

Amplify ELA



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Dahl & Narrative

Sometimes when people say, “Listen, I need to talk with you,” you immediately say to yourself, “Uh-oh!” or, “Not *another* lecture.” In other words, sometimes when people say, “I want to talk *with* you,” what they really mean is, “I am now going to talk *at* you.”

But maybe you also remember when a friend said, “Listen, I want to talk with you,” because she really needed your advice, or your brother wanted you to tell him about the play you made in your basketball game. Some people really want to hear about the neat things you do or the cool ways you think about the world, and your stories get better when you talk with them. That’s the kind of talking we want you to try in these lessons: sharing your observations and ideas with interested listeners, and being an interested listener when your classmates respond.

At first, most of you may feel that you have no idea what to say. “Honestly,” you’re thinking, “I don’t even know what to say when someone at home asks me how my day went.” So to start, we need to prove to you that you do know what you want to say. We accept that challenge and pledge to help you say it in a way that gets people to lean in and listen. In exchange, you simply need to accept this challenge: Take some risks, share some ideas, and experiment with a few new tools. Come on, we dare you.



Welcome!

SUB-UNIT 1 • 1 LESSONS



Get Started

SUB-UNIT 2 • 10 LESSONS



Boy: Tales of Childhood

SUB-UNIT 3 • 12 LESSONS



Write an Essay

SUB-UNIT 4 • 5 LESSONS



Overview

Let's begin the year reading all about...you! Remember that disastrous first time you had to push through the crowded hallways, got pinned against the locker, and almost suffocated? Or how about the time your gym teacher gave you one minute to somehow pull yourself to the top of a rope just after you had eaten those extra nachos your friend didn't want? At the time, those moments just made you sweat. Now they are exactly the moments that can make your audience laugh, gasp, and maybe even fall off their chairs. All you need to do is take a deep breath, focus, and write about what grabbed your attention.

Lesson 1—What Grabs Your Attention

What's happening in the picture?



1

Lesson 1—What Grabs Your Attention (continued)

What's happening in this moment?

2



Baerbel Schmidt/Stone/Getty Images

What's happening in this moment?

3



Baerbel Schmidt/Stone/Getty Images

What's happening in this moment?

4



Nicole Hill/Rubberball/Getty Images

Lesson 1—What Grabs Your Attention (continued)

Zooming In on One Moment

Reflect on some recent moments you've experienced in the cafeteria.



On page 8 in your Writing Journal, make a list of three of these moments.

Look again at this moment. What details did this girl use to describe something she noticed during this moment at lunch? Share your thoughts in the class discussion.



Baerbel Schmidt/Stone/Getty Images

Think about the ideas shared in the class discussion on using details to describe a moment.



Go to page 8 in your Writing Journal and complete Activity 2 to practice describing a moment in detail.

Writing Rules

Review The Student's Mindset with your teacher.

The Student's Mindset

Take academic and social risks.

Write about one thing that grabs your attention.

Read carefully, observe closely, and share what you think.

Show your classmates the impact they are making.

Write with the reader in mind. Read with the writer in mind.



Lesson 1—What Grabs Your Attention (continued)

Writing Rules

Review the Rules for Writing with your teacher.

Rules for Writing

1. Use the whole time to write.
2. Ask for help once, if necessary, then continue writing.
3. Keep focused on your own work—don't distract your classmates.
4. NO: talking, trips for water, or surfing.



Write

We have spent a lot of time observing and reflecting on all kinds of moments in the cafeteria. Can you reflect on your *own* moment from lunch?



Go to page 9 of your Writing Journal and write about a moment from lunch.

Lesson 2—Focus on a Moment

Listen as your teacher reads your classmates' writing. Share your thoughts on the following question in the class discussion.

What is one vivid detail the writer used to capture what the lunch moment looked or sounded like, or what people said or did?

Vivid Details: Some Examples

- **Sensory Details:** How something looks, sounds, smells, tastes, or feels
- **Actions:** What someone (or something) does
- **Dialogue:** What someone says

Focus on One Moment

Focus

To focus is to write exclusively about one moment or idea in order to fully develop it.

Good writers practice focusing by adding details to smaller moments. Often times, these smaller observations of detail are what bring writing to life!

1. Find one place in your your writing from Lesson 1 on page 9 in your Writing Journal where you could add precise details to focus on that specific moment even more.
2. Write two more sentences to describe this moment.



Go to page 10 of the Writing Journal to add details to focus on specific moments from your own writing.

Lesson 2—Focus on a Moment (continued)

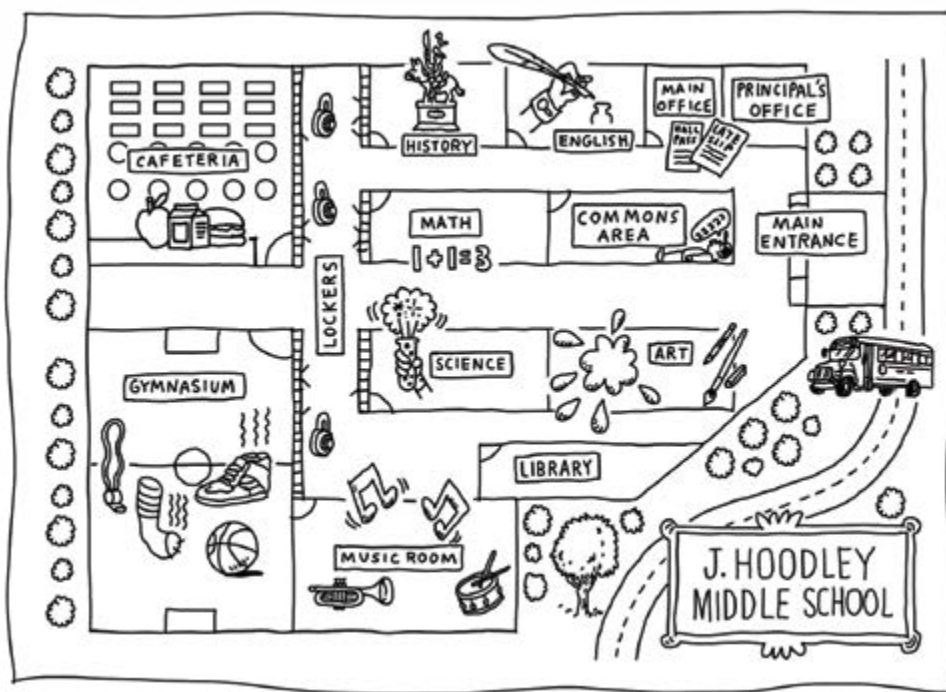
Practicing Observation

1. Brainstorm five locations that you find yourself in during typical school days.



Write these five locations on page 11 in your Writing Journal.

2. Picture the various moments that have happened to you in these locations.



Write & Share

Think about a time when you saw something new or unexpected.



Go to page 12 of your Writing Journal and write about this moment.

Lesson 3—Strengthening Focus on a Moment

Reviewing Focus

1. How many moments do you think are happening in this picture? Share your thoughts in the class discussion.



Baerbel Schmidt/Stone/Getty Images

Lesson 3—Strengthening Focus on a Moment (continued)

2. Read this sample of a student writing below.

Sample Student Writing

I balanced my tray of green slop and carrots. Looking at the food did not make me feel hungry. Yesterday was pizza day, but I was home sick to my stomach with that stomach thing everyone has been getting. Gross. I saw two girls from my science class. I almost sat down at their table, but realized at the last second that they were debating who was the best boy band. Clearly, I did not want to sit there. I ate lunch with Adam and Will from my soccer team and talked Will into trading my green slop for the famous chicken his mother makes for him.

3. Do you think the writer focuses on one moment or multiple moments? Share your thoughts in the class discussion.

DEFINITION OF FOCUS: To focus is to write exclusively about one moment or idea in order to fully develop it.



UNFOCUSED

I balanced my tray of green schlop and carrots. Yesterday was pizza day, but I was home sick to my stomach. Looking around, I saw two girls from my science class. I almost sat down at their table. I sat with Adam and Will from my soccer team and traded food.



FOCUSED

I always loved pizza at school, but this pizza looked like it had been run over by a Zamboni. The pepperoni smelled like an old, wet dog. I wasn't really sure if I should even be touching it, let alone eating it! My mouth began to quiver.

Baerbel Schmidt/Stone/Getty Images

4. Look at this second picture and compare the focused writing to the unfocused writing. The focused writing is similar to a camera lens focusing on only one thing.
5. Highlight one moment in the sample student writing on page 14 where you could add more details.
6. Now you'll add two more sentences to this section, using precise details to focus on the moment.



Write your two sentences in Activity 1 on page 13 of your Writing Journal.

Lesson 3—Strengthening Focus on a Moment (continued)

Focus on a Moment

We can learn a lot from listening to other pieces of writing that answer the same question.

Listen as your classmates read their writing. Be prepared to share your thoughts on the following questions in the class discussion.

1. What was the moment this writer chose to focus on?
2. What is one precise detail the writer used to write about this moment?
3. Review The Student's Mindset on page 9. What is one way this mindset reflects something the writer did?

Focus on One Moment & Share

1. Reread your writing from Lesson 2 on page 12 in your Writing Journal.
2. Find one place in your writing where you could use precise details to describe what grabbed your attention.
3. Underline that place in your writing.
4. Write two more sentences to focus more on this one moment.



Go to page 13 of your Writing Journal to write those additional sentences.

Share

5. Underline one precise detail from your writing today that you would like to share with everyone.
6. Write the sentence on a sentence strip or on chart paper.
7. Post your sentence on the class map in the correct location as directed by your teacher.

Lesson 4—To Show or To Tell

We have been working on identifying small moments and describing vivid details in our writing to paint a picture for the reader.

1. Review the comments your teacher made on a recent piece of your writing.
2. While you read through the comments, consider asking yourself:
 - Did I identify one small moment?
 - Did I focus on that one thing?
 - Did I describe vivid details?
 - Did these details paint a picture for the reader?

Telling vs. Showing

Today you're going to be observing your teacher acting out several different scenarios in the way we can “show” versus “tell” our emotions.

1. Observe what your teacher does the first time your teacher enters the room.



Record your observations in Activity 1 on page 14 of your Writing Journal.

2. Observe what your teacher does the second time your teacher enters the room. Share your observations in the class discussion.



Record your observations in Activity 2 on page 14 of your Writing Journal.

Lesson 4—To Show or To Tell

Showing

To show is to use descriptive details and precise verbs to create a vivid picture in the reader's mind.

3. Review the T-Chart your teacher created on the board. Discuss the different ways the performances “showed” versus “told” the audience the way your teacher was feeling in the moment.



Go to pages 14 and 15 of your Writing Journal and complete Activities 3 and 4.

Think about a time when you were nervous.



Go to page 16 in your Writing Journal and write about this moment.

Reflect on the sharing discussion and the rules, procedures, and roles that we developed earlier in the lesson.

1. What is one thing that needs improvement?
2. What was one thing that went really well?

Share your thoughts in the class discussion.

Lesson 5—Slowing Down the Moment

Introduction to Dahl

Follow along as your teacher reads the passages by Roald Dahl below.

Passage 1:

They were delicious, those Sherbet Suckers. The sherbet fizzed in your mouth, and if you knew how to do it, you could make white froth come out of your nostrils and pretend you were throwing a fit. (The bicycle and the sweet-shop, 15)

Passage 2:

My own turn came at last. My mind was swimming and my eyes had gone all blurry as I went forward to bend over. I can remember wishing my mother would suddenly come bursting into the room shouting, ‘Stop! How dare you do that to my son!’ But she didn’t. All I heard was Mrs Pratchett’s dreadful high-pitched voice behind me screeching, ‘This one’s the cheekiest of the bloomin’ lot, ‘Eadmaster! Make sure you let ‘im ‘ave it good and strong!’ (Mrs. Pratchett’s revenge, 29)

Passage 3:

None of us dared to sit up in bed, but all eyes were on the Matron now, watching to see what she was going to do next. She always had a pair of scissors hanging by a white tape from her waist, and with this she began shaving thin slivers of soap into the palm of one hand. Then she went over to where the wretched Tweedie lay and very carefully she dropped these little soap-flakes into his open mouth. She had a whole handful of them and I thought she was never going to stop. (The Matron, 31)

Follow along as your teacher reads paragraphs 2–4 from “The bicycle and the sweet-shop” on page 37.



Go to page 17 in your Writing Journal to answer questions 1–3 about Dahl’s particular way of writing.

1. Find three precise details in paragraph 3 where Dahl describes what he notices in this moment.
2. Highlight one of these details that creates a picture of this moment in your mind.

Lesson 5—Slowing Down the Moment (continued)



Time Freeze, Inc.

Slow motion often allows someone to see and experience details that they didn't pay attention to at a regular speed.

- Have you ever been amazed at a magic trick?
- Have you ever thought about how it would look if you were to watch it again in slow motion?

Watch the magic trick video in slow motion.

Can you think of a moment that took only three minutes or less to happen?



Go to page 18 of your Writing Journal to write about your own slow motion experience.

Reflect on the sharing discussion and the way the class followed the rules, procedures, and roles for sharing discussions.

1. What is one thing that needs improvement?
2. What was one thing that went really well?

Share your thoughts in the class discussion.

Lesson 6—Focusing on an Emotion

Focus on a Moment

1. Follow along as your teacher reads paragraphs 1–8 from “The Great Mouse Plot” on page 42. Try to picture the moment.
2. Work with a partner to write a summary of paragraphs 2–8 of this passage.

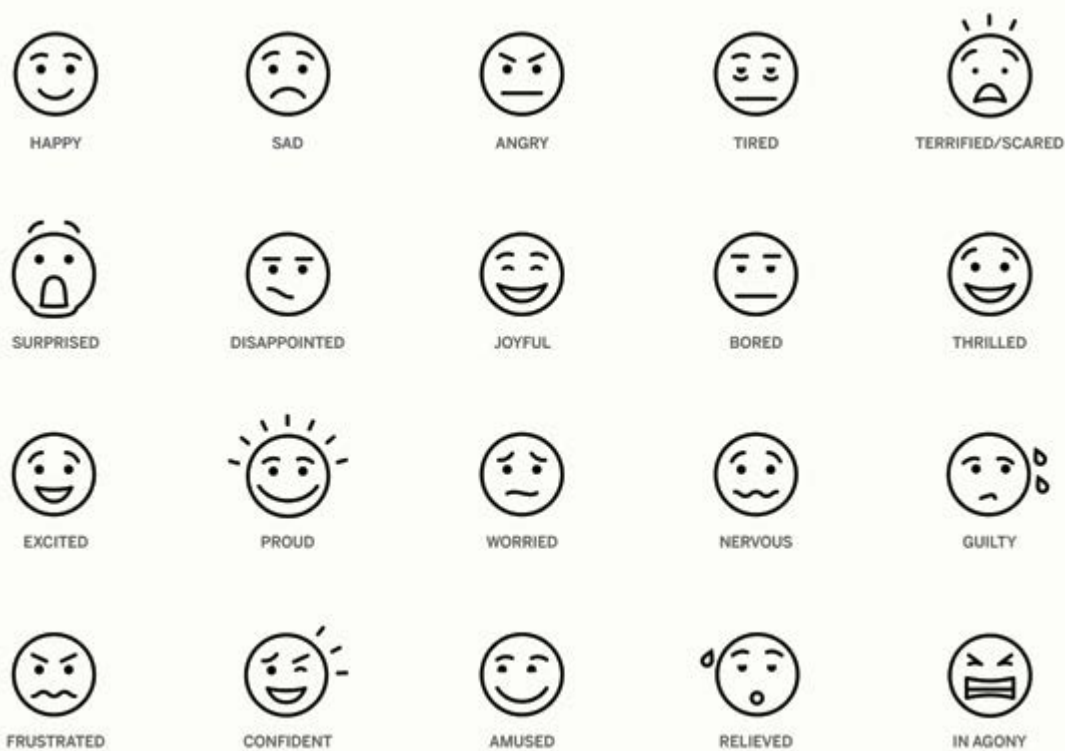


Go to page 19 in your Writing Journal to write your summary.

Lesson 6—Focusing on an Emotion (continued)

1. Review paragraph 8 from “The Great Mouse Plot” on page 42.
2. Highlight the details in paragraph 8 that show what the boys do and say when they hear Dahl’s plan.

Use the Emotion Chart to understand the meanings of emotions in this activity.



Go to page 19 in your Writing Journal to describe how the boys feel about Dahl’s plan.

Think about a recent moment when you did something with a friend.



Go to page 20 in your Writing Journal to describe this moment in detail by showing, not telling.

Lesson 7—Revise to Strengthen Focus

1. Listen as your classmates read their writing.
2. Raise your hand to comment on the excerpt using these questions as a guide:
 - What caught this writer's attention? What did he or she choose to focus on?
 - What details helped you picture the moment?

Types of Detail:

- What something looks like
- Smells and tastes
- Physical action
- Quote of what someone says/dialogue
- What something feels like



Turn to page 9 in your Writing Journal and review what you wrote in Lesson 1.
Then turn to page 16 in your Writing Journal and review what you wrote in Lesson 4.

Have you made progress in your writing?

Look at this checklist and check to see if your writing has improved in any of these ways:

- Identifying one moment that grabs their attention
- Writing about one moment with focus
- Using precise details so readers can really picture it
- Using the entire time to develop one full page of focused writing

Lesson 7—Revise to Strengthen Focus (continued)

Look at the description beneath this picture. Share your thoughts in the class discussion.



Nicole Hill/Rubberball/Getty Images

1. Review your writing from Lesson 4 on page 16 of your Writing Journal.
2. Read your teacher's comments. Your teacher highlighted one place in your writing where you began to focus but can develop this moment further.
3. Add 3–5 more focused sentences, using precise details to develop your moment even further.



Go to page 16 of your Writing Journal to strengthen the areas assigned by your teacher.

Lesson 8—Picture This Moment

1. Think about the last time someone at home asked you, “What did you do today?” or “What happened today at school?”

How did you respond?

- Tell about something interesting (however minor) that happened.
- Mumble “Nothing much.”



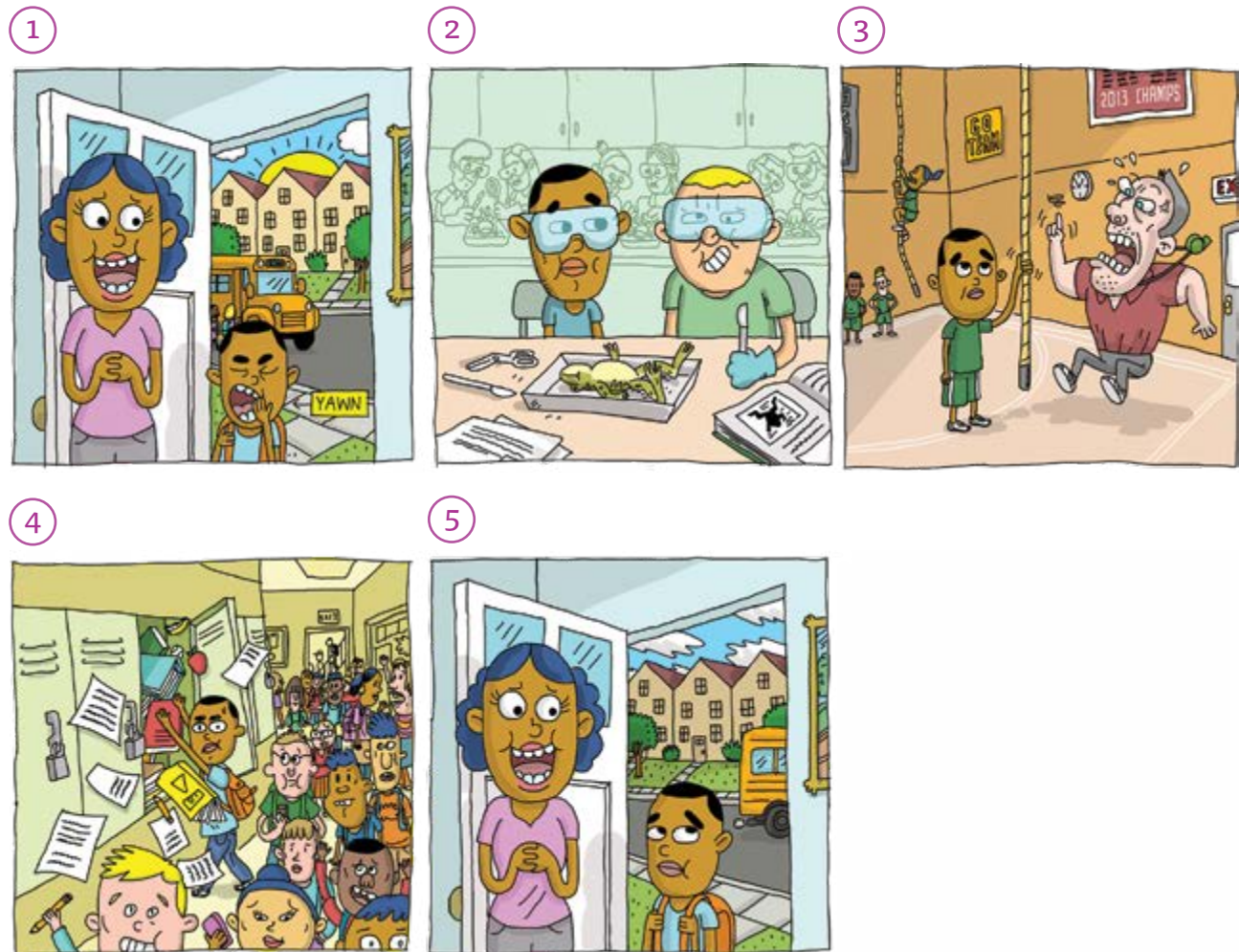
Is this what your typical day looks like?

You may tell someone at home that you did “nothing much” today, but did you really do nothing?

Lesson 8—Picture This Moment (continued)

Focus on a Moment

1. Look at each moment in the comic strip. Discuss with your class what's happening in each moment.



2. Choose moment 2, 3, or 4 from the comic strip to focus on.
3. Write three sentences to describe the moment you chose. You can add details that you might not see in the picture, for example, what people are saying, or thinking, or the sounds or smells around them.



Go to page 21 in your Writing Journal to describe the moment you selected from the comic strip.

1. Think about some moments that happened in your school day yesterday.
2. Sketch four moments from your school day on page 22 of your Writing Journal. If you're stuck, here are some suggestions of moments you might sketch:
 - The moment I had to get out of bed
 - The moment a teacher called on me
 - The moment I was a little confused or bored in class
 - The moment I saw something silly/ridiculous



Complete Activities 1–5 on page 22 of your Writing Journal to sketch moments that you experienced.

Choose a moment from the comic strip and use precise details to describe that specific moment. Feel free to write about a moment that you did not have enough time to sketch on your comic strip.

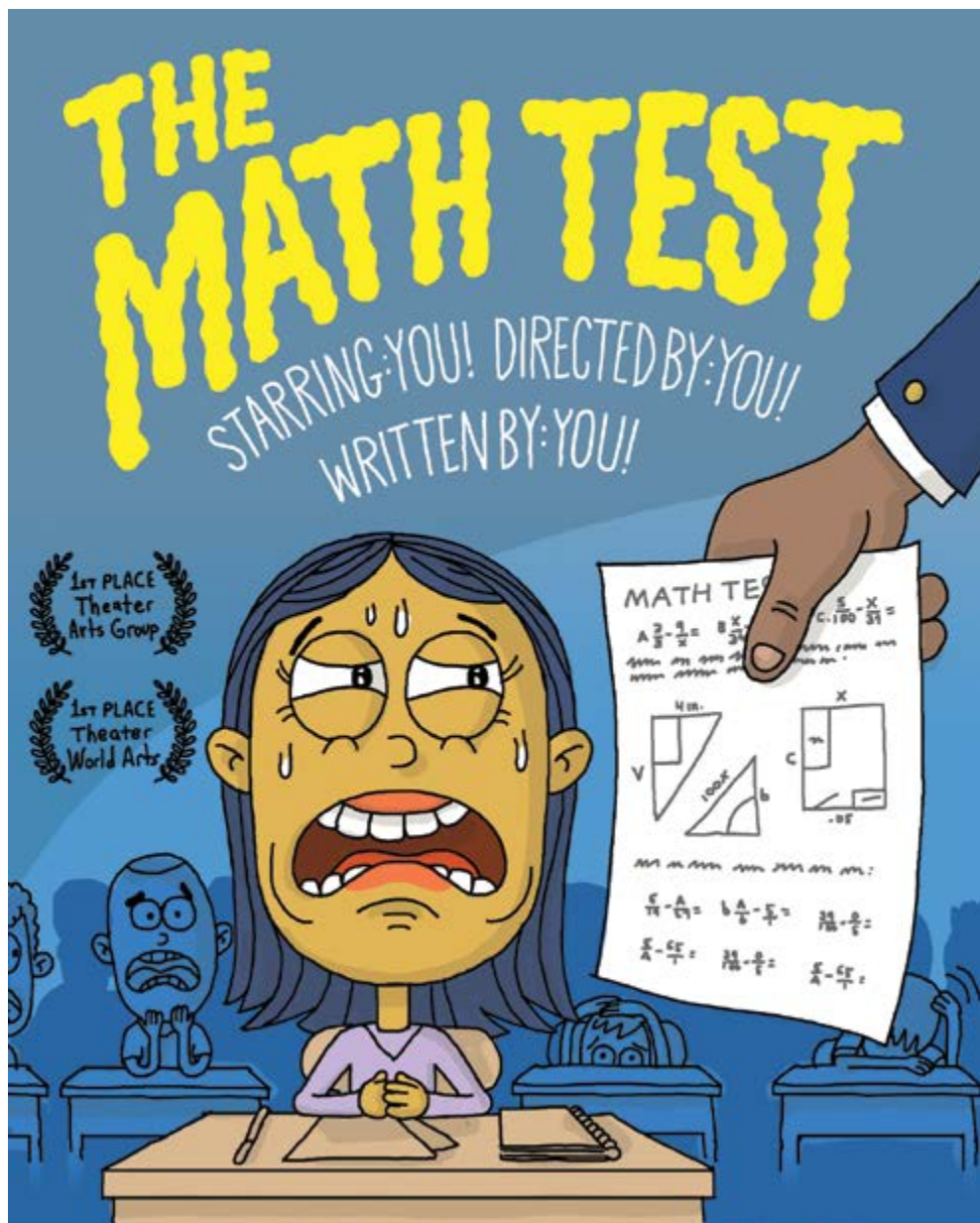


Go to page 23 in your Writing Journal to describe the moment using precise details.

Lesson 9—Acting Out an Emotion

Work Out Loud: Showing Emotions

Today, you get to be directors and actors!



The Plot: A student receives a math test back from the teacher and gets emotional.

The Characters and Director:

The Emotion: Your teacher will give you a card with an assigned emotion to act out. This identifies the emotion THE STUDENT in your skit should demonstrate when the test is



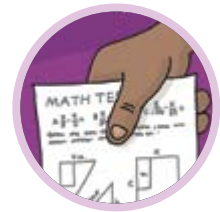
The Student



The Teacher



Another Student
(optional)



The Director

returned. Different groups will get different emotions on their cards: excited, disappointed, surprised, frustrated, proud, or worried. Do not share the emotion you have been assigned with other groups.

The Challenge: You have to show it, not tell it.

The Goal: Show the emotion, so your classmates can identify what emotion THE STUDENT is acting out.

Sample Skit:

The Emotion: Sadness

Look at this piece of a script showing THE STUDENT demonstrating sadness.

Character	What the character says	Body movement or facial expression
Teacher	I think you need to come for extra help.	leaning over desk and handing back test
Student	Uhhh...OK.	Stares at the test, and then quickly shoves it in his backpack. He then puts his hands over his face.

Lesson 9—Acting Out an Emotion (continued)

Directions:

1. Spend 15–20 minutes writing your script, planning your scene (deciding what movements the actors will make), and rehearsing.
2. The director should check that the group considers each of these ways to show an emotion when they decide what to do or say:
 - Dialogue and tone of voice
 - Facial expressions
 - Body language/gestures
 - Physical movement
3. Do not use the name of your emotion or synonyms of your emotion in your skit.
4. You can add up to 10 lines to your script, so think carefully about the details you want to include.



Write your script on page 24 of your Writing Journal.

Today you and your group will be performing your skits and watching other groups perform their skits.

Observe your classmates' precise actions, gestures, and dialogue and be prepared to discuss these in the class discussion.

Lesson 10—Using Precise Details to Develop the Moment

1. Choose one of the following sentences that tells about an emotion.
 - Will felt disappointed when he got his math test back.
 - Will felt frustrated when he got his math test back.
 - Will felt surprised when he got his math test back.
 - Will felt excited when he got his math test back.
 - Will felt proud when he got his math test back.
 - Will felt worried when he got his math test back.
2. Expand upon that sentence by adding four or five sentences that show (rather than tell) this emotion.



Go to page 25 in your Writing Journal to write additional sentences that show the emotion in the sentence you selected.

Today some of your classmates' writing will be Spotlighted in a class discussion.

Progress Update

1. Listen as your classmates read their writing.
2. Comment on one great detail that caught your attention as a reader or helped you picture the moment.

Types of Details

- What something looks like
- What something sounds like
- Smells and tastes
- Physical action
- Quote of what someone says/dialogue
- What something feels like

Lesson 10—Using Precise Details to Develop the Moment (continued)

Details Carousel

Do you think you have a good eye for detail? Today you and your group will have the opportunity to add more vivid details to describe the cafeteria.



Baerbel Schmidt/Stone/Getty Images

Directions

1. Go to the poster your teacher assigns to your group.
2. When time begins, quickly write details on the poster that fit that category and describe the cafeteria. Details do not have to be complete sentences. Do not repeat details that are already listed on the poster.
3. After one minute, your teacher will ask your group to rotate to a new poster. Go to the next poster and repeat those instructions.

Types of Details

- What something looks like
- What something sounds like
- Smells and tastes
- Physical action
- Quote of what someone says/dialogue
- What something feels like

Focus on a Moment

1. Review your writing from a previous lesson. Your teacher will tell you which lesson they have selected for you to revise.
2. Read your teacher's comments. Your teacher highlighted one place in your writing where you began to focus but can develop this moment further.
3. Add 3–5 more focused sentences to this piece of writing.



Go to page 16 or 23 in your Writing Journal to strengthen your writing from Lesson 4 or Lesson 8.

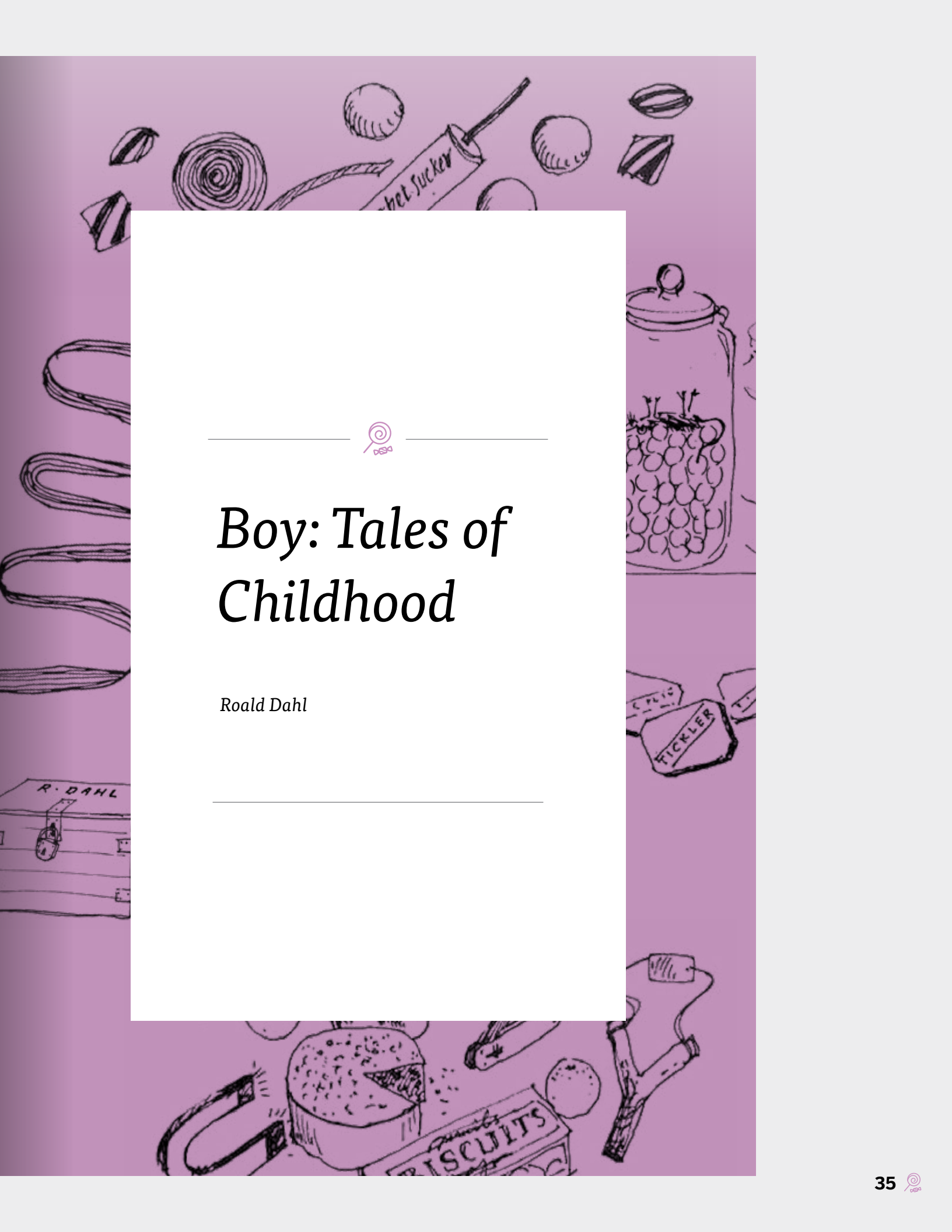


Overview

What does a boy who lived almost 100 years ago, who attended a school like none you've ever seen, have to do with you? For one thing, like kids everywhere and always, he had to live by adult rules even when they made no sense. Read his story and see if Dahl's colorful language doesn't make you taste what he tasted, see what he saw, and feel what he felt. Hint: If you want to be popular, a dead mouse may be all you need...

Suggested Reading

Dahl wrote lots of stories for younger readers. One of the first was *James and the Giant Peach* (1961). It's sometimes scary and always funny. It's also been made into a popular movie, but even if you've seen the film, try reading the book. It's better. Another is *Charlie and the Chocolate Factory* (1964), which was made into two movies. Compare Charlie's experience in the magical chocolate factory with Roald Dahl's description of the candy store near his home in *Boy*, and you can see how he turned his life into art. If you loved this book, try to find *Charlie and the Great Glass Elevator* (1972), which continues where the first book ends—and then takes off into outer space!



The background is a solid purple color with black line drawings of various sweets and food items. At the top, there are several round candies, a lollipop, and a piece of chocolate. On the left, there are long, thin, wavy lines representing licorice. In the center, there is a small, round, spiral-shaped candy. On the right, there is a large jar filled with small, round candies. Below the jar, there are several pieces of chocolate, one of which is labeled 'FICKLER'. At the bottom, there is a box of 'BISCUITS' and a round cake with a slice missing.

Boy: Tales of Childhood

Roald Dahl

“Boy: Tales of Childhood”

by Roald Dahl

Author’s Note

- ¹ An autobiography is a book a person writes about his own life and it is usually full of all sorts of boring details.
 - ² This is not an autobiography. I would never write a history of myself. On the other hand, throughout my young days at school and just afterwards a number of things happened to me that I have never forgotten.
 - ³ None of these things is important, but each of them made such a tremendous impression on me that I have never been able to get them out of my mind. Each of them, even after a lapse of fifty and sometimes sixty years, has remained seared on my memory.
 - ⁴ I didn’t have to search for any of them. All I had to do was skim them off the top of my consciousness and write them down.
 - ⁵ Some are funny. Some are painful. Some are unpleasant. I suppose that is why I have always remembered them so vividly. All are true.
-

The bicycle and the sweet-shop

- ¹ When I was seven, my mother decided I should leave kindergarten and go to a proper boy's school. By good fortune, there existed a well-known Preparatory School for boys about a mile from our house. It was called Llandaff Cathedral School, and it stood right under the shadow of Llandaff cathedral. Like the cathedral, the school is still there and still flourishing.
- ² But here again, I can remember very little about the two years I attended Llandaff Cathedral School, between the age of seven and nine. Only two moments remain clearly in my mind. The first lasted not more than five seconds but I will never forget it.
- ³ It was my first term and I was walking home alone across the village green after school when suddenly one of the senior twelve-year-old boys came riding full speed down the road on his bicycle about twenty yards away from me. The road was on a hill and the boy was going down the slope, and as he flashed by he started backpedalling very quickly so that the free-wheeling mechanism of his bike made a loud whirring sound. At the same time, he took his hands off the handlebars and folded them casually across his chest. I stopped dead and stared after him. How wonderful he was! How swift and brave and graceful in his long trousers with bicycle-clips around them and his scarlet school cap at a **jaunty** angle on his head! One day, I told myself, one glorious day I will have a bike like that and I will wear long trousers with bicycle-clips and my school cap will sit jaunty on my head and I will go whizzing down the hill pedalling backwards with no hands on the handlebars!
- ⁴ I promise you that if somebody had caught me by the shoulder at that moment and said to me, 'What is your greatest wish in life, little boy? What is your absolute ambition? To be a doctor? A fine musician? A painter? A writer? Or the Lord Chancellor?' I would have answered without hesitation that my only ambition, my hope, my longing was to have a bike like that and to go whizzing down the hill with no hands on the handlebars. It would be fabulous. It made me tremble just to think about it.
- ⁵ My second and only other memory of Llandaff Cathedral School is extremely bizarre. It happened a little over a year later, when I was just nine. By then I had made some friends and when I walked to school in the

jaunty: cheerful
and carefree

mornings I would start out alone but would pick up four other boys of my own age along the way. After school was over, the same four boys and I would set out together across the village green and through the village itself, heading for home. On the way to school and on the way back we always passed the sweet-shop. No we didn't, we never passed it. We always stopped. We lingered outside its rather small window gazing in at the big glass jars full of Bull's-eyes and Old Fashioned Humbugs and Strawberry Bonbons and Glacier Mints and Acid Drops and Pear Drops and Lemon Drops and all the rest of them. Each of us received sixpence a week for pocket-money, and whenever there was any money in our pockets, we would all troop in together to buy a pennyworth of this or that. My own favourites were Sherbet Suckers and Liquorice Bootlaces.



- ⁶ One of the other boys, whose name was Thwaites, told me I should never eat Liquorice Bootlaces. Thwaites's father, who was a doctor, had said that they were made from rats' blood. The father had given his young son a lecture about Liquorice Bootlaces when he had caught him eating one in bed. 'Every ratcatcher in the country', the father had said, 'takes his rats to the Liquorice Bootlace Factory, and the manager pays tuppence for each rat. Many a ratcatcher has become a millionaire by selling his dead rats to the Factory.'
- ⁷ 'But how do they turn the rats into liquorice?' the young Thwaites had asked his father.
- ⁸ 'They wait until they've got ten thousand rats,' the father had answered, 'then they dump them all into a huge shiny steel cauldron and boil them up for several hours. Two men stir the bubbling cauldron with long poles and in the end they have a thick steaming rat-stew. After that, a cruncher is lowered into the cauldron to crunch the bones, and what's left is a pulpy substance called rat-mash.'
- ⁹ 'Yes, but how do they turn that into Liquorice Bootlaces,



Daddy?’ the young Thwaites had asked, and this question, according to Thwaites, had caused his father to pause and think for a few moments before he answered it. At last he had said, ‘The two men who were doing the stirring with the long poles now put on their Wellington boots and climb into the cauldron and shovel the hot rat-mash out on to a concrete floor. Then they run a steam-roller over it several times to flatten it out. What is left looks rather like a gigantic black pancake, and all they have to do after that is to wait for it to cool and to harden so they can cut it up into strips to make the Bootlaces. Don’t ever eat them,’ the father had said. ‘If you do, you’ll get ratitis.’

¹⁰ ‘What is ratitis, Daddy?’ young Thwaites had asked.

¹¹ ‘All the rats that the rat-catchers catch are poisoned with rat-poison,’ the father had said. ‘It’s the rat-poison that gives you ratitis.’

¹² ‘Yes, but what happens to you when you catch it?’ young Thwaites had asked.

¹³ ‘Your teeth become very sharp and pointed,’ the father had answered. ‘And a short stumpy tail grows out of your back just above your bottom. There is no cure for ratitis. I ought to know. I’m a doctor.’

¹⁴ We all enjoyed Thwaites’s story and we made him tell it to us many times on our walks to and from school. But it didn’t stop any of us except Thwaites from buying Liquorice Bootlaces. At two for a penny they were the best value in the shop. A Bootlace, in case you haven’t had the pleasure of handling one, is not round. It’s like a flat black tape about half an inch wide. You buy it rolled up in a coil, and in those days it used to be so long that when you unrolled it and held one end at arm’s length above your head, the other end touched the ground.

¹⁵ Sherbet Suckers were also two a penny. Each Sucker consisted of a yellow cardboard tube filled with sherbet powder, and there was a hollow liquorice straw sticking out of it. (Rat’s blood again, young Thwaites would warn us, pointing at the liquorice straw.) You sucked the sherbet up through the straw and when it was finished you ate the liquorice. They were delicious, those Sherbet Suckers. The sherbet fizzed in your mouth, and if you knew how to do it, you could make white froth come out of your nostrils and pretend you were throwing a fit.

¹⁶ Gobstoppers, costing a penny each, were enormous hard round balls the size of small tomatoes. One Gobstopper would provide about an hour’s worth of non-stop sucking and if you took it out of your mouth

and inspected it every five minutes or so, you would find it had changed colour. There was something fascinating about the way it went from pink to blue to green to yellow. We used to wonder how in the world the Gobstopper Factory managed to achieve this magic. 'How does it happen?' we would ask each other. 'How can they make it keep changing colour?'

- 17 'It's your spit that does it,' young Thwaites proclaimed. As the son of a doctor, he considered himself to be an authority on all things that had to do with the body. He could tell us about scabs and when they were ready to be picked off. He knew why a black eye was blue and why blood was red. 'It's your spit that makes a Gobstopper change colour,' he kept insisting. When we asked him to elaborate on this theory, he answered, 'You wouldn't understand it if I did tell you.'

- 18 Pear Drops were exciting because they had a dangerous taste. They smelled of nail-varnish and they froze the back of your throat. All of us were warned against eating them, and the result was that we ate them more than ever.



- 19 Then there was a hard brown **lozenge** called the Tonsil Tickler. The Tonsil Tickler tasted and smelled very strongly of **chloroform**. We had not the slightest doubt that these things were **saturated** in the dreaded **anaesthetic** which, as Thwaites had many times pointed out to us, could put you to sleep for hours at a stretch. 'If my father has to saw off somebody's leg,' he said, 'he pours chloroform on to a pad and the person sniffs it and goes to sleep and my father saws his leg off without him even feeling it.'

- 20 'But why do they put it into sweets and sell them to us?' we asked him.

- 21 You might think a question like this would have baffled Thwaites. But Thwaites was never baffled. 'My father says Tonsil Ticklers were invented for dangerous prisoners in jail,' he said. 'They give them one with each meal and the chloroform makes them sleepy and stops them rioting.'

- 22 'Yes,' we said, 'but why sell them to children?'

- 23 'It's a plot,' Thwaites said. 'A grown-up plot to keep us quiet.'

lozenge: cough drop

chloroform: a chemical that causes people to lose consciousness when they inhale it

saturated: soaked

anaesthetic: painkiller

- 24 The sweet-shop in Llandaff in the year 1923 was the very centre of our lives. To us, it was what a bar is to a drunk, or a church is to a Bishop. Without it, there would have been little to live for. But it had one terrible drawback, this sweet-shop. The woman who owned it was a horror. We hated her and we had good reason for doing so.
- 25 Her name was Mrs Pratchett. She was a small skinny old hag with a moustache on her upper lip and a mouth as sour as a green gooseberry. She never smiled. She never welcomed us when we went in, and the only times she spoke were when she said things like, 'I'm watchin' you so keep yer thievin' fingers off them chocolates!' Or 'I don't want you in 'ere just to look around! Either you *forks* out or you *gets* out!'
- 26 But by far the most **loathsome** thing about Mrs Pratchett was the filth that clung around her. Her apron was grey and greasy. Her blouse had bits of breakfast all over it, toast-crumbs and tea stains and splotches of dried egg-yolk. It was her hands, however, that disturbed us most. They were disgusting. They were black with dirt and grime. They looked as though they had been putting lumps of coal on the fire all day long. And do not forget please that it was these very hands and fingers that she plunged into the sweet-jars when we asked for a pennyworth of Treacle Toffee or Wine Gums or Nut Clusters or whatever. There were precious few health laws in those days, and nobody, least of all Mrs Pratchett, ever thought of using a little shovel for getting out the sweets as they do today. The mere sight of her grimy right hand with its black fingernails digging an ounce of Chocolate Fudge out of a jar would have caused a starving tramp to go running from the shop. But not us. Sweets were our life-blood. We would have put up with far worse than that to get them. So we simply stood and watched in sullen silence while this disgusting old woman stirred around inside the jars with her foul fingers.
- 27 The other thing we hated Mrs Pratchett for was her meanness. Unless you spent a whole sixpence all in one go, she wouldn't give you a bag. Instead you got your sweets twisted up in a small piece of newspaper which she tore off a pile of old *Daily Mirrors* lying on the counter.
- 28 So you can well understand that we had it in for Mrs Pratchett in a big way, but we didn't quite know what to do about it. Many schemes were put forward but none of them was any good. None of them, that is, until suddenly, one memorable afternoon, we found the dead mouse.

loathsome: hated

The Great Mouse Plot



- 1 My four friends and I had come across a loose floor-board at the back of the classroom, and when we prised it up with the blade of a pocket-knife, we discovered a big hollow space underneath. This, we decided, would be our secret hiding place for sweets and other small treasures such as **conkers** and monkey-nuts and birds' eggs. Every afternoon, when the last lesson was over, the five of us would wait until the classroom had emptied, then we would lift up the floor-board and examine our secret hoard, perhaps adding to it or taking something away.
- 2 One day, when we lifted it up, we found a dead mouse lying among our treasures. It was an exciting discovery. Thwaites took it out by its tail and waved it in front of our faces. 'What shall we do with it?' he cried.
- 3 'It stinks!' someone shouted. 'Throw it out of the window quick!'
- 4 'Hold on a tick,' I said. 'Don't throw it away.'
- 5 Thwaites hesitated. They all looked at me.
- 6 When writing about oneself, one must strive to be truthful. Truth is more important than modesty. I must tell you, therefore, that it was I and I alone who had the idea for the great and daring Mouse Plot. We all have our moments of brilliance and glory, and this was mine.
- 7 'Why don't we', I said, 'slip it into one of Mrs Pratchett's jars of sweets? Then when she puts her dirty hand in to grab a handful, she'll grab a stinky dead mouse instead.'
- 8 The other four stared at me in wonder. Then, as the sheer genius of the plot began to sink in, they all started grinning. They slapped me on the back. They cheered me and danced around the classroom. 'We'll do it today!' they cried. 'We'll do it on the way home! *You* had the idea,' they said to me, 'so *you* can be the one to put the mouse in the jar.'
- 9 Thwaites handed me the mouse. I put it into my trouser pocket. Then the five of us left the school, crossed the village green and headed for the sweet-shop. We were tremendously jazzed up. We felt like a gang of **desperados** setting out to rob a train or blow up the sheriff's office.
- 10 'Make sure you put it into a jar which is used often,' somebody said.

conkers:
chestnuts

desperados:
criminals

- ¹¹ 'I'm putting it in Gobstoppers,' I said. 'The Gobstopper jar is never behind the counter.'
- ¹² 'I've got a penny,' Thwaites said, 'so I'll ask for one Sherbet Sucker and one Bootlace. And while she turns away to get them, you slip the mouse in quickly with the Gobstoppers.'
- ¹³ Thus everything was arranged. We were strutting a little as we entered the shop. We were the victors now and Mrs Pratchett was the victim. She stood behind the counter, and her small malignant pig-eyes watched us suspiciously as we came forward.
- ¹⁴ 'One Sherbet Sucker, please,' Thwaites said to her, holding out his penny.
- ¹⁵ I kept to the rear of the group, and when I saw Mrs Pratchett turn her head away for a couple of seconds to fish a Sherbet Sucker out of the box, I lifted the heavy glass lid of the Gobstopper jar and dropped the mouse in. Then I replaced the lid as silently as possible. My heart was thumping like mad and my hands had gone all sweaty.
- ¹⁶ 'And one Bootlace, please,' I heard Thwaites saying. When I turned round, I saw Mrs Pratchett holding out the Bootlace in her filthy fingers.
- ¹⁷ 'I don't want all the lot of you troopin' in 'ere if only one of you is buyin',' she screamed at us. 'Now beat it! Go on, get out!'
- ¹⁸ As soon as we were outside, we broke into a run. 'Did you do it?' they shouted at me.
- ¹⁹ 'Of course I did!' I said.
- ²⁰ 'Well done you!' they cried. 'What a super show!'
- ²¹ I felt like a hero. I was a hero. It was marvellous to be so popular.



Mr Coombes

1 The flush of triumph over the dead mouse was carried forward to the next morning as we all met again to walk to school.

2 'Let's go in and see if it's still in the jar,' somebody said as we approached the sweet-shop.

3 'Don't,' Thwaites said firmly. 'It's too dangerous. Walk past as though nothing has happened.'

4 As we came level with the shop we saw a cardboard notice hanging on the door.



5 We stopped and stared. We had never known the sweet-shop to be closed at this time in the morning, even on Sundays.

6 'What's happened?' we asked each other. 'What's going on?'

7 We pressed our faces against the window and looked inside. Mrs Pratchett was nowhere to be seen.

8 'Look!' I cried. 'The Gobstopper jar's gone! It's not on the shelf! There's a gap where it used to be!'

9 'It's on the floor!' someone said. 'It's smashed to bits and there's Gobstoppers everywhere!'

10 'There's the mouse!' someone else shouted.

11 We could see it all, the huge glass jar smashed to smithereens with the dead mouse lying in the wreckage and hundreds of many-coloured Gobstoppers littering the floor.

12 'She got such a shock when she grabbed hold of the mouse that she dropped everything,' somebody was saying.

13 'But why didn't she sweep it all up and open the shop?' I asked.

14 Nobody answered me.

15 We turned away and walked towards the school. All of a sudden we had begun to feel slightly uncomfortable. There was something not quite right about the shop being closed. Even Thwaites was unable to offer a reasonable explanation. We became silent. There was a faint scent of danger in the air now. Each one of us had caught a whiff of it. Alarm bells were beginning to ring faintly in our ears.

- 16 After a while, Thwaites broke the silence. 'She must have got one heck of a shock,' he said. He paused. We all looked at him, wondering what wisdom the great medical authority was going to come out with next.
- 17 'After all,' he went on, 'to catch hold of a dead mouse when you're expecting to catch hold of a Gobstopper must be a pretty frightening experience. Don't you agree?'
- 18 Nobody answered him.
- 19 'Well now,' Thwaites went on, 'when an old person like Mrs Pratchett suddenly gets a very big shock, I suppose you know what happens next?'
- 20 'What?' we said. 'What happens?'
- 21 'You ask my father,' Thwaites said. 'He'll tell you.'
- 22 'You tell us,' we said.
- 23 'It gives her a heart attack,' Thwaites announced. 'Her heart stops beating and she's dead in five seconds.'
- 24 For a moment or two my own heart stopped beating. Thwaites pointed a finger at me and said darkly, 'I'm afraid you've killed her.'
- 25 'Me?' I cried. 'Why just me?'
- 26 'It was your idea,' he said. 'And what's more, you put the mouse in.'
- 27 All of a sudden, I was a murderer.
- 28 At exactly that point, we heard the school bell ringing in the distance and we had to gallop the rest of the way so as not to be late for prayers.
- 29 Prayers were held in the Assembly Hall. We all perched in rows on wooden benches while the teachers sat up on the platform in armchairs, facing us. The five of us scrambled into our places just as the Headmaster marched in, followed by the rest of the staff.
- 30 The Headmaster is the only teacher at Llandaff Cathedral School that I can remember, and for a reason you will soon discover, I can remember him very clearly indeed. His name was Mr Coombes and I have a picture in



my mind of a giant of a man with a face like a ham and a mass of rusty-coloured hair that sprouted in a tangle all over the top of his head. All grown-ups appear as giants to small children. But Headmasters (and policemen) are the biggest giants of all and acquire a marvellously exaggerated stature. It is possible that Mr Coombes was a perfectly normal being, but in my memory he was a giant, a tweed-suited giant who always wore a black gown over his tweeds and a waistcoat under his jacket.

³¹ Mr Coombes now proceeded to mumble through the same old prayers we had every day, but this morning, when the last amen had been spoken, he did not turn and lead his group rapidly out of the Hall as usual. He remained standing before us, and it was clear he had an announcement to make.

³² 'The whole school is to go out and line up around the playground immediately,' he said. 'Leave your books behind. And no talking.'

³³ Mr Coombes was looking grim. His hammy pink face had taken on that dangerous scowl which only appeared when he was extremely cross and somebody was for the high-jump. I sat there small and frightened among the rows and rows of other boys, and to me at that moment the Headmaster, with his black gown draped over his shoulders, was like a judge at a murder trial.

³⁴ 'He's after the killer,' Thwaites whispered to me.

³⁵ I began to shiver.

³⁶ 'I'll bet the police are here already,' Thwaites went on. 'And the Black **Maria's** waiting outside.'

³⁷ As we made our way out to the playground, my whole stomach began to feel as though it was slowly filling up with swirling water. *I am only eight years old, I told myself. No little boy of eight has ever murdered anyone. It's not possible.*

³⁸ Out in the playground on this warm cloudy September morning, the Deputy Headmaster was shouting, 'Line up in **forms**! Sixth Form over there! Fifth Form next to them! Spread out! Spread out! Get on with it! Stop talking all of you!'

³⁹ Thwaites and I and my other three friends were in the Second Form, the lowest but one, and we lined up against the red-brick wall of the playground shoulder to shoulder. I can remember that when every boy in the school was in his place, the line stretched right round the four sides of

Maria: police van
forms: grades

the playground—about one hundred small boys altogether, aged between six and twelve, all of us wearing identical grey shorts and grey blazers and grey stockings and black shoes.

40 ‘Stop that *talking!*’ shouted the Deputy Head. ‘I want absolute silence!’

41 But why for heaven’s sake were we in the playground at all? I wondered. And why were we lined up like this? It had never happened before.

42 I half-expected to see two policemen come bounding out of the school to grab me by the arms and put handcuffs on my wrists.

43 A single door led out from the school on to the playground. Suddenly it swung open and through it, like the angel of death, strode Mr Coombes, huge and bulky in his tweed suit and black gown, and beside him, believe it or not, right beside him trotted the tiny figure of Mrs Pratchett herself!

44 Mrs Pratchett was alive!

45 The relief was tremendous.

46 ‘She’s alive!’ I whispered to Thwaites standing next to me. ‘I didn’t kill her!’ Thwaites ignored me.

47 ‘We’ll start over here,’ Mr Coombes was saying to Mrs Pratchett. He grasped her by one of her skinny arms and led her over to where the Sixth Form was standing. Then, still keeping hold of her arm, he proceeded to lead her at a brisk walk down the line of boys. It was like someone inspecting the troops.

48 ‘What on earth are they doing?’ I whispered.

49 Thwaites didn’t answer me. I glanced at him. He had gone rather pale.

50 ‘Too big,’ I heard Mrs Pratchett saying. ‘Much too big. It’s none of this lot. Let’s ‘ave a look at some of them titchy ones.’

51 Mr Coombes increased his pace. ‘We’d better go all the way round,’ he said. He seemed in a hurry to get it over with now and I could see Mrs Pratchett’s skinny goat’s legs trotting to keep up with him. They had already inspected one side of the playground where the Sixth Form and half the Fifth Form were standing. We watched them moving down the second side . . . then the third side.

52 ‘Still too big,’ I heard Mrs Pratchett croaking. ‘Much too big! Smaller than these! Much smaller! Where’s them nasty little ones?’

- 53 They were coming closer to us now . . . closer and closer.
- 54 They were starting on the fourth side . . .
- 55 Every boy in our form was watching Mr Coombes and Mrs Pratchett as they came walking down the line towards us.
- 56 'Nasty cheeky lot, these little 'uns!' I heard Mrs Pratchett muttering. 'They comes into my shop and they thinks they can do what they damn well likes!'
- 57 Mr Coombes made no reply to this.
- 58 'They nick things when I ain't looking,' she went on. 'They put their grubby 'ands all over everything and they've got no manners. I don't mind girls. I never 'ave no trouble with girls, but boys is 'ideous and 'orrible! I don't 'ave to tell you that, 'Eadmaster, do I?'
- 59 'These are the smaller ones,' Mr Coombes said.
- 60 I could see Mrs Pratchett's piggy little eyes staring hard at the face of each boy she passed.
- 61 Suddenly she let out a high-pitched yell and pointed a dirty finger straight at Thwaites. 'That's 'im!' she yelled. 'That's one of 'em! I'd know 'im a mile away, the scummy little bounder!'
- 62 The entire school turned to look at Thwaites. 'W-what have I done?' he stuttered, appealing to Mr Coombes.
- 63 'Shut up,' Mr Coombes said.
- 64 Mrs Pratchett's eyes flicked over and settled on my own face. I looked down and studied the black asphalt surface of the playground.
- 65 'Ere's another of 'em!' I heard her yelling. 'That one there!' She was pointing at me now.
- 66 'You're quite sure?' Mr Coombes said.
- 67 'Of course I'm sure!' she cried. 'I never forgets a face, least of all when it's as sly as that! 'Ee's one of 'em all right! There was five altogether! Now where's them other three?'
- 68 The other three, as I knew very well, were coming up next.
- 69 Mrs Pratchett's face was glimmering with venom as her eyes travelled beyond me down the line.

- 70 'There they are!' she cried out, stabbing the air with her finger. "Im . . . and 'im . . . and 'im! That's the five of 'em all right! We don't need to look no farther than this, 'Eadmaster! They're all 'ere, the nasty dirty little pigs! You've got their names, 'ave you?'
- 71 'I've got their names, Mrs Pratchett,' Mr Coombes told her. 'I'm much obliged to you.'
- 72 'And I'm much obliged to you, 'Eadmaster,' she answered.
- 73 As Mr Coombes led her away across the playground, we heard her saying, 'Right in the jar of Gobstoppers it was! A stinkin' dead mouse which I will never forget as long as I live!'
- 74 'You have my deepest sympathy,' Mr Coombes was muttering.
- 75 'Talk about shocks!' she went on. 'When my fingers caught 'old of that nasty soggy stinkin' dead mouse . . .' Her voice trailed away as Mr Coombes led her quickly through the door into the school building.
-

Mrs. Pratchett's revenge

- 1 Our form master came into the classroom with a piece of paper in his hand. 'The following are to report to the Headmaster's study at once,' he said. 'Thwaites . . . Dahl . . .' And then he read out the other three names which I have forgotten.
- 2 The five of us stood up and left the room. We didn't speak as we made our way down the long corridor into the Headmaster's private quarters where the dreaded study was situated. Thwaites knocked on the door.
- 3 'Enter!'
- 4 We sidled in. The room smelled of leather and tobacco. Mr Coombes was standing in the middle of it, dominating everything, a giant of a man if ever there was one, and in his hands he held a long yellow cane which curved round the top like a walking stick.
- 5 'I don't want any lies,' he said. 'I know very well you did it and you were all in it together. Line up over there against the bookcase.'



obliged: grateful

- 6 We lined up, Thwaites in front and I, for some reason, at the very back. I was last in the line.
- 7 'You,' Mr Coombes said, pointing the cane at Thwaites,
- 8 'Come over here.'
- 9 Thwaites went forward very slowly.
- 10 'Bend over,' Mr Coombes said.
- 11 Thwaites bent over. Our eyes were riveted on him. We were hypnotized by it all. We knew, of course, that boys got the cane now and again, but we had never heard of anyone being made to watch.
- 12 'Tighter, boy, tighter!' Mr Coombes snapped out. 'Touch the ground!'
- 13 Thwaites touched the carpet with the tips of his fingers.
- 14 Mr Coombes stood back and took up a firm stance with his legs well apart. I thought how small Thwaites's bottom looked and how very tight it was. Mr Coombes had his eyes focused squarely upon it. He raised the cane high above his shoulder, and as he brought it down, it made a loud swishing sound, and then there was a crack like a pistol shot as it struck Thwaites's bottom.
- 15 Little Thwaites seemed to lift about a foot into the air and he yelled 'Ow-w-w-w-w-w-w-w!' and straightened up like elastic.
- 16 "Arder!" shrieked a voice from over in the corner.
- 17 Now it was our turn to jump. We looked round and there, sitting in one of Mr Coombes's big leather armchairs, was the tiny loathsome figure of Mrs Pratchett! She was bounding up and down with excitement. 'Lay it into 'im!' she was shrieking. 'Let 'im 'ave it! Teach 'im a lesson!'
- 18 'Get down, boy!' Mr Coombes ordered. 'And stay down! You get an extra one every time you straighten up!'
- 19 'That's tellin' 'im!' shrieked Mrs Pratchett. 'That's tellin' the little blighter!'
- 20 I could hardly believe what I was seeing. It was like some awful **pantomime**. The violence was bad enough, and being made to watch it was even worse, but with Mrs Pratchett in the audience the whole thing became a nightmare.
- 21 *Swish-crack!* went the cane.

