

Week of May 26-29

Grade: 8

Content: ELA

Learning Objective: Greetings 8th graders! We hope you are safe and well with your families! This week we are providing you with 5 engaging and informative readings from **Common Lit** to choose from. We are also providing you with ways to boost your important reading skills through on-line programs. Students with a device and access to the internet should spend time on these sites as well as work on Common Lit activities each week.

Common Lit Activities:

Text Title	Genre
A Respectable Woman	Short Story
An Incredible Job: Being America's President	Short Story
More Facebook Friends, Fewer Real Ones, Says Cornell	Informational Text
Emma Watson's United Nations: 'heforshe' Gender Equality is Your Issue, Too' Speech	Informational Text
Invictus	Poem

Skills Activities: The following websites provide students with more practice with important reading skills. Only students at the identified schools have access to these sites. Directions for logging on are also in this folder.

School	Program
North, East, West, Plouffe	Amplify Reading
Ashfield, South, Davis	Power Up
Mrs. K Silva's classes at West Mrs. Holm's classes at West Mrs. Freschett's classes at West	READ 180

Name: _____ Class: _____

A Respectable Woman

By Kate Chopin
1894

Kate Chopin (1850-1904) was an American author of short stories and novels based in Louisiana. She is considered one of the leading feminist writers of the 20th-century. This story begins with a married woman's disappointment over the visit of her husband's friend. As you read, take notes on how Mrs. Baroda's feelings develop over the course of the text.

[1] Mrs. Baroda was a little provoked to learn that her husband expected his friend, Gouvernail, up to spend a week or two on the plantation.¹ They had entertained a good deal during the winter; much of the time had also been passed in New Orleans in various forms of mild dissipation.² She was looking forward to a period of unbroken rest, now, and undisturbed *tête-a-tête*³ with her husband, when he informed her that Gouvernail was coming up to stay a week or two.



["20100506_0737 Oak Alley plantation bench"](#) by dutchbaby is licensed under CC BY-NC-ND 2.0

This was a man she had heard much of but never seen. He had been her husband's college friend; was now a journalist, and in no sense a society man or "a man about town," which were, perhaps, some of the reasons she had never met him. But she had unconsciously formed an image of him in her mind. She pictured him tall, slim, cynical;⁴ with eye-glasses, and his hands in his pockets; and she did not like him. Gouvernail was slim enough, but he wasn't very tall nor very cynical; neither did he wear eye-glasses nor carry his hands in his pockets. And she rather liked him when he first presented himself.

But why she liked him she could not explain satisfactorily to herself when she partly attempted to do so. She could discover in him none of those brilliant and promising traits which Gaston, her husband, had often assured her that he possessed. On the contrary, he sat rather mute and receptive before her chatty eagerness to make him feel at home and in the face of Gaston's frank and wordy hospitality.⁵ His manner was as courteous toward her as the most exacting woman could require; but he made no direct appeal to her approval or even esteem.⁶

Once settled at the plantation he seemed to like to sit upon the wide portico⁷ in the shade of one of the big Corinthian pillars,⁸ smoking his cigar lazily and listening attentively to Gaston's experience as a sugar planter.

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1. a large farm or estate on which crops are cultivated
 2. acts of self-indulgence
 3. a French phrase referring to a private conversation between two people
 4. **Cynical (adjective):** believing that people are generally selfish
 5. **Hospitality (noun):** friendly and generous treatment of guests
 6. **Esteem (noun):** the degree of respect or liking that one feels for another person
 7. a structure consisting of a roof supported by columns, usually attached to a building as a porch

- [5] "This is what I call living," he would utter with deep satisfaction, as the air that swept across the sugar field caressed him with its warm and scented velvety touch. It pleased him also to get on familiar terms with the big dogs that came about him, rubbing themselves sociably against his legs. He did not care to fish, and displayed no eagerness to go out and kill grosbecks⁹ when Gaston proposed doing so.

Gouvernail's personality puzzled Mrs. Baroda, but she liked him. Indeed, he was a lovable, inoffensive fellow. After a few days, when she could understand him no better than at first, she gave over being puzzled and remained piqued.¹⁰ In this mood she left her husband and her guest, for the most part, alone together. Then finding that Gouvernail took no manner of exception to her action, she imposed her society upon him, accompanying him in his idle¹¹ strolls to the mill and walks along the batture.¹² She persistently sought to penetrate the reserve in which he had unconsciously enveloped himself.

"When is he going — your friend?" she one day asked her husband. "For my part, he tires me frightfully."

"Not for a week yet, dear. I can't understand; he gives you no trouble."

"No. I should like him better if he did; if he were more like others, and I had to plan somewhat for his comfort and enjoyment."

- [10] Gaston took his wife's pretty face between his hands and looked tenderly and laughingly into her troubled eyes. They were making a bit of toilet¹³ sociably together in Mrs. Baroda's dressing-room.

"You are full of surprises, *ma belle*,"¹⁴ he said to her. "Even I can never count upon how you are going to act under given conditions." He kissed her and turned to fasten his cravat¹⁵ before the mirror.

"Here you are," he went on, "taking poor Gouvernail seriously and making a commotion over him, the last thing he would desire or expect."

"Commotion!" she hotly resented. "Nonsense! How can you say such a thing? Commotion, indeed! But, you know, you said he was clever."

"So he is. But the poor fellow is run down by overwork now. That's why I asked him here to take a rest."

- [15] "You used to say he was a man of ideas," she retorted, unconciliated.¹⁶ "I expected him to be interesting, at least. I'm going to the city in the morning to have my spring gowns fitted. Let me know when Mr. Gouvernail is gone; I shall be at my Aunt Octavie's."

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8. slender and elaborate pillars in a Greek architectural style
 9. a type of finch
 10. irritated or resentful
 11. **Idle (adjective):** not busy, working, or active
 12. a river bed that has been elevated
 13. getting ready or making oneself presentable to go outside
 14. French for "my beautiful one"
 15. a necktie
 16. still angry or distrustful

That night she went and sat alone upon a bench that stood beneath a live oak tree at the edge of the gravel walk. She had never known her thoughts or her intentions to be so confused. She could gather nothing from them but the feeling of a distinct necessity to quit her home in the morning.

Mrs. Baroda heard footsteps crunching the gravel; but could discern¹⁷ in the darkness only the approaching red point of a lighted cigar. She knew it was Gouvernail, for her husband did not smoke. She hoped to remain unnoticed, but her white gown revealed her to him. He threw away his cigar and seated himself upon the bench beside her; without a suspicion that she might object to his presence.

“Your husband told me to bring this to you, Mrs. Baroda,” he said, handing her a filmy, white scarf with which she sometimes enveloped her head and shoulders. She accepted the scarf from him with a murmur of thanks, and let it lie in her lap.

He made some commonplace observation upon the baneful¹⁸ effect of the night air at that season. Then as his gaze reached out into the darkness, he murmured, half to himself:

“Night of south winds — night of the large few stars!

Still nodding night —”¹⁹

[20] She made no reply to this apostrophe²⁰ to the night, which indeed, was not addressed to her.

Gouvernail was in no sense a diffident²¹ man, for he was not a self-conscious one. His periods of reserve were not constitutional, but the result of moods. Sitting there beside Mrs. Baroda, his silence melted for the time.

He talked freely and intimately in a low, hesitating drawl that was not unpleasant to hear. He talked of the old college days when he and Gaston had been a good deal to each other; of the days of keen and blind ambitions and large intentions. Now there was left with him, at least, a philosophic acquiescence²² to the existing order — only a desire to be permitted to exist, with now and then a little whiff of genuine life, such as he was breathing now.

Her mind only vaguely grasped what he was saying. Her physical being was for the moment predominant. She was not thinking of his words, only drinking in the tones of his voice. She wanted to reach out her hand in the darkness and touch him with the sensitive tips of her fingers upon the face or the lips. She wanted to draw close to him and whisper against his cheek — she did not care what — as she might have done if she had not been a respectable woman.

The stronger the impulse grew to bring herself near him, the further, in fact, did she draw away from him. As soon as she could do so without an appearance of too great rudeness, she rose and left him there alone.

17. **Discern** (*verb*): to detect or distinguish with the eyes

18. harmful

19. These lines are a quote from a poetry collection by Walt Whitman (1819-1892) titled *Leaves of Grass*.

20. As a literary term, “apostrophe” refers to moments in which a speaker addresses an absent or imaginary character.

21. **Diffident** (*adjective*): modest or shy because of a lack of self-confidence

22. **Acquiescence** (*noun*): a reluctant acceptance of something without protest

[25] Before she reached the house, Gouvernail had lighted a fresh cigar and ended his apostrophe to the night.

Mrs. Baroda was greatly tempted that night to tell her husband — who was also her friend — of this folly²³ that had seized her. But she did not yield to the temptation. Beside being a respectable woman she was a very sensible one; and she knew there are some battles in life which a human being must fight alone.

When Gaston arose in the morning, his wife had already departed. She had taken an early morning train to the city. She did not return till Gouvernail was gone from under her roof.

There was some talk of having him back during the summer that followed. That is, Gaston greatly desired it; but this desire yielded to his wife's strenuous²⁴ opposition.

However, before the year ended, she proposed, wholly from herself, to have Gouvernail visit them again. Her husband was surprised and delighted with the suggestion coming from her.

