

George Kelly School – 8th Grade Language Arts Assignments

Week 4: May 11th – May 15th, 2020

Subject and Office Hours	Assignment	Platform to receive attachments and learning links
<p>Language Arts Patrick and Rhodes</p> <p>Office Hours: 9:00-10:00 (M-F) available via video through Office 365 Teams. See Teams Calendar.</p> <p>10:00-11:00 (M-F) available through Office 365 Teams chat or Edmodo messaging.</p> <p>Email: 8:00-3:30, M-F kpatrick@tusd.net drhodes@tusd.net</p>	<p>This week (5/11-5/15) for Language Arts, students will:</p> <ul style="list-style-type: none"> • Read an excerpt from <i>Chasing Lincoln's Killer</i> by James L. Swanson found in Study Sync on pages 435-438 and do activities. • Reading excerpt and activities can also be completed online in Study Sync at my.mheducation.com. <p>Monday-</p> <ul style="list-style-type: none"> ➤ Do the vocabulary assignment. (attached) ➤ Read the Intro on page 435. ➤ Read the excerpt found on pages 436-438. <p>Tuesday-</p> <ul style="list-style-type: none"> ➤ Do the Textual Evidence Skill Lesson: DEFINE, MODEL, and YOUR TURN (attached). <p>Wednesday-</p> <ul style="list-style-type: none"> ➤ Answer Think questions 1-3 found on page 439 using the RACE format. <p>Thursday-</p> <ul style="list-style-type: none"> ➤ Take the <i>Chasing Lincoln's Killer</i> Quiz (attached). <p>Friday-</p> <ul style="list-style-type: none"> ➤ Write a response to the following prompt. <p>Why do you think Swanson takes pains to give readers an inside view of the assassin's thoughts and actions? What effect on your understanding of Lincoln's murder does such a description create? In 100 words or more, describe your response to <i>Chasing Lincoln's Killer</i>, citing specific passages. Use the RACE format.</p>	<p>Edmodo www.edmodo.com Turn on your Edmodo notifications!</p> <p>Patrick- avbf5j Rhodes – x8w9ff</p> <p>Study Sync Online my.mheducation.com</p>


Textual Evidence - Chasing Lincoln's Killer

Your Turn

Read this section from *Chasing Lincoln's Killer*. Use textual evidence to support inferences based on information in this passage, and answer the follow-up questions.

Lincoln described recent events and gave credit to Union General Grant and his officers for the successful end to the war. He also discussed his desire that black people, especially those who had served in the Union army, be granted the right to vote. As Lincoln spoke, one observer, Mrs. Lincoln's dressmaker, standing a few steps from the president, remarked that the lamplight made him "stand out boldly in the darkness." The perfect target. "What an easy matter would it be to kill the President as he stands there! He could be shot down from the crowd," she whispered, "and no one would be able to tell who fired the shot."

In that crowd standing below Lincoln was John Wilkes Booth. He turned to his companion, David Herold, and objected to the idea that blacks and former slaves would become voting citizens. In the darkness Booth threatened to kill Lincoln: "Now, by God, I'll put him through."

CA-CCSS:  CA.RI.8.1

Part A

What does this passage suggest about what a number of people were thinking after the Civil War ended?

- A. The crowd wanted to see Lincoln so it would be easier for someone to shoot at him.
- B. Many people were upset that Lincoln wanted black people to be able to vote.
- C. Some people worried that Lincoln might very well become a target of assassination.
- D. Many people thought that Lincoln should have taken credit for the successful end to the war.

Part B

Which excerpt from the passage provides textual evidence to support your answer to Part A?

- A. "What an easy matter would it be to kill the President as he stands there! He could be shot down from the crowd," she whispered."
- B. "He turned to his companion, David Herold, and objected to the idea that blacks and former slaves would become voting citizens."
- C. "In the darkness Booth threatened to kill Lincoln: 'Now, by God, I'll put him through.'"
- D. "Lincoln described recent events and gave credit to Union General Grant and his officers for the successful end to the war."

Textual Evidence - Chasing Lincoln's Killer

Model

Identification and Application:

- Most texts require readers to interpret textual evidence to understand intent, meaning, or context.
- Inferences based on textual evidence can support an interpretation or analysis as powerfully as explicitly stated evidence.
- Not all textual evidence has weight. Examine all evidence to determine if it is based on facts and relevant details. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Make inferences by looking at several parts of an informational text or by examining characters, setting, and plot events in a literary work:
 - Look for a series of facts or events in a text that are related.
 - Think about any prior knowledge you have that is related to these facts or events.
 - Combine prior knowledge with evidence directly stated in the text.
 - Infer new understanding of a topic that can be used as textual evidence to support an analysis.
 - Analyze textual evidence closely to determine whether an inference is valid.