22 'Ow-w-w-w-w!' yelled Thwaites.

23 "Arder!" shrieked Mrs Pratchett. 'Stitch 'im up! Make it sting! Tickle 'im up good and proper! Warm 'is backside for 'im! Go on, warm it up, 'Eadmaster!'

24 Thwaites received four strokes, and by gum, they were four real whoppers.

25 'Next!' snapped Mr Coombes.

26 Thwaites came hopping past us on his toes, clutching his bottom with both hands and yelling, 'Ow! Ouch! Ouch! Ouch! Owwww!'

27 With tremendous reluctance, the next boy sidled forward to his fate. I stood there wishing I hadn't been last in the line. The watching and waiting were probably even greater torture than the event itself.

28 Mr Coombes's performance the second time was the same as the first. So was Mrs Pratchett's. She kept up her screeching all the way through, **exhorting** Mr Coombes to greater and still greater efforts, and the awful thing was that he seemed to be responding to her cries. He was like an athlete who is spurred on by the shouts of the crowd in the stands. Whether this was true or not, I was sure of one thing. He wasn't weakening.

29 My own turn came at last. My mind was swimming and my eyes had gone all blurry as I went forward to bend over. I can remember wishing my mother would suddenly come bursting into the room shouting, 'Stop! How dare you do that to my son!' But she didn't.



All I heard was Mrs Pratchett's dreadful high-pitched voice behind me screeching, 'This one's the cheekiest of the bloomin' lot, 'Eadmaster! Make sure you let 'im 'ave it good and strong!'

30 Mr Coombes did just that. As the first stroke landed and the pistol-crack sounded, I was thrown forward so violently that if my fingers hadn't been touching the carpet, I think I would have fallen flat on my face. As it was, I was able to catch myself on the palms of my hands and keep my balance. At first I heard only the *crack* and felt absolutely nothing at all,

exhorting:
encouraging

but a fraction of a second later the burning sting that flooded across my buttocks was so terrific that all I could do was gasp. I gave a great gushing gasp that emptied my lungs of every breath of air that was in them.

³¹ It felt, I promise you, as though someone had laid a red-hot poker against my flesh and was pressing down on it hard.

³² The second stroke was worse than the first and this was probably because Mr Coombes was well practised and had a splendid aim. He was able, so it seemed, to land the second one almost exactly across the narrow line where the first one had struck. It is bad enough when the cane lands on fresh skin, but when it comes down on bruised and wounded flesh, the agony is unbelievable.

³³ The third one seemed even worse than the second. Whether or not the wily Mr Coombes had chalked the cane beforehand and had thus made an aiming mark on my grey flannel shorts after the first stroke, I do not know. I am inclined to doubt it because he must have known that this was a practice much frowned upon by Headmasters in general in those days. It was not only regarded as unsporting, it was also an admission that you were not an expert at the job.

³⁴ By the time the fourth stroke was delivered, my entire backside seemed to be going up in flames.

³⁵ Far away in the distance, I heard Mr Coombes's voice saying, 'Now get out.'

³⁶ As I limped across the study clutching my buttocks hard with both hands, a cackling sound came from the armchair over in the corner, and then I heard the vinegary voice of Mrs Pratchett saying, 'I am much obliged to you, 'Eadmaster, very much obliged. I don't think we is goin' to see any more stinkin' mice in my Gobstoppers from now on.'

³⁷ When I returned to the classroom my eyes were wet with tears and everybody stared at me. My bottom hurt when I sat down at my desk.

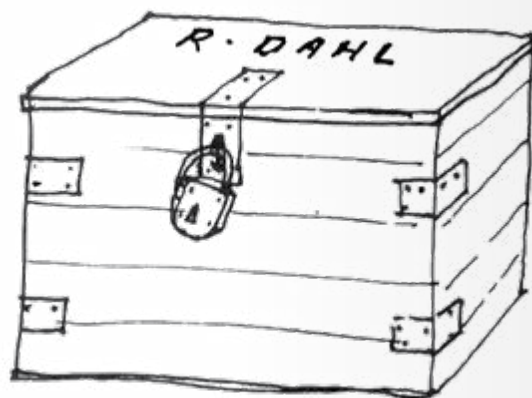
³⁸ That evening after supper my three sisters had their baths before me. Then it was my turn, but as I was about to step into the bathtub, I heard a horrified gasp from my mother behind me.

³⁹ 'What's this?' she gasped. 'What's happened to you?' She was staring at my bottom. I myself had not inspected it up to then, but when I twisted my head around and took a look at one of my buttocks, I saw the scarlet stripes and the deep blue bruising in between.

- 40 'Who did this?' my mother cried. 'Tell me at once!'
- 41 In the end I had to tell her the whole story, while my three sisters (aged nine, six and four) stood around in their nighties listening goggle-eyed. My mother heard me out in silence. She asked no questions. She just let me talk, and when I had finished, she said to our nurse, 'You get them into bed, Nanny. I'm going out.'
- 42 If I had had the slightest idea of what she was going to do next, I would have tried to stop her, but I hadn't. She went straight downstairs and put on her hat. Then she marched out of the house, down the drive and on to the road. I saw her through my bedroom window as she went out of the gates and turned left, and I remember calling out to her to come back, come back, come back. But she took no notice of me. She was walking very quickly, with her head held high and her body erect, and by the look of things I figured that Mr Coombes was in for a hard time.
- 43 About an hour later, my mother returned and came upstairs to kiss us all goodnight. 'I wish you hadn't done that,' I said to her. 'It makes me look silly.'
- 44 'They don't beat small children like that where I come from,' she said. 'I won't allow it.'
- 45 'What did Mr Coombes say to you, Mama?'
- 46 'He told me I was a foreigner and I didn't understand how British schools were run,' she said.
- 47 'Did he get ratty with you?'
- 48 'Very ratty,' she said. 'He told me that if I didn't like his methods I could take you away.'
- 49 'What did you say?'
- 50 'I said I would, as soon as the school year is finished. I shall find you an *English* school this time,' she said. 'Your father was right. English schools are the best in the world.'
- 51 'Does that mean it'll be a boarding school?' I asked.
- 52 'It'll have to be,' she said. 'I'm not quite ready to move the whole family to England yet.'
- 53 So I stayed on at Llandaff Cathedral School until the end of the summer term.

First day

- ¹ In September 1925, when I was just nine, I set out on the first great adventure of my life—boarding-school. My mother had chosen for me a Prep School in a part of England which was as near as it could possibly be to our home in South Wales, and it was called St Peter's. The full postal address was St Peter's School, Weston-super-Mare, Somerset.
- ² Weston-super-Mare is a slightly seedy seaside resort with a vast sandy beach, a tremendous long pier, an **esplanade** running along the sea-front, a clutter of hotels and boarding-houses, and about ten thousand little shops selling buckets and spades and sticks of rock and ice-creams. It lies almost directly across the Bristol Channel from Cardiff, and on a clear day you can stand on the esplanade at Weston and look across the fifteen or so miles of water and see the coast of Wales lying pale and milky on the horizon.
- ³ In those days the easiest way to travel from Cardiff to Weston-super-Mare was by boat. Those boats were beautiful. They were paddle-steamers, with gigantic swishing paddle-wheels on their flanks, and the wheels made the most terrific noise as they sloshed and churned through the water.
- ⁴ On the first day of my first term I set out by taxi in the afternoon with my mother to catch the paddle-steamer from Cardiff Docks to Weston-super-Mare. Every piece of clothing I wore was brand new and had my name on it. I wore black shoes, grey woollen stockings with blue turnovers, grey flannel shorts, a grey shirt, a red tie, a grey flannel blazer with the blue school crest on the breast pocket and a grey school cap with the same crest just above the peak. Into the taxi that was taking us to the docks went my brand new trunk and my brand new tuck-box, and both had R. DAHL painted on them in black.
- ⁵ A tuck-box is a small pinewood trunk which is very strongly made, and no boy has ever gone as a boarder to an English Prep School without one. It is his own secret store-house, as secret as a lady's handbag, and there is an unwritten law that no other boy, no teacher, not even the Headmaster himself has the right to pry into the contents of your tuck-box. The owner has the key in his pocket and that is where it stays. At St Peter's,



esplanade: long walking area next to a body of water

the tuck-boxes were **ranged** shoulder to shoulder all around the four walls of the changing-room and your own tuck-box stood directly below the peg on which you hung your games clothes. A tuck-box, as the name implies, is a box in which you store your tuck. At Prep School in those days, a **parcel** of tuck was sent once a week by anxious mothers to their **ravenous** little sons, and an average tuck-box would probably contain, at almost any time, half a home-made currant cake, a packet of squashed-fly biscuits, a couple of oranges, an apple, a banana, a pot of strawberry jam or Marmite, a bar of chocolate, a bag of Liquorice Allsorts and a tin of Bassett's lemonade powder. An English school in those days was purely a money-making business owned and operated by the Headmaster. It suited him, therefore, to give the boys as little food as possible himself and to encourage the parents in various cunning ways to feed their **offspring** by parcel-post from home.

- 6 'By all means, my dear Mrs Dahl, *do* send your boy some little treats now and again,' he would say. 'Perhaps a few oranges and apples once a week'—fruit was very expensive—'and a nice currant cake, a large currant cake perhaps because small boys have large appetites do they not, ha-ha-ha . . . Yes, yes, as *often* as you like. *More* than once a week if you wish . . . Of course he'll be getting plenty of good food here, the best there is, but it never tastes *quite* the same as home cooking, does it? I'm sure you wouldn't want him to be the only one who doesn't get a lovely parcel from home every week.'



- 7 As well as tuck, a tuck-box would also contain all manner of treasures such as a magnet, a pocket-knife, a compass, a ball of string, a clockwork racing-car, half a dozen lead soldiers, a box of conjuring-tricks, some tiddly-winks, a Mexican jumping bean, a catapult, some foreign stamps, a couple of stink-bombs, and I remember one boy called Arkle who drilled an airhole in the lid of his tuck-box and kept a pet frog in there which he fed on slugs.
- 8 So off we set, my mother and I and my trunk and my tuck-box, and we boarded the paddle-steamer and went swooshing across the Bristol Channel in a shower of spray. I liked that part of it, but I began to grow **apprehensive** as I disembarked on to the pier at Weston-super-Mare and watched my trunk and tuck-box being loaded into an English taxi which would drive us to St Peter's. I had absolutely no idea what was in store for me. I had never spent a single night away from our large family before.

ranged: placed in a row

parcel: package

ravenous: extremely hungry

offspring: children

apprehensive: nervous or uneasy

- ⁹ St Peter's was on a hill above the town. It was a long three-storeyed stone building that looked rather like a private lunatic asylum, and in front of it lay the playing-fields with their three football pitches. One-third of the building was reserved for the Headmaster and his family. The rest of it housed the boys, about one hundred and fifty of them altogether, if I remember rightly.
- ¹⁰ As we got out of the taxi, I saw the whole driveway abustle with small boys and their parents and their trunks and their tuck-boxes, and a man I took to be the Headmaster was swimming around among them shaking everybody by the hand.
- ¹¹ I have already told you that *all* Headmasters are giants, and this one was no exception. He advanced upon my mother and shook her by the hand, then he shook me by the hand and as he did so he gave me the kind of flashing grin a shark might give to a small fish just before he gobbles it up. One of his front teeth, I noticed, was edged all the way round with gold, and his hair was slicked down with so much hair-cream that it glistened like butter.
- ¹² 'Right,' he said to me. 'Off you go and report to the Matron.' And to my mother he said briskly, 'Goodbye, Mrs Dahl. I shouldn't linger if I were you. We'll look after him.'
- ¹³ My mother got the message. She kissed me on the cheek and said goodbye and climbed right back into the taxi.
- ¹⁴ The Headmaster moved away to another group and I was left standing there beside my brand new trunk and my brand new tuck-box. I began to cry.
-

The Matron

- ¹ At St Peter's the ground floor was all classrooms. The first floor was all dormitories. On the dormitory floor the Matron ruled supreme. This was her territory. Hers was the only voice of authority up here, and even the eleven- and twelve-year-old boys were terrified of this female ogre, for she ruled with a rod of steel.
- ² The Matron was a large fair-haired woman with a bosom. Her age was probably no more than twenty-eight but it made no difference whether she was twenty-eight or sixty-eight because to us a grown-up was a grown-up and all grown-ups were dangerous creatures at this school.
- ³ Once you had climbed to the top of the stairs and set foot on the dormitory floor, you were in the Matron's power, and the source of this power was the unseen but frightening figure of the Headmaster lurking down in the depths of his study below. At any time she liked, the Matron could send you down in your pyjamas and dressing-gown to report to this merciless giant, and whenever this happened you got caned on the spot. The Matron knew this and she relished the whole business.
- ⁴ She could move along that corridor like lightning, and when you least expected it, her head and her bosom would come popping through the dormitory doorway. 'Who threw that sponge?' the dreaded voice would call out. 'It was you, Perkins, was it not? Don't lie to me, Perkins! Don't argue with me! I know perfectly well it was you! Now you can put your dressing-gown on and go downstairs and report to the Headmaster this instant!'
- ⁵ In slow motion and with immense reluctance, little Perkins, aged eight and a half, would get into his dressing-gown and slippers and disappear down the long corridor that led to the back stairs and the Headmaster's private quarters. And the Matron, as we all knew, would follow after him and stand at the top of the stairs listening with a funny look on her face for the *crack . . . crack . . . crack* of the cane that would soon be coming up from below. To me that noise always sounded as though the Headmaster was firing a pistol at the ceiling of his study.
- ⁶ Looking back on it now, there seems little doubt that the Matron disliked small boys very much indeed. She never smiled at us or said anything nice, and when for example the lint stuck to the cut on your kneecap, you were not allowed to take it off yourself bit by bit so that it didn't hurt. She would

always whip it off with a flourish, muttering, 'Don't be such a ridiculous little baby!'

- 7 On one occasion during my first term, I went down to the Matron's room to have some iodine put on a grazed knee and I didn't know you had to knock before you entered. I opened the door and walked right in, and there she was in the centre of the Sick Room floor locked in some kind of an embrace with the Latin master, Mr Victor Corrado. They flew apart as I entered and both their faces went suddenly crimson.
- 8 'How *dare* you come in without knocking!' the Matron shouted. 'Here I am trying to get something out of Mr Corrado's eye and in you burst and disturb the whole delicate operation!'
- 9 'I'm very sorry, Matron.'
- 10 'Go away and come back in five minutes!' she cried, and I shot out of the room like a bullet.
- 11 After 'lights out' the Matron would prowl the corridor like a panther trying to catch the sound of a whisper behind a dormitory door, and we soon learnt that her powers of hearing were so phenomenal that it was safer to keep quiet.
- 12 Once, after lights out, a brave boy called Wragg tiptoed out of our dormitory and sprinkled castor sugar all over the linoleum floor of the corridor. When Wragg returned and told us that the corridor had been successfully sugared from one end to the other, I began shivering with excitement. I lay there in the dark in my bed waiting and waiting for the Matron to go on the prowl. Nothing happened. Perhaps, I told myself, she is in her room taking another speck of dust out of Mr Victor Corrado's eye.
- 13 Suddenly, from far down the corridor came a resounding *crunch*! *Crunch crunch crunch* went the footsteps. It sounded as though a giant was walking on loose gravel.
- 14 Then we heard the high-pitched furious voice of the Matron in the distance. 'Who did this?' she was shrieking. 'How *dare* you do this!' She went crunching along the corridor flinging open all the dormitory doors and switching on all the lights. The intensity of her fury was frightening. 'Come along!' she cried out, marching with crunching steps up and down the corridor. 'Own up! I want the name of the filthy little boy who put down the sugar! Own up immediately! Step forward! Confess!'

- ¹⁵ 'Don't own up,' we whispered to Wragg. 'We won't give you away!'
- ¹⁶ Wragg kept quiet. I didn't blame him for that. Had he owned up, it was certain his fate would have been a terrible and a bloody one.
- ¹⁷ Soon the Headmaster was summoned from below. The Matron, with steam coming out of her nostrils, cried out to him for help, and now the whole school was herded into the long corridor, where we stood freezing in our pyjamas and bare feet while the culprit or culprits were ordered to step forward.
- ¹⁸ Nobody stepped forward.
- ¹⁹ I could see that the Headmaster was getting very angry indeed. His evening had been interrupted. Red splotches were appearing all over his face and flecks of spit were shooting out of his mouth as he talked.
- ²⁰ 'Very well!' he thundered. 'Every one of you will go at once and get the key to his tuck-box! Hand the keys to Matron, who will keep them for the rest of the term! And all parcels coming from home will be confiscated from now on! I will not tolerate this kind of behaviour!'
- ²¹ We handed in our keys and throughout the remaining six weeks of the term we went very hungry. But all through those six weeks, Arkle continued to feed his frog with slugs through the hole in the lid of his tuck-box. Using an old teapot, he also poured water in through the hole every day to keep the creature moist and happy. I admired Arkle very much for looking after his frog so well. Although he himself was famished, he refused to let his frog go hungry. Ever since then I have tried to be kind to small animals.
- ²² Each dormitory had about twenty beds in it. These were smallish narrow beds ranged along the walls on either side. Down the centre of the dormitory stood the basins where you washed your hands and face and did your teeth, always with cold water which stood in large jugs on the floor. Once you had entered the dormitory, you were not allowed to leave it unless you were reporting to the Matron's room with some sickness or injury. Under each bed there was a white chamber-pot, and before getting into bed you were expected to kneel on the floor and empty your bladder into it. All around the dormitory, just before 'lights out', was heard the *tinkle-tinkle* of little boys peeing into their pots. Once you had done this and got into your bed, you were not allowed to get out of it again until next morning. There

was, I believe, a **lavatory** somewhere along the corridor, but only an attack of acute diarrhoea would be accepted as an excuse for visiting it. A journey to the upstairs lavatory automatically classed you as a diarrhoea victim, and a dose of thick white liquid would immediately be forced down your throat by the Matron. This made you constipated for a week.

- ²³ The first miserable homesick night at St Peter's, when I curled up in bed and the lights were put out, I could think of nothing but our house at home and my mother and my sisters. Where were they? I asked myself. In which direction from where I was lying was Llandaff? I began to work it out and it wasn't difficult to do this because I had the Bristol Channel to help me. If I looked out of the dormitory window I could see the Channel itself, and the big city of Cardiff with Llandaff alongside it lay almost directly across the water but slightly to the north. Therefore, if I turned towards the window I would be facing home. I wriggled round in my bed and faced my home and my family.
- ²⁴ From then on, during all the time I was at St Peter's, I never went to sleep with my back to my family. Different beds in different dormitories required the working out of new directions, but the Bristol Channel was always my guide and I was always able to draw an imaginary line from my bed to our house over in Wales. Never once did I go to sleep looking away from my family. It was a great comfort to do this.
- ²⁵ There was a boy in our dormitory during my first term called Tweedie, who one night started snoring soon after he had gone to sleep.
- ²⁶ 'Who's that talking?' cried the Matron, bursting in. My own bed was close to the door, and I remember looking up at her from my pillow and seeing her standing there **silhouetted** against the light from the corridor and thinking how truly frightening she looked. I think it was her enormous bosom that scared me most of all. My eyes were riveted to it, and to me it was like a battering-ram or the bows of an icebreaker or maybe a couple of high-explosive bombs.
- ²⁷ 'Own up!' she cried. 'Who was talking?'
- ²⁸ We lay there in silence. Then Tweedie, who was lying fast asleep on his back with his mouth open, gave another snore.
- ²⁹ The Matron stared at Tweedie. 'Snoring is a disgusting habit,' she said. 'Only the lower classes do it. We shall have to teach him a lesson.'

lavatory: bathroom

silhouetted:
making a dark
shadowy shape

- 30 She didn't switch on the light, but she advanced into the room and picked up a cake of soap from the nearest basin. The bare electric bulb in the corridor illuminated the whole dormitory in a pale creamy glow.
- 31 None of us dared to sit up in bed, but all eyes were on the Matron now, watching to see what she was going to do next. She always had a pair of scissors hanging by a white tape from her waist, and with this she began shaving thin slivers of soap into the palm of one hand. Then she went over to where the wretched Tweedie lay and very carefully she dropped these little soap-flakes into his open mouth. She had a whole handful of them and I thought she was never going to stop.
- 32 What on earth is going to happen? I wondered. Would Tweedie choke? Would he strangle? Might his throat get blocked up completely? Was she going to kill him?
- 33 The Matron stepped back a couple of paces and folded her arms across, or rather underneath, her massive chest.
- 34 Nothing happened. Tweedie kept right on snoring.
- 35 Then suddenly he began to gurgle and white bubbles appeared around his lips. The bubbles grew and grew until in the end his whole face seemed to be smothered in a bubbly foaming white soapy froth. It was a horrific sight. Then all at once, Tweedie gave a great cough and a splutter and he sat up very fast and began clawing at his face with his hands. 'Oh!' he stuttered. 'Oh! Oh! Oh! Oh no! Wh-wh-what's happening? Wh-wh-what's on my face? Somebody help me!'
- 36 The Matron threw him a face flannel and said, 'Wipe it off, Tweedie. And don't ever let me hear you snoring again. Hasn't anyone ever taught you not to go to sleep on your back?'
- 37 With that she marched out of the dormitory and slammed the door.
-

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impression: lasting effect
scarlet: red
theory: belief
precious: very
triumph: being successful

mass: great amount
acquire: take on
tremendous: great
sly: tricky
reserved: set aside

ogre: monster
fury: wild anger
contents: things inside

••

lapse: period of time
seared: burned
consciousness: level of awareness
vividly: clearly
Cathedral: Christian church
flourishing: doing well
green: park
casually: in a carefree way
swift: quick
trousers: pants
bicycle-clips: pieces of metal worn on the ankles to keep pant legs from getting caught in a bicycle's chains
ambition: goal
lingered: stayed around
lecture: long speech
tuppence: two pennies
pulpy: mushy
coil: spring shape
froth: foam
proclaimed: announced
elaborate: explain further
varnish: polish

baffled: confused
rioting: causing a violent disturbance
drawback: problem
hag: ugly old woman
grime: filth
tramp: beggar
sullen: gloomy
foul: dirty
prised: pulled
hoard: stored treasure
strive: try
modesty: not wanting to show off
sheer: complete
strutting: walking proudly
victors: winners
malignant: evil
flush: strong feeling
stature: height
waistcoat: vest
cross: angry
brisk: quick
nick: steal

bounder: bad person
appealing: asking for help
asphalt: cement
venom: hateful feelings
sympathy: caring feelings
corridor: hallway
quarters: rooms
situated: located
sidled: moved carefully
dominating: commanding over
riveted: pinned
stance: standing position
figure: shape
bounding: jumping
blighter: hated person
clutching: holding
reluctance: unwillingness
spurred: encouraged
cheekiest: most disrespectful
wily: sneaky
inclined: likely
unsporting: unfair
admission: telling of the truth
erect: straight

(continued) ••

ratty: bad-tempered**seedy:** dirty**resort:** vacation spot**vast:** great and wide**flanks:** sides**churned:** turned energetically**boarder:** student who lives at school**pry:** look closely into something secret or private**implies:** suggests**cunning:** sneakily smart**parcel-post:** mailed packages**disembarked:** left the ship**asylum:** hospital for the mentally ill**pitches:** soccer fields**advanced:** moved toward**briskly:** quickly and shortly**dormitories:** bedrooms**territory:** area under control**bosom:** chest**lurking:** moving while hidden**merciless:** cruel**relished:** enjoyed**iodine:** chemical used to clean wounds**grazed:** scratched**crimson:** red**prowl:** move as if hunting**phenomenal:** amazing and extraordinary**resounding:** loud**intensity:** strength**culprit:** guilty person**plotches:** spots**flecks:** bits**confiscated:** forcefully taken**tolerate:** allow**famished:** extremely hungry**basins:** small tubs**chamber-pot:** pot used for human waste**acute:** sudden and severe**constipated:** blocked up in the bowels**channel:** water path**bows:** ship fronts**icebreaker:** large ship designed for breaking paths through ice**illuminated:** lit**wretched:** unfortunate**flannel:** cloth

...

jaunty: cheerful and carefree**lozenge:** cough drop**chloroform:** a chemical that causes people to lose consciousness when they inhale it**saturated:** soaked**anaesthetic:** painkiller**loathsome:** hated**conkers:** chestnuts**desperados:** criminals**Maria:** police van**forms:** grades**obliged:** grateful**pantomime:** dramatic performance**exhorting:** encouraging**esplanade:** long walking area next to a body of water**ranged:** placed in a row**parcel:** package**ravenous:** extremely hungry**offspring:** children**apprehensive:** nervous or uneasy**lavatory:** bathroom**silhouetted:** making a dark shadowy shape

Use the Vocab App to play mini games related to the words in this lesson.

Lesson 1—Introducing the Text

Follow along in the passages below as your teacher reads them aloud.

- Paragraph 26 in “The bicycle and the sweet-shop” on page 41
- Paragraph 15 in “Mr. Coombes” on page 44
- Paragraphs 7 and 8 in “The bicycle and the sweet-shop” on page 38
- Paragraph 11 in “First day” on page 56

Select Memories from Your Writing

1. Look over your completed pieces of writing from the Get Started sub-unit on pages 9, 12, 16, 18, 20, and 23 of your Writing Journal.
2. Look through the writing you have done describing moments from your life.
3. Choose three pieces that are most vivid in your memory.

Create Your Timeline

4. Write your memorable moments on the timeline in your Writing Journal.
5. Fill in the boxes in the the timeline in the order the moments occurred.
6. Write a quick description of each of the three moments you selected that includes the following:
 - How old you were when it happened
 - The setting where the moment took place
 - A brief description of the moment
7. If you want, include the description from another moment that you haven't written about yet.



Turn to pages 28–29 in your Writing Journal and complete the timeline.

Lesson 1—Introducing the Text (continued)

Author's Note

1. Follow along on page 36 as your teacher reads the Author's Note aloud.
2. Answer the following questions to make claims about Dahl's writing and to support your claims by highlighting evidence in the Author's Note.
 1. Circle your answer:
CLAIM: In this book, Dahl will be describing:
(a) stories he made up, or
(b) events that he experienced.
 2. Fill in your answer:
CLAIM: years have passed between the time the events in the book took place and the time Dahl wrote the book.
EVIDENCE: Highlight a sentence from the Author's Note that supports your answer.
 3. Circle your answer:
CLAIM: In this book, Dahl will be writing about:
(a) all the important events in his life, or
(b) a few things from his childhood that he remembers vividly.
EVIDENCE: Highlight a sentence from the text that supports your answer.
4. **CLAIM:** Dahl suggest that these memories will stay with him forever.
EVIDENCE: Highlight a word in paragraph 3 that suggests that these memories will stay with Dahl forever.
5. What types of things does Dahl remember after 50 to 60 years?
 - a. Details that are important
 - b. Memories that are funny, painful, and unpleasant
 - c. Things that he wrote down in journals
 - d. Only things that made a happy impression on him

What grabs your attention as a reader?

1. Review paragraphs 1–8 in “The Great Mouse Plot” on page 42, and highlight one place that grabbed your attention.
2. Make a note describing anything that grabbed your attention and why in your Writing Journal. Remember to zoom in and describe the details that you notice.



Go to page 30 in your Writing Journal to record notes on this passage.

3. Share your highlights and notes with a partner.

What grabbed you and your partner’s attention? Did you notice similar things or different things?

Lesson 2—Adding Up the Details

1. Review the notes you wrote for two places in your Solo reading and be prepared to share and discuss what you noticed.
2. As you share, tell us which paragraph you're reading from so we can all read along.

Follow along as your teacher reads paragraphs 6–9 from “The bicycle and the sweet-shop” on pages 38–39. Listen for showing details that Dahl included to describe the candy.

Dahl writes that out of all the candies in the sweet-shop, his “own favourites were Sherbet Suckers and Liquorice Bootlaces” (The bicycle and the sweet-shop, 5).

1. Review the description of Liquorice Bootlaces.
2. Highlight two details that gave you a vivid picture of the candy.
3. Review the description of Sherbet Suckers.
4. Highlight two details that gave you a vivid picture of the candy.



Go to page 31 in your Writing Journal to answer questions 1 and 2.

After reading Dahl's descriptions about Sherbet Suckers and Liquorice Bootlaces, do they sound like the type of candy you'd like to try? Why or why not?



Go to page 32 in your Writing Journal to explain your answer.

Lesson 3—Using Text Details in Writing

1. Closely review paragraphs 25–27 of “The bicycle and the sweet-shop” on page 41. Consider the precise details Dahl uses in his description of Mrs. Pratchett.
2. Highlight one part of the passage (a word, phrase, or sentence) that creates the most vivid picture of Mrs. Pratchett for you.



Answer the questions about Mrs. Pratchett on page 33 of your Writing Journal.

Review paragraphs 25–27 of “The bicycle and the sweet-shop” on page 41.

Follow along as you and your classmates help your teacher identify the places in the text where Dahl *tells* versus *shows* traits about his characters.

1. Review the description of Mrs. Pratchett in paragraphs 24–27 from “The bicycle and the sweet-shop” on page 41.
2. Highlight three additional details that show:
 - What she looks like.
 - What she says.
 - What she does.
3. Review the sentence where Dahl introduces Mrs. Pratchett: “The woman who owned it was a horror.” (24) A horror is something that is very surprising, terrifying, or revolting
4. Review all the words and phrases Dahl uses in his description of Mrs. Pratchett. Overall, what types of details has Dahl included about Mrs. Pratchett? Surprising, Terrifying, or Disgusting?
5. Highlight a detail to support your choice.

Connotative Meaning:

The emotions and ideas associated with a word.

Dahl says earlier in the chapter that Mrs. Pratchett was “a horror” (24). Do you agree or disagree with Dahl’s description of Mrs. Pratchett?



Go to page 34 of your Writing Journal to write about how Dahl’s choice of details helped you understand what he meant by “horror.”

Lesson 4—Writing Complex Sentences

1. Read paragraph 1 from “The Great Mouse Plot” on page 42 where Dahl describes what he and his friends do.
2. Highlight each place Dahl refers to himself and his friends. (Hint: “My four friends and I,” “we,” “the five of us”).
3. Highlight each action that Dahl and his friends do.



Go to page 35 of your Writing Journal and complete the writing activity.

4. Compare your list of the boys’ actions with a partner.
 - Did you both find the same number of actions?
 - Did you create similar complete sentences?
5. Look at the two sets of sentences below and share your response to question 6 with your partner.

Set A:

“My four friends and I had come across a loose floorboard at the back of the classroom, and when we prised it up with the blade of a pocket-knife, we discovered a big hollow space underneath.” (1)

Set B:

We had come across a loose floorboard.

We prised it up.

We discovered a big hollow space.

6. How does your picture of these actions change when they are structured into one sentence in Set A, rather than being written as three distinct actions in Set B?

- What is the relationship between the two actions described in these sentences?
 - The boy dropped the dead mouse into the candy jar.
 - The boy walked innocently out of the store.
- Look at the example below to see how the writer creates a complex sentence to show the relationship between two actions.

Two actions. Two sentences.	Two actions. One sentence.
1. The boy dropped the dead mouse into the candy jar.	After he dropped the dead mouse into the candy jar, the boy walked innocently out of the store.
2. The boy walked innocently out of the store.	

- Look at the examples of clauses and actions in the chart below.

Column A	Column B
the boy lifted the lid of the candy jar	when the boy lifted the lid of the candy jar
the boy dropped the dead mouse on the gumballs	after the boy dropped the dead mouse on the gumballs
the boy walked innocently out of the store	while the boy walked innocently out of the store

- Look at the list of dependent markers in the chart below.
 - A dependent marker notes the beginning of a clause that describes an action in relation to another action. One action is *dependent* on the other action(s).
 - When you combine actions or ideas in this way, you are writing a **complex sentence**.

Tip: Here's a list of dependent markers that you could use to connect your sentences:

once	where	however
after	wherever	because
before	as though	unless
since	as if	while
until	even though	although
as	but	when



On page 36 of your Writing Journal, identify dependent markers in sentences.

Lesson 4—Writing Complex Sentences (continued)

1. Imagine a story about a girl and a spider. You will write two sentences about the girl and the spider in your Writing Journal.

Sentence A: Write one sentence to describe something the spider might do.

Example: The spider wove a web in the girl's hair.

Sentence B: Write one sentence to describe something the girl might do.

Example: The girl texted frantically.



Go to page 37 in your Writing Journal to write your sentences.

Combining Sentences Using Dependent Markers

Example: While the girl texted frantically, the spider wove a web in her hair.

2. Share with your group the sentences you wrote in your Writing Journal about the girl and the spider.
3. Work with your group to pair and combine sentences using dependent markers to describe how the actions are connected. Write your sentences on the chart paper.
4. When your group is done, be prepared to share your group's favorite two sentences.

1. Review the narrative you wrote on page 18 of your Writing Journal in which you wrote about a moment that took three minutes or less.
2. Find two sentences that you can combine into one complex sentence.
3. Combine these sentences into one sentence, using a dependent marker to describe the relationship between these actions and ideas.



Complete Activities 1–3 to combine your two sentences on page 38 in your Writing Journal.

Lesson 5—Revise to Add Evidence

As you follow along and listen to your classmates' writing about Mrs. Pratchett, consider asking yourself the following:

In each excerpt:

- What is one detail the writer used from the chapter to explain why or why not Mrs. Pratchett is a horror?
- What did the writer notice or explain about those details?

Lesson 5—Revise to Add Evidence (continued)

1. Follow along as your teacher reads a student writing sample.

Sample Student Writing:

Under no conditions could someone ever make me eat those Liquorice Bootlaces. Right off, Dahl reports that Thwaites's father "had said that they were made from rats' blood" (6). Blood carries disease and rats are known to be one of the dirtiest animals on the planet. So, unless you like to drink disease-infested blood, stay away from Bootlaces.

2. Highlight the direct quote that the student used in this sample writing.
3. Highlight the additional sentence the writer used to describe this detail.
4. Review paragraph 6 from "The bicycle and the sweet-shop" on page 38.
5. Highlight a direct quote from Thwaites's father's story about Liquorice Bootlaces that could show why the writer does not want to eat this candy.



Go to page 39 of your Writing Journal to complete Activity 1.

Guidelines for Citing and Punctuating a Direct Quote

Use double quotation marks to show where the quote begins and ends.

The Tonsil Tickler “tasted and smelled very strongly of chloroform” (The bicycle and the sweet-shop, 19).

Cite the chapter title and paragraph number in parentheses at the end of the sentence.

Add a comma to separate your introduction to the quote and the direct quote itself.

When Thwaites explains that Tonsil Ticklers are made of chloroform, the boys ask, “but why sell them to children?” because it seems strange to them that adults would want to harm children (The bicycle and the sweet-shop, 23).

Use single quotation marks around any dialogue within the direct quote.

Only include the end punctuation of your quote if it is a question mark or exclamation point.

6. Review the sentence you added to the sample writing on page 39 of your Writing Journal.
7. Find the direct quote(s) from the text you used in your writing.
8. Use the guidelines to make sure that you cited and punctuated the quote correctly.



Edit your sentences in Activity 2 on page 39 of your Writing Journal.

Lesson 5—Revise to Add Evidence (continued)

Good writers write with *focus* and identify specific moments with precise details. You have been learning how to use this strategy to grab the reader's attention.

1. Review your Writing Response from Lesson 3 on page 34 of your Writing Journal. Underline a sentence(s) where you used details from the book to develop your idea. Your teacher may have highlighted a sentence for you.
2. Review that part of the book and identify one more direct quote that connects to your idea.



Go to page 40 in your Writing Journal to revise your writing from Lesson 3.

Lesson 6—Connecting Moments in the Reading

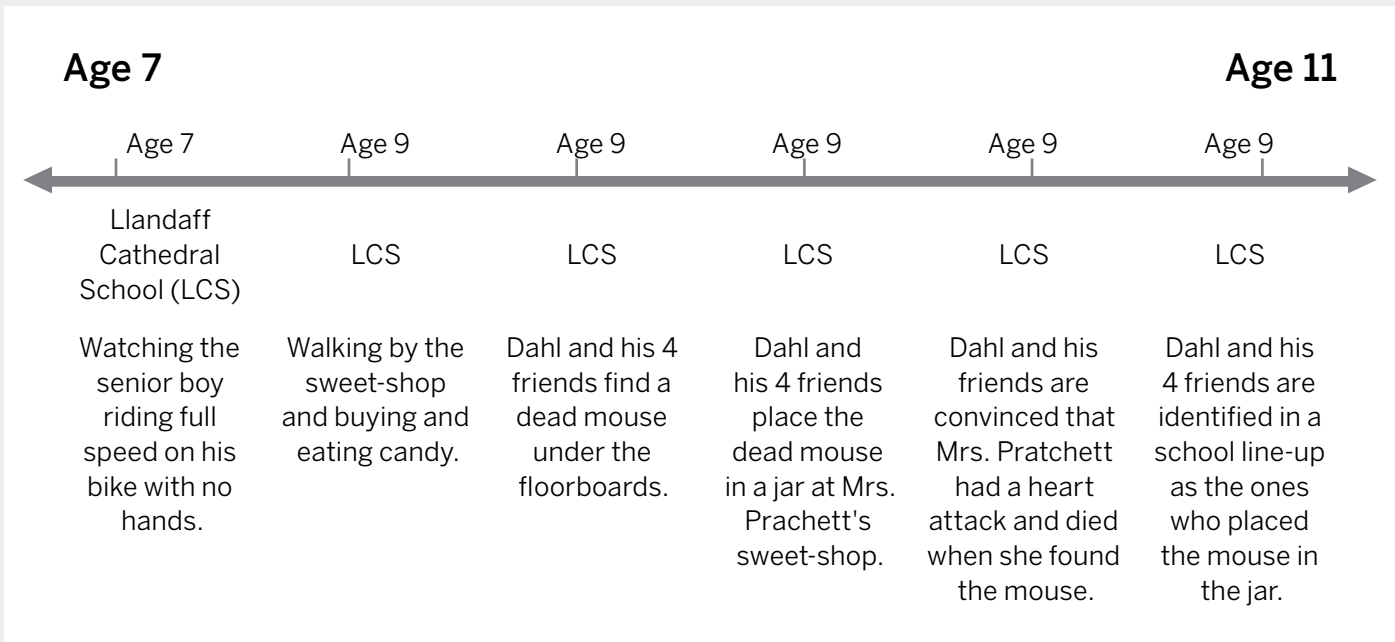
1. Follow along as your teacher reads the following passages:
 - Paragraphs 6–21 from “The Great Mouse Plot” on pages 42–43.
 - Paragraphs 11–28 from “Mr. Coombes” on pages 44–45.
 - Paragraphs 37–46 from “Mr. Coombes” on pages 46–47.
2. Discuss with the class the details you notice that help you understand Dahl’s emotion(s) in each scene.
3. Review all three of the passages that you read with a partner and highlight any details that show you Dahl’s emotion(s) in this moment.
4. Choose an emotion Dahl feels in each of the passages from this list (or name your own emotion). You may choose more than one.
 - Thrilled
 - Proud
 - Amused
 - Guilty
 - Relieved
 - Worried
 - Terrified
 - Agonized
 - Other emotion?



Go to page 41 in your Writing Journal and write a sentence for each passage explaining Dahl’s emotions.

Lesson 6—Connecting Moments in the Reading (continued)

Look at the timeline and discuss the events and moments with your class.



1. Consider each section of the Great Mouse Plot story below.

Discuss with your partner whether each section shows that Dahl is **pleased** or **dismayed** with how his great idea is unfolding.

- Dahl and his four friends find a dead mouse under the floorboards.
- Dahl and his friends walk by the sweet shop and buy and eat candy.
- Dahl and his friends place the dead mouse in a jar at Mrs. Pratchett's sweet shop.
- Dahl and his friends are convinced that Mrs. Pratchett had a heart attack and died when she found the mouse.
- Dahl and his friends are identified in a school line-up as the ones who placed the mouse in the jar.

2. Analyze how the sections of the "Great Mouse Plot" work together.

Turn and have a brief discussion with a partner about the questions below.

- What do you notice about Dahl and his friends when you look at each section on its own?
- What are some of the things you notice and the ideas you have about Dahl or his friends when you put these sections together?
- What is one idea you have about Dahl's feelings about the Great Mouse Plot when you put these sections together?

Lesson 7—Introducing Dialogue

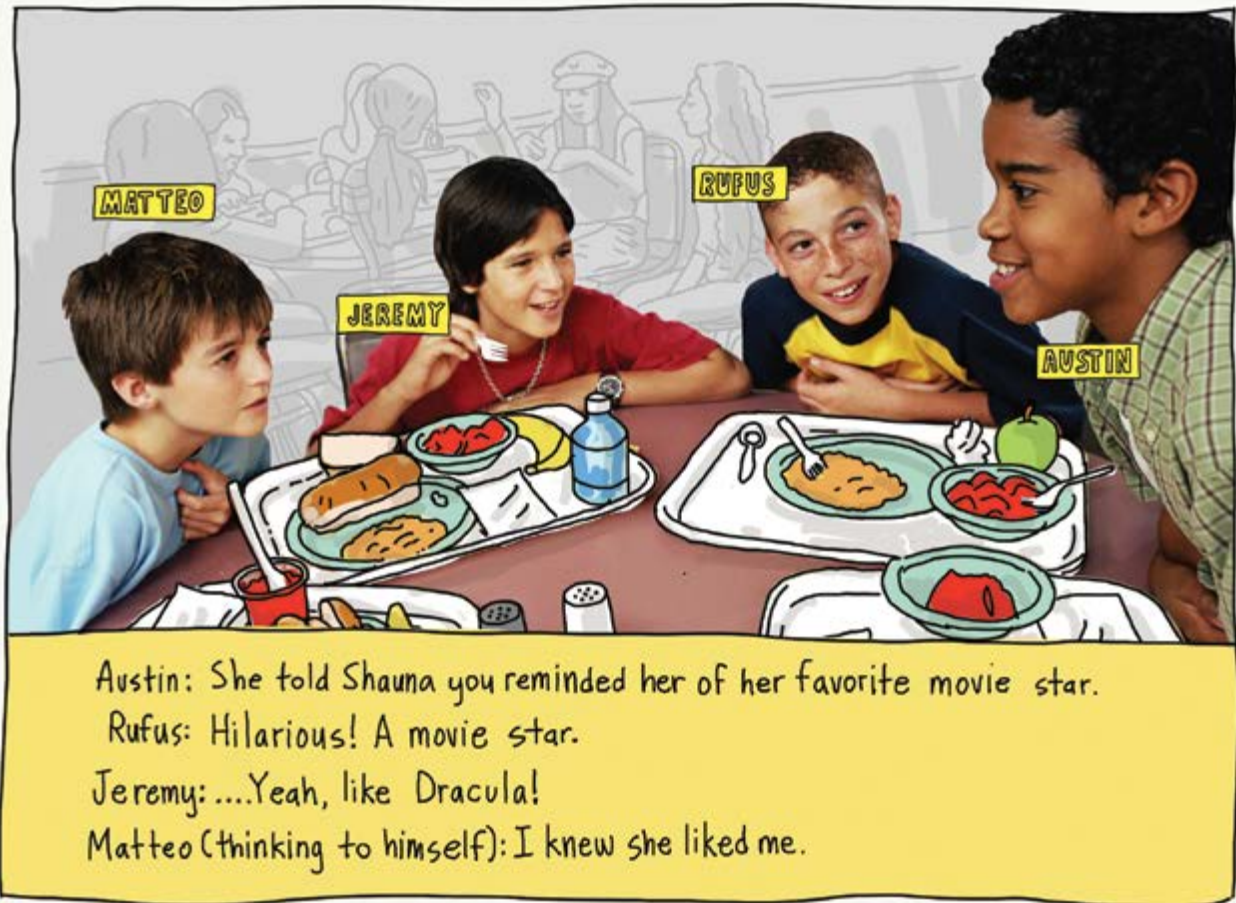
1. Take a look at the photo below.

Based on the details in the photo, what do you know with certainty is happening in this moment? Share your thoughts with a partner.



Yellow Dog Productions/The Image Bank/Getty Images

2. Now look at this photo. Based on the photo and the written dialogue about this moment, what do you know with certainty is happening? Share with your partner.



Yellow Dog Productions/The Image Bank/Getty Images

Lesson 7—Introducing Dialogue (continued)

3. Look at this photograph. What do you imagine is happening in this moment with these characters?



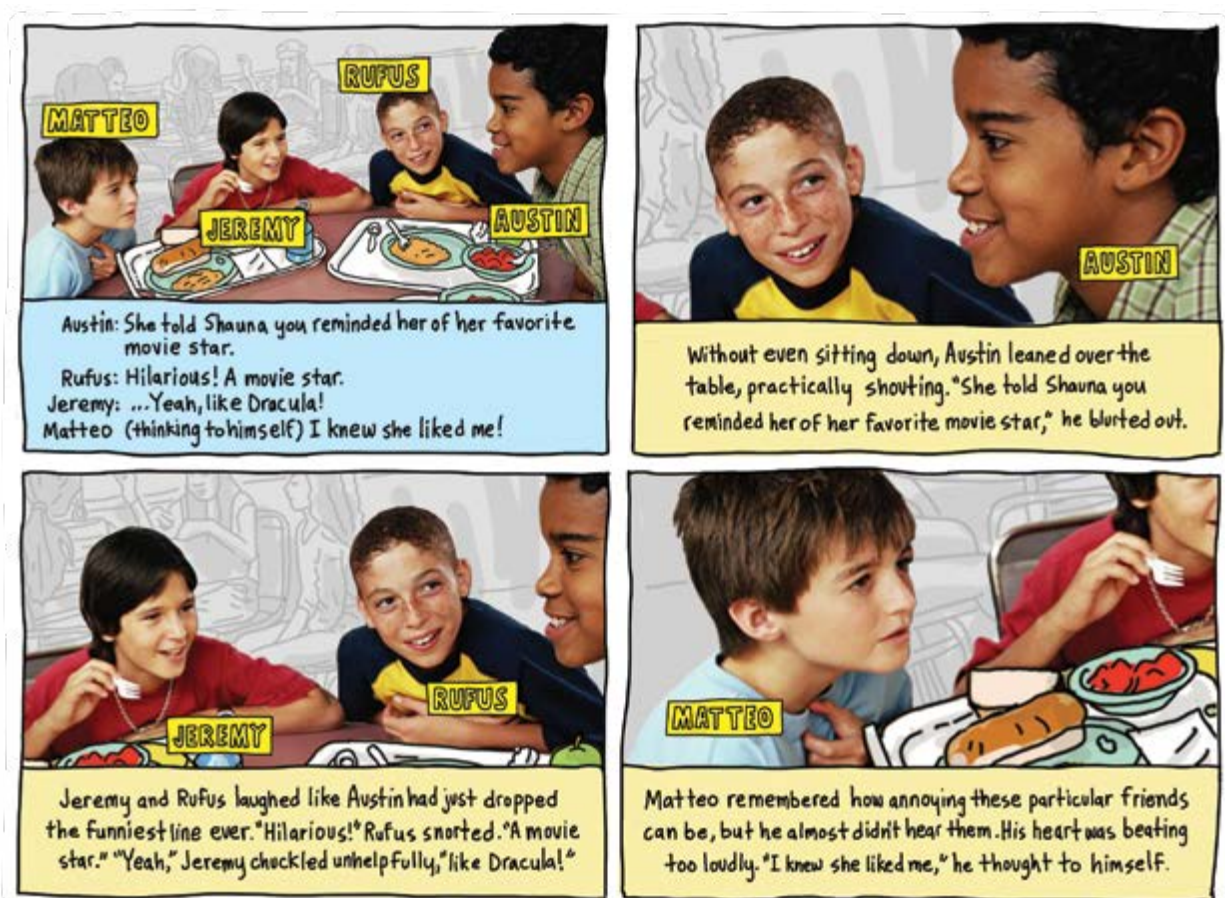
Baerbel Schmidt/Stone/Getty Images



Go to page 42 in your Writing Journal to write a dialogue to help the reader understand this moment.

Listen as your classmates share their versions of the cafeteria dialogue. As you listen, take note of the differences between the versions.

1. Read the text displayed with the photos below along with your teacher.



Yellow Dog Productions/The Image Bank/Getty Images

Narration

Narration describes the setting, what is happening, and/or what the characters think and feel. It does not include dialogue.

Example: The moon was huge that night. "It's so beautiful!" cried Julie as she walked home.

Lesson 7—Introducing Dialogue (continued)

2. Follow along as your teacher reads about this small moment.

Matteo was eating lunch with Rufus and Jeremy in the school cafeteria when he saw Austin rushing to the table.

His stomach suddenly felt queasy and he had to push his lunch tray to the side. That morning, Matteo had asked Austin to find out from Shauna what Cate thought about him. Matteo could tell by Austin's sloppy grin that he had some news. He briefly considered hiding under the table.

Without even sitting down, Austin leaned over the table, practically shouting. **"She told Shauna you reminded her of her favorite movie star,"** he blurted out.

Jeremy and Rufus laughed like Austin had just dropped the funniest punchline ever. **"Hilarious!"** Rufus snorted. **"A movie star."**

"Yeah," Jeremy chuckled unhelpfully, **"like Dracula!"**

Matteo remembered how annoying these particular friends can be, but he almost didn't hear them. His heart was beating too loudly. **"I knew she liked me,"** he thought to himself.

3. Follow along as your teacher introduces the Rules for Punctuating Dialogue.

Rules for Punctuating Dialogue and Narration

1. Use quotation marks to separate dialogue and narration.
2. Use a comma between the speaker tag and his or her dialogue.
3. If the dialogue ends with a question mark or exclamation point, include it inside the quotation marks.
4. Indent to show that a new speaker is talking.

4. Review the passage about Matteo again and identify the dialogue, narration, and speaker tags.



Go to page 43 of your Writing Journal to complete Activities 1–3.



Look at the dialogue you wrote on page 42 of your Writing Journal for the photo of the students standing in the cafeteria line.

Baerbel Schmidt/Stone/Getty Images



Go to page 44 in your Writing Journal to describe one moment using this dialogue.

Lesson 8—Dialogue, Narration, Character, and POV

1. Turn to page 45 to read paragraphs 23–25 from “Mr Coombes,” where Thwaites tells Dahl that he must have killed Mrs. Pratchett.
2. Share in the class discussion your responses to the following questions.
 - Based on the words Dahl uses, does Thwaites sound sympathetic or unsympathetic toward Dahl?
 - How does the narration change the way you understand Thwaites in this moment?
3. Now read the made-up description of Thwaites telling Dahl he killed Mrs. Pratchett.

1. Excerpt from “Mr Coombes,” 23–25

‘It gives her a heart attack,’ Thwaites announced. ‘Her heart stops beating and she’s dead in five seconds.’

For a moment or two my own heart stopped beating. Thwaites pointed a finger at me and said darkly, ‘I’m afraid you’ve killed her.’

‘Me?’ I cried. ‘Why just me?’

2. Made-up Description

‘It gives her a heart attack,’ Thwaites whispered. ‘Her heart stops beating and she’s dead in five seconds.’

For a moment or two my own heart stopped beating. Thwaites reached out, patted me gently on the back and said softly, ‘I’m afraid you’ve killed her.’

‘Me?’ I cried. ‘Why just me?’

4. Share your responses to the following questions in the class discussion.
 - Based on the changed wording in version #2, does Thwaites sound sympathetic or unsympathetic toward Dahl?
 - How does the narration change the way you understand Thwaites in this moment?

1. Follow along to the audio in paragraphs 55–70 from “Mr. Coombes” on pages 48–49.
2. Highlight Mrs. Pratchett’s dialogue in paragraphs 55–70.
3. Review the dialogue you highlighted.



On page 45 of your Writing Journal, describe Mrs. Pratchett.

4. In another color, review and highlight Mrs. Pratchett’s actions—anything she does as well as the words that describe how she speaks.
5. Do these highlighted actions support your idea of Mrs. Pratchett or give you a new idea? Share your thoughts in the class discussion.



On page 45 of your Writing Journal complete Activity 2 to answer questions about the writer’s point of view.

Lesson 8—Dialogue, Narration, Character, and POV (continued)

Your teacher will assign you to a group of four to act out the scene in paragraphs 55–70 from “Mr. Coombes” on pages 48–49.

Assigned parts:

1. Dahl
2. Mr. Coombes
3. Mrs. Pratchett
4. Thwaites

Each of you needs to highlight your lines and actions in a new color in paragraphs 55–70 from “Mr. Coombes” on pages 48–49.

Don’t be afraid to have fun being these characters!

Today you and your group will be presenting your scene in front of the class.

While you’re taking turns presenting and observing, think about how you used Dahl’s dialogue and narration to help you get into character.

Lesson 9—Using Details Persuasively

Follow along as your teacher reads paragraphs 29–36 from “Mrs. Pratchett’s revenge” on pages 51–52. Notice how many details Dahl still remembers from his punishing moment.



Answer questions 1–3 on page 46 in your Writing Journal.

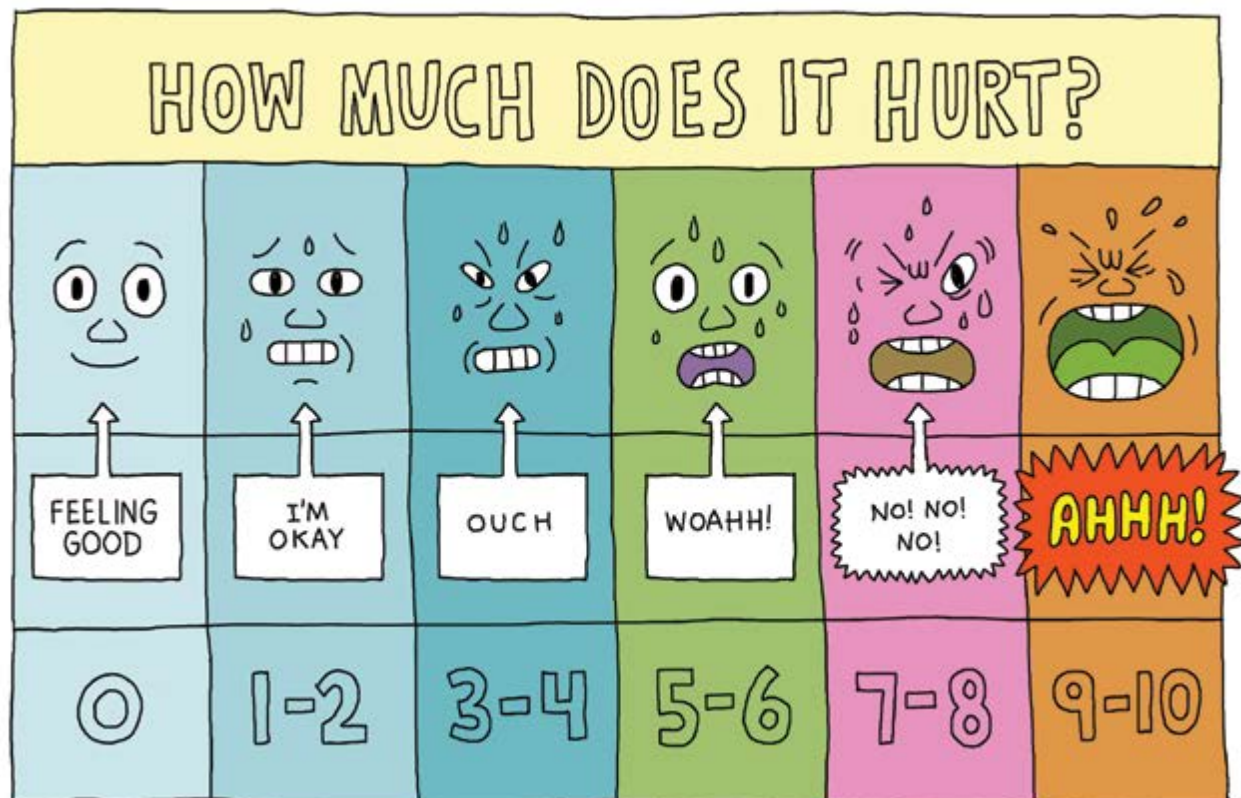
Lesson 9—Using Details Persuasively (continued)

1. Work with a partner to highlight all the details you find in paragraphs 29–36 from “Mrs. Pratchett’s revenge” on pages 51–52 that describe how the caning felt for Dahl.
2. Consider all the details you highlighted and evaluate how painful this moment is for Dahl.

Choose one of the following:

- Feeling good
- I’m okay
- Ouch
- WOAHH!
- NO! NO! NO!
- AHHH!

Share your response in the class discussion.



1. Review your written responses in Lesson 6 on page 41 of your Writing Journal. You described how Dahl felt in three specific passages.
2. Review these three passages in Lesson 6:
 - Paragraphs 6–21 in “The Great Mouse Plot” on pages 42–43.
 - Paragraphs 11–28 in “Mr. Coombes” on pages 44–45.
 - Paragraphs 37–46 in “Mr. Coombes” on pages 46–47.
3. Remember what’s happening in each of these moments.
Review your response about how Dahl feels in each of these moments.
Share your responses in the class discussion.
4. Review today’s passage, paragraphs 29–36 from “Mrs. Pratchett’s revenge” on pages 51–52.

Choose an emotion Dahl feels in this moment from this list. You may choose more than one.

• Thrilled	• Worried
• Proud	• Terrified
• Amused	• Agony
• Guilty	• Other emotion?
• Relieved	



Go to page 47 in your Writing Journal to write about Dahl's emotions in different moments.

Lesson 9—Using Details Persuasively (continued)

Do you think Dahl regrets playing the mouse trick on Mrs. Pratchett?



Go to page 48 in your Writing Journal to explain your answer.

Lesson 10—Revise to Strengthen Evidence

Your teacher will share Spotlights from writers in your class.

Be prepared to share your responses to the following questions.

- What is one detail from the book the writer used as evidence to show whether or not Dahl regretted playing the trick?
- What did the writer notice or think about this detail?

Lesson 10—Revise to Strengthen Evidence (continued)

1. Review your writing from Lesson 9 on page 48 in your Writing Journal and underline a sentence(s) where you used details from the book to develop your idea. Your teacher may have underlined a sentence for you.
2. Review that part of the book and identify one or two more details that connect to your idea.

Use the Guidelines for Citing and Punctuating a Direct Quote on page 77 to review your writing. Make sure you have correctly punctuated and formatted any direct quotes.



Go to page 49 in your Writing Journal to revise your writing from Lesson 9.

Lesson 11—Focus on an Object

1. Follow along in the text as your teacher reads aloud paragraphs 5–7 from “First day” on pages 54–55.
2. Read these two sentences that Dahl wrote to describe what was kept in the tuck-boxes.

Sentence 1:

At Prep School in those days, a parcel of tuck was sent once a week by anxious mothers to their ravenous little sons, and an average tuck-box would probably contain, at almost any time, half a home-made currant cake, a packet of squashed-fly biscuits, a couple of oranges, an apple, a banana, a pot of strawberry jam or Marmite, a bar of chocolate, a bag of Liquorice Allsorts and a tin of Bassett’s lemonade powder. (5)

Sentence 2:

As well as tuck, a tuck-box would also contain all manner of treasures such as a magnet, a pocket-knife, a compass, a ball of string, a clockwork racing-car, half a dozen lead soldiers, a box of conjuring-tricks, some tiddly-winks, a Mexican jumping bean, a catapult, some foreign stamps, a couple of stink-bombs, and I remember one boy called Arkle who drilled an airhole in the lid of his tuck-box and kept a pet frog in there which he fed on slugs. (7)

3. Highlight words and phrases from this passage that Dahl uses in his description that help you understand what a tuck-box is and what “tuck” is.



Go to page 50 in your Writing Journal to answer question 1.

4. Read paragraph 5 from “First day” on page 54.



Go to page 50 in your Writing Journal to answer question 2.

Lesson 11—Focus on an Object (continued)

5. Review the first feature of the tuck-box below that Dahl describes:

“It is his own secret store-house, as secret as a lady’s handbag, and there is an unwritten law that no other boy, teacher, not even the Headmaster himself has the right to pry into the contents of your tuck-box. The owner has the key in his pocket and that is where it stays.” (10, 5)



Go to page 51 in your Writing Journal to answer questions 3–5.

Your teacher will tell you which Writing Prompt to respond to in your Writing Journal. Look at the directions below for the prompt you have been assigned.

Writing Prompt 1:

Think about a time when you took something out of your backpack or locker.



Go to page 52 in your Writing Journal to describe what you noticed about the contents of your backpack or locker.

Writing Prompt 2:

Can you think of a reason why tuck-boxes are important for the boys at boarding school?



Go to page 53 in your Writing Journal to describe why they are important, using details from the text to explain your answer.

