Equation:

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Scenario:

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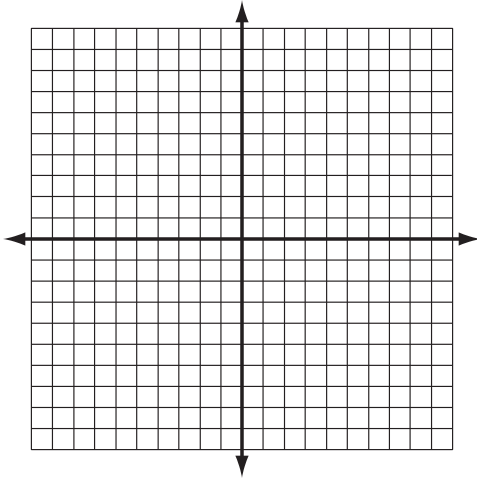


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5)



X	Y
-1	-3
0	-1
1	1
2	3

Equation:

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Scenario:

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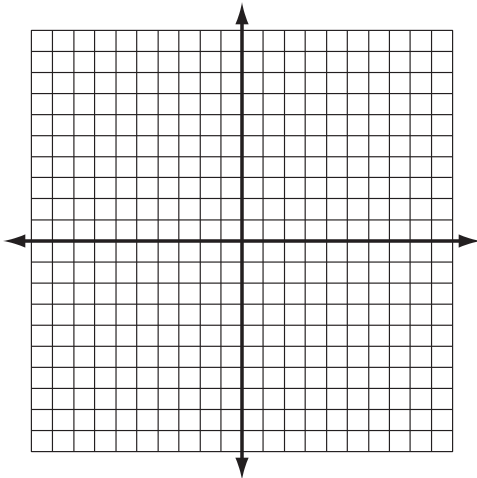


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6)



X	Y
-2	8
-1	6.5
0	5
1	3.5
2	2

Equation:

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Scenario:

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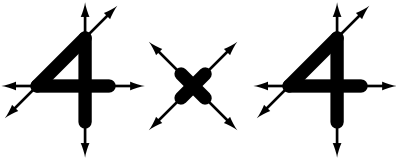


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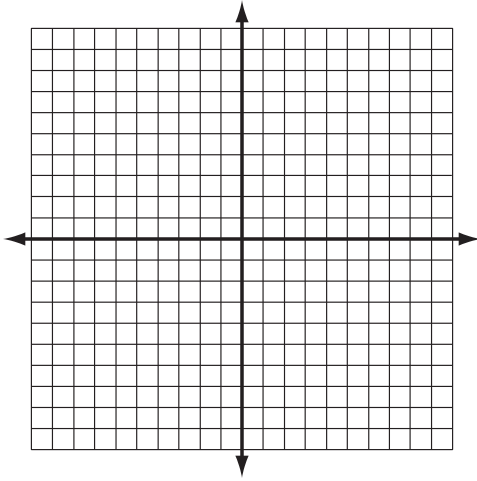
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# From Equations

7)



X	Y

Equation:  $y = 3x + 2$

Scenario:

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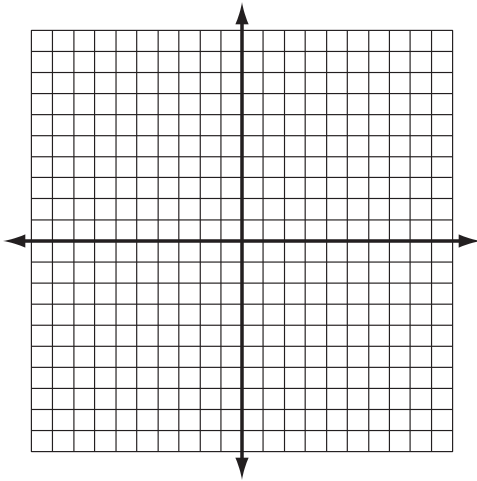


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8)



X	Y

Equation:  $y = -\frac{1}{2}x + 1$

Scenario:

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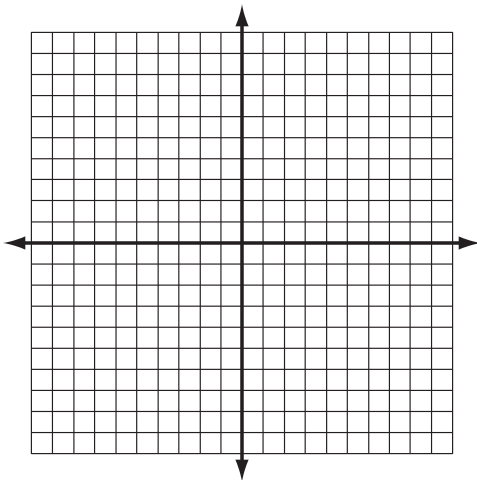


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9)



X	Y

Equation:  $y = \frac{3}{4}x - 5$

Scenario:

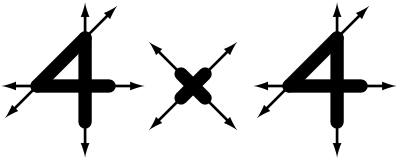
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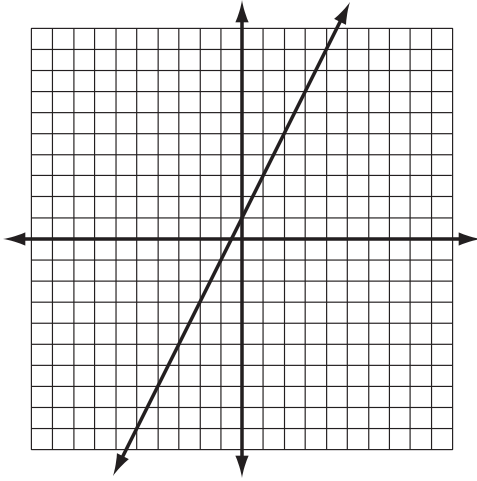


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# From Graphs

10)




Equation:

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Scenario:

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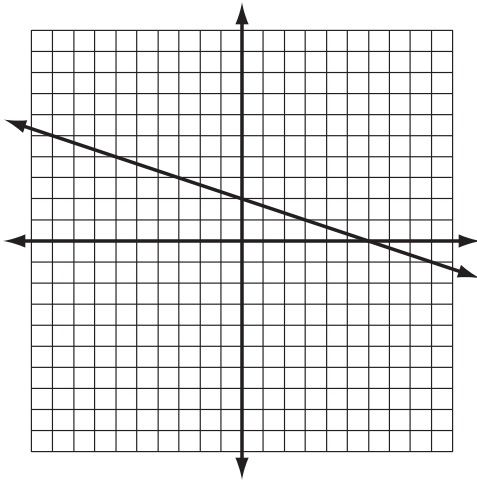


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11)




Equation:

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Scenario:

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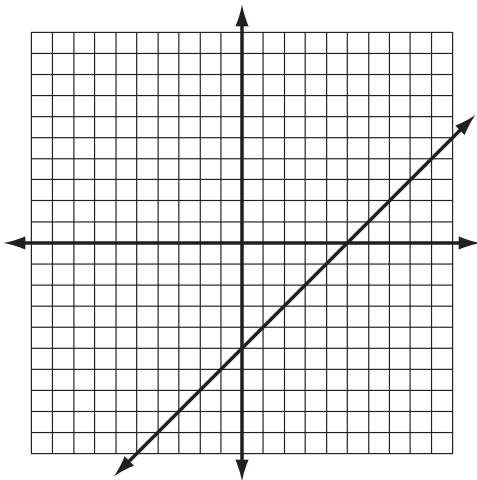


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12)




Equation:

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Scenario:

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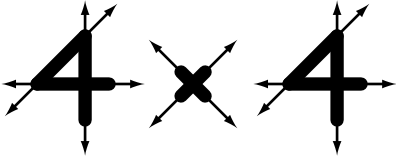
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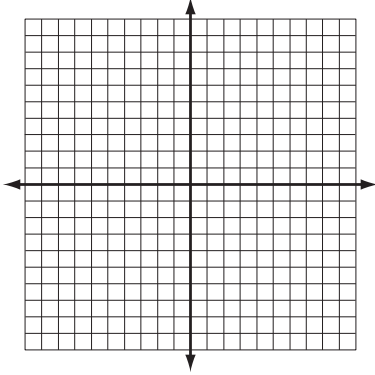


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# Assessment

1)



X	Y
-2	-3
0	1
2	5

Equation: \_\_\_\_\_

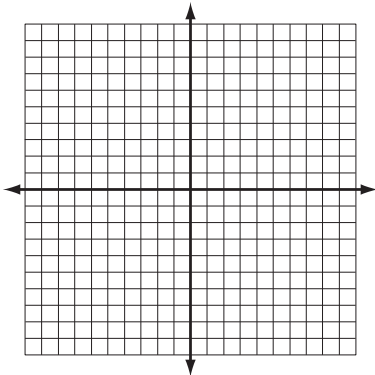
Scenario: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2)



X	Y
-1	
0	
1	

Equation:  $y = 2x + 1$

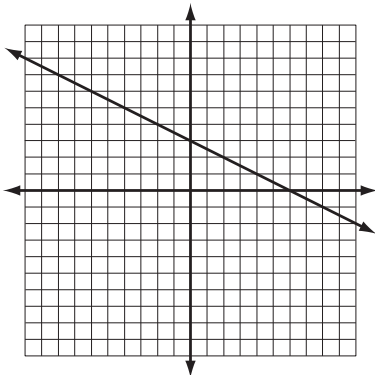
Scenario: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3)




Equation: \_\_\_\_\_

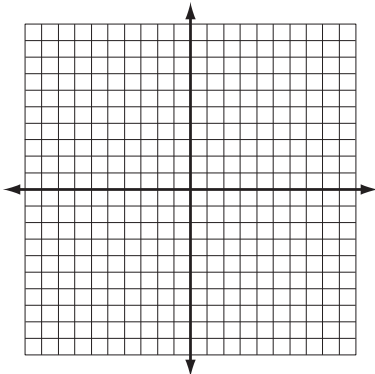
Scenario: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4)

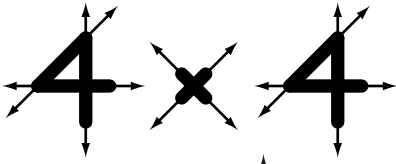



Equation: \_\_\_\_\_

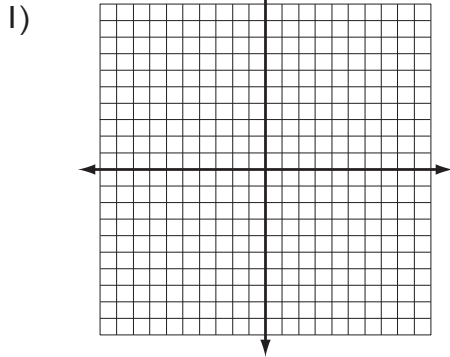
Scenario: **Suzie enters her school with no friends, and makes 3 new friends every week.**

\_\_\_\_\_

\_\_\_\_\_



# Standard Form



X	Y
0	
	0

Equation:  $3x + 2y = 18$

y-intercept: ( , )

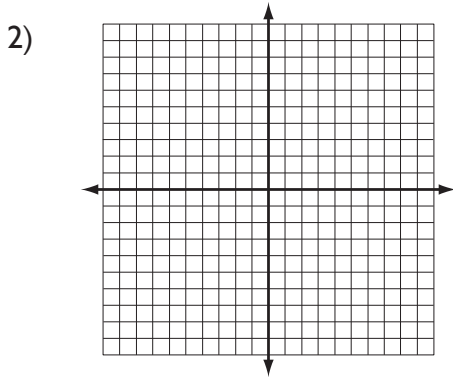
x-intercept: ( , )

Scenario:

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X	Y
0	3
-4	0

Equation: \_\_\_\_\_ = \_\_\_\_\_

y-intercept: ( , )