Model:

From the title alone, a reader can easily identify *Chasing Lincoln's Killer* as an informational text that tells about the assassination of President Abraham Lincoln and the hunt for his killer, John Wilkes Booth. As with all texts, readers must interpret textual evidence, including what the author states explicitly as well as inferences drawn from the text, in order to support an analysis or conclusion.

Let's look for textual evidence in the first paragraph of the selection that helps the reader identify the thoughts and feelings of John Wilkes Booth, the "killer" referenced in the book's title.

John Wilkes Booth was drinking with a friend at a saloon on Houston Street in New York City. **Booth struck the bar table with his fist and regretted a lost opportunity.** "What an excellent chance I had, if I wished, to kill the President on Inauguration day! I was on the stand, as close to him nearly as I am to you."

Notice that Swanson writes in the second sentence of the paragraph, "Booth struck the bar table with his fist and regretted a lost opportunity." From this single sentence, the reader can make reasonable inferences. Based on prior knowledge—either personal experience or something viewed on TV or in a movie—most people would interpret hitting a table with a clenched fist as an expression of a strong emotion such as anger. From this detail, describing Booth's physical reaction, readers can infer that Booth is not only angry, but he is very angry. Booth is angry at himself for missing what he feels was a "lost

opportunity.”


Rereading the fourth paragraph, let’s see what inferences can be made about the mood in Washington right after the Union victory in the Civil War, and about Lincoln’s feelings at the end of the conflict:

On the night of April 11, **a torchlight parade of a few thousand people, with bands and banners, assembled on the semi-circular driveway in front of the Executive Mansion.** This time Lincoln delivered a long speech, **without gloating over the Union victory.** He intended to prepare the people for the **long task of rebuilding the South.** When someone in the crowd shouted that he couldn't see the president Lincoln's son, **Tad, volunteered to illuminate his father.** When Lincoln dropped each page of his speech to the floor **it was Tad who scooped them up.**

In this short paragraph, a reader can make a number of inferences from the facts and details. One fact is that a torchlight parade, made up of a few thousand people holding bands and banners, assembled in front of the White House. Here is textual evidence suggesting that a great many people in Washington, D.C., were happy that the Civil War had ended and that the Union had won. From other details we can also draw conclusions about the kind of leader Lincoln was: he did not gloat over the Union victory, and he intended to prepare the country for the long task of rebuilding the South. This textual evidence supports the inference that Lincoln was a sensitive man, aware of the wounds the South had suffered as a result of the war.

Notice, too, how the author describes the actions of Lincoln’s son Tad during his father’s speech. He quickly illuminated his father when someone in the crowd shouted that he couldn’t see the president. And rather than letting the pages of his father’s speech fall to the floor, creating a mess at the president’s feet, Tad “scooped them up.” Each of these actions provides evidence to support the inference that Tad was proud of his father and had a deep respect for him. He wanted the people assembled in front of the White House to be able to see as well as hear the president, and so he kept the area around Lincoln clean and free of distractions.

In these two paragraphs, the author provides enough information for readers to make inferences that can be supported by explicit details in the text. The ability to make valid inferences that can be supported with textual evidence can help readers connect information and fully understand the relationship between events and characters or people described in the text.

CA-CCSS:  CA.RI.8.1

Close Read: Chasing Lincoln's Killer

Vocabulary

Instructions for Student

Complete the chart by dragging and dropping the correct meaning into the third column to match the term in each row and then write a sample sentence in the fourth column.

Definition Options (5 of 5)

☰ a cruel leader with absolute power

☰ one who owns property or a business

☰ polite action

☰ in the manner in which something is usually done

☰ in a manner showing close knowledge or familiarity

Term	Form	Definition	Sample Sentence
courtesy	noun		<input type="text"/>
customarily	adverb		<input type="text"/>
intimately	adverb		<input type="text"/>
proprietor	noun		<input type="text"/>
tyrant	noun		<input type="text"/>

Textual Evidence - Chasing Lincoln's Killer

Define

Scene Description

Two students sit side by side in a classroom. They talk directly into the camera.

Transcript

00:00 (INTRODUCTION PLAYS) Concept Definitions

00:05 CHRISTINA: Textual evidence. REBECCA: This is a biggie.