Lesson 12—Creating a Character

1. Read along with paragraphs 31–37 of “The Matron” on page 61 as your teacher reads aloud.
2. Highlight details in paragraphs 31–37 on page 61 that create a vivid picture of the Matron.
3. Review paragraphs 1–30 from “The Matron” on pages 57–61. Look at how carefully Dahl chooses his details.
4. Highlight in paragraphs 1–30 on pages 57–61 details that Dahl uses. Here is a suggested list of types of details to look for, but note that he doesn’t include each type of these details.
 - Words that describe what the Matron looks like
 - Words that describe what the Matron sounds like
 - Words that describe smells or tastes
 - Words that describe the Matron's actions (verbs)
 - Dialogue



Go to page 54 of your Writing Journal to use these details to write about the Matron.

1. Go to pages 57–61 and look at “The Matron.”
2. Find all the focused moments in this chapter—the little stories Dahl shares about the Matron.
3. Record a note in your Writing Journal with a short description of each focused moment you noticed.

For example, you might label the moment you just studied with the note: “Matron shaves soap into a sleeping Tweedie’s mouth, Chapter 12, paragraph 30.”



Go to page 55 in your Writing Journal to record notes of focused moments on the Matron.

4. Review what you wrote about the Matron after reading the soap story.
5. Choose another moment from paragraphs 1–37 on pages 57–61 where Dahl’s description gives you a clear idea about the type of person the Matron is.
6. Does this moment present a similar or different idea about the Matron than the soap moment?



Go to page 56 in your Writing Journal to write about this second moment.

What type of person do you think the Matron is after reading this chapter?



Go to page 57 in your Writing Journal to write about the Matron.



Mysteries & Investigations

Unlocking the truth behind a mystery takes more than intelligence. It requires careful planning, a willingness to take risks, collaboration, and sometimes a little luck. In this unit, you will encounter investigators and problem-solvers who have dedicated themselves to finding the truth.

This unit begins with an excerpt from *Fever 1793* by Laurie Halse Anderson that brings you face-to-face with yellow fever, the mysterious and incurable disease that swept through cities “leaving behind a trail of misery and loss.” Next, in *The Secret of the Yellow Death: A True Story of Medical Sleuthing*, author Suzanne Jurmain follows the team of U.S. Army doctors sent to Cuba in the midst of an epidemic to find the cause of this deadly disease. By separating truth from speculation, these doctors put their lives on the line for a scientific discovery that could help to save millions of lives.

In “The Speckled Band” and “The Red-Headed League” by Sir Arthur Conan Doyle, you will meet the world-famous investigator, Sherlock Holmes, as he follows the evidence to unravel puzzling mysteries. Holmes will use his legendary powers of observation and deduction to separate truth from illusion.



Fever

SUB-UNIT 1 • 1 LESSON



The Secret of the Yellow Death

SUB-UNIT 2 • 15 LESSONS



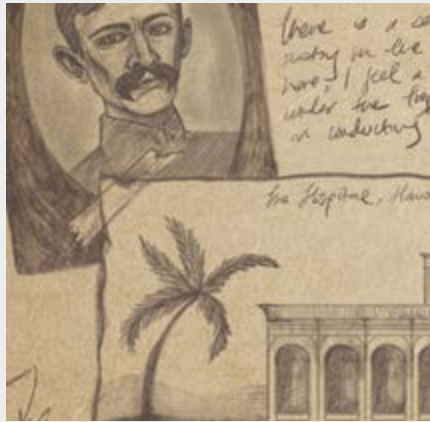
“The Speckled Band”

SUB-UNIT 3 • 5 LESSONS



“The Red-Headed League”

SUB-UNIT 4 • 3 LESSONS



Write an Essay

SUB-UNIT 5 • 5 LESSONS

Overview

As Matilda and her grandfather return to Philadelphia after a yellow fever outbreak swept through their city, they encounter a place that feels more like a nightmare than their home. Yellow fever touched, as if the disease has infected the city itself.

As you read, you will learn about the ways that authors use details to develop a character and setting throughout a text. The author focuses on how the disease transformed the city's institutions and dramatically affected all aspects of life for its citizens.

Suggested Reading

If you want to read more about scientists uncovering the cause and cure for yellow fever, check out Jim Murphy's award-winning *An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic* (2003). Set in Philadelphia during the 18th century, this factually accurate book highlights the key role black people played in helping to fight the disease. If you would like to read a novel about a medical mystery, you may want to pick up *The Great Trouble: A Mystery of London, the Blue Death, and a Boy Called Eel* (2015) by Deborah Hopkinson. Through the eyes of Eel, a brave orphan with a detective's knack for gathering evidence, readers observe cholera's deadly effects on London.

Into science but not a fan of gore and disease? *The Fourteenth Goldfish* (2014) by Jennifer L. Holm is a lighthearted and fantastical tale about the wonders of science and familial love.

Excerpt: *Fever 1793*

by Laurie Halse Anderson

- ²¹ The wagon had reached the part of the city where new houses and businesses were under construction. Where there should have been an army of carpenters, **masons**, **glaziers**, plasterers, and painters, I saw only empty shells of buildings, already falling into disrepair after a few weeks of neglect.
- ²² “Grandfather would not allow it,” I said with confidence. “If Mother is still out in the country, then we two shall care for each other. He doesn’t know the first thing about shopping at the market or cooking, and I need him to chop wood and, and...he will make sure I am well.”
- ²³ “It is good you have each other,” said Mrs. Bowles in the same **placid** voice. “But you should not leave your house once you arrive. The streets of Philadelphia are more dangerous than your darkest nightmare. Fever victims lay in the gutters, thieves and wild men lurk on every corner. The markets have little food. You can’t wander. If you are determined to return home with your grandfather, then you must stay there until the fever **abates**.”
- ²⁴ Grandfather turned to address us. “We may end up at the Ludingtons’ farm after all,” he said. “Josiah here tells me there’s not much food to be found anywhere, Mattie. I’ll write to them again as soon as we arrive home.”
- ²⁵ “Won’t do you no good,” the driver interrupted. “The post office just closed down. It could take until Christmas before they can deliver letters.”
- ²⁶ Mrs. Bowles patted my arm. “Don’t fret, Matilda. If you like, you may choose to take employment at the orphanage. I’m sure the **trustees** would approve a small wage if you helped with the cleaning or minding the children. They have for Susannah. She’ll help with the laundry.”
- ²⁷ Susannah didn’t look strong enough to wash a teaspoon, much less a tub full of clothing. “What will happen to her when the fever is over?” I whispered.
- ²⁸ Mrs. Bowles lowered her voice. “She is at a difficult age. She’s too old to be treated as a child, but not old enough to be released on her own. Her parents owned a small house. The trustees will sell that and use the money for her dowry. We will hire her out to work as a servant or **scullery** maid. I’m sure she’ll find a husband.”
- ²⁹ A fly bit the ear of the child on Mrs. Bowles’s lap, and his howl cut off the conversation.

masons: skilled bricklayers

glaziers: craftsmen using glass

placid: calm

abates: lessens

trustees: guardians of a property

- ³⁰ Scullery maid, that was one thing I would never be. I imagined Mother's face when she arrived home and found what a splendid job I had done running the coffeehouse. I could just picture it—I would be seeing the last customers out the door when Mother would come up the steps. She would exclaim how clean and well-run the coffeehouse was. Grandfather would point out the fancy dry goods store I was building next door. I would blush, looking quite attractive in my new dress—French, of course. Perhaps I could hire Susannah to do the washing up. That would be a way of helping.
- ³¹ I broke off my daydream to take in our surroundings. Grandfather and the driver had stopped swapping stories. He turned to look back at me anxiously. We were in the center of a dying city.
- ³² It was night in the middle of the day. Heat from the brick houses filled the street like a bake oven. Clouds shielded the sun, colors were **overshot** with gray. No one was about; businesses were closed and houses shuttered. I could hear a woman weeping. Some houses were barred against intruders. Yellow rags fluttered from railings and door knockers—pus yellow, fear yellow—to mark the homes of the sick and the dying. I caught sight of a few men walking, but they fled down alleys at the sound of the wagon.
- ³³ "What's that?" I asked, pointing to something on the marble steps of a three-story house.
- ³⁴ "Don't look, Matilda," said Grandfather. "Turn your head and say a prayer."
- ³⁵ I looked. It appeared to be a bundle of bed linens that had been cast out of an upper window, but then I saw a leg and an arm.
- ³⁶ "It's a man. Stop the wagon, we must help him!"
- ³⁷ "He is past helping, Miss," the driver said as he urged on the horses. "I checked him on the way out to fetch you this morning. He were too far gone to go to the hospital. His family tossed him out so they wouldn't catch the fever. The death cart will get him soon for burying."
- ³⁸ I couldn't help but stare as the wagon rolled by the stoop. He looked about seventeen and wore well-tailored clothes stained with the effects of the fever. Only his polished boots remained clean. His yellow eyes stared lifelessly at the clouds, and flies collected on his open mouth.
- ³⁹ "Won't there be a burial, a church service?" I asked as the driver turned east onto Walnut Street.
- ⁴⁰ "Most preachers are sick or too exhausted to rise from their beds. A few stay in the square during the day, that takes care of praying."
- ⁴¹ How could the city have changed so much? Yellow fever was wrestling the life out of Philadelphia, infecting the cobblestones, the trees, the nature of the people. Was I living through another nightmare?

scullery: small kitchen

overshot: woven

- 42 “What date is this?” I asked Mr. Bowles.
- 43 “Today is September the twenty-fourth,” she answered.
- 44 “The twenty-fourth? That’s not possible.” I counted on my fingers. We fled on the eighth. “When we left, there were reports of a thousand dead. Do you know what the total is now?”
- 45 “It’s double that at least,” she said. “It slowed down those few cool days, but as soon as the temperature rose again, so did the number of corpses.”
- 46 The driver pulled on his reins to stop the horses. The road was blocked by a line of slow-moving carts, each pushed by a man with a rag tied over his face, each holding a corpse.
- 47 “The Potter’s Field is ahead,” Mrs. Bowles said as she pointed to the front of the line. “That’s where they’re burying most of the dead. The preachers say a prayer, and someone throws a layer of dirt on top.”
- 48 Along one side of the square stretched a long row of mounded earth. The grave diggers had dug trenches as deeply as they could, then planted layer after layer of fever victims. Some of the dead were decently sewn into their winding sheets but most were buried in the clothes they died in.
- 49 “A field plowed by the devil,” I murmured. “They’re not even using coffins.”

Excerpt from *Fever 1793* - Anderson, Laurie Halse. *Fever, 1793*. New York: Simon & Schuster Books for Young Readers, 2000.



•

wage: payments for work

barred against: blocked

••

cobblestones: stones used to
pave roads

lurk: creep/stay hidden

address: speak to

fret: worry

dowry: money from a bride's
family to the groom's family

cast: thrown

decently: with care; respectfully

winding sheets: sheets for burial

•••

masons: skilled bricklayers

glaziers: craftsmen using glass

placid: calm

abates: lessens

trustees: guardians of a property

scullery: small kitchen

overshot: woven

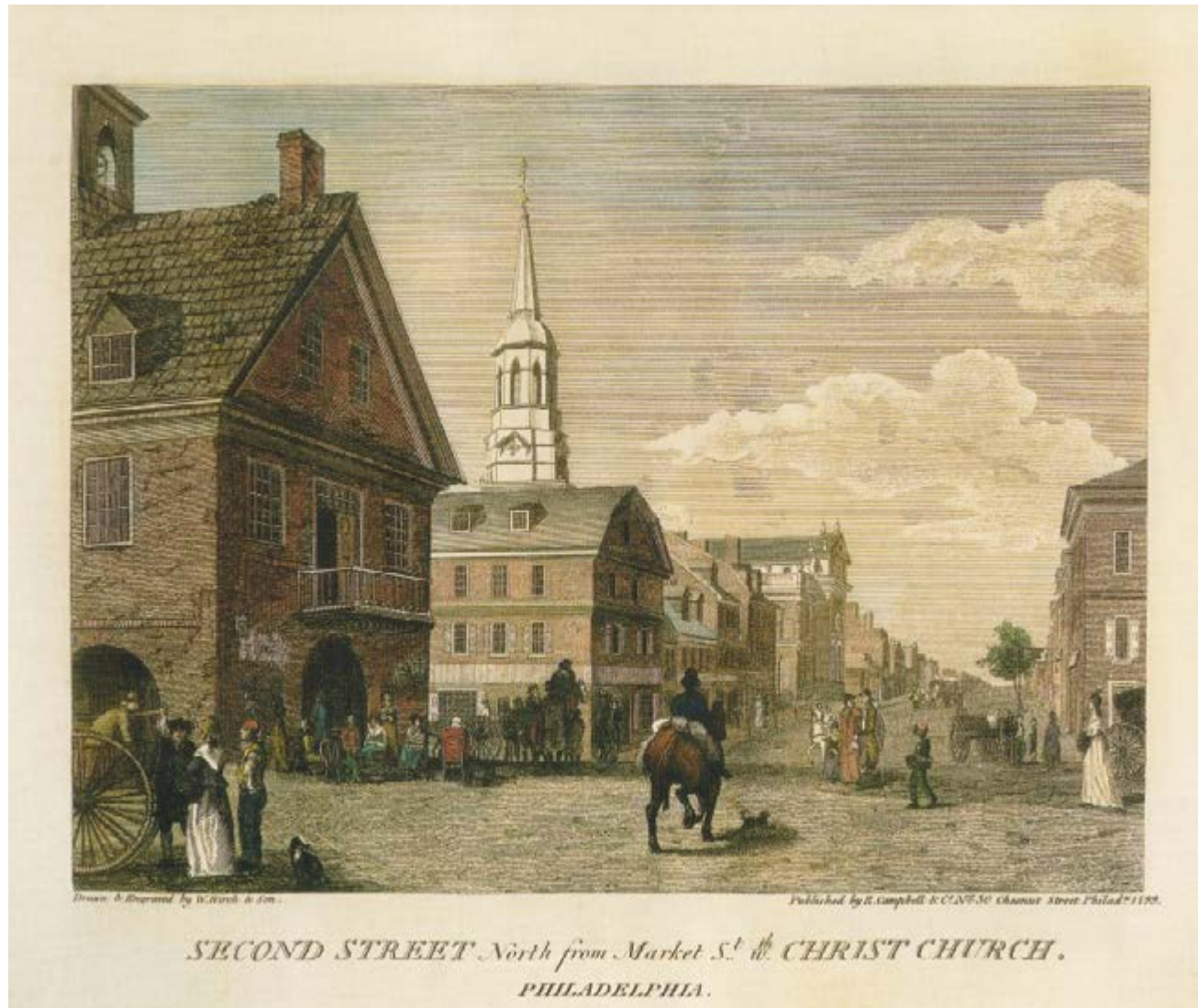


Use the Vocab App to play
mini games related to the
words in this lesson.

Lesson 1—A Nightmare in Philadelphia

Engraving of Philadelphia in 1790s

Describe the details of this image in your Writing Journal.



Second Street north from Market St. with Christ Church, Philadelphia, *Birch's Views of Philadelphia*, Published by W. Birch, Springland Cot. near Neshaminy Bridge on the Bristol Road; Pennsylvania. Decr. 31st 1800., Plate 15.



Go to page 8 in your Writing Journal to complete Activities 1–4 to describe this image.

Lesson 1—A Nightmare in Philadelphia (continued)

This reading is from *Fever 1793*, a novel by Laurie Halse Anderson. In the novel, yellow fever hits Philadelphia in 1793, and the novel's main character, 13-year-old Matilda (Mattie), flees the city with her grandfather. In this passage, Matilda and her grandfather are returning to Philadelphia, where they hope to find her mother and resume their lives.

1. Follow along as your teacher reads aloud paragraphs 21–49 of Chapter 16 from *Fever 1793* on pages 105–107.
2. Listen for details that help you understand the changes Matilda sees in her city.
3. Review paragraphs 21–25. Think about how the city has changed while Matilda was gone.

Reread this quote: “Where there should have been an army of carpenters, masons, glaziers, plasterers, and painters, I saw only empty shells of buildings, already falling into disrepair after a few weeks of neglect.” (21)

4. What does the phrase “there should have been an army of carpenters, masons, glaziers, plasterers, and painters” suggest? Share your thoughts with your partner.
5. Highlight three details in paragraph 21–25 that show the impact of yellow fever on the daily life of Philadelphians.
6. How has yellow fever impacted the people of Philadelphia?



Go to page 9 in your Writing Journal and answer question 1 to explain your answer.

1. Review paragraphs 37–39.

Think about how the people in Philadelphia have changed because of yellow fever.

2. Matilda finds a man in the street. What happened to him? Share your thoughts with your partner.
3. Highlight three details that give you a picture of who the man is and what happened to him.
4. What do these details show you about the impact of yellow fever on people's behavior? Share your response with your partner.
5. Review paragraphs 32–45 and highlight a detail that supports or gives you a different idea about what has happened to people's behavior.
6. What does Matilda mean when she says that yellow fever is infecting “the nature of the people” (41)? Share your response with your partner.



On page 9 of your Writing Journal, answer question 2.

7. **Discussion Question:** Share your response in the class discussion.

On a scale of 1 to 6, how serious does the passage make yellow fever sound?

1	2	3	4	5	6

Not Bad

Truly Terrifying

Write a postcard, from the perspective of Matilda, to her mother, to either:

- Convince her mother to come back to Philadelphia.
- Warn her to stay away from Philadelphia.



Go to page 10 of your Writing Journal to write your postcard.

Overview

When yellow fever attacked the bustling city of Havana, Cuba, the U.S. Army sent a team of four doctors and researchers on a mission to investigate the cause. Through their research, they identified three theories of transmission, but only through scientific experimentation did they discover the truth. But experiments can have deadly consequences, not only for the patients who are infected, but also for the doctors themselves.

As you read, you will encounter the evidence that Dr. Reed and his team discovered. By carefully identifying, organizing, and evaluating the evidence from the book, you will learn how to use strong evidence to support and prove a theory.

Suggested Reading

The Secret of the Yellow Death: A True Story of Medical Sleuthing by Suzanne Jurmain, is a gripping account of the American and Cuban scientists who risked their lives to crack one of the biggest mysteries of the 19th century: yellow fever. Young readers will be riveted to the stories of scientists who dedicated themselves to fighting the disease, often at the expense of their own health. Jurmain reveals yellow fever's catastrophic impact on entire cities while giving readers a glimpse into the hearts and minds of the fearless volunteers and doctors determined to conquer a monstrous disease. With the exactness of a scientist and the vivid imagination of a murder-mystery writer, Jurmain satisfies readers' desire for suspense, while preparing them to discuss the threat and consequences of recent global epidemics.



Excerpts from:

The Secret of the Yellow Death

by Suzanne Jurmain

The Secret of the Yellow Death: A True Story of Medical Sleuthing

by Suzanne Jurmain

A Note to the Reader

- ¹ Just over one hundred years ago a band of scientists and volunteers from two countries decided to fight against one of the world's deadliest diseases. Some members of this group came from Cuba; some, from the United States. Unfortunately, today relatively little is known about the Cubans who took part in this important battle, while libraries contain many rich sources of information about the American team. For this reason, I have concentrated on the extremely well documented American part of the story. But readers should remember that without the great Cuban scientific contribution, there might have been no story to tell.
-

Meeting the Monster

paragraphs 1–14

¹ Summer 1899

² The young man didn't feel well. First, there was the chill: an icy, bone-freezing chill in the middle of a warm summer evening. Then there was the terrible crushing headache. His back hurt. His stomach twisted with pain. And then he was hot, boiling hot, with a fever that hovered around 104 degrees. His skin turned yellow. The whites of his eyes looked like lemons. Nauseated, he gagged and threw up again and again, **spewing** streams of vomit black with digested **clots** of blood across the pillow. Sometimes he cried out or babbled in **delirium**. Violent **spasms** jolted his body. It took two grown men to hold him in his bed as a nurse wiped away the drops of blood that trickled from his nose and mouth. Nights and mornings passed. Then, five days after that first freezing chill, the young man died: another victim of a terrible disease called yellow fever.

³ Doctors didn't know what caused it. They couldn't cure it. But they knew that yellow fever was a killer. For centuries the disease had swept through parts of the Americas and Africa, leaving behind a trail of loss and misery. It turned cities into ghost towns and left the local graveyards filled with corpses. In New Orleans, Dr. Kennedy took sick and collapsed while he was tending patients. In Philadelphia, Dr. Hodge's little girl caught the fever, turned yellow, and died in two short days. And when the sickness killed the Memphis snack shop woman Kate Bionda, she left behind her husband and two small children. The fever struck the rich. It struck the poor. It killed the humble, and it **humbled** the important. Jefferson Davis, president of the Confederate States of America during the U.S. Civil War, lost his son to yellow fever. George Clymer, who'd signed the Declaration of Independence, watched helplessly as the sickness struck his wife and family. And every single year the illness **took its toll**. In 1793, 4,044 people in Philadelphia died during a plague of yellow fever. New Orleans counted 8,101 yellow fever deaths in 1853. And when the disease hit Memphis, Tennessee, in 1878, 17,000 citizens sickened in a single month. Stores closed. Work stopped. Thousands fled, and those who remained wandered through a nightmare city—where sick children huddled next to dying parents and hungry dogs roamed the silent streets searching for their lost dead masters.

⁴ “Yellow fever [is] . . . an enemy which **imperils** life and cripples **commerce** and industry,” Surgeon General John Woodworth told the U.S. Congress in 1879. And he was right. In one single century—between 1800 and 1900—the disease sickened approximately 500,000 U.S. citizens and killed about 100,000.

⁵ The question was, what could be done about it?

spewing: gushing

clots: solidified lumps

delirium: confusion or madness

spasms: jerks

humbled: brought down

took its toll: caused destruction

imperils: puts into danger

commerce: trade; buying and selling of goods

**one-celled
microscopic
organisms:** living
things made up of
one cell

raged: spread
wildly

epidemics:
widespread attack
of a disease

deathtrap:
extremely
dangerous place

contracted: caught

alarmed: very
worried or
disturbed

- 6 By the 1890s doctors had found that many illnesses are caused by **one-celled microscopic organisms** called bacteria. With the help of this new knowledge, they taught the public how to kill these dangerous bacterial “germs” with things like heat and disinfectant. They also learned how to use dead or weakened germs to make vaccines—special types of medicine that prevent illness by forcing a living body to produce its own disease-fighting substances. Slowly, physicians began to conquer deadly sicknesses like cholera, typhoid, anthrax, and diphtheria. But yellow fever still **raged**. Researchers studied the disease. Doctors argued about the cause. Scientists peered through their microscopes, looking for the yellow fever germ. But there was no progress. Each year the hot summer weather brought on yellow fever **epidemics**. Each year desperate people burned clothing, bedding, and even buildings that had housed yellow fever victims in hopes of stopping the disease. Frantic doctors bled the sick, stuck them in mustard baths, dosed them with opium, or gave them drugs that might make them vomit out the germ—but nothing helped. Each year thousands of people caught the disease. Thousands died of it. And then, suddenly, something happened—something that at first didn’t seem to have anything to do with yellow fever or with medical science.
- 7 On February 9, 1898, the U.S. battleship Maine blew up in the harbor of Havana, Cuba. Two hundred and sixty-eight American servicemen were killed. U.S. officials told a shocked nation that Spanish government agents had deliberately caused the explosion. And by the end of April the United States had decided to go to war with Spain.
- 8 In the next four months American soldiers beat the Spanish army in Cuba. They beat the Spanish navy in the Pacific. And when the Spanish-American War ended in July, the victorious U.S. forces had won the right to govern Cuba and Puerto Rico (two islands off the southern coast of Florida), as well as the Pacific Ocean islands of Guam and the Philippines. Unfortunately, the war had also brought the United States face-to-face with another deadly enemy: yellow fever.
- 9 Because of the disease, the newly conquered Cuban territory was a **deathtrap**. Yellow fever epidemics swept the country. Visitors often **contracted** the illness soon after landing on the island’s shores. Some U.S. troops had already died of the disease in Cuba, and Washington officials were **alarmed**.
- 10 What would happen to American soldiers in Cuba if a full-scale epidemic broke out on the island? Or, worse, what would happen if homecoming U.S. troops carried yellow fever back to North America? That was the kind of thinking that gave United States officials nightmares.
- 11 Something had to be done.
- 12 Somehow the country had to find a way to prevent more attacks of yellow fever.



- ¹³ But before U.S. scientists could stop or cure the disease, they had to understand it. They had to know what caused the sickness. They had to know what spread it. And it was important that they find out soon.
- ¹⁴ On May 24, 1900, the U.S. government sent orders to four American army doctors. Their mission was to go to Cuba and find the cause of yellow fever.
-

“Feeding the Fishes”

paragraphs 1–12

- ¹ *June 21–24, 1900*
- ² The USS *Sedgwick* lurched, and Major Walter Reed, M.D., **promptly** threw up. The ship was barely out of New York. Already he was seasick. And now, now that he was facing the biggest, most important challenge of his whole career, Dr. Walter Reed didn’t need to waste time leaning over the rail and doing what he called “feeding the fishes.”
- ³ For roughly twenty years, Reed had dreamed of being able to do something big, something important, something that he hoped would “**alleviate** human suffering.” It was a dream he’d had when he was a young army doctor tending settlers, soldiers, and Apaches on lonely **frontier outposts**. It was something he’d thought about when he went back to school at age thirty-nine to study bacteriology—a brand-new branch of medical science that dealt with the disease-causing germs that researchers called bacteria. For ten more years Reed had hoped to make a major contribution while he did research and taught students at the U.S. Army Medical School in Washington, D.C. And now, finally, at age forty-nine, he had a chance to take on the most exciting and important project of his whole career. Just a few weeks earlier, the U.S. Army had ordered Dr. Walter Reed to go to Cuba, **head** a team of three other doctors, and find the cause of yellow fever.
- ⁴ But where was he going to start? Before leaving Washington, Reed had read the latest medical books and done some **preliminary** experiments. He’d looked at scientific articles on yellow fever, and he’d also talked to people who’d spent time studying the illness. By now he knew that there were several current theories on the cause of the disease, and he could tick off on his fingers the first three items that had to be investigated.
- ⁵ First was an idea suggested by Dr Giuseppe Sanarelli. A few years earlier this Italian researcher had announced that a type of bacteria called *Bacillus icteroides* was the cause of yellow fever. That sounded good. But Reed’s recent experiments had shown that *Bacillus icteroides* actually caused a pig disease called hog cholera. Now scientists were arguing about which research results

promptly: immediately
alleviate: lessen
frontier: wild or unexplored lands
outposts: distant military camps
head: lead
preliminary: early

were right, and Walter Reed knew that his team would have to find a way of **settling** the issue. That was a big project, and it was only the beginning.

- 6 Next on the list was an old theory—one that had been around for years. It claimed that healthy people got the disease by touching clothing, bedding, or furniture that had been used by yellow fever patients. That idea was so popular that it had appeared in medical books. Many health **authorities** believed it. So did many doctors. Of course, no scientist had ever proved the theory to be true. But it was definitely a matter for Reed and his assistants to consider.
- 7 And then, finally, there was another idea. A very different one. For almost twenty years, in more than one hundred experiments, a Cuban doctor named Carlos Finlay had tried to prove that mosquito bites caused yellow fever. Time and time again, the Cuban scientist had attempted to show that bugs could carry the disease by letting mosquitoes he thought might be infected with the germ bite groups of healthy patients. But none of Finlay's patients ever developed a truly clear-cut case of yellow fever from the bites. The experiments were unsuccessful. Many scientists laughed at the Cuban doctor's failures. The mosquito theory didn't seem to fit the facts, and no one understood why Finlay still continued to believe it. Maybe, some people said, the Cuban doctor was "touched." Others came right out and called him "crazy." Even Reed's boss, the surgeon general of the army, George Sternberg—a leading American bacteriologist—thought that the mosquito theory was a joke. Investigating it was "useless," he told Reed. And there was a good chance that the army surgeon general was right. Most sensible scientists did think the mosquito theory sounded pretty **flaky**. And *Bacillus icteroides*? Well, because of his own research, Reed privately thought that was probably pretty flaky, too.
- 8 But, of course, what Reed *thought* didn't matter. Science wasn't about opinions or theories. It was about facts. And Reed's job was clear. With the help of his team, he had to find the facts. He had to test each one of the theories.
- 9 He had to find out—once and for all—if any of them was right. And if all three current theories were wrong, Reed would have to come up with a new idea—and test that. It was a big job. A tough one. But if Reed and his team could do it . . . if somehow they could find the cause of yellow fever, it might help scientists prevent the disease—or cure it.
- 10 But that was all in the future.
- 11 At the moment, the only cure Reed really needed was a **remedy** for seasickness. In a letter to his wife and daughter, he said that there seemed to be "two or three tons of brick in . . . [his] stomach."
- 12 And when the USS *Sedgwick* rolled again, Dr. Walter Reed leaned over, threw up, and "fed the fishes."

settling: deciding
authorities:
experts in power
flaky: unreliable
remedy: treatment



Plans

paragraphs 1–15

¹ *June 25, 1900*

² The sun was warm. The sea was blue. The orange juice, black coffee, and dry toast had stayed down. And Walter Reed was standing at the rail watching as his ship steamed past wharves, past the wreck of the battleship Maine, and into the harbor of Havana, Cuba.

³ When the ship docked at around eleven, Reed was ready to move. An epidemic of yellow fever had recently broken out in the Cuban town of Quemados. Some people in Havana were also sick with the disease. Even the chief U.S. medical officer for Western Cuba, Reed's good friend Major Jefferson Kean, had come down with the illness several days earlier. There was no time to waste.

⁴ Reed quickly loaded his bags into a carriage and drove through the **bustling** city streets of Havana and across eight miles of country roads until he reached the U.S. Army post at Camp Columbia. After dropping his bags at the Officers' Quarters, he was off again, dashing across the grounds to visit Major Kean in the camp's yellow fever hospital just outside the base.

⁵ There the news was good. Kean's case was fairly mild. He was expected to live. At the bedside Reed probably chatted like any other visitor, but he must have also **assessed** the patient with a scientific eye. Was Kean's skin yellow? Was his temperature high? Were his gums bleeding? What had he been doing in the days before he got sick? Had he been near mosquitoes? Infected clothing? Reed had read descriptions of yellow fever, but this was the first live case he'd ever seen. He was hungry for information. He wanted clues. But he couldn't spend the rest of the day at Kean's bedside. If Reed was going to get the research started, he had to organize his team.

⁶ The first meeting had already been called, and late in the afternoon Reed walked onto the garden patio outside Camp Columbia's Officers' Quarters to greet the three men he'd be working with.

⁷ They were all there, **formally** dressed in their crisp white tropical army uniforms. On one side was the tall, thin, balding Dr. James Carroll, a blunt, outwardly charmless man who seemed to be more comfortable looking through a microscope than making conversation. Near Carroll was the chatty Cuban-born, U.S.-educated Dr. Aristides Agramonte, looking like a **dandy** with his pointed, curled mustache. And **rounding out** the group was the quiet, bearded, darkly handsome Dr. Jesse W. Lazear.

⁸ All of the men had graduated from medical school. All had studied bacteriology, and together they brought a wealth of talent to the project.

bustling: filled with noise and activity

assessed: judged

formally: fancily

dandy: overly fancy-looking man

rounding out: completing

Carroll had a real passion for lab work. Agramonte, an honors graduate of Columbia University Medical School, had already spent time investigating yellow fever. And Lazear, a former college football player who'd studied medicine in both the United States and Europe, had headed one of the **clinical** labs at America's prestigious Johns Hopkins University. All three men had worked with Reed in the past, and they listened **intently** as the chief scientist outlined his program.

- 9 The first job, Reed told his colleagues, was to prove that *Bacillus icteroides* was—or was not—the cause of yellow fever.
- 10 That would take a lot of lab work, and each scientist would have his own specific job.
- 11 Agramonte would do **autopsies**. He'd surgically open the bodies of dead yellow fever victims and take out samples of blood, stomach, heart, kidney, and other organ tissues.
- 12 Carroll, the best bacteriologist, would take those samples to the lab. He would place tiny amounts of the tissue Agramonte harvested in tubes or dishes filled with a food substance like gelatin or **bouillon**. Then he would watch to see if any of the tissue samples grew *Bacillus icteroides* or any other bacteria that might prove to be the cause of yellow fever.
- 13 Lazear would help examine the bacteria and tissues under a microscope.
- 14 Reed would coordinate the work and help out wherever he could. That covered the important points. But there was one thing more. As he looked around at his assistants, Reed said that he hoped the group would stick closely to his plan. Finding the cause of yellow fever was a tremendous challenge, and he wanted the men to combine their efforts and attack the problem as a team.
- 15 Everyone agreed. Work was scheduled to start the following morning. And, as they left the meeting, the four men must have known they were about to start a very dangerous project. People who had had yellow fever were immune. They couldn't possibly get the disease again. But none of the men on Reed's team had ever had a **full-blown** attack of yellow fever. Reed had certainly never had the disease. Neither had Lazear or Carroll. Though there was a chance that the Cuban-born Agramonte might have had a very mild case as a small child, he was not definitely immune. And all four doctors knew that by being on the fever-stricken island of Cuba, by coming close to sick patients, and by studying bacteria in the lab, they were running a serious risk of getting yellow fever.

clinical: medical
intently: with focus

autopsies:
examinations of
dead bodies

bouillon: seasoned
broth

full-blown:
completely
developed



Going Nowhere

paragraphs 1–13

¹ Early July 1900

² The lab didn't look like much. It was an old wooden shack at Camp Columbia, stuffed with wooden tables, shelves, jars, flasks, test tubes, a hot oven for sterilizing, an incubator to provide the warmth needed for growing bacteria, and a couple of microscopes. From morning until lunch, from lunch until dinner, Reed and Carroll worked side by side, juggling tubes and peering through microscope lenses. Lazear came and went, taking his turn at studying the steady stream of tissue specimens Agramonte sent from his autopsy lab in Havana.

³ The problem seemed simple. If *Bacillus icteroides* caused yellow fever, it ought to be found in the bodies of yellow fever victims. All Reed and his colleagues had to do was look. So, as the warm July days sped past, the four doctors searched for *Bacillus icteroides* in blood samples that had been taken from live yellow fever patients. They also tried to find the bacteria in blood and bits of tissue that had been taken from the dead. With delicate loops made of platinum wire they **streaked** infected blood onto gelatin-filled plates and popped these **cultures** in the incubator to see if warmth and the gelatin food would make Dr. Giuseppe Sanarelli's mysterious bacteria grow. They tried to grow the bacteria by placing tiny samples of the livers, spleens, **kidneys**, intestines, and hearts of yellow fever victims in test tubes filled with bouillon that bacteria liked to eat. But nothing much grew in the tubes or on the plates. And no matter how carefully the men looked through their microscopes, they couldn't find a single sample of *Bacillus icteroides*.

⁴ Yet yellow fever was all around the team that summer. Men and women in Havana were dying of the disease. American officers were coming down with yellow fever, even though Walter Reed never mentioned that in personal letters.



A modern photo showing millions of bacteria growing in clusters on a glass plate filled with gelatin. The Reed team hoped to find the yellow fever germ by growing bacteria on plates like this.

streaked: laid in a band

cultures: preparations for cells to grow in a lab

kidneys: organ that separates extra water and waste from blood

- 5 Almost every day, he sat down at the long wooden table in his quarters and wrote a cheerful, chatty letter to his “precious wife,” Emilie. He told her that he’d bought himself “a large **Cork** [sic] helmet for wearing in the sun” and that he’d eaten cake and watermelon for dinner. He asked her to tell him all about the strawberry patch, the flower garden, and the relatives at home. But when Emilie sent a letter that asked about Reed’s chance of getting yellow fever while in Cuba, her husband answered, “I have said nothing about yellow fever because I didn’t want to give you any worry, especially as I wasn’t taking any risks whatever.”
- 6 No risks whatever?
- 7 The truth was, all of Reed’s activities were risky.
- 8 But, **apparently**, Reed didn’t want his wife to know it. When he wrote his letters home, Reed didn’t tell Emilie that yellow fever was sweeping across Cuba. He didn’t say that he might get the illness from handling infected tissue specimens. And he also didn’t mention one other troubling fact: the team was making very little progress.
- 9 By the middle of July, Reed and his colleagues had produced dozens of gelatin cultures and bouillon preparations. They had spent hours looking at organ tissue under the microscope. But they couldn’t find *Bacillus icteroides*—or any other type of germ that might possibly be the cause of yellow fever.
- 10 That bothered Dr. Jesse Lazear.
- 11 At work the former football player always did his job. To team members, he was always “pleasant” and “polite.” In his spare time, he wrote cheery letters home, telling his pregnant wife about the tropical rain and the funny way that the charmless Dr. Carroll’s ears stuck out. But sometimes, when he sat alone, writing to his family, Lazear couldn’t hold his feelings back. The laboratory work wasn’t going well, he reported. The project was getting nowhere. And as for his teammates . . . Well, it wasn’t Carroll’s ears he was concerned about. It was Carroll. The tall, balding bacteriologist had a “dull” expression. He didn’t seem imaginative. All he seemed to care about was studying “germs for their own sake.” And Reed? Reed seemed to be stuck. All he seemed to care about, Lazear wrote, was hunting for *Bacillus icteroides*. But Lazear thought that looking for the strange **bacillus** was a waste of time. A dead end. To make progress, the team needed a new direction. And Jesse Lazear had ideas—good ideas—about what that direction ought to be. Unfortunately, the rest of the team didn’t seem to be taking those ideas very seriously. “I . . . want to do work which may lead to the discovery of the real organism,” Lazear told his wife.
- 12 But how could he? Reed gave the orders. Lazear had to obey. Nothing seemed likely to change.
- 13 And then, quite suddenly, something happened.

cork: city in Ireland

apparently: as it was discovered

bacillus: disease-causing bacteria



The First Clue?

paragraphs 1–16

¹ *Mid–Late July 1900*

² On one hot summer day, the team got word that American soldiers were dying of an illness at the Pinar del Rio army **post**, located about one hundred miles from Camp Columbia in Cuba. But was the sickness yellow fever? No one seemed to know, and army officials ordered Dr. Agramonte to investigate.

³ It was a good choice. Agramonte, a charming and sophisticated man, was also a very smart, well-qualified physician. He'd examined plenty of living yellow fever patients. He'd autopsied the bodies of those who'd died of the disease. He knew all the symptoms of the illness, and he headed to Pinar del Rio right away.

⁴ One of the sick soldiers had died just hours before Agramonte reached the camp. The body was waiting, and Agramonte promptly did an autopsy.

⁵ As he worked, the doctor looked for the usual signs of yellow fever: the yellow eyes, the yellowish liver, the yellow skin, all of which were caused by serious damage to the liver. Since liver injury can prevent the blood from clotting and because yellow fever can also make the body's veins and **arteries** "leak," Agramonte thoroughly checked the corpse for signs of bleeding. Was there liquid blood in parts of the **digestive tract**? Partially digested blood that looked like coffee grounds inside the stomach? One by one, the doctor noted down his findings, and by the time he put his scalpel down, Agramonte knew one thing for certain. The soldier on the table had died of yellow fever.

⁶ After leaving the autopsy room, the doctor walked through the camp's hospital ward, moving carefully from bed to bed. To his horror, there were more patients showing **telltale** signs of yellow fever. There was no mistaking the yellow skin and eyes, the bleeding gums, the high temperatures, and the slow pulse rates. Somehow the doctors at Pinar del Rio had failed to recognize a yellow fever outbreak.

⁷ Agramonte immediately telegraphed the news to headquarters. Reed jumped on a train the following morning. By July 21 he had joined his colleague at the camp, and the two men began to search for the cause of the disease.

⁸ The **statistics** were clear. Thirty-five soldiers at the army post had come down with yellow fever. Eleven had been killed by the vicious illness. How had all those young Americans become infected?

⁹ One man, a prisoner who'd been locked up in the guardhouse, had died of the disease. But he hadn't been near any yellow fever patients before or during his imprisonment. He hadn't ever touched clothes or sheets that had been used by other yellow fever victims. How could he possibly have gotten sick?

¹⁰ And what about the eight other men who shared his cell? They had breathed the same air the sick man had breathed. They had touched his clothes,

post: place where soldiers carry out duties

arteries: blood vessels that carry blood with oxygen

digestive tract: system of the body that breaks down food

telltale: very clear; revealing

statistics: numerical information

brushed against his blankets, and handled his dishes. But those eight men had stayed completely well.

11 So what had caused the dead prisoner's attack of yellow fever?

12 Reed and Agramonte examined the possibilities.

13 It wasn't *Bacillus icteroides*. That much was clear. After weeks of work, the team had found no evidence that Sanarelli's bacteria had anything to do with yellow fever. That eliminated one theory.

14 Contact with infected clothing and bedding didn't seem to have spread the disease to the dead prisoner's cellmates. That discredited the idea that yellow fever was somehow spread by touch.

15 So where had the disease come from? And how had it **managed** to strike only one soldier in a locked guardhouse?

16 That was a mystery, but wrapped inside that mystery was a clue.

Bugs

paragraphs 1–21

1 Late July 1900

2 After weeks of work, the team had finally found a clue, and it was just the kind of clue Jesse Lazear probably had hoped for. It fit in with his private thoughts exactly, because for the last few months—while Reed, Carroll, and Agramonte had been focused on finding *Bacillus icteroides*—Dr. Jesse Lazear had been thinking about bugs.

3 Since May 1900 he'd been studying insects and **considering** the possible relationship between yellow fever and mosquitoes. Scientific articles had taught him that biting ticks could spread the deadly Texas fever germ through an entire herd of cattle. From reading, Lazear had also learned that mosquitoes infected with a tiny microbe could **transmit** the sickness that people called malaria. If insects could spread the tiny germs that caused those two diseases, he reasoned, there was a good chance they could carry the germ of yellow fever, too. Right from the start, Lazear had wanted the team to do mosquito research. But none of the other doctors had seemed particularly interested.

4 Until now.

5 Now all four doctors were willing to admit that something must have carried yellow fever through the bars of that Pinar del Rio guardhouse. Something had allowed the disease to strike a single prisoner. And that something could have been a mosquito.

managed:
succeeded
considering:
thinking about
transmit: pass on
formally: fancily



- 6 It was time to investigate further, and the first step was to consult an expert.
- 7 At some time, possibly in late July, members of the Reed team drove up to a house on Aguacate Street in Havana. They had come to visit Dr. Carlos Finlay, the Cuban scientist who had tried for years to prove that mosquitoes carried yellow fever. For decades medical researchers around the world had laughed at “crazy” Dr. Finlay and his lunatic ideas. But the **formally** dressed, white-whiskered gentleman who greeted the Americans didn’t seem like a **mad** scientist. He was a **dignified**, highly educated, bespectacled sixty-seven-year-old who knew six languages—including English—and spoke all of them with a slight **stutter**. During the day, Dr. Finlay treated patients—whether or not they could afford to pay. At night, he **devoted** time to scientific research. For twenty years he’d ignored the rude remarks that others made about his work on yellow fever. For twenty years he’d continued to believe his theory. And now he was eager to share his thoughts with the others.
- 8 Yellow fever, he told the team, was probably spread by the bite of one particular kind of mosquito—a striped insect that was called the *Aedes aegypti* (pronounced *a-dees egypti*) mosquito by scientists.
- 9 That was the first point.
- 10 The second point, Dr. Finlay noted, was that mosquitoes—including *Aedes aegypti*—spread disease by sucking blood.
- 11 When a mosquito bites, it is actually using its long, needlelike nose (called a proboscis) to stab through the skin and draw blood from its victim. If the mosquito bites a sick person, it sucks in germ-infected blood. Later, when that infected mosquito bites again, it uses its **proboscis** to inject those germs into a healthy person’s body.
- 12 The process is simple, but only a female mosquito can carry it out—because only a female mosquito is capable of sucking blood.
- 13 As a rule, both males and females eat plant juice and fruit nectar. Females, however, also need blood meals to help them **manufacture** the thousands of eggs that they lay in ponds, pools, puddles, and containers of still water.
- 14 To illustrate this point, Dr. Finlay handed the Americans a batch of tiny black “cigar-shaped” specks. They were dried *Aedes aegypti* eggs that he had recently scooped out of a bowl of water in his own library. If those eggs were placed in water and kept relatively warm, Finlay told the team, they would grow into adult mosquitoes in about two weeks.
- 15 The visit had been enormously helpful. As they left Finlay’s Havana house, carrying the batch of mosquito eggs, the Americans must have been excited. There was a new theory to test. There were new experiments to plan. But, excited or not, the team still wasn’t ready to devote all its energy to bugs. Carroll, who still had serious doubts about the mosquito theory, would keep on working with his microscope in hopes of finding the actual yellow fever

mad: crazy or foolish

dignified: respectable

stutter: problem getting words out

devoted: gave

proboscis: sharp nose-like part of the mosquito

manufacture: produce

germ. Agramonte would continue to do autopsies of yellow fever **victims** because their bodies might hold some new, important clue. Reed wouldn't be able to do much initially because he had to spend a few weeks in the United States, finishing up a report on **typhoid** fever that he had started earlier. That left Lazear—whose **passionate** interest made him the perfect person to take charge of the new mosquito research program.

- ¹⁶ First, he would hatch the eggs that Dr. Finlay had provided and raise a crop of *Aedes aegypti* mosquitoes that had never been exposed to any illness. Then he would have the females bite a group of yellow fever patients so that the disease-free bugs could pick up the infection. Finally, to prove that the insects could actually carry the disease germ, Dr. Lazear would have to allow female *Aedes aegypti* mosquitoes that had bitten yellow fever patients to bite healthy animals or humans. Then he would have to see if the healthy creatures developed the disease.
- ¹⁷ And that was a problem. As far as the team knew, animals didn't get yellow fever. That meant the infected mosquitoes would have to bite a group of people.
- ¹⁸ But who? Who was going to be bitten?
- ¹⁹ The decision would have to be made soon. Reed had to return to the United States August 2, and it was important to get the new mosquito research started.
- ²⁰ On the night of August 1—when, for some unknown reason, Agramonte was not present—Reed, Carroll, and Lazear met at Camp Columbia. They discussed the problem and decided that all three of them would volunteer for the experiments.
- ²¹ Of course, if Carlos Finlay and Jesse Lazear were right—if mosquitoes did carry the disease germs—a human volunteer bitten by an infected bug could get yellow fever and die of the disease. That was the risk. But all three doctors were prepared to **face** it. To fight the illness they were ready to take what Dr. Carroll later called “a soldier's chances.”
-

victims: people who have been harmed

typhoid: type of disease

passionate: having strong feelings

face: deal with or handle



“I Have No Such Thing”

paragraphs 1–18

¹ August 1–30, 1900

² It sounded so simple. All Lazear had to do was put the mosquito eggs in water, keep the water in a warm place, and wait a couple of weeks until the eggs hatched and grew into mature insects.

³ But it wasn't that easy. Some eggs just floated on the water and didn't hatch. Some insects died before they were completely grown up. Others dropped dead almost as soon as they became adults. Still, Lazear didn't give up. He tended his mosquitoes as if they were babies. Each day, he checked the progress of his little group. He made sure the adult insects were fed sweetened water and bits of banana. Sometimes he even let the females bite him and his lab attendants to make sure that they had **nourishing** drinks of blood. At last, when the insects were fully grown, Dr. Lazear put each mature female in a test tube. He plugged the opening with a fluffy cotton stopper and carried his tubes of mosquitoes to the yellow fever wards at Las Animas Hospital in Havana.

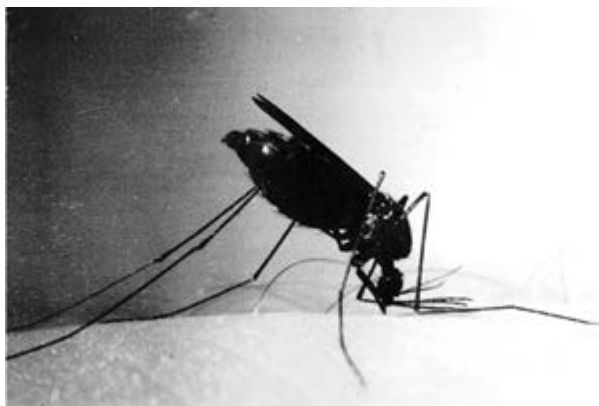
⁴ On the hot August days, Lazear walked through the wards, stopping occasionally at a yellow fever patient's bedside to let one of his female mosquitoes bite.

⁵ It was a delicate process. First he turned the tube upside down so that the mosquito would fly upward into the glass end of the tube. Then Lazear swiftly removed the cotton plug and placed the open end of the tube flat on the patient's arm or belly. Patiently, he watched as the mosquito settled, inserted its proboscis through the skin, and sucked. After that, Lazear waited until the insect flew toward the top of the container. Then he picked up the tube, replaced the stopper, and noted down the date, the name of the patient who had been bitten, the number of days the patient had been ill, and the **severity** of the case. After several days passed, he let each one of these “infected” mosquitoes bite himself or another healthy volunteer.

⁶ But nothing happened. No one got sick.

⁷ Was the mosquito theory wrong? Was it another dead end?

⁸ The results were discouraging. Scientific progress, however, doesn't usually happen overnight,



A female mosquito biting.

nourishing:
healthy and
beneficial

severity: level of
harshness

and Jesse Lazear was trying to be patient. Day after day, he tended his bugs. He wrote up his notes, and—even when he wasn't thinking about bugs—he must have worried. Far away, back in the States, his wife was lying in a hospital, suffering through **complications** of her second pregnancy. The baby was due any day, and Jesse Lazear was waiting for news.

- ⁹ August 15 passed. Then August 20. Finally, on August 25 a telegram arrived. Dr. Lazear's wife had successfully given birth to their second child, a baby girl. Of course, Lazear wouldn't actually get to meet his new daughter until he went home for a few weeks of leave in October. But it was a wonderful thing to think about. And by the end of August, Jesse Lazear probably needed all the wonderful thoughts that he could get, because his insect experiments were going very badly.
- ¹⁰ For weeks Lazear had **pinned** his hopes on the mosquito theory. For weeks he'd waited for a breakthrough. But by August 25 Jesse Lazear had tried to use mosquitoes to produce yellow fever in healthy people on nine **distinct** occasions. All his experiments had failed. Many of his bugs had died. Almost every day there were new frustrations, and the events on August 27 were all too typical. On that day an insect, one that had bitten a yellow fever patient on the second day of his sickness twelve days earlier, refused to bite another volunteer at Las Animas Hospital. Worse still, the bug looked weak. Lazear figured it would probably spoil his experiment by dying before morning, but he brought it back to the laboratory at Camp Columbia anyway.
- ¹¹ Carroll was in the lab when Lazear came in, and the two men began to chat about the insect work. The truth was the mosquitoes seemed absolutely "harmless." Keeping them alive had become a major nuisance—and, **in passing**, Lazear told Carroll how his sickly bug had behaved that very morning.
- ¹² Carroll had never believed in the mosquito theory, but he could easily see his colleague needed help. Since there was a chance that blood would help perk up the little insect, Carroll offered to let the feeble bug bite him.
- ¹³ At two p.m. Lazear turned the test tube upside down on Carroll's arm. He held it in place, and waited for the feeble mosquito to fly down and suck.
- ¹⁴ But the bug refused to settle. It fluttered here and there, landing again and again on the smooth sides of the tube. Minutes passed. The two men waited. Then, finally, Carroll took the tube out of Lazear's hand. He held it against his own arm and sat there patiently until, at last, the insect landed, bit, and drank its fill.
- ¹⁵ That took care of that.
- ¹⁶ Lazear put his test tubes full of bugs away, and Carroll went on with his lab work.
- ¹⁷ Later that week, on August 30, James Carroll and Alva Pinto, another army doctor, went down to a nearby beach to take a swim. The water was warm,

complications:
additional
difficulties /
medical problems

pinned: focused

distinct: separate
and different

in passing:
casually



but suddenly Carroll felt a chill. Moments later he had a headache—a fierce headache that seemed to be burning a hole straight through his brain. The pain was terrible, and by the time Carroll pulled himself out of the ocean, he didn't look well. Dr. Pinto glanced in his direction, saw the bacteriologist, and made an instant **diagnosis**. “Yellow fever,” he said **succinctly**.

18 “Don't be a . . . fool,” Carroll responded. “I have no such thing.”

Delirious

paragraphs 1–29

1 *August 31–September 4, 1900*

2 Of course, James Carroll had always known that Cuba was full of dangerous diseases. He'd known that coming to the island was a risk. And, yes, the bite from Lazear's sickly little bug could possibly have given him the fever. But James Carroll had never believed in the mosquito theory. He'd never thought that insects carried the disease. Besides, he couldn't afford to get the illness. He was a forty-six-year-old married man with five small children to support—and yellow fever often killed people over forty.

3 Still, there was no getting around the fact that his temperature was rising. Something was making him sick. And he needed to know exactly what the illness was.

4 It might be malaria. That could cause high fevers. It was a bad disease; but, still, it could be treated. It wasn't usually as deadly as yellow fever. Besides, malaria was often found in Cuba. Carroll could have picked up the infection. And the scientist knew there was an easy way of finding out.

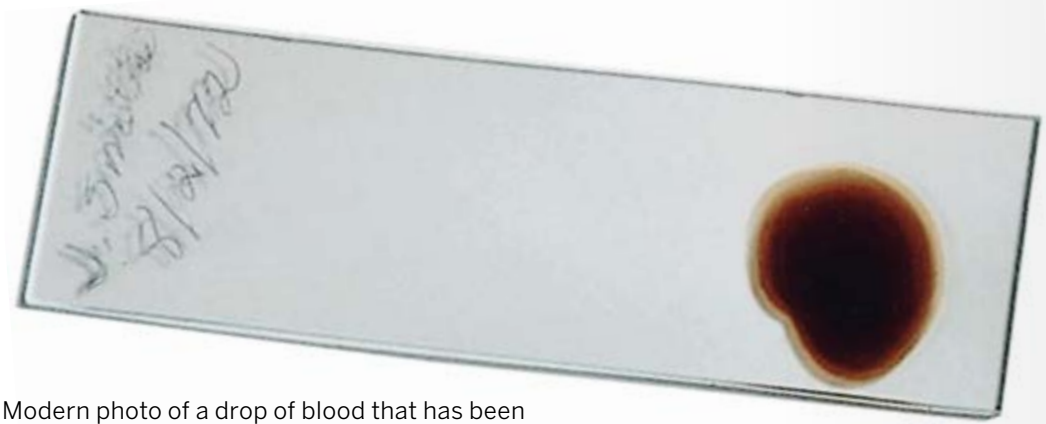
5 Early in the morning on August 31, James Carroll dragged himself over to the lab. He jabbed himself with a needle and drew some blood. Then he smeared it on a glass slide and put the slide under the microscope. Carefully, he peered through the eyepiece, focused the lenses, and began to look.

6 For several minutes he scanned the slide. There were plenty of roundish red cells. There were a few irregularly shaped white cells. But no definite sign of malaria—or of yellow fever. The trouble was, that didn't prove a thing. Diagnosing illness with a microscope was often difficult. Sometimes yellow fever patients had fewer white cells in their blood. But often yellow fever blood looked pretty normal. And malaria? That was tricky, too. Sometimes it was hard to see the tiny organisms that caused the illness in a single drop of blood.

7 Clearly, the microscope wasn't going to provide a simple answer. And as James Carroll looked up from the eyepiece, he must have known that there was nothing else to do but wait.

diagnosis: act of recognizing a disease

succinctly: without wasted words



Modern photo of a drop of blood that has been placed on a glass slide for viewing under a microscope. The slide Dr. Carroll examined the morning he felt ill probably looked like this

- 8 If it was malaria, he'd know it soon. There would be violent, **periodic** fevers, vomiting, sores around his lips, and soaking sweats. And if it was yellow fever, well, he'd recognize the bloodshot eyes, the bleeding nose and gums, and the awful yellow skin. One way or another, he'd find out about his illness soon enough.
- 9 Nobody knows how long Carroll sat in front of his microscope that morning. But he was still there when Lazear and Agramonte walked through the laboratory door—and stared. Carroll looked awful. His face was flushed; his eyes were red. But he tried to joke. The illness was nothing, he said. He'd just somehow “caught cold.”
- 10 Both doctors begged him to go to bed. Carroll, however, was a stubborn man. As a youngster he'd struggled against poverty. He'd fought to go to medical school. He was used to **hardships**, and he wasn't the sort who'd let a little bout of sickness beat him down. Still, finally, he agreed to stretch out on a sofa.
- 11 It didn't help. By afternoon, James Carroll was lying in the hospital. At seven p.m. his temperature had reached 102. Soon there was no question about the diagnosis: the scientist had come down with yellow fever.
- 12 But how could he have gotten the disease? In a state **bordering** on panic, Lazear and Agramonte reviewed the possibilities.
- 13 Could it have happened when Carroll visited the autopsy room at Las Animas Hospital in Havana a few days earlier? Could that be where he'd picked up the infection?
- 14 Or had it happened in the Camp Columbia lab when Carroll let Lazear's **enfeebled** little insect bite his arm?
- 15 Both doctors knew that there was only one good way to find an answer. They would have to let the mosquito that bit Carroll bite another person. Then they would have to see if that victim developed a clear-cut case of the disease.

periodic: repeating at a certain time

hardships: situations of need

bout: short attack

bordering: almost like

enfeebled: weakened



- ¹⁶ The experiment was basically simple. But to do it, they had to have a healthy volunteer.
- ¹⁷ Agramonte wasn't a good candidate. There was a chance he'd had a very mild case of yellow fever while growing up in Cuba and now might be completely immune to the disease.
- ¹⁸ Lazear wasn't a great choice either. He'd already been bitten several times by mosquitoes that had previously bitten yellow fever patients. Since those bites hadn't made him sick, there was a chance he, too, might actually be immune to the disease.
- ¹⁹ A fresh volunteer would be best.
- ²⁰ The scientists had barely come to that conclusion when Private William Dean walked by the lab and happened to look in.
- ²¹ Dean, a young unmarried man, had just arrived in Cuba. He'd never been near Carroll or any other yellow fever victims, but he had certainly heard a lot about the team's experiments.
- ²² "You still fooling with mosquitoes, Doctor?" Dean asked, as he stood in the doorway.
- ²³ "Yes," said Lazear. "Will you take a bite?"
- ²⁴ "Sure. I ain't scared of 'em," Dean replied.
- ²⁵ Lazear looked at Agramonte. Agramonte nodded. The young private seemed to be the perfect volunteer.
- ²⁶ Dr. Lazear picked up the tube containing the mosquito that had bitten Carroll. He **inverted** the tube, pulled out the cotton plug, and placed the opening flat against Dean's bare arm. The bug flew down, and all three men waited while it settled on the soldier's skin, inserted its proboscis, and sucked blood.
- ²⁷ For the next few days, Lazear and Agramonte didn't tell anyone at Camp Columbia about Carroll's mosquito bite or Dean's. Instead, they tried to work. They worried about Carroll, and they wondered privately if young Dean was going to get sick.
- ²⁸ Carroll himself lay in the hospital, fighting the disease. Roger Ames, the army doctor with the most experience in treating yellow fever, monitored the patient and saw the scientist's temperature rise to 104. He watched as Dr. Carroll's skin and bloodshot eyes turned lemon yellow. The sick man's pulse was slow. His condition was definitely critical, but there was very little Dr. Ames could do. Available drugs like quinine, castor oil, mercury **compounds**, and opium had no effect on yellow fever. To combat the disease, Ames ordered nurses to keep the patient quiet. He made sure that Dr. Carroll ate nothing while the fever soared but insisted that the scientist sip lemonade or water every hour.

inverted: turned upside down

compounds: mixtures

29 At one point Carroll felt a sharp pain in his chest that seemed to stop his heart. Sometimes he babbled **feverishly**. But experiments were often on his mind. Once, when he ordered his nurse, Ms. Warner, to give the lab mosquitoes a meal of ripe banana, she **obligingly** obeyed. But when Dr. Carroll said that a mosquito bite had caused his illness, Nurse Warner was seriously shocked. A mosquito causing yellow fever? Why, everybody knew that Finlay's theory was a joke. The whole idea was crazy, and, before she went off duty, Ms. Warner had formed her own opinion of the sick man's silly statement. "Patient **delirious**," she noted briefly on the chart.

Did the Mosquito Do It?

paragraphs 1–12

1 September 5–8, 1900

2 The situation was serious. Carroll was desperately ill. Lazear and Agramonte were waiting to see if Dean would come down with yellow fever. And Reed, far away in Washington, D.C., could only wait for bulletins and wonder. Was Carroll's attack simply a tragic accident? Or was it an important clue—a clue that would finally crack the yellow fever mystery? Upset and distracted, Reed poured out his feelings in a letter to his old friend Major Jefferson Kean. "I cannot begin to describe my mental **distress** and depression over this most unfortunate **turn of affairs**," Reed wrote. To Reed, Carroll's illness was terrible. It was worrying. But, from a scientific point of view, it was also fascinating. And the team's chief investigator desperately wanted to know how Carroll had gotten sick. "Can it be that [the mosquito] was the source of infection?" he asked Kean.