[30] "I am glad, *chère amie*,²⁵ to know that you have finally overcome your dislike for him; truly he did not deserve it."

"Oh," she told him, laughingly, after pressing a long, tender kiss upon his lips, "I have overcome everything! you will see. This time I shall be very nice to him."

"A Respectable Woman" (1894) by Kate Chopin is in the public domain.

23. foolishness

24. **Strenuous** (*adjective*): very energetic, or requiring great energy

25. French for "dear friend"

Text-Dependent Questions

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

1. PART A: Which of the following statements best identifies the theme of the text?
 - A. Social expectations influence how people behave, but individuals choose how much they follow them.
 - B. The ability for a person to follow their head over their heart is a sign of strong character.
 - C. The love shared by a married couple grows stronger when it encounters and overcomes obstacles.
 - D. Men are not held to the same social standards as women, and they are able to get away with scandalous behavior more easily.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "Gouvernail's personality puzzled Mrs. Baroda, but she liked him. Indeed, he was a lovable, inoffensive fellow." (Paragraph 6)
 - B. "'Here you are,' he went on, 'taking poor Gouvernail seriously and making a commotion over him, the last thing he would desire or expect.'" (Paragraph 12)
 - C. "She wanted to draw close to him and whisper against his cheek — she did not care what — as she might have done if she had not been a respectable woman. (Paragraph 23)
 - D. "Mrs. Baroda was greatly tempted that night to tell her husband — who was also her friend — of this folly that had seized her." (Paragraph 26)

3. What can the reader infer about Mr. Baroda from his conversation with Mrs. Baroda in paragraphs 7-15?
 - A. He believes his wife is a bad hostess and that she brings embarrassment to their family.
 - B. He cares about being considerate to his friend and believes that his wife is worried for no reason.
 - C. He thinks his wife is too straight-forward in her interactions with others.
 - D. He is suspicious of his wife's feelings towards Gouvernail, and he wants her to leave for the city.

4. What is the effect of the author's description of Mrs. Baroda's dress in paragraph 17?
 - A. It emphasizes Mrs. Baroda's wealth and riches.
 - B. It shows that Mrs. Baroda can no longer hide her feelings for Gouvernail.
 - C. It depicts Mrs. Baroda's commitment to her husband as unwavering.
 - D. It draws attention to Mrs. Baroda's virtue and propriety.

5. What is the effect of the author choosing to conclude the story with Mrs. Baroda's suggestion that Gouvernail visit?

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. Do you think Mrs. Baroda has overcome her feelings for Gouvernail? Why or why not?
2. In your opinion, do the Barodas have a good marriage? Why or why not?
3. In the context of the text, what drives a person to betray? Do you think Mrs. Baroda betrayed her husband in any way? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
4. In the context of the text, how do we define the roles of men and women? What characteristics does Mrs. Baroda associate with being a woman? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
5. In the context of the text, how does love emerge? Why is Mrs. Baroda attracted to Gouvernail and how do these feelings develop? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

Name: _____ Class: _____

An Incredible Job: Being America's President

By USHistory.org
2016

The President of the United States is the elected commander-in-chief who has many responsibilities that are crucial to in the safety and success of America. This informational text discusses the duties of the President, as well as how this office has evolved over time. As you read, identify the skills a U.S. President must have in order to be successful.

[1] Just what exactly does the President do all day?

The evolving power and enlarging scope¹ of responsibilities have made the modern presidency a very big job. Some even say that it is impossible for one person to handle it all.



"Presidents Obama, Bush, and Clinton" by Pete Souza is in the public domain.

Presidents as Crisis Managers

The Constitutional power as "Commander in Chief" has evolved into the very important modern role of "crisis manager." In the 20th century, as the United States gained world leadership powers, the President has become a key player in international crises. In the case of war (such as the Korean War, the Vietnam War, and the Persian Gulf War) or less famous regional conflicts (such as those in Kosovo, Somalia, or Haiti) the President must go into "emergency mode" and concentrate on the immediate problem. Domestically,² crises may occur — such as urban³ riots, hurricanes, or forest fires — that require the President to schedule time to coordinate government responses to the situation.

Presidents as Symbols and Administrators

More than anyone else, the President symbolizes the country — its people and its beliefs. In this role, a President performs many ceremonial duties, such as receiving foreign dignitaries,⁴ throwing the first baseball of the season, and waving to crowds. These actions are not trivial.⁵ Strong Presidents must exude⁶ confidence, not just in themselves, but in the American people as well. The best ones have had an intangible⁷ charisma⁸ that creates public confidence.

1. **Scope (noun):** the area, amount, or subject matter covered
2. relating to one's own or a particular country as apart from other countries
3. **Urban (adjective):** in, relating to, or characteristic of a city or town
4. "Dignitaries" are people considered to be important because of high rank or office.
5. **Trivial (adjective):** of little value or importance
6. **Exude (verb):** to display strongly and openly
7. **Intangible (adjective):** not able to be touched
8. **Charisma (noun):** charm that can inspire loyalty or enthusiasm in others

- [5] As leader of the executive branch, the President is primarily responsible for seeing that the work of government is done. A famous sign sat on President Harry Truman's desk that said "The buck stops here." The responsibility to administer and execute the laws of the land squarely rests on the President's shoulders.

The president must therefore recruit and appoint many people to top government jobs. Cabinet members,⁹ many sub-Cabinet positions, federal judges including Supreme Court Justices, ambassadors, top military leaders, and heads of independent government agencies are all appointments filled by the President. Even though nominees are subject to consent by the Senate,¹⁰ the fact that Presidents control more than 4,000 appointments to government service makes this responsibility an important one.

Presidents as Agenda Setters

Setting a political agenda has been a role of the President that has grown in recent years. The Founding Fathers clearly intended for Congress take the lead in setting America's priorities and determining its policies. Today though, Presidents have plans for Social Security,¹¹ welfare programs,¹² taxes, inflation,¹³ and public education, among others. In foreign policy, they often act first and then consult Congress. Virtually all recent Presidents regularly recommend legislation¹⁴ to Congress.

Effective Presidents have used the State of the Union address,¹⁵ given yearly at the start of each congressional session, to set an agenda. Modern Presidents now use the media to bring attention to their proposals and to place pressure on legislators. A President may threaten to veto¹⁶ a bill before it gets to the Oval Office. This action lets legislators know the President's agenda and pressures them to rethink bills that they know will be vetoed.

Can any one person hope to be able to successfully hold the President's job? The great author John Steinbeck commented, "We give the President more work than a man can do, more responsibility than a man should take, more pressure than a man can bear."

An Incredible Job: Being America's President by USHistory.org is licensed under CC BY 4.0.

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9. a body of high-ranking state officials
 10. These nominees are subject to a confirmation hearing and must receive majority support from U.S. Senators in order to be confirmed.
 11. "Social Security" is a program in which the government provides money to people who are unable to work because they are old, disabled, or unemployed.
 12. financial support given to people in need
 13. "Inflation" is the general increase in prices and fall in the purchasing value of money.
 14. "Legislation" is the act of making laws.
 15. The State of the Union address consists of the president reporting on the state of the nation and outlining a legislative program.
 16. "Veto" refers to the President's power to legally reject laws that are passed by Congress. When a President vetoes a law, Congress can override that veto with a two-thirds vote from the House and Senate.

Text-Dependent Questions

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

1. PART A: Which statement identifies the central idea of the text?
 - A. The President has many responsibilities but his highest priority is ensuring that the nation and its government are successful.
 - B. The President is the sole individual in charge of establishing and fostering positive relationships with nations around the world.
 - C. The President holds the highest office in America but his job is not as difficult as it seems because Congress and his Cabinet support him.
 - D. The President works directly with American citizens to create plans for Social Security, taxes, education, welfare programs, and legislation.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "In the 20th century, as the United States gained world leadership powers, the President has become a key player in international crises" (Paragraph 3)
 - B. "More than anyone else, the President symbolizes the country — its people and its beliefs." (Paragraph 4)
 - C. "As leader of the executive branch, the President is primarily responsible for seeing that the work of government is done." (Paragraph 5)
 - D. "The president must therefore recruit and appoint many people to top government jobs." (Paragraph 6)

3. PART A: How does paragraph 8 contribute to the development of ideas in the text?
 - A. It describes how Presidents have to answer to the people during the State of the Union address.
 - B. It gives an example of the imbalance of power between the people and in the government.
 - C. It proves that legislatures are announced and controlled by the President.
 - D. It describes how Presidents can use the State of the Union to publicize their goals.

4. PART B: Which quote from paragraph 8 best supports the answer to Part A?
 - A. "Effective Presidents have used the State of the Union address"
 - B. "Modern Presidents now use the media to bring attention to their proposals"
 - C. "A President may threaten to veto a bill before it gets to the Oval Office."
 - D. "This action lets legislators know the President's agenda and pressures them"

5. How does the author support the claim that the President has an “enlarging scope of responsibilities” (Paragraph 2)?

Discussion Questions

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

1. In your opinion, which part of the President's job appears the most difficult?
2. What do you think it takes to be a good President? Which qualities should be most highly valued?
3. In the context of the text, what makes America unique? How are the duties and responsibilities of the president different from other nations' leaders? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
4. In the context of the text, how do people create change? How does the President play a role in creating meaningful change? What aspects of the government limit the amount of change that the President can create? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

Name: _____ Class: _____

More Facebook Friends, Fewer Real Ones, Says Cornell Study

By ABC News
November 8, 2011

Matthew Brashears, a Cornell University sociologist, surveyed more than 2,000 adults and concluded that despite the emergence of online social networks, the number of truly close friends people cite has dropped. As you read, take note of the different factors that have contributed to this.