00:08 CHRISTINA: That's because most texts require readers

00:10 to interpret the text evidence to understand the intent, meaning or context.

00:16 Every detail in a text can be a clue to its intent, meaning or context.

00:26 REBECCA: So, by detail you mean the words an author chooses?

00:29 CHRISTINA: From word choice all the way up to a major event.

00:31 All of it can be used to find meaning.

00:33 REBECCA: Sometimes the evidence is right on the surface.

00:35 We call this explicit evidence.

00:37 Explicit evidence is directly stated in the text.

00:47 CHRISTINA: Other times you've got to infer the evidence from the details.

00:50 Inferences can support analyses as powerfully as explicitly stated evidence.

01:02 REBECCA: But not all evidence is created equal.

01:04 CHRISTINA: Ahh, that's true.

01:05 You've got to analyze the details to make sure the inference is valid.

01:08 Not all textual evidence has weight.

- 01:10 Examine all the evidence.
- 01:18 REBECCA: Here are a few ways to help you do that.
- 01:20 Look for a series of facts or events in a text that are related.
- 01:29 CHRISTINA: Think about any prior knowledge related to these facts or events.
- 01:38 REBECCA: Once you've identified some solid evidence,
- 01:41 you can make inferences by looking at several aspects of an informational text.
- 01:45 CHRISTINA: Or by examining characters, setting and plot events in a literary work.
- 01:49 REBECCA: Remember, without textual evidence, you can't sell your ideas.
- 01:52 CHRISTINA: Textual evidence: don't leave home without it.
- 01:55 REBECCA: Really? CHRISTINA: What? It's catchy.
- 01:58 REBECCA: Let's summarize.

Any time you're explaining something about a text, you need to cite, or point out, textual evidence to support your ideas. Textual evidence may be a word, phrase, sentence, or paragraph that led you to make an inference or draw a conclusion. When you cite textual evidence, someone else can look back at a particular part of a text you read and understand how you came to your inferences or conclusions.

When you make inferences while reading or analyzing a text, you use the text and your own background knowledge to make logical guesses about what is not directly stated by the author. When you are explaining these inferences to someone else, it is important that you use textual evidence to show how and why you analyzed a text in the way that you did.

For example, an analysis of Robert Frost's poem "The Road Not Taken," in which the speaker describes coming to a fork on a forest path and having to choose which one to take, might state:


The difficulty of making choices is an important theme of Frost's poem.

The same analysis is strengthened by going on to cite textual evidence:

Frost establishes this theme in the first few lines. "Two roads diverged in a yellow wood," the speaker begins, "and sorry I could not travel both / and be one traveler, / long I stood . . ."

Immediately, we see that the speaker is faced with a tough choice: which way to go.

Whether you're making inferences from a short passage or drawing conclusions based on an entire text, textual evidence is the most important tool for helping you explain your ideas.

CA-CCSS:  [CA.RI.8.1](#)



Quiz


Question #1

Instructions for Student

Read the question carefully and select the best answer.

Choose the best sentence to add descriptive detail to Paragraph 12.

- A. Lincoln had spent much of 1864 waging a re-election campaign against a difficult challenge from George McClellan.
 - B. The following day, Lincoln spitefully ordered a band to play the Confederacy's beloved "Dixie" at the foot of the White House.
 - C. Booth was called "the most promising young actor on the American stage" for his portrayals of Richard III and Hamlet.
 - D. The war had begun in 1861 when the Confederacy attacked and took control of South Carolina's Fort Sumner.
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CA-CCSS:  [CA.CCRA.R.1](#), [CA.CCRA.R.2](#), [CA.CCRA.R.5](#)

Question #2

Instructions for Student

Read the question carefully and select the best answer.

What is **most likely** the author's reason for referring to Lincoln as "the tyrant" and saying he had "the nerve" to sit behind the desk of Jefferson Davis in Paragraph 12?

- A. He is revealing his own bias and sympathy towards the Confederate cause.
 - B. He is showing how things looked from Booth's perspective.
 - C. He is articulating the general feeling of the American public at the end of the Civil War.
 - D. He is simply stating the events of the week in the most straightforward manner possible.
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CA-CCSS:  [CA.CCRA.R.1](#), [CA.CCRA.R.2](#), [CA.CCRA.R.6](#)


Question #3

Instructions for Student

Read the question carefully and select the best answer.

What is the meaning of including “the romance of lost causes” as one of Booth’s passions as it is used in Paragraph 13?