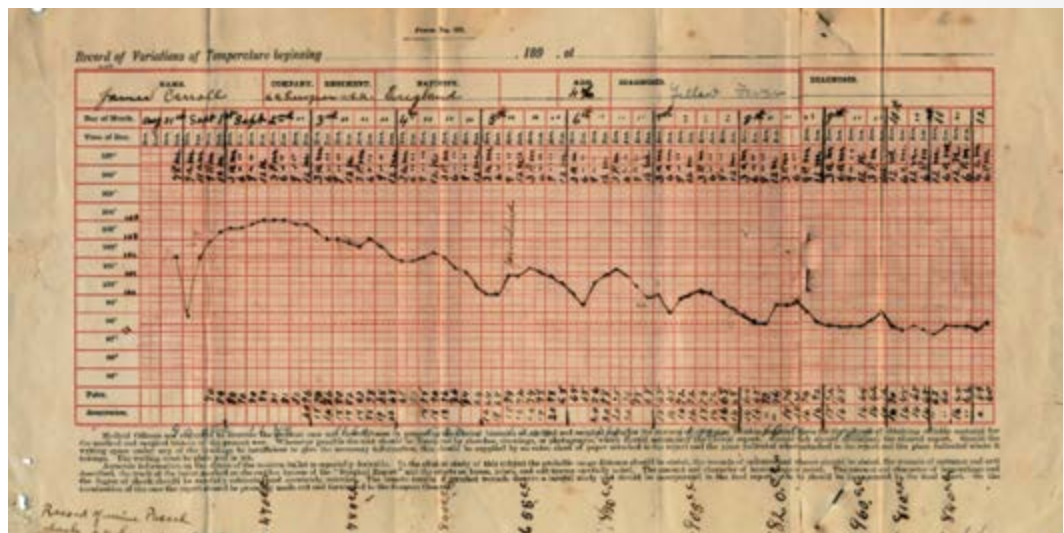
feverishly: wildly and excitedly

obligingly: helpfully

delirious: restless and confused

distress: stress and trouble

turn of affairs: change in events



Dr. Carroll's fever chart. This record shows his temperature, pulse, and rate of breathing during his attack of yellow fever.

3 As the days went by, Reed got reports from Camp Columbia. For the most part, the word was grim. Carroll was suffering from violent headaches. Light hurt his eyes. The attack was **severe**. The fever was high. For several days it seemed Carroll might die. Then suddenly on September 7, there was wonderful news. For the first time in a week the sick man's temperature was normal. The outlook for recovery was good, and Reed immediately **dashed off** a note:

4 My Dear Carroll:

5 Hip Hip Hurrah . . .

6 Really I can never recall such a sense of relief in all my life, as the news of your recovery gives me. . . .

7 God bless you, my boy.

8 Then on the back of the envelope Reed scribbled: "Did the Mosquito Do It?"

9 It was the big question. And—though Reed didn't know it when he wrote that note—Lazear and Agramonte already had a clue.

10 On September 5, about a week after he had been bitten by the mosquito, Private Dean didn't feel well.

11 At first the soldier was just a little weary and **lightheaded**. Then his eyes became bloodshot. His face flushed red, and his temperature soared. Soon Private Dean was in the hospital. It seemed that the mosquito that had bitten Carroll had caused another case of yellow fever.

12 In the hospital, Dean suffered through a mild case of the disease. Carroll slowly started to recover, and Jesse Lazear was excited. On September 8 he sat down and sent his wife the latest news. "I rather think I am on the track of the real germ," he wrote, "but nothing must be said as yet, not . . . a hint. I have not mentioned it to a soul."

"Doctor, Are You Sick?"

paragraphs 1–30

1 September 9–26, 1900

2 In September an epidemic of yellow fever broke out in Havana. The hospitals admitted two hundred and sixty-nine cases, and one out of every five patients died. It was more important than ever to find a solution to the yellow fever problem, but **manpower** was in short supply. Carroll was still so weak from his attack that he couldn't stand or change position without help. Agramonte was getting ready to return to the United States for a brief vacation. Reed was still in Washington, putting the **finishing touches** on his report.

severe: harsh

dashed off: quickly wrote

lightheaded: dizzy

manpower: number of workers

finishing touches: final changes

- 3 In Cuba, however, Jesse Lazear was working hard. Day after day he tended the insects, carried out experiments, and jotted down his records in a big lab notebook and another smaller book he carried in the pocket of his shirt. At last the work seemed to be paying off. The results looked promising. Both Carroll and Dean had developed yellow fever after mosquito bites. The trouble was, Lazear couldn't be absolutely certain that Carroll's case hadn't been an accident. He couldn't be one hundred percent sure that Carroll hadn't gotten yellow fever from another source. And there were other questions, too. Why, for instance, had Carroll and Dean become sick when other people bitten by "infected" mosquitoes had managed to stay healthy? Was there something different or special about the insects that had bitten those two men? To make a breakthrough, Lazear would have to be able to answer all those questions. He'd need to know exactly how and when a mosquito could transmit the yellow fever germ—and he'd need to prove it beyond the slightest doubt. There were lots of experiments he had to do. And Jesse Lazear was doing them when, on September 13, he was bitten by a mosquito.
- 4 No one ever knew exactly how it happened. Later, Lazear said that the incident had taken place at Las Animas Hospital in Havana. He was holding a test tube containing a mosquito against a patient's belly when a wild mosquito flew down and landed on his hand. The whole thing was an accident, he said.
- 5 And maybe that was true.
- 6 But if that was how it happened, then why did Jesse Lazear write a mysterious note in the team's lab notebook on September 13, 1900? Why did he write the following?



This picture, taken in Cuba before the Reed team began work, shows Dr. Lazear holding his son, Houston, as the child's nanny stands by. Another child, a daughter, was born in the United States while Lazear was doing yellow fever research.

- 7 Guinea pig No. 1—red
- 8 Sep. 13 This guinea pig bitten today by a mosquito which developed from egg
laid by a mosquito which bit Tanner—8/6.
- 9 This mosquito bit Suarez 8/30
- 10 Hernandez 9/2
- 11 De Long 9/7
- 12 Fernandez 9/10
- 13 And who—or what—was “Guinea pig No. 1”?
- 14 It wasn’t a four-footed animal; that much was plain. Lazear didn’t use guinea
pigs in his experiments because they were immune from yellow fever. No
healthy human volunteer ever claimed to have been bitten in a mosquito
experiment that day. In fact, the only healthy person who seemed to have
been bitten on September 13 was Dr. J. Lazear himself.
- 15 So was “Guinea pig No. 1” actually Lazear? Did Dr. Lazear deliberately let an
infected mosquito bite him? And, if his bite was really part of an experiment,
why did he tell a tale about a wild mosquito? Why didn’t he identify himself as
“Guinea pig No. 1”?
- 16 Did he lie because his family might disapprove of such a dangerous
experiment?
- 17 Did he think his **life insurance** company would cancel out his **policy** if he
admitted that he’d dared to take a deadly risk?
- 18 Nobody will probably ever know the answers. But the results of that mosquito
“accident” were immediate and clear. Five days later, on the morning of
September 18, Jesse Lazear just didn’t feel well. At six p.m. the doctor had
a chill. Later that same evening, Private John Kissinger found the scientist
sitting at his desk and busily writing up his research notes. To Kissinger,
Lazear seemed “nervous.” The doctor’s face looked “flushed,” and his eyes
were red.
- 19 “Doctor, are you sick?” the soldier asked.
- 20 “Yes, Kissinger, I do feel sick.”
- 21 “Have you reported to Dr. [Ames]?”
- 22 “No, Kissinger,” Lazear replied, and kept on working.
- 23 By midnight, Lazear must have wanted to lie down, but it was morning
before he had all the facts on paper. By then he was much too sick to struggle.
At eleven a.m. Dr. Jesse Lazear was carried to the hospital on a stretcher.
His temperature was high, and he told the attending nurse that he had
yellow fever.
- 24 Two days later, his temperature had risen to 104. His attack was clearly
worse than Carroll’s, but Lazear was young. He was strong. There was still
a good chance that he might recover.

life insurance:
protection against
loss; system that
gives money to
family after death

policy: agreed plan

- ²⁵ Reed, far away in Washington, tried to be optimistic. “I can but believe Lazear will pull through,” he wrote to Carroll. “I hope & pray that he does.” But Carroll, who stopped by to visit, was alarmed. As he sat beside the hospital bed, the older scientist saw a flash of panic in Lazear’s eyes. Then, suddenly the sick man’s belly heaved and a stream of thick black vomit shot out of his mouth. It was the worst possible sign, and both Carroll and Lazear knew that patients who vomited black, partially digested blood usually died of yellow fever.
- ²⁶ For the next day or so, Lazear’s temperature stayed high. Frantic with delirium, he leaped out of bed and raced around his hospital room until two female nurses and a **hospital corpsman** forced him back onto his cot.
- ²⁷ On September 24, a nurse noted that Dr. Lazear’s temperature was getting lower. By morning on September 25, it hovered just below 100. Then, late that afternoon, the doctor’s pulse began to quicken. His breath began to come in desperate pants. By 8:45 that evening, it was over. At age thirty-four, the scientist had died of yellow fever.
- ²⁸ On the following day, friends, officers from headquarters, and all the members of the Camp Columbia medical staff turned out to watch as Dr. Lazear was buried in a flag-draped coffin with **full military honors**.
- ²⁹ On that same day, far away in Massachusetts, Mabel Lazear, the doctor’s wife and the mother of their two small children, opened a telegram and stared at seven terrible words scrawled on the printed form: “Dr. Lazear died at 8 this evening.”
- ³⁰ The news was cruel. It was also particularly shocking because no one had ever told Mrs. Lazear that her husband had been taken sick.

Sorting It Out

paragraphs 1–29

- ¹ *September 27–November 2, 1900*
- ² Lazear was dead. Carroll was an **invalid**. Agramonte was on vacation in the United States. And in Washington, D.C., Reed—who was “terribly depressed” by the dreadful loss of Lazear—was very frustrated.
- ³ Three men—Lazear, Carroll, and Dean—had been bitten by mosquitoes. Each had developed yellow fever; but, as Reed pointed out in a letter he wrote to Carroll, the first two cases didn’t “*prove*” that infected bugs had actually caused the illness. Lazear *might* have picked up yellow fever from the patients he was seeing at Las Animas Hospital. Carroll *might* have been infected by the **remains** of yellow fever victims when he visited the autopsy lab. That left the third case: Dean.

hospital corpsman: medical military professional

full military honors: special ceremony for military

invalid: sick, weak person

remains: dead bodies



- 4 As far as anyone knew, the young soldier couldn't have gotten yellow fever from anything except the mosquito. He definitely hadn't been in contact with yellow fever victims before his bite. But what about the few days afterward? Had Dean come close to any yellow fever patients or the remains of yellow fever victims between the time that he'd been bitten and the time he'd gotten sick? Had he been in Havana, where the disease was raging? Was there anything except the mosquito that could possibly have given him the illness?
- 5 Reed had to find out; and, a few days after Lazear's death, he headed back to Cuba. This time the sea voyage was pleasant, and Reed was soon greeting James Carroll and the rest of the medical staff at Camp Columbia.
- 6 Although it had been about a month since Carroll's illness, the bacteriologist was still feeble and unwell. There was no chance he'd be able to do much work, and Reed promptly ordered his colleague to go back home to the United States for a rest. Agramonte was still away, so Reed plunged into the work on his own—and one of the first items on his **agenda** was investigating the interesting case of Private Dean.
- 7 On one October day he met Dean on the patio outside the Officers' Quarters. There, according to one of the young doctors who was **stationed** at Camp Columbia, the two men held the following discussion.
- 8 "My man," Reed said, "I am studying your case of yellow fever and I want to ask you a few questions." Then, to test Dean's honesty, Reed held up a coin. "I will give you this ten dollar gold piece if you will say you were off this [base] at any time . . . until you returned sick with yellow fever," he told the soldier.
- 9 Dean probably could have used the money, but he apparently wasn't interested in telling lies.
- 10 "I'm sorry, sir," the private replied truthfully, "but I did not leave the post at any time during that period."
- 11 That was exactly what Reed had been hoping to hear. If Dean truly hadn't left Camp Columbia before or after his mosquito bite, there was no way he could have been **exposed** to the yellow fever epidemic in Havana. There was no way he could have had contact with the patients in the military yellow fever ward just outside the army base. As far as Reed could tell, young Dean had never been close to any yellow fever victims. It seemed that the mosquito really had given Private Dean a case of the disease.
- 12 But Reed was still cautious. He told Dean to sit down and tell him the whole story of his experiences. When the young man finished, Reed was impressed. Dean seemed honest. The case looked **watertight**; still, Reed had lots of questions. Why, for instance, if a mosquito bite had caused Dean's attack, had Dr. Carlos Finlay failed to produce a batch of yellow fever cases when he'd let infected bugs bite humans? Why had some of Lazear's volunteers stayed healthy when they were bitten by infected bugs? *Why did some bites from infected insects cause the disease when others didn't?*

agenda: organized plan

stationed: sent for duty

exposed: introduced to

watertight: without mistakes

- ¹³ Sitting at the long wooden table in his quarters, Reed **plowed** through material and tried to find an explanation. He went through Lazear's **painstaking** notes on the experiments. He read and reviewed scientific articles. Carefully, he counted the days between the time the mosquitoes were infected and the time they seemed to be able to pass the disease to others. Carroll, he noticed, had been bitten by a mosquito that had been infected twelve days before it bit him, while the mosquito that bit Dean had been infected sixteen days before his bite. That was interesting. And, Reed noted, it fit in with other facts. Recently, a scientific article had stated that there was always a space of about fourteen days between the appearance of the first group of cases and the appearance of the second group in yellow fever outbreaks.
- ¹⁴ Twelve days. Fourteen days. Sixteen days. The numbers whirled around Reed's brain, and gradually the data began to make some sense.
- ¹⁵ There seemed to be a reason that some mosquito bites produced yellow fever and some did not. And perhaps that reason was timing.
- ¹⁶ To Reed it seemed that after a mosquito sucked in yellow fever germs, those germs had to stay in the mosquito's body for *at least* twelve days before the insect could pass the illness to another victim.
- ¹⁷ If Reed was right, then Dr. Finlay's earlier experiments had failed probably because the Cuban scientist hadn't let the yellow fever germs remain inside his insects long enough. And Lazear's early experiments? Well, they too hadn't succeeded probably for that reason.
- ¹⁸ By the middle of October, Reed was pretty sure that he was onto something. But in science "pretty sure" isn't good enough. If Reed was going to prove absolutely that mosquitoes carried yellow fever, if he was going to demonstrate exactly how the insects did it, he was going to have to confirm his hunches with experiments. And experiments cost money.
- ¹⁹ On the morning of October 12, Reed climbed into a carriage and headed to Havana for an appointment with Major General Leonard Wood, the **governor-general** of Cuba. As the two men stood by a window that looked out toward the bustling Cuban harbor, Reed came directly to the point. "General Wood," he said, "will you give me \$10,000 to continue and complete these [yellow fever] experiments?"
- ²⁰ General Wood had started his military career as an army doctor. He understood that the team's work was important, and he answered very quickly. "I will give you \$10,000, and if that proves insufficient, I will give you \$10,000 more."
- ²¹ The sum of ten thousand dollars in 1900 was roughly equivalent to two hundred and fifty thousand dollars in today's money. It was a huge commitment, and to celebrate, Reed went out to lunch with his old friend

plowed: rushed through

painstaking: extremely detailed

governor-general: official who governs



Jefferson Kean, the chief U.S. medical officer for western Cuba. Together the two men drank a toast to success with a bottle of red wine. Then it was back to work—and Reed was busy.

22 He couldn't yet prove that yellow fever was *always* caused by a mosquito bite, but he could tell the scientific world that in one case—Dean's—a mosquito bite had caused a single, clear-cut attack of yellow fever. And that was big news. It was news that could make scientific history. Most important, it was news that might save lives—and Reed wanted to present it at once.

23 In the space of eight days Reed wrote a five-thousand-word report stating that his team had found evidence that clearly indicated that the bite of a mosquito could cause a case of yellow fever. Then he packed his bags and boarded a ship headed for the United States. When the ship docked, he traveled west, and at three thirty on the afternoon of October 23, 1900, Major Walter Reed stepped up to the podium in an Indianapolis lecture room and began to read his report to the members of the American Public Health Association.

24 First, Reed thanked Dr. Finlay for suggesting the mosquito theory and for providing the mosquito eggs that the team had used for research. He carefully described the team's experiments. Then, finally, he read the most important words:

25 *From, our study thus far of yellow fever, we draw the following conclusions:*
1. *Bacillus icteroides* **stands in no causative relation** to yellow fever. . . .
2. *The mosquito serves as the intermediate host [the carrier] for the . . . [germ] of yellow fever.*

26 It was an exciting, **groundbreaking** statement, but not everyone believed it. The *Philadelphia Medical Journal* called Reed's report "pure **speculation**." The *Washington Post* just scoffed. In an article on November 2, 1900, the *Post* said:

27 *Of all the silly and nonsensical **rigmarole** about yellow fever . . . the silliest beyond compare is to be found in the arguments . . . engendered by the mosquito hypothesis [theory].*

28 The trouble was that Reed didn't have much evidence. At the moment he could show that one single case of yellow fever had been caused by a mosquito. But a single case didn't *prove* anything. It could be an accident, a **fluke**. And good scientists believed only facts that had been tested and proved time after time in carefully set-up experiments.

29 If Walter Reed was going to convince the scientific world that mosquitoes were the cause of yellow fever, he clearly had a lot more research work to do.

stands in no causative relation to: is not the cause of

groundbreaking: new and important

speculation: unproven ideas

rigmarole: long complicated statements

fluke: thing that happens because of luck

Problems

paragraphs 1–15

- 1 *November 1900*
- 2 As soon as he returned to Cuba at the beginning of November, Walter Reed started to use the ten thousand dollars that General Wood had provided to make arrangements for a brand-new series of experiments.
- 3 The first job was setting up a new camp where the team could carry out the tests, and Reed knew exactly how he wanted it to be constructed. The new camp had to be built on a site that had absolutely no mosquitoes. It had to be located in a place that had never been inhabited by yellow fever patients. And it had to be set up in a lonesome, isolated area—an area that strangers (who might be carrying the yellow fever germ) weren't likely to visit.
- 4 Of course, that list of requirements sounded picky. But each of those conditions was important. Each was **designed** to guarantee that there would be no accidental cases of yellow fever in the new station. To prove that mosquitoes carried yellow fever, Reed knew that he would have to show that each case of the disease in the new camp was deliberately caused by the team's own insect experiments and not by some chance infection or **contamination**.
- 5 Dr. Agramonte had just returned from his vacation; and, at Reed's request, the Spanish-speaking scientist took charge of searching for a campsite. After scouting the countryside around Camp Columbia, he found a bare, isolated two-acre patch of land that the team could rent for twenty dollars a month. It was a dry, wind-blown place where mosquitoes didn't live or breed. It had never been inhabited by yellow fever victims, and it seemed perfect. Reed drew up plans. Workers started to put up tents and buildings on the spot, and someone named the brand-new station Camp Lazear in honor of the scientists' dead colleague.
- 6 But that was only the beginning.
- 7 While workers hammered nails at the new campsite, Reed focused his mind on other problems. And one of the biggest was mosquitoes.
- 8 Keeping the insects alive had always been difficult. Now it was harder than ever. The autumn months brought cooler weather. The lower temperatures killed mosquitoes. And while Reed was struggling to keep a few bugs alive for his experiments, a huge tropical storm hit the island of Cuba. **Gale-force** winds knocked over trees. Rain poured down. Temperatures plummeted into the low sixties. And, when Reed walked into the officers' mess hall for lunch on November 15, he told the other Camp Columbia doctors that there was bad news. Most of the laboratory mosquitoes that Lazear had raised from Finlay's eggs had died of the cold. Worst of all, there were very few dried mosquito eggs left. Work on the new experiments would have to stop until the team could breed more bugs. That could take weeks, and Reed sounded so upset

designed:
deliberately
planned

contamination:
contact with the
disease

gale-force: very
strong



that the other Camp Columbia doctors tried to cheer him up. The weather was sure to get warmer, they told him. There were lots of mosquitoes left in Cuba. And to prove that point a bunch of young doctors left the mess hall and went bug hunting in a nearby dump. There, among the piles of rusty old containers, they saw a flock of striped *Aedes aegypti* mosquitoes buzzing around a can. The can was full of water, and floating in that water were enough mosquito eggs and mosquito larvae (immature mosquitoes) to keep the team supplied for months.

- 9 That was one piece of good news. Then, around the middle of November, there was another. James Carroll returned from sick leave. He still wasn't one hundred percent healthy, but he immediately pitched in by helping to raise, infect, and keep records of the mosquitoes that were going to be used in the new series of experiments.
- 10 Things were going well, but the team still had to face one enormously important problem: Where were the scientists going to find volunteers who were willing to take part in the new experimental tests?
- 11 To present a watertight case, the team had to show that the mosquito hypothesis was true and that all the other old ideas about the cause of yellow fever were completely false. With the help of his colleagues, Reed had already proved that *Bacillus icteroides* didn't cause the illness. Now the team needed to deal with the last two remaining theories. First, they had to prove once and for all that infected mosquitoes did cause yellow fever. And, second, they needed to show that being in contact with infected clothing and bedding was definitely not the cause of the disease. To do that, they needed two sets of human volunteers for a series of experiments. The first set would have to



A highly magnified modern photo of a fish about to eat a tiny immature mosquito. Mosquitoes live in water before they become adults. In very warm weather, it may take a mosquito egg a week to develop into a mature insect; in cold weather, it may take almost a month. By eating large quantities of immature mosquitoes (larvae), fish (like the one in his photo) help to keep down the number of these insect pests.

spend several weeks wearing and using clothing and sheets that had been stained by the sweat, vomit, urine, and **feces** of yellow fever patients. The second set would have to do what Carroll, Dean, and Lazear had done. They would have to be bitten by infected mosquitoes.

- ¹² But how many normal, healthy, sensible people would volunteer for such disgusting and dangerous experiments?
- ¹³ Of course, Reed could order soldiers to take part in the tests without telling them about the dangers or asking their permission. In 1900 scientists sometimes did something that is now illegal in the United States and many other countries. They sometimes dosed **unsuspecting** patients with disease germs or untested drugs without bothering to explain the risks or to ask these victims for **consent**. But Reed refused to do that. Like William Osier, the famous nineteenth-century doctor and professor of medicine, Walter Reed thought that “deliberately injecting a poison . . . into a human being, unless you obtain that man’s sanction [permission], is . . . criminal.”
- ¹⁴ If Reed was going to do yellow fever experiments, he wanted to be honest and up-front about it. He wanted volunteers to know they were risking sickness and death by participating. What’s more, he wanted to do something new—something that scientists hadn’t done before. Because he felt his yellow fever insect experiments were extremely dangerous, Reed wanted each and every volunteer to sign a consent form indicating in writing that he or she was willing to **undertake** the experiment and truly understood the **hazards**.
- ¹⁵ The question was, would Reed find anyone brave enough to sign up?

“We Are Doing It for Medical Science”

paragraphs 1–15

- ¹ *November 1900*
- ² As the days went by, Reed and his team began looking for volunteers. Candidates had to be young and healthy—because young, healthy people had the best chance of surviving yellow fever. They had to be single, so that their sickness or death would not injure an entire family. And, of course, they had to be willing to risk getting the disease.
- ³ The truth, however, was that yellow fever was so common in Cuba that anyone who set foot on the island and hadn’t previously had the illness was likely to come down with it anyway. And that piece of information gave the Reed team an idea.
- ⁴ Immigrants from Spain were landing in Cuba all the time. Many were young, healthy, and single. All of them knew that they might get yellow fever in Cuba.

feces: solid bodily waste

unsuspecting: unaware

consent: permission

undertake: carry out

hazards: dangers



And, maybe, the team thought, since these newcomers were already running the risk of getting the disease naturally, some of them would be willing to volunteer for the experiments.

- 5 With Reed's permission, Agramonte interviewed a group of recent immigrants and carefully explained the requirements and terms. Each volunteer who signed Reed's consent form and agreed to be bitten by mosquitoes would be paid \$100 (the equivalent of about \$2,400 in today's money). In addition, those who came down with yellow fever would receive an extra \$100 and the very best medical care the U.S. Army team could possibly provide. By the time Agramonte had finished, four Spanish men—Antonio Benigno, Nicanor Fernandez, Becente Presedo, and Jose Martinez—had agreed to volunteer and had signed a consent form written in English and Spanish.
- 6 It was a start. And Agramonte wasn't the only recruiter.
- 7 One afternoon, medical officer Dr. Roger Ames saw a twenty-four-year-old **civilian clerk** named John Moran walking across the Camp Columbia **parade ground**. When Moran stopped to chat, Ames told the young man that Reed was offering money to anyone who'd volunteer for the new series of experiments. Was Moran interested in signing up?
- 8 Like everyone else at Camp Columbia, Moran knew that Dr. Jesse Lazear had died of yellow fever. He knew that the disease had just about killed Carroll. But young John Moran badly wanted to become a doctor. He needed a lot of money to pay for medical school. When Ames spoke, Moran later wrote in his **memoirs**, the first idea that popped into his head was, "Just think, Johnny, what that . . . [amount of money] will mean to you." The offer was tempting. But Moran didn't want to make a snap decision. He told Ames to let him "sleep over it." Then he went back to his quarters to discuss the proposal with his roommate, Private John Kissinger.
- 9 At midnight the men were still talking. The danger was clear. The money was attractive. But that wasn't all. As the night wore on, Moran got more and more excited about being part of the experiments. Signing up was more than just a fast way to make some cash. It was a chance to help save lives. A chance to help make medical history. In fact, getting involved in the fight to conquer yellow fever seemed so important that Moran decided to refuse the money. He was going to take part in the experiments solely for the sake of helping science.
- 10 "[Don't be] a fool," Kissinger told him. But Moran had made up his mind. He was positive. Finally, even Kissinger was convinced. "Whatever you do, John, I am with you," Kissinger said. "We'll volunteer together."
- 11 The next morning, the two men went to Reed's room in the Officers' Quarters. The door was open. "Good morning," Reed said. "What can I do for you?" For a minute Moran struggled for words. Then the young man poured out the story. He and Kissinger were volunteering, Moran told Reed, "without the bonus or money award which [the army was] offering. . . . We are doing it," Moran said, "for medical science."

civilian clerk:
worker who is not
in the military

parade ground:
area where soldiers
perform drills and
marches

memoirs: book of a
person's memories

The undersigned, Antonio Benino *Antonio Benino*
being more than twenty-five years of age, native of Ceroeda,
in the province of Corima, the son of Manuel Benino
and Josefa Castro here states by these presents, being in
the enjoyment and exercise of his own very free will, that he consents
to submit himself to experiments for the purpose of determining the
methods of transmission of yellow fever, made upon his person by the
Commission appointed for this purpose by the Secretary of War of the
United States, and that he gives his consent to undergo the said ex-
periments for the reasons and under the conditions below stated.

The undersigned understands perfectly well that in case of the
development of yellow fever in him, that he endangers his life to a
certain extent but it being entirely impossible for him to avoid the
infection during his stay in this island, he prefers to take the
chance of contracting it intentionally in the belief that he will
receive from the said Commission the greatest care and the most skill-
ful medical service.

It is understood that at the completion of these experiments, with-
in two months from this date, the undersigned will receive the sum of
\$100 in American gold and that in case of his contracting yellow fever
at any time during his residence in this camp, he will receive in addi-
tion to that sum a further sum of \$100 in American gold, upon his re-
covery and that in case of his death because of this disease, the
Commission will transmit the said sum (two hundred American dollars)
to the person whom the undersigned shall designate at his convenience.

The undersigned binds himself not to leave the bounds of this camp
during the period of the experiments and will forfeit all right to the
benefits named in this contract if he breaks this agreement.

And to bind himself he signs this paper in duplicate, in the Experi-
mental Camp, near Quemados, Cuba, on the 26th day of November
nineteen hundred.

On the part of the Commission:

Walter Reed
Maj. & Surg., U.S.A.

The contracting party,

Antonio Benigno

An English translation of the consent form stating the volunteer Antonio Benigno (misspelled as "Benino") was willing to participate in the mosquito experiments.

- ¹² Now, some people say that Reed turned to the two volunteers and said, “I take my hat off to you, gentlemen.” And some people claim that Reed said simply, “I salute you.” But Moran wrote in his memoir that Reed just “gladly accepted” with “a gleam in his eyes . . . of pleasure and satisfaction.”
- ¹³ Later, however, the major voiced his actual feelings. Those who volunteered for the experiments, Reed said, showed a type of “courage [that] has never been **surpassed** in the **annals** of the Army of the United States.”
- ¹⁴ That was high praise, and soon many men deserved it. In the weeks that followed, fifteen other Americans signed up for the experiments. Although many agreed to accept money for their participation, at least one other man refused the reward and agreed to take part solely **for the sake of** science.
-

Testing Times

paragraphs 1–8

- ¹ *November–December 1900*
- ² On November 20, 1900, Camp Lazear officially opened. Volunteers and other personnel were housed in seven newly **erected** tents. Two specially constructed small wooden buildings were ready to be used for the experiments, and a barbed-wire fence kept out unwanted visitors.
- ³ To make sure all the men in his experimental group were healthy, Reed ordered medics to take the volunteers’ pulse and temperature three times a day. There were going to be no slip-ups, no accidental illnesses, nothing that would allow critics to find fault with the experiments—not if Reed could help it. Everything seemed to be in place, but Reed still had a nagging worry. He knew he’d made sure that his volunteers were young and healthy enough to have a good chance of surviving yellow fever. He knew the men who were volunteering understood the risks. He’d made sure that any volunteer who got the disease would have the best possible medical care. But what if the worst happened? What if one of the volunteers died during the experiments? If that happened, Reed wrote his boss, Army Surgeon General George Sternberg, “I shall regret that I ever undertook this work. The responsibility for the life of a human being weighs upon me very heavily.”
- ⁴ Still, thousands of people in Cuba, Africa, and the Americas were dying of yellow fever every year. If the team failed to find the cause, the vicious disease would undoubtedly kill thousands more. Somehow, Reed had to take the necessary steps to find an answer; and on Friday evening, November 30, experiments in Building 1, the “infected clothing” building, got under way.

surpassed: beaten by another

annals: historical records

for the sake of: for the purpose of

erected: built

- ⁵ From the outside the little wooden structure looked like a shack. Its tiny windows were screened and tightly closed to keep out fresh air and mosquitoes. Inside there were three beds, a group of closed boxes, and a stove that heated the place to a germ-friendly temperature of between 90 and 100 degrees. At the entrance stood three American volunteers: Dr. Robert Cooke, Private Warren Jernegan, and Private Levi Folk. As members of the scientific team watched through a window, the three American servicemen entered the building, opened the boxes, and took out nightshirts, underwear, blankets, sheets, and towels that were soiled with the blood, vomit, urine, and **feces** of yellow fever patients. The stench was terrible. One man threw up, and all three volunteers ran outside gagging. Then they went back into the stinking house. They dressed themselves in the filthy clothing, put the dirty sheets and blankets on their beds, waved some of the towels and bedding around to spread the “germs,” and slept in the hot, **fetid** little building for the next twenty nights.
- ⁶ Three weeks later, on December 19, Cooke, Folk, and Jernegan walked out of the “infected clothing building.” None of them was sick.
- ⁷ That certainly seemed to show that yellow fever wasn’t caused by contact with infected items. But the team wanted to be absolutely sure. To prove that the test results could not have been an accident, they repeated the experiment—twice. Two other groups of men did exactly what Cooke, Folk, and Jernagen had done, and each time the volunteers stayed healthy. That confirmed the findings, and the team knew they’d made real progress. Since starting work, they’d shown that *Bacillus icteroides* and infected clothing didn’t have anything to do with the spread of the disease.
- ⁸ But could they prove that infected mosquitoes were the cause of yellow fever?
-

More Bugs

paragraphs 1–28

- ¹ *November–December 1900*
- ² Everything **was riding on** the mosquito work. Almost as soon as Camp Lazear opened, the team began to experiment with bugs.
- ³ In November, Private John Kissinger was bitten twice by infected insects. His roommate, John Moran, was also bitten twice. So were several other men. But—although Reed used only mosquitoes that had bitten yellow fever patients at least twelve days before—none of the volunteers ran a temperature. None developed a chill. And none of them showed the slightest sign of yellow fever.

feces: solid bodily waste

fetid: bad smelling

was riding on: depended on



- 4 Something was wrong.
- 5 Reed, Carroll, and Agramonte anxiously examined the data. Surely, there had to be some **logical** explanation. But what?
- 6 Maybe, Reed thought, the colder fall weather had somehow affected the mosquitoes. Maybe it took longer for the germ to **mature** inside the insect when temperatures were cool.
- 7 Patiently, the scientists adjusted the timing. Then they tried again.
- 8 On December 5 at eleven thirty a.m., one of the doctors pressed a glass tube containing an infected mosquito against John Kissinger's arm. After that insect had bitten the young soldier, the doctor repeated the procedure with other infected mosquitoes. By the end of the morning, Kissinger had five itchy bites.
- 9 Three days later, Private Kissinger woke a few minutes before midnight feeling, he later said, a little cool. He was just getting up to close the tent flap, when suddenly his body felt like ice. For several long minutes, he huddled, freezing, in his cot. Then, as a little warmth crept back into his limbs, he reached out, lit a candle, and took his temperature. The **mercury** registered 101. Kissinger quickly sent a guard to fetch the doctor who was sleeping about twenty-five feet away. Ames arrived in minutes. By then, John Kissinger was in agony. "I felt," he later said, "as though six Ford cars had run over my body. Every bone . . . ached. My spine felt twisted and my head swollen and my eyes felt as if they would pop out of my head, even the ends of my fingers . . . [were] aching."
- 10 John Kissinger had yellow fever.
- 11 At Reed's request, a panel of **distinguished** Cuban yellow fever **specialists**—including Dr. Finlay—examined the young private and confirmed the diagnosis.
- 12 For the first time one of the team's mosquito experiments had worked.
- 13 In his quarters Reed grabbed a pen and started a letter to his wife. "It is with a great deal of pleasure that I hasten to tell you that we have succeeded in producing an unmistakable case of yellow fever," he started formally. Then all his excitement burst out. "Rejoice with me, sweetheart," he wrote. ". . . I could shout for very joy that heaven has permitted me to establish this. . . . Indeed, my precious heart, you cannot tell what a relief from suspense and anxious waiting this day has been."
- 14 It was a big breakthrough. But it was only one experiment. Reed and the rest of the team knew that the results of any one experiment could be an accident. More confirming evidence was needed, and the researchers waited **tensely** for the next results.
- 15 Then, a few days later, Antonio Benigno and two of the other Spanish

logical: making sense

mature: develop

mercury: chemical that measures temperature

distinguished: great and well-known

specialists: experts

tensely: with nervousness

immigrants who had been bitten by infected mosquitoes became sick. When the panel of experts from Havana examined the patients, the diagnosis was clear. All three Spanish immigrants had come down with yellow fever.

¹⁶ The evidence now seemed to show that mosquitoes could carry the illness, but Reed and the team were still not completely satisfied. As Kissinger and the Spaniards slowly recovered, the scientists set out to establish one final and important fact.

¹⁷ For years people had claimed that the yellow fever germ could somehow **contaminate** whole buildings like a kind of poison gas. The idea was so common that once, in 1898, every building in the Cuban town of Siboney had been burned down to stop a yellow fever epidemic. Now Reed, Carroll, and Agramonte wanted to show that a building could be infected with yellow fever *only* if it contained infected mosquitoes. And that meant doing a new experiment in Building 2, the other wooden building at Camp Lazear.

¹⁸ Inside the little wooden shack was absolutely spic and span. A large wire mesh screen split the room into two parts. Two perfectly clean beds stood on one side of the screen. On the other side was another clean bed and fifteen live, free infected mosquitoes.

¹⁹ At noon on December 21, two male volunteers entered and lay on the beds on the mosquito-free side. John Moran lay undressed on the clean bed in the mosquito area. Within half an hour, he had been bitten by seven bugs. After breaks, during which the participants left the hut, the procedure was repeated one more time that day and again on the next.

²⁰ By late afternoon on December 22, Moran had fifteen bites and the volunteers on the other side of the screen had none. John Moran then returned to his tent. The two other men slept on the mosquito-free side of the room for the next eighteen nights—breathing the same air that Moran had breathed, being close to the bedding he had touched, and listening to the whine of the mosquitoes on the other side of the screen.

²¹ December 23 came. Then December 24. Both Moran and the other “infected mosquito building” volunteers seemed healthy. Then on December 25 at ten a.m., Moran felt a little strange. He took his temperature, noted that it was 100 degrees, and carefully wrote the figure on his chart. Two hours later, Moran checked again. His fever had climbed to 103. When Christmas dinner was served, Moran went to the mess hall and picked at his turkey, cranberries, and mashed potato. Then he went back to his tent and lay on his cot. Around three in the afternoon, Reed walked in. “Merry Christmas, Moran,” he said. “Anything new?” Moran pointed to the temperature chart. Reed checked the figures, looked at Moran’s flushed face, put his hand on the young man’s forehead—and called an ambulance.

²² John Moran had joined the list of yellow fever victims.

contaminate:
introduce harmful
materials



- ²³ The two men who had slept on the mosquito-free side of the building remained in perfect health. It was clear—once again—that infected mosquitoes and nothing else caused the disease.
- ²⁴ The work was almost done. The experiments had been a success. In the hospital, John Moran was soon on the road to recovery; and, to Reed's immense relief, none of the infected volunteers had died in any of the tests. By the end of December the team had done what they set out to do. They had established that infected mosquitos carried yellow fever. They had proved a theory, and they had also discovered an important way to fight the dreadful sickness. Because scientists now knew that mosquitoes transmitted yellow fever, they also knew that killing mosquitoes would immediately stop the spread of the disease. With the help of Dr. Finlay and a group of volunteers, the American team had taken a huge step toward conquering a deadly illness.
-

Celebration

paragraphs 1–14

- ¹ *Late December 1900*
- ² It was time to honor the Cuban scientist who had started it all.
- ³ On December 22, Major General Leonard Wood, the **governor-general** of Cuba, and members of the local medical community gave a huge banquet to honor Dr. Finlay. Reed traveled into Havana for the festivities. Carroll, who was always short of money, didn't go because he couldn't afford a dress uniform. Still, the room at Old Delmonico's Restaurant in Havana was jammed with Cubans and Americans. There were toasts and speeches, handshakes and applause. Dr. Finlay was given a bronze statuette and congratulated in Spanish and in English. For years he'd been laughed at. For years people had said his mosquito theory was a joke. And now—now that a bunch of Americans had proved his hypothesis—Carlos Juan Finlay was the toast of Havana, one of the greatest, most famous men in Cuba.
- ⁴ It was a wonderful, happy time. Everybody seemed to be celebrating, and on Christmas Day two of the officers' wives gave a party at Camp Columbia. Since there weren't many pine trees in Cuba, the women decorated a **guava** bush. They wrapped up presents. And when Reed opened his, the whole group burst out laughing. The officers' wives had given Major Reed a big wire model of a mosquito, which Reed accepted, he later wrote his wife, "with many blushes."
- ⁵ On December 27 there was another party. This time it was a ball that kept Reed up till one a.m. Then, a few days later, it was December 31, the last New Year's Eve of the nineteenth century.

governor-general:
official who governs

guava: kind of
tropical fruit

- 6 It was a beautiful, **balmy** evening. Reed sat at the big table in his quarters, pen in hand. As the hands of the clock moved toward midnight, he wrote to his wife:
- 7 *11:50 P.M. Dec 31, 1900 Only ten minutes of the old century remain, Lovie dear. Here I have been reading that most wonderful book—La Roche on Yellow Fever—written in 1853. Forty-seven years later it has been permitted to me and my assistants to lift the impenetrable veil that has surrounded the causation of this most dreadful pest of humanity. . . . The prayer that has been mine for twenty or more years, that I might be permitted in some way or sometime to do something to **alleviate** human suffering has been answered!*
- 8 With the help of Dr. Finlay and the team, Reed had done something most people only dream of. He had made a discovery that would save lives, prevent pain, and make the world a better, happier place.
- 9 It was a sweet moment.
- 10 But it didn't mark a final victory in the war on yellow fever.
- 11 Scientists still had to find a cure for the disease. They still needed to track down and **isolate** the actual germ. And of course there were dozens of other basic questions still to answer. Why, for instance, had a few volunteers not gotten sick when they were bitten? What happened to the germ inside the insect's body? And could a female mosquito possibly transmit the yellow fever germ to her **offspring** through her eggs?
- 12 Someday, Reed hoped, researchers might find the answers to those questions.
- 13 Someday, he hoped, investigators would find the germ, invent a **preventative** vaccine, and maybe even figure out a cure.
- 14 But right now the clocks at Camp Columbia were striking midnight. Outside a corps of army **buglers sounded taps** to mark the passing of the century. And as Dr. Walter Reed put down his pen, he knew with happy certainty that the first part of one great scientific problem had been solved.

balmy: warm

alleviate: lessen

isolate: separate

offspring: young

preventative:
stopping
something bad
before it happens

buglers: players of
the bugle, a kind of
trumpet

sounded taps:
played a song
used at sunset and
military funerals

Carlos Finlay became a hero in Cuba. The scientist, who died in 1915, would have been pleased to know that in 1933 the Cuban government issued these stamps in honor of the hundredth anniversary of his birth.



Epilogue

paragraphs 1–12

- ¹ After December 31, 1900, the battle against yellow fever continued.
- ² As soon as the results of the Reed team's work were known, public health officials **launched** an all-out **campaign** against the mosquitoes that carried the disease. In the United States and Cuba a virtual army of sanitation workers used poison **fumes** to kill mosquitoes that lurked in buildings and wiped out eggs by spraying oil on the pools, ponds, puddles, and containers of still water where the insects liked to breed. Killing the mosquitoes killed the yellow fever germs the insects carried, and by the end of 1901 there were no cases of the illness in Havana, Cuba. By 1905 the United States was free of the disease. And between 1902 and 1914—thanks to an effective battle against germ-bearing mosquitoes in Central America—U.S. workers were able to safely build the Panama Canal.
- ³ As the threat of yellow fever gradually **receded**, people showered Dr. Finlay and the Reed team scientists with honors, thanks, and praise. Statues of Carlos Finlay were set up in Cuba. A medical society and an American elementary school were named after him; and—though he never won—Dr. Finlay was **nominated** for one of science's greatest awards, the Nobel Prize in medicine, three times before his death in 1915.
- ⁴ Although Walter Reed died of **appendicitis** in 1902, soon after his return from Cuba, he, too, became a hero. Researchers adopted Reed's belief that all volunteers in scientific experiments should be fully informed of all the risks. In 1909 the American government named the Walter Reed Army Hospital in Washington, D.C., after the team's chief investigator. And in 1929, Congress awarded all the American volunteer scientists (including Dr. Jesse Lazear) one of the nation's highest honors, the Congressional Gold Medal, for their work on yellow fever.
- ⁵ But while people and governments were honoring past work on the illness, twentieth-century scientists were looking for new ways to fight the terrible disease. Until his death in 1907, Dr. James Carroll continued to search for the yellow fever germ. Although his efforts were unsuccessful, Carroll **ultimately** came to believe that the disease is caused by a microbe that is much smaller than bacteria. Dr. Aristides Agramonte, who taught bacteriology in both the United States and Cuba before his death in 1931, tended to agree. And by 1927 scientists knew that the disease was produced by a virus—an extremely tiny, extremely simple microorganism that is so much smaller than bacteria, it cannot be seen with an ordinary microscope.
- ⁶ Once scientists had identified the virus, the next step was to make a vaccine that would prevent people from getting the disease. That, however, proved difficult. Although researchers worked on the problem, progress was

launched: began

campaign: set of organized actions

virtual: almost

fumes: gasses

receded: shrunk

nominated: suggested for a particular position or honor

appendicitis: disease of the appendix

ultimately: in the end

slow until scientists discovered two facts that the Reed team had not known. In the late 1920s and early 1930s researchers learned that some types of monkeys could actually get yellow fever and that, under special conditions, the virus could sometimes be grown inside the bodies of ordinary white laboratory mice. Using animals made experimental work much easier; and, finally, in 1936, Dr. Max Theiler developed a vaccine that safely kept humans from getting the disease.



The Congressional Gold Medal for the conquest of yellow fever. This medal was awarded to each of the American scientists and volunteers who took part in the experiments. In addition to the medal, Congress awarded **pensions** to participants and **decreed** that the names of all the yellow fever scientists and volunteers be published each year on a special roll of honor in the Army **Register**.

- 7 Research also continued on other **fronts**; and, during the twentieth century, scientists answered many of the questions about the cause and spread of yellow fever that had puzzled earlier investigators. Researchers learned that an infected female mosquito can pass the virus on to all her offspring through her eggs. They found that the yellow fever virus actually enters every cell of an infected mosquito's body. And they discovered that a female mosquito transmits the disease by dripping infected saliva into the wound while she is sucking blood.
- 8 Additional investigation uncovered more facts, and scientists soon realized that a mosquito must bite a yellow fever patient in the first three days of the illness in order to pick up the infection. They also learned that the virus may have to remain in the insect's body for as much as seventeen days before the bug can infect a person with the disease. To scientists, this information was particularly interesting because it explained why some of the Reed team's volunteers did not come down with yellow fever after being bitten. In some cases, it was clear that the team's mosquitoes weren't carrying the germ because they hadn't bitten yellow fever victims during the **crucial** three-day infectious period at the beginning of the illness. In other instances, volunteers did not get sick because the germ was not allowed to stay inside the **host** mosquito long enough.
- 9 Today, researchers believe that the yellow fever virus **originated in** West Africa and was brought to the Americas by slave ships carrying infected insects. They also know that the germ still lurks in the dense jungles of Africa and South America, where it infects monkeys and is carried by mosquitoes who transmit it to endless generations of offspring through their eggs.

pensions: money paid for past work

decreed: ordered

Register: list or book with names

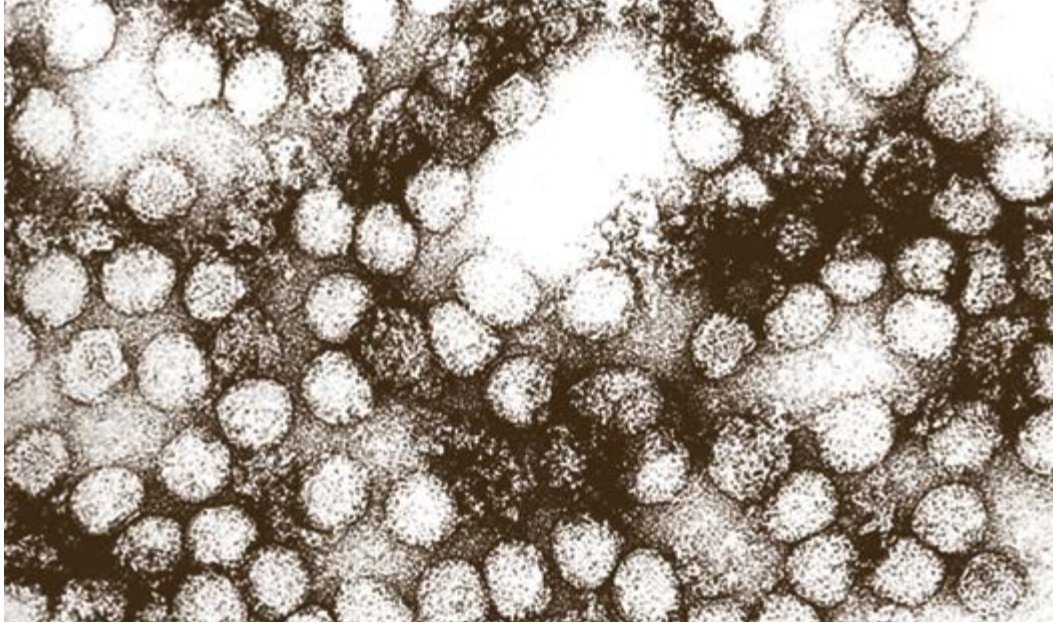
fronts: areas

crucial: very important

host: living thing in which something else lives

originated in: came from

- ¹⁰ Vaccination programs and mosquito **extermination** programs have slowed the spread of yellow fever, but it is impossible to completely eliminate the virus. Many poor countries cannot afford to pay for the lifesaving vaccine, and some people now believe that insecticides should not be used to kill mosquitoes because these poisons may damage the environment.



Photograph of the yellow fever virus (the small circles) taken with an electron microscope. Viruses are so much smaller than bacteria that they can be seen only with an electron microscope capable of magnifying objects at least 190,000 times.

- ¹¹ At this moment there is still no cure for yellow fever, and deadly outbreaks of the disease can still occur. In the early 1960s, 30,000 people died during a yellow fever epidemic in Ethiopia. The illness continues to plague people in parts of Africa and South America. Only three companies—in France, Brazil, and Senegal—now **rank** as approved yellow fever vaccine producers and demand is sometimes high. When the government of Paraguay failed to provide enough vaccine during a 2008 outbreak of the fever, desperate people **mobbed** clinics, yelling, “Vaccinations! Vaccinations!”
- ¹² In the twenty-first century yellow fever is still one of the many diseases that threaten humans, and doctors are still trying to develop new ways to combat the illness. Some, but not all, **modern** research can be done with laboratory animals. For that reason, in countries around the world, many scientists and many ordinary people—like those who worked with Reed—are now knowingly risking possible illness, injury, or even death in order to voluntarily participate in experiments that test new vaccines, new treatments, new medical techniques, and new drugs that may one day benefit humanity.

extermination:
killing

rank: stand

mobbed: crowded
around

modern: of present
or recent times

Chapter Notes

11. Sorting It Out

- ⁵³ “*terribly depressed*”: Truby, *Memoir of Walter Reed*, p. 116. Truby’s assessment of Reed’s feelings has weight because the two men were in contact during the period immediately following Lazear’s death.
- ⁵⁴ *first two cases didn’t “prove”*: Letter from Walter Reed to James Carroll, Sept. 24, 1900; Reed’s italics.
- ⁵⁵ “*My man*”: The quotations and the description of this interview are taken from Truby, *Memoir of Walter Reed*, p. 122. Truby knew Walter Reed and was **stationed** at Camp Columbia at the time of this incident.
- ⁵⁶ *germs had to stay in the mosquito’s body*: Scientists now know that after the mosquito sucks in the yellow fever germ, a series of changes takes place in the insect’s cells over the course of seven to seventeen days that allow the germ to enter the mosquito’s salivary glands (the glands that produce saliva). When the mosquito bites again, it pumps this germ-laden saliva into its new victim. The germ can also enter the mosquito’s eggs during this period, and that allows the bug to pass on the infection to a new generation of insects.
- ⁵⁷ “*General Wood*”: The description of this incident and all quotations come from Jefferson Kean’s account of the meeting with Wood, in Blossom Reed, p. 5.
- ⁵⁸ *two hundred and fifty thousand dollars*: This calculation was done through E.H. Net Economic History Service.
- ⁵⁹ “*From our study*”: Reed et al., “The Etiology of Yellow Fever: A Preliminary Note,” p. 53.
- ⁶⁰ “*pure speculation*”: Bean, p. 143, quoting the *Philadelphia Medical Journal*.
- ⁶¹ “*Of all the silly*”: Anon., “The Mosquito Hypothesis.”
-

15. More Bugs

- ⁷² *weather had somehow affected the mosquitoes*: Although cold may affect the amount of time the yellow fever germ has to stay inside a mosquito before that insect can infect another individual, Pierce and Writer have pointed out that some of the early experiments may not have worked because the mosquitoes were not properly-infected. Scientists now know, as the Reed team did not, that an insect must bite a yellow fever victim in the first three days of the illness in order to pick up the germ that causes the disease.
-

stationed: sent for duty

speculation:
unproven ideas



•

band: group**corpses:** dead bodies**collapsed:** fell down**century:** period of 100 years**produce:** make**conquer:** win against**peered:** looked closely**deliberately:** on purpose**contribution:** something given**attempted:** tried**infected:** carrying a disease**chief:** most in charge**come down with:** caught**live:** in person**stick:** follow**mild:** gentle**definitely:** for sure; certainly**leak:** let out liquid**vicious:** fiercely cruel**cot:** small lightweight bed**process:** steps**nectar:** sweet liquid (in plants)**test:** try out (through experimenting)**swiftly:** quickly**noted down:** wrote down**glanced:** looked quickly**support:** care for**previously:** earlier**convince:** make someone believe**series:** sets**rent:** pay to use**pests:** annoying or harmful animals**disgusting:** gross**illegal:** against the law**adjusted:** changed**fetch:** get**satisfied:** happy**short:** not having enough**effective:** successful**humanity:** all humans**wage:** payments for work**barred against:** blocked**logger:** lumberjack, someone who chops trees**snuff:** extinguish, stop**activists:** those who fight for a cause**recipient:** one who receives**conscience:** sense of what is right and wrong**violate:** break or act in disregard of**cases:** instances of infection

••

relatively: somewhat**documented:** recorded**contribution:** help**hovered:** hung in one position**babbled:** spoke without making sense**ghost towns:** towns without people left**tending:** looking after**humble:** lowly**plague:** widespread attack of a disease**huddled:** stayed close together**Surgeon General:** head of public health services in the United States**disinfectant:** substance that kills germs**vaccines:** substance used to prevent a specific disease**Frantic:** panicked**bled:** let out blood from**harbor:** place where boats can be sheltered**servicemen:** person serving in the military**officials:** people in charge**face-to-face:** in direct contact with**territory:** area under control**full-scale:** complete**roughly:** about**bacteria:** one-celled living things**branch:** section**current:** present-day

•• (continued)

theories: unproven ideas

leading: top

sensible: clear-thinking

privately: in secret

wharves: docks

wreck: destroyed ship

docked: stopped at a dock

personnel: workers

Quarters: rooms

base: structure housing those in military

patio: deck

hungry: desiring

crisp: neat and fresh

blunt: abrupt and honest; very/ unapologetically frank

charmless: unpleasant

a wealth of: plenty of

darkly : mysteriously

ball: fancy party

colleagues: workers in the same field

honors: high achieving

former: earlier

outlined: described generally

samples: small pieces

harvested: collected

covered: included

gelatin: a kind of colorless tasteless jelly

coordinate: manage

immune: not affected by the disease

fever-stricken: suffering from fever

sterilizing: cleaning items from germs

flasks: containers

incubator: warming device

specimens: samples for testing; examples

platinum: a valuable silver-white metal

clusters: bunches

initially: in the beginning

frustrated: annoyed

tropical: hot weather

dull: not lively

veins: blood vessels that carry blood without oxygen

pulse rates: heartbeat speed

outbreak: sudden attack

telegraphed: communicated using cables

cell: room in a jail

eliminated: got rid of

bedding: sheets, blankets, etc.

strike: harm

herd of cattle: group of cows

microbe: living thing that can only be seen through a microscope

reasoned: thought logically

particularly: in a special way

willing: ready

consult: seek the advice of

carried: passed along

decades: periods of ten years

lunatic: crazy; insane

bespectacled: glasses-wearing

treated: cared for

remarks: comments

inject: put in

draw: pull out

carry it out: complete it

illustrate: show

batch: group of things

crop: group

exposed: left open

infection: illness

mature: adult

attendants: assistants/helpers

occasionally: sometimes

delicate: needing care

discouraging: making one lose hope

settled: came to a rest

inserted: put in

replaced: put back

due: expected / supposed to arrive

telegram: message sent with electrical signals through system of wires

breakthrough: sudden, important discovery

nuisance: bother

perk up: energize

feeble: weak

here and there: from one place to another

picked up: caught

jabbed: poked

•• (continued)

smear: spread

scanned: looked over

bloodshot: red

flushed: red

conclusion: judgment

monitored: watched over and checked on

condition: state of health

combat: fight against

bulletins: reports

tragic: very unfortunate

distracted: unable to stay focused

source: cause

grim: serious

outlook: chances

recall: remember

weary: tired

track: path

admitted: let in

stretcher: frame used for carrying the sick, hurt or dead

optimistic: hopeful

scrawled: scribbled

pants: heavy breaths

draped: covered

dreadful: terrible

been in contact with: touched or been around

plunged: started with great focus

impressed: thinking highly

gradually: slowly

data: information

confirm: prove

hunches: guesses

onto something: about to discover something

insufficient: not enough

equivalent to: equal to

commitment: promise

indicated: showed

podium: stand where speeches are made

lecture: speech

scoffed: rejected and made fun of (an idea)

constructed: built

inhabited: lived in

isolated: apart from everything

conditions: necessary things

guarantee: make sure

chance: accidental

scouting: searching

drew up: made

plummeted: dropped suddenly

mess hall: cafeteria

immature: not yet fully formed

sick leave: time off from work because of illness

urine: liquid bodily waste

criminal: wrong or wicked

Syringes: tubes used for sucking out or pushing in liquids

immigrants: people who move from a different country

tempting: attractive

snap: quick

proposal: suggestion or offer

salute: thank and honor

gleam: shine

solely: only

slip-ups: mistakes

medics: military medical workers

undoubtedly: surely

regret: be sorry or upset

structure: building

stench: bad smell

anxiously: nervously and excitedly

affected: influenced

agony: extreme pain

Rejoice: celebrate

permitted: allowed

establish: form

suspense: state of uncertainty

spic and span: completely clean

figure: number

banquet: formal dinner party

local: neighborhood

festivities: celebration

statuette: small statue or trophy

final: last

passing: end

showered: gave a lot to

society: group

adopted: took on

fully informed: made completely aware

•• (continued)

microorganism: one-celled living thing

saliva: spit

infectious: contagious

dense: thick

generations: group of living things born in the same period

insecticides: insect poison

plague: harm

demand: need

threaten: put in danger

techniques: ways of doing something

conducted: carried out

vary: are different

unrecorded: without being written down

captive: captured

standstill: stop

subsequently: afterwards

spinal: related to the spine

financial: money-related

enlisting in: joining

sanitary: related to keeping an area clean

stamp out: kill off

intensive: extreme

cobblestones: stones used to pave roads

lurk: creep/stay hidden

address: speak to

fret: worry

dowry: money from a bride's family to the groom's family

cast: thrown

decently: with care; respectfully

winding sheets: sheets for burial

suburb: neighborhood outside the city

piled out: got out clumsily

megacities: very large cities

circling: moving through

fatality: death

slums: rundown areas where very poor live

catastrophe: disaster

Toting: carrying

basin: deep eroded areas of Earth's surface

daunting: overwhelming

transmission: act of spreading

lure: something that attracts or draws

sector: area / section

footing: established position

stockpile: stored supply

replenished: refilled

consideration: careful thought (when deciding)

ethnic: related to race, culture, or nation

intervene: interfere

FOSTER: help to develop

Nauseated: sickened

dead end: situation leading nowhere

mistaking: understanding wrongly

...

delirium: confusion or madness

spasms: jerks

spewing: gushing

clots: solidified lumps

humbled: brought down

took its toll: caused destruction

imperils: puts into danger

commerce: trade; buying and selling of goods

one-celled microscopic organisms: living things made up of one cell

raged: spread wildly

epidemics: widespread attack of a disease

alarmed: very worried or disturbed

deathtrap: extremely dangerous place

contracted: caught

lurched: moved suddenly and unsteadily

promptly: immediately

alleviate: lessen

••• (continued)

frontier: wild or unexplored lands

outposts: distant military camps

head: lead

preliminary: early

settling: deciding

authorities: experts in power

touched: a little insane

remedy: treatment

formally: fancily

bustling: filled with noise and activity

assessed: judged

dandy: overly fancy-looking man

rounding out: completing

prestigious: famous and respected

clinical: medical

intently: with focus

autopsies: examinations of dead bodies

bouillon: seasoned broth

full-blown: completely developed

streaked: laid in a band

cultures: preparations for cells to grow in a lab

spleens: organ near the stomach

kidneys: organ that separates extra water and waste from blood

Cork: city in Ireland

apparently: as it was discovered

bacillus: disease-causing bacteria

post: place where soldiers carry out duties

arteries: blood vessels that carry blood with oxygen

digestive tract: system of the body that breaks down food

scalpel: special knife used in surgery

ward: part of hospital where patients stay

telltale: very clear; revealing

statistics: numerical information

discredited: caused doubt about

managed: succeeded

considering: thinking about

transmit: pass on

mad: crazy or foolish

dignified: respectable

stutter: problem getting words out

devoted: gave

proboscis: sharp nose-like part of the mosquito

manufacture: produce

victims: people who have been harmed

typhoid: type of disease

passionate: having strong feelings

face: deal with or handle

nourishing: healthy and beneficial

severity: level of harshness

complications: additional difficulties / medical problems

pinned: focused

distinct: separate and different

in passing: casually

succinctly: without wasted words

diagnosis: act of recognizing a disease

afford: be able to handle

periodic: repeating at a certain time

poverty: being poor

hardships: situations of need

bout: short attack

bordering: almost like

enfeebled: weakened

inverted: turned upside down

critical: dangerous

compounds: mixtures

feverishly: wildly and excitedly

obligingly: helpfully

delirious: restless and confused

distress: stress and trouble

turn of affairs: change in events

severe: harsh

dashed off: quickly wrote

lightheaded: dizzy

manpower: number of workers

finishing touches: final changes

life insurance: protection against loss; system that gives money to family after death

policy: agreed plan

••• (continued)

heaved: made motion to vomit

hospital corpsman: medical military professional

full military honors: special ceremony for military

invalid: sick, weak person

remains: dead bodies

agenda: organized plan

stationed: sent for duty

exposed: introduced to

watertight: without mistakes

plowed: rushed through

painstaking: extremely detailed

governor-general: official who governs

stands in no causative relation to: is not the cause of

groundbreaking: new and important

speculation: unproven ideas

rigmarole: long complicated statements

engendered: caused

fluke: thing that happens because of luck

designed: deliberately planned

contamination: contact with disease

breed: multiply

Gale-force: very strong

feces: solid bodily waste

unsuspecting: unaware

consent: permission

obtain: get

undertake: carry out

hazards: dangers

recruiter: person who works to get others to join something

civilian clerk: worker who is not in the military

parade ground: area where soldiers perform drills and marches

memoirs: book of a person's memories

surpassed: beaten by another

annals: historical records

for the sake of: for the purpose of

erected: built

fetid: bad smelling

was riding on: depended on

logical: making sense

mature: develop

mercury: chemical that measures temperature

panel: group brought together to discuss an issue

distinguished: great and well-known

specialists: experts

hasten: hurry

tensely: with nervousness

contaminate: introduce harmful materials

immense: huge

guava: kind of tropical fruit

balmy: warm

isolate : separate

offspring: young

preventative: stopping something bad before it happens

buglers: players of the bugle, a kind of trumpet

sounded taps: played a song used at sunset and military funerals

launched: began

campaign: set of organized actions

virtual: almost

fumes: gasses

receded: shrunk

nominated: suggested for a particular position or honor

appendicitis: disease of the appendix

pensions: money paid for past work

decreed: ordered

Register: list or book with names

ultimately: in the end

fronts: areas

crucial: very important

host: living thing in which something else lives

originated in: came from

extermination: killing

rank: stand

mobbed: crowded around

modern: of present or recent times

scourge: source of great suffering

••• (continued)

inoculation: act of making a person immune to a disease

masons: skilled bricklayers

glaziers: craftsmen using glass

placid: calm

abates: lessens

trustees: guardians of a property

scullery: small kitchen

overshot: woven

Zika: virus causing birth defects

dengue: deadly fever

chikungunya: viral fever

corridors: areas between habitats of similar wildlife

indicator: way to determine

resurgent: increasing after being inactive

subsidiary: supporting organization

averted: avoided

compromised: weakened

communicable: contagious

autonomy: independence in thinking and acting

affiliation: official attachment or connection

accordance: agreement

flaky: unreliable



Use the Vocab App to play mini games related to the words in this lesson.

