April 3, 2020

To: Families and Caregivers of CMSD Students:

CMSD continues to send regular updates on the services and supports we are providing during the unprecedented closure of schools, as part of a state-wide effort to contain the spread of the COVID-19 virus.

In addition to the grab-and-go meals we are providing at 22 school sites each day, CMSD is also distributing learning packets, and I want to personally emphasize the value of these academic enrichment materials that are handed out with meals and posted on the CMSD website: ClevelandMetroSchools.org.

Research shows that children learn best when learning is continuous, which is why CMSD educators are working hard to produce interesting and thought-provoking materials that will keep students engaged and that will keep their minds active during this long break from school.

Recognizing that students are used to a consistent school schedule, I strongly encourage you to work with your child to develop a routine at home, to make time and space for quiet reading and active engagement with their learning materials and to praise them for their attention to their studies and their personal growth.

CMSD’s Academic Enrichment Plan, posted on CMSD’s website, includes lessons and a recommended daily schedule for students at every grade level, from PreK to 12. Digital lessons can be accessed online and print materials are available for pickup at all meal sites.

Thank you for the opportunity to emphasize the importance of academic enrichment in our students’ experience during this unprecedented time away from school. And thank you for the important role you play every day in our shared commitment to the safety, growth and future of Cleveland’s children.

Thank you.

Eric S. Gordon
CEO
<table>
<thead>
<tr>
<th></th>
<th>April 6</th>
<th>April 7</th>
<th>April 8</th>
<th>April 9</th>
<th>April 10</th>
</tr>
</thead>
</table>
| **Math (40 Minutes)** | Algebra I  
*CK12 Flexbook*: Equations and Functions 1.1 | Algebra I  
*CK12 Flexbook*: Equations and Functions 1.2 | Algebra I  
*CK12 Flexbook*: Equations and Functions 1.3 | Algebra I  
*CK12 Flexbook*: Equations and Functions 1.4 | GOOD FRIDAY – NO ENRICHMENT ACTIVITIES TODAY |
| **Online Learning Options** | **Algebra I**  
*CK12 Flexbook*: Reasoning and Proof 1.1 | **Geometry**  
*CK12 Flexbook*: Reasoning and Proof 1.1 | **Geometry**  
*CK12 Flexbook*: Reasoning and Proof 1.2 | **Geometry**  
*CK12 Flexbook*: Reasoning and Proof 1.2 | **Algebra II**  
*CK12 Flexbook*: Systems of Linear Equations and Inequalities 1.1 |
|                | Algebra II  
*CK12 Flexbook*: Systems of Linear Equations and Inequalities 1.1 | Algebra II  
*CK12 Flexbook*: Systems of Linear Equations and Inequalities 1.2 | Algebra II  
*CK12 Flexbook*: Systems of Linear Equations and Inequalities 1.3 | Algebra II  
*CK12 Flexbook*: Systems of Linear Equations and Inequalities 1.4 | **Math 4**  
*CK12 Flexbook*: Statistics |
| **Math 4 (40 Minutes)** | **Math 4**  
*CK12 Flexbook*: Statistics | **Math 4**  
*CK12 Flexbook*: Statistics | **Math 4**  
*CK12 Flexbook*: Statistics | **Math 4**  
*CK12 Flexbook*: Statistics | GOOD FRIDAY – NO ENRICHMENT ACTIVITIES TODAY |
| **English Language Arts (40 Minutes)** | **ELA I_II**  
*Data Plots Article*: Determine meaning of words/phrases as they are used in text.  
*Assignment* (April 6 – 8) | **ELA I_II**  
*Data Plots Article*: Determine central idea and provide summary of a text. | **ELA I_II**  
*Data Plots Article*: Analyze how the author develops the text. | **ELA I_II**  
*Short Story*: The Castle in the Woods: Identify key details and answer text dependent questions.  
*Assignment* | GOOD FRIDAY – NO ENRICHMENT ACTIVITIES TODAY |
| **Online Learning Options** | **All Grade Levels**  
**ELA III_IV**  
*Smartphones Put Your Privacy at Risk*: Read and answer questions | **ELA III_IV**  
*Smartphones Put Your Privacy at Risk*: Read and answer questions | **ELA III_IV**  
*What Adolescents Miss When We Let Them Grow Up in Cyberspace*: Read and answer questions | **ELA III_IV**  
*What Adolescents Miss When We Let Them Grow Up in Cyberspace*: Read and answer questions | **ELA III_IV**  
*What Adolescents Miss When We Let Them Grow Up in Cyberspace*: Read and answer questions |
| **Science (40 Minutes)** | **Physical Science**  
*Scientific Method Overview*: Presentation and Questions | **Physical Science**  
*The Methods of Science*: Read and answer questions | **Physical Science**  
*Standards of Measurement*: Read and answer questions | **Physical Science**  
*Communication with Graphs*: Read and answer questions | GOOD FRIDAY – NO ENRICHMENT ACTIVITIES TODAY |
| **Online Learning Options** | **Biology**  
*Nature of Science*: Read and answer questions | **Biology**  
*Methods of Science*: Read and answer questions | **Biology**  
*Standards of Measurement*: Read and answer questions | **Biology**  
*Using Graphs to Understand*: Read and answer questions | **Chemistry**  
*The Methods of Science*: Read and answer questions |
|                | **Chemistry**  
*The Methods of Science*: Read and answer questions | **Chemistry**  
*The Methods of Science*: Read and answer questions | **Chemistry**  
*Standards of Measurement*: Read and answer questions | **Chemistry**  
*Standards of Measurement*: Read and answer questions | **Chemistry**  
*Standards of Measurement*: Read and answer questions |
### Weekly Enrichment Plan: Week of April 6