- A. Booth had an affinity for history and stories with unhappy endings.
- B. Booth believed that he could change the outcome of the war.
- C. Booth was driven to stand up for the voiceless and the oppressed.
- D. Booth wanted revenge on Lincoln even though the Confederacy had already surrendered.

CA-CCSS:  [CA.CCRA.R.1](#), [CA.CCRA.R.2](#), [CA.CCRA.R.4](#)

Question #4

Instructions for Student

Read the question carefully and select the best answer.

How does the Ford Theater’s mail system detailed in Paragraphs 15 and 16 add to the development of Booth’s plot?

- A. Booth was picking up a letter held for him at the theater around the same time a messenger announced Lincoln would be there that night.
- B. Booth intercepts a messenger coming from the White House and sends back word of his intention to kill Lincoln.
- C. Booth received a notice at the theater letting him know that he was cast in the play that Lincoln would be seeing later on.
- D. Booth overheard Mrs. Lincoln telling an attendant at the theater of the Lincolns’ plans for the evening while he was picking up his mail.

CA-CCSS:  [CA.CCRA.R.1](#)

Question #5

Instructions for Student

Read the question carefully and select the best answer.

What is a **central** idea of the prologue of *Chasing Lincoln's Killer*?

- A. Lincoln left himself vulnerable to a potential attack or worse.
- B. The period immediately following the end of the war marked a subdued time of national mourning.
- C. Lincoln felt that the South should be punished for its role in the war.
- D. By the time the Civil War ended, Booth had given up on the notion that he would find a way to kill Lincoln.

CA-CCSS:  [CA.CCRA.R.1](#), [CA.CCRA.R.2](#)

Question #6

Instructions for Student

Read the question carefully and select the best answer.

Which statement from the text **most strongly** supports the correct answer to Question 5?

- A. "That is the last speech he will ever give."
- B. "Crushed by the fall of Richmond, the former rebel capital, John Wilkes Booth left New York City on April 8 and returned to Washington."
- C. "What an easy matter would it be to kill the president as he stands there!"
- D. "On the night of April 11, a torchlight parade of a few thousand people, with bands and banners, assembled on the semicircular driveway in front of the Executive Mansion."

CA-CCSS:  [CA.CCRA.R.1](#)

Question #7

Instructions for Student

Read the question carefully and select the best answer.

Which of these inferences about Booth is **best** supported by the text?

- A. Being around the postwar celebrations in Washington further fueled his rage toward Lincoln.
- B. He was emblematic of many actors and artists who strongly supported the Confederacy during the war.
- C. It was completely accidental that he found himself in the same city as Lincoln at the end of the war.
- D. He detested that the Lincolns were seeing a piece of theater that was as worthless as *An American Cousin*.

CA-CCSS: [CA.CCRA.R.1](#), [CA.CCRA.R.2](#)

Question #8

Instructions for Student

Read the question carefully and select the best answer.

Which statement from the text **most strongly** supports the correct answer to Question 7?

- A. "Booth's passions included fine clothing, Southern honor, good manners, beautiful women, and the romance of lost causes."
- B. "Mrs. Lincoln would attend this evening's performance of the popular if silly comedy *Our American Cousin*."
- C. "No, all he knew this morning when he crawled out of bed was that he could not stand another day of Union victory celebrations."
- D. "The very next day, the tyrant Abraham Lincoln had visited his captive prize and had the nerve to sit behind the desk occupied by the first and last president of the Confederate States of America, Jefferson Davis."

CA-CCSS: [CA.CCRA.R.1](#)

Question #9

Instructions for Student

Match each vocabulary word with its corresponding synonym:

Word Options (5 of 5)

- intimately
- courtesy
- tyrant
- proprietor
- customarily

Synonym	Word
dictator	
favor	
commonly	
owner	
familiarly	

CA-CCSS: [CA.CCRA.R.4](#)

Question #10

Instructions for Student

Match each person from the text with their role in the lead-up to Lincoln's assassination.

Name Options (5 of 5)



Tad Lincoln



Ulysses Grant



Elizabeth Keckley



Lewis Powell



Mary Todd Lincoln

Role	Name
Conspired to kill the president	
Assisted the president during his post war speech in Washington	
Watched <i>Our American Cousin</i> the night of the assassination	
Dressmaker who feared Lincoln was too unprotected	
Alerted the Ford Theater to the president's plans to come see the play that night	

CA-CCSS: CA.CCRA.R.2, CA.CCRA.R.3