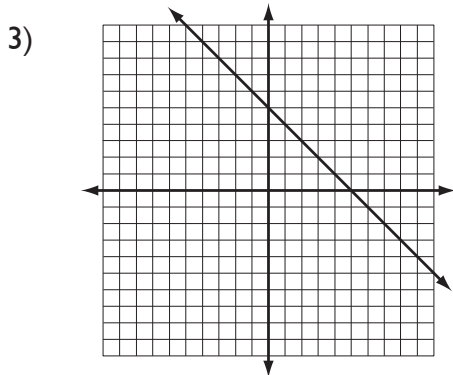
x-intercept: ( , )

Scenario:

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X	Y

Equation: \_\_\_\_\_ = \_\_\_\_\_

y-intercept: ( , )

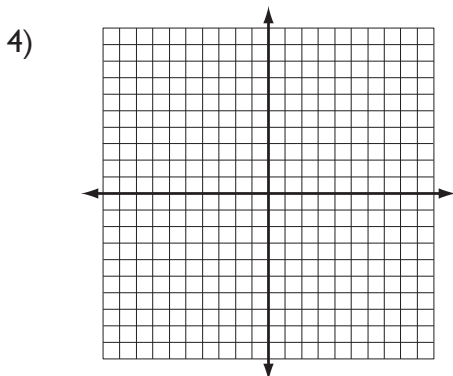
x-intercept: ( , )

Scenario:

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X	Y

Equation: \_\_\_\_\_ = \_\_\_\_\_

y-intercept: ( , )

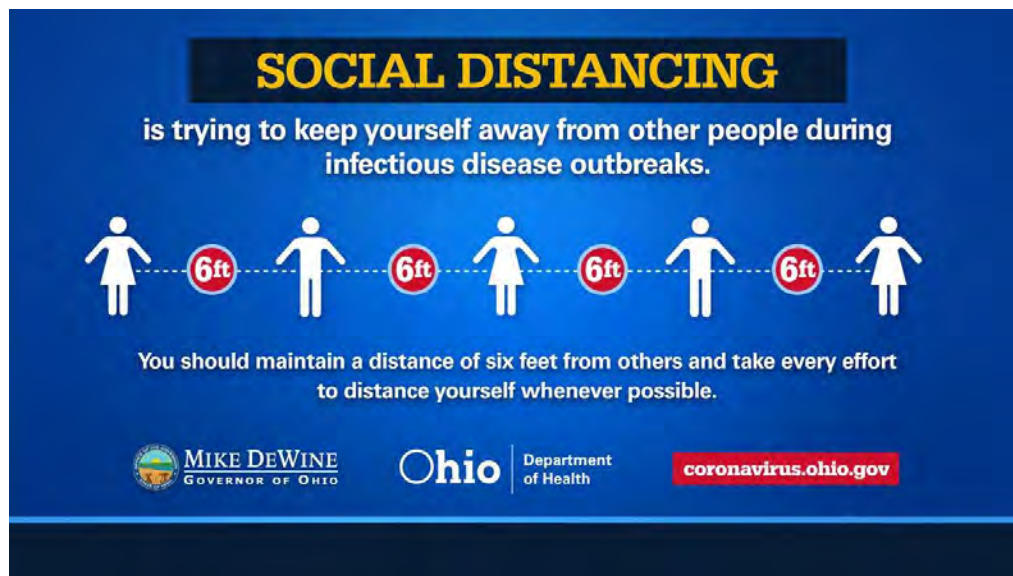
x-intercept: ( , )

Scenario: Jasmine gets paid \$2 for every cupcake and \$1 for every brownie. She receives a total of \$10.



## GOMETRY – Social Distancing!

As we all aware about the Social Distancing norms issued recently by Governor Mike DeWine, to fight against the COVID 19 Pandemic, it is a responsibility of every organization in the state to follow the guidelines. Suppose you are working in a retail store and you have been assigned to layout an action plan to accommodate the daily routines for your employees and customers without violating the Social Distancing Guidelines.



Consider the following as you proceed with your plan:

- Your administrative team has concluded that limiting the number of customers coming into the store at any given time during working hours is mandatory. This is where your role comes into action, to figure out how many people can be in your store at any given time in order to keep the 6ft distance between any two individuals from all sides?
- Though it is very difficult (in reality) to follow this strictly, your plan should guarantee this logically.
- You have been provided with dimensions of different parts of your store and other pertaining details in order to do this.
- To simplify the process, entire thing has been divided into simple tasks for you.
- You need to know how to find area of polygons (including composite figures), circles and volume of prisms and cylinders.
- Round your final answer in each task to the nearest whole number, otherwise you can round them to the nearest hundredths.

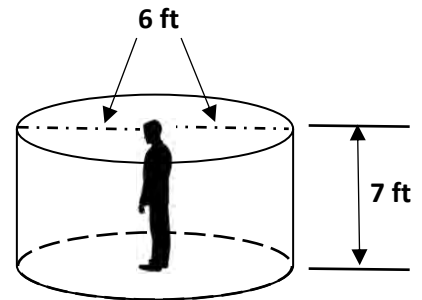
## GOMETRY – Social Distancing!

**TASK – 1:** How much space (cubic feet) is required per customer to maintain the 6ft social distancing, in general?

Remember to maintain 6ft on all sides!

And, the height for a typical customer to be 7ft (including the maximum accessible height)!

Show your steps here, and provide the final answer below:



So, Space required per customer is \_\_\_\_\_ cu. ft.

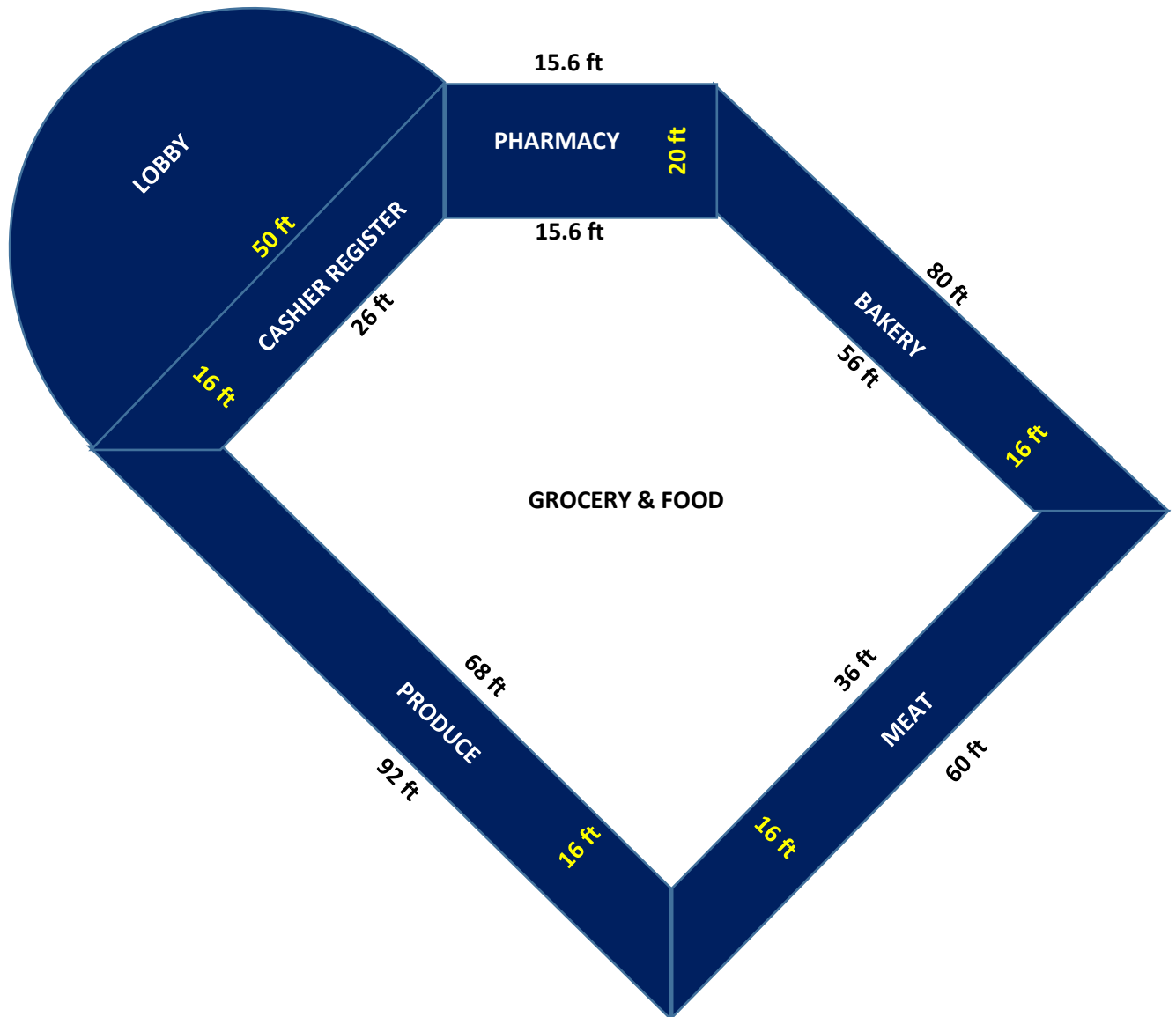
**TASK – 2:** How much space (cubic feet) is available inside your store?

- Your store has seven different sections namely
  - 1) Lobby
  - 2) Cashier Register
  - 3) Pharmacy Section
  - 4) Bakery Section,
  - 5) Grocery & Food Section
  - 6) Produce Section
  - 7) Meat Section.
- The complete Floor Plan of your store has been given below, you have to fill the information into the table using this Floor Plan.
- Your task is to
  - Draw and find area of the sectional floor,
  - Draw a 3-dimensional geometrical model for each of the sections and
  - Label them using the dimensions from the Floor Plan then to find the space (volume) available in those sections.
  - Choose the height of the 3-dimensional models for each of the sections as 7ft, to be consistent with the assumption made in Task-1.

## GOMETRY – Social Distancing!

- For your understanding the first row is done as an example.
- Also find the total space (volume) available for the entire store.


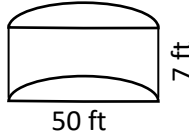
### STORE FLOOR PLAN



NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

## GOMETRY – Social Distancing!

SECTION	SHAPE OF THE SECTION	Area of the Floor	3-d Model of the section	SPACE AVAILABLE (VOLUME)
LOBBY	 50 ft	Area of semi-circle = $\frac{1}{2} \pi r^2$ = $\frac{1}{2} \pi 25^2$ = $312.5 \pi$ B = $981.75 \text{ ft}^3$	 50 ft 7 ft	Volume of Half Cylinder = $Bh$ = $981.75 (7)$ = $6872.25 \text{ ft}^3$
CASHIER REGISTER				
PHARMACY				
BAKERY				
GROCERY & FOOD (Use composite figures!)				
PRODUCE				
MEAT				
<b>TOTAL space (Volume) of the entire store is (in cubic feet)</b>				



## GOMETRY – Social Distancing!

### **TASK – 3: How much space is left for customer movement?**

As most of the store space is occupied by the racks, furniture and products itself, you need to calculate the space available for customers' access within each of the sections and then within the entire store. In the following table, your administrators have provided you the portion of each the sections available for customer's access. Complete the table to find the total space available for customer's access.

SECTION	PORTION OF SECTION AVAILABLE TO CUSTOMERS	SECTIONAL SPACE (From Task – 2)	SPACE (in Cu. Ft.) AVAILABLE TO CUSTOMERS
LOBBY	75%		
CASHIER REGISTER	40%		
PHARMACY	25%		
BAKERY	30%		
GROCERY & FOOD	45%		
PRODUCE	40%		
MEAT	30%		
<b>TOTAL space (Volume) available for customers' access (in cubic feet)</b>			

### **TASK – 4: How many customers can be allowed into the store during any given time?**

Now, it's time to find out the number of customers you can allow into the store during any given time, using the total space available for customers (Task-3) and the space required per customer (Task-1). Show your calculations (steps) here and provide the final answer below:

Number of customers allowed into the store at any given time is \_\_\_\_\_.