**Grade: High School**

<table>
<thead>
<tr>
<th>Scientific Method</th>
<th>Env. Sci.</th>
<th>Env. Sci.</th>
<th>Communication with Graphs: Read and answer questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview: Presentation and questions</td>
<td>Nature of Science: Read and answer questions</td>
<td>Standards of Measurement: Read and answer questions</td>
<td>Read and answer questions</td>
</tr>
<tr>
<td>Env. Sci.</td>
<td>Presentation</td>
<td>Reinforcement</td>
<td></td>
</tr>
<tr>
<td>Nature of Science: Read and answer questions Presentation</td>
<td>Readings Graphs</td>
<td>Reinforcement</td>
<td>Teaching Visual</td>
</tr>
<tr>
<td>Physics</td>
<td>Methods of Science: Read and answer questions</td>
<td>Reinforcement</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>Nature of Science: Read and answer questions</td>
<td>Reinforcement</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>Scientific Method</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Studies (40 Minutes)</th>
<th>World History</th>
<th>World History</th>
<th>World History</th>
<th>World History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Learning Options:</td>
<td>WWI: Read and answer questions</td>
<td>WWI: Read and answer questions</td>
<td>Dictatorships: Read and answer questions</td>
<td>Dictatorships: Read and answer questions</td>
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<tr>
<td>World History</td>
<td>Holocaust Videos: Watch and answer questions</td>
<td>Holocaust Videos: Watch and answer questions</td>
<td>America and WWII: Read and answer questions</td>
<td>Manzar Camp: Read and answer questions</td>
</tr>
<tr>
<td>WWI: Read and answer questions</td>
<td>US History New Deal: Read and answer questions</td>
<td>US History America and WWII: Read and answer questions</td>
<td>Photos Japanese in America: Read and answer questions</td>
<td>Photos Japanese in America: Read and answer questions</td>
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<tr>
<td>US History WWI: Read and answer questions</td>
<td>Writing Assignment</td>
<td>Writing Assignment</td>
<td>Writing Prompt</td>
<td>Writing Prompt</td>
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<tr>
<td>US Govt. Historical Documents:</td>
<td>US Govt. Political Parties: Read and answer questions</td>
<td>US Govt. Political Parties Lesson 2: Read and answer questions</td>
<td>US Govt. Political Parties Lesson 2: Read and answer questions</td>
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<td>US Govt. Political Parties: Read and answer questions</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Student Daily Check-Off (check off each activity that you completed)</th>
<th>Math</th>
<th>English</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>English</td>
<td>Science</td>
<td>Social Studies</td>
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<td>Math</td>
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<td>Social Studies</td>
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<td>Social Studies</td>
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<tr>
<td>Math</td>
<td>English</td>
<td>Science</td>
<td>Social Studies</td>
<td></td>
</tr>
</tbody>
</table>
Suggested Daily Schedule: Grades 9 - 12

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

Family Suggestions

### Parent Suggestions

- How can I support my student as a learner outside of school?
  - Familiarize yourself with your child’s learning calendar.
  - Encourage your child to do their best when completing tasks and assignments.
  - Contact your child’s teacher or the district’s homework hotline when you or your child have questions or need feedback.
  - 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.
  - Remind your child to take frequent breaks to stay focused.
  - Consider designating a dedicated workspace to maximize time on task and facilitate learning.

