



Norfolk Public Schools
The cornerstone of a proudly diverse community

English 8th



Phase III
April 27 to May 15, 2020

Name:

School:

Teacher:

NPS Curriculum & Instruction

This page is intentionally blank.

#NPS LITERACY
 STRATEGIC.
 AUTHENTIC.
 ENGAGED.

NPS English Office

Learning in Place 2020/Phase III

8th Grade



Theme	Passion: How can my passion fuel my future?
Daily Reading	READ 14.2: Each day read for 15 minutes, something of choice, and complete the reading log including the title of the book/text, the number of pages read, and a hashtag summary of what was read. The reading log is on the back of this sheet. A sample entry is included.
Daily Writing	Three times a week , reflect on how our theme of passion connects to current events by journaling your thoughts and feelings about one or more of the questions listed here: Where do you want to go in life and what do you want to do? How will you achieve it? Have you passed up on any chances that you now regret? What were they? What have you learned in life that will be most useful? We all have more time on our hands nowadays than before, what are you doing right now to work towards your goals?
Making Thinking Visible	For the fiction and nonfiction texts, annotate each paragraph thoroughly either on a printed version or on a separate sheet of paper by writing a hashtag summary or sketchnoting/doodling something that captures the key information of each paragraph and writing one inference that you can make from that paragraph. Remember that an inference is a conclusion you make based on what you read + what you already know! For all poems, annotate each stanza (if not written in stanzas, for every five lines) by paraphrasing the stanza or set of lines, writing one inference per stanza or set of lines, and identifying and explaining the meaning of three examples of figurative language from the poem.

April 27-May 1

Weekly Reading	Additional Tasks	Response to Text Question (Write 1-2 pages.)
“If” Rudyard Kipling “Mother to Son” Langston Hughes	Answer the questions that accompany “Mother to Son” as well as the Paired Passage Questions.	How do we achieve our future goals and/or dreams? How does circumstance, status, and identity factor into achieving your future goals? In the context of this poem, how do people overcome adversity? Cite evidence from your own experience, and other literature that you have read, in your answer.

May 4-8

Weekly Reading	Additional Tasks	Response to Text Question (Write 1-2 pages.)
Madame CJ Walker biography entry “Invictus” William Ernest Henley	Answer Constructed Response Questions that go with the biography of Madame CJ Walker.	Write about a goal you really would like to accomplish in your life. Explain how others could be affected by what you do.

May 11-15

Weekly Reading	Additional Tasks	Response to Text Question (Write 1-2 pages.)
“The Road Not Taken” Robert Frost “Sadie and Maude” Gwendolyn Brooks	Answer Paired Passage Questions	How are the two poems relevant to today’s youth? What road will you take?

Name: _____ Class: _____

If*By Rudyard Kipling (1910)*

Rudyard Kipling (1865-1939) was an English short story writer, poet, and novelist. He is best known for The Jungle Book (1894). As Kipling was writing in Victorian England, "If" (1910) may be representative of the ideal qualities of a "proper Englishman" during that time.



If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise:

Paraphrase of lines 1-4
If you can stay calm when everyone else is panicking and understand when people doubt even if you don't.

If you can dream—and not make dreams your master;
If you can think—and not make thoughts your aim;
If you can meet with Triumph and Disaster
And treat those two impostors just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves¹ to make a trap for fools,
Or watch the things you gave your life to, broken,

¹ A dishonest man



And stoop and build 'em up with worn-out tools:

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and sinew²
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: 'Hold on!'

If you can talk with crowds and keep your virtue,
Or walk with Kings—nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And—which is more—you'll be a Man, my son!

© 1910 Doubleday, Page & Company.

"If" by Rudyard Kipling first published in *Rewards and Fairies*.

This text is in the public domain.

² Tissue that connects muscle to bone

After reading the poem, complete the following constructed response questions.

Mother to Son BY LANGSTON HUGHES

Well, son, I'll tell you:
Life for me ain't been no crystal stair.
It's had tacks in it,
And splinters,
And boards torn up,
And places with no carpet on the floor—
Bare.
But all the time
I've been a-climbin' on,
And reachin' landin's,
And turnin' corners,
And sometimes goin' in the dark
Where there ain't been no light.
So boy, don't you turn back.
Don't you set down on the steps
'Cause you finds it's kinder hard.
Don't you fall now—
For I've still goin', honey,
I've still climbin',
And life for me ain't been no crystal stair.



1. The speaker says, “life for me ain’t been no crystal stair” (Line 20). What would a crystal staircase be — both literally and figuratively?
2. What advice does the speaker give to her son regarding a quality for achieving his future aspiration(s)? How does the speaker's advice impact what you believe your future holds for you?
3. In the context of this poem what does the word perseverance mean? What qualities do you believe you need to prepare for your future?
4. What are your future goals and/or dreams? In your opinion, do all Americans have equal access to obtaining their future goals and dreams? What are some of the factors that could make it easier or harder to achieve your future goals and/or dreams?

"Mother to Son" by Langston Hughes and "If" by Rudyard Kipling

Paired passage questions.