- [1] We may “friend” more people on Facebook, but we have fewer real friends – the kind who would help us out in tough times, listen sympathetically no matter what, lend us money or give us a place to stay if we needed it, keep a secret if we shared one.

That’s the conclusion made by Matthew Brashears, a Cornell University sociologist who surveyed more than 2,000 adults from a national database and found that from 1985 to 2010, the number of truly close friends people cited has dropped – even though we’re socializing as much as ever.



"Friends with Mobile Phones" by Garry Knight is licensed under CC BY 2.0.

On average, participants listed 2.03 close friends in Brashears’ survey. That number was down from about three in a 1985 study.

“These are the people you think of as your real confidants,¹ your go-to people if you need something,” Brashears said.

- [5] Brashears asked people online from a database called TESS – Time-Sharing Experiments for the Social Sciences – to list the names of people with whom they had discussed “important matters” over the previous six months. He reports the results in a forthcoming issue of the journal *Social Networks*.

Forty-eight percent of participants listed one close friend when asked, 18 percent listed two and 29 percent listed more. A little more than 4 percent didn’t list anyone.

What’s going on? Brashears said his survey can’t tell us conclusively, but his guess is that while we meet just as many people as we used to, we categorize them differently.

1. **Confidant (noun):** a trusted friend or partner

Does that mean we're more isolated in these times when we seem to meet more people online than in person? (How many of your Facebook "friends" are really friends of yours?) Defying² some of the stereotypes of the digital age, social scientists say Facebook may actually be healthy for us. Keith Hampton at the Annenberg School for Communication at the University of Pennsylvania wrote a report for the Pew Research Center in which he found that "Internet users in general, but Facebook users even more so, have more close relationships than other people."

"Facebook users get more overall social support, and in particular they report more emotional support and companionship than other people," wrote Hampton in a blog post. "And, it is not a trivial amount of support. Compared to other things that matter for support – like being married or living with a partner – it really matters. Frequent Facebook use is equivalent to about half the boost in support you get from being married."

[10] But online contact and personal contact are different. While Hampton reports we know more people because of Facebook and similar sites, Brashears reports there are fewer whom we choose to trust with our most intimate worries.

"We're not becoming asocial," said Brashears, "but these people give us social support, and they give us advice."

"More Facebook Friends, Fewer Real Ones, Says Cornell Study" from www.abcnews.com, © ABC News. Reprinted with permission, all rights reserved.

Text-Dependent Questions

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

1. Summarize the central idea(s) of the article.

2. PART A: What does the word “confidant” most closely mean as it is used in paragraph 4?

- A. Someone with a lot of self-esteem
- B. An acquaintance or colleague
- C. Someone you might take advantage of
- D. A person you deeply trust and care about

3. PART B: Which phrase from the text provides the best support for the answer to Part A?

- A. “truly close friends” (Paragraph 2)
- B. “socializing as much as ever” (Paragraph 2)
- C. “if you need something” (Paragraph 4)
- D. “discussed ‘important matters’” (Paragraph 5)

4. Why does the author quote Keith Hampton? What is the purpose for including his views?

- A. To suggest that the results of the Cornell study are flawed and should be taken lightly.
- B. To provide the alternative perspective that social networks like Facebook may be more helpful than harmful.
- C. To support the central idea of the text that people should carefully consider the costs and benefits of social media.
- D. To introduce the point that social network relationships are less valuable than real ones.

5. What is the difference between online contact and personal contact? Why is this an important distinction?

Discussion Questions

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

1. Consider Matthew Brashears' method of collecting data. Do you believe these methods are valid? Are there any problems? What conclusions can you draw?
2. In your own experience, do social networks make us more or less social? Explain.
3. Do you believe that Facebook and other social networks are making us redefine friendship? Explain your answer.
4. In your opinion, what is a friend? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
5. In the context of this text, what are the costs and benefits of technology? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
6. In the context of this article, how are communities formed? Do sites like Facebook help people more easily form communities? What impact, if any, have online communities had on current or past events? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

Name: _____ Class: _____

Emma Watson’s United Nations: “HeForShe: Gender Equality is Your Issue, Too” Speech

By Emma Watson
2014

Emma Watson is a British actress, model, and activist, most widely known for her portrayal of Hermione Granger in the Harry Potter film series. In 2014 Watson became a UN Women Goodwill Ambassador and helped launch the campaign HeForShe. Watson presented the speech below at the Headquarters of the United Nations in New York. As you read, take notes on why Emma Watson believes the roles of men are important in ending gender inequality.

- [1] Today we are launching a campaign called “HeForShe.”

I am reaching out to you because I need your help. We want to end gender inequality—and to do that we need everyone to be involved.

This is the first campaign of its kind at the UN: we want to try and galvanize¹ as many men and boys as possible to be advocates for gender equality. And we don’t just want to talk about it, but make sure it is tangible.²



“UN Women launched HeForShe IMPACT 10x10x10 Initiative” by UN Women is licensed under CC BY-NC-ND 2.0.

I was appointed six months ago and the more I have spoken about feminism the more I have realized that fighting for women’s rights has too often become synonymous with man-hating. If there is one thing I know for certain, it is that this has to stop.

- [5] For the record, feminism by definition is: “The belief that men and women should have equal rights and opportunities. It is the theory of the political, economic and social equality of the sexes.”

I started questioning gender-based assumptions when at eight I was confused at being called “bossy,” because I wanted to direct the plays we would put on for our parents—but the boys were not.

When at 14 I started being sexualized³ by certain elements of the press.

When at 15 my girlfriends started dropping out of their sports teams because they didn’t want to appear “muscly.”

When at 18 my male friends were unable to express their feelings.

1. **Galvanize (verb):** to cause people to become excited or concerned about an issue or idea, so that they want to do something about it
2. **Tangible (adjective):** able to be touched or felt
3. to make sexual, often in a way that treats the individual as an object rather than a person

- [10] I decided I was a feminist and this seemed uncomplicated to me. But my recent research has shown me that feminism has become an unpopular word.

Apparently I am among the ranks of women whose expressions are seen as too strong, too aggressive, isolating, anti-men and, unattractive.

Why is the word such an uncomfortable one?

I am from Britain and think it is right that as a woman I am paid the same as my male counterparts.⁴ I think it is right that I should be able to make decisions about my own body. I think it is right that women be involved on my behalf in the policies and decision-making of my country. I think it is right that socially I am afforded the same respect as men. But sadly I can say that there is no one country in the world where all women can expect to receive these rights.

No country in the world can yet say they have achieved gender equality.

- [15] These rights I consider to be human rights but I am one of the lucky ones. My life is a sheer privilege because my parents didn't love me less because I was born a daughter. My school did not limit me because I was a girl. My mentors didn't assume I would go less far because I might give birth to a child one day. These influencers were the gender equality ambassadors⁵ that made me who I am today. They may not know it, but they are the inadvertent⁶ feminists who are changing the world today. And we need more of those.

And if you still hate the word—it is not the word that is important but the idea and the ambition behind it. Because not all women have been afforded the same rights that I have. In fact, statistically, very few have been.

In 1995, Hilary Clinton made a famous speech in Beijing about women's rights. Sadly many of the things she wanted to change are still a reality today.

But what stood out for me the most was that only 30 percent of her audience were male. How can we affect change in the world when only half of it is invited or feel welcome to participate in the conversation?

Men—I would like to take this opportunity to extend your formal invitation. Gender equality is your issue too.

- [20] Because to date, I've seen my father's role as a parent being valued less by society despite my needing his presence as a child as much as my mother's.

I've seen young men suffering from mental illness unable to ask for help for fear it would make them look less "macho"⁷—in fact in the UK suicide is the biggest killer of men between 20-49 years of age; eclipsing⁸ road accidents, cancer and coronary heart disease. I've seen men made fragile and insecure by a distorted⁹ sense of what constitutes male success. Men don't have the benefits of equality either.

4. A "counterpart" is a person or shares a similar role as another.

5. a representative or messenger

6. **Inadvertent** (*adjective*): not intended or planned

7. manly or masculine in a very noticeable or exaggerated way

8. surpassing

We don't often talk about men being imprisoned by gender stereotypes¹⁰ but I can see that that they are and that when they are free, things will change for women as a natural consequence.

If men don't have to be aggressive in order to be accepted women won't feel compelled¹¹ to be submissive.¹² If men don't have to control, women won't have to be controlled.

Both men and women should feel free to be sensitive. Both men and women should feel free to be strong... It is time that we all perceive gender on a spectrum¹³ not as two opposing sets of ideals.

[25] If we stop defining each other by what we are not and start defining ourselves by what we are—we can all be freer and this is what HeForShe is about. It's about freedom.

I want men to take up this mantle.¹⁴ So their daughters, sisters and mothers can be free from prejudice but also so that their sons have permission to be vulnerable and human too—reclaim those parts of themselves they abandoned and in doing so be a more true and complete version of themselves.