### Student Suggestions

- How can I continue learning outside of school?
  - Complete work on your suggested learning calendar.
  - Put in your best effort when completing tasks and assignments.
  - 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.
  - Let your teacher know if you have access to a phone or computer.

- How can I stay organized?
  - 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.
  - Take short breaks to increase focus and stay motivated to complete tasks on time.
  - Find a quiet place to complete your work.
### Additional Student Supports

<table>
<thead>
<tr>
<th>Individual Supports</th>
<th>See “Individualizing Support for Students” for more information on how to provide additional support to your child while at home.</th>
</tr>
</thead>
</table>
| **English Language Learners** | **Enrichment Packet**  
  • Daily language learning is important! The following links/resources are available for students to access daily language learning.  
  • ¡El aprendizaje diario de idiomas es importante! Los siguientes enlaces/recursos están disponibles para que los estudiantes accedan al aprendizaje diario de idiomas.  
  • Kujifunza lugha ya kila siku ni muhimu! Viungo vifuatavyo rasilimali vinapatikana kwa wanafunzi kupata mafunzo ya lugha ya kila siku.  
  • दैनिक भाषा सिक्कन महत्वपूर्ण छ। तलका सिंकहरू / स्रोतहरू विद्यार्थीहरूले भाषा सिक्कन पहुँच्चौर्थ उपलब्ध छन्।  
  •  |
| **AP** | College Board is offering free online courses on YouTube! Follow the link below to access their information.  
  [https://apstudents.collegeboard.org/coronavirus-updates](https://apstudents.collegeboard.org/coronavirus-updates) |
Data Plots

Overview

Descriptive statistics is a subject that deals with organizing and summarizing data. We can summarize data either graphically or by using numbers (for example, finding an average).

A statistical graph shows how data values are distributed in a sample. A graph is a more effective way of presenting data than a list of numbers because it visually highlights global features of the data. Newspapers, magazines, and Internet sites use graphs to show trends and to enable readers to compare facts and figures quickly.

Let’s look at three commonly used methods to graph data.

Dot Plots

A dot plot is a simple, commonly used representation of statistical data with dots (or points) placed above a number line at positions that match the numbers in the data set.

Imagine you ask your friends the number of hours they sleep at night (rounded to the nearest half-hour). You might get a data set that looks like this:

5, 5.5, 6, 6, 6, 6.5, 6.5, 6.5, 7, 7, 8, 8, 9

The dot plot for this data set is shown below.
A dot plot is most useful in simple situations when the data set is not large.

**Histograms**

Like a dot plot, a histogram is a graphical representation of a data set. The shape of a histogram shows how values are distributed in the data set it represents. A histogram is particularly useful when there are a large number of observations.

Let's work on an example with a large data set—the scores of 642 students on a psychology test. The test consists of 197 items, each graded as "correct" or "incorrect." The students' scores range from 46 to 167.

The first step is to create a *frequency table*. Unfortunately, a simple frequency table would be too big, containing more than 100 rows. To simplify the table, we group scores into "classes" as shown in the table below.