# High School Science

## Exploring Energy Week 1

### Introduction and Checklist



This week you will review the many ways that we, as a society, meet our ever-increasing energy needs. You will revisit both renewable and nonrenewable energy sources, and explore the advantages and disadvantages of all of these resources and learn a bit more about the chemical, physical and biological processes that are involved in producing the electricity that powers our daily lives.

Essential Questions to Consider:

- 1. What's causing global temperatures to increase?*
- 2. Why might we want to replace fossil fuels with renewable energy sources to power our cities?*
- 3. What are the benefits and drawbacks of different renewable energy technologies?*

Pay close attention because this information will be a foundation for your work during Week 2!

Use the checklist below to keep track of your completion of each exploration in the packet.

- \*Exploring Energy Anticipation Guide Part 1 (Before Reading)
- Fossil Fuels Reading and Organizer
- Nuclear Energy Reading and Organizer
- Solar Energy Reading and Organizer
- Geothermal Energy Reading and Organizer
- Hydroelectric Reading and Organizer
- Wind Energy Reading and Organizer
- Biofuel and Biomass Reading and Organizer
- Renewable vs Nonrenewable Energy Sources Flowchart
- Tying It Together Energy Review
- Earth Day Reflection
- \*Exploring Energy Anticipation Guide Part 2 and Why? (After Reading)

Name \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

**Exploring Energy High School Science Enrichment Anticipation Guide plus *Why?***

Before reading all the articles on Renewable and Nonrenewable Energy in the packet this week, mark whether you agree or disagree with each statement to the left of the statement. When you're finished with the lesson, decide whether you still agree or disagree and **explain** why.

**BEFORE READING**

**AFTER READING**

BEFORE READING		Statement	AFTER READING		Why?
Agree	Disagree		Agree	Disagree	
		1. Fossil Fuels like gas and coal are a renewable resource.			
		2. Most of the world's energy comes from fossil fuels.			
		3. Nuclear energy is a clean energy source.			
		4. Solar power is feasible all over the world.			
		5. Geothermal energy comes from rocks.			
		6. Hydroelectric power uses water to convert thermal energy to electrical energy.			
		7. Wind turbines are desirable for powering a home in a neighborhood.			
		8. Cow manure and other animal waste can be converted to fuel for energy.			

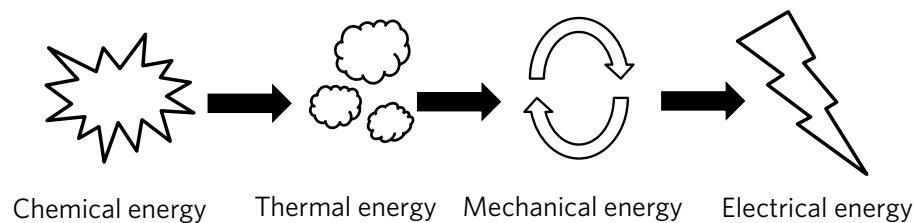
# Exploring Nonrenewable Energy-

## Science Texts for Close Reading Day 1 Fossil Fuels

Learn more here: <https://www.calacademy.org/educators/whats-the-deal-with-fossil-fuels>

Coal, oil/petroleum<sup>1</sup>, and natural gas are the three main types of fossil fuels. They are called ‘**fossil fuels**’ because they formed from the remains of decaying plants and animals that were buried by layers of rock hundreds of millions of years ago. As this material was buried by more and more rock, high heat and pressure transformed it over millions of years. And depending on whether this occurred in vegetated swamps or plankton-filled seas, either coal, oil, or natural gas was formed.

When fossil fuels are burned—when they undergo a chemical reaction with oxygen called **combustion**—because combustion is an **exothermic** reaction, these types of reactions release a lot of energy that we can use to power things. For example, in a coal-fired power plant, coal is burned in a boiler, releasing chemical energy that heats water into steam. The steam turns a **turbine**—a machine with blades that spin like a pinwheel—connected to a **generator**. Electric generators rotate coils of wires through magnetic fields created by permanent or electric magnets. As the conducting coils move through the magnetic fields, the electrons in the wires move, creating an **electric current**. Therefore, generators convert the **mechanical energy** of the spinning turbine into **electrical energy** that can be transmitted to homes and buildings through transmission lines. While coal is typically used to produce electricity, oil can be refined into a variety of liquid fuels to power cars, trucks, and airplanes and is also made into a wide variety of everyday products, including plastics, cosmetics, clothes, electronics, and more. Natural gas is commonly used for heating and cooking in homes.



Coal, oil, and gas can generate huge amounts of energy and power a wide variety of things. Fossil fuels are relatively cheap, but as they become harder to extract from the Earth, they will become more expensive. Fossil fuels are easily stored and easily transported, and thus they can be used to power things almost anywhere and anytime. However, not every country has fossil fuel resources. Most of the global **reservoirs**, or natural sources, of fossil fuels are in the Middle East, United States, Russia, and China. Australia, India and South Africa also have large amounts. More than half of the world’s known oil and natural gas reserves are located in the Middle East. This means that the Middle East contains more oil than the rest of the world combined.

One problem with fossil fuels is that they are **nonrenewable resources**, meaning that we are extracting them from the Earth and using them faster than they can form. Mining or pumping fossil fuels from the ground can damage ecosystems and the environment, as can accidents like oil tanker spills that are expensive to clean up<sup>2</sup>. Fossil fuels produce air pollution when they are burned, including sulfur dioxide (SO<sub>2</sub>) which can lead to the development of acid rain. They also release carbon dioxide and other greenhouse gases into the atmosphere that not only warm the climate, but change the chemistry of the ocean, leading to ocean **acidification** (a decrease in ocean water pH).

<sup>1</sup> ‘Oil’ and ‘petroleum’ are often used interchangeably. For more information on the difference between the two, visit the [U.S. Energy Information Administration’s website](#).

<sup>2</sup> [Fortune Magazine: 6 big oil spills, and what they cost](#)

# Weighing the Benefits and Drawbacks of Fossil Fuels

As you read organize the benefits and drawbacks of each category.

**For a complex problem, we need to evaluate how a solution fares across multiple dimensions:**

**Benefits**

**Drawbacks**

**Environmental  
Factors**

**Social & Cultural  
Factors**

**Economic  
Factors**

## Using the context clues

Use the reading to define the following terms.

fossil fuels-

combustion reaction-

turbine-

generator-

nonrenewable resources-

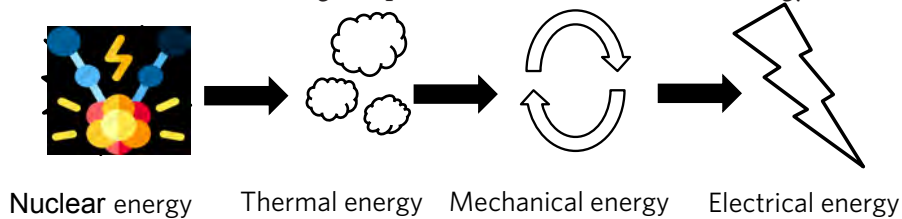
# Exploring Nonrenewable Energy

## Science Texts for Close Reading

### Nuclear Energy

How is electricity generated at a nuclear power plant? Well, it is often a lot like how electricity is generated at a coal power plant, but with one key difference. In both cases, water is heated into steam, which turns a turbine connected to a generator. The generator converts the mechanical energy of the spinning turbine into electrical energy that can be transmitted to homes and buildings through transmission lines.

The key difference between a coal power plant and a nuclear power plant is in the fuel they use to heat the water. In a coal power plant, burning coal supplies the energy to heat the water, which releases carbon dioxide—a powerful greenhouse gas that is contributing to global warming and climate change—and other pollutants into the atmosphere. In a nuclear power plant, this energy comes from **nuclear fission**, or the splitting of a large atom like uranium into two smaller atoms. In a power plant, this fission happens when a neutron—a neutrally charged particle—collides with a uranium atom. This collision releases more neutrons, which are free to collide with more uranium atoms, causing more fission. When this fission chain reaction is carefully controlled in a nuclear reactor, a constant supply of energy is produced. And it doesn't take much uranium to produce a lot of energy. A single pellet of uranium less than one inch long can produce the same amount of energy as a ton of coal<sup>1</sup>!



Nuclear energy is nearly **emission-free**, meaning that it doesn't release carbon dioxide and other greenhouse gases and air pollution into the atmosphere like coal power plants do. About 450 nuclear reactors around the world provide about 11 percent of the planet's electricity. The countries generating the most nuclear power are, in order, the United States, France, China, Russia and South Korea. Nuclear power isn't considered renewable energy because it is dependent on uranium. The element is a mined, limited resource. However, many people say nuclear power should be considered a climate change solution because operating reactors do not release any of the greenhouse gases that contribute to global warming.

However, nuclear energy isn't without some drawbacks. Nuclear fission is a type of **radioactivity**, and large amounts of this kind of radioactivity, or radiation, can be harmful to life. The uranium used in a nuclear reactor is carefully trapped and contained so that radiation cannot escape, and nuclear power plants are protected by all sorts of systems that can shut the reactors down quickly if something were to go wrong, but that hasn't prevented a few nuclear accidents from happening in the past<sup>2</sup>. Environments that are contaminated by high levels of radiation are dangerous to live in or visit. When arguing against nuclear power, opponents point to the problems of long-lived nuclear waste and rare but devastating nuclear accidents. Two such accidents were Chernobyl in 1986 and Fukushima Daiichi in 2011. The deadly Chernobyl disaster in Ukraine happened when flawed reactor design and human error caused a power surge and explosion at one of the reactors. Large amounts of radioactivity were released into the air, and hundreds of thousands of people were forced from their homes. In the case of Japan's Fukushima Daiichi, the aftermath of the Tohoku earthquake and tsunami caused the plant's catastrophic failures. Today, the surrounding towns still struggle to recover.

Over time, the fuel in a nuclear reactor becomes less and less effective, and must be replaced with new fuel and disposed of. However, this old, or 'spent' fuel is still radioactive and can be so for hundreds of thousands of years<sup>3</sup>, so it needs to be disposed of in a way that won't harm the environment or people. This might mean burying it deep underground, but if this isn't done properly, it could contaminate groundwater that might come in contact with it. The holy grail for the future of nuclear power involves **nuclear fusion**. While nuclear fission involves splitting the nucleus, nuclear fusion does the opposite. Nuclear fusion generates energy when two light nuclei smash together to form a single, heavier nucleus. The nuclear fusion of hydrogen atoms into helium — the process that powers the Sun — promises an almost limitless supply of clean energy. Fusion could deliver more energy more safely and with far less harmful radioactive waste than fission. However, only a small number of people have managed to build working nuclear fusion reactors due to the tremendous amount of heat and pressure required for fusion to occur.

<sup>1</sup> [Duke Energy: How Do Nuclear Power Plants Work?](#)

<sup>2</sup> [Union of Concerned Scientists: A Brief History of Nuclear Accidents](#)

<sup>3</sup> [United States Nuclear Regulatory Commission: High Level Waste](#)

# Weighing the Benefits and Drawbacks of Nuclear Energy

As you read organize the benefits and drawbacks of each category.

For a complex problem, we need to evaluate how a solution fares across multiple dimensions:

**Benefits**

**Drawbacks**

**Environmental  
Factors**

**Social & Cultural  
Factors**

**Economic  
Factors**

## Using the context clues

Use the reading to define the following terms.

nuclear fission-

emission -free-

radioactivity-

nuclear fusion-

Discuss why nuclear fusion is not yet a feasible energy source.