You might be thinking who is this Harry Potter girl? And what is she doing up on stage at the UN. It's a good question and trust me, I have been asking myself the same thing. I don't know if I am qualified to be here. All I know is that I care about this problem. And I want to make it better.

And having seen what I've seen—and given the chance—I feel it is my duty to say something. English Statesman¹⁵ Edmund Burke said: "All that is needed for the forces of evil to triumph is for enough good men and women to do nothing."

In my nervousness for this speech and in my moments of doubt I've told myself firmly—if not me, who, if not now, when. If you have similar doubts when opportunities are presented to you I hope those words might be helpful.

[30] Because the reality is that if we do nothing it will take 75 years, or for me to be nearly a hundred before women can expect to be paid the same as men for the same work. 15.5 million girls will be married in the next 16 years as children. And at current rates it won't be until 2086 before all rural African girls will be able to receive a secondary education.

If you believe in equality, you might be one of those inadvertent feminists I spoke of earlier.

And for this I applaud you.

We are struggling for a uniting word but the good news is we have a uniting movement. It is called HeForShe. I am inviting you to step forward, to be seen to speak up, to be the "he" for "she". And to ask yourself if not me, who? If not now, when?

-
9. **Distort (verb):** to twist something out of its original shape, form, or meaning
 10. **Stereotype (noun):** a widely held but fixed and oversimplified image or idea of a type of person or thing
 11. **Compel (verb):** to force
 12. **Submissive (adjective):** willing to obey someone else
 13. Used to classify something, or suggest that it can be classified, in terms of its position on a scale between two extreme or opposite points.
 14. an important role or responsibility that passes from one person to another
 15. a skilled, experienced, and respected political leader or figure

Thank you.

Emma Watson's United Nations: "HeForShe: Gender Equality is Your Issue, Too" Speech by Emma Watson is in the public domain.

Text-Dependent Questions

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

1. PART A: Which statement identifies the central idea of the text?
 - A. The term “feminism” to describe the movement of gender equality is too strong a word, which is why Emma Watson has adopted the term “HeForShe.”
 - B. Emma Watson believes that gender inequality should not only be a concern for women, but men as well.
 - C. Gender inequality is an issue that effects women alone, as women have been denied equal rights and men have not.
 - D. The help of men in achieving gender equality is necessary because their voices and opinions are more respected than women’s.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. “I was appointed six months ago and the more I have spoken about feminism the more I have realized that fighting for women’s rights has too often become synonymous with man-hating.” (Paragraph 4)
 - B. “I started questioning gender-based assumptions when at eight I was confused at being called ‘bossy,’ because I wanted to direct the plays we would put on for our parents—but the boys were not.” (Paragraph 6)
 - C. “How can we affect change in the world when only half of it is invited or feel welcome to participate in the conversation?” (Paragraph 18)
 - D. “I’ve seen men made fragile and insecure by a distorted sense of what constitutes male success. Men don’t have the benefits of equality either.” (Paragraph 21)

3. PART A: How do the experiences of men with gender inequality compare to women?
 - A. Men are more privileged than women but are still negatively impacted by gender stereotypes.
 - B. Men do not experience society’s gender expectations until later in life, while women experience them from girlhood.
 - C. Men are more accepting of gender inequality than women because they have monetary advantages and this is something that is unlikely to change.
 - D. Men are less likely than women to help end gender inequality because they would lose some of their rights to women.

4. PART B: Which quote from the text best supports the answer to Part A?
 - A. “This is the first campaign of its kind at the UN: we want to try and galvanize as many men and boys as possible to be advocates for gender equality.” (Paragraph 3)
 - B. “When at 15 my girlfriends started dropping out of their sports teams because they didn’t want to appear ‘muscly.’” (Paragraph 8)
 - C. “We don’t often talk about men being imprisoned by gender stereotypes but I can see that that they are and that when they are free, things will change for women as a natural consequence.” (Paragraph 22)
 - D. “Because the reality is that if we do nothing it will take 75 years, or for me to be nearly a hundred before women can expect to be paid the same as men for the same work.” (Paragraph 30)

5. What is the impact of Emma Watson sharing her own experiences with inequality, as a woman?

Name: _____ Class: _____

Invictus

By William Ernest Henley
1875

William Ernest Henley (1849-1903) was an English poet, critic, and editor. The following poem, published in 1875, is his best known work, which he wrote just after the amputation of his foot due to tuberculosis.¹ As you read, take notes on the poem's form and how it contributes to the tone of the speaker.

[1] Out of the night that covers me,
Black as the pit from pole to pole,
I thank whatever gods may be
For my unconquerable² soul.

[5] In the fell³ clutch of circumstance
I have not winced nor cried aloud.
Under the bludgeonings⁴ of chance
My head is bloody, but unbowed.

[10] Beyond this place of wrath⁵ and tears
Looms⁶ but the Horror of the shade,
And yet the menace⁷ of the years
Finds and shall find me unafraid.

[15] It matters not how strait⁸ the gate,
How charged with punishments the scroll,
I am the master of my fate,
I am the captain of my soul.



"I am the master of my fate, I am the captain of my soul" by Aristocrats-hat is licensed under CC BY-NC-ND 2.0.

Invictus by William Ernest Henley is in the public domain.

1. a disease caused by bacterial infection
2. **Unconquerable (adjective):** unable to be defeated
3. fierce, cruel, or terrible
4. beatings
5. **Wrath (noun):** violent anger
6. **Loom (verb):** to appear in a large, strange, or frightening form
7. **Menace (noun):** a threat
8. narrow (archaic)

Text-Dependent Questions

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

1. Which of the following best describes a central theme of the text?
 - A. Identity is important to building self-confidence.
 - B. Independence means refusing to follow anyone else's rules or laws.
 - C. Resilience is the ability to keep going and to refuse to give up.
 - D. Sacrifice is necessary to make someone a hero.

2. How does the poem's use of darkness in its imagery contribute to the text's overall meaning?
 - A. The poem describes night covering the earth from "pole to pole" (line 2), suggesting that the speaker's outlook on the world is very bleak and hopeless.
 - B. The poem describes "night" (line 1) covering the speaker, symbolic of the adversity and/or suffering he faces.
 - C. The poem describes "the Horror of the shade" (line 10), suggesting that the speaker's hard times are only temporary.
 - D. The poem describes a dark "place of wrath and tears" (line 9), implying that the speaker is overcome by his depression.

3. PART A: Given the context of the poem, what does the title word "Invictus" most likely mean?
 - A. Careless
 - B. Lucky
 - C. Unfortunate
 - D. Undefeated

4. PART B: Which of the following quotes best supports the answer to Part A?
 - A. "I thank whatever gods may be / For my unconquerable soul." (Lines 3-4)
 - B. "In the fell clutch of circumstance / ...Under the bludgeonings of chance" (Lines 5-7)
 - C. "Beyond this place of wrath and tears / Looms but the Horror of the shade" (Lines 9-10)
 - D. "It matters not how strait the gate, / How charged with punishments the scroll" (Lines 13-14)

5. How does the poem's rhyme scheme and meter develop the tone?

Discussion Questions

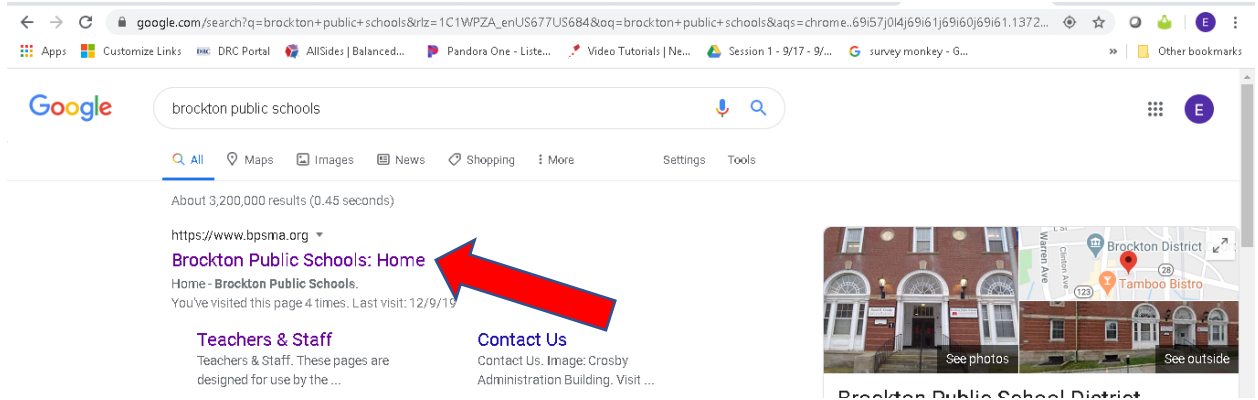
Directions: *Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.*

1. How do you think the author would feel about receiving help from others? Cite the text in your answer.
2. In the context of this poem, how does a person overcome adversity? Cite evidence from this poem, your own experience, and other literature or art in your answer.
3. Do you think it is a good thing or a bad thing to rely on others in the face of adversity?
4. Can we ever truly be independent? Explain your answer.
5. There seems to be some tension in this text: the author claims to control his own life, yet he is subjected to the cruelty of chance and feels threatened by the future. Discuss this tension. According to the author, how can we be the “master of our fate” when there are circumstances beyond our control?
6. Do you believe that people can truly be “the master of [their] fate”? Is there really no such thing as destiny? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