<table>
<thead>
<tr>
<th>Interval's Lower Limit</th>
<th>Interval's Upper Limit</th>
<th>Class Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>39.5</td>
<td>49.5</td>
<td>3</td>
</tr>
<tr>
<td>49.5</td>
<td>59.5</td>
<td>10</td>
</tr>
<tr>
<td>59.5</td>
<td>69.5</td>
<td>53</td>
</tr>
<tr>
<td>69.5</td>
<td>79.5</td>
<td>107</td>
</tr>
<tr>
<td>79.5</td>
<td>89.5</td>
<td>147</td>
</tr>
<tr>
<td>89.5</td>
<td>99.5</td>
<td>130</td>
</tr>
<tr>
<td>99.5</td>
<td>109.5</td>
<td>78</td>
</tr>
<tr>
<td>109.5</td>
<td>119.5</td>
<td>59</td>
</tr>
<tr>
<td>119.5</td>
<td>129.5</td>
<td>36</td>
</tr>
<tr>
<td>129.5</td>
<td>139.5</td>
<td>11</td>
</tr>
<tr>
<td>139.5</td>
<td>149.5</td>
<td>6</td>
</tr>
<tr>
<td>149.5</td>
<td>159.5</td>
<td>1</td>
</tr>
<tr>
<td>159.5</td>
<td>169.5</td>
<td>1</td>
</tr>
</tbody>
</table>

To create this table, the range of scores was broken into intervals, called *class intervals*. The first interval is from 39.5 to 49.5, the second from 49.5 to 59.5, and so on. Next, the number of scores falling into each interval was counted to obtain the *class frequencies*. There are three scores that lie in the first interval, 10 in the second, and so on.

In this case, class intervals of width 10 provide enough detail about the distribution to be useful without making the graph too "choppy." Placing the limits of the class intervals midway between any two possible two numbers (e.g. 49.5) ensures that every score will fall within an interval rather than on the boundary between intervals.
In a histogram, the class frequencies are represented by bars of different heights. A histogram of the data set in the table is shown here.

The histogram shows that most of the scores are in the middle of the distribution, with fewer scores near the ends. You can also see that the distribution is not symmetric: the scores extend farther to the right of the peak value than to the left. Such a distribution is said to be skewed.

In our example, all the values are whole numbers. Histograms can also be used when the scores are measured on a more continuous scale, such as the length of time (in milliseconds). In such a case, you don’t need to worry about “fence sitters” since they’re improbable—it would be quite a coincidence for a task to require exactly 7.000 seconds measured to the nearest thousandth of a second. So, we are free to choose whole numbers as boundaries for our class intervals, for example, 4000, 5000, etc. The class frequency is then the number of observations that are greater than or equal to the lower limit of the interval, and strictly less than the upper limit. For example, an interval might cover all values between 4000 and 4999 milliseconds.

Using whole number values to mark boundaries avoids a cluttered appearance. Many computer programs that create histograms select whole number values by default. Some computer programs label the middle of each interval rather than the end points.

Histograms can be based on relative frequencies instead of actual frequencies. Histograms based on relative frequencies show the proportion of scores in each interval rather than the actual number of scores. In this case, the vertical axis runs from 0 to 1 (or somewhere in between if there are no extreme proportions). You can change a histogram based on frequencies to one based on relative frequencies by (a) dividing
each class frequency by the total number of observations, and then (b) plotting the
quotients on the vertical axis (labeled as proportion).

The width of a class interval is sometimes called a bin width (since the data is placed in
“bins” or boxes.) Your choice of bin width determines the number of class intervals. The
best advice is to experiment with different choices of width, and to choose a histogram
that represents the shape of the distribution well.

**Box Plots**—showing median and quartile boundaries

*Box plots* or *box-whisker plots* graphically show where the data values are
concentrated. They also show how far from the central range the extreme data values
are. You construct a box plot from five values: the smallest value, the first quartile, the
median, the third quartile, and the largest value.

Finding the *median* is a numerical process of measuring the "center" of the data. You
can think of the median as the "middle value," although it does not actually have to be
one of the observed values. It is a number that separates ordered data into halves. Half
the values are smaller than or equal to the median and half the values are greater than
or equal to the median. For example, consider the following data:
1, 11.5, 6, 7.2, 4, 8, 9, 10, 6.8, 8.3, 2, 2, 10, 1

Arranged in increasing order, the numbers are: 1, 1, 2, 2, 4, 6, **6.8**, **7.2**, 8, 8.3, 9, 10, 10,
and 11.5

The median is between the 7th value, 6.8, and the 8th value 7.2. To find the median,
add the two values together and divide by 2:

$$\text{median} = \frac{6.8 + 7.2}{2}$$

The median is 7. Half of the values are smaller than 7 and half of the values are larger
than 7.