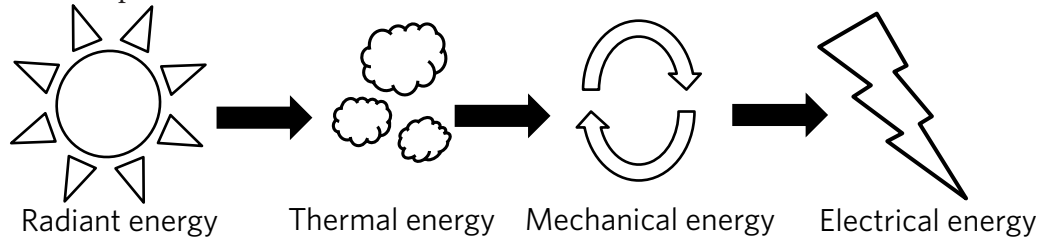


# Exploring RENEWABLE Energy

## Science Texts for Close Reading Solar Energy

Learn more here: <https://www.calacademy.org/educators/renewable-energy-clean-tech-solutions>

Solar energy is a way to harness sunlight for heating or electricity. There are different ways to convert sunlight into usable energy. Concentrated solar power uses mirrors to focus the energy from the sun onto a smaller area. This concentrated thermal energy heats water into steam, which turns a turbine connected to a generator. The generator converts the mechanical energy of the spinning turbine into electrical energy. Concentrated solar power plants need between 500 to over 1,000 acres of land—more than 400 football fields!—to have enough mirrors to generate electricity efficiently. Often they are found in unpopulated desert regions—like the Ivanpah Solar Electric Generating System in the Mojave desert—which means the electricity generated has to be transmitted a long distance to where it will be used. It also means that large regions of desert ecosystems can be impacted<sup>1</sup>.



Another technology that can convert the energy of sunlight into electricity is solar photovoltaics (PV). When sunlight strikes a solar photovoltaic cell, it is absorbed by a semiconductor—a material like silicon that can conduct electricity under the right conditions. This excites electrons in the semiconductor, which then flow, generating an electrical current. A bunch of solar photovoltaic cells can be grouped together to create a solar panel. Solar panels can be installed on the roofs of homes and buildings in solar arrays, so they are better options for cities. Solar panels are relatively easy to take care of and aren't noisy.

Solar photovoltaic technology produces no direct carbon dioxide or other greenhouse gases that can warm the climate. Sunlight is free, abundant, and renewable, since it won't run out for billions of years. The Earth's surface continuously receives 10,000 times more energy from the sun than the world currently uses<sup>2</sup>!

Unfortunately, solar energy isn't a great option everywhere or all of the time. Regions that don't get a lot of constant or direct sunlight aren't ideal places to use solar energy. Solar panels don't work at night and don't work as well when it is cloudy. Solar technology is becoming cheaper, but there is a cost to build a large concentrated solar power plant or install solar panels.

<sup>1</sup> [The New York Times: BrightSource Alters Solar Plant Plan to Address Concerns Over Desert Tortoise \(Feb. 2010\)](#)

<sup>2</sup> [U.S. Department of Energy](#)

### Weighing the Benefits and Drawbacks of Solar Energy- Organize the ideas from the reading below!

For a complex problem, we need to evaluate how a solution fares across multiple dimensions:

#### Benefits

Identify the positives of solar power in each category

#### Drawbacks

Identify the negatives of solar power in each category.

**Environmental Factors**

**Social, Cultural, and Economic Factors**

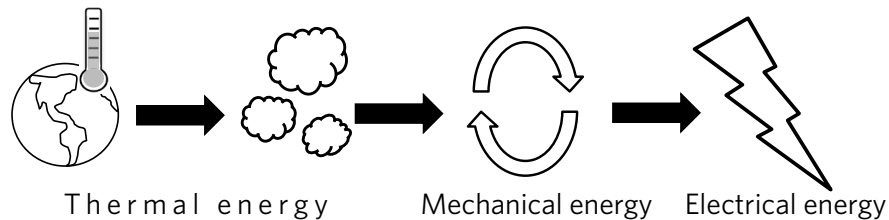
# Exploring Renewable Energy

## Science Texts for Close Reading

### Geothermal Energy

How is electricity generated at a geothermal power plant? Well, it is often a lot like how electricity is generated at a coal-fired power plant, but with one key difference. In both cases, water is heated into steam, which turns a turbine connected to a generator. The generator converts the mechanical energy of the spinning turbine into electrical energy that can be transmitted to homes and buildings through transmission lines.

In a coal power plant, burning coal supplies the energy to heat the water. This process releases carbon dioxide—a powerful greenhouse gas that contributes to global warming and climate change—and other pollutants that can be harmful to the environment and human health into the atmosphere. But in a geothermal power plant, this energy comes from heat that is already present below the Earth’s surface. Geothermal energy is a good energy option in places where there is hot magma close to the Earth’s surface that naturally heats water in the ground into steam. In such places, geothermal energy is a constant and reliable source of energy.



Compared to coal and other fossil fuels, geothermal energy releases much less carbon dioxide into the atmosphere<sup>1</sup> and produces much less pollution. But geothermal energy isn’t a good option everywhere. The best places for geothermal energy production are where there is a heat source, like magma, close to the Earth’s surface, as well as a constant supply of water in the ground that can be heated into steam. Some water can be pumped back into the ground after it is used, but some of it evaporates into the atmosphere, so over time the water in the ground often needs to be replenished. During a drought, this can be an issue. Also, there is evidence that the pumping of water into and out of the ground associated with geothermal power can generate small earthquakes<sup>2</sup>.

With geothermal energy, there is no fuel cost, since the fuel is naturally-occurring magma. However, upfront costs associated with building a new geothermal power plant and drilling wells to access the steam underground can be high<sup>3</sup>.

<sup>1</sup> [National Renewable Energy Laboratory: Energy Analysis](#)

<sup>2</sup> [University of California, Santa Cruz Newscenter: Geothermal power facility induces earthquakes, study finds](#)

<sup>3</sup> [Geothermal Energy Association](#)

### Weighing the Benefits and Drawbacks of Geothermal Energy- Organize the ideas from the reading below!

For a complex problem, we need to evaluate how a solution fares across multiple dimensions:

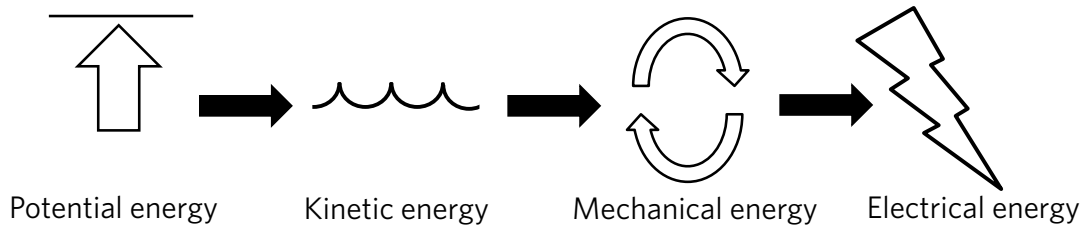
	Benefits Identify the positives of geothermal power in each category	Drawbacks Identify the negatives of geothermal power in each category.
Environmental Factors		
Social, Cultural, and Economic Factors		

# Exploring Renewable Energy

## Science Texts for Close Reading

### Hydroelectric Power

Hydroelectric power (or ‘hydropower’) uses the energy of moving water to generate electricity. But how exactly can we capture and transform this energy into usable electricity? One of the main ways to do this is by building a dam on a river. By trapping water behind a dam, we can increase the level of the water behind the dam, building up its potential energy. When special gates in the dam are opened, the water—pulled by gravity—flows down through the dam and through turbines connected to a generator. The potential energy of the water is turned into kinetic energy as it flows, and then mechanical energy that turns the turbines. The generator converts the mechanical energy of the spinning turbines into electrical energy that can be transmitted to homes and buildings through transmission lines.



The water reservoirs (lakes and ponds) created behind dams can serve as recreational spaces for people who enjoy fishing, swimming, or boating. The water in these reservoirs can also be used for irrigation in agricultural areas.

Hydropower does not pollute the water nor the air. It also produces no direct carbon dioxide or other greenhouse gases that can cause damage to the climate. However, building a dam on a river can have significant impacts on ecosystems. Some fish species like salmon that migrate seasonally up rivers and streams to spawn are blocked from reaching their spawning destinations by dams<sup>1</sup>. The reservoir created behind a dam often floods land that wasn't originally underwater. In addition to impacting the plants and animals living on this land, this can displace people too.

Hydropower is reliable as long as there is enough available water. During a drought, this can be a problem. And while flowing water is free, building a dam can be expensive. Dams also don't just trap water, but anything being moved by the river. Sand and rocks can build up behind a dam over time, not only decreasing the amount of water the dam can store and release, but reducing the amount of sand that is carried into the coastal ocean to supply beaches<sup>2</sup>.

<sup>1</sup> [NOAA Fisheries: About Dams & Fish](#)

<sup>2</sup> [CoastalCare.org: Dams-Cutting Off Our Beach Sand](#)

### Weighing the Benefits and Drawbacks of Hydroelectric Energy- Organize the ideas from the reading below!

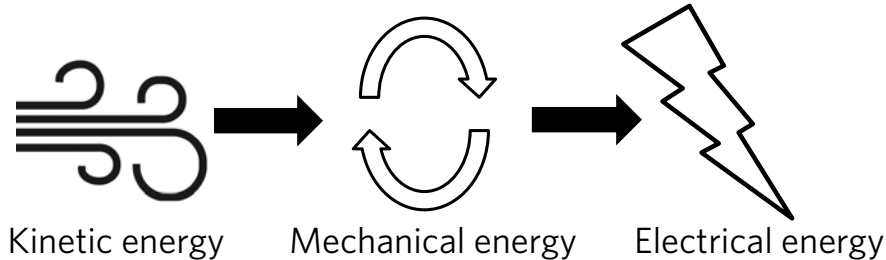
For a complex problem, we need to evaluate how a solution fares across multiple dimensions:	<b>Benefits</b> Identify the positives of hydroelectric power in each category	<b>Drawbacks</b> Identify the negatives of hydroelectric power in each category.
<b>Environmental Factors</b>		
<b>Social, Cultural, and Economic Factors</b>		

# Exploring Renewable Energy

## Science Texts for Close Reading

### Wind Energy

Have you ever tried to make a toy pinwheel spin by blowing on it? We can harness the power of moving air on a much larger scale and use it to produce electricity with wind turbines. When the wind is strong enough (has enough kinetic energy), the blades of a wind turbine turn, which spins a shaft connected to a generator. The generator converts the mechanical energy of the spinning shaft into electrical energy that can be transmitted to homes and buildings through power lines.



There are many different kinds of wind turbines, from small turbines that can be put on the roof of a house to really large turbines that can be built together in wind farms to power entire communities. Wind energy—a renewable resource—can be produced anywhere where there is wind, but the stronger and more consistently the wind blows, the better. Unfortunately, in most places the wind isn't blowing all of the time, and in places that aren't very windy, wind turbines probably aren't a good way to generate reliable electricity.

Wind energy doesn't directly produce carbon dioxide or other greenhouse gases that can cause damage to the climate. Wind power is also relatively inexpensive. The wind itself is a free resource, and although it costs money to build and operate wind turbines, advancements in technology have significantly reduced these costs over time. Wind energy doesn't pollute like coal burning, and pollution can cause health problems for people<sup>1</sup>. However, like with any infrastructure, some people express concern about wind turbines being too noisy or ruining the look of a landscape, and therefore don't necessarily want wind turbines near their homes.

Some kinds of wind turbines, particularly larger ones, can cause harm to birds and bats<sup>2</sup>; however, people are working on ways to reduce the impact of wind turbines on birds and bats, such as changing the height or location of the turbines.