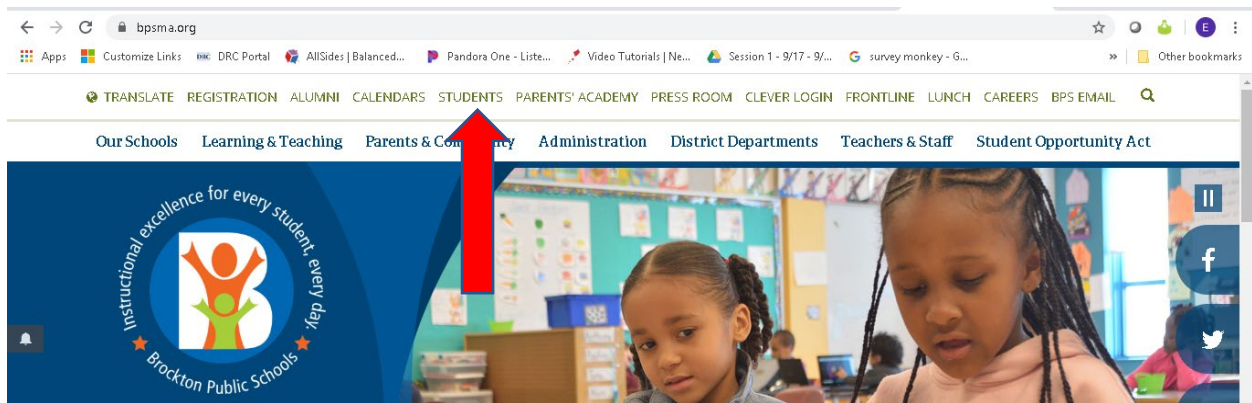
How to Log on to Power Up from Home

(For only Ashfield, South and Davis 6-8 students)

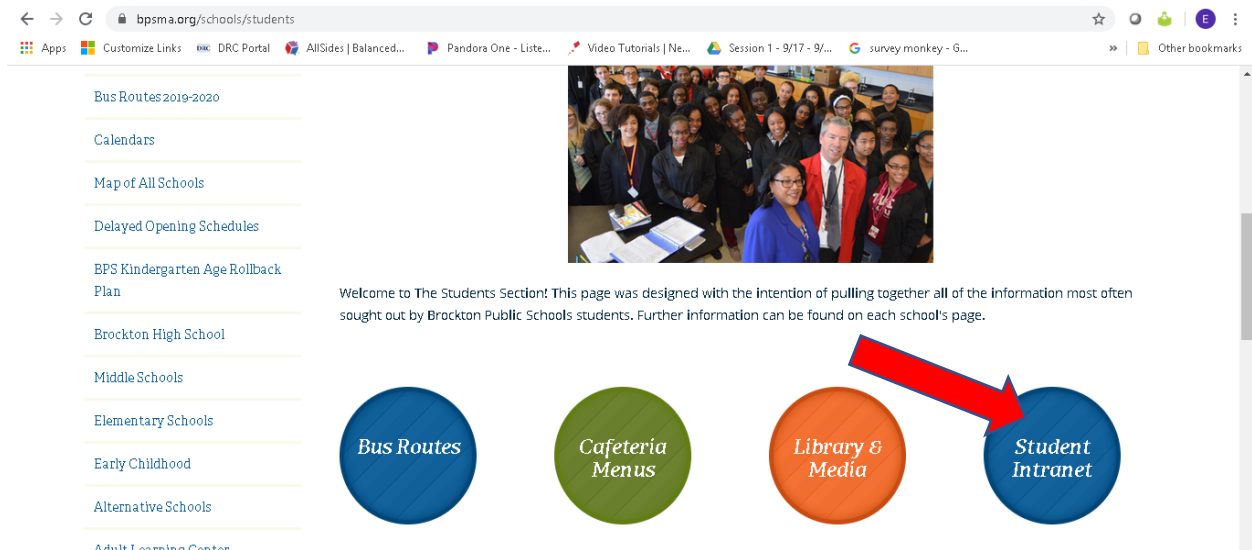
Log on to **Google** and search for **Brockton Public Schools** and go to the **home page**.



Choose the **Students** tab.



Scroll to the bottom of the page and choose **Student Intranet**



Choose ELA

Choose Power Up

Choose **Student** and log in with their **six-digit lunch number** for both the username and password.

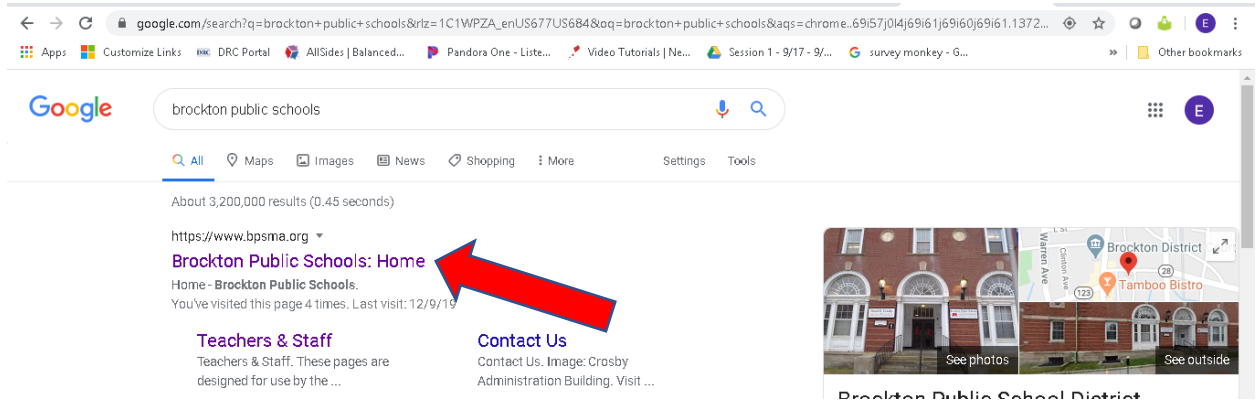
Students are urged to complete their word study minutes on Monday, Grammar minutes on Tuesday, Reading Comprehension on Wednesday and Thursday and the topic of their choice on Friday.

The image shows a dashboard with four vertical cards on a dark blue background. Each card has a colored header, a circular progress indicator at the top, and a timer at the bottom. The cards are: 1. Word Study (blue header, blue background, timer: 35 min left, goal: 35 min). 2. Grammar (green header, green background, timer: 35 min left, goal: 35 min). 3. Comprehension (orange header, orange background, timer: 35 min left, goal: 35 min). 4. Your Progress (yellow header, yellow background, timer: 35 min left, goal: 35 min). Each card also features a circular icon representing the subject: a magnifying glass over a globe for Word Study, a man thinking for Grammar, a person reading for Comprehension, and a trophy for Your Progress.

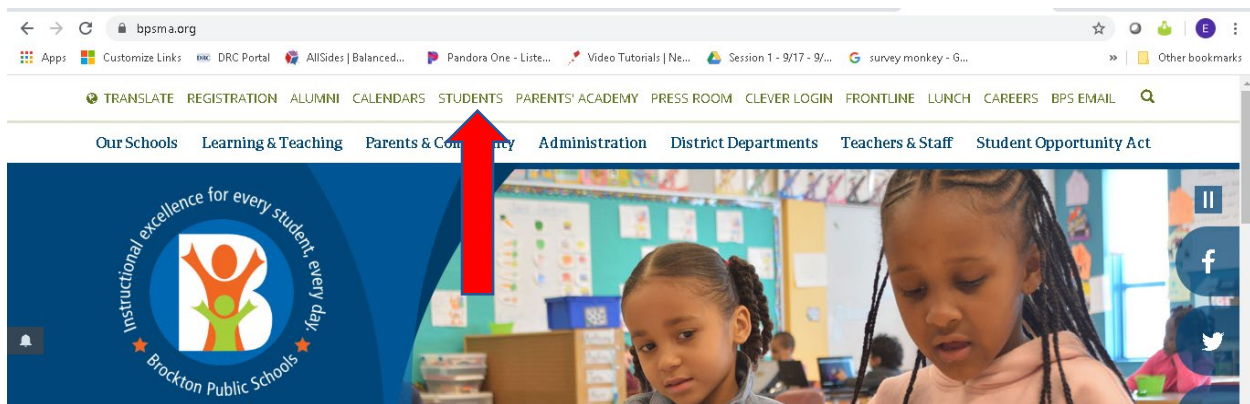
Subject	Progress	Time Left	Goal
Word Study	0	35 min left	35 min
Grammar	0	35 min left	35 min
Comprehension	0	35 min left	35 min
Your Progress	0	35 min left	35 min