*Quartiles* are numbers that separate the data into quarters. Quartiles may or may not be
part of the data. To find the quartiles, first find the median or second quartile. The first
quartile is the middle value of the lower half of the data, and the third quartile is the
middle value of the upper half of the data. To get a better idea of the calculation of
quartiles, consider the same data set shown above: 1, 1, 2, 2, 4, 6, **6.8**, **7.2**, 8, 8.3, 9,
10, 10, and 11.5

The median or *second quartile* is 7. The lower half of the data is: 1, 1, 2, 2, 4, 6, and **6.8**

The middle value of the lower half is 2: 1, 1, 2, **2**, 4, 6, and 6.8

So the *first quartile* of this data set is 2. One-fourth of the values are less than or equal
to 2 and three-fourths of the values are greater than 2.
The upper half of the data is 7.2, 8, 8.3, 9, 10, 10, and 11.5

The middle value of the upper half is 9: 7.2, 8, 8.3, 9, 10, 10, and 11.5

The third quartile of the data set is 9. Three-fourths of the values are less than or equal to 9 and one-fourth of the values are greater than 9.

To construct a box plot, use a horizontal number line and a rectangular box. The smallest and largest data values are the endpoints of the number line. The first quartile marks one end of the box and the third quartile marks the other end of the box. The **middle fifty percent of the data fall inside the box**. Lines ("whiskers") extend from the ends of the box to the smallest and largest data values.

A box plot is a neat summary of a data set using just five numbers.

The box plot of the data set in the example above is shown below. The first quartile is 2, the median is 7, and the third quartile is 9. The smallest value is 1 and the largest value is 11.5.

![Box plot of a set of sample data](image)

The two whiskers extend from the first quartile to the smallest value and from the third quartile to the largest value. The median is shown with a dashed line.

This knowledge article is adapted from the following sources:


APRIL 6, 2020

Unit 1: Building Reading Strategies

This Unit Activity will help you meet these educational goals:
21st Century Skills—You will use critical-thinking and problem-solving skills to communicate your ideas effectively and carry out technology-assisted modeling.

Introduction

In this unit, you have learned a variety of strategies to build your vocabulary and improve your reading comprehension skills. You will now apply those strategies to a knowledge article on data plots.

Directions and Analysis

Task 1: Read Knowledge Article about Data Plots
Read this knowledge article about data plots.

Task 2: Build Reading Strategies
In this unit, you learned about different approaches to reading texts. Now let’s apply some of those approaches to the knowledge article you just read.

a. The words listed in the table appear in the passage you read in task 1. Write down the meaning of each word in the context of the article, and use each word in a sentence.

Type your response here:

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning in Context</th>
<th>Sentence Using the Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>cluster</td>
<td></td>
<td></td>
</tr>
<tr>
<td>frequency</td>
<td></td>
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<tr>
<td>quotient</td>
<td></td>
<td></td>
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<tr>
<td>symmetric</td>
<td></td>
<td></td>
</tr>
<tr>
<td>skewed</td>
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<td></td>
</tr>
</tbody>
</table>

STOP – APRIL 6 WORK IS COMPLETE
BEGIN APRIL 7, 2020 ASSIGNMENT

b. Identify the main idea and supporting ideas in the text. Paraphrase and summarize the text in your own words.

Write your response here:
c. Choose the graphic organizer that will help you most effectively organize the information in the passage:
   - spider web
   - series of events chain
   - compare and contrast matrix

Create your graphic organizer in the space below. Which text structure is used in the knowledge article? Explain your answer.

Write your response here:
BEGIN APRIL 8, 2020 ASSIGNMENT

d. List questions that you might expect to find on a reading test based on the knowledge article you read in task 1.

Write your response here:
Task 3: Benefits of Reading Strategies
In this unit, you learned different techniques for understanding texts and text structures. Discuss how these techniques are beneficial when you read any text. Also explain the benefits of using these techniques in a reading comprehension exercise.

Type your response here:
Chilled Autumn air settled over me, the dryness of it tickling my lungs. I walked down the dirt path, overtaken by tree roots and layered with crisp, fallen foliage. I kept my head down and shoulders hunched for most of the walk, searching for the leaves that would make the most satisfying crunch when I stepped on them. When I removed my hands from my coat pockets the harshness of the air prickled my fingers.