<sup>1</sup> [World Health Organization: What are the effects on health of transport-related air pollution?](#)

<sup>2</sup> [Smallwood, 2013](#)

### Weighing the Benefits and Drawbacks of Wind Energy- Organize the ideas from the reading below!

For a complex problem, we need to evaluate how a solution fares across multiple dimensions:

#### Benefits

Identify the positives of wind power in each category

#### Drawbacks

Identify the negatives of wind power in each category.

#### Environmental Factors

#### Social, Cultural, and Economic Factors

# Exploring Renewable Energy

Learn more about biofuels here: <https://www.calacademy.org/educators/buses-and-biofuels-sustainable-transportation>

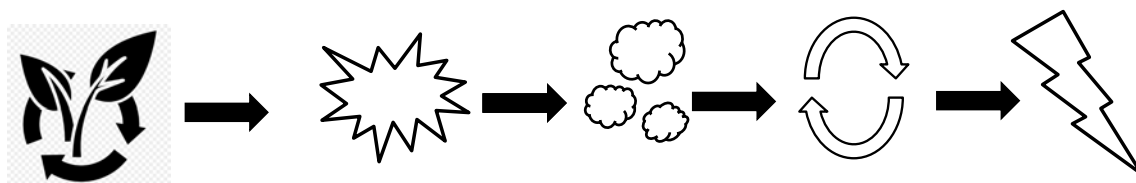
## Science Texts for Close Reading Biofuels and Biomass Energy

Learn more about using agricultural waste for energy here: <https://www.calacademy.org/educators/renewable-energy-powered-by-poop>

Unlike other renewable energy sources, biomass can be converted directly into liquid fuels, called "biofuels," to help meet transportation fuel needs. The two most common types of biofuels in use today are ethanol and biodiesel, both of which represent the first generation of biofuel technology.

Ethanol ( $\text{CH}_3\text{CH}_2\text{OH}$ ) is a renewable fuel that can be made from various plant materials, collectively known as "biomass." Ethanol is an alcohol used as a blending agent with gasoline to increase octane and cut down carbon monoxide and other smog-causing emissions. Most ethanol is made from plant starches and sugars, but scientists are continuing to develop technologies that would allow for the use of cellulose and hemicellulose, the non-edible fibrous material that makes up the bulk of plant matter.

The common method for converting biomass into ethanol is called fermentation. During fermentation, microorganisms (like bacteria and yeast) metabolize plant sugars and produce ethanol. This is part of a process called anaerobic digestion because it occurs in the absence of oxygen.



Waste Chemical energy   Refined Chemical Energy   Thermal energy   Mechanical energy   Electrical energy

Another biofuel, biodiesel, is a liquid fuel produced from renewable sources, such as new and used vegetable oils and animal fats and is a cleaner-burning replacement for petroleum-based diesel fuel. Biodiesel is nontoxic and biodegradable and is produced by combining alcohol with vegetable oil, animal fat, or recycled cooking grease. Like petroleum-derived diesel, biodiesel is used to fuel diesel engines, like the engines in semi-trucks. Biodiesel can be blended with petroleum diesel in any percentage. Agricultural waste (like manure waste from farms) can also be turned into fuel through anaerobic digestion.

All biofuel production requires very costly equipment called digesters. In addition, like fossil fuel emission, farmers and biofuel producers require expensive equipment to minimize air pollution regulations because their processes emit air contaminants such as nitrogen oxide, or  $\text{NO}_x$ , which is a component of smog.

### Weighing the Benefits and Drawbacks of Biomass Energy- Organize the ideas from the reading below!

For a complex problem, we need to evaluate how a solution fares across multiple dimensions:

#### Benefits

Identify the positives of wind power in each category

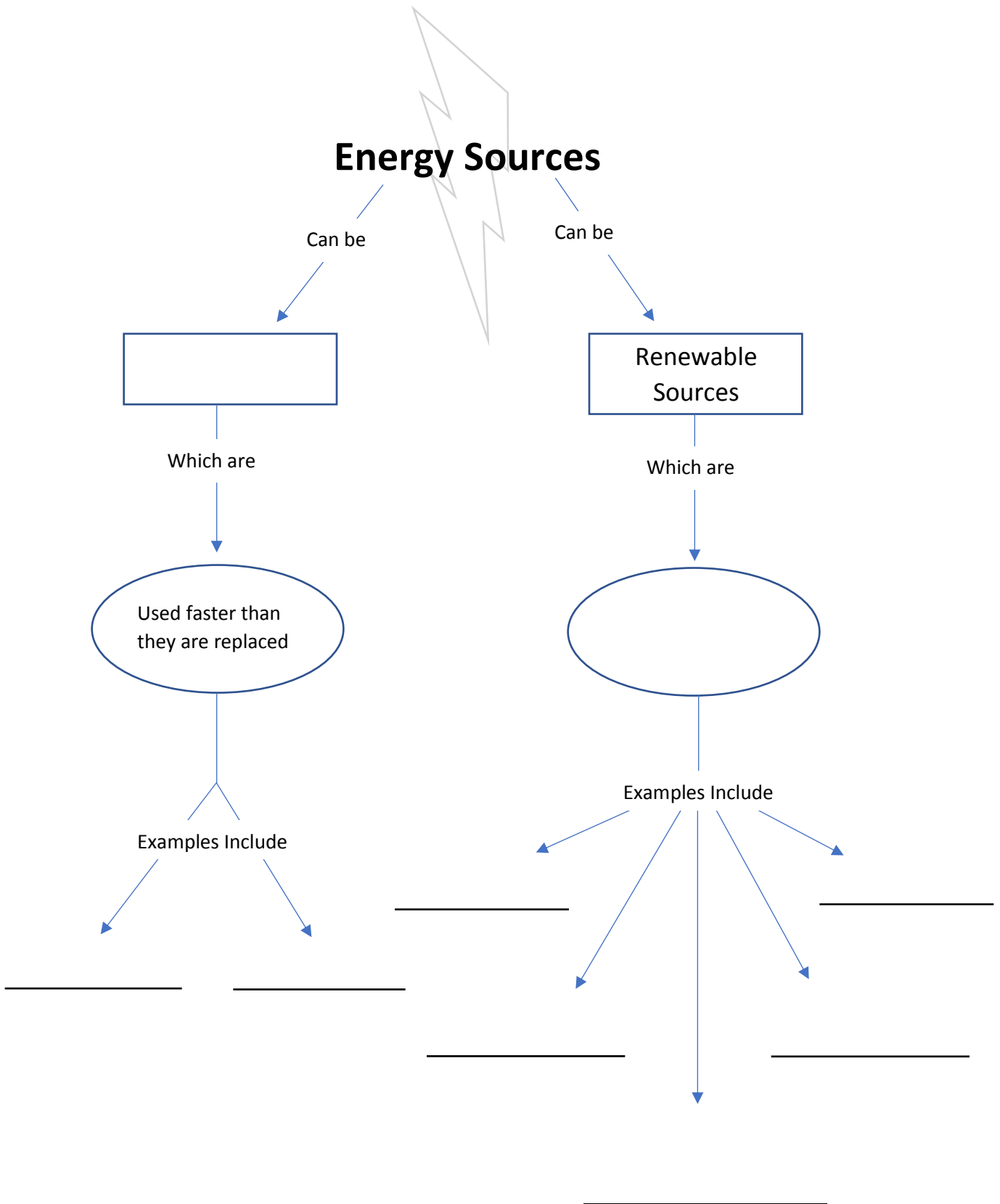
#### Drawbacks

Identify the negatives of wind power in each category.

**Environmental Factors**

**Social, Cultural, and Economic Factors**

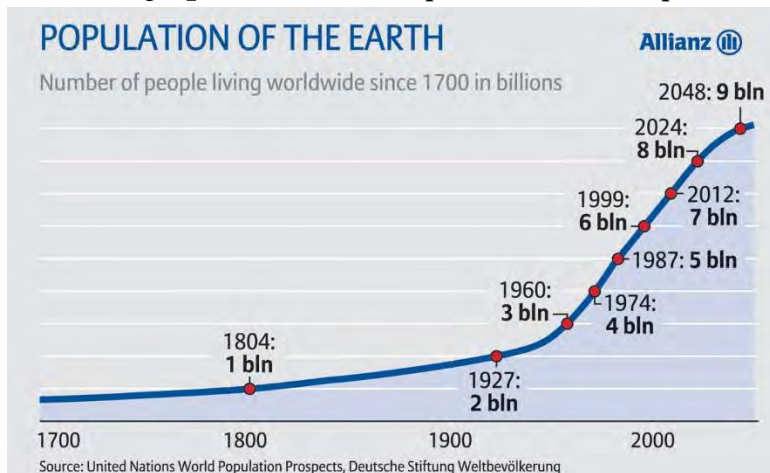
Use the flowchart below to organize your information about the different energy sources we've explored.



# Exploring Energy- Tying It All Together

## Part 1- Review and Infer

1. **Describe** how fossil fuels are formed.
2. **Explain** why fossil fuels are considered a nonrenewable resource.
3. **Compare and contrast** the advantages and disadvantages of nuclear power and fossil fuel power.
4. **Discuss** the environmental issues that arise from nuclear energy production.
5. **Explain** the need to develop renewable energy sources.
6. **Consider the graph below** for both parts (a and b) of question 6.



a. Between 1960 and 2012 the **world population increased by how many people?**

- b. **Explain** why it is important to place stricter regulations on pollutants from cars, power plants and factories as the U.S. and global population grows.
7. Crude oil is sold in units called barrels. A barrel of crude oil contains 42 gallons. If 1 gallon is equal to 3.8 L, how many liters are in a barrel of crude oil.
8. **Infer** whether fossil fuels should be conserved if renewable energy sources are being developed.



## Part 2- Read and Reflect- Science and History

### Earth Day, 1970

Environmental crises captured national attention in the late 1960s. In 1966, more than 160 deaths were caused by chemical smog that settled in New York City for three days. In 1969, an oil well exploded and spread crude oil across 55 kilometers of coastline near Santa Barbara, CA. During the same year our own contaminated [Cuyahoga River caught fire for the twelfth time](#) and became a symbol around the U.S. of the environmental havoc that unchecked industry could wreak. These disasters inspired an environmental movement that would eventually lead to important laws that protect and preserve our natural resources.

**Changes in the air.** An environmental movement swept across the United States in the late 1970s. Influential books like [Silent Spring by Rachel Carson](#) painted a bleak picture of a polluted world. The [images of the Santa Barbara oil spill](#) and the affected wildlife became a catalyst for change. In 1970, one year after the spill, 20 million Americans participated in the first ever [Earth Day](#).

**Safeguarding the environment.** Earth day led the U.S. government to respond to the calls for environmental reform. In 1970, then President Richard Nixon, created the [Environmental Protection Agency](#) (EPA). The EPA is responsible for conducting research and proposing policy to protect the environment. The agency also has the ability to enforce these laws and hold polluting industries and individuals accountable for meeting standards.

**The Clean Air and Clean Water Acts.** One of the EPAs first laws was the [Clean Air Act of 1970](#). This law created air pollution limits on dangerous pollutants like carbon monoxide, nitrogen dioxide and ground level ozone. It also required that lead be removed from gasoline. In 1972, the [Clean Water Act](#) followed and limited the amount of contaminants that could be released into natural waters.

**Looking Forward.** Protecting natural resources has become a global effort. More than 200 countries signed the [Montreal Protocol](#) to phase out CFCs that damaged the ozone layer. Eighty leaders have convened at the [UN Climate Change conference](#) in Copenhagen, Denmark to commit to global reductions of greenhouse gases, hoping these and other global efforts will ensure a healthy planet for future generations.

*After reading the article on Earth Day, reflect in the space below. Address the following question:* What details did you find interesting? How did the article make you feel? What choices can you make in your daily life to help our planet stay healthy?