1. Compare and contrast "Mother to Son" and "If".
2. How does each parent show the love for their sons in each poem?
3. What advice could you take from each poem?
4. Which parent seems more concerned than the other? Why?
5. Are the poems suitable for today? Could a mother and father give the same advice to their sons in 2020? Why or why not?
6. Choose one celebrity who has made a few poor choices and offer parenting advice to him or her based on the perspective of one of the parents in the poem.
7. Draw an image of one of the poems.
8. Create a dialogue between the son and his mother or the son and his father.
How would the son respond?
9. What is a theme that society could use from these poems?
10. How could a child use this advice to *further* their dreams?



Madam C.J. Walker Biography Civil Rights Activist, Philanthropist, Entrepreneur (1867–1919)

Madam C.J. Walker, born Sarah Breedlove on December 23, 1867, near Delta, Louisiana, created specialized hair products for African-American hair and was one of the first American women to become a self-made millionaire. After suffering from a scalp ailment that resulted in her own hair loss, she invented a line of African-American hair care products in 1905. She promoted her products by traveling around the country giving lecture demonstrations and eventually established Madame C.J. Walker Laboratories to manufacture cosmetics and train sales beauticians. Her savvy business intelligence led her to be one of the first American women to become a self-made millionaire. She was also known for her philanthropic endeavors including donating the largest amount of money by an African-American toward the construction of an Indianapolis YMCA in 1913.

Early Life

Madam C.J. Walker was born Sarah Breedlove on December 23, 1867, on a cotton plantation near Delta, Louisiana. Her parents, Owen and Minerva, were recently freed slaves, and Sarah, who was their fifth child, was the first in her family to be free-born. Minerva Breedlove died in 1874 and Owen passed away the following year, both due to unknown causes, and Sarah became an orphan at the age of 7. After her parents' passing, Sarah was sent to live with her sister, Louvinia, and her brother-in-law. The three moved to Vicksburg, Mississippi, in 1877, where Sarah picked cotton and was likely employed doing household work, although no documentation exists verifying her employment at the time.

At age 14, to escape both her oppressive working environment and the frequent mistreatment she endured at the hands of her brother-in-law, Sarah married a man named Moses McWilliams. On June 6, 1885, Sarah gave birth to a daughter, A'Lelia. When Moses died two years later, Sarah and A'Lelia moved to St. Louis, where Sarah's brothers had established themselves as barbers. There, Sarah found work as a washerwoman, earning \$1.50 a day—enough to send her daughter to the city's public schools. She also attended public night school whenever she could. While in St. Louis, Breedlove met her second husband Charles J. Walker, who worked in advertising and would later help promote her hair care business.

Early Entrepreneurship

During the 1890s, Sarah Breedlove developed a scalp disorder that caused her to lose much of her hair, and she began to experiment with both home remedies and store-bought hair care treatments in an attempt to improve her condition. In 1905, Breedlove was hired as a commission agent by Annie Turnbo Malone—a successful, black, hair care product entrepreneur—and she moved to Denver, Colorado. While there, Breedlove's husband Charles helped her create advertisements for a hair care treatment for African Americans that she was perfecting. Her husband also encouraged her to use the more recognizable name "Madam C.J. Walker," by which she was thereafter known.

In 1907, Walker and her husband traveled around the South and Southeast promoting her products and giving lecture demonstrations of her "Walker Method"—involving her own formula for pomade, brushing and the use of heated combs.

Success and Philanthropy

As profits continued to grow, in 1908 Walker opened a factory and a beauty school in Pittsburgh, and by 1910, when Walker transferred her business operations to Indianapolis, the Madame C.J. Walker Manufacturing Company had become wildly successful, with profits that were the modern-day equivalent of several million dollars. In Indianapolis, the company not only manufactured cosmetics, but trained sales beauticians. These "Walker Agents" became well known throughout the black communities of the United States. In turn, they promoted Walker's philosophy of "cleanliness and loveliness" as a means of advancing the status of African Americans. An innovator, Walker organized clubs and conventions for her representatives, which recognized not only successful sales, but also philanthropic and educational efforts among African-Americans.

In 1913, Walker and Charles divorced, and she traveled throughout Latin America and the Caribbean promoting her business and recruiting others to teach her hair care methods. While her mother traveled, A'Lelia Walker helped facilitate the purchase of property in Harlem, New York, recognizing that the area would be an important base for future business operations. In 1916, upon returning from her travels, Walker moved to her new townhouse in Harlem. From there, she would continue to operate her business, while leaving the day-to-day operations of her factory in Indianapolis to its forelady. Walker quickly immersed herself in Harlem's social and political culture.

She founded philanthropies that included educational scholarships and donations to homes for the elderly, the National Association for the Advancement of Colored People, and the National Conference on Lynching, among other organizations focused on improving the lives of African-Americans. She also donated the largest amount of money by an African-American toward the construction of an Indianapolis YMCA in 1913.

Death and Legacy

Madam C.J. Walker died of hypertension on May 25, 1919, at age 51, at the estate home she had built for herself in Irvington-on-Hudson, New York. At the time of her death, Walker was sole owner of her business, which was valued at more than \$1 million. Her personal fortune was estimated at between \$600,000 and \$700,000.