I finally brought my head up and evened out my posture. The cemetery gate was slightly askew, silently enticing me to enter. The people buried here didn’t have many visitors anymore, the most recent year on any gravestone was 1850. Nature had reclaimed the forlorn cemetery as her own — some headstones had toppled over, and most had become overgrown and faded. On one evening visit with my sister Louise, we saw forget-me-nots placed over one of the graves. I searched for clues of their origin, but the inscription on the headstone did nothing but further my curiosity. Like most, it was almost completely deteriorated, only visible to those who looked.
Abigail.
1780 – 1813. AGED 33.

No last name. Nothing about her family, the life she lived, or who she was. Years have passed since I saw the forget-me-nots on Abigail’s grave, and I still wonder if or when the flowers will appear again.

I walked about the cemetery, collecting the brightest botanicals I could find. I recalled their scientific names from a grade school expedition: Acer rubrum, monarda Didyma, Lobelia cardinalis. I used a long piece of switchgrass to tie my makeshift bouquet together, and held it up to the sun, admiring how the crimson edges burned in the light — before placing it over Abigail’s grave. Autumn whipped up another bluster of brisk air, and I turned and exited the cemetery as the wind echoed at my back.

On my way home, I was joined by Prince, the shaggy black Maine Coon that occasionally accompanied me on my walks. His coat was dusty. Leaves clung to his belly, and tufts of fur stuck out from under his ears, but he walked with regality. And why should he not? It was his kingdom, and I was merely an inhabitant.

"Hello, your highness. How are you today?" I asked him, with the air of respect one of royal lineage deserved. I often kept treats in my coat pocket as a tribute to his rule.

Prince stopped walking, looked up at me, slowly blinked, then continued on. It was his usual response, but it still warmed my heart each time he did it.

When I got home, Louise was sitting in her usual spot by the window. Her shoulders were slouched forward and she held her volume of Edgar Allan Poe short stories too close to her face.

"Why don't you wear your glasses?" I asked as I kicked my shoes under the bench.

"Hey Beatrice, how's the dead lady?" Louise said without looking up.

"She misses you."

Louise looked up and rolled her eyes. "You're so weird," she said, her voice cracking slightly as she tried to hold back a laugh.

"Why don't you come with me anymore?"

Louise dog-eared the page she was on, and tossed her book onto the cushion next to her, "It's probably haunted."

"I don't think so," I said, "but don't you like haunted places?"

"I don't like cemeteries."

"Guess what?" I said, changing the subject. "The historical society finally approved my research request. I got the key."

"Can I come?" Louise asked, almost jolting off the couch.

"Nope, just me."
Louise scrunched up her face, annoyed.

"I'm kidding, of course you can come," I said.

When Louise and I were young we would always stop to peek in the windows of what we called "the castle in the woods" on our way home from school. It was never really a castle, and we knew it, but there was something exciting about imagining that it was. I used to lift her up so she could see the antique furniture covered in white sheets like eerie specters.

"Those are ghosts," I would tell her. "They stay still like that when we look in the windows because they're shy."

"Stop it, I'm not stupid," she'd say, wiggling until I put her down.

When the most recent owners died, almost a century ago, the house was left to the town, who let it fall into disrepair. For a while, it was considered a dilapidated eyesore by many, and at one point, we were afraid it would be demolished — I was relieved when the town's historical society finally started paying attention. A researcher was hired and there was talk about converting it into a museum, but progress had halted in recent years.

The afternoon of our visit to the house was foggy and wet. The air clung to my skin and the leaves that had been crisp and dry the day before stuck to the pavement in clumps. Louise and I walked in silence together, watching the birds patter on the sidewalk as they searched for stranded worms. About halfway through our walk, we were joined by Prince, who greeted us by nuzzling his head against our legs.

We turned the street corner and the house came into view. It looked less like a castle than I remembered, but seeing it again gave me chills. The chipping paint I remembered was stripped away, the result of recent preservation work. The windows, however, were the same — they still evoked the intrigue I had felt since childhood.

Louise gently tugged my arm. "This is it," she said, and I sensed a hint of wonder in her eyes.

The key I was given opened a side door of the house. I felt a nervous pang in my heart as I realized a dream from my adolescence was about to become a reality. I hoped the house wouldn't disappoint that inner part of me.