## **Exploring Energy- *Do you want to know more?***

The following collection of links offer additional opportunities to learn more about the following topics:

### **Fossil Fuels and power plants:**

<https://www.youtube.com/watch?v=GI7AhajfhWE> (This video is a simple overview of how a thermal power plant- in this case a coal-fired plant - generates electricity for a large region)

<https://www.youtube.com/watch?v=ldPTuwKEfmA> (This video is a much more comprehensive overview of how a thermal plant is designed and works. This video is perfect for you if you want to know more about the engineering behind the design.)

You can also read this webpage overview <http://chemistry.elmhurst.edu/vchembook/193sources.html>

<https://www.edumedia-sciences.com/en/media/437-power-plant> An interactive exploring all sorts of different power plants including nuclear, wind, and hydroelectric.

### **Nuclear Energy:**

<https://www.energy.gov/ne/articles/nuclear-power-pack-3-can-t-miss-stem-resources-nuclear-energy> This site contains a huge collection of videos, hands-on activities, interactives, games and career information. I highly recommend checking this resource out!

### **Renewable Energy:**

[https://www.energystar.gov/index.cfm?c=kids.kids\\_index&\\_ga=1.221099160.1016877289.1418219482](https://www.energystar.gov/index.cfm?c=kids.kids_index&_ga=1.221099160.1016877289.1418219482) This site is aimed at all ages and offers interactives and videos that explore renewable energy sources, climate science, and ways we can make a difference.

<https://www.youtube.com/playlist?list=PLACD8E92715335CB2&feature=plcp> Check out this youtube playlist from the US Department of Energy covering all sorts of innovations in energy resources called Energy 101!

<https://www.youtube.com/playlist?list=PLgU0cHea5t3oQH5YScE8weAWbWoQN1Xj> And this youtube playlist gives you a 360° look at the technology that powers our world.

### **Climate Change:**

[https://climate.nasa.gov/resources/education/pbs\\_modules/](https://climate.nasa.gov/resources/education/pbs_modules/) Check out this collection from NASA on our changing climate.

<https://www.climate.gov/teaching> This NOAA (National Oceanic and Atmospheric Administration) offers videos, activities and interactives on climate science here!

**Find additional links with scannable QR codes on the back!**

## More Online Resources with QR Codes!!

<b>Resources: Fossil Fuels</b>			
What's the Deal With Fossil Fuels (Video)		6 Big Oil Spills, and What They Cost (Article)	
<a href="http://bit.ly/2KmysTc">bit.ly/2KmysTc</a>		<a href="http://bit.ly/3cBNArR">bit.ly/3cBNArR</a>	
<b>Resources: Nuclear Energy</b>			
How do Nuclear Power Plants Work		Definition of High Level Waste	
<a href="http://bit.ly/3anBGQU">bit.ly/3anBGQU</a>		<a href="http://bit.ly/2ywrzvZ">bit.ly/2ywrzvZ</a>	
A Brief History of Nuclear Accidents Worldwide		Is Fission the Future? (Video)	
<a href="http://bit.ly/2VVMR9os">bit.ly/2VVMR9os</a>		<a href="http://bit.ly/2XVPCPx">bit.ly/2XVPCPx</a>	
<b>Resources: Solar Energy</b>			
BrightSource Alters Solar Plant Plans to Address Concerns Over Desert Tortoise (Article)		6 Things You Didn't Know About Solar Energy	
<a href="http://nyti.ms/3eHKGUs">nyti.ms/3eHKGUs</a>		<a href="http://bit.ly/3cF3kdy">bit.ly/3cF3kdy</a>	
<b>Resources: Geothermal Power</b>			
Geothermal Power Facility Induces Earthquakes, Study Finds		Renewable Energy: Clean Tech Solutions (Video)	
<a href="http://bit.ly/2Vtqj5F">bit.ly/2Vtqj5F</a>		<a href="http://bit.ly/2yCjFks">bit.ly/2yCjFks</a>	
<b>Resources: Hydroelectric Power</b>			
Improving Fish Migration at Hydropower Dams		Dams-Cutting off our Beach Sand	
<a href="http://bit.ly/3atcgkV">bit.ly/3atcgkV</a>		<a href="http://bit.ly/353PJtW">bit.ly/353PJtW</a>	
<b>Resources: Wind Energy</b>			
Our Clean Energy Future		Birds vs. Energy	
<a href="https://bit.ly/2XSSBlx">https://bit.ly/2XSSBlx</a>		<a href="http://bit.ly/3cBUz40">bit.ly/3cBUz40</a>	
<b>Resources: Bioenergy</b>			
Renewable Energy Powered by Poop (Video)		Buses and Biofuels: Sustainable Transportation (Video)	
<a href="http://bit.ly/2zfw2Do">bit.ly/2zfw2Do</a>		<a href="http://bit.ly/2S2d0XU">bit.ly/2S2d0XU</a>	
<b>Scan a QR code with your iPhone</b> <ol style="list-style-type: none"> <li>1. Open the Camera app from the Home screen, Control Center, or Lock screen.</li> <li>2. Select the rear facing camera. Hold your device so that the QR code appears in the viewfinder in the Camera app. Your device recognizes the QR code and shows a notification.</li> <li>3. Tap the notification to open the link associated with the QR code.</li> </ol>		<b>Scan a QR Code with your Android</b> <ol style="list-style-type: none"> <li>1. Open your Camera app and point it steadily for 2-3 seconds towards the QR Code you want to scan.</li> <li>2. Whenever scanning is enabled, a notification will appear.</li> <li>3. If nothing happens, you may have to go to your Settings app and enable QR Code scanning.</li> <li>4. If QR Codes isn't an option in your settings. Don't worry, this only means you'll have to download a third-party QR Code reader app (see our recommendations below).</li> </ol>	

# CMSD High School Social Studies

## The 3Rs: Rights • Responsibilities • Realities

The 3R's Unit addresses the following crosscutting statements (standards) in high school social studies.

### Skills based content statements for HS Social Studies:

- **Content Statement 1:** The use of primary and secondary sources of information includes an examination of the credibility of each source.
- **Content Statement 2:** Historians develop theses and use evidence to support or refute positions.
- **Content Statement 3:** Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long-and short-term causal relations.

### This 3Rs 5 week unit provides:

- Enrichment of social studies concepts using real world relevant scenarios.
- Provides a review of middle school social studies content.
- Bridges the content/knowledge gap from middle school to HS US History and US Government.
- Integrates reading and writing literacy standards.

## LESSON TWO



## 3Rs LESSON TWO STUDENT WORKSHEET

# The 1<sup>st</sup> Amendment – Freedom of Speech & Religion

The 1<sup>st</sup> Amendment to the U.S. Constitution sets forth many of our basic individual liberties, which the courts then help shape the meaning of as a result of their rulings.

### LESSON FACTS/TERMS/CONCEPTS

1<sup>st</sup> Amendment; U.S. Constitution; Common Law; Precedent; Establishment Clause; Free Exercise Clause; separation of church and state; peaceable assembly; free speech; petition; free press; incitement to violence; clear and present danger; fighting words; national security; defamation; time, place or manner restrictions; content-based; content-neutral; common law; freedom of expression; obscenity; symbolic speech; commercial communication; trademark/copyright; abridging/abridgement of rights; overly broad; private vs. public

### The 1<sup>st</sup> Amendment

“Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or of the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.”

Can you identify the rights established by the 1<sup>st</sup> Amendment? *Draw a line connecting each phrase in the 1<sup>st</sup> Amendment’s language in the first column to the right it protects in the second column.*

“Congress shall make no law:

Respecting an establishment of religion,	Press: Protects the press, magazines, and all forms of media, and allows citizens access to information
Or prohibiting the free exercise thereof;	Assembly: Assures the right of the citizens to gather, protest, and parade in a lawful manner
Or abridging the freedom of speech,	Speech: Allows citizens to express themselves, whether verbally (with words) or other means of expression (dance, song, or symbol)
Or of the press;	Religion ( <i>establishment clause</i> ): prohibits government from directly supporting a religion, or from funding or promoting one religion over another
Or of the right of the people peaceably to assemble,	Petition: Protects the citizens’ right to ask the government to correct a wrong or to make something right
And to petition the Government for redress of grievances.”	Religion ( <i>free exercise clause</i> ): prohibits the government from passing laws that unreasonably interfere with the manner in which people worship or express their religious beliefs

There is a lot of misinformation out there about 1<sup>st</sup> Amendment rights, so let’s identify some myths versus facts. *For each statement below, circle whether it is a myth or a fact.*

1. **The 1<sup>st</sup> Amendment Establishment Clause prohibits the use of government money to pay the cost of textbooks for religious schools:** MYTH or FACT?
2. **The 1<sup>st</sup> Amendment protects citizens against their private employers or companies like Instagram from limiting their freedom of speech or press:** MYTH or FACT?

3. **Speech or press that is a danger to national security is not protected by the 1<sup>st</sup> Amendment:** MYTH or FACT?
4. **Verbally threatening someone with physical harm is NOT protected free speech under the 1<sup>st</sup> Amendment:** MYTH or FACT?
5. **The 1<sup>st</sup> Amendment protects professional entertainers (singers, artists, comedians, actors) from any censorship or other restrictions:** MYTH or FACT?

*Now check your answers:*

1. MYTH: Some public funding can be provided to religious institutions. It cannot be what the court considers a direct aid, such as purchasing bibles. So, tax money can be used for transportation of religious school students and for nonreligious text books, which are considered indirect aid.
2. MYTH: The 1st Amendment protects citizens against government, not private, abridgment of the rights stated in it. Private limitations by an employer, your parents, companies like Facebook or Instagram, or a private school not constitutionally protected.
3. FACT: Courts have held that free speech/press can be restricted if it represents a danger to national security. This is just one of many such limits on 1<sup>st</sup> Amendment freedoms.
4. FACT: Threatening another is the crime of intimidation. Urging others to commit violence is called incitement to violence and is another 1st Amendment exception, as are “fighting words” (insulting speech likely to cause an immediate violent response).
5. MYTH: In addition to the restrictions to our 1st Amendment freedoms already discussed are defamation (knowingly saying or printing false statements about someone), trademark/copyright violations (using work created by others without permission), and obscenity (certain words, images, expressions, or gestures considered to be extremely offensive).

## **YOU DECIDE/MINI TRIALS**

You’ll again play the role of a court in deciding a case, as you did during our last lesson: “No Vehicles in the Park.” In that lesson you determined the meaning of the word “vehicle” as used in the law. In so doing, you made “common law” – law made by the courts as a result of their rulings – that other courts would likely look to as “precedent” in similar cases.

In ruling on the scope of the 1<sup>st</sup> Amendment cases you will be considering here, you will be making common law by determining the limits of the freedoms it contains, which would serve as precedent in similar cases. Now we are ready to consider some 1<sup>st</sup> Amendment cases. Keep in mind that the government has a heavy burden of proof in 1<sup>st</sup> Amendment cases, which means it’s the government’s responsibility to strongly support its reasoning for limiting free speech or burdening religion.

In each of the following situations, you will decide the fate of criminal defendants who say the law violates their 1<sup>st</sup> Amendment freedoms. *For each scenario, write 2-3 reasons supporting your argument each as prosecutor and defense attorney. Then write your ruling as judge, including your reasoning.*

### **1. Neo-Nazi Parade Permit Case – Freedom of Speech**

The Skin Heads are a neo-Nazi group that only accepts whites as members and believes all non-whites are inferior. They do not believe in democracy or individual rights. Rather they idealize Adolph Hitler and want to establish a neo-Nazi government in the US. They, like Hitler, believe all non-whites are inferior to them and – following Hitler’s lead – promote extermination of Jews, the disabled, and all non-whites.