Lesson 1—Meeting a Monster

Hunting for an invisible monster

In an investigation, detectives or scientists begin by looking carefully for pieces of information that help them to put together a theory. Investigators ask themselves:

- What do I see or observe?
- What evidence stands out?
- What does this evidence tell me?

People have long feared yellow fever, a deadly disease. Sometimes the disease infects many people at once. This is called an outbreak.

1. With your partner, study the following images that were created during yellow fever outbreaks.
2. Choose one image that grabs your attention.

1



2



Courtesy of the Tennessee State Library and Archives

3



Courtesy of the Wellcome Collection



Go to page 14 in your Writing Journal and complete Activities 1–3 about the image you selected.

Lesson 1—Meeting a Monster (continued)

1. Read along with the audio of paragraphs 1–4 of “Meeting the Monster” from *The Secret of the Yellow Death* on page 115. Listen for details that capture your attention.
2. Highlight two details that stood out to you and helped create a vivid picture of yellow fever.
3. Read the types of writing techniques listed below.

Writing Techniques That Bring a Topic to Life

- Descriptive and sensory details that create an image in the reader’s mind
- A story that captures the reader’s attention
- Specific words or phrases that shape the reader’s thinking
- Facts and numbers that make a strong impression
- Quotations that make an impact

4. Read the following excerpts from “Meeting the Monster,” paragraphs 1–4.

Excerpt 1:

“George Clymer, who’d signed the Declaration of Independence, watched helplessly as the illness struck his wife and family.” (Meeting the Monster, 2)

Excerpt 2:

“First there was a chill: an icy, bone-freezing chill in the middle of a warm summer evening.” (Meeting the Monster, 1)

Excerpt 3:

“‘Yellow fever [is]...an enemy which imperils life and cripples commerce and industry,’ Surgeon General John Woodworth told the U.S. Congress in 1879.” (Meeting the Monster, 4)

Excerpt 4:

“In 1793, 4,044 people in Philadelphia died...” (Meeting the Monster, 3)

5. Share with your partner which type of technique is being used in each of these examples.



Go to page 15 in your Writing Journal and complete Activities 1–3.

Lesson 1—Meeting a Monster (continued)

Follow along as your teacher reads the following quote.

“Yellow fever (is)...an enemy which imperils life and cripples commerce and industry...”
(Surgeon General John Woodworth, 1879, Chapter 1, 4)

1. Highlight two details that illustrate how yellow fever is presented to the reader in paragraphs 1–4 on page 115.
2. Describe to your partner the techniques the author uses to introduce yellow fever to the reader.
3. Share with your partner which detail in paragraphs 1–4 you think best illustrates the depiction of yellow fever as “an enemy which imperils life and cripples commerce and industry”?
4. Which type of detail most convinced you that yellow fever is an important enemy? Share your response in the class discussion.
 - Descriptive and sensory detail that creates an image in the reader’s mind
 - Anecdote (story) that captures the reader’s attention
 - Specific words or phrases that shape the reader’s thinking
 - Facts and numbers that make a strong impression
 - Quotations that make an impact

Review paragraphs 1–4 from “Meeting the Monster” in *The Secret of the Yellow Death*.

Would you volunteer to go to a place with yellow fever to investigate the cause of the disease?



Go to page 16 in your Writing Journal to explain your answer.

Lesson 2—Monsters and Heroes: Introducing Dr. Walter Reed

Every scary story needs a monster and a hero. But does the “monster” yellow fever have a hero? Read to find out more about the monster and the hero.

1. Look at the monster matrix below and think of a scary monster (from a movie, book, video game, etc.). What made that monster scary?
2. What makes a monster scary? Choose one of the categories from the Monster Matrix to answer the question.

Share your responses in the class discussion.



Lesson 2—Monsters and Heroes: Introducing Dr. Walter Reed (continued)

3. Review the following quotes from “Meeting the Monster” in *The Secret of the Yellow Death* that describe yellow fever and its impact.

Quote 1

“His skin turned yellow. The whites of his eyes looked like lemons. Nauseated, he gagged and threw up again and again, spewing streams of vomit black with digested blood across the pillow.” (Meeting the Monster, 2)

Quote 2

“For centuries the disease had swept through parts of the Americas and Africa, leaving behind a trail of loss and misery.” (Meeting the Monster, 3)

Quote 3

“And every single year the illness took its toll. In 1793, 4,044 people in Philadelphia died during a plague of yellow fever. New Orleans counted 8,101 yellow fever deaths in 1853, And when the disease hit Memphis, Tennessee, in 1878, 17,000 citizens sickened in a single month.” (Meeting the Monster, 3)

4. With your partner, decide which Monster Matrix category best describes each quote. Choose from the following:
- unpredictable
 - disturbingly violent
 - beyond our control
 - terrifying in appearance
5. Look at Meeting the Monster, paragraph 3. With your partner, find a sentence that compares yellow fever to something dangerous. Share your sentence in the class discussion.

6. **Discussion Question:** Share your response in the class discussion.

On a scale of 1 to 4, how difficult do you think it will be to conquer the monster known as yellow fever?

Easy	Average	Challenging	Almost Impossible
1	2	3	4



1. Review “Meeting the Monster” from *The Secret of the Yellow Death* on pages 115–117.
2. Discuss briefly with your partner:
 - What qualities does a hero have?
 - What does heroism look like? Act like? Sound like?
 - What does it mean for someone to be “heroic”?
3. Which of the following traits would be most valuable to a disease detective to fight against yellow fever? Share your response in the class discussion.
 - Strength
 - Courage
 - Intelligence
 - Persistence
 - Other

Be prepared to explain your reasons for your choice, but feel free to change your mind based upon the reasoning of others in the class.

Lesson 2—Monsters and Heroes: Introducing Dr. Walter Reed (continued)

1. Read along as you listen to the description of Dr. Reed in paragraphs 1–4 of “Feeding the Fishes” on page 117.
2. Highlight details that describe Dr. Reed in paragraphs 1–4.
3. What is your first impression of Dr. Reed? Choose one of the following. Share your thoughts in the class discussion.

Unheroic	Somewhat Unheroic	Average	Somewhat Heroic	Heroic

4. What gave you that impression? Choose two details about Dr. Reed that you highlighted in paragraphs 1–4 of “Feeding the Fishes” that gave you a clear impression.
5. What type of details did you highlight that describe Dr. Reed? Share your thoughts with a partner.

Descriptive and sensory detail	Story	Specific words or phrases	Facts and numbers	Quotations

6. Do either of your details portray Dr. Reed as a hero? Choose from the choices below. Share your thoughts with your partner.

Unheroic	Somewhat Unheroic	Average	Somewhat Heroic	Heroic

7. After reviewing the textual evidence and your classmates’ reasoning, how would you describe Dr. Reed now? Choose one of the following. Share your thoughts in the class discussion.

Unheroic	Somewhat Unheroic	Average	Somewhat Heroic	Heroic

Review “Feeding the Fishes,” paragraphs 1–4 from *The Secret of the Yellow Death* on page 117.

Does Dr. Reed seem like a hero who is ready to defeat the “monster,” yellow fever?



Go to page 17 of your Writing Journal to explain your answer.

Lesson 3—Weigh the Evidence: Yellow Fever Origin Theories

It's time to be a detective! Currently, doctors have several ideas about what causes yellow fever, but none of them have been proven. As an investigator on the yellow fever case, you'll learn how to weigh evidence to determine which theory is the most likely cause of yellow fever.

1. Turn to paragraphs 4–8 of “Feeding the Fishes” on pages 117–118.
2. Review and highlight the three most promising theories for the cause of yellow fever in 1900.



Go to page 18 of your Writing Journal and complete a chart on the theories.

3. Review paragraphs 8 and 9 from “Feeding the Fishes” on page 118.



Go to page 19 of your Writing Journal to complete Activities 1 and 2.

Scientific Theory:

A scientific theory is an explanation for how things work or why things happen. Scientists develop theories based on their observations of the world around them. Theories are based on ideas and evidence that can be tested.

Lesson 5—Meeting the Team

A good teammate can make a team stronger.

1. With a partner, rate the following qualities of a good teammate from least important (4) to most important (1):
 - Skillful
 - Easy to work with
 - Hardworking
 - Trustworthy
2. Are there other qualities of a good teammate? Share your thoughts with your partner.

Lesson 5—Meeting the Team (continued)

1. Read along with the audio for “Feeding the Fishes,” paragraph 3 on page 117.



Go to pages 20 and 21 of your Writing Journal to complete the chart in Activities 1 and 2.

Characterization Techniques

- **Actions:** What do the actions of the character tell us about the character's traits?
- **Dialogue:** What do the character's words tell us about the character's traits?
- **Thoughts:** What do the character's thoughts tell us about the character's traits?
- **Appearance:** What does the character's appearance tell us about the character's traits?
- **Others' perceptions:** What do other people's words, thoughts, and actions about the character tell us about the character's traits?

2. With a partner, read the passages from the text below. For each detail:

- Identify whether it is showing or telling the reader something.
- Share what you learn about Reed's character from the detail.

Passage 1

“When the ship docked at around eleven, Reed was ready to move.” (Feeding the Fishes, 3)

Passage 2

“After dropping his bags at the Officer's Headquarters, he was off again, dashing across the grounds to visit Major Kean in the camp's yellow fever hospital just outside of the base.” (Feeding the Fishes, 3)

Passage 3

“Reed had read descriptions of yellow fever, but this was the first live case he'd ever seen. He was hungry for information.” (Feeding the Fishes, 3)

Questions for Identifying Character Traits

- What is the detail from the text?
- Which character is the detail about?
- What type of characterization is it (action, dialogue, thought, appearance, others' perceptions)?
- What character trait does the detail describe? What kind of a person would do/say/behave in such a way?

3. Review paragraphs 1–5 from “Plans” on page 119.
4. Highlight five details in paragraphs 1–5 that describe Dr. Reed.
5. Write a note for each detail you highlighted to identify the character trait the detail describes. Ask yourself, “What does the detail reveal about who Dr. Reed is?”



Go to page 22 of your Writing Journal to record notes for the details you highlighted.

6. Share your highlights and notes with your partner. Did your partner find traits or evidence that you didn't?
7. Highlight the additional passages your partner found and record any additional character traits in your notes in the Writing Journal.
8. Together, come up with three key traits for Dr. Reed.



Go to page 23 in your Writing Journal to record the key traits for Dr. Reed.

Lesson 5—Meeting the Team (continued)

9. Complete the following with your partner.
 - Review the details you highlighted that the author used to describe Dr. Reed.
 - Review the key traits that you determined the author's description conveys.
10. Based on the way she presents and describes Dr. Reed, what do you think is the author's point of view (opinion) of Dr. Walter Reed? Share your thoughts in the class discussion.
 - She presents him as a good choice to lead this investigation.
 - She presents him as a poor choice to lead this investigation.
 - Other

We have seen how the text shows us Dr. Reed's character traits. It's time to look at the new members of the task force:

- Dr. Carroll
 - Dr. Lazear
 - Dr. Agramonte
1. Choose one researcher to profile.
 2. Highlight five details in paragraphs 6–15 of “Plans” on pages 119–120 that describe your assigned character.
 3. Write a note in your Writing Journal for each detail you highlighted about your character.
 - Identify the character trait the detail describes by asking yourself, “What does the detail reveal about who this person is?”



Go to page 24 of your Writing Journal and complete Activities 1 and 2 to record the notes about your character.

4. Share your highlights and notes with your group members.
5. Did your group members find traits or evidence that you didn't? Highlight the additional passages your group found and copy the character traits into a note in your Writing Journal.
6. Together, come up with three important traits for each character.



Go to page 25 of your Writing Journal and complete Activity 3 to record three traits for each character.

7. Based on the way the author presents and describes the character you chose, what is her point of view (opinion) of your research team member?
 - Dr. Carroll will be a strong member of the research team.
 - Dr. Carroll will not be a strong member of the research team.
 - Dr. Lazear will be a strong member of the research team.
 - Dr. Lazear will not be a strong member of the research team.
 - Dr. Agramonte will be a strong member of the research team.
 - Dr. Agramonte will not be a strong member of the research team.

Lesson 6—Investigating Breakthroughs and Analyzing Evidence

Have you ever felt like you're going nowhere? If you know this feeling, you should be able to empathize with Dr. Reed's team. Read on to learn more about their rough start.

Read "Going Nowhere" and "The First Clue?" on pages 121–124 as you listen to the audio.

Use information from the text to complete statements from "Going Nowhere" and "The First Clue?".



In your Writing Journal, complete the sentences on the top of page 26.

1. What specific claim is being presented in the text? Highlight the sentence that explains the yellow fever theory that Dr. Reed's team is testing in "Going Nowhere" paragraph 3 on page 121.
2. How did the team investigate this theory? What did they learn? Use the information from the passage to trace how the resulting evidence supports or opposes the claim that *Bacillus icteroides* causes yellow fever. Complete the chart in the Writing Journal with this information.



Go to page 27 in your Writing Journal to complete the chart with your partner.

3. What does the evidence suggest about the different theories?



Go to page 28 in your Writing Journal and work with your partner to answer question 2.

Summarize findings:

Hypothesis — **If** *(restate theory)*, **then** *(expected results)*.

Results — *(Statement of actual results)*; **therefore, the scientists will**
probably conclude *(restatement of the theory as true or false)*.

Use this format to help you explain how the resulting evidence supports or does not support the claim that *Bacillus icteroides* causes yellow fever in your responses in your Writing Journal.



Go to page 28 of your Writing Journal and complete Activities 3 and 4 with your partner.

Lesson 6—Investigating Breakthroughs and Analyzing Evidence (continued)

1. Review paragraphs 6–15 from “The First Clue?” on pages 123–124.
2. What observations do the scientists make about the prisoner who died of yellow fever at Pinar del Rio? What do they learn from this new evidence?



Go to page 29 of your Writing Journal to complete a chart of these observations with your partner.

3. With your partner, decide if each of the following statements about the prisoner at Pinar del Rio is true or false.
 - Infected with yellow fever.
 - Died from yellow fever.
 - Recently near yellow fever patients.
 - Recently near infected bedding or clothing.



Go to page 30 in your Writing Journal and answer question 2 with your partner.

4. Review the Summarize Findings information on page 179.



On page 30 of your Writing Journal, answer questions 3 and 4.

Here are the theories of yellow fever transmission:

- The bacteria *Bacillus icteroides* is the source of yellow fever transmission.
- Contaminated clothing is the source of yellow fever transmission.
- Mosquitoes are the source of yellow fever transmission.

After evaluating the team's current evidence, which theory of yellow fever transmission appears most supported by evidence?



Go to page 31 in your Writing Journal to explain two pieces of evidence in your response.

Lesson 7—Rumors and Reality: Introducing Dr. Finlay

If someone called you crazy for doing something, would you still believe in what you were doing? What if lots of people called you crazy for *20 years*? Join the U.S. team as they meet with Dr. Finlay and evaluate his mosquito theory for yellow fever.

1. Review “Feeding the Fishes,” paragraph 7 on page 118 where Dr. Finlay and his theory are first described.
2. Highlight two words or phrases in paragraph 7 that give you a strong sense about the credibility of Dr. Carlos Finlay and his experiments.

Discussion Question 1: How credible does Dr. Carlos Finlay appear to be based upon this paragraph? Choose from the following:

- Not credible
- Somewhat credible
- Credible
- Very credible

3. Read along with the audio for “Bugs,” paragraph 7 on page 125. Listen to the description of the team’s first face-to-face meeting with Dr. Finlay.
4. Highlight two words or phrases in this paragraph that give you a strong sense about the character and credibility of Dr. Carlos Finlay.

Discussion Question 2: How credible does Dr. Carlos Finlay appear to be based upon this paragraph? Choose from the following:

- Not credible
- Somewhat credible
- Credible
- Very credible

5. Review “Bugs,” paragraph 7 and highlight five details that describe Dr. Carlos Finlay.
6. Make notes on the details you highlighted. Identify the character trait each detail describes in your notes.



Go to page 32 in your Writing Journal to record notes on Dr. Carlos Finlay.

7. Read the quote below from “Feeding the Fishes,” paragraph 8.

“But, of course, what Reed thought didn’t matter. Science wasn’t about opinions or theories. It was about facts. And Reed’s job was clear. With the help of his team, he had to find the facts.”
(Feeding the Fishes, 8)

8. How did others’ opinions impact your evaluation of Dr. Finlay’s credibility? Share your thoughts in the class discussion.

Lesson 7—Rumors and Reality: Introducing Dr. Finlay (continued)

1. Review the explanation of Dr. Finlay's mosquito theory in paragraphs 7–15 of “Bugs” on pages 125–126.
2. What is his theory? Share your answers in the class discussion.
3. Write a list to represent each stage of Finlay's theory of how a mosquito spreads yellow fever. Put the stages in order from first to last.



Go to page 33 in your Writing Journal to create this list.

4. Share your list with a partner. If there is a difference in your lists, use the text to determine which list represents the theory more accurately.

1. Review paragraph 16 of “Bugs” on page 126 to see how Lazear designs the experiment that will test Finlay’s mosquito theory.
2. Highlight the time-order words in yellow. Then, highlight each step of Lazear’s experiment in green.



Complete question 1 on page 34 of your Writing Journal.

3. Create a comic strip showing the steps of Dr. Lazear’s experiment to test Dr. Finlay’s Mosquito Theory by matching captions to images.



Complete Activities 2–4 on pages 34–36 of your Writing Journal.

Lesson 9—The “Monster,” Mosquito, and Motivation

1. Read along with the audio in “Meeting the Monster,” paragraph 2 on page 115. Listen to the description of a patient with yellow fever.
2. Review the scientists’ thinking about being human volunteers in their own experiments in the following quote:
“...if mosquitoes did carry the disease germs—a human volunteer bitten by an infected bug could get yellow fever and die of the disease. That was the risk. But all three doctors were prepared to face it. To fight the illness they were ready to take what Dr. Carroll later called ‘a soldier’s chances.’” (Bugs, 21)
3. What does Dr. Carroll mean by the phrase “a soldier’s chance”?



Go to page 37 in your Writing Journal and answer question 1.

4. Class Discussion Question:

Would you volunteer to let one of Lazear’s infected mosquitoes bite you?

Not a chance!	Probably not	Maybe	Absolutely!

What is motivation?

A character’s “motivation” is the reason behind their specific actions or decisions. A character does certain things based on their emotions, personality traits, and goals.

Example:

What motivates Dr. Reed to go to Cuba to lead the yellow fever team?

- “Reed had dreamed of being able to do something big.” (Feeding the Fishes, 2)
- Something he “hoped” would alleviate human suffering. (Feeding the Fishes, 2)
- “Reed had hoped to make a major contribution while he did research...” (Feeding the Fishes, 2)

Discussion Questions:

- What motivates someone to take a risk?
- What is important to Dr. Reed?
- What are Dr. Reed’s goals?

Your teacher will assign you to one of the following groups:

Group 1: What motivates Lazear to let the mosquito bite Carroll?

Group 2: What motivates Carroll to let the mosquito bite him?

Group 1 completes the following: What motivates Lazear to let the mosquito bite Carroll?

Consider these questions:

- How strongly does Lazear believe in this theory?
- Does he believe the bite will lead to yellow fever?
- What other reasons might Lazear have for letting this happen? For example, are there personality traits or goals that influence Lazear’s actions?

Work with a partner in your group to complete the following:

1. Review “I Have No Such Thing,” paragraphs 1–12 on pages 127–128.
2. Select the detail from the text that introduces a reason why Dr. Lazear would choose to place an infected mosquito on Dr. Carroll’s arm.
3. Find another detail from the book that illustrates why Lazear would let the mosquito bite Carroll.
4. Copy selected text from this passage into your Writing Journal, including the citation (example: Plans, 4).



Go to page 38 in your Writing Journal to record the pieces of the text you selected.

5. Work with a partner in your group to complete the chart with the evidence you have collected.



Go to pages 38–39 in your Writing Journal to complete your chart.

Lesson 9—The “Monster,” Mosquito, and Motivation (continued)

Group 2 completes the following:

What motivates Carroll to let the mosquito bite him?

Consider these questions:

- How strongly does Carroll believe in this theory?
- Does he believe the bite will lead to yellow fever?
- What other reasons might Carroll have for letting this happen? For example, are there personality traits or goals that influence Carroll’s actions?

Work with a partner in your group to complete the following:

1. Review “I Have No Such Thing,” paragraphs 10–14 on page 128, and “Delirious,” paragraphs 1 and 2 on page 129.
2. Highlight the detail from the text that introduces a reason why Dr. Carroll would allow Dr. Lazear to place an infected mosquito on his arm.
3. Find another passage from the book that illustrates why Dr. Carroll would allow the mosquito to bite him.
4. Copy selected text from passage into your Writing Journal, including the citation (example: Plans, 4).



Go to page 40 in your Writing Journal to record the pieces of the text you selected.

5. Work with a partner in your group to complete the chart with the evidence you have collected.



Go to pages 40–41 in your Writing Journal to complete the chart.

Group 1 Discussion Question:

Based upon the evidence you collected, what is Dr. Lazear’s key motivation for letting the mosquito bite Dr. Carroll?

Group 2 Discussion Question:

Based on the evidence you collected, what is Dr. Carroll’s key motivation for letting the mosquito bite him?

What is similar or different about Dr. Carroll’s and Dr. Lazear’s motivations?

Share your thoughts in the class discussion.

Review “I Have No Such Thing,” paragraphs 17–18 on page 128.

Choose one of the questions below to answer. Use evidence and details from the text to develop your claim:

If he had known the results, would Dr. Lazear have allowed the mosquito to bite Dr. Carroll?

If he had known the results, would Dr. Carroll have let the mosquito bite him?



Complete the Writing Prompt on page 42 of your Writing Journal.

Lesson 9—The “Monster,” Mosquito, and Motivation (continued)

1. Dr. Lazear also allows a mosquito to bite another volunteer, Private William Dean. Do you think Dr. Lazear made the right choice in not telling Dean about the mosquito that had bitten Dr. Carroll before he became infected? Why or why not? Share your thoughts with a partner.
2. Share your thoughts to the following questions in the class discussion.
 - What new information have we learned about these two doctors?
 - How did their actions reveal new insights into their personalities?
3. Working with your partner, highlight any new details that you learned about Dr. Lazear and Dr. Carroll in “I Have No Such Thing,” paragraphs 1–18 on pages 127–129.
4. Write a note for each detail you highlighted and identify the character and character traits the detail describes with the chart in your Writing Journal.



Record your notes in the chart on page 43 of your Writing Journal.

Lesson 10—Heroic or Reckless?

A doctor's life is in danger! Read on to find out who it is and whether he will survive the monster known as yellow fever.

1. Follow along with the audio in Chapter 10 “Doctor, Are You Sick?,” paragraphs 4–12 on pages 134–135.



Go to pages 44–45 in your Writing Journal and complete Activities 1–3.

2. Review the letter that Mabel Lazear wrote to Dr. Carroll on page 192.



Go to page 45 in your Writing Journal and complete Activities 4–6.

Lesson 10—Heroic or Reckless? (continued)

Mabel Lazear's Letter to Dr. Carroll

My Dear Dr. Carroll,

Your kind letter and receipted bills received for which I write and thank you very much. I am so very anxious to know more about the circumstances as to how Dr. Lazear contracted yellow fever. In a note from General Wood yesterday he wrote that Dr. Lazear allowed a mosquito to bite his hand that had just bitten a yellow fever patient.

Is it possible Gen. Wood could be mistaken—much as I know Dr. Lazear loved his work, I can hardly think that he could have allowed his enthusiasm to carry him so far.

He had talked with me about his work, knowing that I took the greatest interest in it—I knew nothing about your having the fever or that it had again broken out so that the shock was more terrible than thing(sic) we could imagine. I suppose Dr. Lazear's idea of not telling me was to keep me from worrying. He was always so thoughtful where my comfort was concern (sic) that I cannot believe that he would have done anything so dangerous.

It will be the greatest favor if you will be so kind as to write to me and give me more particulars. Did he feel positive he would get well if he took the fever and did he know that he could not get well as soon as you did?

I wonder that I can ask such a favor of a stranger, but the people with whom Dr. Lazear worked seem very near. He had often spoken of you.

Please thank Mrs. Carroll for her kind message.

Hope I may know you better sometime. I feel I have not made myself very clear but it is almost impossible to write.

Again thanking you for the money order. Believe me. Very sincerely,

Mabel Lazear
10th November

3. Review paragraphs 1–23 of “‘Doctor, Are You Sick?’” on pages 133–135.



Complete the chart in Activity 7 on page 46 in your Writing Journal to gather evidence as to whether Dr. Lazear was intentionally or accidentally infected.

4. Although Suzanne Jurmain and Mabel Lazear are both writing about Dr. Lazear’s infection and death, they present these events differently. Compare and contrast the way Suzanne Jurmain presents these events with the way Mabel Lazear presents them. What is similar and different about their writing?



Go to page 46 in your Writing Journal and complete Activities 8 and 9 to explain your comparison.

5. Do you believe that Dr. Lazear was infected with yellow fever accidentally? Share your thoughts in the class discussion.

Lesson 10—Heroic or Reckless? (continued)

Read the following sentence from “Doctor, Are You Sick?”

“The whole thing was an accident, he said. And maybe that was true.”

1. Review “Doctor, Are You Sick?,” paragraphs 3–23 on page 134–135.

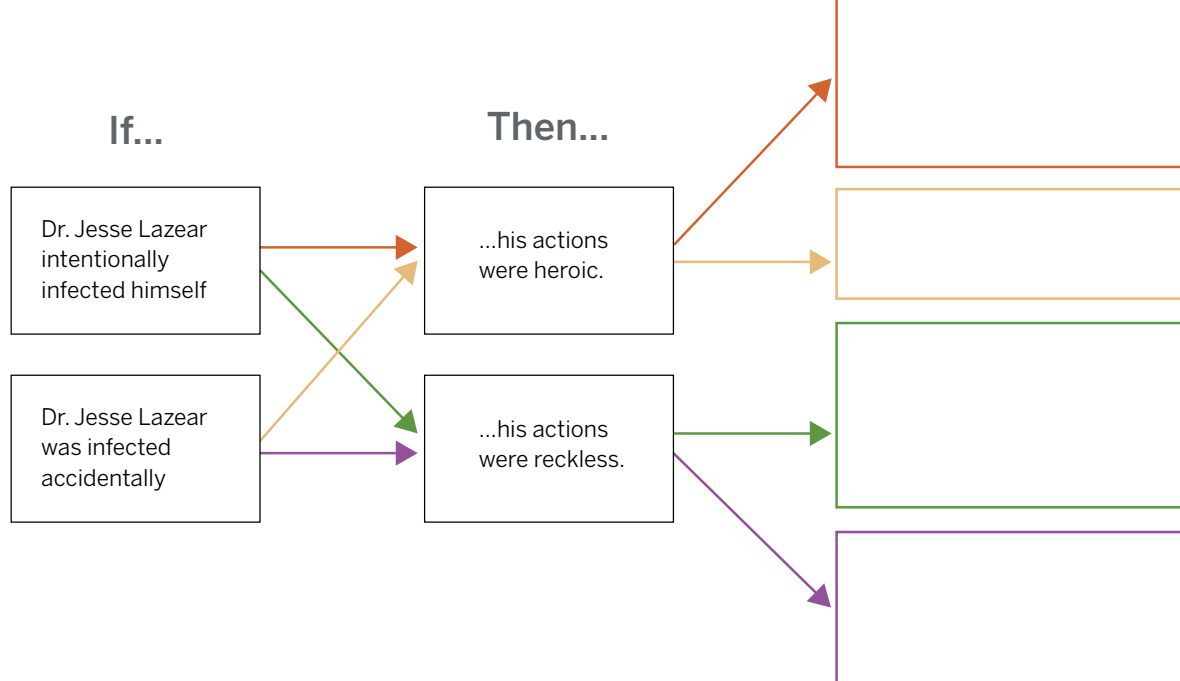


Go to page 47 of your Writing Journal and complete Activities 1–5.

2. Participate in the Four Corners Discussion by choosing a corner of the room that corresponds with your answers to the questions.
3. Share your evidence in the class discussion to assist your teacher in completing the following chart with the class.

Build the Case

Were Dr. Lazear’s actions heroic or reckless?



1. Review “Doctor, Are You Sick?,” paragraphs 27–30 on page 136.
2. Imagine you are Dr. Lazear in the hospital in 1900. Write a letter from his perspective to his wife, Mabel Lazear.



Go to page 48 of your Writing Journal to write the letter.

Lesson 11—Understanding the Risk

Has yellow fever already tested your limits? Would you be willing to wear clothes and sleep in sheets that have the vomit, urine, and feces of yellow fever patients in order to prove what causes yellow fever? Read on to discover if anyone is willing to go this far to conquer yellow death.

Review the facts and remaining questions from the three yellow fever infections.

1. Read “Sorting it Out,” paragraphs 1–12 on pages 136–137.
2. With your partner, list the facts of the case and any remaining questions related to Dr. Carroll and Private William Dean in the chart in your Writing Journal.



Go to page 49 of your Writing Journal to complete the chart with your partner.

3. Why is Dr. Reed so eager to talk to Dean? Review “Sorting It Out,” paragraphs 3–12 on pages 136–137 to find out.



Answer questions 2–4 on page 50 of your Writing Journal.

4. **Discussion Question:** Work with a partner to answer this question

Based on Dr. Reed’s research and findings from the previous experiments, how do you predict he will adjust his experiments? Choose one of the following possibilities:

- Reed will include female test subjects since so far, all the subjects have been male.
- Reed will adjust the timing of the experiments.
- Reed will make sure that all test subjects stay in the experiment area.
- Reed will give each subject a ten-dollar gold coin for his trouble.

1. With a partner, review “Problems,” paragraphs 10–15 on pages 141–142. Be prepared to summarize the risks and rewards of volunteering for Dr. Reed's experiments.
2. Reed proposes two experiments. Highlight the key details of these two experiments in paragraphs 10–15.
 - Testing the Mosquito Theory
 - Testing the Contaminated Clothing Theory
3. With your partner, brainstorm the risks and rewards of being a volunteer in the mosquito and clothing experiments. Think about:
 - How the volunteer's health and life might be affected if they got sick
 - What the volunteer would receive or feel if they participated.



Go to page 51 of your Writing Journal to summarize your ideas in the chart.

Lesson 11—Understanding the Risk (continued)

What do the volunteers consent to?

1. Read the following passage below from Dr. Reed's Medical Volunteer Consent form from "We Are Doing It for Medical Science," page 64.

"The undersigned understands perfectly well that in case of the development of yellow fever in him, that he endangers his life to a certain extent but it being entirely impossible for him to avoid the infection during his stay in this island, he prefers to take the chance of contracting it intentionally in the belief that he will receive from the same Commission the greatest care and the most skillful medical service." (We Are Doing It for Medical Science, Consent Form, p. 64)

2. With a partner, complete the following steps to paraphrase the passage above and explain what the volunteers consent to.

Step 1: Read the passage. Discuss the meaning of any vocabulary words you do not know with your partner.

Step 2: Individually, paraphrase each phrase of the passage in the chart in your Writing Journal. When you paraphrase, you rewrite the text in your own words. (Hint: Think about the key words you need to capture and what they mean.)

Step 3: What is the central idea of the consent form? Share your paraphrase with your partner to determine if you both captured the meaning of the quote. If the paraphrase doesn't make sense, revise it.



Go to pages 52–53 in your Writing Journal to paraphrase the passage in a chart and answer question 2.

3. What is the central idea of the consent form? Share your thoughts in the class discussion.
4. Would you sign Dr. Reed's consent form and join the medical volunteers?
 - Yes
 - No
5. Write an explanation of your answer to this question and include one detail from the consent form that supports your answer.



Go to page 53 in your Writing Journal to answer this question in Activity 3.

Lesson 13—Do You Consent? The Volunteers of Camp Lazear

Dr. Reed said a volunteer needed courage. Do you have this courage? What if you knew volunteering meant being closed up in a hot shack full of clothes and bedding stained with the vomit and feces of yellow fever victims for *three weeks*? The smell is so strong that the first volunteers run from the house, throwing up or gagging. Read on to discover the fate of the volunteers and the experiments.



1. Follow along as your teacher reads paragraphs 12–14 from “We Are Doing It for Medical Science” on page 145.



Answer question 1 on page 54 of your Writing Journal.

2. Imagine you are signing up for this experiment. Dr. Reed asked every volunteer to sign a consent form before participating in the experiments.



Go to page 54 in your Writing Journal and sign the consent form.

Your teacher will assign you to one of the following groups:

Building 1 Volunteer Group: Clothing Experiment

Building 2 Volunteer Group: Contaminated Air Experiment

Your assigned group will work together to closely read a passage, summarize the passage, and explain the results of the experiment conducted in your building.

1. Read the following text passages assigned to your group:

Building 1 Volunteer Group: Read “Testing Times,” paragraphs 1–8 on pages 145–146.

Building 2 Volunteer Group: Read “More Bugs,” paragraphs 17–24 on pages 148–149.

2. What is the theory being tested for each group? How does the experiment test the theory? Complete Activities 1 and 2 to explain your theory.



Complete Activities 1 and 2 on page 55 in your Writing Journal to answer the questions.

Group
1



Complete Activities 1 and 2 on page 57 in your Writing Journal to answer the questions.

Group
2

Lesson 13—Do You Consent? The Volunteers of Camp Lazear (continued)

3. Discuss your responses to the following questions in the class discussion:
- Did any volunteer become infected with yellow fever during this experiment?
 - According to the results of this experiment, is yellow fever passed by your theory?



Complete Activities 3 and 4 on page 55 in your Writing Journal to answer the questions.

Group
1



Complete Activities 3 and 4 on page 57 in your Writing Journal to answer the questions.

Group
2

4. Work together as a group to come up with a summary of the findings that the team learned throughout this experiment. You need to come to a consensus, or an agreement, on what the team learned. Make sure your summary relies only on the particular details of the experiment and does not include personal opinions or judgements.



Complete Activities 5 and 6 on page 56 in your Writing Journal to answer the questions.

Group
1



Complete Activities 5 and 6 on page 58 in your Writing Journal to answer the questions.

Group
2

Your teacher will assign you a partner from the other group.

1. Using the summary and statements you created in your group in the last activity, you and your partner will conduct a medical survey about the volunteer experience.
2. Ask your partner to summarize their experiment and explain the role of the medical volunteers in their group's experiments at Camp Lazear.
3. Add the results of your partner's experiments to the medical survey in your Writing Journal.



Complete the medical survey with your partner's summary and explanation on page 59 of your Writing Journal.

The Physician's Pledge

- 1 AS A MEMBER OF THE MEDICAL PROFESSION:
- 2 I SOLEMNLY PLEDGE to dedicate my life to the service of humanity;
- 3 THE HEALTH AND WELL-BEING OF MY PATIENT will be my first consideration;
- 4 I WILL RESPECT the **autonomy** and dignity of my patient;
- 5 I WILL MAINTAIN the utmost respect for human life;
- 6 I WILL NOT PERMIT considerations of age, disease or disability, creed, ethnic origin, gender, nationality, political **affiliation**, race, sexual orientation, social standing, or any other factor to intervene between my duty and my patient;
- 7 I WILL RESPECT the secrets that are confided in me, even after the patient has died;
- 8 I WILL PRACTISE my profession with conscience and dignity and in **accordance** with good medical practice;
- 9 I WILL FOSTER the honour and noble traditions of the medical profession;
- 10 I WILL GIVE to my teachers, colleagues, and students the respect and gratitude that is their due;
- 11 I WILL SHARE my medical knowledge for the benefit of the patient and the advancement of healthcare;
- 12 I WILL ATTEND TO my own health, well-being, and abilities in order to provide care of the highest standard;
- 13 I WILL NOT USE my medical knowledge to violate human rights and civil liberties, even under threat;
- 14 I MAKE THESE PROMISES solemnly, freely, and upon my honour.

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autonomy:
independence in
thinking and acting

affiliation: official
attachment or
connection

accordance:
agreement



•

conscience: sense of what is right and wrong

violate: break or act in disregard of

••

consideration: careful thought (when deciding)

ethnic: related to race, culture, or nation

intervene: interfere

FOSTER: help to develop

•••

autonomy: independence in thinking and acting

affiliation: official attachment or connection

accordance: agreement



Use the Vocab App to play mini games related to the words in this lesson.

Lesson 14—Did Dr. Reed Violate the Hippocratic Oath?

Dr. Reed's team has proven that yellow fever is caused by infected mosquitoes. But how sweet is this victory? His discovery will save thousands of lives, but at what cost? By the end of this lesson you will decide if it was all worth it or not.

1. Follow along in Chapter 15, paragraphs 2–6 on pages 146 and 147 as your teacher reads aloud.
2. After examining the data, what do Reed, Carroll, and Agramonte suggest has affected the length of time for yellow fever transmission? Share your thoughts in the class discussion.
3. Read paragraphs 56 and 72 in the Chapter Notes on page 154 in the Student Edition to determine how the timing of the infected mosquito bite would impact yellow fever transmission.
4. Read the table below:

Experiment	Date patient officially contracts yellow fever	Date Reed has mosquito bite patient	Date that mosquito bites healthy volunteer
Exp. No. 1	December 1, 1900	December 2, 1900	December 10, 1900
Exp. No. 2	December 2, 1900	December 6, 1900	December 17, 1900
Exp. No. 3	December 3, 1900	December 6, 1900	December 26, 1900
Exp. No. 4	December 4, 1900	December 15, 1900	December 19, 1900

5. Based on the information from the Chapter Notes, which experiment is most likely to result in a patient transmitting yellow fever to a volunteer? Discuss your thoughts in the class discussion.

6. Based on the information in the Chapter Notes and in the table provided, update your Mosquito Transmission comic strip to accurately reflect the number of days required to successfully transmit yellow fever from patient to mosquito to volunteer.



Go to page 35 in your Writing Journal and update the comic strip you created in Lesson 7.

7. When you are finished, share your work with your partner to confirm that you both understand and are representing the accurate timing for the transmission of yellow fever in your comic strips.

Lesson 14—Did Dr. Reed Violate the Hippocratic Oath? (continued)

The Hippocratic oath is an ancient and very important document. The modern Hippocratic oath is a pledge that medical students make when they graduate from medical school and become doctors.

1. Follow along on page 204 as your teacher reads aloud the pledge.
2. Highlight any words or phrases that you do not understand.
3. What is the Hippocratic oath? Share your thoughts in the class discussion.

Your teacher will assign you to a group or partner. Your group will be assigned two of the following sections to paraphrase:

- 1 and 2
 - 3 and 4
 - 5 and 6
 - 7 and 8
 - 9 and 10
 - 11 and 12
4. With your group or partner, paraphrase the two sections of the Hippocratic oath that you were assigned.



Go to pages 61 and 62 of your Writing Journal to paraphrase your section with your group or partner.

5. Share your paraphrases with the class.

During the class discussion, add paraphrases for the other sections of the oath to your chart.

Main Points of the Hippocratic Oath

Help the World Medical Community

- Doctors show respect to those who have passed on medical knowledge, and share their medical knowledge with the next generation.

Respect the Individual Patient

- Respect is given to the patients.

Do No Harm

- Doctors treat patients to the best of their abilities to prevent unnecessary pain and suffering.

1. **Discussion Question:** Based upon your understanding of the Hippocratic oath, do you believe that Dr. Reed kept his promise during his experiments to discover the cause of yellow fever?
 - Completely
 - Mostly, with a few exceptions
 - Not really
 - Not at all

Work with a partner to complete the following:

2. Review paragraphs 1–12 from “More Bugs” on pages 146–147 that describe Dr. Reed’s experiment and his assembly of volunteers.
3. Highlight two pieces of evidence in paragraphs 1–12 that show to what extent Dr. Reed followed the Hippocratic oath.



Go to pages 63–64 of your Writing Journal to complete Activities 1–7 with your partner.

4. Do you think Reed did or did not uphold the Hippocratic oath? If you were in a debate, what would your strongest argument be for your claim?



On page 64 of your Writing Journal, complete Activity 8 to explain your strongest argument.

Yellow Fever Circles Brazil's Huge Cities

¹ By Shasta Darlington and Donald G. McNeil Jr.

² March 5, 2018

³ SÃO PAULO — “Good morning!” a loudspeaker blared recently in the working class São Paulo suburb called Jardim Monte Alegre. “We’ve got your yellow fever vaccine, and today we’re going house to house! You better wake up because mosquitoes never sleep!”

⁴ Twenty health workers piled out of cars. Though they laughed and chatted with locals, their mission was deadly serious.

⁵ Brazil is suffering its worst outbreak of yellow fever in decades. The virus, which kills 3 percent to 8 percent of those who are infected, is now circling the megacities of Rio de Janeiro and São Paulo, threatening to become this country’s first-blown urban epidemic since 1942.

⁶ Although there have been only 237 deaths since the hot season began, the fatality rate will explode if the virus reaches the slums and the clouds of *Aedes aegypti* mosquitoes swarming there.

⁷ *A. aegypti*—known for centuries as the fearsome “yellow fever mosquito”—is also the chief spreader of **Zika**, **dengue** and **chikungunya**. It breeds in drinking water barrels and street garbage puddles, hides in the dark corners of houses and often bites several humans before laying eggs.

⁸ To head off a catastrophe, health officials are struggling to vaccinate 23 million people. But the effort has been slowed by what critics call a series of government missteps and the spread of false rumors about the vaccine.

⁹ “When they stopped coming to us, we started going to them,” said Nancy Marçal Bastos, health and sanitation director for northern São Paulo. “People have a lot of excuses for why they haven’t gotten the vaccine yet, but when we show up, it’s usually easy to convince them.”

¹⁰ Toting coolers full of vaccines, health workers stop in the corner bar and the local gym, demanding: “Who hasn’t been vaccinated yet? Line up!” The workers jab extended arms and fill out forms with surprising speed, then start moving house to house.

¹¹ The challenges are daunting.

¹² In early 2016, the yellow fever virus broke out of its usual pattern: limited spread by forest mosquito species from monkeys to loggers, hunters, farmers and other residents of the Amazon basin. Instead, the virus began moving south and east, following forest **corridors** inhabited by monkeys toward the

Zika: virus causing birth defects

dengue: deadly fever

chikungunya: viral fever

corridors: areas between habitats of similar wildlife



big coastal cities and triggering a public health emergency...

- ¹³ Last year, it did not quite reach the cities—cases faded out by July as cooler weather set in. Global health authorities sighed with relief, hoping intense vaccination efforts would snuff the outbreak.
- ¹⁴ But that didn't happen, said Dr. Sylvain Aldighieri, chief of epidemic response for the Pan American Health Organization.
- ¹⁵ "There was lab-confirmed transmission during the winter," he said. "So the amount of virus around at the beginning of the summer was already huge."
- ¹⁶ The **resurgent** virus is now lunging forward more than a mile a day, he said, and efforts to stop an epidemic have become a race between the virus and the vaccinators.
- ¹⁷ This year's caseload is 26 percent higher than at this time last year, and with more hot, rainy months ahead, the figure is destined to increase...
- ¹⁸ Brazil makes its own vaccine through a **subsidiary** of its Oswaldo Cruz Foundation, and much of this year's chaos could have been **averted** if the government had acted faster, critics said...
- ¹⁹ "Brazil's public health response was very delayed," said Dr. Karin A. Nielsen, an infectious disease expert at the University of California, Los Angeles, who does research in Brazil...
- ²⁰ Dr. Jessé Reis Alves, a travel medicine specialist here, said the vaccination campaign should have been launched "in a calm moment between outbreaks." Instead, he said, "they waited for a new outbreak."
- ²¹ In September, vaccinations were given to people living around forests near São Paulo where dead monkeys were found; the suburbs were targeted only in November.
- ²² Initially, long lines formed at clinics, and 85,000 shots were given in one weekend. Then, on Facebook, YouTube and other social media platforms, anti-vaccine activists—who previously found little footing in Brazil—began spreading terrifying rumors.
- ²³ "Some people began trashing the vaccine, saying, 'It's going to kill you,'" said Dr. Ernesto T.A. Marques Jr., an expert in mosquito-borne diseases at the University of Pittsburgh. "It was picked up in the media."
- ²⁴ The vaccine, invented in the 1930s, is highly effective—one dose normally provides lifetime protection. But it is not harmless. It cannot be given to newborns or anyone with a **compromised** immune system. It is given to people older than 60, pregnant women, or children younger than 8 months only when the risk of infection is high.
- ²⁵ About one recipient in 100,000 suffers a dangerous reaction like jaundice, hepatitis or encephalitis, Dr. Marques said, and about one in a million dies. "If

resurgent:
increasing after
being inactive

subsidiary:
supporting
organization

averted: avoided

compromised:
weakened

you vaccinate 30 million people, you'll get about 30 deaths," he said.

26 But if yellow fever infected 30 million people, two million could die.

27 So, with the disease moving rapidly forward, health authorities announced that they hoped to inoculate 95 percent of the population in 77 cities and towns in the virus's path—a total of 23 million people, including 12 million in this city alone.

28 But "they didn't have 12 million shots to give us," said Dr. Wilson M. Pollara, São Paulo's health secretary. "So we're doing it in phases—two million at a time."

29 The global vaccine stockpile, overseen by the World Health Organization, normally contains only six million doses, made by only four manufacturers, including the Cruz foundation.

30 But Brazil has scaled up its production to about 5 million doses per month and will soon be able to double that, said Dr. William Perea, the W.H.O.'s epidemic control coordinator...

31 Meanwhile, to stretch the vaccine it initially had on hand, Brazil gave out one-fifth doses. That provides protection for at least a year and can be used in emergencies, the W.H.O. says...

32 "I don't think there were mistakes or delays," said Dr. Renato Vieira Alves, the ministry's **communicable** disease coordinator. "You can't launch new vaccination campaigns in an instant."

33 While the caseload is higher than last year's, it is only a fraction of the population at risk, he argued.

34 "Most of these new cases are occurring in areas where, until now, we didn't recommend immunization," he said.

35 To overcome suspicion of the vaccine and frustration with long lines at clinics, vaccinators have begun going door-to-door or using tents shifted from one neighborhood to another. There, they hope face-to-face chats will succeed where other efforts have failed.

36 Lucia Elena de Paula, 36, explained her fears to a nurse, saying, "I saw a video on WhatsApp with a girl who said she was paralyzed after taking the vaccine."

37 But after a few soothing words from a staff member, she agreed to get the shot.

38 After dragging her 10-year-old grandson into a gym where the vaccines sat on an exercise bench, Aparecida Caldeira, 61, explained why she had hesitated.

39 "When we went to the clinic in January, the lines were just too long," she said. "I'm so grateful they came here. But that's just typical in Brazil—waiting to do everything at the last minute."

Shasta Darlington reported from São Paulo, and Donald G. McNeil Jr. from New York.

communicable:
contagious



•

logger: lumberjack, someone who chops trees

cases: instances of infection

snuff: extinguish, stop

activists: those who fight for a cause

recipient: one who receives

••

suburb: neighborhood outside the city

piled out: got out clumsily

megacities: very large cities

circling: moving through

fatality: death

slums: rundown areas where very poor live

catastrophe: disaster

Toting: carrying

basin: deep eroded areas of Earth's surface

daunting: overwhelming

transmission: act of spreading

lure: something that attracts or draws

sector: area / section

footing: established position

stockpile: stored supply

replenished: refilled

•••

Zika: virus causing birth defects

dengue: deadly fever

chikungunya: viral fever

corridors: areas between habitats of similar wildlife

indicator: way to determine

resurgent: increasing after being inactive

subsidiary: supporting organization

averted: avoided

compromised: weakened

communicable: contagious



Use the Vocab App to play mini games related to the words in this lesson.

Lesson 15—The Yellow Fever Challenge Today

Yellow fever continues to occur in countries around the world in spite of scientific breakthroughs. As more people move into large cities, the potential for an outbreak is as real as ever. What are some key causes of these new outbreaks, and what can be done to avoid a deadly outcome?

1. Turn to the article “Yellow Fever Circles Brazil’s Huge Cities” on page 210.
2. Review the article’s source information.
3. Class Discussion:
 - What is the headline of the article?
 - Where was the newspaper article written from (its dateline)?
 - When was this article published?
 - What is the source of the article?
 - Is the source credible?
4. What do you predict the article is about?



Go to page 65 of your Writing Journal to write your prediction.

1. Follow along as your teacher reads paragraphs 1–5 of “Yellow Fever Circles Brazil’s Huge Cities” on page 210.
2. Which paragraph do you think contains the central idea of the article? Share your thoughts in the class discussion.
3. Highlight three verbs in paragraphs 1–5 that the writer uses to describe the outbreak of yellow fever.
4. Based on just these verbs, how serious does the threat of yellow fever feel to the reader? Share your thoughts in the class discussion.

1	2	3	4	5	6

Easily defeated

Deadly serious



1. Follow along in paragraphs 6–10 on page 210 as your teacher reads aloud.
2. Look at the following quote from the article:
“To head off a catastrophe, health officials are struggling to vaccinate 23 million people.” (6)
3. Based on the image below of yellow fever that was presented in the article, what do you think “catastrophe” means? Share your thoughts in the class discussion.
4. Highlight the three main causes of the current threat of a yellow fever outbreak in Brazil, according to the article.
5. Based on the information in paragraph 10, which image below best illustrates the “unusual” movement of the yellow fever virus in 2016? Share your response in the class discussion.



Lesson 15—The Yellow Fever Challenge Today (continued)

Writing Techniques That Bring a Topic to Life

- Descriptive and sensory details that create an image in the reader's mind
- A story that captures the reader's attention
- Specific words or phrases that shape the reader's thinking
- Facts and numbers that make a strong impression
- Quotations that make an impact

One technique that writers use to bring a topic to life is including quotations that make an impact.

1. Read the following passage to analyze how the writer uses a quote to develop and refine the story of the yellow fever outbreak in Brazil.

Passage One:

SÃO PAULO — “Good morning!” a loudspeaker blared recently in the working class São Paulo suburb called Jardim Monte Alegre. “We’ve got your yellow fever vaccine, and today we’re going house to house! You better wake up because mosquitoes never sleep!” (3)

Twenty health workers piled out of cars. Though they laughed and chatted with locals, their mission was deadly serious. (4)



Go to page 66 in your Writing Journal and answer questions 1–3 with your partner.

2. Read the following passage to analyze how the writer uses quotes to develop and refine the story of the yellow fever outbreak in Brazil.

Passage Two:

“I don’t think there were mistakes or delays,” said Dr. Renato Vieira Alves, the ministry’s communicable disease coordinator. “You can’t launch new vaccination campaigns in an instant.” (32)

While the caseload is higher than last year’s, it is only a fraction of the population at risk, he argued. (33)

“Most of these new cases are occurring in areas where, until now, we didn’t recommend immunization,” he said. (34)



Go to page 67 in your Writing Journal and answer questions 4–6 with your partner.

1. Follow along in paragraphs 10–37 of the article on pages 210–212 as your teacher reads aloud.

Newspaper articles often use quotes to communicate information or illustrate ideas.

2. Read the following quote: “Most of these new cases are occurring in areas where, until now, we didn’t recommend immunization...” (32)

Imagine you are a group of World Health Organization workers. It is your job to understand and prevent the spread of deadly diseases.



Go to page 68 of your Writing Journal and answer question 1.

3. With your group, discuss the three causes of the current threat of a yellow fever outbreak in Brazil cited in the article.
4. As a group, select one of the following causes to focus on:
 - Government missteps
 - False rumors
 - The changing pattern of the virus
5. Use the information in the article to complete the chart on page 69 of your Writing Journal with your group.



Go to page 69 in your Writing Journal. With your group, complete the chart in Activity 2 and answer question 3 on page 70.

6. Collaborate with your group to propose one possible solution for the cause you researched. Be prepared to share your possible solution in the class discussion.

Overview

Do you see what Holmes sees? Probably not—because Sherlock Holmes is the superhero of detectives. Read along as he finds clues that no one else notices and untangles mysteries that no one else can solve. Don't worry if you can't keep up with him. Neither can his best friend and crime-fighting partner, the loyal Dr. Watson!

Suggested Reading

The Further Adventures Of Sherlock Holmes

Sir Arthur Conan Doyle wrote four novels and 56 short stories about Holmes. Some popular short stories are “The Adventure of the Blue Carbuncle,” “The Adventure of the Engineer's Thumb,” and “Silver Blaze.” One of the best Doyle novels to start with is probably *The Hound of the Baskervilles* (1902).

App in this Sub-Unit



Scene of the Crime:
Sherlock Holmes

This app will help you solve the mystery of the speckled band by picturing the rooms exactly as Sir Arthur Conan Doyle describes them. You'll read a description of a room, then arrange the items in the room to match the description, achieving a greater understanding of the clues to help you crack the case!





“The Speckled Band”

Sir Arthur Conan Doyle

“The Speckled Band”

by Sir Arthur Conan Doyle

- ¹ On glancing over my notes of the seventy odd cases in which I have during the last eight years studied the methods of my friend Sherlock Holmes, I find many tragic, some comic, a large number merely strange, but none commonplace; for, working as he did rather for the love of his art than for the acquirement of wealth, he refused to associate himself with any investigation which did not tend towards the unusual, and even the fantastic. Of all these varied cases, however, I cannot recall any which presented more singular features than that which was associated with the well-known Surrey family of the Roylotts of Stoke Moran. The events in question occurred in the early days of my association with Holmes, when we were sharing rooms as bachelors in Baker Street. It is possible that I might have placed them upon record before, but a promise of secrecy was made at the time, from which I have only been freed during the last month by the untimely death of the lady to whom the pledge was given. It is perhaps as well that the facts should now come to light, for I have reasons to know that there are widespread rumours as to the death of Dr. Grimesby Roylott which tend to make the matter even more terrible than the truth.
- ² It was early in April in the year '83 that I woke one morning to find Sherlock Holmes standing, fully dressed, by the side of my bed. He was a late riser, as a rule, and as the clock on the mantelpiece showed me that it was only a quarter-past seven, I blinked up at him in some surprise, and perhaps just a little resentment, for I was myself regular in my habits.
- ³ “Very sorry to **knock** you up, Watson,” said he, “but it’s the common lot this morning. Mrs. Hudson has been knocked up, she **retorted** upon me, and I on you.”
- ⁴ “What is it, then—a fire?”
- ⁵ “No; a client. It seems that a young lady has arrived in a considerable state of excitement, who insists upon seeing me. She is waiting now in the sitting-room. Now, when young ladies wander about the **metropolis** at this hour of the morning, and knock sleepy people up out of their beds, I presume that it is something very pressing which they have to communicate. Should it prove to be an interesting case, you would, I am sure, wish to follow it from the outset. I thought, at any rate, that I should call you and give you the chance.”

knock: wake

retorted: repaid
the deed

metropolis: city



- 6 "My dear fellow, I would not miss it for anything."
- 7 I had no keener pleasure than in following Holmes in his professional investigations, and in admiring the rapid **deductions**, as swift as intuitions, and yet always founded on a logical basis with which he unravelled the problems which were submitted to him. I rapidly threw on my clothes and was ready in a few minutes to accompany my friend down to the sitting-room. A lady dressed in black and heavily veiled, who had been sitting in the window, rose as we entered.
- 8 "Good-morning, madam," said Holmes cheerily. "My name is Sherlock Holmes. This is my intimate friend and associate, Dr. Watson, before whom you can speak as freely as before myself. Ha! I am glad to see that Mrs. Hudson has had the good sense to light the fire. Pray draw up to it, and I shall order you a cup of hot coffee, for I observe that you are shivering."
- 9 "It is not cold which makes me shiver," said the woman in a low voice, changing her seat as requested.
- 10 "What, then?"
- 11 "It is fear, Mr. Holmes. It is terror." She raised her veil as she spoke, and we could see that she was indeed in a **pitiable** state of **agitation**, her face all drawn and grey, with restless frightened eyes, like those of some hunted animal. Her features and figure were those of a woman of thirty, but her hair was shot with **premature** grey, and her expression was weary and **haggard**. Sherlock Holmes ran her over with one of his quick, all-comprehensive glances.
- 12 "You must not fear," said he soothingly, bending forward and patting her forearm. "We shall soon set matters right, I have no doubt. You have come in by train this morning, I see."
- 13 "You know me, then?"
- 14 "No, but I observe the second half of a return ticket in the palm of your left glove. You must have started early, and yet you had a good drive in a dog-cart, along heavy roads, before you reached the station."
- 15 The lady gave a violent start and stared in bewilderment at my companion.
- 16 "There is no mystery, my dear madam," said he, smiling. "The left arm of your jacket is spattered with mud in no less than seven places. The marks are perfectly fresh. There is no vehicle save a dog-cart which throws up mud in that way, and then only when you sit on the left-hand side of the driver."
- 17 "Whatever your reasons may be, you are perfectly correct," said she. "I started from home before six, reached Leatherhead at twenty past, and came in by the first train to Waterloo. Sir, I can stand this strain no longer; I shall go mad if it continues. I have no one to turn to—none, save only one, who cares for me, and he, poor fellow, can be of little aid. I have heard of you, Mr. Holmes; I have heard of you from Mrs. Farintosh, whom you helped in the hour of her

deductions: acts of problem-solving

pitiable: sad

agitation: being upset

premature: early

haggard: tired-looking

sore need. It was from her that I had your address. Oh, sir, do you not think that you could help me, too, and at least throw a little light through the dense darkness which surrounds me? At present it is out of my power to reward you for your services, but in a month or six weeks I shall be married, with the control of my own income, and then at least you shall not find me ungrateful."

18 Holmes turned to his desk and, unlocking it, drew out a small case-book, which he consulted.

19 "Farintosh," said he. "Ah yes, I recall the case; it was concerned with an opal tiara. I think it was before your time, Watson. I can only say, madam, that I shall be happy to devote the same care to your case as I did to that of your friend. As to reward, my profession is its own reward; but you are at liberty to **defray** whatever expenses I may be put to, at the time which suits you best. And now I beg that you will lay before us everything that may help us in forming an opinion upon the matter."

20 "Alas!" replied our visitor, "the very horror of my situation lies in the fact that my fears are so vague, and my suspicions depend so entirely upon small points, which might seem trivial to another, that even he to whom of all others I have a right to look for help and advice looks upon all that I tell him about it as the fancies of a nervous woman. He does not say so, but I can read it from his soothing answers and averted eyes. But I have heard, Mr. Holmes, that you can see deeply into the **manifold** wickedness of the human heart. You may advise me how to walk amid the dangers which encompass me."

21 "I am all attention, madam."

22 "My name is Helen Stoner, and I am living with my stepfather, who is the last survivor of one of the oldest Saxon families in England, the Roylotts of Stoke Moran, on the western border of Surrey."