"Sorry, my friend, you have to wait outside," I said to Prince, whose eyes revealed that he was planning to follow us.

Prince cocked his head to the side, and I took a treat out of my pocket to give to him. Louise and I went inside, leaving poor Prince on the steps, crunching on his snack.

We entered into a narrow hallway. The walls were plastered with mustard wallpaper, and every few inches, there was a mounted electric candle. We were only steps down the hallway when Louise released a horse-like exhale as if she had gotten something in her mouth. When I turned toward her, she was swatting around her face with her hands.

"You OK?" I said.

"I think I just walked through a spiderweb," she said.
"But I'm in front of you and I didn't walk through anything."

"Beatrice, that's just what it felt like, I don't know."

I kept walking, and for a brief moment, I thought I felt Louise standing close behind me. I took a small step forward and a glint of gold in the design of the yellow wallpaper caught my eye. Gilded flowers merged together into halos, encasing miniature scenes portraying the Roman myth of Diana. One hand rested on her quiver, the other shielded a young fawn — her crescent moon diadem illuminated in the incandescent candlelight. My attention was drawn away from the wallpaper when I felt a distinct tap on my shoulder. I turned around, but Louise wasn't there.

"Louise?" I called out.

"I found something," Louise answered from another room.

"Where are you?"

"In the basement."

"The basement?" I asked, Why?"

"I was curious. Come on."

I thought I followed Louise's voice but found myself in what must have been the parlor, face to face with a portrait of a young woman hanging above the fireplace mantle. Her features were soft, she was beautiful, yet something about her was drenched in sadness. The subject simultaneously looked dead and alive. Her skin had a pink tinge, and her hair framed her face with ease — her eyes, her eyes were flat, with no glimmer of life in them. A panging misery hung over me and made its way to the pit of my stomach as I peered into the portrait's eyes. The bottom of the frame read "Mrs. Elijah Scott."

"Beatrice?" I heard Louise say.

"I'll be there in a second," I called back, prying my eyes away from the painting. I hesitated before turning away.

I walked down the hallway until I came across the open basement door. The basement was well lit with a harsh LED glow, and there were a few worn chairs arranged around an obtrusive metal desk. On the desk was a haphazard pile of papers, files, and manilla envelopes.

"There's a bunch of information about the house in here," Louise said while squinting at the binder.

We skimmed through the weighty binder, flipping through pictures and descriptions of the house's collections: dining room chairs, the grandfather clock in the parlor, a taxidermied owl — a black and white photograph caught my attention.

"Beatrice?"

I flipped back to the page. It was the painting I saw upstairs. Underneath, a small description read:

"Abigail Scott was chronically ill for a majority of her life and spent most of her time confined to her room. She married the inheritor of the house, Elijah Scott, and died in 1813 at the age of thirty-
three."

I was stunned. This was where she lived. This was her home. "I saw her upstairs," I said, still staring down at the page.

I felt a light tap on my shoulder along with a cold brush of air, followed by a faint voice — a gentle whisper.

"Beatrice."

When I turned around, Louise was standing behind me. Her face looked drained and pale.

"I feel nauseous," she said.

I put the binder in my tote bag, and we went outside. I would return it before we left, but for now, there was more I wanted to know. We sat on the front steps and the color returned to Louise's face after a few moments.

"You probably just needed to sit down. It was stuffy in there," I said.

Louise and I ate some homemade ginger crinkle cookies I had packed in my bag. For a while, we were comfortable outside, and I imagined what it was like in Abigail's time. Prince sauntered over to us and purred while we ate. We took in the scents of the ginger, cinnamon, and nutmeg mixed with the damp fall atmosphere. Before we knew it, the sun had gone down and the temperature dropped so quickly we shivered. I took another nibble of my cookie and felt a cool droplet of rain hit my hand, signaling us to head back inside.

When I opened the door, Prince dashed in front of me, running into the house. Louise and I called out to him, but he was nowhere to be seen. All the lights inside were off except the electric candles on the walls. They cast a still, artificial glow down the hallway that somehow froze the past and the now in conjunction. There were no ever-changing flickers of light and shadow, only stillness until a figure passed by, splashing a glint of life across the walls like a projected memory.