How to Log on to Clever from Home to Access Amplify READING Curriculum

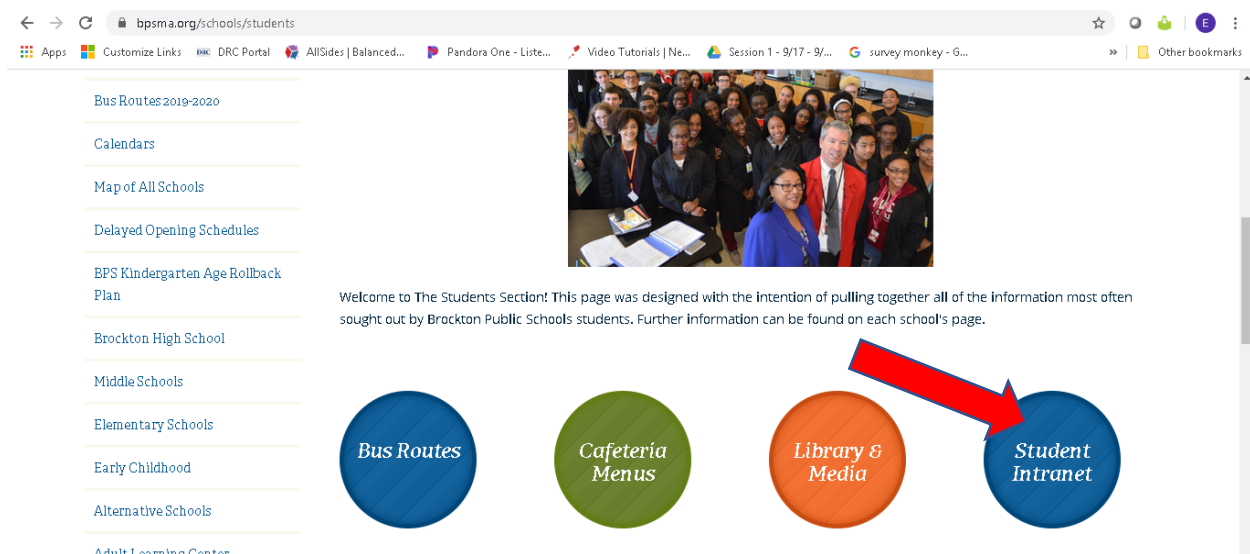
Log on to **Google** and search for **Brockton Public Schools** and go to the **home page**.



Choose the **Students tab**.



Scroll to the bottom of the page and choose **Student Intranet**



Choose Clever.

The screenshot shows the BPS Student Intranet home page. The browser address bar displays "studentintranet.bpsma.org". The page header includes "BPS Student Intranet" and links for "Infinite Campus", "Email", and "BPS Website". A left sidebar lists navigation options: Home, ELA, Math, Reading, Science, Social Science, BPS Website, and Nutrition Survey. The main content area, titled "Home", features four large circular icons: "Destiny" (a tree), "Clever" (a blue circle with a white 'C'), "Infinite Campus" (a green circle with a white 'i'), and "Office 365" (an orange circle with a white 'O'). A red arrow points to the Clever icon.

Choose Amplify Curriculum

The screenshot shows the Clever portal for Brockton Public Schools. The browser address bar displays "clever.com/in/brockton/staff/portal". The page header includes the Clever logo, "Brockton Public Schools", a search bar, and a "Portal" link. A left sidebar lists navigation options: WHAT IS TRENDING..., ELA, MATH, SCIENCE, SOCIAL SCIENCE, At Home Resources, ENRICHMENT, STAFF DATA APPLICATIONS, and BPS HOME. The main content area, titled "WHAT IS TRENDING...", displays a grid of application icons. A red arrow points to the Amplify Curriculum icon, which is an orange square with the word "Amplify" in white.

Choose the hamburger menu in the top left corner.

The screenshot shows the Amplify ELA interface. The browser address bar displays "AmplifyELA > All Units". The page header includes the Amplify logo and "All Units". The main content area displays "8th Grade" with a dropdown arrow. A red arrow points to the hamburger menu icon in the top left corner.

Click in "Go To My Account"

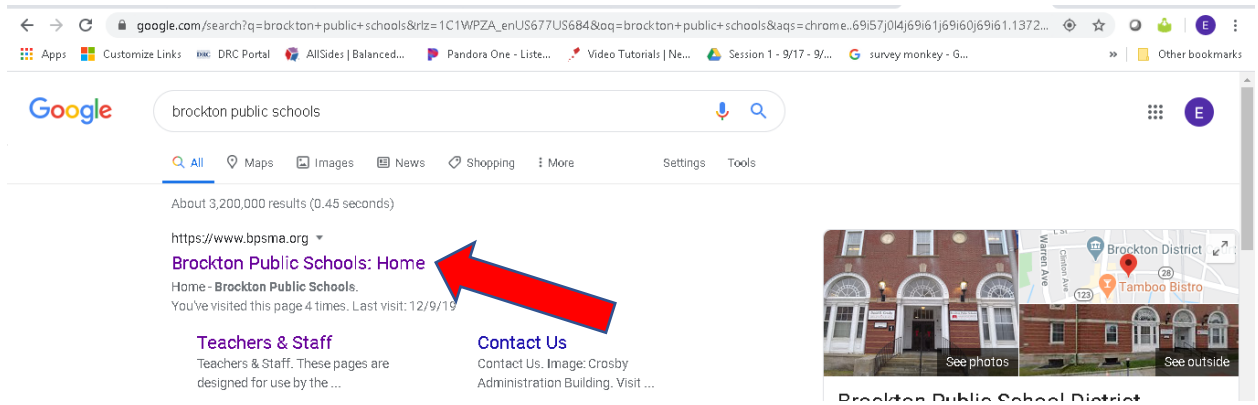
The screenshot shows the AmplifyELA user interface. At the top right, it says "AmplifyELA > All Units" and "8th Grade" with a dropdown arrow. On the left, a user profile dropdown menu is open, showing the user's name "Hello KELLY SILVA" and email "kellycoopersilva@bpsma.org". Below the name are "Log Out" and "Go To My Account" with a gear icon. A red arrow points to the "Go To My Account" option. Below the menu are icons for "Amplify ELA", "Tools", "Classwork", and "Library". The main content area shows two lesson cards: one with a colorful abstract image and another with a portrait of a man.

Click on Reading 6-8

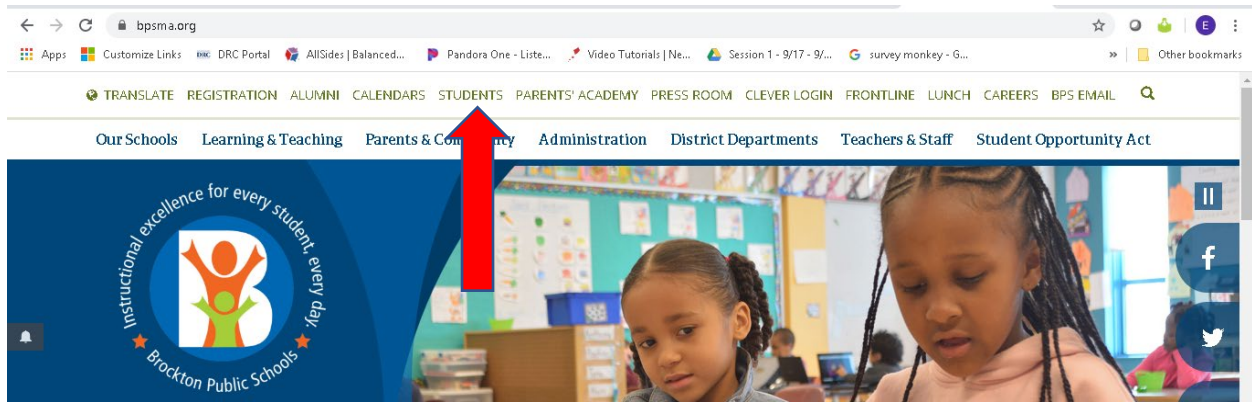
A close-up of a button labeled "Reading 6-8". The button has a rounded rectangular shape and a light gray background. On the left side of the button is a circular icon containing a stylized figure in a red hood. The text "Reading 6-8" is positioned to the right of the icon.

How to Log on to **READ 180** from Home

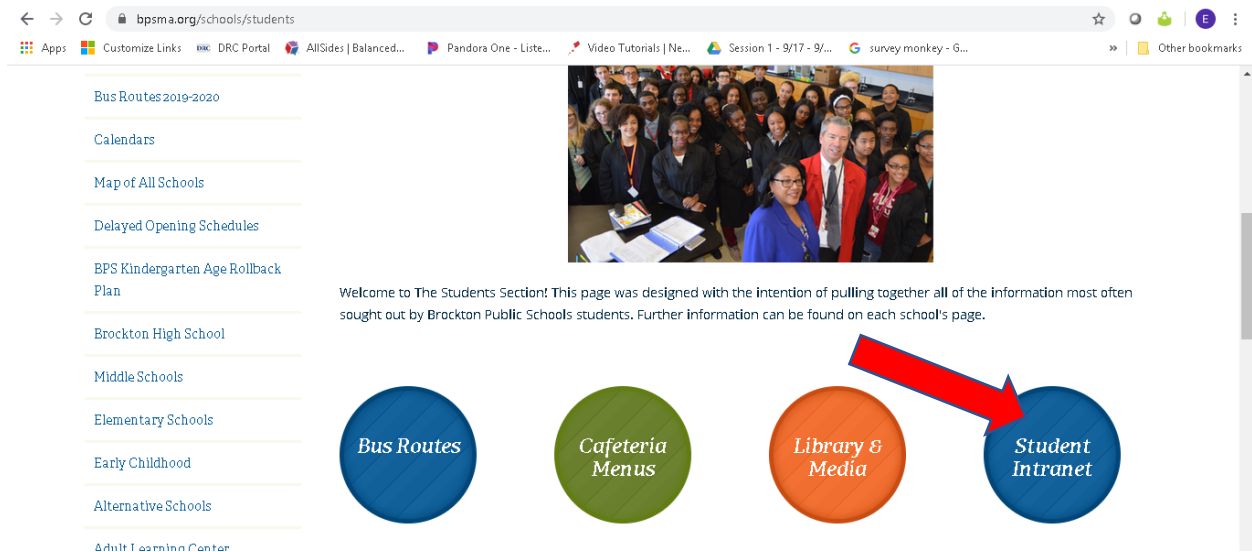
Log on to **Google** and search for **Brockton Public Schools** and go to the **home page**.