Today, Walker is widely credited as one of the first American women to become a self-made millionaire. Walker left one-third of her estate to her daughter, A'Lelia Walker—who would also become well-known as an important part of the cultural Harlem Renaissance—and the remainder to various charities. Walker's funeral took place at her home, Villa Lewaro, in Irvington-on-Hudson, which was designated a National Historic Landmark, and she was buried at Woodlawn Cemetery in the Bronx, New York.

In 1927, the Walker Building, an arts center that Walker had begun work on before her death, was opened in Indianapolis. An important African-American cultural center for decades, it is now a registered National Historic Landmark. In 1998, the United States Postal Service issued a stamp of Madame C.J. Walker as part of its "Black Heritage" series.

Constructed Responses

1. Based on the content of the text, what was Madam C.J. Walker's motivation for inventing hair care products? Do you think her invention impacted the lives of people today? Explain why or why not.
2. In what ways did Madam C.J. Walker support her communities?
3. What were some of Madam C.J Walker's essential qualities for being a successful businessperson? Explain why you believe those qualities that you indicated are essential.
4. Madam C.J. Walker was born approximately two year post slavery. Explain what kind of odds do you believe Madam C.J. Walker had to face to become a successful businesswoman?

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)

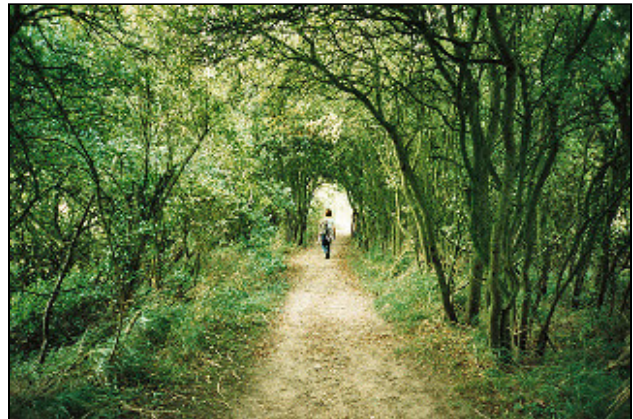
Name: _____ Class: _____

The Road Not Taken

By Robert Frost
1916

Robert Frost (1874-1963) was one of the most popular and critically respected American poets in recent history. His poems often discuss rural scenes from the New England countryside. "The Road Not Taken" is one of Frost's most frequently cited poems. As you read the poem, identify the imagery the speaker uses to describe the setting.

- [1] Two roads diverged¹ in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
[5] To where it bent in the undergrowth;²
- Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted³ wear;
Though as for that the passing there
[10] Had worn them really about the same,
- And both that morning equally lay
In leaves no step had trodden⁴ black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
[15] I doubted if I should ever come back.
- I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
[20] And that has made all the difference.



"The Enchanted Wood" by slimmer_jimmer is licensed under CC BY-NC-ND 2.0.

The Road Not Taken by Robert Frost is in the public domain.

-
1. **Diverge (verb):** to separate from another route or go in a different direction
 2. a dense growth of shrubs and other plants, especially under trees in woodland
 3. lacked
 4. **Tread (verb):** to walk or step

Name: _____ Class: _____

Sadie and Maud

By Gwendolyn Brooks
1963

Gwendolyn Brooks (1917-2000) was an American poet, author, and teacher. She was also the first African-American woman to receive the Pulitzer Prize for Poetry on May 1, 1950. In this poem, Brooks explores two sisters whose lives dramatically differ due to the choices they make. As you read, take note of how Sadie and Maud's choices differ and the effect this has on their happiness.

- [1] Maud went to college.
Sadie stayed home.
Sadie scraped life
With a fine-tooth comb.
- [5] She didn't leave a tangle in.
Her comb found every strand.
Sadie was one of the livingest chicks
In all the land.

- Sadie bore two babies
[10] Under her maiden name.
Maud and Ma and Papa
Nearly died of shame.

- When Sadie said her last so-long
Her girls struck out from home.
[15] (Sadie left as heritage¹
Her fine-tooth comb.)

- Maud, who went to college,
Is a thin brown mouse.
She is living all alone
[20] In this old house.



"Two African American women sitting on the living room floor" by simpleinsomnia is licensed under CC BY 2.0.

"Sadie and Maud" from Selected Poems by Gwendolyn Brooks, published by Harpers. © 1963 by Gwendolyn Brooks. Used by permission of Brooks Permissions. All rights reserved.

1. property that is or may be inherited

Paired Passages: "The Road Not Taken" by Robert Frost and "Sadie and Maud" by Gwendolyn Brooks

Questions

1. Discuss how Frost's poem, "The Road Not Taken" applies to Sadie's decision not to go to college.
2. How does the tone of Frost's poem compare to that of Gwendolyn Brook's poem? (the tone is the writer's attitude toward the subject or audience)
3. What are the two poems opinions in taking the road less traveled?
4. Do you feel Sadie made the right decision about the road she took? Explain.