As we walked around the house in search of Prince, everything seemed odd— like walking through a dream. We found him in a small room furnished only by a sewing table.

"Silly kitty," Louise said.

I walked over and patted Prince on the head.

"Can I see that binder?" Louise asked.

I took it out of my bag and handed it to her before scooping Prince up into my arms. We walked over to the window at the end of the room and looked out. During daylight hours, I could imagine the perfect view of technicolor autumn tree leaves, but after sundown, all I could see was darkness seeping in from outside. It was cold, and I held Prince close to me, his long fur tickling my neck.

"It's gotten dark, your highness," I said, stepping closer to the window. "I think it's time to go home."

"This was Abigail's room," I heard Louise say.
As Louise spoke, I noticed something peculiar. The glass panes had words etched into them. I could feel my heart beating in my throat.

"Look at this," I said, running a finger lightly across the glass and turning toward her.

Louise squinted, dug through her tote bag, and took out her glasses.

In the dim light, it was difficult to make out what the inscriptions said. The words were coarse, the handwriting scratchy and scrawled, done hurriedly, but with care. The clouds shifted in the sky and the moon briefly let in a flood of milky iridescence, teasing me as I attempted to make out the words to no avail. I imagined Abigail confined to her room, carving into the glass, perhaps with her diamond wedding ring, covering her work with the curtains when her husband came in—defiant, yet careful not to be caught. I could almost feel her presence as I stood where she would have. I crossed my heart and wished to set her free.

After we returned the binder to the basement, Louise walked in front of me as we went to leave, cradling Prince in her arms. Abigail's illusory presence followed us as we made our way down the hall, and I made sure to walk by her portrait before we locked the house back up.

Abigail's figure hung in the forlorn parlor, hovering above the emberless fireplace. I clicked off the candles.

The next day, Louise and I walked along the familiar path overtaken with roots and leaves. Prince greeted us at the cemetery gate, stretching out his front paws toward us, as though bowing. I placed the forget-me-nots over Abigail's grave and rested my hand lightly over the top, closing my eyes and breathing in the freedom of the forest. We sat in the grass, wanting to be with her, with Abigail. The wind picked up, cold air rushing past us, and we walked home.
Quiz

1. What role do the first three paragraphs play in the overall structure of the story?
   (A) They provide context for the narrator’s job.
   (B) They introduce the narrator’s interest in learning about the past.
   (C) They set the tone for the narrator’s fear of cemeteries.
   (D) They give clues about the narrator’s past.

2. How does the scene in which Louise finds a binder of information in the basement contribute to the development of the plot?
   (A) It supports Beatrice in developing a closer relationship with Louise.
   (B) It helps Beatrice uncover the town’s plans to repair the old house.
   (C) It sparks Beatrice’s interest in finding out more about the castle in the woods.
   (D) It allows Beatrice to learn about the woman from the mysterious gravestone.

3. Which selection from the story BEST supports the central idea that it is important to preserve history?
   (A) The people buried here didn’t have many visitors anymore, the most recent year on any gravestone was 1850.
   (B) It was never really a castle, and we knew it, but there was something exciting about imagining that it was.
   (C) For a while, it was considered a dilapidated eyesore by many, and at one point, we were afraid it would be demolished — I was relieved when the town’s historical society finally started paying attention.
   (D) I thought I followed Louise’s voice but found myself in what must have been the parlor, face to face with a portrait of a young woman hanging above the fireplace mantle.

4. Read the following two details from the story.

   *I could almost feel her presence as I stood where she would have. I crossed my heart and wished to set her free.*

   *I placed the forget-me-nots over Abigail’s grave and rested my hand lightly over the top, closing my eyes and breathing in the freedom of the forest. We sat in the grass, wanting to be with her, with Abigail.*

   How do these details support a theme of the story?
   (A) They illustrate how much we can learn from family relationships.
   (B) They explain why Beatrice became interested in researching the castle in the woods.
   (C) They demonstrate the importance of cemeteries in the study of history.
   (D) They describe how seeing and experiencing history can help us to feel connected to it.
April 9 Assignment

1. Read the story, Castle in the Woods.
2. Highlight key details about who, what, when, how and why of the story.
3. Answer the quiz questions.