23 Holmes nodded his head. "The name is familiar to me," said he.

24 "The family was at one time among the richest in England, and the estates extended over the borders into Berkshire in the north, and Hampshire in the west. In the last century, however, four successive heirs were of a **dissolute** and wasteful disposition, and the family ruin was eventually completed by a gambler in the days of the Regency. Nothing was left save a few acres of ground, and the two-hundred-year-old house, which is itself crushed under a heavy mortgage. The last **squire** dragged out his existence there, living the horrible life of an aristocratic **pauper**; but his only son, my stepfather, seeing that he must adapt himself to the new conditions, obtained an advance from a relative, which enabled him to take a medical degree and went out to Calcutta, where, by his professional skill and his force of character, he established a large practice. In a fit of anger, however, caused by some robberies which had been perpetrated in the house, he beat his native butler to death and

defray: pay some amount of the cost

manifold: many and different kinds of

dissolute: wild and without concern for right or wrong

squire: upper-class landowner

pauper: poor person

narrowly escaped a capital sentence. As it was, he suffered a long term of imprisonment and afterwards returned to England a **morose** and disappointed man.

25 “When Dr. Roylott was in India he married my mother, Mrs. Stoner, the young widow of Major-General Stoner, of the Bengal Artillery. My sister Julia and I were twins, and we were only two years old at the time of my mother’s re-marriage. She had a considerable sum of money—not less than £1000 a year—and this she **bequeathed** to Dr. Roylott entirely while we resided with him, with a provision that a certain annual sum should be allowed to each of us in the event of our marriage. Shortly after our return to England my mother died—she was killed eight years ago in a railway accident near Crewe. Dr. Roylott then abandoned his attempts to establish himself in practice in London and took us to live with him in the old ancestral house at Stoke Moran. The money which my mother had left was enough for all our wants, and there seemed to be no obstacle to our happiness.

26 “But a terrible change came over our stepfather about this time. Instead of making friends and exchanging visits with our neighbours, who had at first been overjoyed to see a Roylott of Stoke Moran back in the old family seat, he shut himself up in his house and seldom came out save to indulge in ferocious **quarrels** with whoever might cross his path. Violence of temper approaching to mania has been hereditary in the men of the family, and in my stepfather’s case it had, I believe, been intensified by his long residence in the tropics. A series of disgraceful **brawls** took place, two of which ended in the police-court, until at last he became the terror of the village, and the folks would fly at his approach, for he is a man of immense strength, and absolutely uncontrollable in his anger.

27 “Last week he hurled the local blacksmith over a **parapet** into a stream, and it was only by paying over all the money which I could gather together that I was able to **avert** another public exposure. He had no friends at all save the wandering gipsies, and he would give these **vagabonds** leave to encamp upon the few acres of bramble-covered land which represent the family estate, and would accept in return the hospitality of their tents, wandering away with them sometimes for weeks on end. He has a passion also for Indian animals, which are sent over to him by a **correspondent**, and he has at this moment a cheetah and a baboon, which wander freely over his grounds and are feared by the villagers almost as much as their master.

28 “You can imagine from what I say that my poor sister Julia and I had no great pleasure in our lives. No servant would stay with us, and for a long time we did all the work of the house. She was but thirty at the time of her death, and yet her hair had already begun to whiten, even as mine has.”

29 “Your sister is dead, then?”

morose: sad
bequeathed: left, in case of her death
quarrels: fights
brawls: fights
parapet: low wall on the edge of a roof, bridge, or balcony
avert: prevent
vagabonds: homeless wanderers
correspondent: person who writes letters

- 30 “She died just two years ago, and it is of her death that I wish to speak to you. You can understand that, living the life which I have described, we were little likely to see anyone of our own age and position. We had, however, an aunt, my mother’s maiden sister, Miss Honoria Westphail, who lives near Harrow, and we were occasionally allowed to pay short visits at this lady’s house. Julia went there at Christmas two years ago, and met there a half-pay major of marines, to whom she became engaged. My stepfather learned of the engagement when my sister returned and offered no objection to the marriage; but within a **fortnight** of the day which had been fixed for the wedding, the terrible event occurred which has deprived me of my only companion.”
- 31 Sherlock Holmes had been leaning back in his chair with his eyes closed and his head sunk in a cushion, but he half opened his lids now and glanced across at his visitor.
- 32 “Pray be precise as to details,” said he.
- 33 “It is easy for me to be so, for every event of that dreadful time is seared into my memory. The manor-house is, as I have already said, very old, and only one wing is now inhabited. The bedrooms in this wing are on the ground floor, the sitting-rooms being in the central block of the buildings. Of these bedrooms the first is Dr. Roylott’s, the second my sister’s, and the third my own. There is no communication between them, but they all open out into the same corridor. Do I make myself plain?”
- 34 “Perfectly so.”
- 35 “The windows of the three rooms open out upon the lawn. That fatal night Dr. Roylott had gone to his room early, though we knew that he had not retired to rest, for my sister was troubled by the smell of the strong Indian cigars which it was his custom to smoke. She left her room, therefore, and came into mine, where she sat for some time, chatting about her approaching wedding. At eleven o’clock she rose to leave me, but she paused at the door and looked back.
- 36 “‘Tell me, Helen,’ said she, ‘have you ever heard anyone whistle in the dead of the night?’
- 37 “‘Never,’ said I.
- 38 “‘I suppose that you could not possibly whistle, yourself, in your sleep?’
- 39 “‘Certainly not. But why?’
- 40 “‘Because during the last few nights I have always, about three in the morning, heard a low, clear whistle. I am a light sleeper, and it has awakened me. I cannot tell where it came from—perhaps from the next room, perhaps from the lawn. I thought that I would just ask you whether you had heard it.’
- 41 “‘No, I have not. It must be those wretched gipsies in the plantation.’
- 42 “‘Very likely. And yet if it were on the lawn, I wonder that you did not hear it also.’

fortnight: time of
two weeks

- 43 “Ah, but I sleep more heavily than you.’
- 44 “‘Well, it is of no great consequence, at any rate.’ She smiled back at me, closed my door, and a few moments later I heard her key turn in the lock.”
- 45 “Indeed,” said Holmes. “Was it your custom always to lock yourselves in at night?”
- 46 “Always.”
- 47 “And why?”
- 48 “I think that I mentioned to you that the doctor kept a cheetah and a baboon. We had no feeling of security unless our doors were locked.”
- 49 “Quite so. Pray proceed with your statement.”
- 50 “I could not sleep that night. A vague feeling of **impending** misfortune **impressed** me. My sister and I, you will recollect, were twins, and you know how subtle are the links which bind two souls which are so closely allied. It was a wild night. The wind was howling outside, and the rain was beating and splashing against the windows. Suddenly, amid all the hubbub of the gale, there burst forth the wild scream of a terrified woman. I knew that it was my sister’s voice. I sprang from my bed, wrapped a shawl round me, and rushed into the corridor. As I opened my door I seemed to hear a low whistle, such as my sister described, and a few moments later a clanging sound, as if a mass of metal had fallen. As I ran down the passage, my sister’s door was unlocked, and revolved slowly upon its hinges. I stared at it horror-stricken, not knowing what was about to issue from it. By the light of the corridor-lamp I saw my sister appear at the opening, her face **blanched** with terror, her hands groping for help, her whole figure swaying to and fro like that of a drunkard. I ran to her and threw my arms round her, but at that moment her knees seemed to give way and she fell to the ground. She writhed as one who is in terrible pain, and her limbs were dreadfully **convulsed**. At first I thought that she had not recognised me, but as I bent over her she suddenly shrieked out in a voice which I shall never forget, ‘Oh, my God! Helen! It was the band! The speckled band!’ There was something else which she would **fain** have said, and she stabbed with her finger into the air in the direction of the doctor’s room, but a fresh **convulsion** seized her and choked her words. I rushed out, calling loudly for my stepfather, and I met him hastening from his room in his dressing-gown. When he reached my sister’s side she was unconscious, and though he poured brandy down her throat and sent for medical aid from the village, all efforts were in vain, for she slowly sank and died without having recovered her consciousness. Such was the dreadful end of my beloved sister.”
- 51 “One moment,” said Holmes, “are you sure about this whistle and metallic sound? Could you swear to it?”

impending:
oncoming

impressed: made
itself felt by

blanched: turned
white

convulsed:
suffered from
spasms

fain: willingly

convulsion: spasm

- 52 “That was what the county coroner asked me at the inquiry. It is my strong impression that I heard it, and yet, among the crash of the gale and the creaking of an old house, I may possibly have been deceived.”
- 53 “Was your sister dressed?”
- 54 “No, she was in her night-dress. In her right hand was found the charred stump of a match, and in her left a match-box.”
- 55 “Showing that she had struck a light and looked about her when the alarm took place. That is important. And what conclusions did the coroner come to?”
- 56 “He investigated the case with great care, for Dr. Roylott’s conduct had long been notorious in the county, but he was unable to find any satisfactory cause of death. My evidence showed that the door had been fastened upon the inner side, and the windows were blocked by old-fashioned shutters with broad iron bars, which were secured every night. The walls were carefully sounded, and were shown to be quite solid all round, and the flooring was also thoroughly examined, with the same result. The chimney is wide, but is barred up by four large staples. It is certain, therefore, that my sister was quite alone when she met her end. Besides, there were no marks of any violence upon her.”
- 57 “How about poison?”
- 58 “The doctors examined her for it, but without success.”
- 59 “What do you think that this unfortunate lady died of, then?”
- 60 “It is my belief that she died of pure fear and nervous shock, though what it was that frightened her I cannot imagine.”
- 61 “Were there gipsies in the plantation at the time?”
- 62 “Yes, there are nearly always some there.”
- 63 “Ah, and what did you gather from this **allusion** to a band—a speckled band?”
- 64 “Sometimes I have thought that it was merely the wild talk of **delirium**, sometimes that it may have referred to some band of people, perhaps to these very gipsies in the plantation. I do not know whether the spotted handkerchiefs which so many of them wear over their heads might have suggested the strange adjective which she used.”
- 65 Holmes shook his head like a man who is far from being satisfied.
- 66 “These are very deep waters,” said he; “pray go on with your narrative.”
- 67 “Two years have passed since then, and my life has been until lately lonelier than ever. A month ago, however, a dear friend, whom I have known for many years, has done me the honour to ask my hand in marriage. His name is Armitage—Percy Armitage—the second son of Mr. Armitage, of Crane Water, near Reading. My stepfather has offered no opposition to the match, and we are to be married in the course of the spring. Two days ago some repairs were started in the west wing of the building, and my bedroom wall has been pierced, so that I have had

allusion: mention

delirium: state of
insanity

to move into the chamber in which my sister died, and to sleep in the very bed in which she slept. Imagine, then, my thrill of terror when last night, as I lay awake, thinking over her terrible fate, I suddenly heard in the silence of the night the low whistle which had been the herald of her own death. I sprang up and lit the lamp, but nothing was to be seen in the room. I was too shaken to go to bed again, however, so I dressed, and as soon as it was daylight I slipped down, got a dog-cart at the Crown Inn, which is opposite, and drove to Leatherhead, from whence I have come on this morning with the one object of seeing you and asking your advice."

68 "You have done wisely," said my friend. "But have you told me all?"

69 "Yes, all."

70 "Miss Roylott, you have not. You are screening your stepfather."

71 "Why, what do you mean?"

72 For answer Holmes pushed back the frill of black lace which fringed the hand that lay upon our visitor's knee. Five little livid spots, the marks of four fingers and a thumb, were printed upon the white wrist.

73 "You have been cruelly used," said Holmes.

74 The lady coloured deeply and covered over her injured wrist. "He is a hard man," she said, "and perhaps he hardly knows his own strength."

75 There was a long silence, during which Holmes leaned his chin upon his hands and stared into the crackling fire.

76 "This is a very deep business," he said at last. "There are a thousand details which I should desire to know before I decide upon our course of action. Yet we have not a moment to lose. If we were to come to Stoke Moran to-day, would it be possible for us to see over these rooms without the knowledge of your stepfather?"

77 "As it happens, he spoke of coming into town to-day upon some most important business. It is probable that he will be away all day, and that there would be nothing to disturb you. We have a housekeeper now, but she is old and foolish, and I could easily get her out of the way."

78 "Excellent. You are not averse to this trip, Watson?"

79 "By no means."

80 "Then we shall both come. What are you going to do yourself?"



- 81 "I have one or two things which I would wish to do now that I am in town. But I shall return by the twelve o'clock train, so as to be there in time for your coming."
- 82 "And you may expect us early in the afternoon. I have myself some small business matters to attend to. Will you not wait and breakfast?"
- 83 "No, I must go. My heart is lightened already since I have confided my trouble to you. I shall look forward to seeing you again this afternoon." She dropped her thick black veil over her face and glided from the room.
- 84 "And what do you think of it all, Watson?" asked Sherlock Holmes, leaning back in his chair.
- 85 "It seems to me to be a most dark and sinister business."
- 86 "Dark enough and sinister enough."
- 87 "Yet if the lady is correct in saying that the flooring and walls are sound, and that the door, window, and chimney are impassable, then her sister must have been undoubtedly alone when she met her mysterious end."
- 88 "What becomes, then, of these **nocturnal** whistles, and what of the very peculiar words of the dying woman?"
- 89 "I cannot think."
- 90 "When you combine the ideas of whistles at night, the presence of a band of gipsies who are on intimate terms with this old doctor, the fact that we have every reason to believe that the doctor has an interest in preventing his stepdaughter's marriage, the dying allusion to a band, and, finally, the fact that Miss Helen Stoner heard a metallic clang, which might have been caused by one of those metal bars that secured the shutters falling back into its place, I think that there is good ground to think that the mystery may be cleared along those lines."
- 91 "But what, then, did the gipsies do?"
- 92 "I cannot imagine."
- 93 "I see many objections to any such theory."
- 94 "And so do I. It is precisely for that reason that we are going to Stoke Moran this day. I want to see whether the objections are fatal, or if they may be explained away. But what in the name of the devil!"
- 95 The **ejaculation** had been drawn from my companion by the fact that our door had been suddenly dashed open, and that a huge man had framed himself in the **aperture**. His costume was a peculiar mixture of the professional and of the agricultural, having a black top-hat, a long frock-coat, and a pair of high gaiters, with a hunting-crop swinging in his hand. So tall was he that his hat actually brushed the cross bar of the doorway, and his

nocturnal: night time

ejaculation: excited shouting

aperture: opening

breadth seemed to span it across from side to side. A large face, seared with a thousand wrinkles, burned yellow with the sun, and marked with every evil passion, was turned from one to the other of us, while his deep-set, bile-shot eyes, and his high, thin, fleshless nose, gave him somewhat the resemblance to a fierce old bird of prey.

96 “Which of you is Holmes?” asked this **apparition**.

97 “My name, sir; but you have the advantage of me,” said my companion quietly.

98 “I am Dr. Grimesby Roylott, of Stoke Moran.”

99 “Indeed, Doctor,” said Holmes blandly. “Pray take a seat.”

100 “I will do nothing of the kind. My stepdaughter has been here. I have traced her. What has she been saying to you?”

101 “It is a little cold for the time of the year,” said Holmes.

102 “What has she been saying to you?” screamed the old man furiously.

103 “But I have heard that the crocuses promise well,” continued my companion imperturbably.

104 “Ha! You put me off, do you?” said our new visitor, taking a step forward and shaking his hunting-crop. “I know you, you scoundrel! I have heard of you before. You are Holmes, the meddler.”

105 My friend smiled.

106 “Holmes, the busybody!”

107 His smile broadened.

108 “Holmes, the Scotland Yard Jack-in-office!”

109 Holmes chuckled heartily. “Your conversation is most entertaining,” said he. “When you go out close the door, for there is a decided draught.”

110 “I will go when I have said my say. Don’t you dare to meddle with my affairs. I know that Miss Stoner has been here. I traced her! I am a dangerous man to fall foul of! See here.” He stepped swiftly forward, seized the poker, and bent it into a curve with his huge brown hands.

111 “See that you keep yourself out of my grip,” he snarled, and hurling the twisted poker into the fireplace he strode out of the room.

112 “He seems a very **amiable** person,” said Holmes, laughing. “I am not quite so bulky, but if he had remained I might have shown him that my grip was not much more feeble than his own.” As he spoke he picked up the steel poker and, with a sudden effort, straightened it out again.

113 “Fancy his having the insolence to confound me with the official detective force! This incident gives zest to our investigation, however, and I only trust that our little friend will not suffer from her imprudence in allowing

apparition: ghost
amiable: friendly

this brute to trace her. And now, Watson, we shall order breakfast, and afterwards I shall walk down to Doctors' Commons, where I hope to get some data which may help us in this matter."

¹¹⁴ It was nearly one o'clock when Sherlock Holmes returned from his excursion. He held in his hand a sheet of blue paper, scrawled over with notes and figures.

¹¹⁵ "I have seen the will of the deceased wife," said he. "To determine its exact meaning I have been obliged to work out the present prices of the investments with which it is concerned. The total income, which at the time of the wife's death was little short of £1100, is now, through the fall in agricultural prices, not more than £750. Each daughter can claim an income of £250, in case of marriage. It is evident, therefore, that if both girls had married, this beauty would have had a mere pittance, while even one of them would cripple him to a very serious extent. My morning's work has not been wasted, since it has proved that he has the very strongest motives for standing in the way of anything of the sort. And now, Watson, this is too serious for dawdling, especially as the old man is aware that we are interesting ourselves in his affairs; so if you are ready, we shall call a cab and drive to Waterloo. I should be very much obliged if you would slip your revolver into your pocket. An Eley's No. 2 is an excellent argument with gentlemen who can twist steel pokers into knots. That and a tooth-brush are, I think, all that we need."

¹¹⁶ At Waterloo we were fortunate in catching a train for Leatherhead, where we hired a trap at the station inn and drove for four or five miles through the lovely Surrey lanes. It was a perfect day, with a bright sun and a few fleecy clouds in the heavens. The trees and wayside hedges were just throwing out their first green shoots, and the air was full of the pleasant smell of the moist earth. To me at least there was a strange contrast between the sweet promise of the spring and this sinister quest upon which we were engaged. My companion sat in the front of the trap, his arms folded, his hat pulled down over his eyes, and his chin sunk upon his breast, buried in the deepest thought. Suddenly, however, he started, tapped me on the shoulder, and pointed over the meadows.

¹¹⁷ "Look there!" said he.

¹¹⁸ A heavily timbered park stretched up in a gentle slope, thickening into a grove at the highest point. From amid the branches there jutted out the grey gables and high roof-tree of a very old mansion.

¹¹⁹ "Stoke Moran?" said he.

¹²⁰ "Yes, sir, that be the house of Dr. Grimesby Roylott," remarked the driver.

¹²¹ "There is some building going on there," said Holmes; "that is where we are going."

¹²² "There's the village," said the driver, pointing to a cluster of roofs some

distance to the left; “but if you want to get to the house, you’ll find it shorter to get over this stile, and so by the foot-path over the fields. There it is, where the lady is walking.”

123 “And the lady, I fancy, is Miss Stoner,” observed Holmes, shading his eyes.
“Yes, I think we had better do as you suggest.”

124 We got off, paid our fare, and the trap rattled back on its way to Leatherhead.

125 “I thought it as well,” said Holmes as we climbed the stile, “that this fellow should think we had come here as architects, or on some definite business. It may stop his gossip. Good-afternoon, Miss Stoner. You see that we have been as good as our word.”

126 Our client of the morning had hurried forward to meet us with a face which spoke her joy. “I have been waiting so eagerly for you,” she cried, shaking hands with us warmly. “All has turned out splendidly. Dr. Roylott has gone to town, and it is unlikely that he will be back before evening.”

127 “We have had the pleasure of making the doctor’s acquaintance,” said Holmes, and in a few words he sketched out what had occurred. Miss Stoner turned white to the lips as she listened.

128 “Good heavens!” she cried, “he has followed me, then.”

129 “So it appears.”

130 “He is so cunning that I never know when I am safe from him. What will he say when he returns?”

131 “He must guard himself, for he may find that there is someone more cunning than himself upon his track. You must lock yourself up from him to-night. If he is violent, we shall take you away to your aunt’s at Harrow. Now, we must make the best use of our time, so kindly take us at once to the rooms which we are to examine.”

132 The building was of grey, lichen-blotched stone, with a high central portion and two curving wings, like the claws of a crab, thrown out on each side. In one of these wings the windows were broken and blocked with wooden boards, while the roof was partly caved in, a picture of ruin. The central portion was in little better repair, but the right-hand block was comparatively modern, and the blinds in the windows, with the blue smoke curling up from the chimneys, showed that this was where the family resided. Some scaffolding had been erected against the end wall, and the stone-work had been broken into, but there were no signs of any workmen at the moment of our visit. Holmes walked slowly up and down the ill-trimmed lawn and examined with deep attention the outsides of the windows.

133 “This, I take it, belongs to the room in which you used to sleep, the centre one to your sister’s, and the one next to the main building to Dr. Roylott’s chamber?”

- 134 "Exactly so. But I am now sleeping in the middle one."
- 135 "Pending the alterations, as I understand. By the way, there does not seem to be any very pressing need for repairs at that end wall."
- 136 "There were none. I believe that it was an excuse to move me from my room."
- 137 "Ah! that is suggestive. Now, on the other side of this narrow wing runs the corridor from which these three rooms open. There are windows in it, of course?"
- 138 "Yes, but very small ones. Too narrow for anyone to pass through."
- 139 "As you both locked your doors at night, your rooms were unapproachable from that side. Now, would you have the kindness to go into your room and bar your shutters?"
- 140 Miss Stoner did so, and Holmes, after a careful examination through the open window, endeavoured in every way to force the shutter open, but without success. There was no slit through which a knife could be passed to raise the bar. Then with his lens he tested the hinges, but they were of solid iron, built firmly into the massive masonry. "Hum!" said he, scratching his chin in some **perplexity**, "my theory certainly presents some difficulties. No one could pass these shutters if they were bolted. Well, we shall see if the inside throws any light upon the matter."
- 141 A small side door led into the whitewashed corridor from which the three bedrooms opened. Holmes refused to examine the third chamber, so we passed at once to the second, that in which Miss Stoner was now sleeping, and in which her sister had met with her fate. It was a homely little room, with a low ceiling and a gaping fireplace, after the fashion of old country-houses. A brown chest of drawers stood in one corner, a narrow white-counterpaned bed in another, and a dressing-table on the left-hand side of the window. These articles, with two small wicker-work chairs, made up all the furniture in the room save for a square of Wilton carpet in the centre. The boards round and the panelling of the walls were of brown, worm-eaten oak, so old and discoloured that it may have dated from the original building of the house. Holmes drew one of the chairs into a corner and sat silent, while his eyes travelled round and round and up and down, taking in every detail of the apartment.
- 142 "Where does that bell communicate with?" he asked at last, pointing to a thick bell-rope which hung down beside the bed, the tassel actually lying upon the pillow.
- 143 "It goes to the housekeeper's room."
- 144 "It looks newer than the other things?"
- 145 "Yes, it was only put there a couple of years ago."
- 146 "Your sister asked for it, I suppose?"

- 147 “No, I never heard of her using it. We used always to get what we wanted for ourselves.”
- 148 “Indeed, it seemed unnecessary to put so nice a bell-pull there. You will excuse me for a few minutes while I satisfy myself as to this floor.” He threw himself down upon his face with his lens in his hand and crawled swiftly backward and forward, examining minutely the cracks between the boards. Then he did the same with the wood-work with which the chamber was panelled. Finally he walked over to the bed and spent some time in staring at it and in running his eye up and down the wall. Finally he took the bell-rope in his hand and gave it a brisk tug.
- 149 “Why, it’s a dummy,” said he.
- 150 “Won’t it ring?”
- 151 “No, it is not even attached to a wire. This is very interesting. You can see now that it is fastened to a hook just above where the little opening for the **ventilator** is.”
- 152 “How very absurd! I never noticed that before.”
- 153 “Very strange!” muttered Holmes, pulling at the rope. “There are one or two very singular points about this room. For example, what a fool a builder must be to open a ventilator into another room, when, with the same trouble, he might have communicated with the outside air!”
- 154 “That is also quite modern,” said the lady.
- 155 “Done about the same time as the bell-rope?” remarked Holmes.
- 156 “Yes, there were several little changes carried out about that time.”
- 157 “They seem to have been of a most interesting character—dummy bell-ropes, and ventilators which do not **ventilate**. With your permission, Miss Stoner, we shall now carry our researches into the inner apartment.”
- 158 Dr. Grimesby Roylott’s chamber was larger than that of his stepdaughter, but was as plainly furnished. A camp-bed, a small wooden shelf full of books, mostly of a technical character, an armchair beside the bed, a plain wooden chair against the wall, a round table, and a large iron safe were the principal things which met the eye. Holmes walked slowly round and examined each and all of them with the keenest interest.
- 159 “What’s in here?” he asked, tapping the safe.
- 160 “My stepfather’s business papers.”
- 161 “Oh! you have seen inside, then?”
- 162 “Only once, some years ago. I remember that it was full of papers.”
- 163 “There isn’t a cat in it, for example?”
- 164 “No. What a strange idea!”

ventilator: opening in the wall that lets air in and out

ventilate: let in and let out air

- 165 “Well, look at this!” He took up a small saucer of milk which stood on the top of it.
- 166 “No; we don’t keep a cat. But there is a cheetah and a baboon.”
- 167 “Ah, yes, of course! Well, a cheetah is just a big cat, and yet a saucer of milk does not go very far in satisfying its wants, I daresay. There is one point which I should wish to determine.” He squatted down in front of the wooden chair and examined the seat of it with the greatest attention.
- 168 “Thank you. That is quite settled,” said he, rising and putting his lens in his pocket. “Hullo! Here is something interesting!”
- 169 The object which had caught his eye was a small dog lash hung on one corner of the bed. The lash, however, was curled upon itself and tied so as to make a loop of whipcord.
- 170 “What do you make of that, Watson?”
- 171 “It’s a common enough lash. But I don’t know why it should be tied.”
- 172 “That is not quite so common, is it? Ah, me! it’s a wicked world, and when a clever man turns his brains to crime it is the worst of all. I think that I have seen enough now, Miss Stoner, and with your permission we shall walk out upon the lawn.”
- 173 I had never seen my friend’s face so grim or his brow so dark as it was when we turned from the scene of this investigation. We had walked several times up and down the lawn, neither Miss Stoner nor myself liking to break in upon his thoughts before he roused himself from his **reverie**.
- 174 “It is very essential, Miss Stoner,” said he, “that you should absolutely follow my advice in every respect.”
- 175 “I shall most certainly do so.”
- 176 “The matter is too serious for any hesitation. Your life may depend upon your compliance.”
- 177 “I assure you that I am in your hands.”
- 178 “In the first place, both my friend and I must spend the night in your room.”
- 179 Both Miss Stoner and I gazed at him in astonishment.
- 180 “Yes, it must be so. Let me explain. I believe that that is the village inn over there?”
- 181 “Yes, that is the Crown.”
- 182 “Very good. Your windows would be visible from there?”
- 183 “Certainly.”
- 184 “You must confine yourself to your room, on **pretence** of a headache, when your stepfather comes back. Then when you hear him retire for the night, you must open the shutters of your window, undo the **hasp**, put your lamp there

reverie: dream-like state

pretence: made-up reason

as a signal to us, and then withdraw quietly with everything which you are likely to want into the room which you used to occupy. I have no doubt that, in spite of the repairs, you could manage there for one night."

185 "Oh, yes, easily."

186 "The rest you will leave in our hands."

187 "But what will you do?"

188 "We shall spend the night in your room, and we shall investigate the cause of this noise which has disturbed you."

189 "I believe, Mr. Holmes, that you have already made up your mind," said Miss Stoner, laying her hand upon my companion's sleeve.

190 "Perhaps I have."

191 "Then, for pity's sake, tell me what was the cause of my sister's death."

192 "I should prefer to have clearer proofs before I speak."

193 "You can at least tell me whether my own thought is correct, and if she died from some sudden fright."

194 "No, I do not think so. I think that there was probably some more tangible cause. And now, Miss Stoner, we must leave you, for if Dr. Roylott returned and saw us our journey would be in vain. Good-bye, and be brave, for if you will do what I have told you, you may rest assured that we shall soon drive away the dangers that threaten you."

195 Sherlock Holmes and I had no difficulty in engaging a bedroom and sitting-room at the Crown Inn. They were on the upper floor, and from our window we could command a view of the avenue gate, and of the inhabited wing of Stoke Moran Manor House. At dusk we saw Dr. Grimesby Roylott drive past, his huge form looming up beside the little figure of the lad who drove him. The boy had some slight difficulty in undoing the heavy iron gates, and we heard the hoarse roar of the doctor's voice and saw the fury with which he shook his clinched fists at him. The trap drove on, and a few minutes later we saw a sudden light spring up among the trees as the lamp was lit in one of the sitting rooms.

196 "Do you know, Watson," said Holmes as we sat together in the gathering darkness, "I have really some **scruples** as to taking you to-night. There is a distinct element of danger."

197 "Can I be of assistance?"

198 "Your presence might be invaluable."

199 "Then I shall certainly come."

200 "It is very kind of you."

hasp: lock

scruples: problems
of the conscience

- 201 “You speak of danger. You have evidently seen more in these rooms than was visible to me.”
- 202 “No, but I fancy that I may have deduced a little more. I imagine that you saw all that I did.”
- 203 “I saw nothing remarkable save the bell-rope, and what purpose that could answer I confess is more than I can imagine.”
- 204 “You saw the ventilator, too?”
- 205 “Yes, but I do not think that it is such a very unusual thing to have a small opening between two rooms. It was so small that a rat could hardly pass through.”
- 206 “I knew that we should find a ventilator before ever we came to Stoke Moran.”
- 207 “My dear Holmes!”
- 208 “Oh, yes, I did. You remember in her statement she said that her sister could smell Dr. Roylott’s cigar. Now, of course that suggested at once that there must be a communication between the two rooms. It could only be a small one, or it would have been remarked upon at the coroner’s inquiry. I deduced a ventilator.”
- 209 “But what harm can there be in that?”
- 210 “Well, there is at least a curious coincidence of dates. A ventilator is made, a cord is hung, and a lady who sleeps in the bed dies. Does not that strike you?”
- 211 “I cannot as yet see any connection.”
- 212 “Did you observe anything very peculiar about that bed?”
- 213 “No.”
- 214 “It was clamped to the floor. Did you ever see a bed fastened like that before?”
- 215 “I cannot say that I have.”
- 216 “The lady could not move her bed. It must always be in the same relative position to the ventilator and to the rope—or so we may call it, since it was clearly never meant for a bell-pull.”
- 217 “Holmes,” I cried, “I seem to see dimly what you are hinting at. We are only just in time to prevent some subtle and horrible crime.”
- 218 “Subtle enough and horrible enough. When a doctor does go wrong he is the first of criminals. He has nerve and he has knowledge. Palmer and Pritchard were among the heads of their profession. This man strikes even deeper, but I think, Watson, that we shall be able to strike deeper still. But we shall have horrors enough before the night is over; for goodness’ sake let us have a quiet pipe and turn our minds for a few hours to something more cheerful.”
- 219 About nine o’clock the light among the trees was extinguished, and all was dark in the direction of the Manor House. Two hours passed slowly away, and

then, suddenly, just at the stroke of eleven, a single bright light shone out right in front of us.

220 “That is our signal,” said Holmes, springing to his feet; “it comes from the middle window.”

221 As we passed out he exchanged a few words with the landlord, explaining that we were going on a late visit to an acquaintance, and that it was possible that we might spend the night there. A moment later we were out on the dark road, a chill wind blowing in our faces, and one yellow light twinkling in front of us through the gloom to guide us on our sombre errand.

222 There was little difficulty in entering the grounds, for unrepaired breaches gaped in the old park wall. Making our way among the trees, we reached the lawn, crossed it, and were about to enter through the window when out from a clump of laurel bushes there darted what seemed to be a hideous and distorted child, who threw itself upon the grass with writhing limbs and then ran swiftly across the lawn into the darkness.

223 “My God!” I whispered; “did you see it?”

224 Holmes was for the moment as startled as I. His hand closed like a vice upon my wrist in his agitation. Then he broke into a low laugh and put his lips to my ear.

225 “It is a nice household,” he murmured. “That is the baboon.”

226 I had forgotten the strange pets which the doctor affected. There was a cheetah, too; perhaps we might find it upon our shoulders at any moment. I confess that I felt easier in my mind when, after following Holmes’s example and slipping off my shoes, I found myself inside the bedroom. My companion noiselessly closed the shutters, moved the lamp onto the table, and cast his eyes round the room. All was as we had seen it in the daytime. Then creeping up to me and making a trumpet of his hand, he whispered into my ear again so gently that it was all that I could do to distinguish the words:

227 “The least sound would be fatal to our plans.”

228 I nodded to show that I had heard.

229 “We must sit without light. He would see it through the ventilator.”

230 I nodded again.

231 “Do not go asleep; your very life may depend upon it. Have your pistol ready in case we should need it. I will sit on the side of the bed, and you in that chair.”

232 I took out my revolver and laid it on the corner of the table.

233 Holmes had brought up a long thin cane, and this he placed upon the bed beside him. By it he laid the box of matches and the stump of a candle. Then he turned down the lamp, and we were left in darkness.

- 234 How shall I ever forget that dreadful vigil? I could not hear a sound, not even the drawing of a breath, and yet I knew that my companion sat open-eyed, within a few feet of me, in the same state of nervous tension in which I was myself. The shutters cut off the least ray of light, and we waited in absolute darkness.
- 235 From outside came the occasional cry of a night-bird, and once at our very window a long drawn catlike whine, which told us that the cheetah was indeed at liberty. Far away we could hear the deep tones of the parish clock, which boomed out every quarter of an hour. How long they seemed, those quarters! Twelve struck, and one and two and three, and still we sat waiting silently for whatever might befall.
- 236 Suddenly there was the momentary gleam of a light up in the direction of the ventilator, which vanished immediately, but was succeeded by a strong smell of burning oil and heated metal. Someone in the next room had lit a dark-lantern. I heard a gentle sound of movement, and then all was silent once more, though the smell grew stronger. For half an hour I sat with straining ears. Then suddenly another sound became audible—a very gentle, soothing sound, like that of a small jet of steam escaping continually from a kettle. The instant that we heard it, Holmes sprang from the bed, struck a match, and lashed furiously with his cane at the bell-pull.
- 237 “You see it, Watson?” he yelled. “You see it?”
- 238 But I saw nothing. At the moment when Holmes struck the light I heard a low, clear whistle, but the sudden glare flashing into my weary eyes made it impossible for me to tell what it was at which my friend lashed so savagely. I could, however, see that his face was deadly pale and filled with horror and loathing. He had ceased to strike and was gazing up at the ventilator when suddenly there broke from the silence of the night the most horrible cry to which I have ever listened. It swelled up louder and louder, a hoarse yell of pain and fear and anger all mingled in the one dreadful shriek. They say that away down in the village, and even in the distant **parsonage**, that cry raised the sleepers from their beds. It struck cold to our hearts, and I stood gazing at Holmes, and he at me, until the last echoes of it had died away into the silence from which it rose.
- 239 “What can it mean?” I gasped.
- 240 “It means that it is all over,” Holmes answered. “And perhaps, after all, it is for the best. Take your pistol, and we will enter Dr. Roylott’s room.”
- 241 With a grave face he lit the lamp and led the way down the corridor. Twice he struck at the chamber door without any reply from within. Then he turned the handle and entered, I at his heels, with the cocked pistol in my hand.
- 242 It was a singular sight which met our eyes. On the table stood a dark-lantern with the shutter half open, throwing a brilliant beam of light upon the iron safe, the door of which was ajar. Beside this table, on the wooden chair, sat

parsonage: church house

Dr. Grimesby Roylott clad in a long grey dressing-gown, his bare ankles **protruding** beneath, and his feet thrust into red heelless Turkish slippers. Across his lap lay the short stock with the long lash which we had noticed during the day. His chin was cocked upward and his eyes were fixed in a dreadful, rigid stare at the corner of the ceiling. Round his brow he had a peculiar yellow band, with brownish speckles, which seemed to be bound tightly round his head. As we entered he made neither sound nor motion.

243 “The band! the speckled band!” whispered Holmes.

244 I took a step forward. In an instant his strange headgear began to move, and there reared itself from among his hair the squat diamond-shaped head and puffed neck of a loathsome serpent.

245 “It is a swamp adder!” cried Holmes; “the deadliest snake in India. He has died within ten seconds of being bitten. Violence does, in truth, recoil upon the violent, and the schemer falls into the pit which he digs for another. Let us thrust this creature back into its den, and we can then remove Miss Stoner to some place of shelter and let the county police know what has happened.”

246 As he spoke he drew the dog-whip swiftly from the dead man’s lap, and throwing the noose round the reptile’s neck he drew it from its horrid perch and, carrying it at arm’s length, threw it into the iron safe, which he closed upon it.

247 Such are the true facts of the death of Dr. Grimesby Roylott, of Stoke Moran. It is not necessary that I should prolong a narrative which has already run to too great a length by telling how we broke the sad news to the terrified girl, how we conveyed her by the morning train to the care of her good aunt at Harrow, of how the slow process of official inquiry came to the conclusion that the doctor met his fate while indiscreetly playing with a dangerous pet. The little which I had yet to learn of the case was told me by Sherlock Holmes as we travelled back next day.

248 “I had,” said he, “come to an entirely erroneous conclusion which shows, my dear Watson, how dangerous it always is to reason from insufficient data. The presence of the gipsies, and the use of the word ‘band,’ which was used by the poor girl, no doubt, to explain the appearance which she had caught a hurried glimpse of by the light of her match, were sufficient to put me upon an entirely wrong scent. I can only claim the merit that I instantly reconsidered my position when, however, it became clear to me that whatever danger threatened an occupant of the room could not come either from the window or the door. My attention was speedily drawn, as I have already remarked to you, to this ventilator, and to the bell-rope which hung down to the bed. The discovery that this was a dummy, and that the

protruding:
sticking out

bed was clamped to the floor, instantly gave rise to the suspicion that the rope was there as a bridge for something passing through the hole and coming to the bed. The idea of a snake instantly occurred to me, and when I coupled it with my knowledge that the doctor was furnished with a supply of creatures from India, I felt that I was probably on the right track. The idea of using a form of poison which could not possibly be discovered by any chemical test was just such a one as would occur to a clever and ruthless man who had had an Eastern training. The rapidity with which such a poison would take effect would also, from his point of view, be an advantage. It would be a sharp-eyed coroner, indeed, who could distinguish the two little dark punctures which would show where the poison fangs had done their work. Then I thought of the whistle. Of course he must recall the snake before the morning light revealed it to the victim. He had trained it, probably by the use of the milk which we saw, to return to him when summoned. He would put it through this ventilator at the hour that he thought best, with the certainty that it would crawl down the rope and land on the bed. It might or might not bite the occupant, perhaps she might escape every night for a week, but sooner or later she must fall a victim.

249 "I had come to these conclusions before ever I had entered his room. An inspection of his chair showed me that he had been in the habit of standing on it, which of course would be necessary in order that he should reach the ventilator. The sight of the safe, the saucer of milk, and the loop of whipcord were enough to finally dispel any doubts which may have remained. The metallic clang heard by Miss Stoner was obviously caused by her stepfather hastily closing the door of his safe upon its terrible occupant. Having once made up my mind, you know the steps which I took in order to put the matter to the proof. I heard the creature hiss as I have no doubt that you did also, and I instantly lit the light and attacked it."

250 "With the result of driving it through the ventilator."

251 "And also with the result of causing it to turn upon its master at the other side. Some of the blows of my cane came home and roused its snakish temper, so that it flew upon the first person it saw. In this way I am no doubt indirectly responsible for Dr. Grimesby Roylott's death, and I cannot say that it is likely to weigh very heavily upon my conscience."



•

tragic: extremely sad and unfortunate

comic: funny

lot: fortune

client: customer

submitted: offered for consideration

accompany: go with

veiled: covered at the face by a thin cloth

cheerily: joyfully

observe: see

requested: asked

forearm: area of the arm from the elbow to the wrist

replied: answered

wickedness: evil

extended: stretched

immense: great

hurled: threw

encamp: camp

precise: accurate

dreadful: horrible

custom: habit

bind: tie together

hubbub: noise

corridor: hallway

mass: pile

revolved: turned

hinges: movable part that fixes a door to the wall

groping: feeling

busybody: annoying, interfering person

hoarse: rough

absolute: complete

momentary: brief and temporary

ceased: stopped

conclusion: decided idea

glimpse: quick look

conscience: sense of right and wrong

••

commonplace: ordinary

acquirement: gaining

associate: connect

tend: lean

varied: different

singular: one of a kind

bachelors: unmarried men

untimely: unexpected

pledge: promise

mantelpiece: shelf above a fireplace

resentment: hatred

considerable: great

presume: believe

pressing: urgent

outset: beginning

keener: sharper

intuitions: instincts

founded: based

logical: reasoned

unravelling: solved

intimate: close

draw: pull

drawn: tense

figure: body shape

comprehensive: complete

soothingly: comfortingly

strain: pressure

mad: insane

sore: desperate

dense: thick

income: source of money

consulted: turned to for information

recall: remember

opal: multi-colored stone

devote: give

expenses: costs

Alas: How sad and upsetting!

vague: unclear

trivial: unimportant

fancies: wishes

soothing: comforting

averted: turned away

amid: in the middle of

•• (continued)

encompass: surround

estates: property

successive: following in a row

disposition: character

Regency: rule of George IV from 1811 to 1820

mortgage: debt caused from borrowing money worth up to the value of an owned home

advance: loan

fit: uncontrollable outburst

perpetrated: carried out

native: locally born

capital: death

Artillery: army group formed by the East India Company in charge of firing heavy weapons such as cannons

resided: lived

provision: added rule

attempts: tries

ancestral: family

indulge: take part in

mania: craziness

hereditary: a family trait

intensified: made stronger

residence: time living

fly: run away

exposure: open showing of private details

gipsies (gypsies): race of traveling people

bramble: thorn

estate: land

hospitality: warmth and friendliness

objection: disapproval

deprived: robbed

start: sudden movement of surprise

companion: partner

seared: burned

wing: section

inhabited: lived in

communication: connection

fatal: deadly

retired: gone to bed

wretched: horrible

plantation: farm land

consequence: importance

recollect: remember

subtle: hard to detect

allied: joined in a partnership

gale: wind

clanging: crashing

issue: come out

drunkard: drunk person

writhed: twisted

speckled: spotted

hastening: rushing

gown: robe

vain: a useless effort

coroner: person who investigates suspicious deaths

inquiry: official investigation

deceived: tricked

charred: burned

conduct: behavior

notorious: famous for bad behavior

satisfactory: acceptable

secured: locked

barred: blocked

marks: signs

adjective: describing word

satisfied: pleased

narrative: story

opposition: disapproval

course: period of time during

pierced: broken through

thrill: excitement

herald: announcer

opposite: across the way

whence: that place

object: purpose

screening: protecting

frill: ruffled pattern

fringed: lined the edge of

livid: bluish gray

coloured: blushed

crackling: noisy, cracking

desire: wish

averse: opposed

confided: trustingly told

glided: moved as if floating

sinister: evil

undoubtedly: definitely

peculiar: strange

•• (continued)

presence: closeness

objections: protests

dashed: forcefully
pushed

costume: outfit

agricultural: farmer's
quality

gaiters: coverings
designed to protect the
shoes and lower legs

crop: whip

breadth: width

span: stretch

bile: yellow

fleshless: meat-less

fierce: forceful

blandly: without
enthusiasm

traced: followed

furiously: wildly and
angrily

crocuses: flowering
plants

imperturbably: without
being bothered

scoundrel: dishonest
person

meddler: annoying,
interfering person

broadened: widened

heartily: deeply

draught: breeze

meddle: interfere

swiftly: quickly

poker: long instrument
used on a fireplace

snarled: growled

hurling: throwing

strode: walked

bulky: big

feeble: weak

insolence: rude
behavior

confound: confuse

zest: enthusiastic
excitement

imprudence:
carelessness

brute: strong, stupid
person

data: information

excursion: trip

deceased: dead

obliged: required

investments: money
placed into a project for
the purposes of future
profit

evident: clear

pittance: small amount

cripple: permanently
injure and disable

motives: reasons

dawdling: wasting time

fortunate: lucky

trap: carriage

fleecy: wooly

hedges: rows of bushes

shoots: branches

moist: wet

contrast: comparison

quest: search

started: became
startled

timbered: tree-filled

grove: small group of
trees

jutted: stuck

gables: triangular
portions of the roof-
covered walls

remarked: said

cluster: group

stile: step

observed: commented

fare: bill

rattled: moved noisily

architects: building
designers

splendidly: wonderfully

acquaintance: social
connection

cunning: sneakily smart

lichen: crusty, leafy
material

blotched: spotted

comparatively: by
comparison

scaffolding: temporary
frame

erected: built

Pending: waiting for

suggestive: a hint of
something

bar: lock

endeavoured: tried

slit: narrow opening

lens: magnifying glass

masonry: stonework

whitewashed: lime-and-
water cleaned

chamber: room

homely: plain and
simple

gaping: widely open

counterpaned: quilted

articles: items

•• (continued)

tassel: a decorative object made up of a bundle of thick dangling thread

pull: rope

minutely: in small detail

brisk: quick, short

communicated: connected

furnished: decorated

character: quality

principal: important

keenest: sharpest

satisfying: fulfilling

lash: whip

whipcord: tight twisted whip end

wicked: evil

clever: smart

grim: dark and serious

brow: forehead

roused: woke

essential: necessary

respect: way

hesitation: pause

compliance: obedience

gazed: stared

astonishment: amazement

confine: limit

tangible: solid

engaging: paying for the use of

command: have

dusk: sunset

looming: appearing large and threatening

undoing: opening

fury: wild and violent anger

clinched: tightly balled

element: quality

assistance: help

invaluable: extremely valuable

evidently: obviously

deduced: figured out

confess: admit as true

extinguished: put out

acquaintance: person who is not a stranger but also not a friend

sombre: dark and unhappy

breaches: openings

clump: tight group

darted: moved quickly

distorted: twisted-looking

writhing: twisted

startled: surprised

vice: tight gripping tool

murmured: said softly and unclearly

affected: liked

distinguish: clearly make out

vigil: night of watching

drawing: intake

tension: stress

ray: beam

tones: sounds

parish: church town

befall: happen

succeeded: followed

audible: clear enough to hear

lashed: whipped

savagely: wildly

loathing: hatred

mingled: mixed together

grave: serious

cocked: readied

ajar: slightly open

clad: dressed

stock: handle

speckles: spots

bound: wrapped

headgear: decoration on the head

loathsome: hated

recoil: move away

schemer: sneaky planner

horrid: horrible

perch: stand

conveyed: brought

indiscreetly: carelessly

erroneous: wrong

insufficient: not enough

sufficient: enough

merit: reward for good work

occupant: person taking up space in an area

ruthless: cruel

rapidity: quickness

punctures: holes

revealed: showed

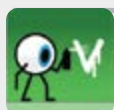
inspection: close study

saucer: plate

hastily: quickly and carelessly

temper: nature

...

knock: wake**retorted:** repaid the deed**metropolis:** city**deductions:** acts of problem-solving**pitiable:** sad**agitation:** being upset**premature:** early**haggard:** tired-looking**defray:** pay some amount of the cost**manifold:** many and different kinds of**dissolute:** wild and without concern for right or wrong**squire:** upper-class landowner**pauper:** poor person**morose:** sad**bequeathed:** left, in case of her death**quarrels:** fights**brawls:** fights**parapet:** low wall on the edge of a roof, bridge, or balcony**avert:** prevent**vagabonds:** homeless wanderers**correspondent:** person who writes letters**fortnight:** time of two weeks**impending:** oncoming**impressed:** made itself felt by**blanched:** turned white**convulsed:** suffered from spasms**fain:** willingly**convulsion:** spasm**allusion:** mention**delirium:** state of insanity**nocturnal:** night time**ejaculation:** excited shouting**aperture:** opening**apparition:** ghost**amiable:** friendly**perplexity:** confusion**ventilator:** opening in the wall that lets air in and out**ventilate:** let in and let out air**reverie:** dream-like state**pretence:** made-up reason**hasp:** lock**scruples:** problems of the conscience**parsonage:** church house**protruding:** sticking out

Use the Vocab App to play mini games related to the words in this lesson.

“...there are widespread
rumours...”

Lesson 1—“...there are widespread rumours...”

Listen for the clues as the audio from “The Speckled Band” is played.

Poll 1:

You have received two clues about this story. Which of the following do you think you can predict now?

- I know what the crime is.
- I know who is involved in the crime.
- I know where the crime happened.
- I know who gets hurt.
- None of the above.

Share your thoughts in the class discussion.



Watch as your teacher models how to analyze the two passages below for clues.

Clue 1: “...I suddenly heard in the silence of the night the low whistle which had been the herald of her own death.”

Clue 2: “...as I bent over her she suddenly shrieked out in a voice which I shall never forget, ‘Oh, my God! Helen! It was the band! The speckled band!’”

Now it’s your turn to look for clues!

1. Read the clue on the strip of paper your teacher gave you.
2. When your teacher instructs you, walk around the classroom and listen to students as they read their clues to you. Take notes about each clue on your Speckled Band Clues Notes page. Think about how the new clues add information to your clue.
3. When your teacher instructs you, partner with someone who has a clue similar to yours.
4. Look at both clues with your partner and discuss what the case might be about.
5. Explain what the case could be about.

You and your partner can have the same theories, but each of you should write your own explanation in the Writing Journal.



Go to page 74 in your Writing Journal and complete the writing activity to write an explanation of what you think this case will be about.

Poll 2:

Which of the following do you think you can predict now? Share your thoughts in the class discussion.

- I know what the crime is.
- I know who is involved in the crime.
- I know where the crime happened.
- I know who gets hurt.
- None of the above.

“...there are widespread
rumours...”

Lesson 1—“...there are widespread rumours...” (continued)

1. Carefully read the first paragraph of the story which introduces the character of Sherlock Holmes. Follow along with the audio in paragraph 1 of “The Speckled Band” on page 220.
2. Highlight the moments in which the author gives us important character traits about Holmes in paragraph 1 on page 220.



Answer questions 1–3 on page 75 of your Writing Journal.

3. Highlight any words in paragraph 1 on page 220 that describe the cases that Holmes and Watson have worked on together over the years.



Answer questions 4 and 5 on page 76 of your Writing Journal.

Lesson 2—"I am all attention, madam."

1. Review paragraphs 22–76 from "The Speckled Band" on pages 222–227.
2. Reflect on what you know about each character.



List what you learned about Helen Stoner and Dr. Roylott on page 77 of your Writing Journal.

3. With a partner, place the following events in the order that they happened, from first to last.

Order	Event
_____	Julia tells her sister that she heard a whistle.
_____	Dr. Roylott tries to help Julia, but she dies.
_____	Helen thinks she hears the whistle sound and then a metal clanging noise.
_____	Julia yells, "It was the band! The speckled band!"
_____	Helen hears a scream.
_____	Helen blames a group of gypsies outside for the whistling sound.

4. Turn and talk with your partner about paragraphs 22–76 on pages 222–227.
Use these discussion questions to help frame your conversation.

Discussion Questions

- Why has Helen Stoner visited Holmes?
- What seems important from Helen Stoner's story about her sister's death?
- How does Helen think her sister died?
- How does Holmes react to hearing this story from Helen?
- What action does he take as a result of his reaction?

Lesson 2—"I am all attention, madam." (continued)

1. Follow along as your teacher reads aloud paragraphs 12–17 from "The Speckled Band" on page 221.
2. Highlight in paragraphs 12–17 the clues Holmes uses to find out about the woman's journey to London.
3. How does Holmes discover these clues? Share your response in the class discussion.
4. Review paragraphs 29–76 and highlight any text that shows that Holmes is suspicious about something.
5. Make a list of details that Holmes finds suspicious.



Go to page 77 in your Writing Journal to make your list.

Think about the details that Holmes finds suspicious about Helen and her story.



On page 78 of your Writing Journal, explain his suspicions.

Lesson 4—What Does the Furniture Say?

1. Follow along with the audio in paragraphs 196–251 on pages 235–240.

2. **Discussion Questions:**

Share your thoughts in the class discussion.

- What does Holmes discover in Helen's sister's room?
- How does Holmes draw a conclusion about the ventilator before he even sees the room?
- What does Holmes find suspicious about the bed?
- Do Holmes and Watson see the same things when they visit Stoke Moran? Why do you think Holmes has more to say about some of the things they see?

3. With a partner, place the following events in the order that they happened, from first to last.

Order	Event
_____	They find Dr. Roylott dead in his room.
_____	They hear a horrible cry.
_____	Holmes lights a lantern.
_____	Watson hears a whistle.
_____	Holmes hits something on the bell-pull with his cane.
_____	They hear a hissing sound.
_____	They see, wrapped around Dr. Roylott's head, a snake that looks like a speckled band.

1. Review paragraphs 248–251 on pages 239–240.
2. Highlight where Holmes figures out the significance of the furniture and objects in the rooms in paragraphs 248–251 on pages 239–240.

1. Work with a partner to share and compare your room layouts and the quotes you used to label the objects in the Scene of the Crime: Sherlock Holmes app.
2. Discuss the following with your partner:
 - Do you have your objects in the same location?
 - Why did you place _____ in _____?
 - What quotes did you use to label the objects?
 - How does Holmes use the location of a specific object to solve the case?

Lesson 5—Which Clues Does Holmes Use?

Differentiating the Clues

There is a distinction between the clues presented in the text and Holmes's thoughts and reasoning.

- For example, there are no clues that directly point to the snake, only Holmes's thoughts and reasoning.
- Sometimes, Holmes carefully observes and deduces and sometimes, things just come to him and he looks for confirmation.

1. Review paragraphs 248–251 on pages 239–240.
2. Highlight clues that Holmes uncovers about the case.
3. Which clues are important and which are not in the story?



On page 79 of your Writing Journal, complete the chart to decide which clues are important and unimportant.

1. Review your response to the Writing Prompt from Lesson 2 on page 78 of your Writing Journal.
2. Discuss the following with a partner:
 - What details did you write about that Holmes actually uses to solve the case?
 - What details did you write about that Holmes does not use to solve the case?

Which details turned out to be important and unimportant? How does the text confirm this?



Respond to the writing prompt on page 80 of your Writing Journal.

Overview

Now that you have experienced reading a real Sherlock Holmes story and know how Sir Arthur Conan Doyle sets up his mysteries, see if you can figure out what is really going on with “The Red-Headed League.”

Suggested Reading

The following mysteries are sometimes funny, but also serious, thrilling, or scary. *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* (1967) by E.L. Konigsberg is the story of two kids who run away from home to live in a museum. *The Egypt Game* (1967) by Zilpha Keatley Snyder starts with a group of kids playing in an empty lot, but soon turns to murder. *The House of Dies Drear* (1968) by Virginia Hamilton is a historical mystery in the form of a ghost story. If you like spooky, try the *Herculeah Jones* mysteries by Betsy Byars. The detective in *The London Eye Mystery* (2007) by Siobhan Dowd has Asperger's syndrome, which gives him a unique perspective on a missing person case (some people have speculated that Holmes had Asperger's as well). *The Mysterious Benedict Society* (2007) by Trenton Lee Stewart is a fun series about a group of kids sent on a mysterious mission. *Holes* (1998) by Louis Sachar is a mystery set in a prison camp in the desert. And *The Invention of Hugo Cabret* (2007) by Brian Selznick is an unusual mystery (based on a true story) about a boy who lives in a train station.

App in this Sub-Unit



Caught Red-Handed

You'll use this app to examine how Sherlock Holmes uses the clues provided by Mr. Wilson to solve not one case, but two! You will visit Saxe-Coburg Square to collect evidence, then think like Holmes to help catch the criminal red-handed.





“The Red-Headed League”

Sir Arthur Conan Doyle

“The Red-Headed League”

by Sir Arthur Conan Doyle

- ¹ I had called upon my friend, Mr. Sherlock Holmes, one day in the autumn of last year and found him in deep conversation with a very **stout**, **florid**-faced, elderly gentleman with fiery red hair. With an apology for my intrusion, I was about to withdraw when Holmes pulled me abruptly into the room and closed the door behind me.
- ² “You could not possibly have come at a better time, my dear Watson,” he said cordially.
- ³ “I was afraid that you were engaged.”
- ⁴ “So I am. Very much so.”
- ⁵ “Then I can wait in the next room.”
- ⁶ “Not at all. This gentleman, Mr. Wilson, has been my partner and helper in many of my most successful cases, and I have no doubt that he will be of the utmost use to me in yours also.”
- ⁷ The stout gentleman half rose from his chair and gave a bob of greeting, with a quick little questioning glance from his small fat-encircled eyes.
- ⁸ “Try the settee,” said Holmes, relapsing into his armchair and putting his fingertips together, as was his custom when in judicial moods. “I know, my dear Watson, that you share my love of all that is bizarre and outside the conventions and humdrum routine of everyday life. You have shown your relish for it by the enthusiasm which has prompted you to chronicle, and, if you will excuse my saying so, somewhat to embellish so many of my own little adventures.”
- ⁹ “Your cases have indeed been of the greatest interest to me,” I observed.
- ¹⁰ “You will remember that I remarked the other day, just before we went into the very simple problem presented by Miss Mary Sutherland, that for strange effects and extraordinary combinations we must go to life itself, which is always far more daring than any effort of the imagination.”
- ¹¹ “A proposition which I took the liberty of doubting.”
- ¹² “You did, Doctor, but none the less you must come round to my view, for otherwise I shall keep on piling fact upon fact on you until your reason breaks down under them and acknowledges me to be right. Now, Mr. Jabez Wilson here

stout: short and round

florid: red

has been good enough to call upon me this morning, and to begin a narrative which promises to be one of the most singular which I have listened to for some time. You have heard me remark that the strangest and most unique things are very often connected not with the larger but with the smaller crimes, and occasionally, indeed, where there is room for doubt whether any positive crime has been committed. As far as I have heard, it is impossible for me to say whether the present case is an instance of crime or not, but the course of events is certainly among the most singular that I have ever listened to. Perhaps, Mr. Wilson, you would have the great kindness to recommence your narrative. I ask you not merely because my friend Dr. Watson has not heard the opening part but also because the peculiar nature of the story makes me anxious to have every possible detail from your lips. As a rule, when I have heard some slight indication of the course of events, I am able to guide myself by the thousands of other similar cases which occur to my memory. In the present instance I am forced to admit that the facts are, to the best of my belief, unique."

- 13 The **portly** client puffed out his chest with an appearance of some little pride and pulled a dirty and wrinkled newspaper from the inside pocket of his greatcoat. As he glanced down the advertisement column, with his head thrust forward and the paper flattened out upon his knee, I took a good look at the man and endeavoured, after the fashion of my companion, to read the indications which might be presented by his dress or appearance.
- 14 I did not gain very much, however, by my inspection. Our visitor bore every mark of being an average **commonplace** British tradesman, obese, pompous, and slow. He wore rather baggy grey shepherd's check trousers, a not over-clean black frock-coat, unbuttoned in the front, and a drab waistcoat with a heavy brassy Albert chain, and a square pierced bit of metal dangling down as an ornament. A frayed top-hat and a faded brown overcoat with a wrinkled velvet collar lay upon a chair beside him. Altogether, look as I would, there was nothing remarkable about the man save his blazing red head, and the expression of extreme **chagrin** and discontent upon his features.
- 15 Sherlock Holmes's quick eye took in my occupation, and he shook his head with a smile as he noticed my questioning glances. "Beyond the obvious facts that he has at some time done manual labour, that he takes snuff, that he is a Freemason, that he has been in China, and that he has done a considerable amount of writing lately, I can deduce nothing else."
- 16 Mr. Jabez Wilson started up in his chair, with his forefinger upon the paper, but his eyes upon my companion.
- 17 "How, in the name of good-fortune, did you know all that, Mr. Holmes?" he asked. "How did you know, for example, that I did manual labour. It's as true as gospel, for I began as a ship's carpenter."

portly: fat
commonplace:
ordinary
chagrin:
embarrassment

- 18 “Your hands, my dear sir. Your right hand is quite a size larger than your left. You have worked with it, and the muscles are more developed.”
- 19 “Well, the snuff, then, and the Freemasonry?”
- 20 “I won’t insult your intelligence by telling you how I read that, especially as, rather against the strict rules of your order, you use an arc-and-compass breastpin.”
- 21 “Ah, of course, I forgot that. But the writing?”
- 22 “What else can be indicated by that right cuff so very shiny for five inches, and the left one with the smooth patch near the elbow where you rest it upon the desk?”
- 23 “Well, but China?”
- 24 “The fish that you have tattooed immediately above your right wrist could only have been done in China. I have made a small study of tattoo marks and have even contributed to the literature of the subject. That trick of staining the fishes’ scales of a delicate pink is quite peculiar to China. When, in addition, I see a Chinese coin hanging from your watch-chain, the matter becomes even more simple.”
- 25 Mr. Jabez Wilson laughed heavily. “Well, I never!” said he. “I thought at first that you had done something clever, but I see that there was nothing in it after all.”
- 26 “I begin to think, Watson,” said Holmes, “that I make a mistake in explaining. ‘Omne ignotum pro magnifico,’ you know, and my poor little reputation, such as it is, will suffer shipwreck if I am so **candid**. Can you not find the advertisement, Mr. Wilson?”
- 27 “Yes, I have got it now,” he answered with his thick red finger planted halfway down the column. “Here it is. This is what began it all. You just read it for yourself, sir.”
- 28 I took the paper from him and read as follows:
- 29 “TO THE RED-HEADED LEAGUE: On account of the **bequest** of the late Ezekiah Hopkins, of Lebanon, Pennsylvania, U.S.A., there is now another vacancy open which entitles a member of the League to a salary of £4 a week for purely nominal services. All red-headed men who are sound in body and mind and above the age of twenty-one years, are eligible. Apply in person on Monday, at eleven o’clock, to Duncan Ross, at the offices of the League, 7 Pope’s Court, Fleet Street.”
- 30 “What on earth does this mean?” I **ejaculated** after I had twice read over the extraordinary announcement.
- 31 Holmes chuckled and wriggled in his chair, as was his habit when in high

candid: direct and truthful

bequest: inheritance given upon death

ejaculated: said excitedly

spirits. "It is a little off the beaten track, isn't it?" said he. "And now, Mr. Wilson, off you go at scratch and tell us all about yourself, your household, and the effect which this advertisement had upon your fortunes. You will first make a note, Doctor, of the paper and the date."