They planned a protest march for 9 p.m. on the eve of Martin Luther King Jr. Day. The march is to start at E. 105th St. and St. Clair Ave. in Collinwood and proceed west on St. Clair to East Blvd., where they will then march to the Hebrew (Jewish) section of the Cleveland Cultural Gardens, where they will leave a five-foot-high Nazi sign in honor of Hitler. The Skin Heads plan on using megaphones to shout their beliefs and carrying torches as they march.

The Skin Heads applied to the city of Cleveland for a parade permit, which was opposed by local civil rights groups, Collinwood public officials, and church and business leaders. Militant African-American and Jewish groups have vowed a counter-protest and promised to use violence to stop the march if necessary. Cleveland issued a permit, but it was for a one-hour public assembly at Edgewater Park from 5:30-6:30 a.m. with a requirement that the Skin Heads not say or wear anything that anyone would find offensive. The Skin Heads have challenged the permit as a violation of the 1st Amendment Free Speech Clause. The government prosecuting attorney is arguing that the permit is reasonable in light of the chance of a violent confrontation between the Skin Heads and those that opposes them.

Prosecutor: \_\_\_\_\_  
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Defense: \_\_\_\_\_  
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Judge's ruling: \_\_\_\_\_  
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## **2. Polygamy Case – Free Exercise of Religion**

Polygamy is the practice of taking more than one spouse. Polygyny is the specific practice of one man taking more than one wife. It is a common marriage pattern in some parts of the world.

All states in our country have laws that prohibit polygamy. However, there are a few religious groups in the US that believe in and practice polygamy as a central part of their religion despite the law. Supporters of polygamy point out that King David and many other biblical figures had multiple wives.

Carl is one of the members of one of those religious groups living in Cleveland. He has five wives and 25 children. He has been arrested for violating Ohio's polygamy law and argues – through his attorney – that the law is an unconstitutional violation of the 1st Amendment Free Exercise Clause. The government prosecuting attorney is prosecuting Carl for violation of the law.

Prosecutor: \_\_\_\_\_  
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Defense: \_\_\_\_\_  
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Judge's ruling: \_\_\_\_\_  
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### 3. Rapper's Rap Case – Freedom of Speech

Taylor Bell – who raps as T-Bizzle – was a high school senior suspended by his public high school for posting an original song on Facebook and YouTube called “Watch Your Back.” Bell wrote the song to draw attention to complaints of sexual misconduct by several of his female classmates who said they had been subjected to sexually charged statements and unwanted touching from two of the high school’s male coaches.

Bell’s song was recorded away from school at a professional studio over winter break. It is angry, catchy, and full of profanity and violent images. It included lyrics like “[l]ooking down girls’ shirts, drool running down your mouth,” Bell sings of the coaches, whom he referred to by name. “Going to get a pistol down your mouth.”

After the song was posted online, Bell was suspended for harassment, intimidation, and threatening the two named coaches with gun-related violence. Bell contends that he was merely exercising his 1st Amendment Freedom of Speech to address the coaches’ improper conduct and was doing so on his own time away from school.

Prosecutor: \_\_\_\_\_  
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Defense: \_\_\_\_\_  
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Judge's ruling: \_\_\_\_\_  
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### 4. Trump's Twitter – Freedom of Speech

President Trump uses his Twitter account to communicate his views on a wide variety of public and private matters. He has blocked a number of people from his account who hold views he does not agree with. One of them sued him, contending Trump’s blocking him is a violation of her 1<sup>st</sup> Amendment right to free speech because Trump’s Twitter account is a public forum and blocking him is governmental restriction of speech based on its content. Trump argued that it is his personal Twitter account, not the government’s, so it is not protected free speech under the United States Constitution.

Prosecutor: \_\_\_\_\_  
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Defense: \_\_\_\_\_  
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Judge's ruling: \_\_\_\_\_  
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### 5. "Fuct" Clothing Brand – Freedom of Speech

Eric Brunette and Natas Kaupas launched a line of streetwear in 1990. They wanted a brand name that would match the subversive, anti-establishment theme of their clothing. So, they coined a single four-letter word to appear on the clothing, but the federal government would not issue a trademark for the word chosen: "Fuct." The government cited a federal law that requires the Patent and Trademark Office to refuse registration of proposed trademarks that are "scandalous" or "immoral." Government attorneys argued that the name Fuct was phonetically equivalent to the past tense form of the universally known f-word.

The trademark office considers a name to be scandalous if it is "shocking to the sense of truth, decency, or property" or "disgraceful, offensive, disreputable." Federal courts have ruled the prohibition also applies to terms that are "vulgar, lacking in taste, indelicate, and morally crude." Eric and Natas argued that using the name "Fuct" is Free Speech protected by the 1<sup>st</sup> Amendment.

Prosecutor: \_\_\_\_\_  
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Defense: \_\_\_\_\_  
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Judge's ruling: \_\_\_\_\_  
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### 6. Assassination Post – Freedom of Speech

A man posted on Facebook that a state representative should be killed. He posted after reading a news article that included comments from the representative – a conservative Republican – about an 11-year-old girl who was tased by police after shoplifting. The representative was quoted as saying that the girl must have been a punk or somehow deserved to be tased.

The Facebook post said: "Someone kill this piece of sh\_\_," in reference to the state representative. The post prompted the state representative – who deemed the post a call for his "assassination" – to call the police. The Facebook poster was arrested and charged with telecommunications harassment, a misdemeanor. The Facebook poster contends his Facebook post was an exercise of his free speech rights under the 1<sup>st</sup> Amendment, particularly since it involved an elected state representative.

The government, in prosecuting the poster, contends that calling for the assassination of anyone – much less an elected official – is not protected by the 1<sup>st</sup> Amendment.



Prosecutor: \_\_\_\_\_  
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Defense: \_\_\_\_\_  
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Judge's ruling: \_\_\_\_\_  
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**7. "I Don't Pledge Allegiance to the Flag" – Freedom of Religion**

Julie is 4<sup>th</sup> grader at a public school. The school day starts with announcements from the principal over the PA speakers in each classroom. At the conclusion of the announcements, the principal asks that all the students stand, turn to the American Flag in their classroom, and recite the Pledge of Allegiance. Julie refuses to stand and recite the Pledge because she and her parents belong to the Jehovah's Witnesses religion, whose members do not believe in idolizing things such as national flags or national anthems because they view it as putting something else above God.

Julie was suspended for not participating in the Pledge of Allegiance, which she contends violates both the 1<sup>st</sup> Amendment Free Exercise Clause (right to freely exercise her religious beliefs) and the Establishment Clauses (separation of church and state).

The school system (the government) contends that instilling patriotism at a young age is important and that there is nothing overtly religious about the Pledge of Allegiance. The school noted the Pledge's only mention of anything religious is the wording "one nation under God," which is clearly referencing God as superior to the nation, and it does not promote any particular religion. The school argued that requiring the Pledge supports school and national unity, an extremely important state interest.

Prosecutor: \_\_\_\_\_  
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Defense: \_\_\_\_\_  
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Judge's ruling: \_\_\_\_\_  
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**8. Parma Police Parody – Freedom of Speech**

Anthony created a parody Facebook page mocking the Parma (Ohio) Police Department. The Facebook parody looked like the real Parma Police Department Facebook page, including the use of the department's name, emblem, typeface, and picture of a detective's badge. The parody Facebook page attracted 100 followers before Anthony took it down 12 hours after creating it.

The parody page included a fake posting of a police department food drive to help teenagers obtain abortions, a recruitment ad that said the department is “strongly urging minorities to not apply,” and the posting of a “pedophile reform event” in which people convicted of sex crimes against children would receive honorary police commissions. Some of the page’s followers thought it was funny, but others were angry or confused and called the police station.

Anthony was charged with a fourth degree felony of disrupting public service, but a jury acquitted him of that charge. Anthony then sued the Parma Police Department and two of its officers, alleging his arrest was a violation of his 1<sup>st</sup> Amendment Free Speech rights. The police department said the fake page led to public confusion and distracted 911 dispatchers who took calls about the information posted on the fake Facebook page. Anthony’s attorneys presented evidence showing a total of 10 such calls adding up to a total of 12 minutes of dispatcher time.

Prosecutor: \_\_\_\_\_  
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Defense: \_\_\_\_\_  
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Judge’s ruling: \_\_\_\_\_  
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*Each of these mini trials is based on real-life events – learn more below and respond to the questions following each case.*

### **1. Neo-Nazi Parade Permit Case – Freedom of Speech**

*Commentary guide:* Governments can require permits for the use of public roads, parks, and other property. In granting the permits the government can impose reasonable “time, place, and manner” restrictions that are not “overly broad.” The restrictions must be “content neutral,” meaning they apply equally to all groups regardless of their message. The opposite of content neutral is “content based,” meaning the law specifically targets the content of someone’s speech, and is almost always found to be unconstitutional.

In this case the government’s permit restrictions would likely be held to be a violation of the 1<sup>st</sup> Amendment because they restrict the demonstration to an unreasonable time (of day and length) and are overly broad (prohibiting saying or wearing anything that anyone would consider offensive). If less restrictive permits have been given by the city to other groups in the past, the government’s permit restrictions would likely also be found unconstitutional because they are content based, not content neutral.

This issue – the issuance of city permits for demonstrations – was litigated when the Republican Convention was held in Cleveland in 2016. 3Rs volunteer and Federal Judge Dan Polster worked out a resolution that resulted in a significant number of peaceful protests in designated public areas.

Do you agree with allowing reasonable “time, place, and manner” restrictions? Why or why not?

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## 2. Polygamy Case – Free Exercise of Religion

*Commentary guide:* In upholding a Utah law that banned polygamy, the United States Supreme Court unanimously held in *Reynolds v. United States* (1879) that the 1<sup>st</sup> Amendment’s Free Exercise Clause protects the right to hold any religious belief, but not the right to engage in any religious activity whatsoever. The Court held that while Congress could not outlaw a belief in the correctness of polygamy, it could outlaw the practice of polygamy. The government was able to meet its high burden of proof that the law did not infringe upon individuals’ 1<sup>st</sup> Amendment right to free exercise of religion.

Do you agree with the Court’s decision? Why or why not?

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## 3. Rapper’s Rap Case – Freedom of Speech

*Commentary guide:* In the case of *Bell v. Itawamba County School Bd.* (2015) the United States Circuit Court of Appeals for the Fifth Circuit held for the school district, noting a student can be suspended for speech that has occurred entirely off school property and outside school hours where that speech includes threatening language could be considered substantially disruptive to the school environment.

In so holding, it noted that the United States Supreme Court – in *Tinker v. Des Moines Independent Community School District* (1969) – held that 1<sup>st</sup> Amendment freedoms do apply to public school students. Those rights include the right to contest suspensions and expulsions (due process). However, the Supreme Court has also held that public school students’ rights are not subject to the same level of protection as is true for the general public because of the need for school administrators to provide a safe, secure learning environment.

The rise of social media has, the *Bell* Court noted, created additional 1<sup>st</sup> Amendment challenges for schools to control potentially disruptive speech – it said the fact that Bell intentionally directed his speech to the school community was an important part of its reasoning. In 2017 the United States Supreme Court refused to consider Bell’s appeal of the decision.

Do you agree with the Court’s decision? Why or why not?

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## 4. Trump’s Twitter – Freedom of Speech (viewpoint discrimination)

*Commentary guide:* In the recent (2019) case of *Knight First Amendment Institute v. Donald Trump*, the United States Court of Appeals for the Second Circuit held that because Trump uses his Twitter account to communicate with the public about his administration, it constitutes a “public forum.” As a result, Trump’s blocking of those views he disagrees with is a violation of the 1<sup>st</sup> Amendment free speech rights of those he blocked. The ruling has spawned additional suits against other office holders, both Democratic and Republican, who similarly used Twitter as an otherwise-open online dialogue.

Do you agree with the Court's decision? Why or why not?