Choose the **Students** tab.

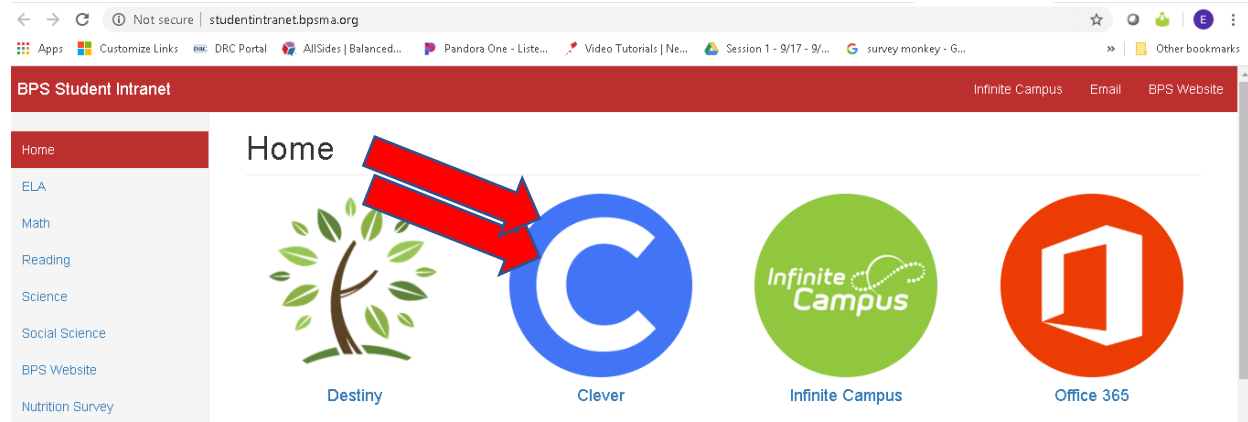


Scroll to the bottom of the page and choose **Student Intranet**

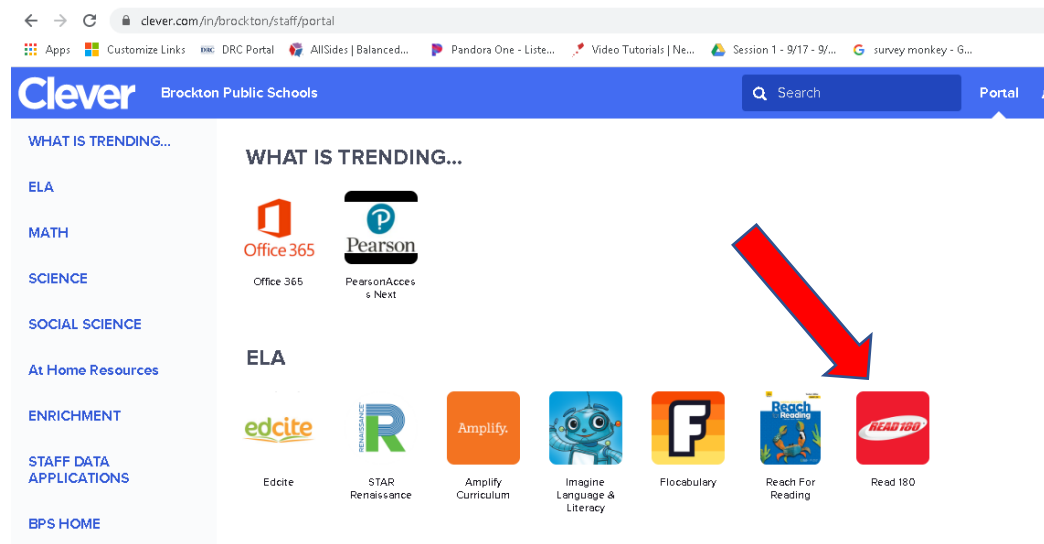


Choose **Clever**. Students will have to log on with their Username: 6-digit lunch number @bpsma.org and the password is their 8-digit birthday bps1920

Example: Username: 123456@bpsma.org Password: 06142007bps1920



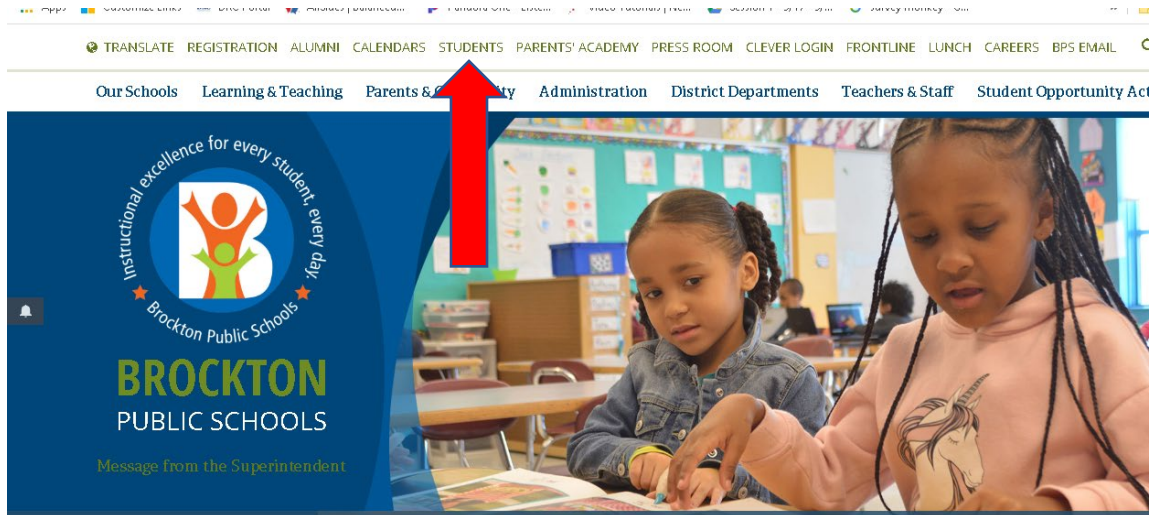
Choose **READ 180**



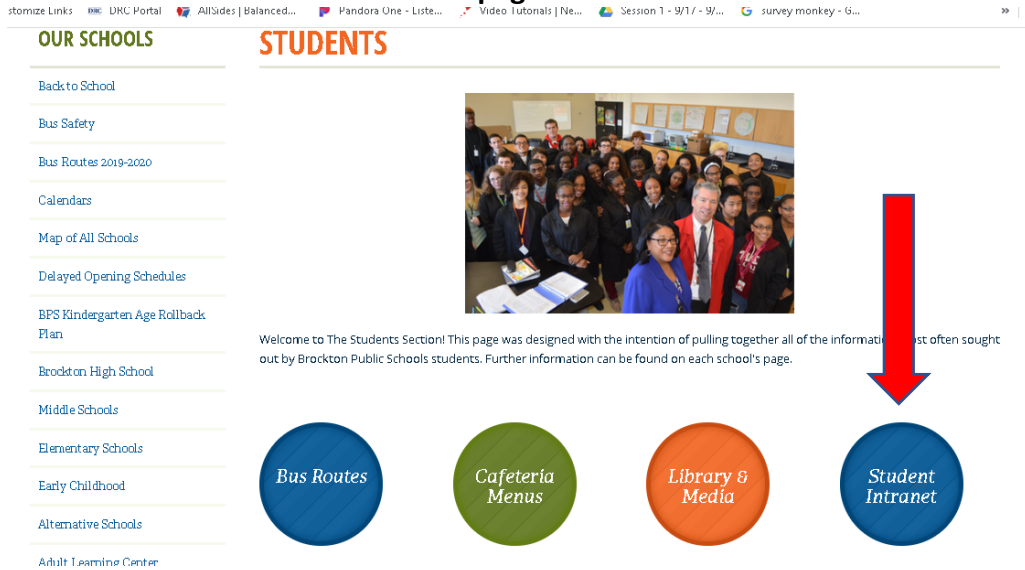
Log on with the username: 6-digit lunch number (123456) and the password: 6-digit lunch number followed by their first and last initials. (123456am)

Directions for Students to Access Common Lit. from Home

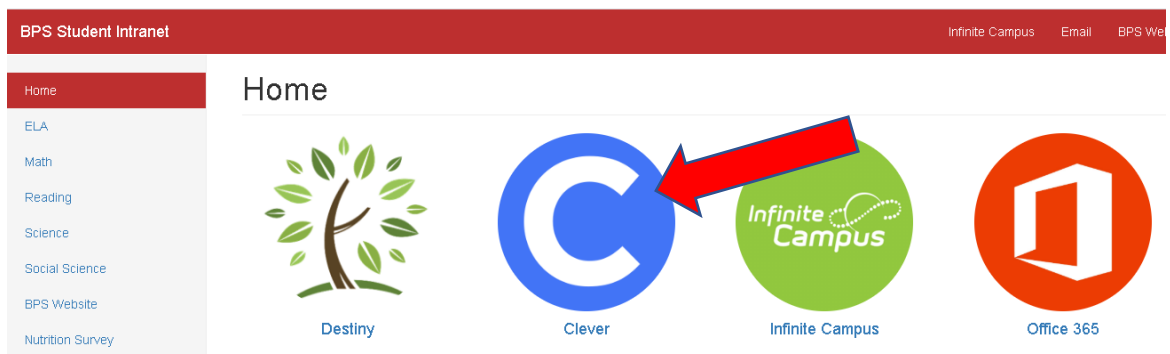
1. Go to the BPS website and choose Students.