32 "It is The Morning Chronicle of April 27, 1890. Just two months ago."

33 "Very good. Now, Mr. Wilson?"

34 "Well, it is just as I have been telling you, Mr. Sherlock Holmes," said Jabez Wilson, mopping his forehead; "I have a small pawnbroker's business at Coburg Square, near the City. It's not a very large affair, and of late years it has not done more than just give me a living. I used to be able to keep two assistants, but now I only keep one; and I would have a job to pay him but that he is willing to come for half wages so as to learn the business."

35 "What is the name of this obliging youth?" asked Sherlock Holmes.

36 "His name is Vincent Spaulding, and he's not such a youth, either. It's hard to say his age. I should not wish a smarter assistant, Mr. Holmes; and I know very well that he could better himself and earn twice what I am able to give him. But, after all, if he is satisfied, why should I put ideas in his head?"

37 "Why, indeed? You seem most fortunate in having an employé who comes under the full market price. It is not a common experience among employers in this age. I don't know that your assistant is not as remarkable as your advertisement."

38 "Oh, he has his faults, too," said Mr. Wilson. "Never was such a fellow for photography. Snapping away with a camera when he ought to be improving his mind, and then diving down into the cellar like a rabbit into its hole to develop his pictures. That is his main fault, but on the whole he's a good worker. There's no vice in him."

39 "He is still with you, I presume?"

40 "Yes, sir. He and a girl of fourteen, who does a bit of simple cooking and keeps the place clean—that's all I have in the house, for I am a widower and never had any family. We live very quietly, sir, the three of us; and we keep a roof over our heads and pay our debts, if we do nothing more.

41 "The first thing that put us out was that advertisement. Spaulding, he came down into the office just this day eight weeks, with this very paper in his hand, and he says:

42 "'I wish to the Lord, Mr. Wilson, that I was a red-headed man.'

43 "'Why that?' I asks.

44 "'Why,' says he, 'here's another vacancy on the League of the Red-headed Men. It's worth quite a little fortune to any man who gets it, and I understand that there are more vacancies than there are men, so that the trustees are at their

wits' end what to do with the money. If my hair would only change colour, here's a nice little crib all ready for me to step into.'

45 "“Why, what is it, then?” I asked. You see, Mr. Holmes, I am a very stay-at-home man, and as my business came to me instead of my having to go to it, I was often weeks on end without putting my foot over the door-mat. In that way I didn't know much of what was going on outside, and I was always glad of a bit of news.

46 "“Have you never heard of the League of the Red-headed Men?” he asked with his eyes open.

47 "“Never.”

48 "“Why, I wonder at that, for you are eligible yourself for one of the vacancies.”

49 "“And what are they worth?” I asked.

50 "“Oh, merely a couple of hundred a year, but the work is slight, and it need not interfere very much with one's other occupations.”

51 "“Well, you can easily think that that made me prick up my ears, for the business has not been over good for some years, and an extra couple of hundred would have been very handy.

52 "“Tell me all about it,” said I.

53 "“Well,” said he, showing me the advertisement, ‘you can see for yourself that the League has a vacancy, and there is the address where you should apply for particulars. As far as I can make out, the League was founded by an American millionaire, Ezekiah Hopkins, who was very peculiar in his ways. He was himself red-headed, and he had a great sympathy for all red-headed men; so, when he died, it was found that he had left his enormous fortune in the hands of trustees, with instructions to apply the interest to the providing of easy **berths** to men whose hair is of that colour. From all I hear it is splendid pay and very little to do.’

54 "“But,” said I, ‘there would be millions of red-headed men who would apply.’

55 "“Not so many as you might think,” he answered. ‘You see it is really confined to Londoners, and to grown men. This American had started from London when he was young, and he wanted to do the old town a good turn. Then, again, I have heard it is no use your applying if your hair is light red, or dark red, or anything but real bright, blazing, fiery red. Now, if you cared to apply, Mr. Wilson, you would just walk in; but perhaps it would hardly be worth your while to put yourself out of the way for the sake of a few hundred pounds.’

56 "“Now, it is a fact, gentlemen, as you may see for yourselves, that my hair is of a very full and rich tint, so that it seemed to me that if there was to be any competition in the matter I stood as good a chance as any man that I had ever met. Vincent Spaulding seemed to know so much about it that I thought he

might prove useful, so I just ordered him to put up the shutters for the day and to come right away with me. He was very willing to have a holiday, so we shut the business up and started off for the address that was given us in the advertisement.

57 “I never hope to see such a sight as that again, Mr. Holmes. From north, south, east, and west every man who had a shade of red in his hair had tramped into the city to answer the advertisement. Fleet Street was choked with red-headed folk, and Pope’s Court looked like a **coster’s** orange barrow. I should not have thought there were so many in the whole country as were brought together by that single advertisement. Every shade of colour they were—straw, lemon, orange, brick, Irish-setter, liver, clay; but, as Spaulding said, there were not many who had the real vivid flame-coloured tint. When I saw how many were waiting, I would have given it up in despair; but Spaulding would not hear of it. How he did it I could not imagine, but he pushed and pulled and butted until he got me through the crowd, and right up to the steps which led to the office. There was a double stream upon the stair, some going up in hope, and some coming back dejected; but we wedged in as well as we could and soon found ourselves in the office.”

58 “Your experience has been a most entertaining one,” remarked Holmes as his client paused and refreshed his memory with a huge pinch of snuff. “Pray continue your very interesting statement.”

59 “There was nothing in the office but a couple of wooden chairs and a deal table, behind which sat a small man with a head that was even redder than mine. He said a few words to each candidate as he came up, and then he always managed to find some fault in them which would disqualify them. Getting a vacancy did not seem to be such a very easy matter, after all. However, when our turn came the little man was much more favourable to me than to any of the others, and he closed the door as we entered, so that he might have a private word with us.

60 “‘This is Mr. Jabez Wilson,’ said my assistant, ‘and he is willing to fill a vacancy in the League.’

61 “‘And he is admirably suited for it,’ the other answered. ‘He has every requirement. I cannot recall when I have seen anything so fine.’ He took a step backward, cocked his head on one side, and gazed at my hair until I felt quite bashful. Then suddenly he plunged forward, wrung my hand, and congratulated me warmly on my success.

62 “‘It would be injustice to hesitate,’ said he. ‘You will, however, I am sure, excuse me for taking an obvious precaution.’ With that he seized my hair in both his hands, and tugged until I yelled with the pain. ‘There is water in your eyes,’ said he as he released me. ‘I perceive that all is as it should be. But we have to be careful, for we have twice been deceived by wigs and once by paint.

coster’s:
fruitseller’s

I could tell you tales of cobbler's wax which would disgust you with human nature.' He stepped over to the window and shouted through it at the top of his voice that the vacancy was filled. A groan of disappointment came up from below, and the folk all trooped away in different directions until there was not a red-head to be seen except my own and that of the manager.

63 "“My name,’ said he, ‘is Mr. Duncan Ross, and I am myself one of the **pensioners** upon the fund left by our noble **benefactor**. Are you a married man, Mr. Wilson? Have you a family?’

64 “I answered that I had not.

65 “His face fell immediately.

66 ““Dear me!’ he said gravely, ‘that is very serious indeed! I am sorry to hear you say that. The fund was, of course, for the **propagation** and spread of the red-heads as well as for their maintenance. It is exceedingly unfortunate that you should be a bachelor.’

67 “My face lengthened at this, Mr. Holmes, for I thought that I was not to have the vacancy after all; but after thinking it over for a few minutes he said that it would be all right.

68 ““In the case of another,’ said he, ‘the objection might be fatal, but we must stretch a point in favour of a man with such a head of hair as yours. When shall you be able to enter upon your new duties?’

69 ““Well, it is a little awkward, for I have a business already,’ said I.

70 ““Oh, never mind about that, Mr. Wilson!’ said Vincent Spaulding. ‘I should be able to look after that for you.’

71 ““What would be the hours?’ I asked.

72 ““Ten to two.’

73 “Now a pawnbroker’s business is mostly done of an evening, Mr. Holmes, especially Thursday and Friday evening, which is just before pay-day; so it would suit me very well to earn a little in the mornings. Besides, I knew that my assistant was a good man, and that he would see to anything that turned up.

74 ““That would suit me very well,’ said I. ‘And the pay?’

75 ““Is £4 a week.’

76 ““And the work?’

77 ““Is purely nominal.’

78 ““What do you call purely nominal?’

79 ““Well, you have to be in the office, or at least in the building, the whole time. If you leave, you forfeit your whole position forever. The will is very clear upon that point. You don’t comply with the conditions if you budge from the office during that time.’

pensioners:
person who
receives payment
from an invested
sum of money

benefactor: person
who provided
money and support
for others

propagation:
multiplication

- 80 “‘It’s only four hours a day, and I should not think of leaving,’ said I.
- 81 “‘No excuse will avail,’ said Mr. Duncan Ross; ‘neither sickness nor business nor anything else. There you must stay, or you lose your **billet**.’
- 82 “‘And the work?’
- 83 “‘Is to copy out the Encyclopaedia Britannica. There is the first volume of it in that press. You must find your own ink, pens, and blotting-paper, but we provide this table and chair. Will you be ready to-morrow?’
- 84 “‘Certainly,’ I answered.
- 85 “‘Then, good-bye, Mr. Jabez Wilson, and let me congratulate you once more on the important position which you have been fortunate enough to gain.’ He bowed me out of the room and I went home with my assistant, hardly knowing what to say or do, I was so pleased at my own good fortune.
- 86 “Well, I thought over the matter all day, and by evening I was in low spirits again; for I had quite persuaded myself that the whole affair must be some great hoax or fraud, though what its object might be I could not imagine. It seemed altogether past belief that anyone could make such a will, or that they would pay such a sum for doing anything so simple as copying out the Encyclopaedia Britannica. Vincent Spaulding did what he could to cheer me up, but by bedtime I had reasoned myself out of the whole thing. However, in the morning I determined to have a look at it anyhow, so I bought a penny bottle of ink, and with a quill-pen, and seven sheets of foolscap paper, I started off for Pope’s Court.
- 87 “Well, to my surprise and delight, everything was as right as possible. The table was set out ready for me, and Mr. Duncan Ross was there to see that I got fairly to work. He started me off upon the letter A, and then he left me; but he would drop in from time to time to see that all was right with me. At two o’clock he bade me good-day, complimented me upon the amount that I had written, and locked the door of the office after me.
- 88 “This went on day after day, Mr. Holmes, and on Saturday the manager came in and planked down four golden sovereigns for my week’s work. It was the same next week, and the same the week after. Every morning I was there at ten, and every afternoon I left at two. By degrees Mr. Duncan Ross took to coming in only once of a morning, and then, after a time, he did not come in at all. Still, of course, I never dared to leave the room for an instant, for I was not sure when he might come, and the billet was such a good one, and suited me so well, that I would not risk the loss of it.
- 89 “Eight weeks passed away like this, and I had written about Abbots and Archery and Armour and Architecture and Attica, and hoped with diligence that I might get on to the B’s before very long. It cost me something in foolscap, and I had pretty nearly filled a shelf with my writings. And then suddenly the whole business came to an end.”

billet: place

90 “To an end?”

91 “Yes, sir. And no later than this morning. I went to my work as usual at ten o’clock, but the door was shut and locked, with a little square of cardboard hammered on to the middle of the panel with a tack. Here it is, and you can read for yourself.”

92 He held up a piece of white cardboard about the size of a sheet of note-paper. It read in this fashion:

93
RED-HEADED LEAGUE
IS

DISSOLVED

October 9, 1890.

94 Sherlock Holmes and I surveyed this curt announcement and the **rueful** face behind it, until the comical side of the affair so completely overtopped every other consideration that we both burst out into a roar of laughter.

95 “I cannot see that there is anything very funny,” cried our client, flushing up to the roots of his flaming head. “If you can do nothing better than laugh at me, I can go elsewhere.”

96 “No, no,” cried Holmes, shoving him back into the chair from which he had half risen. “I really wouldn’t miss your case for the world. It is most refreshingly unusual. But there is, if you will excuse my saying so, something just a little funny about it. Pray what steps did you take when you found the card upon the door?”

97 “I was staggered, sir. I did not know what to do. Then I called at the offices round, but none of them seemed to know anything about it. Finally, I went to the landlord, who is an accountant living on the ground floor, and I asked him if he could tell me what had become of the Red-headed League. He said that he had never heard of any such body. Then I asked him who Mr. Duncan Ross was. He answered that the name was new to him.

98 “‘Well,’ said I, ‘the gentleman at No. 4.’

99 “‘What, the red-headed man?’

100 “‘Yes.’

101 “‘Oh,’ said he, ‘his name was William Morris. He was a **solicitor** and was using my room as a temporary convenience until his new premises were ready. He moved out yesterday.’

102 “‘Where could I find him?’

103 “‘Oh, at his new offices. He did tell me the address. Yes, 17 King Edward Street, near St. Paul’s.’

rueful: sorry
solicitor: lawyer

- 104 “I started off, Mr. Holmes, but when I got to that address it was a **manufactory** of artificial knee-caps, and no one in it had ever heard of either Mr. William Morris or Mr. Duncan Ross.”
- 105 “And what did you do then?” asked Holmes.
- 106 “I went home to Saxe-Coburg Square, and I took the advice of my assistant. But he could not help me in any way. He could only say that if I waited I should hear by post. But that was not quite good enough, Mr. Holmes. I did not wish to lose such a place without a struggle, so, as I had heard that you were good enough to give advice to poor folk who were in need of it, I came right away to you.”
- 107 “And you did very wisely,” said Holmes. “Your case is an exceedingly remarkable one, and I shall be happy to look into it. From what you have told me I think that it is possible that graver issues hang from it than might at first sight appear.”
- 108 “Grave enough!” said Mr. Jabez Wilson. “Why, I have lost four pound a week.”
- 109 “As far as you are personally concerned,” remarked Holmes, “I do not see that you have any grievance against this extraordinary league. On the contrary, you are, as I understand, richer by some £30, to say nothing of the minute knowledge which you have gained on every subject which comes under the letter A. You have lost nothing by them.”
- 110 “No, sir. But I want to find out about them, and who they are, and what their object was in playing this prank—if it was a prank—upon me. It was a pretty expensive joke for them, for it cost them two and thirty pounds.”
- 111 “We shall endeavour to clear up these points for you. And, first, one or two questions, Mr. Wilson. This assistant of yours who first called your attention to the advertisement—how long had he been with you?”
- 112 “About a month then.”
- 113 “How did he come?”
- 114 “In answer to an advertisement.”
- 115 “Was he the only applicant?”
- 116 “No, I had a dozen.”
- 117 “Why did you pick him?”
- 118 “Because he was handy and would come cheap.”
- 119 “At half wages, in fact.”
- 120 “Yes.”
- 121 “What is he like, this Vincent Spaulding?”

- 122 "Small, stout-built, very quick in his ways, no hair on his face, though he's not short of thirty. Has a white splash of acid upon his forehead."
- 123 Holmes sat up in his chair in considerable excitement. "I thought as much," said he. "Have you ever observed that his ears are pierced for earrings?"
- 124 "Yes, sir. He told me that a gipsy had done it for him when he was a lad."
- 125 "Hum!" said Holmes, sinking back in deep thought. "He is still with you?"
- 126 "Oh, yes, sir; I have only just left him."
- 127 "And has your business been attended to in your absence?"
- 128 "Nothing to complain of, sir. There's never very much to do of a morning."
- 129 "That will do, Mr. Wilson. I shall be happy to give you an opinion upon the subject in the course of a day or two. To-day is Saturday, and I hope that by Monday we may come to a conclusion."
- 130 "Well, Watson," said Holmes when our visitor had left us, "what do you make of it all?"
- 131 "I make nothing of it," I answered frankly. "It is a most mysterious business."
- 132 "As a rule," said Holmes, "the more bizarre a thing is the less mysterious it proves to be. It is your commonplace, featureless crimes which are really puzzling, just as a commonplace face is the most difficult to identify. But I must be prompt over this matter."
- 133 "What are you going to do, then?" I asked.
- 134 "To smoke," he answered. "It is quite a three pipe problem, and I beg that you won't speak to me for fifty minutes." He curled himself up in his chair, with his thin knees drawn up to his hawk-like nose, and there he sat with his eyes closed and his black clay pipe thrusting out like the bill of some strange bird. I had come to the conclusion that he had dropped asleep, and indeed was nodding myself, when he suddenly sprang out of his chair with the gesture of a man who has made up his mind and put his pipe down upon the mantelpiece.
- 135 "Sarasate plays at the St. James's Hall this afternoon," he remarked. "What do you think, Watson? Could your patients spare you for a few hours?"
- 136 "I have nothing to do to-day. My practice is never very absorbing."
- 137 "Then put on your hat and come. I am going through the City first, and we can have some lunch on the way. I observe that there is a good deal of German music on the programme, which is rather more to my taste than Italian or French. It is introspective, and I want to **introspect**. Come along!"
- 138 We travelled by the Underground as far as Aldersgate; and a short walk took us to Saxe-Coburg Square, the scene of the singular story which we had listened to in the morning. It was a poky, little, shabby-genteel place, where four lines

of dingy two-storied brick houses looked out into a small railed-in enclosure, where a lawn of weedy grass and a few clumps of faded laurel bushes made a hard fight against a smoke-laden and **uncongenial** atmosphere. Three gilt balls and a brown board with "JABEZ WILSON" in white letters, upon a corner house, announced the place where our red-headed client carried on his business. Sherlock Holmes stopped in front of it with his head on one side and looked it all over, with his eyes shining brightly between puckered lids. Then he walked slowly up the street, and then down again to the corner, still looking keenly at the houses. Finally he returned to the pawnbroker's, and, having thumped vigorously upon the pavement with his stick two or three times, he went up to the door and knocked. It was instantly opened by a bright-looking, clean-shaven young fellow, who asked him to step in.

139 "Thank you," said Holmes, "I only wished to ask you how you would go from here to the Strand."

140 "Third right, fourth left," answered the assistant promptly, closing the door.

141 "Smart fellow, that," observed Holmes as we walked away. "He is, in my judgment, the fourth smartest man in London, and for daring I am not sure that he has not a claim to be third. I have known something of him before."

142 "Evidently," said I, "Mr. Wilson's assistant counts for a good deal in this mystery of the Red-headed League. I am sure that you inquired your way merely in order that you might see him."

143 "Not him."

144 "What then?"

145 "The knees of his trousers."

146 "And what did you see?"

147 "What I expected to see."

148 "Why did you beat the pavement?"

149 "My dear doctor, this is a time for observation, not for talk. We are spies in an enemy's country. We know something of Saxe-Coburg Square. Let us now explore the parts which lie behind it."

150 The road in which we found ourselves as we turned round the corner from the retired Saxe-Coburg Square presented as great a contrast to it as the front of a picture does to the back. It was one of the main arteries which conveyed the traffic of the City to the north and west. The roadway was blocked with the immense stream of commerce flowing in a double tide inward and outward, while the footpaths were black with the hurrying swarm of pedestrians. It was difficult to realise as we looked at the line of fine shops and stately business premises that they really abutted on the other side upon the faded and stagnant square which we had just quitted.

uncongenial:
unfriendly

vex: annoy
conundrums:
 problems
languid: relaxed
astuteness:
 excellent
 intelligence in
 practical matters
predominated:
 took over
languor: pleasant
 tiredness
improvisations:
 unplanned playing
 of his instrument
askance: sideways
mortals: humans

- ¹⁵¹ “Let me see,” said Holmes, standing at the corner and glancing along the line, “I should like just to remember the order of the houses here. It is a hobby of mine to have an exact knowledge of London. There is Mortimer’s, the tobacconist, the little newspaper shop, the Coburg branch of the City and Suburban Bank, the Vegetarian Restaurant, and McFarlane’s carriage-building depot. That carries us right on to the other block. And now, Doctor, we’ve done our work, so it’s time we had some play. A sandwich and a cup of coffee, and then off to violin-land, where all is sweetness and delicacy and harmony, and there are no red-headed clients to **vex** us with their **conundrums**.”
- ¹⁵² My friend was an enthusiastic musician, being himself not only a very capable performer but a composer of no ordinary merit. All the afternoon he sat in the stalls wrapped in the most perfect happiness, gently waving his long, thin fingers in time to the music, while his gently smiling face and his **languid**, dreamy eyes were as unlike those of Holmes the sleuth-hound, Holmes the relentless, keen-witted, ready-handed criminal agent, as it was possible to conceive. In his singular character the dual nature alternately asserted itself, and his extreme exactness and **astuteness** represented, as I have often thought, the reaction against the poetic and contemplative mood which occasionally **predominated** in him. The swing of his nature took him from extreme **languor** to devouring energy; and, as I knew well, he was never so truly formidable as when, for days on end, he had been lounging in his armchair amid his **improvisations** and his black-letter editions. Then it was that the lust of the chase would suddenly come upon him, and that his brilliant reasoning power would rise to the level of intuition, until those who were unacquainted with his methods would look **askance** at him as on a man whose knowledge was not that of other **mortals**. When I saw him that afternoon so enwrapped in the music at St. James’s Hall I felt that an evil time might be coming upon those whom he had set himself to hunt down.
- ¹⁵³ “You want to go home, no doubt, Doctor,” he remarked as we emerged.
- ¹⁵⁴ “Yes, it would be as well.”
- ¹⁵⁵ “And I have some business to do which will take some hours. This business at Coburg Square is serious.”
- ¹⁵⁶ “Why serious?”
- ¹⁵⁷ “A considerable crime is in contemplation. I have every reason to believe that we shall be in time to stop it. But to-day being Saturday rather complicates matters. I shall want your help to-night.”
- ¹⁵⁸ “At what time?”
- ¹⁵⁹ “Ten will be early enough.”
- ¹⁶⁰ “I shall be at Baker Street at ten.”

- 161 “Very well. And, I say, Doctor, there may be some little danger, so kindly put your army revolver in your pocket.” He waved his hand, turned on his heel, and disappeared in an instant among the crowd.
- 162 I trust that I am not more dense than my neighbours, but I was always oppressed with a sense of my own stupidity in my dealings with Sherlock Holmes. Here I had heard what he had heard, I had seen what he had seen, and yet from his words it was evident that he saw clearly not only what had happened but what was about to happen, while to me the whole business was still confused and **grotesque**. As I drove home to my house in Kensington I thought over it all, from the extraordinary story of the red-headed copier of the Encyclopaedia down to the visit to Saxe-Coburg Square, and the **ominous** words with which he had parted from me. What was this **nocturnal** expedition, and why should I go armed? Where were we going, and what were we to do? I had the hint from Holmes that this smooth-faced pawnbroker’s assistant was a formidable man—a man who might play a deep game. I tried to puzzle it out, but gave it up in despair and set the matter aside until night should bring an explanation.
- 163 It was a quarter-past nine when I started from home and made my way across the Park, and so through Oxford Street to Baker Street. Two hansoms were standing at the door, and as I entered the passage I heard the sound of voices from above. On entering his room, I found Holmes in animated conversation with two men, one of whom I recognised as Peter Jones, the official police agent, while the other was a long, thin, sad-faced man, with a very shiny hat and oppressively respectable frock-coat.
- 164 “Ha! Our party is complete,” said Holmes, buttoning up his pea-jacket and taking his heavy hunting crop from the rack. “Watson, I think you know Mr. Jones, of Scotland Yard? Let me introduce you to Mr. Merryweather, who is to be our companion in to-night’s adventure.”
- 165 “We’re hunting in couples again, Doctor, you see,” said Jones in his **consequential** way. “Our friend here is a wonderful man for starting a chase. All he wants is an old dog to help him to do the running down.”
- 166 “I hope a wild goose may not prove to be the end of our chase,” observed Mr. Merryweather gloomily.
- 167 “You may place considerable confidence in Mr. Holmes, sir,” said the police agent **loftily**. “He has his own little methods, which are, if he won’t mind my saying so, just a little too theoretical and fantastic, but he has the makings of a detective in him. It is not too much to say that once or twice, as in that business of the Sholto murder and the Agra treasure, he has been more nearly correct than the official force.”
- 168 “Oh, if you say so, Mr. Jones, it is all right,” said the stranger with **deference**. “Still, I confess that I miss my **rubber**. It is the first Saturday night for seven-and-twenty years that I have not had my rubber.”

grotesque: strange and ugly

ominous: threatening

nocturnal: night time

consequential: important

loftily: in a high-minded way

deference: respect

rubber: card game

- ¹⁶⁹ “I think you will find,” said Sherlock Holmes, “that you will play for a higher stake to-night than you have ever done yet, and that the play will be more exciting. For you, Mr. Merryweather, the stake will be some £30,000; and for you, Jones, it will be the man upon whom you wish to lay your hands.”
- ¹⁷⁰ “John Clay, the murderer, thief, smasher, and forger. He’s a young man, Mr. Merryweather, but he is at the head of his profession, and I would rather have my bracelets on him than on any criminal in London. He’s a remarkable man, is young John Clay. His grandfather was a royal duke, and he himself has been to Eton and Oxford. His brain is as cunning as his fingers, and though we meet signs of him at every turn, we never know where to find the man himself. He’ll crack a crib in Scotland one week, and be raising money to build an orphanage in Cornwall the next. I’ve been on his track for years and have never set eyes on him yet.”
- ¹⁷¹ “I hope that I may have the pleasure of introducing you to-night. I’ve had one or two little turns also with Mr. John Clay, and I agree with you that he is at the head of his profession. It is past ten, however, and quite time that we started. If you two will take the first hansom, Watson and I will follow in the second.”
- ¹⁷² Sherlock Holmes was not very communicative during the long drive and lay back in the cab humming the tunes which he had heard in the afternoon. We rattled through an endless labyrinth of gas-lit streets until we emerged into Farrington Street.
- ¹⁷³ “We are close there now,” my friend remarked. “This fellow Merryweather is a bank director, and personally interested in the matter. I thought it as well to have Jones with us also. He is not a bad fellow, though an absolute imbecile in his profession. He has one positive virtue. He is as brave as a bulldog and as **tenacious** as a lobster if he gets his claws upon anyone. Here we are, and they are waiting for us.”
- ¹⁷⁴ We had reached the same crowded thoroughfare in which we had found ourselves in the morning. Our cabs were dismissed, and, following the guidance of Mr. Merryweather, we passed down a narrow passage and through a side door, which he opened for us. Within there was a small corridor, which ended in a very massive iron gate. This also was opened, and led down a flight of winding stone steps, which terminated at another formidable gate. Mr. Merryweather stopped to light a lantern, and then conducted us down a dark, earth-smelling passage, and so, after opening a third door, into a huge vault or cellar, which was piled all round with crates and massive boxes.
- ¹⁷⁵ “You are not very vulnerable from above,” Holmes remarked as he held up the lantern and gazed about him.
- ¹⁷⁶ “Nor from below,” said Mr. Merryweather, striking his stick upon the flags which lined the floor. “Why, dear me, it sounds quite hollow!” he remarked, looking up in surprise.

177 “I must really ask you to be a little more quiet!” said Holmes severely. “You have already imperilled the whole success of our expedition. Might I beg that you would have the goodness to sit down upon one of those boxes, and not to interfere?”

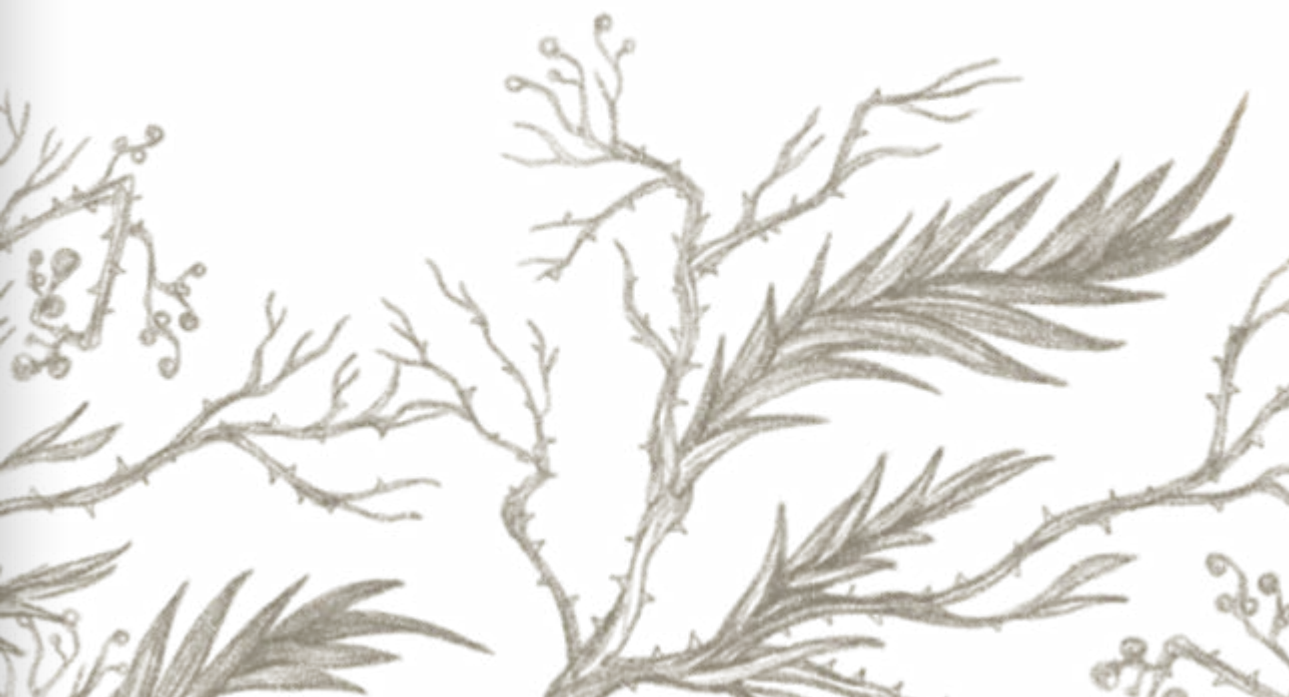
178 The solemn Mr. Merryweather perched himself upon a crate, with a very injured expression upon his face, while Holmes fell upon his knees upon the floor and, with the lantern and a magnifying lens, began to examine minutely the cracks between the stones. A few seconds sufficed to satisfy him, for he sprang to his feet again and put his glass in his pocket.

179 “We have at least an hour before us,” he remarked, “for they can hardly take any steps until the good pawnbroker is safely in bed. Then they will not lose a minute, for the sooner they do their work the longer time they will have for their escape. We are at present, Doctor—as no doubt you have divined—in the cellar of the City branch of one of the principal London banks. Mr. Merryweather is the chairman of directors, and he will explain to you that there are reasons why the more daring criminals of London should take a considerable interest in this cellar at present.”

180 “It is our French gold,” whispered the director. “We have had several warnings that an attempt might be made upon it.”

181 “Your French gold?”

182 “Yes. We had occasion some months ago to strengthen our resources and borrowed for that purpose 30,000 napoleons from the Bank of France. It has become known that we have never had occasion to unpack the money, and that it is still lying in our cellar. The crate upon which I sit contains 2,000 napoleons packed between layers of lead foil. Our reserve of **bullion** is much larger at present than is usually kept in a single branch office, and the directors have had misgivings upon the subject.”



bullion: gold and silver

- 183 “Which were very well justified,” observed Holmes. “And now it is time that we arranged our little plans. I expect that within an hour matters will come to a head. In the meantime Mr. Merryweather, we must put the screen over that dark lantern.”
- 184 “And sit in the dark?”
- 185 “I am afraid so. I had brought a pack of cards in my pocket, and I thought that, as we were a *partie carrée*, you might have your rubber after all. But I see that the enemy’s preparations have gone so far that we cannot risk the presence of a light. And, first of all, we must choose our positions. These are daring men, and though we shall take them at a disadvantage, they may do us some harm unless we are careful. I shall stand behind this crate, and do you conceal yourselves behind those. Then, when I flash a light upon them, close in swiftly. If they fire, Watson, have no **compunction** about shooting them down.”
- 186 I placed my revolver, cocked, upon the top of the wooden case behind which I crouched. Holmes shot the slide across the front of his lantern and left us in pitch darkness—such an absolute darkness as I have never before experienced. The smell of hot metal remained to assure us that the light was still there, ready to flash out at a moment’s notice. To me, with my nerves worked up to a pitch of expectancy, there was something depressing and subduing in the sudden gloom, and in the cold dank air of the vault.
- 187 “They have but one retreat,” whispered Holmes. “That is back through the house into Saxe-Coburg Square. I hope that you have done what I asked you, Jones?”
- 188 “I have an inspector and two officers waiting at the front door.”
- 189 “Then we have stopped all the holes. And now we must be silent and wait.”
- 190 What a time it seemed! From comparing notes afterwards it was but an hour and a quarter, yet it appeared to me that the night must have almost gone, and the dawn be breaking above us. My limbs were weary and stiff, for I feared to change my position; yet my nerves were worked up to the highest pitch of tension, and my hearing was so acute that I could not only hear the gentle breathing of my companions, but I could distinguish the deeper, heavier in-breath of the bulky Jones from the thin, sighing note of the bank director. From my position I could look over the case in the direction of the floor. Suddenly my eyes caught the glint of a light.
- 191 At first it was but a **lurid** spark upon the stone pavement. Then it lengthened out until it became a yellow line, and then, without any warning or sound, a gash seemed to open and a hand appeared, a white, almost womanly hand, which felt about in the centre of the little area of light. For a minute or more the hand, with its writhing fingers, **protruded** out of the floor. Then it was withdrawn as suddenly as it appeared, and all was dark again save the single lurid spark which marked a **chink** between the stones.

compunction:
reluctance

lurid: unpleasantly
bright

protruded: stuck

chink: small
opening

- ¹⁹² Its disappearance, however, was but momentary. With a rending, tearing sound, one of the broad, white stones turned over upon its side and left a square, gaping hole, through which streamed the light of a lantern. Over the edge there peeped a clean-cut, boyish face, which looked keenly about it, and then, with a hand on either side of the **aperture**, drew itself shoulder-high and waist-high, until one knee rested upon the edge. In another instant he stood at the side of the hole and was hauling after him a companion, lithe and small like himself, with a pale face and a shock of very red hair.
- ¹⁹³ "It's all clear," he whispered. "Have you the chisel and the bags? Great Scott! Jump, Archie, jump, and I'll swing for it!"
- ¹⁹⁴ Sherlock Holmes had sprung out and seized the intruder by the collar. The other dived down the hole, and I heard the sound of rending cloth as Jones clutched at his skirts. The light flashed upon the barrel of a revolver, but Holmes's hunting crop came down on the man's wrist, and the pistol clinked upon the stone floor.
- ¹⁹⁵ "It's no use, John Clay," said Holmes blandly. "You have no chance at all."
- ¹⁹⁶ "So I see," the other answered with the utmost coolness. "I fancy that my pal is all right, though I see you have got his coat-tails."
- ¹⁹⁷ "There are three men waiting for him at the door," said Holmes.
- ¹⁹⁸ "Oh, indeed! You seem to have done the thing very completely. I must compliment you."
- ¹⁹⁹ "And I you," Holmes answered. "Your red-headed idea was very new and effective."
- ²⁰⁰ "You'll see your pal again presently," said Jones. "He's quicker at climbing down holes than I am. Just hold out while I fix the **derbies**."
- ²⁰¹ "I beg that you will not touch me with your filthy hands," remarked our prisoner as the handcuffs clattered upon his wrists. "You may not be aware that I have royal blood in my veins. Have the goodness, also, when you address me always to say 'sir' and 'please.'"
- ²⁰² "All right," said Jones with a stare and a **snigger**. "Well, would you please, sir, march upstairs, where we can get a cab to carry your Highness to the police-station?"
- ²⁰³ "That is better," said John Clay serenely. He made a sweeping bow to the three of us and walked quietly off in the custody of the detective.
- ²⁰⁴ "Really, Mr. Holmes," said Mr. Merryweather as we followed them from the cellar, "I do not know how the bank can thank you or repay you. There is no doubt that you have detected and defeated in the most complete manner one of the most determined attempts at bank robbery that have ever come within my experience."

aperture: hole

derbies: races

snigger: muffled
laugh

205 “I have had one or two little scores of my own to settle with Mr. John Clay,” said Holmes. “I have been at some small expense over this matter, which I shall expect the bank to refund, but beyond that I am amply repaid by having had an experience which is in many ways unique, and by hearing the very remarkable narrative of the Red-headed League.”

206 “You see, Watson,” he explained in the early hours of the morning as we sat over a glass of whisky and soda in Baker Street, “it was perfectly obvious from the first that the only possible object of this rather fantastic business of the advertisement of the League, and the copying of the Encyclopaedia, must be to get this not over-bright pawnbroker out of the way for a number of hours every day. It was a curious way of managing it, but, really, it would be difficult to suggest a better. The method was no doubt suggested to Clay’s ingenious mind by the colour of his accomplice’s hair. The £4 a week was a lure which must draw him, and what was it to them, who were playing for thousands? They put in the advertisement, one rogue has the temporary office, the other **rogue** incites the man to apply for it, and together they manage to secure his absence every morning in the week. From the time that I heard of the assistant having come for half wages, it was obvious to me that he had some strong motive for securing the situation.”

207 “But how could you guess what the motive was?”

208 “Had there been women in the house, I should have suspected a mere vulgar intrigue. That, however, was out of the question. The man’s business was a small one, and there was nothing in his house which could account for such elaborate preparations, and such an **expenditure** as they were at. It must, then, be something out of the house. What could it be? I thought of the assistant’s fondness for photography, and his trick of vanishing into the cellar. The cellar! There was the end of this tangled clue. Then I made inquiries as to this mysterious assistant and found that I had to deal with one of the coolest and most daring criminals in London. He was doing something in the cellar—something which took many hours a day for months on end. What could it be, once more? I could think of nothing save that he was running a tunnel to some other building.

209 “So far I had got when we went to visit the scene of action. I surprised you by beating upon the pavement with my stick. I was ascertaining whether the cellar stretched out in front or behind. It was not in front. Then I rang the bell, and, as I hoped, the assistant answered it. We have had some **skirmishes**, but we had never set eyes upon each other before. I hardly looked at his face. His knees were what I wished to see. You must yourself have remarked how worn, wrinkled, and stained they were. They spoke of those hours of burrowing. The only remaining point was what they were burrowing for. I walked round the corner, saw the City and Suburban Bank abutted on our friend’s

rogue: dishonest person

expenditure: cost

skirmishes: fights

premises, and felt that I had solved my problem. When you drove home after the concert I called upon Scotland Yard and upon the chairman of the bank directors, with the result that you have seen."

210 "And how could you tell that they would make their attempt to-night?" I asked.

211 "Well, when they closed their League offices that was a sign that they cared no longer about Mr. Jabez Wilson's presence—in other words, that they had completed their tunnel. But it was essential that they should use it soon, as it might be discovered, or the bullion might be removed. Saturday would suit them better than any other day, as it would give them two days for their escape. For all these reasons I expected them to come to-night."

212 "You reasoned it out beautifully," I exclaimed in **unfeigned** admiration. "It is so long a chain, and yet every link rings true."

213 "It saved me from **ennui**," he answered, yawning. "Alas! I already feel it closing in upon me. My life is spent in one long effort to escape from the commonplaces of existence. These little problems help me to do so."

214 "And you are a benefactor of the race," said I.

215 He shrugged his shoulders. "Well, perhaps, after all, it is of some little use," he remarked. "'L'homme c'est rien—l'oeuvre c'est tout,' as Gustave Flaubert wrote to George Sand."



unfeigned: honest
ennui: boredom

•

autumn: fall

bob: nod

unique: special

peculiar: strange

thrust: pushed

ornament: decoration

labour: work

considerable: great

LEAGUE: group

satisfied: pleased

faults: problems

widower: man whose marriage partner has died

slight: small

sympathy: friendly feeling

tint: coloring

fatal: deadly

complimented: praised

DISSOLVED: broken up

exceedingly: greatly

bill: beak

lounging: sitting in a relaxed way

revolver: gun

assure: satisfy

secure: guarantee

absence: being away

fondness: strong liking

••

abruptly: suddenly

cordially: in a friendly way

engaged: busy

utmost: greatest

settee: couch

relapsing: falling back

judicial: judge-like

conventions: usual way of doing things

humdrum: boring

relish: enjoyment

chronicle: record the story of

embellish: exaggerate

remarked: said

proposition: suggestion

acknowledges: accepts

narrative: story

singular: one of a kind

recommence: continue

merely: simply

indication: hint

endeavoured: tried

fashion: habit

indications: signs

tradesman: worker

pompous: self-important

drab: dull

waistcoat: vest

frayed: ragged

discontent: unhappiness

occupation: job

manual: physical

snuff: powdered tobacco

Freemason: member of a secret society

deduce: reason out

gospel: the Bible

contributed: added

vacancy: space

nominal: slight and unimportant

eligible: allowed

pawnbroker's: money-lending in exchange for personal property

affair: business

obliging: generously helpful

•• (continued)

vice: bad behavior

presume: assume

vacancies: openings

trustees: responsible person of an organization

interfere: get in the way

occupations: jobs

prick: suddenly raise

particulars: details

holiday: vacation

tramped: marched

barrow: wagon

vivid: bright

despair: hopelessness

dejected: feeling bad

admirably: excellently

suited: fit

cocked: tilted

bashful: shy

precaution: step to prevent a bad outcome

perceive: see

deceived: tricked

cobbler's: shoemaker's

gravely: seriously

maintenance: being kept in good condition

bachelor: unmarried man

objection: statement of disapproval

forfeit: give up

comply: follow

avail: be accepted

hoax: prank

fraud: the act of wrongfully tricking someone for gain

bade: wished

planked: dropped

diligence: careful and hard work

surveyed: looked over

curt: short

flushing: blushing

Pray: please

staggered: shocked

premises: offices

post: mail

graver: more serious

grievance: problem

minute: tiny

endeavour: try

gipsy: member of the traveling Romany people

conclusion: end

frankly: directly and honestly

featureless: ordinary-seeming

prompt: quick and on time

gesture: act

mantelpiece: shelf on top of a fireplace

dingy: dark and dull

enclosure: enclosed space

gilt: gold

puckered: tightly wrinkled

keenly: sharply

vigorously: energetically

promptly: quickly

Evidently: clearly

inquired: asked

observation: watching

contrast: difference

arteries: roads

conveyed: carried

commerce: money and business

pedestrians: people who are walking

stagnant: lifeless

quitted: left

depot: garage

delicacy: delicate quality

composer: music writer

merit: worth

sleuth: detective

conceive: imagine

dual: double

asserted: forcefully presented

contemplative: thoughtful

devouring: overwhelming

formidable: challenging

lust: intense love

intuition: instinct

•• (continued)

unacquainted: not familiar

enwrapped: completely focused

emerged: came out

contemplation: the act of being thought out

complicates: confuses

dense: stupid

oppressed: greatly bothered

expedition: trip

puzzle: figure

hansoms: hired carriages

animated: lively

oppressively: uncomfortably

respectable: fancy and upper-class

party: group of people

crop: whip

observed: noted

gloomily: darkly

confidence: trust

theoretical: idea-based

fantastic: unbelievable

smasher: thief who steals by breaking store windows

profession: line of work

bracelets: handcuffs

cunning: sneakily smart

communicative: talkative

labyrinth: maze

imbecile: stupid person

virtue: good quality

thoroughfare: street

dismissed: sent away

terminated: ended

conducted: led

vulnerable: unprotected

severely: seriously

imperilled: put in danger

solemn: serious

injured: hurt

sufficed: was enough

divined: predicted

attempt: try

resources: available money

napoleons: French gold coins

misgivings: doubts

presence: appearance

daring: brave

conceal: hide

swiftly: quickly

expectancy: a state of waiting for something to happen

subduing: overpowering

dank: wet and cold

retreat: way out

weary: tired

tension: stress

acute: sharp

distinguish: tell the difference between

gash: deep cut

writhing: twisting

save: except

momentary: for the moment

rending: ripping

hauling: pulling

chisel: tool used for shaping hard material

skirts: lower coat

blandly: plainly

fancy: imagine

effective: successful

clattered: rattled

serenely: peacefully

custody: control

detected: discovered

amply: fully

ingenious: extremely intelligent

accomplice's: partner in crime's

lure: bait

incites: causes

motive: reason

situation: job

vulgar: low

elaborate: complicated

inquiries: searches for answers

ascertaining: figuring out

burrowing: digging

abutted: was set next to

...

stout: short and round**florid:** red**portly:** fat**commonplace:** ordinary**chagrin:** embarrassment**candid:** direct and truthful**bequest:** inheritance given upon death**ejaculated:** said excitedly**berths:** positions**coster's:** fruitseller's**pensioners:** people who receive payment from an invested sum of money**benefactor:** person who provided money and support for others**propagation:** multiplication**billet:** place**rueful:** sorry**solicitor:** lawyer**manufactory:** maker**introspect:** think inwardly**uncongenial:** unfriendly**vex:** annoy**conundrums:** problems**languid:** relaxed**astuteness:** excellent intelligence in practical matters**predominated:** took over**languor:** pleasant tiredness**improvisations:** unplanned playing of his instrument**askance:** sideways**mortals:** humans**grotesque:** strange and ugly**ominous:** threatening**nocturnal:** night time**consequential:** important**loftily:** in a high-minded way**deference:** respect**rubber:** card game**tenacious:** dedicated**bullion:** gold and silver**compunction:** reluctance**lurid:** unpleasantly bright**protruded:** stuck**chink:** small opening**aperture:** hole**derbies:** races**snigger:** muffled laugh**rogue:** dishonest person**expenditure:** cost**skirmishes:** fights**unfeigned:** honest**ennui:** boredom

Use the Vocab App to play mini games related to the words in this lesson.

Lesson 1—“Share my love of all that is bizarre.”

Many Sherlock Holmes stories follow a similar pattern. This is true for both “The Red-Headed League” and “The Speckled Band.”

With your partner, answer the following questions:

1. Who is the narrator in both of these Sherlock Holmes stories?
2. What do both of the Sherlock Holmes stories start with?
 - A shocking crime
 - Holmes arriving at the scene of a crime
 - A client arriving to describe a mystery
3. What other similarities do you notice so far between “The Red-Headed League” and “The Speckled Band”?

1. Review paragraphs 29–88 from “The Red-Headed League” on pages 260–265.

2. **Discussion Questions:**

Share your thoughts in the class discussion.

- What kind of crimes might the Red-Headed League be involved in?
- Why might the color of hair have to be “real bright, blazing, fiery red” (55)?
- Why would someone pay another person to copy an encyclopedia?
- Do you think a crime was committed or was it just a harmless prank?

1. Review paragraphs 34–53 from “The Red-Headed League” on pages 261–262.
2. Highlight any interesting or suspicious details about **Vincent Spaulding** in paragraphs 34–53.
3. Review paragraphs 44–88 on pages 261–265.
4. Highlight any interesting or suspicious details about the **Red-Headed League** in paragraphs 44–88.
5. Review paragraphs 63–88 on pages 264–265.
6. Highlight any interesting or suspicious details about **Duncan Ross** and the job he offers Wilson in paragraphs 63–88.
7. Based on the details you have highlighted, what is your theory about the case of the Red-Headed League? Share your response in the class discussion.

1. Using your highlights from the last activity, copy the details that you identified as suspicious in your Writing Journal.
2. Then, under each quote, write an explanation of why you think that detail is suspicious.



Go to page 84 in your Writing Journal to complete this activity.

Lesson 2—Case Notes

A prank is a trick that is done to someone, usually as a joke.

Do you think the case of the Red-Headed League is a prank, or a more serious crime? Share your response in the class discussion.

1. Review paragraphs 89–162 on pages 265–271.
2. Look at the following list of events. Participate in the class discussion to order the events on the board:
 - Holmes knocks on Wilson’s shop door and speaks with Spaulding.
 - Holmes states he knows Spaulding.
 - Wilson learns Duncan Ross is also called William Morris.
 - Holmes asks more questions about Vincent Spaulding.
 - Holmes visits Wilson’s neighborhood and storefront.
 - Wilson’s work at the Red-Headed League ends.
3. Highlight any new details about the **Red-Headed League** that you think are important to solving the case in paragraphs 93–109 on pages 266–267.
4. Highlight any new details about **Duncan Ross** that you think are important to solving the case in paragraphs 97–105 on pages 266–267.
5. Highlight any new details about Holmes’s visit to **Saxe-Coburg Square** that you think are important to solving the case in paragraphs 138–151 on pages 268–270.

1. Using your highlights from the last activity, copy the details that you identified as suspicious in your Writing Journal.
2. Then, under each quote, write an explanation of why you think that detail is suspicious.



Go to page 85 in your Writing Journal to write the details and explain why each detail is suspicious.

Review paragraphs 89–162 if needed before writing.

Which details from the story seem ordinary and which seem suspicious?



On page 86 of your Writing Journal, explain your answer to this question with evidence from the text.

Lesson 3—“Red-Handed”

1. Review paragraphs 163–211 on pages 271–277.
2. With a partner, decide which characters in the left column are connected to those in the right column.

John Clay	Police officer
Mr. Merryweather	Vincent Spaulding
Mr. Jones	William Morris
John Clay’s partner in crime	Bank director

3. Share your responses to the following in the class discussion:
 - Which names are fake?
 - What are the real names of the people who created the Red-Headed League?



On page 87 of your Writing Journal, answer questions 1–3.

4. Review paragraphs 163–211 on pages 271–277.



Go to page 87 of your Writing Journal to complete the chart with the characters’ locations.

1. Review paragraphs 206–211 on pages 276–277 where Holmes explains his reasoning process to Watson.
2. Highlight the text that shows the clues that Holmes used to solve the case in paragraphs 206–211.

Class Discussion Questions

1. How many of these clues did you identify as suspicious in your Writing Journal notes?
 - The very talented assistant works for half salary.
 - The assistant finds the ad and knows a lot about the Red-Headed League.
 - The assistant spends hours in the cellar developing photos.
 - The street is full of redheads, but Mr. Wilson is led to the front and chosen for the league.
 - Wilson must be in the Red-Headed League office from 10–2 every day or he loses his salary.
2. How many of these clues did you identify as suspicious in your Writing Journal notes?
 - Holmes looks at the knees of the assistant's trousers.
 - Holmes thumps the ground outside Wilson's pawnshop.
 - There is a bank branch near the pawnshop.



The Chocolate Collection

The Aztecs used it for money, early explorers took it to the Antarctic, and at least once it was turned into a bomb. The 3,700-year-long history of chocolate is full of twists and turns and big surprises. You will discover that there are a lot of questions that need answers: Can chocolate make you smarter? What does chocolate have to do with slavery? Should school lunches include chocolate?



Information Literacy

SUB-UNIT 1 • 4 LESSONS



Scavenger Hunt and Internet Research

SUB-UNIT 2 • 4 LESSONS



Argumentative Writing and Collection Research

SUB-UNIT 3 • 4 LESSONS



Debate and Internet Research

SUB-UNIT 4 • 4 LESSONS



Write an Essay

SUB-UNIT 5 • 8 LESSONS

Overview

You can find amazing information online. Sometimes the stories are so amazing that they seem unbelievable. Don't you agree?

Suggested Reading

Is your curiosity sparked? Want to dive deeper into this topic? Check out the list of websites below for a wealth of reference materials. And remember, your school and local libraries are great places to continue exploring your interests.

- Internet Archive
- Library of Congress
- OCLC WorldCat
- Google Books
- HathiTrust Digital Library
- Project Gutenberg
- Digital Public Library of America

Lesson 1—Evaluating Sources, Part 1

Explore the website your teacher provides.



Complete 1–3 on page 6 of your Writing Journal.

How do you know a source is credible? Use the discussion points and discuss each of the four sources your teacher projects with your partner.

Work with your partner to discuss the following points:

- Who is the author?
- Is the author an expert on this subject?
- Might this author be prejudiced about this subject?
- Is it a well-known and respected organization or website?
- Would a source like this contain facts or opinions?
- How recently was this source written or updated?
- How does not knowing a source's identity affect its believability and trustworthiness?



Use page 7 of your Writing Journal to take notes on these points. Be prepared to talk about your answers during a class discussion.

Lesson 1—Evaluating Sources, Part 1 (continued)

Assess different domain extensions to determine their meaning and credibility.

URLs (or Universal Resource Locators) can have a variety of endings. Some are more credible than others.

- **.edu:** academic institution (college, university)
- **.gov:** official U.S. government agency
- **.com:** commercial/company
- **.org:** organization (often nonprofit organizations, but can be commercial)
- **.net:** network (often Internet service providers, but can be commercial)



Fill in page 8 of your Writing Journal. Be prepared to share your answers.

Lesson 3—Avoiding Plagiarism

Plagiarism is stealing someone's words or ideas without crediting the source.

To avoid plagiarism, you'll learn how to properly frame a quote. A completed, framed quote has three parts:

1. Introduction to the quote (for example, According to the text... or Studies have found that...)
2. The borrowed words (the quote) in quotation marks
3. The citation in parentheses: the author's last name or the source title, followed by the page or paragraph number

Examples of completed, framed quotes

Example 1: Using a source that has the author's name and uses paragraph numbers (for example, an article from The Chocolate Collection):

According to the text, "dark chocolate relieves stress and lowers blood pressure" (Smith 5).

Example 2: Using a source that has the author's name and uses page numbers (for example, a book):

According to the text, "dark chocolate relieves stress and lowers blood pressure" (Smith 23).

Example 3: Using a source with no author or title listed (for example, a website's homepage):

Studies have found that "dark chocolate reduces cholesterol in 53% of adults" (scientificamerican.com).

Lesson 3—Avoiding Plagiarism (continued)

Original quote or text:

“As a result of Halvorsen’s initiative, America’s legions of candy bombers dropped about a quarter million tiny parachutes over Berlin with millions of pounds of candy.”

Properly framed quote:

According to the article, “candy bombers dropped about a quarter million tiny parachutes over Berlin with millions of pounds of candy” (ABC News).

Read the sentence from the article “Prehistoric Americans Traded Chocolate for Turquoise?” by Christine Dell’Amore:

Visiting Mesoamericans may have bartered cacao beans for gems unique to the Southwest, such as turquoise, which is known to have been mined by Puebloans in what’s now New Mexico.

1. Select a brief direct quote from the sentence and rewrite it using the frame technique.
2. Share your response with your partner. Determine if each quote is correctly framed, and explain your thinking.



Go to page 9 of your Writing Journal to complete Activities 1 and 2.

Paraphrasing

Paraphrasing is rewriting text in your own words, expressing the author's meaning without adding anything new or leaving anything out.

Example of Patchwork Plagiarism

Direct Quote

Nearly everyone loves chocolate, creating a high demand for cacao beans. With that popularity comes a high cost to the environment.

Patchwork Plagiarism

Just about everyone loves chocolate, which creates a high demand for cacao beans. With that popularity, there is a high cost to the environment.



Complete the paraphrase chart on page 10 of the Writing Journal.

Follow along as your teacher leads a class discussion using the Paraphrase Chart.

Overview

Ready, set, go and find the answers to the questions as fast as you can...and discover amazing facts about chocolate.

Suggested Reading

Is your curiosity sparked? Want to dive deeper into this topic? Check out the list of websites below for a wealth of reference materials. And don't forget, your school and local libraries are great places to continue exploring your interests.

- Library of Congress
- OCLC WorldCat
- Google Books
- HathiTrust Digital Library
- Project Gutenberg
- Digital Public Library of America

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(Scavenger Hunt Collage and Collection Cover Background Image)



The Chocolate Collection



Chapter 1: Historians

- ¹ A long, long time ago, people watched and wondered as monkeys broke open the football-shaped pods of the cacao tree and ate the milky pulp inside. One day, someone followed the monkey's example and tasted the pulp, and the long, delicious history between humans and cacao began.
 - ² The people were the Olmecs, and they lived in Mexico some 3,700 years ago. They made a drink from the sweet pulp but, like the monkeys, they spit out the bitter seeds. After a while, however, they learned to grind the seeds into a fine powder, using them to make a cool, bitter beverage. It would take another 1,400 years for the Mayan people to discover how to roast and spice the beans to make the first hot chocolate.
 - ³ And the rest, as they say, is history...
-

The ancient Mayans created ceramic objects for ceremonial use. They experimented with minerals to create the colors used to decorate these pieces. Experts believe the painting below shows a priest testing the temperature of a pot of chocolate. In the foreground, you can see a small pile of tamales (maize cakes) covered with mole (chocolate-chile) sauce.



Mayan AD 600–800

Early History of Chocolate

Author: Amplify Staff (2014)

- ¹ Chocolate has been consumed, loved, and even worshipped, by different people over the course of thousands of years. Most historians think that Mesoamericans (the ancient peoples of Mexico) discovered chocolate and drank it as a beverage. But they couldn't have known that the small, bitter, cacao seeds would travel the globe and become a favorite treat for people for centuries to come.
- ² The Olmec lived in Mexico some 3,700 years ago, and were most likely the first humans to ever consume chocolate. They noticed animals eating the sweet, white pulp of the football-shaped cacao pods, and decided to try it for themselves. While animals spit out the hard, bitter seeds of the cacao pods, the Olmec had another idea. They crushed the seeds, mixing them with water, spices, and chiles, to create a **frothy** beverage, the world's first chocolate drink.

frothy: foamy
burbujeante:
espumoso

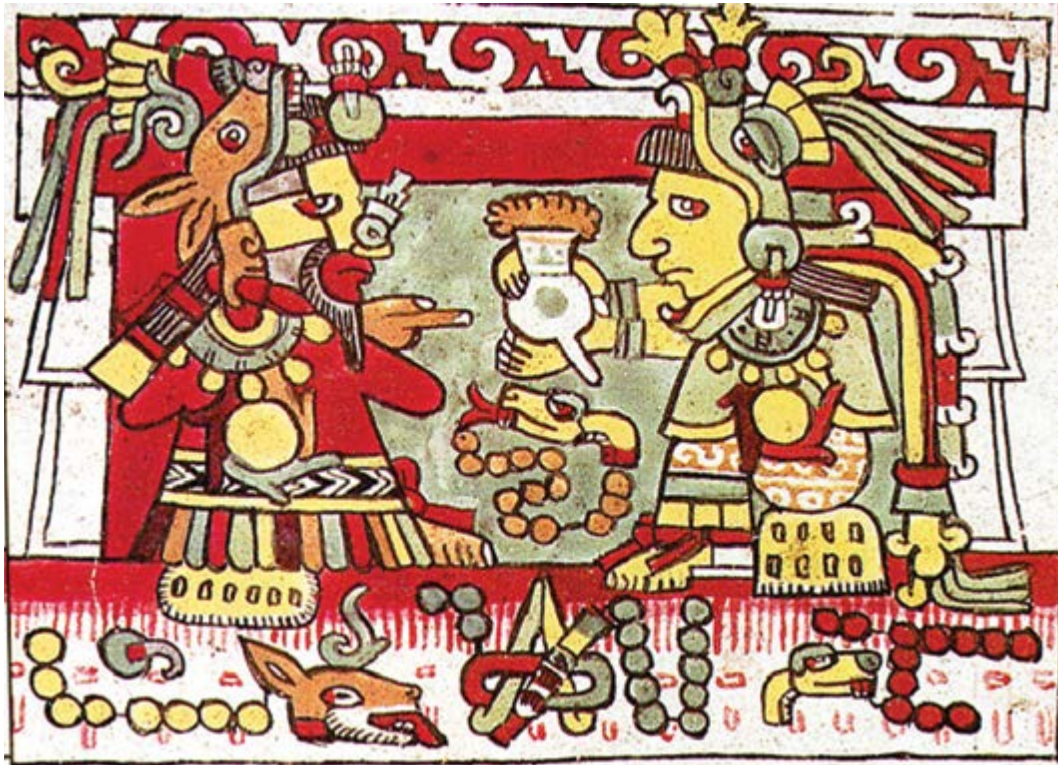
- ³ About 1,400 years later, the ancient Mayans would build on the Olmec's knowledge. They devised new methods of roasting and seasoning cacao seeds, creating an early kind of hot chocolate. The Mayans were wild about cacao to the point of carving images of the pods into the walls of their temples, painting people drinking cacao into their artwork, and growing cacao trees in their private gardens. To the Mayans, cacao wasn't merely a food. It was also a medicine and a central part of their religious and royal ceremonies. Chocolate was given special, elevated status in Mayan culture. It was widely enjoyed by the royalty and elite of Mayan society but ordinary Mayans were permitted little to no access to the exclusive treat.
- ⁴ This trend was even more noticeable in the society of the Aztecs, who ruled the region approximately 1,000 years later. The Aztecs reserved this special beverage only for their rulers, religious leaders, and other favored members of the community. Like the Mayans, the Aztecs used cacao seeds in their religious ceremonies, offering the seeds as a sacrifice to the gods. They also used the Mayan's recipe for the bitter beverage, seasoning it with vanilla, chili peppers, and achiote (spice). The drink was called xocolatl, because they associated it with Xochiquetzal, the Aztec goddess of fertility. Cacao was very hard to grow in the dry lands of the Aztec empire, and it had to be imported. This meant that chocolate was a very desirable luxury good in Aztec life, and cacao seeds became a kind of currency. For example, at an Aztec market, three cacao seeds could buy a fresh avocado, and 100 seeds could buy a turkey. The farmers who grew cacao were ordered to pay a tribute, or tax, of cacao beans to the Aztec rulers.
- ⁵ Eventually, the Spanish would discover cacao when they conquered the Aztecs in the late 16th century. Cacao would then make its way to Europe and begin the long process of becoming the traditional chocolate we know and love today.