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**5. "Fuct" Clothing Brand – Freedom of Speech (indecenty)**

*Commentary guide:* In the recent (2019) case of *Iancu v. Brunetti*, the United States Supreme Court held the restrictions on "immoral" or "scandalous" language as defined by federal law is a violation of 1<sup>st</sup> Amendment Free Speech Clause. The court said the restrictions unlawfully permit the Patent & Trademark Office to engage in viewpoint discrimination, noting that "[t]he First Amendment does not allow the government to penalize views just because many people, whether rightly or wrongly, see them as offensive."

Do you agree with the Court's decision? Why or why not?

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**6. Assassination Post – Freedom of Speech (harassment)**

*Commentary guide:* This was an actual recent case in Cincinnati. The trial court – noting the government had not met its heavy burden of proof – found the defendant not guilty because the posting was protected free speech under the 1st Amendment. The court held that the government had to prove a specific intent to harass, an intentionally high burden, in order to limit the government's powers to regulate "criminal conduct, not the expression of offensive speech."

Do you agree with the Court's decision? Why or why not?

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**7. "I Don't Pledge Allegiance to the Flag" – Freedom of Speech & Free Exercise of Religion (refusal to engage)**

*Commentary guide:* The United States Supreme Court in *West Virginia State Board of Education v. Barnette* (1943) held that the government cannot force people with religious objections – like Jehovah's Witnesses – to participate in the Pledge of Allegiance because forcing them to do so violates the Free Exercise Clause of the 1<sup>st</sup> Amendment. The Court emphasized that free expression overrides the goal of national unity, and found that the 1<sup>st</sup> Amendment protects freedom of expression and thought from government intrusion in all but the most extreme cases.

Do you agree with the Court's decision? Why or why not?

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**8. Parma Police Parody – Freedom of Speech (parody)**

*Commentary guide:* This is the case of *Novak v. City of Parma* (2016), involving the 1<sup>st</sup> Amendment that was considered by the United States Court of Appeals for the Sixth Circuit. The court held there was enough

evidence presented by plaintiff Anthony Novak for his case to proceed to trial (the government had asked that it be dismissed).

In so ruling, the court said “[a]pple pie, baseball, and the right to ridicule the government. Each holds an important place in American history and tradition.” The court further stated that “Novak’s page delighted, disgusted, and confused. Not everyone understood it. But when it comes to parody, the law requires a reasonable reader standard, not a ‘most gullible person on Facebook’ standard. The First Amendment does not depend on whether everyone is in on the joke. Neither is it bothered by public disapproval, whether tepid or red-hot ....”

*Do you agree with the Court’s decision? Why or why not?*

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## BRIEF ESSAYS

For the cases below, take a side and draft a short listing of what you think would be the best arguments for each side (the government prosecuting the case) and the defendant. Then write an opinion stating how you would rule as the judge and why.

1. Bailey is a local high school student opposed to American involvement in foreign wars, including the present War on Terrorism. Bailey and others students formed a group called “Peace Now” which met informally during lunch period. The school has a Jr. ROTC program for students interested in joining the military after graduation. Members of Jr. ROTC wear their uniforms to school once a month and have a yearly dinner at the school, at which there is a speaker and awards given to Jr. ROTC members. Viewing Jr. ROTC as a component of the “war machine,” the Peace Now members wore black arm bands at the school on the day of the dinner, passed out their literature to those attending the event, and during the dinner they interrupted the speaker – the principal, who was a combat veteran. The next day all 22 members of Peace Now were expelled from school by the principal for their actions. Peace Now members have contested their expulsions as a violations of Freedom of Speech, Press, Assembly, and Association.

This hypothetical is based on the 1969 case of *Tinker v. Des Moines School District*, where the U.S. Supreme Court held that high school students have a right to freedom of speech at school. Tinker and others had worn black armbands to protest the Vietnam War and were suspended for doing so. School officials said they feared the symbolic speech would cause a disruption between the protesters and others at the school. However, there was no evidence presented showing any disruption had or was likely to have occurred. The case can be found at <http://caselaw.findlaw.com/us-supreme-court/393/503.html>. Do you agree with the decision? Why? Why not? What other cases have been decided since then that relate to student free speech? Explore the exercise of free speech in the larger context of freedom of expression (press, assembly, right to petition) at your school. What provisions are in the student handbook or other policies regarding freedom of expression? Do the school policies comply with the case law? If not, in what ways, and what action might you take to change the school policies?

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2. Alyssa is a member of the United Daughters of the Confederacy (UDC). The UDCs believe that it is important to honor those – like many of Alyssa’s relatives – who fought for the Confederacy during the Civil War. A symbol of the Confederacy is the Confederate Flag, which UDC members proudly display on the UDC website, clothing, literature, and bumper stickers.

The state that Alyssa lives in passed a hate speech law that prohibited any verbal, written, or symbolic communication that offends, threatens, or insults groups, based on race, color, religion, national origin, sexual orientation, disability, or other traits. Alyssa was arrested for violating the statute because Alyssa’s vehicle had a UDC bumper sticker on that featured the Confederate flag and said “Daughters of the Confederacy United, Proud of Our Heritage.” Alyssa alleges the law violates 1<sup>st</sup> Amendment rights of Freedom of Speech and Association.

If you were a member of Congress and someone introduced a law that would ban any display or other showing of the Confederate flag by anyone (including government offices, private companies, or citizens), would you vote for it? What would be the arguments for and against it? Would you propose any amendments to such a proposed law (such as only limiting it to public entities like schools and government offices)? What 1<sup>st</sup> Amendment issues may be raised regarding any efforts to ban displaying the Confederate flag? Review the case of *Walker v. Sons of the Confederacy*, which can be found at [www.oyez.org/cases/2014/14-144](http://www.oyez.org/cases/2014/14-144). The case involved an effort to permit citizens of a state (Texas) to purchase vanity license plates that included the Confederate Flag.

What do you think of the U.S. Supreme Court’s decision in *Walker*? Have those states that used to allow such plates changed their minds since the Court decision and now no longer offer them? After *Walker v. Texas*, what is to keep states from now banning any political speech from any license plates that a particular state does not agree with? Is this important if a private citizen can still post messages (via stickers and magnets) on their car that communicate the information the state refuses on a plate?

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- 3. A KKK rally was held one evening on a farm in a rural area of Ohio. KKK members attended wearing white robes and hoods and a number of them were carrying firearms. The rally started with the burning a cross followed by speeches by KKK leaders. One of the speeches made reference to the possibility of revenge against African-Americans, Jews, and those who supported them. The speaker claimed that “our President, our Congress, our Supreme Court, continue to suppress the white, Caucasian race,” and announced plans for a march on Washington to take place on the Fourth of July. At the rally there was no immediate or present threat by those present to engage in any violence. The speaker was charged and convicted of violation of an Ohio law that outlawed “advocating ... the duty, necessity, or propriety of crime, sabotage, violence, or unlawful methods of terrorism as a means of accomplishing industrial or political reform.” The defendant said their arrest was a violation of their 1<sup>st</sup> Amendment rights to Freedom of Speech, Assembly, and Association.

This hypothetical is based on another U.S. Supreme Court case that involved freedom of speech and Ohio: *Brandenburg v. Ohio*, a 1969 case involving inflammatory words spoken at a KKK rally. The Supreme Court found the state law unconstitutional and held that the government cannot punish inflammatory speech unless that speech is directed to inciting, and is likely to incite, “imminent lawless action.” The Court’s opinion can be found at [www.courtlistener.com/opinion/107965/clarence-brandenburg-appellant-v-state-of-ohio](http://www.courtlistener.com/opinion/107965/clarence-brandenburg-appellant-v-state-of-ohio). Do you agree with the decision? Why? Why not? Is the “imminent lawless action” standard different from the earlier “clear and present danger” standard, and if so, how? If so, how has the standard changed since the *Brandenburg* case?

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- 4. Jan is a member of a religious group, called the “True Believers,” or “TBs,” whose members believe that God controls every aspect of human existence and that when a society fails to abide by God’s word, it will be punished. The TBs believe that God is punishing the United States because it has not banned homosexual conduct. This punishment, the TBs believe, includes the deaths of U.S. soldiers in Iraq, Afghanistan, and elsewhere.

To draw attention to their beliefs and in an effort to convince people society needs to “get right with God,” the TBs have engaged in demonstrations at the funerals of service men and women, carrying signs and passing out literature reading: “The soldier died for our sins,” “God punished the soldier because of homosexuality,” and “The soldier deserved to die.”

The protests have caused the soldiers' families great anguish. At some funerals, veterans have counter-protested and attempted to stop the TBs from protesting and carrying their signs. There has been some fighting and violence between the two groups as a result.

Several cities have passed laws to address the TBs' protests. The law passed in Pleasantville, Ohio states: "There shall be no protesting of any issue within five miles of any funerals of someone who died during military service." Not long after the Pleasantville law was passed, the TBs protested at a soldier's funeral in the town. They did so by gathering at a spot 300 ft. from the cemetery, engaging in the same type of behavior as they have at countless other funerals. Counter-protesters gathered on the opposite side of the road and carried signs and passed out literature calling the TBs "Religious Nuts" and "Religious Nazis."

The TB leaders were arrested for violating the law, and they have challenged the arrests and the Pleasantville law as a violation of their 1st Amendment rights to Freedom of Speech, Assembly, Association, and the right to Free Exercise of their religious beliefs.

After you have made your own arguments, review and analyze the U.S. Supreme Court's decision in *Snyder v. Phelps*, the real-life case this hypothetical was based on, which can be found at [www.oyez.org/cases/2010/09-751](http://www.oyez.org/cases/2010/09-751). Do you agree with the Supreme Court's ruling? Why? Why not?

Check the national law as well as any local or Ohio laws addressing protests at military funerals. How are they similar/different? Do you agree or disagree with them? Have they been challenged and how have courts ruled on them?

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5. Review and analyze the legal dispute that occurred between the American Civil Liberties Union (ACLU) and the city of Cleveland over the protest zone and permit requirements for the Republican National Convention in Cleveland over the summer of 2016. What were the original restrictions imposed by Cleveland? What objections did the ACLU have? What was the compromise and how did it come about? Did the protesters in the end obey the agreed restrictions? As to anyone arrested for violating the restrictions, was there a legal challenge on Constitutional grounds to the arrest(s), and if so, what? What is your opinion about any such challenge? See Cleveland.com articles: <http://tinyurl.com/ACLUesCLE> (about ACLU lawsuit) and see <http://tinyurl.com/ACLUsettleCLE> (for information re: settlement of the lawsuit).



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6. Thomas Jefferson said: "The constitution ... is a mere thing of wax in the hands of the Judiciary [Courts], which they may twist, and shape into any form they please." What did Jefferson mean? Do you agree? Disagree? State why and provide examples supporting your position.

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7. G. Norman Collie, a 19th century social and political activist, said: "In free countries, every man is entitled to express his opinions and every other man is entitled not to listen." What did Collie mean? Do you agree? Disagree? State why and provide examples supporting your position.

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8. Eugene V. Debs was a labor leader and a former Socialist candidate for U.S. President. In Canton, Ohio, he gave a speech during WWI stating his opposition to the war. During the speech he urged young men to not submit to the draft. He was arrested and charged with violation of a national law (sedition) that

outlawed “delivery of a speech in such word and such circumstances that the probable effect will be to prevent [military] recruiting, and with that intent.” Debs said he was using his First Amendment right to free speech. The government said he was creating a danger to the U.S. efforts to win the war. The case was decided in favor of the government, but it remains a controversial decision. Debs was sent to prison. Review and analyze the case, which can be found at <https://supreme.justia.com/cases/federal/us/249/211>. How would you have decided the case? Why? Would today’s U.S. Supreme Court be likely to rule the same or differently than it did in *Debs v. United States*? Why? Why not?

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