2. Scroll to the bottom of the student page and choose the blue Student Intranet button.

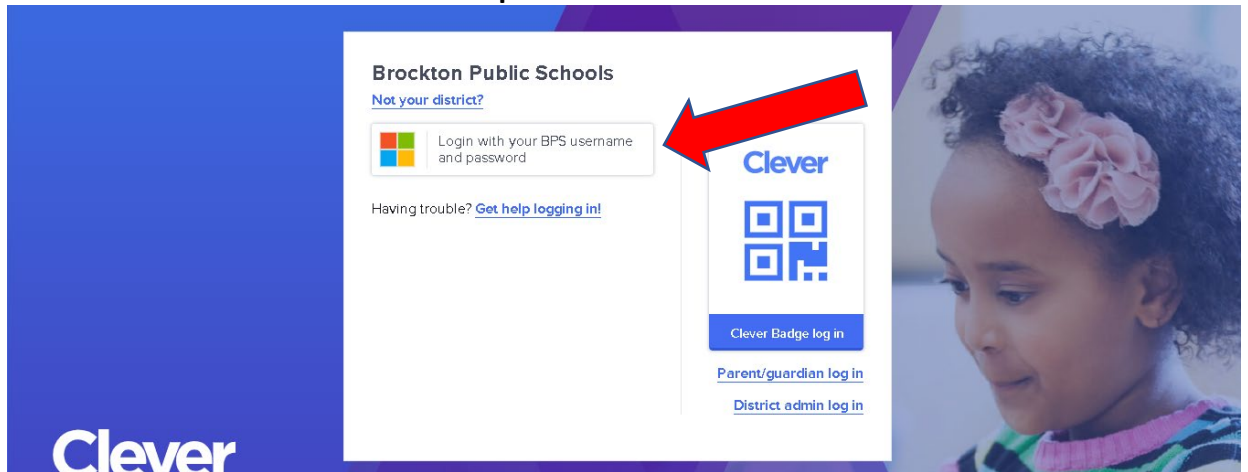


3. Choose the Clever button.

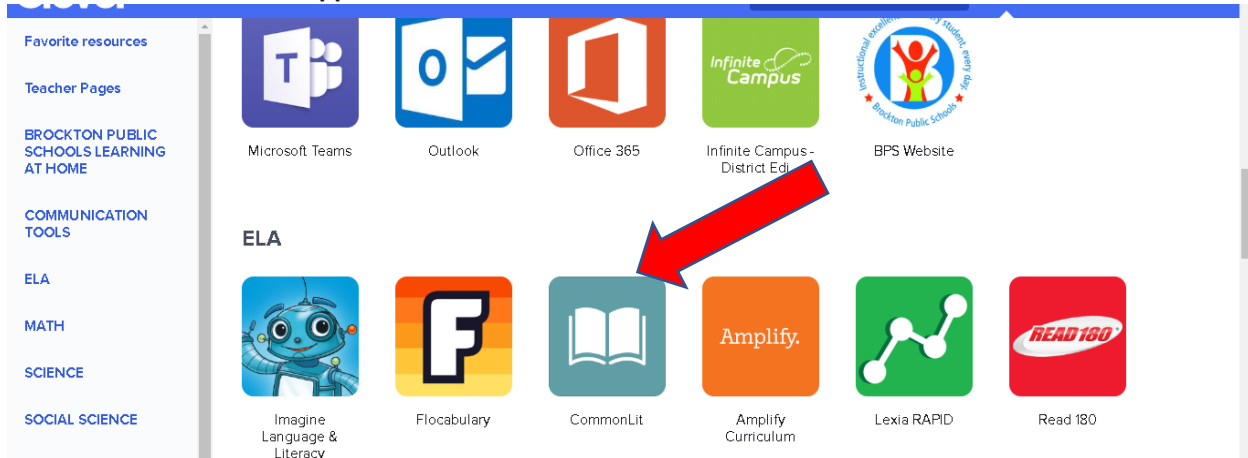


4. Log In with your BPS username and password. Your username is your 6-digit lunch number and your password is your 8-digit birthdaybps1920.

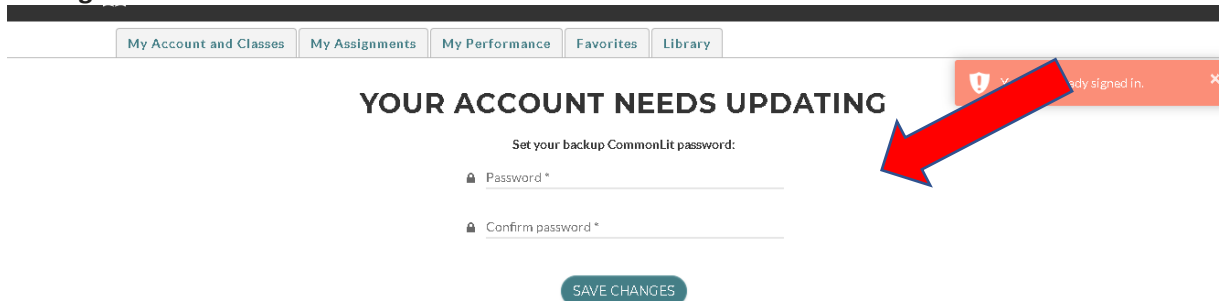
Example: password: 123456
 Username: 12052007bps1920



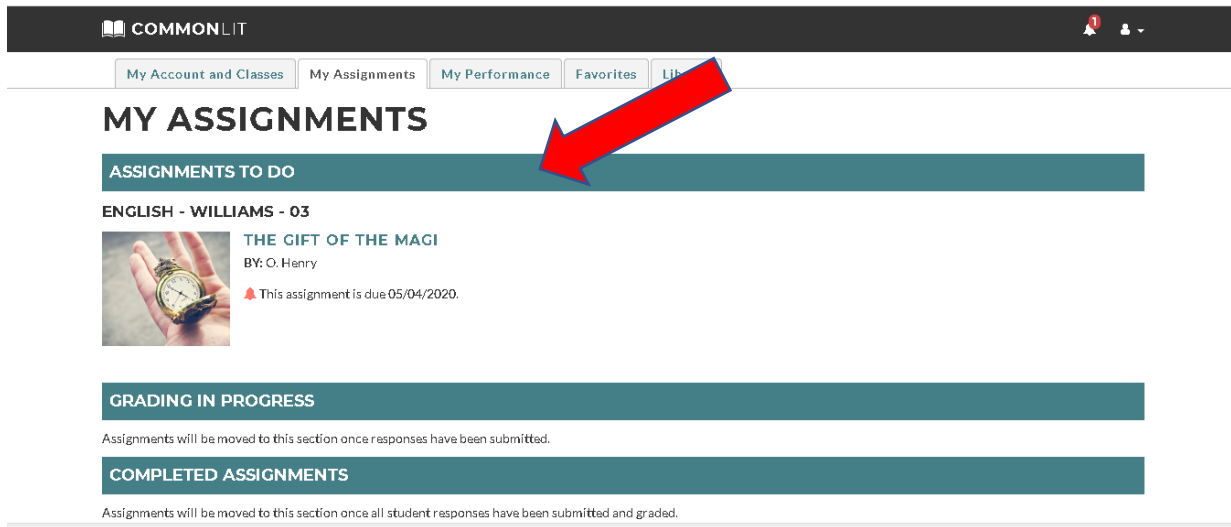
5. Choose the Common Lit app.



6. You will see "Your Account Needs Updating" will asked to set a backup password so you can access your account even in the case of a Clever outage or issue. You will never be asked to do that again.



7. Once you do that, you will be let into the Common Lit and you can do your assignment. Under the heading **ASSIGNMENTS TO DO**.



The screenshot shows the Common Lit interface. At the top, there is a dark navigation bar with the 'COMMON LIT' logo and user profile icons. Below this is a menu with tabs for 'My Account and Classes', 'My Assignments', 'My Performance', 'Favorites', and 'Lit'. The main heading is 'MY ASSIGNMENTS'. Underneath, there are three sections: 'ASSIGNMENTS TO DO', 'GRADING IN PROGRESS', and 'COMPLETED ASSIGNMENTS'. A red arrow points to the 'ASSIGNMENTS TO DO' section. Under this section, there is a card for 'ENGLISH - WILLIAMS - 03' featuring 'THE GIFT OF THE MAGI' by O. Henry. A red triangle icon indicates that the assignment is due on 05/04/2020. The 'GRADING IN PROGRESS' and 'COMPLETED ASSIGNMENTS' sections contain explanatory text about when assignments will be moved to those categories.

Good luck!