Photo: © Justin Kerr.

This is a small detail from a book that tells stories using **pictograms** of the Mixtec region of Mexico. Instead of using words, these stories use pictures to get their ideas across. The pages in this book are made with deerskin and are painted on both sides. This image depicts a king accepting a frothy hot chocolate from his bride during a wedding ceremony.

Codex Zouche–Nuttall (small section of a larger manuscript), Mexico

(AD 1200–1521)



pictograms:
storytelling
pictures
pictogramas: signo
de la escrituras
de imágenes y
símbolos

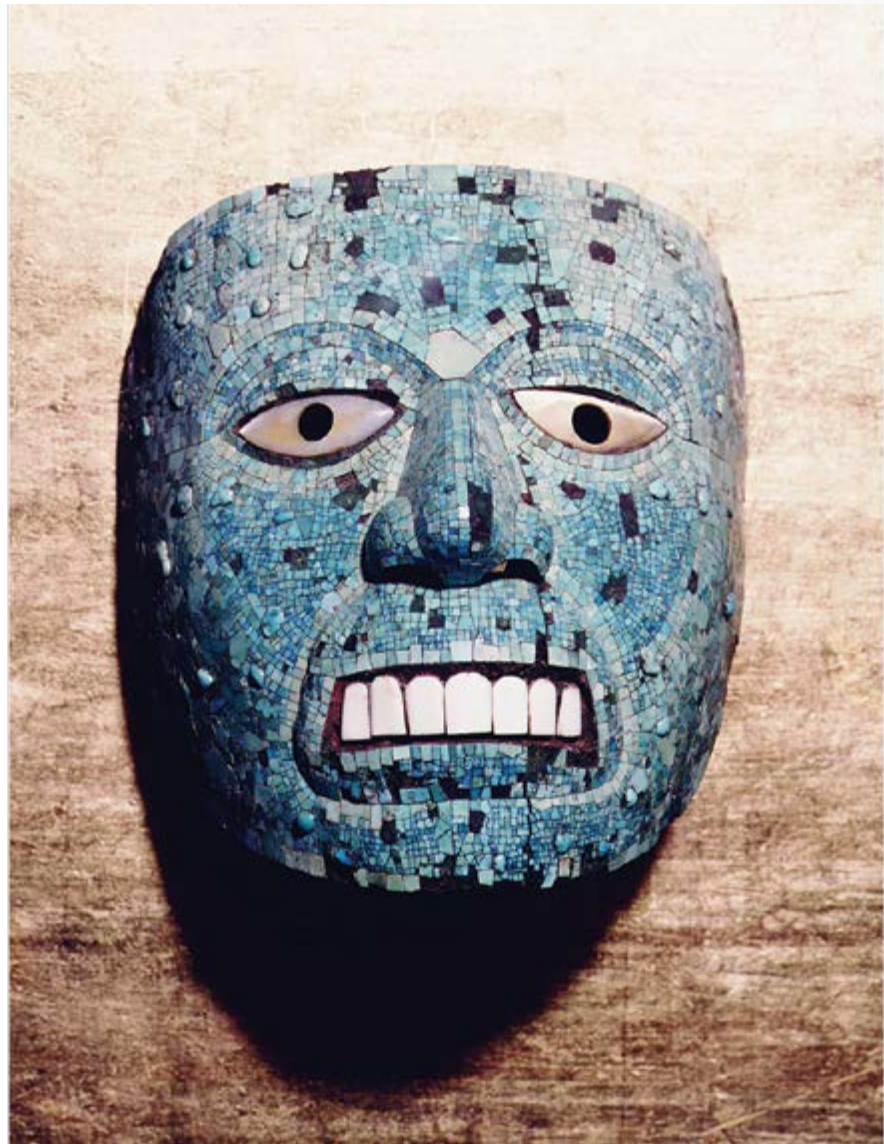
During the 10th century, Toltec priests of Teotihuacan, Mexico, wrote a Book of Prophecies. Included in that book is the story of Quetzalcóatl, the god who gave the Toltecs the cacao plant. According to that story, Quetzalcóatl taught the Toltecs how to care for the plant and showed them how to create edible chocolate from the cacao beans.

Mask of Quetzalcóatl

(circa 1500)

The British Museum, London

Mask with turquoise mosaic



Eileen Tweedy/The Art Archive at Art Resource, NY.

Excerpt: “Prehistoric Americans Traded Chocolate for Turquoise?” from *National Geographic News*

Author: Christine Dell'Amore

Published: March 29, 2011

Talk about a sweet deal—prehistoric peoples of Mesoamerica may have traded chocolate for gems from the U.S. Southwest, a new study suggests.

- ¹ Traces of a chemical found in cacao—the main ingredient in chocolate—were found in several drinking vessels from various sites in Pueblo Bonito, a complex of sandstone “great houses” in Chaco Canyon, New Mexico.
- ² Ancestral Puebloan peoples built the complex, the **epicenter** of the ancient Chaco culture, in stages between A.D. 850 and 1150.
- ³ But cacao, a tropical fruit that grows in Central and South America, was cultivated in prehistoric times only in Mesoamerica, a region that stretches from Mexico to Costa Rica....
- ⁴ The findings suggest the New Mexico complex also served as a trading **hub** for Mesoamericans and Puebloans between the 11th and 14th centuries—and that the two groups had a “much tighter connection” than previously thought, said study leader Dorothy Washburn.
- ⁵ Visiting Mesoamericans may have **bartered** cacao beans for gems unique to the Southwest, such as turquoise, which is known to have been mined by Puebloans in what’s now New Mexico.
- ⁶ “We’ve **erected** this wall between the Southwest and Mesoamerica for the whole of prehistory, [when] it was just one area—the Americas,” said Washburn, of the University of Pennsylvania Museum of Archaeology and **Anthropology** in Philadelphia....

epicenter:
center of activity
epicentro: centro
de actividades

hub: center
núcleo: centro

bartered: traded
hecho trueque:
intercambiado

erected: built
eregido: construido

Anthropology:
the study of
human beings
Antropología:
estudio de los seres
humanos



Ordinary People Also Drank Chocolate?

- ⁷ Archaeologists already knew that some trade existed between Mesoamericans and Southwest peoples. For instance, the remains of parrots and copper bells that originated in Mesoamerica have shown up in places such as Pueblo Bonito.
- ⁸ Scientists have also found remnants of turquoise in the ruins of the ancient Maya city of Chichén Itzá, located in present day Mexico, which has no turquoise deposits.
- ⁹ In 2009 archaeologists reported the discovery of the cacao chemical theobromine in vessel fragments near Pueblo Bonito—suggesting cacao had reached the Southwest.
- ¹⁰ This finding prompted Washburn and colleagues to test 75 vessels that had been used by both Chaco elites and farmers who lived near the complex....
- ¹¹ ...The results showed that 50 of the 75 vessels had theobromine—including the commoners' vessels.
- ¹² Finding the chemical in the farmers' vessels was “most unexpected,” Dorothy Washburn said. “We were bowled over....That meant that a lot of people had access to [chocolate].”

- ¹³ John Henderson, a Mesoamerican expert at Cornell University who was not on the study team, was similarly struck by the idea of ordinary folks drinking chocolate, normally a beverage of the elite.
- ¹⁴ He suggested that the Chaco great houses may have put on huge feasts that would have allowed commoners to intermingle with elites....

Frothy Chocolate a Favorite Prehistoric Drink

- ¹⁵ Chocolate was almost always on the menu in Mesoamerica, where “any important social occasions included cacao,” Henderson said.
- ¹⁶ When Spanish conquerors first encountered the 16th-century Aztec emperor Montezuma, they described a lavish banquet featuring more than 50 big jars of foam-topped liquid cacao, said Dorothy Washburn, whose study appeared in March in the *Journal of Archaeological Science*.
- ¹⁷ The Puebloans would have probably made this crude form of chocolate much like the Mesoamericans—by taking the dried beans and mixing them with water and other substances, she added.
- ¹⁸ To make the bitter mixture **palatable**, people would have added in chili peppers, honey, or vanilla beans....
- ¹⁹ ...There’s a physical foundation for this ancient cacao obsession: Theobromine stimulates the heart and relaxes the airways, helping people breathe easier, co-author William Washburn noted.
- ²⁰ This “invigorating” effect, he said, is part of the reason Mesoamericans would give cacao to soldiers to pump them up prior to battle....
- ²¹ ...Likewise, the theory that Southwest peoples traded turquoise for cacao also “seems plausible,” although there’s no direct evidence of such an exchange, Henderson said.
- ²² Indeed, without more chemical evidence that offers hard science, “the story is not told,” Dorothy Washburn said. “We do not have the **penultimate** understanding of the [culture at] Chaco.
- ²³ “That’s what’s exciting about it—there’s lots more to do.”

Photo: Matt Champlin/Flickr/Getty Images. Text: Christine Dell'Amore/National Geographic Stock.

palatable: tasty
apetecible: sabroso
penultimate: next to final
penúltimo: antes del último

Chapter 2: Soldiers and Explorers

- ¹ Thousands of years ago, Aztec warriors realized that cornmeal-coated chocolate was an ideal food to send onto the battlefield: It was easy to transport, didn't spoil quickly, and provided a fast energy boost. In North America, chocolate began to appear in soldiers' **rations** as early as the Civil War. Since then, it has been a constant companion for modern-day soldiers and military personnel.
 - ² Just like soldiers, explorers can only take the bare necessities on their missions. Robert Falcon Scott, the great Antarctic explorer, thought cocoa was one of the six essential foods to sustain himself and his men during their expedition to the South Pole in 1912.
-

rations: supplied
food

raciones: alimentos
suministrados

The Daily Ration for Robert Falcon Scott's Trek to the South Pole

(1912)



400g biscuit, 340g pemmican (dried beef), 85g sugar, 57g butter, 24g tea, 16g cocoa. The sugar was mixed with the cocoa and heated for hot chocolate. Scott was quoted as saying that the cocoa was the only thing that kept the men from killing each other during their difficult journey to the South Pole.

Scott Polar Research Institute, University of Cambridge

Men Drinking Hot Chocolate on Return from Long Antarctic Journey



Apsley Cherry-Garrard (right) warming up with hot cocoa after a five-week trek in -40 degree temperatures to retrieve Emperor penguin eggs. They managed to collect three eggs to bring back to England for scientific study. It was believed that an evolutionary link between reptiles and birds could be found by studying Emperor penguin embryos. This theory has been disproved, but the eggs can still be seen at London's Natural History Museum.

Popperfoto/Getty Images

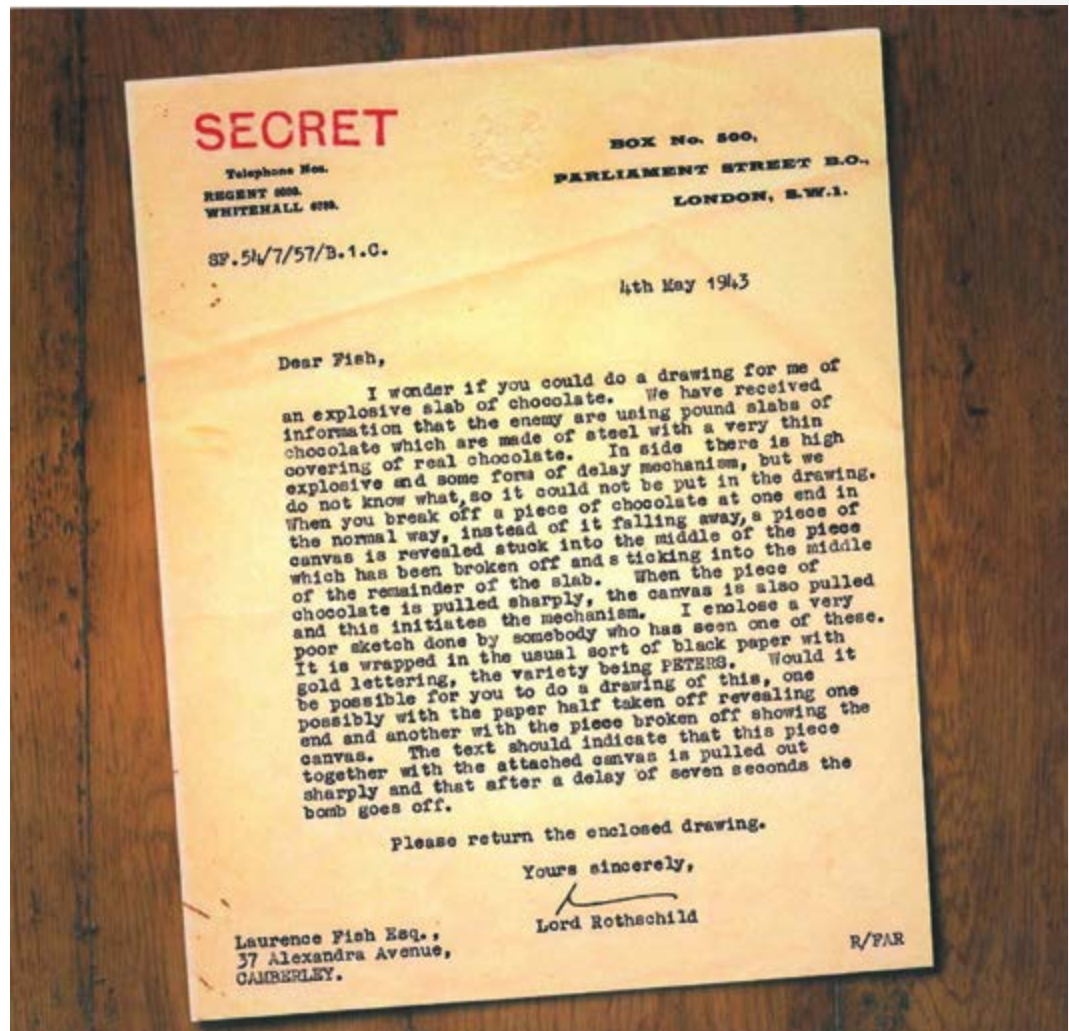
Letter from Lord Rothschild to Laurence Fish

(May 4, 1943)



Winston Churchill

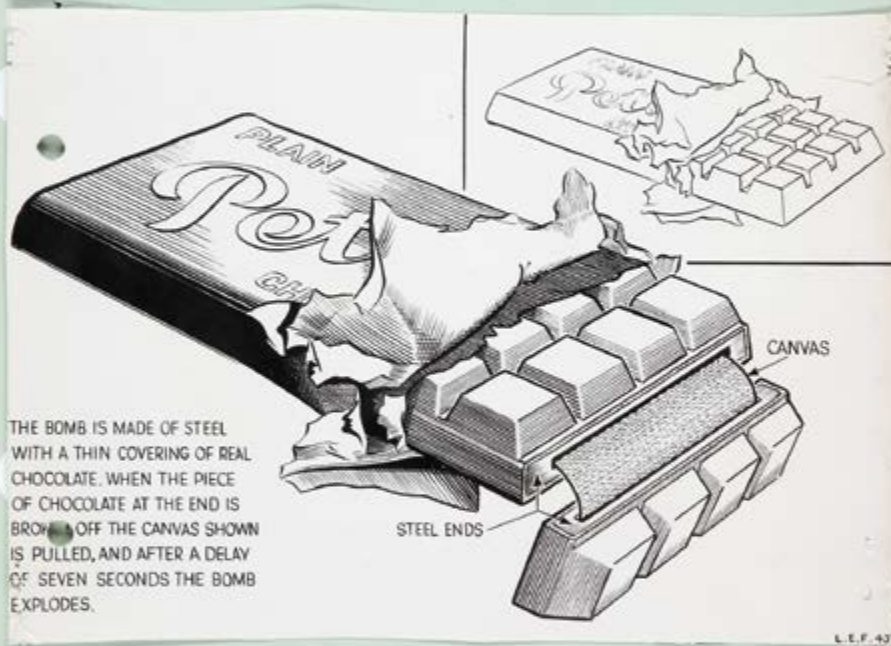
Chocolate played several roles during World War II. In one case, Nazis attempted to kill England's prime minister, Winston Churchill, with an exploding chocolate bar. They intended to hide a chocolate bar bomb among other chocolates in Churchill's dining room. Luckily, British spies uncovered the plot before any damage could be done. This letter describes the chocolate bomb:



22a(3)

LALLART
P.F.65727

April, 1943.



HAND GRENADE disguised as SLAB OF CHOCOLATE.

A drawing of the chocolate bomb

Churchill photo: AP Photo. Letter: Courtesy of Jean Bray. Chocolate bomb: Courtesy of The National Archives, United Kingdom.



Children in Berlin waiting for the chocolate bomber to drop candy

Pilot Dropped Candy into Hearts of Berlin

Author: ABC News

Published: July 25, 2008

- ¹ Gail “Hal” Halvorsen who, at age 87, still flies, and does candy drops at American schools, as a way of helping understand that a little kindness can go a long way.
- ² Sixty years ago, this week, American pilot Hal Halvorsen’s mission won the heart of a city in its darkest hour.
- ³ In July 1948, three years after the war’s end, Soviet leader Josef Stalin was making a grab for Eastern Europe. “West Berlin, an island of freedom in a sea of red, was in his way,” Halvorsen said.
- ⁴ Berlin stood divided between east and west. The Soviets cut off land supply lines to the 2.25 million Berliners living in the west.
- ⁵ In response, the Allies organized an airlift. American pilots began flying tons of flour, milk, meat, even coal to desperate Berliners.

- 6 “We had freedom and flour; they needed both,” Halvorsen said.
- 7 At age 27, Halvorsen was one of the pilots dropping necessities into the city of Berlin. As he did, he noticed children standing behind barbed wire at the end of the runway who were so grateful for the delivery.
- 8 “And then I realized, suddenly,” Halvorsen said. “Not one of those 30 kids had put out their hand and said, ‘You got any chocolate?’”
- 9 Halvorsen gave the kids a stick of gum. After seeing their deep appreciation, Halvorsen was **compelled** to act.
- 10 Without even asking for permission, he began fashioning tiny parachutes out of handkerchiefs and tied candy to each one. But to get the attention of children on the ground below, he had to get creative.
- 11 “I’d wiggle the wings of that big plane,” Halvorsen said.
- 12 The “wing wiggle” became Halvorsen’s trademark.
- 13 “In the base op, there [was] a big stack of mail,” Halvorsen said. “On the letters it said, ‘To Uncle Wiggly Wings.’”
- 14 As he dropped dozens of tiny parachutes from the sky, grateful German children gathered and then spread the word: Their former enemies, the Americans, were dropping candy from the sky.
- 15 “They fell in love with America and went home and convinced their parents,” said Andrei Cherny, author of “The Candy Bomber.”
- 16 With Halvorsen’s actions, the candy bar became a symbol of hope. The military did not know who the candy bomber was until a reporter saw Halvorsen’s tail number.
- 17 “I thought I was going to be **court-martialed**,” Halvorsen said.
- 18 After his identity was discovered as the mystery candy bomber, Halvorsen was called up before a colonel, who unexpectedly encouraged Halvorsen to continue his mission.
- 19 After receiving the colonel’s **tacit** approval, other pilots joined his effort and the candy bombing went on until the airlift ended in 1949.
- 20 Americans in the United States also were involved, sending lots of candy and handkerchiefs.

compelled: driven
obligado:
impulsado

court-martialed:
taken to a military
court
**juzgado en consejo
de guerra:** juzgado
por un tribunal
militar

tacit: unspoken
tácita: silenciosa

21 “Word came back also that I was a bachelor, and some of the handkerchiefs came black laced, perfumed. I got three wedding proposals,” Halvorsen said with a smile.

22 As a result of Halvorsen’s initiative, America’s legions of candy bombers dropped about a quarter million tiny parachutes over Berlin with millions of pounds of candy.

23 “The Berlin we see today is in many ways a testament to what Hal Halvorsen did,” Cherny said. “Berlin would not have been able to survive through that terrible winter of 1948 were it not for the spirit of the people of Berlin.”

24 Halvorsen called the airlift the “healing **balm** on the wounds of war.”

25 “The gratitude breaks down the wall between people—when one’s grateful,” Halvorsen said.



Gail Halvorsen

Photo of children: © Bettmann/Corbis. Photo of Halvorsen: AP Photo/Daily Herald.
Text: © ABC News.

balm: soothing
ointment
bálsamo: ungüento
calmante

Chapter 2:

Industrialists and Entrepreneurs

text
10

- ¹ Nearly everyone loves chocolate. Every year, 3 million pounds of it is consumed!
 - ² How many beans does it take to make that much chocolate? Here's the math: Each cacao tree produces 30 pods a year, and each pod holds about 40 cacao beans. Approximately 400 beans are needed to make a single pound of chocolate. So, how many beans are needed to make 3 million pounds of chocolate? 1,200,000,000!
 - ³ There's a lot of work to do after the beans have been removed from the pods. First, they are allowed to **ferment**, then they are dried and shipped to chocolate-making factories around the world where they are roasted, shelled, and ground into a paste. Finally, other ingredients are added to make the chocolate sweet, smooth, and glossy.
 - ⁴ In the early 1900s, cacao was grown and harvested on plantations using slave labor. In 1910, William Cadbury led a group of American and English chocolate companies to boycott cacao from plantations with brutal working conditions. Unfortunately, even today, much of the cacao we consume comes from slave plantations in Africa.
-

ferment:
chemically break
down
fermentar:
descomponerse
químicamente

There is a long history of slavery in the production of chocolate. This letter, from the founder of the Cadbury chocolate company, shows his views on the conditions found at various cacao plantations.

Excerpt: Appendix C

Statement from *Labour in Portuguese West Africa*

Author: William A. Cadbury

Publisher: George Routledge and Sons, Ltd., London, UK, and E.P. Dutton and Co., New York, NY

Published: 1910 (public domain)

- ¹ Made by Mr. William A. Cadbury on behalf of the English Cocoa Makers to a Committee of the **Proprietors** of the Cocoa Estates of S. Thomé and Principe.
- ² LISBON, November 28, 1907.
- ³ TO THE PROPRIETORS OF THE COCOA ESTATES OF S. THOMÉ AND PRINCIPE.
- ⁴ Gentlemen,—I thank you for meeting me here to-day, and giving me an opportunity of expressing the views of my own firm and other cocoa makers mentioned in my letter of November 12.
- ⁵ On the occasion of my first visit to Lisbon, in 1903, leading proprietors of S. Thomé, whom I had the honour to meet, questioned me as to the authenticity of reports I had heard, and repeated in their presence, as to the conditions of labour in the island cocoa estates, and the method of **procuring** that labour on the mainland. I was bound to admit that I had but little first-hand proof of such statements, and therefore we more readily accepted your invitation to send out our own commissioner to make an enquiry. I was myself unable to spare the needful time to learn your language and make thorough investigation in Africa, so we asked Mr. Joseph Burt (a personal friend of twenty years' standing, but not connected in any way with the cocoa business) to undertake the work on our behalf. His enquiry lasted for nearly two years, and he was accompanied all through Angola by Dr. W. Claude Horton, of Brighton....

proprietors:

owners

propietarios:

dueños

procuring: getting

procurar: obtener

- 6 ...The report of Mr. Burt and Dr. Horton has been placed in your hands, and I need not follow it in its many details. It, however, establishes to us the following facts: —
- 7 The large majority of Angola natives who are taken to S. Thomé are brought to the coast and shipped to the islands against their will, and therefore when they allow themselves to be contracted, it is under the force of circumstances and not a voluntary act. The good **repatriation laws** are still a dead letter, and therefore have not benefited the native, as repatriation from S. Thomé to Angola, with the exception of **Cabinda** has never taken place.
- 8 In addition to all evidence and vital statistics at present available, there are, and always will be until you introduce free labour, innumerable “offences against the person of the native” which it is impossible to trace, but which must be the inevitable result of the present system.
- 9 I now wish to refer to that part of Mr. Burt’s report dealing with the islands. It is very agreeable to us to record the excellent treatment on many estates, and we have since read with much interest the publication entitled *The Boa Entrada Plantations*, and have circulated several copies among our friends. We are particularly pleased that at this moment the British public should have an opportunity of studying so good an example of the excellent estates management in S. Thomé. But the death-rate even on that ideal estate, considering that it is for adult population, is **appalling**, although I believe that all is being done on the spot by a kind and generous employer to lessen the mortality. I know there are many well-managed estates in S. Thomé, and should wish to consider that, for the sake of argument, every one is managed with the same kindness and forethought, but you have still in your island a system that produces a very high death-rate, and a birth-rate so low that every year several thousands of fresh labourers must be imported to fill the ranks of the dead.
- 10 In one of your best managed estates the doctor states that most of the mortality is from two diseases—**anaemia** and **dysentery**; complaints that are easily developed by people in a depressed mental condition. It is also admitted that the highest death-rate is among the newly arrived labourers, and this is exactly what one would expect when we know that these people are forcibly taken from their homes for work across the sea, without any hope of return.

repatriation laws: laws providing for the return of a people to their home country
leyes de repatriación:

leyes para normar el regreso de las personas a su país de origen

Cabinda: province of Angola

Cabinda: provincia de Angola

appalling: terrible
abominable: terrible

anaemia: a condition in the blood that causes paleness and weakness

anemia: trastorno de la sangre que causa palidez y debilidad

dysentery: an infection in the stomach that causes diarrhoea

disentería: infección del estómago que cause diarrea

repatriation: right to return home to one's country
repatriación: derecho de regresar al país de origen

adminstration: carrying out
administración: poner en efecto

Transvaal: area north of the Vaal River in South Africa

Transvaal: área al norte del río Vaal en Sudáfrica

coolie labour: unskilled Asian workers

trabajadores culíes: trabajadores asiáticos no especializados

Powers: powerful Western countries
potencias: poderosos países occidentales

aboriginal populations: people originally from the area

población aborigen: personas originarias del área

relinquished: given up

desistido: renunciado

deplore: hate
deploran: odian

- 11 It is hardly necessary to restate the fact that with the exception of the Cabinda natives there is no repatriation to Angola: the ships that go to the islands crowded with labourers carry none back to their homes. Until the present state of things is changed no argument will persuade the world that this is free labour.
- 12 Much will have to be altered before the conditions are perfect, and reforms cannot all be enacted at once, but the essentials of liberty ought to be immediately granted, and these are free contract and equally free **repatriation**.
- 13 That this is not impossible is shown by the just **administration** of the law in your own colony of Mozambique. Though in the mines the work is harder than on the cocoa plantation, there are plenty of labourers willing to contract for a short term of service with proper payment in the **Transvaal**. The British colonies in the West Indies contract with the Indian Government for the supply of **coolie labour**, and thousands of these men and women are shipped across two oceans, and after five years' service return with their families to their native land with large sums of money in their possession.
- 14 When the system of repatriation is established and men and women and children are actually returned to their homes, they will inspire their friends with confidence in the S. Thomé plantations, and the islands would no longer be regarded as the grave from which no man returns....
- 15 ...We are not asking you to enforce any new standard of freedom; many years ago Portugal and Great Britain, with other **Powers**, signed the Brussels Act, agreeing "to protect effectively the **aboriginal populations** of Africa," and abolish for ever the last remnants of slavery from their dominions. The abuses which are still taking place in your colony of Angola are, I believe, not an indication that the Portuguese nation has **relinquished** this high standard of liberty, rather are they the last traces of a bad system that you all **deplore**, and will, I believe, remove with a strong hand, so that it shall not be possible to associate the name of slavery with that of your great nation.
- 16 We have always been buyers of S. Thomé cocoa, and in the hope of continuing for many years your business friends, we respectfully urge upon you the need for reforms, all of which will, we believe, be

accomplished when throughout Angola and the islands you have established free labour and free repatriation.

- ¹⁷ Misleading statements as to our motives have appeared in the Portuguese newspapers, due, we believe, to a lack of complete information. The suggestions of commercial jealousy are as absurd and as far from possible truth as that the English cocoa makers wish to buy your S. Thomé estates; we need our **capital** in our own business. There have been many other incorrect statements as to our motives, all we are sure from simple misunderstanding, and as they appear to us irrelevant, we hope we may be forgiven if we neglect them.
- ¹⁸ Plentiful supplies of good cocoa are of the greatest benefit to the manufacturer, and we have always welcomed the good progress of the S. Thomé estates. Much as we should regret to lose the opportunity of buying your excellent cocoa, and even knowing that it would **entail** to us financial loss, speaking at least for my own firm, our conscience would not allow us to go on purchasing raw material for our business, unless we are assured that in the future it is to be produced by free labour.
- ¹⁹ We plead for strong and immediate action, and confidently trust that the **agriculturists**, who have by their courage and energy done so much in one generation to raise the island of S. Thomé to a colony of the foremost rank, will assist their able administrators to banish from their estates the remnants of a bad system, and establish in the ancient colony of Angola a standard of true freedom, worthy of the nation which first explored the shores of Africa, and is counted among the greatest colonizing Powers of the earth.
- ²⁰ On behalf of the English cocoa makers,
- ²¹ Yours faithfully,
- ²² WILLIAM A. CADBURY.
-

capital: money
capital: dinero
entail: cause
implicaría: causaría
agriculturists:
farming experts
agricultores:
expertos agrícolas

Adapted Version

²³ Made by Mr. William A. Cadbury on behalf of the English Cocoa Makers to a Committee of the Proprietors of the Cocoa Estates of S. Thomé and Principe.

²⁴ LISBON, November 28, 1907.

²⁵ TO THE PROPRIETORS OF THE COCOA ESTATES OF S. THOMÉ AND PRINCIPE.

²⁶ Gentlemen,

²⁷ I thank you for giving me the opportunity to express the views of my own firm and other cocoa makers mentioned in my letter of November 12.

²⁸ On the occasion of my first visit to Lisbon, in 1903, leading proprietors of S. Thomé questioned me as to the authenticity of reports I had heard about the conditions of labor on the island cocoa estates, and the method of procuring that labor on the mainland. I was bound to admit that I had but little firsthand proof of such statements; therefore, we readily accepted your invitation to send out our own commissioner to make an inquiry. His inquiry lasted nearly two years, and he reported the following facts:

²⁹ The large majority of Angola natives who are taken to S. Thomé are brought to the coast and shipped to the islands against their will. Therefore they are contracted by force, and not as a voluntary act. In addition there are, and always will be until you introduce free labor, innumerable “offenses against the person of the native” that are impossible to trace, but that must be the inevitable result of the present system.

³⁰ We have read with much interest the publication entitled *The Boa Entrada Plantations* and have circulated several copies among our friends. The death rate, even on that ideal estate, is appalling, and the birthrate so low that every year several thousands of fresh laborers must be imported to fill the ranks of the dead.

³¹ In one of your best-managed estates, the doctor states that most of the mortality is from two diseases—anemia and dysentery, complaints that are easily developed by people in a depressed mental condition. It is also admitted that the highest death rate is among the newly arrived laborers. This is exactly what one would expect when we know that these people are forcibly taken from their homes for work across the sea, without any hope of return.

- ³² Reforms cannot all be enacted at once, but the essentials of liberty ought to be immediately granted, and these are free contract and equally free repatriation [return to country of origin].
- ³³ That this is not impossible is shown by the just administration of the law in your own colony of Mozambique. Though the work in the mines is harder than on the cocoa plantation, there are plenty of laborers willing to contract for a short term of service with proper payment.
- ³⁴ When the system of repatriation is established and men and women and children are actually returned to their homes, they will inspire their friends with confidence in the S. Thomé plantations. The islands would no longer be regarded as the grave from which no man returns. The excellent food, light labor, and good treatment of such an estate as “Boa Entrada” would be a constant topic of conversation in the villages of the interior. New volunteers would go with light heart to the islands, because they would know that at the end of their contract they would return, with money, to their friends.
- ³⁵ Many years ago Portugal and Great Britain signed the Brussels Act, agreeing “to protect effectively the aboriginal populations of Africa,” and abolish forever the last remnants of slavery from their domains. The abuses that are still taking place in your colony of Angola are, I believe, not an indication that the Portuguese nation has relinquished [let go of] this high standard of liberty. Rather, they are the last traces of a bad system that you all deplore [hate].
- ³⁶ We have always been buyers of S. Thomé cocoa, and in the hope of continuing for many years your business friends, we respectfully urge upon you the need for reforms. These will be accomplished when, throughout Angola and the islands, you have established free labor and free repatriation.
- ³⁷ Plentiful supplies of good cocoa are of the greatest benefit to the manufacturer, and we have always welcomed the good progress of the S. Thomé estates. Much as we should regret to lose the opportunity of buying your excellent cocoa, and even knowing that it would entail to us financial loss, speaking at least for my own firm, our conscience would not allow us to go on purchasing raw material for our business, unless we are assured that in the future it is to be produced by free labor.

³⁸ We plead for strong and immediate action, and confidently trust that the agriculturists will assist their able administrators to banish from their estates the remnants of a bad system, and establish in the ancient colony of Angola a standard of true freedom.

³⁹ On behalf of the English cocoa makers,

⁴⁰ Yours faithfully,

⁴¹ William A. Cadbury.

Paraphrased Version

⁴² Made by Mr. William A. Cadbury on behalf of the English Cocoa Makers to a Committee of the Proprietors of the Cocoa Estates of S. Thomé and Principe.

⁴³ LISBON, November 28, 1907.

⁴⁴ TO THE PROPRIETORS OF THE COCOA ESTATES OF S. THOMÉ AND PRINCIPE.

⁴⁵ Gentlemen,

⁴⁶ We have made a report about how workers are brought from the mainland, and the way they are treated on the island cocoa estates. Here is what we found out:

⁴⁷ Most Angola natives are shipped to the islands against their will, and they are treated cruelly once they get there. These offenses are certainly caused by the present system.

⁴⁸ We have read the publication entitled *The Boa Entrada Plantations* and shared several copies with our friends. Even on that well-run estate, there are far too many deaths, and too few births. Because of this, each year, thousands of new workers must be brought over.

⁴⁹ Most often, it is the new workers who die. This is exactly what one would expect, since these people are forced to leave their homes to work across the sea, without any hope of return.

⁵⁰ The workers must be given the freedom to work only if they wish, and to return to their countries when they desire. You have shown that this is possible in your own colony of Mozambique. There, miners are willing to work for short periods, with proper payment.

- ⁵¹ When men, women, and children are actually returned to their homes, they will tell their friends about the excellent food, light labor, and good treatment on the estates. New volunteers will be happy to go to the islands, knowing that they will return home, with money, once their contract ends.
- ⁵² Many years ago, Portugal and Great Britain signed the Brussels Act, a law that ended slavery in the lands they control. We understand that the abuses still taking place in your colony of Angola are the last traces of a bad system that you all hate.
- ⁵³ We have always bought S. Thomé cocoa, and we hope to continue to do so. This is why we urge you to see the need for reforms. These will happen when laborers may work freely and also return home freely.
- ⁵⁴ Large supplies of good cocoa are so important to companies like ours. However, the only way we can continue to buy cocoa from your estate is if you promise that it will, in the future, be produced by free labor.
- ⁵⁵ We request your quick action in ending this bad system, and in establishing a standard of true freedom in the ancient colony of Angola.
- ⁵⁶ On behalf of the English cocoa makers,
- ⁵⁷ Yours faithfully,
- ⁵⁸ WILLIAM A. CADBURY.
-

Spanish Version

Fragmento: “Apéndice C–Declaración” de La mano de obra en el África Occidental portuguesa

Autor: William A. Cadbury

Editorial: George Routledge and Sons, Ltd., London, UK, and E.P. Dutton and Co.,
New York, NY

Año de publicación: 1910 (dominio público)

Versión parafraseada

*Traducción de la versión parafraseada del texto en inglés original escrito por
William A. Cadbury*

- ⁵⁹ Carta escrita por Mr. William A. Cadbury a nombre de los fabricantes
ingleses de cocoa dirigida a un comité de propietarios de fincas de cacao
de Santo Tomé y Príncipe.
- ⁶⁰ Lisboa, 28 de noviembre de 1907
- ⁶¹ A los propietarios de fincas de cacao de Santo Tomé y Príncipe
- ⁶² Caballeros:
- ⁶³ Hemos hecho un informe acerca de la manera en que los peones
son transportados desde el continente y del trato que reciben en las
plantaciones de cacao de la isla. Descubrimos lo siguiente:
- ⁶⁴ La mayoría de los nativos de Angola son enviados a las islas en contra
de su voluntad y reciben un trato cruel cuando llegan allá. Estos delitos
ciertamente son causados por el sistema actual.
- ⁶⁵ Hemos leído la publicación titulada *The Boa Entrada Plantations* (*Las
plantaciones de Bõa Entrada*) y distribuido algunos ejemplares entre
nuestros amigos. Aún en esa finca, tan bien manejada, hay demasiados
fallecimientos y muy pocos nacimientos. Es por eso que cada año es
necesario llevar allá miles de nuevos peones.

- ⁶⁶ A menudo, los nuevos peones son los que mueren. Eso es precisamente lo que se esperaba, dado que se les obliga a abandonar sus hogares y trabajar al otro lado del mar sin esperanzas de volver.
- ⁶⁷ Los peones deben tener la libertad de trabajar sólo si lo desean, y de regresar a sus países cuando lo deseen. Ustedes han demostrado que eso es posible en Mozambique, su propia colonia. Ahí, los mineros están dispuestos a trabajar por cortos períodos con el pago adecuado.
- ⁶⁸ Cuando los hombres, las mujeres y los niños vuelvan a sus hogares, les hablarán a sus amigos de la excelente comida, el trabajo ligero y el buen trato que recibieron en las fincas. Los voluntarios nuevos estarán contentos de ir a las islas sabiendo que volverán a sus hogares, con dinero, cuando terminen sus contratos.
- ⁶⁹ Hace muchos años, Portugal y Gran Bretaña firmaron el Acta de Bruselas, una ley que terminaba con la esclavitud en las tierras bajo su control. Entendemos que los abusos que todavía ocurren en su colonia de Angola son los últimos rastros de un mal sistema que todos ustedes odian.
- ⁷⁰ Siempre hemos comprado cacao de Santo Tomé y esperamos seguir así. Es por eso que les rogamos que vean la necesidad de hacer reformas. Éstas ocurrirán cuando los peones puedan trabajar libremente y volver a sus hogares libremente también.
- ⁷¹ Los grandes suministros de cacao son muy importantes para compañías como la nuestra. Sin embargo, la única manera en que podemos seguir comprando cacao de sus fincas es si prometen que en el futuro el cacao se producirá por mano de obra libre.
- ⁷² Les rogamos que actúen con rapidez para terminar con este mal sistema y establecer un modelo de verdadera libertad en la antigua colonia de Angola.
- ⁷³ A nombre de los fabricantes ingleses de cocoa,
- ⁷⁴ Atentamente,
- ⁷⁵ William A. Cadbury
-

“Is It Fair to Eat Chocolate?” from *Skipping Stones*

Author: Deborah Dunn

Published: Nov–Dec 2008

- ¹ Have you had chocolate recently? Most Americans eat about twelve pounds of it each year! But many people don’t know that children in West Africa pick most of the world’s cocoa beans, which is the main ingredient in chocolate. Cocoa beans from the Ivory Coast make about half of the chocolate eaten in America in one year. Child labor is becoming of increasing concern to people who buy chocolate. Here’s why:
- ² Imagine this: 12-year old Sametta lives in Cote d’Ivoire, West Africa. She wakes up at 4:00 a.m., eats millet porridge, then walks two miles to her family’s cocoa bean field. For the next 12 hours she picks cocoa pods and breaks them open so she can scoop out the 30–50 seeds, or “beans,” inside. About 400 beans are needed to make one pound of chocolate. Sametta does not go to school. Her family needs her to work in order for them to survive. Her health is at risk because she uses a sharp **machete** to harvest the cocoa pods, which are sprayed with poisonous pesticides.

A True Story

- ³ This is not a story from 200 years ago. It’s happening right now! Every day in the Ivory Coast, as well as in Ghana, Nigeria and Cameroon, about 300,000 children are forced to pick cocoa beans that will be sold to big chocolate companies like Nestle and Cargill. About 6,000 of these children are treated like slaves—they sleep in dirty rooms, work 12-hour days without pay, are fed very little, and are sometimes whipped. Most of the other children work on their family farms where they need to sell every bean to make money for their families to survive. Going to school is out of the question.

machete: long
knife
machete: cuchillo
largo

Why Is This Happening?

- 4 The reason is money. Extremely poor countries send children to work in other countries where cocoa beans grow. In exchange their government is paid. Also, families who own the cocoa bean farms are very poor. For generations they have depended on growing and selling cocoa beans as their main means of survival. Without help from their children the farmers would not be able to buy food. Big chocolate companies like Mars/M&M want to buy cocoa beans for as little cash as possible so that they can make big profits selling their chocolate products. Chocolate companies pay farmers a very low price for their cocoa beans. Most farmers only earn between \$30 and \$100 a year. Cheap or free labor means more profits for the chocolate companies.

How Can We Solve This Problem?

- 5 In 2001 the U.S. government created a document, the Harkin-Engel **Protocol**, that called the chocolate companies to help eliminate child slavery and child labor by July 2005. However, chocolate companies have not abided by this protocol and the deadline has been extended to July 2008. Even if the companies do convince countries to stop selling their children, and they teach farmers that their children need to go to school, the cocoa farmers would still make barely enough money to survive.

A New Solution: Fair Trade

- 6 There is hope. An emerging group of farms in Africa and South America are called Fair Trade Certified. Companies that buy cocoa beans from these farmers sign a document promising to pay the farmers a fair trade price which is enough for them to buy food and clothing for their families and send their children to school. There are about 45,000 farmers in this program. Chocolate made from these farmers' beans is labeled **Fair Trade**. Also, all organic chocolate made with cocoa grown on farms without child laborers is labeled *fair trade*.
- 7 Farmers must have control over their cocoa bean prices. Before 1999, the government in the Ivory Coast set a minimum price for cocoa, but then the cocoa industry was **privatized** and the minimum price disappeared. Groups like Save the Children say that minimum price laws need to return.

Protocol: official way of doing things
protocolo: manera oficial de hacer las cosas

privatized: taken out of the public's control
privatizada: dejó de estar bajo control público

How Can You Help and Take Pride in What You Eat?

- ⁸ There are several ways. The first is when you get a craving for delicious chocolate, buy it from companies that have the fair trade label, or buy organic chocolate. Second, tell all your friends to do the same! Third, write letters to the biggest chocolate companies (Nestle, M&M/Mars and Hershey) telling them that they need to buy at least some of their cocoa from Fair Trade Certified farms so that kids can go to school. Lastly, when your school has a fundraiser, choose to sell fair trade products. Now chocolate can be eaten fair and square!

By Deborah Dunn. Reprinted with permission of *Skipping Stones*, Nov–Dec 2008, Vol. 20, no. 5

This photo essay shows how chocolate was produced in the early 1900s.

image
13

Image Excerpts: *Cocoa and Chocolate: Their History from Plantation to Consumer*

Author: Arthur W. Knapp

Publisher: Chapman and Hall, Ltd., London UK

Published: 1920 (public domain)



Cacao pods



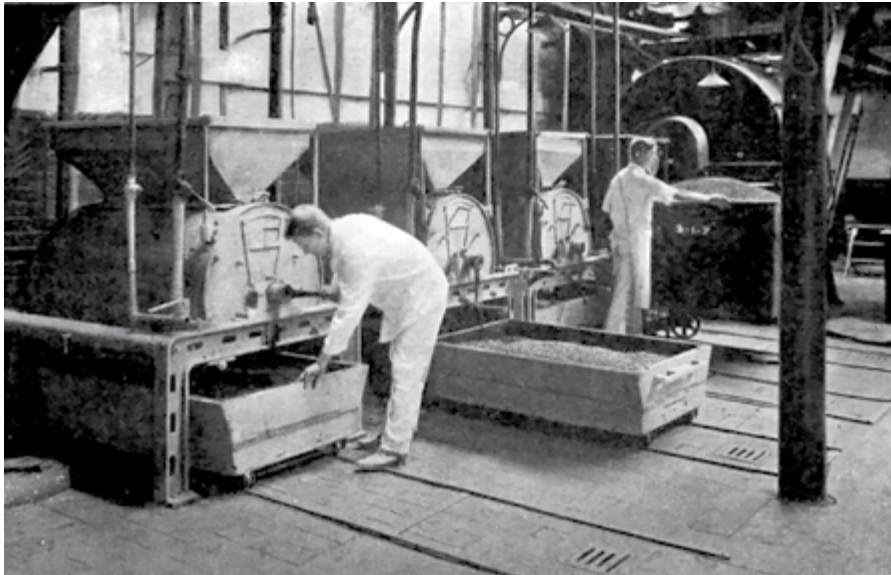
Gathering cacao pods, Trinidad



Sorting cacao beans, Trinidad



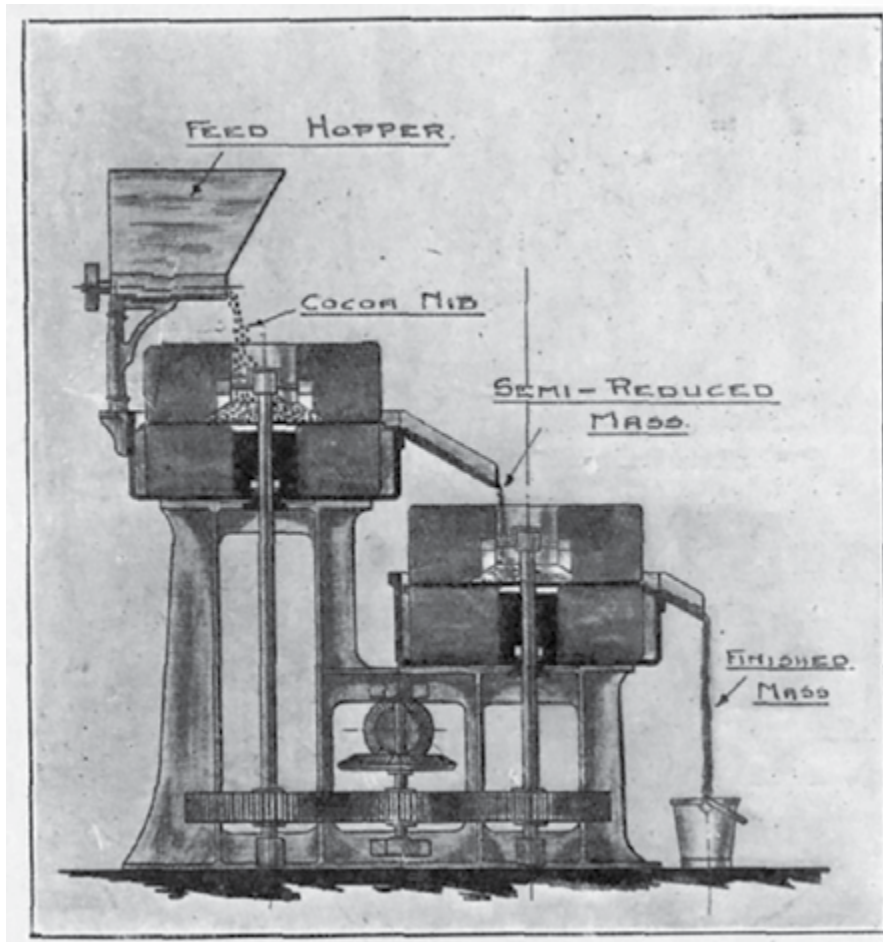
Cacao beans loaded on ship for transport from Trinidad to England



Roasting cacao beans, Cadbury factory



Processing cacao beans, Cadbury factory



Cacao bean grinding machine, Cadbury factory



Female workers dipping chocolate crèmes, Cadbury factory



Cutting almond paste for chocolates by hand, Cadbury factory



Packing chocolates, Cadbury factory

Chapter 4: Doctors and Nutritionists

nutritionists:
health and food
experts
nutricionistas:
expertos en salud y
alimentación

- ¹ This may sound too good to be true, but chocolate, in its purest form, may actually be good for you. Doctors, scientists, and **nutritionists** are increasingly recognizing the health benefits of cacao. But before you start adding a Hershey's bar to every meal, you should know that dark chocolate is the healthiest overall, because it has the highest concentration of pure cacao, and the lowest amount of added sugars and fats.
- ² Medical studies have shown that eating chocolate regularly can lead to a healthier heart, reduced levels of stress, and a boost in brain power.

“Eat More Chocolate, Win More Nobels?” from *Associated Press*

Authors: Karl Ritter and Marilyn Marchione

Published: October 10, 2012

consumption:
eating or drinking
consumo: comer
peer-reviewed:
fellow researcher-
approved
**revisado por
colegas:** aprobado
por colegas
investigadores
flavanols:
chemicals naturally
found in most
plants
flavonoles:
sustancias
químicas que
se encuentran
naturalmente en las
plantas
contention:
argument
juicio: opinión

- ¹ Take this with a grain of salt, or perhaps some almonds or hazelnuts: A study ties chocolate **consumption** to the number of Nobel Prize winners a country has and suggests it's a sign that the sweet treat can boost brain power.
- ² No, this does not appear in the satirical *Onion* newspaper. It's in the prestigious *New England Journal of Medicine*, which published it online Wednesday as a “note” rather than a rigorous, **peer-reviewed** study.
- ³ The author—Dr. Franz Messerli, of St. Luke's-Roosevelt Hospital and Columbia University in New York—writes that there is evidence that **flavanols** in green tea, red wine and chocolate can help “in slowing down or even reversing” age-related mental decline—a **contention** some medical experts may dispute.

- 4 Nevertheless, he examined whether a country's **per-capita** chocolate consumption was related to the number of Nobels it had won—a possible sign of a nation's “cognitive function.” Using data from some major chocolate producers on sales in 23 countries, he found “a surprisingly powerful **correlation**.”
- 5 Switzerland led in chocolate consumption and Nobels, when looked at according to population. The United States is in the middle of the pack with the Netherlands, Ireland, France, Belgium and Germany. At the bottom were China, Japan and Brazil. The study only includes Nobels through last year—not the ones being announced this week.
- 6 Curiously, Sweden should have produced only 14 winners according to its appetite for chocolate, yet it had 32. Messerli speculates that the Nobel panel, based in Sweden, may have “patriotic bias” toward fellow countrymen—or that Swedes are very sensitive to the effects of chocolate so that “even minuscule amounts greatly enhance their **cognition**.”
- 7 It is possible, he admits, that chocolate isn't making people smart, but that smart people who are more likely to win Nobels are aware of chocolate's benefits and therefore more likely to consume it.
- 8 Sven Lidin, the chairman of the Nobel chemistry prize committee, had not seen the study but was giggling so much when told of it that he could barely comment.
- 9 “I don't think there is any direct cause and effect,” Lidin said. “The first thing I'd want to know is how chocolate consumption **correlates** to gross domestic product.”
- 10 Messerli also calculated the “dose” of chocolate needed to produce an additional Nobel winner—about 14 ounces per person per year, or about nine Hershey bars.
- 11 He discloses that he is doing his part—he eats chocolate daily, mostly Lindt dark.
- 12 *AP writer Karl Ritter contributed from Stockholm; Chief Medical Writer Marilyn Marchione reported from Milwaukee.*

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per capita: by person
per capita: por persona

correlation: relationship between two ideas
correlación: relación entre dos ideas

cognition: thinking
cognición: razonamiento

correlates: relates
se correlaciona
con: cambia con

Can Chocolate Be Good for My Health?

Answers from Katherine Zeratsky, R.D., L.D.

Published: February 4, 2012

- ¹ Healthy chocolate sounds like a dream come true, but chocolate hasn't gained the status of health food quite yet. Still, chocolate's reputation is on the rise, as a growing number of studies suggest that it can be a heart-healthy choice.
- ¹ Chocolate and its main ingredient, cocoa, appear to reduce risk factors for heart disease. Flavanols in cocoa beans have **antioxidant** effects that reduce cell damage implicated in heart disease. Flavanols—which are more **prevalent** in dark chocolate than in milk chocolate or white chocolate—also help lower blood pressure and improve **vascular** function. In addition, some research has linked chocolate consumption to reduced risks of diabetes, stroke and heart attack. One **caveat**: The evidence for the health benefits of chocolate comes mostly from short-term and **uncontrolled studies**. More research is needed.
- ³ In the meantime, if you want to add chocolate to your diet, do so in moderation. Why? Most commercial chocolate has ingredients that add fat, sugar and calories. And too much can contribute to weight gain, a risk factor for high blood pressure, heart disease and diabetes.
- ⁴ Choose dark chocolate with cocoa content of 65 percent or higher. Limit yourself to around 3 ounces (85 grams) a day, which is the amount some studies have shown to be helpful. Because this amount may provide up to 450 calories, you may want to cut calories in other areas or step up the exercise to compensate.

antioxidant:

health-improving and age-slowing

antioxidante:

sustancia que mejora la salud y retarda el envejecimiento

prevalant: often found

prevalente: frecuente

vascular: blood vessel

vascular: relacionado con los vasos sanguíneos

caveat: warning

advertencia: aviso

uncontrolled

studies: studies that are unreliable because of extra factors

estudios sin

control: estudios que no son confiables debido a factores externos

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Excerpt: “Dark Chocolate: A Bittersweet Pill to Take” from *USA Today*

Author: Mary Brophy Marcus

Published: December 18, 2006

- 1 One study, published in the *Journal of the American Dietetic Association* in November, showed that people who ate two cocoa flavanol-enriched snack bars a day for six weeks had lower LDL, or bad, cholesterol levels by the study's end. Researchers from the University of California-Davis tracked only 67 people in the study, which was financed by Masterfoods, a unit of Mars, the maker of M&Ms and Dove chocolates.

Seeming benefits

- 2 In the August *Journal of Hypertension*, other research supported by Mars showed that people who drank a flavanol-rich type of cocoa had improved blood vessel function. A study in October 2005 from Yale University's Prevention Research Center in New Haven, Conn., and paid for by the Hershey Co. found that a small group of overweight adults who ate dark chocolate had short-term improvements in **arterial** function and blood pressure.
- 3 Diane Becker, a professor at the Johns Hopkins University School of Medicine in Baltimore, says the most promising research so far is a larger, longer 15-year study of 470 Dutch men. The study, which was published in the *Archives of Internal Medicine* this year, showed that men who ate chocolate regularly over many years had a 50% reduction in cardiovascular mortality. Becker was not involved in the study, but she also has studied the effects of chocolate and has found indicators that it slows blood clotting.

Certain risks

- 4 Don't go gobbling up large amounts of chocolate, though, Lichtenstein says. Diet-busting amounts of butter, sugar and cream, common in chocolate confections, can raise the risk for obesity, diabetes and tooth decay.

arterial: artery
arterial: de las arterias

cardiovascular mortality: deaths related to problems with the heart and blood vessels
mortalidad cardiovascular: muertes relacionadas con problemas del corazón y los vasos sanguíneos

- 5 “We frequently come to the conclusion that if a little is good, a lot’s got to be better, but very rarely is that the case,” Lichtenstein says. She says that if you’re going to add a little chocolate to your diet, cut out some other indulgence, such as chips at lunch or cream cheese on your bagel. Or walk an extra 30 minutes a day to burn the calories.
- 6 There are other health reasons to keep chocolate at a minimum, doctors say. For GERD (**gastroesophageal reflux disease**) patients and other sufferers of chronic heartburn, chocolate can be irritating to the stomach and esophagus. And people who have **heart arrhythmias** should stay away from the caffeine in chocolate, especially if they consume other caffeinated foods.

From *USA Today*—“Dark chocolate: a bittersweet pill to take,” December 18, 2006 © 2006 Gannett. All rights reserved. Used by permission and protected by the Copyright Laws of the United States. The printing, copying, redistribution, or retransmission of this Content without express written permission is prohibited.

**gastroesophageal
reflux disease:**

disease caused
by stomach acid
flowing up into the
esophagus

**enfermedad
por reflujo**

gastroesofágico:
enfermedad
caracterizada por
la subida de ácido
estomacal hacia el
esófago

heart arrhythmias:

condition where
the heart is not
beating normally

**arritmias
cardíacas:**

padecimiento en el
que el corazón no
late normalmente



Hershey's Advertisement

(1926)

image
18



Courtesy of Hershey Community Archives, Hershey, PA.

Chapter 5: Writers, Artists, and Musicians

- ¹ For centuries, chocolate has provided food for the imagination as well as the body. Creative artists of the past and present have incorporated chocolate into their work. You can find chocolate in literature, visual art, and music. Writers, artists, and musicians reflect society's obsession with this popular treat. You might be surprised to discover how chocolate relates to desire, class conflict, and religion.
-

“Chocolate” from *American Smooth*

Author: Rita Dove

Publisher: W.W. Norton

Published: 2004

¹ Velvet fruit, exquisite square	¹⁰ Knotted smoke, dark punch
² I hold up to sniff	¹¹ of earth and night and leaf,
³ between finger and thumb—	¹² for a taste of you
⁴ how you numb me	¹³ any woman would gladly
⁵ with your rich attentions!	¹⁴ crumble to ruin.
⁶ If I don't eat you quickly,	¹⁵ Enough chatter: I am ready
⁷ you'll melt in my palm.	¹⁶ to fall in love!
⁸ Pleasure seeker, if I let you	
⁹ you'd liquefy everywhere.	

“Chocolate” was first published in a limited print edition in *Evening Primrose*, Tunheim Santrizos Co., Minneapolis, MN, © 1998 by Rita Dove, and appeared subsequently in *American Smooth*, poems by Rita Dove, W.W. Norton, New York 2004. Reproduced by permission of the author. All © and audiovisual rights by Rita Dove.

This painting of the Duke of Penthièvre, a cousin of King Louis XVI, and his family, shows how popular hot chocolate was among the aristocracy in 18th century France. The whole family is enjoying hot chocolate. But those outside the aristocracy weren't so lucky. The average French citizen could only dream of affording chocolate, or even bread, during this era. The people portrayed in this painting may have been the type of characters Dickens was writing about in the passage cited from A Tale of Two Cities (see Appendix).

The Penthièvre Family or The Cup of Chocolate by Jean-Baptiste Charpentier

(1768)



Still Life with Strawberries and Chocolate

by Juan Bautista Romero

(circa 1775–1790)



© North Carolina Museum of Art/Corbis

No Hot Chocolate for You!

When Wolfgang Amadeus Mozart was composing his musical masterworks in the mid to late 1700s, he noted that all was not fair when it came to hot chocolate. In fact, he wrote a scene in his opera, *Così Fan Tutte*, that illustrates how your position in society determined whether or not you were permitted to enjoy chocolate. The scene shows Despina, a maid, expressing her anger over making cup after cup of hot chocolate for her employer while never being allowed to taste it herself. That is, until the day she rebels and takes a sip . . .



Excerpt: Act I, Scene Eight from *Così fan tutte*: English National Opera Guide 22

Author: Wolfgang Amadeus Mozart

Book Editor, Translator: Nicholas John, Marmaduke E. Browne

Publisher: Oneworld Classics, London

Published: 1983

Scene Eight

A pleasant room with two chairs, a little table, etc. Three doors, two at the sides, and one at the back. Despina alone. / Secco Recitative

DESPINA

(stirring her chocolate)

- 1 A hell of an existence
- 2 It is to be in service!
- 3 From morning till evening
- 4 You sweat, you labour and you worry,
- 5 And yet, for everything you do, no word of thanks.
- 6 Then the bell rings. I have
- 7 The chocolate ready and waiting. I have to make it
- 8 Yet all that I'm allowed to do is smell it.
- 9 If the lady can drink it, why not the servant?
- 10 They would soon give me notice—
- 11 An example of justice that takes the biscuit.
- 12 I wonder if they like it sweet
- 13 As this is!

(She tastes it and wipes her mouth.)

- 14 Here's someone.
- 15 Oh heavens! Here come the ladies.

Photo: AP Photo/Teatro Alla Scala, h.o. Text: English translation of the extract from Mozart's *Così fan tutte* © Marmaduke E. Browne and John Cox, reproduced by kind permission of Alma Classics Ltd.

Joanne Harris's novel, *Chocolat* (French for chocolate), is narrated by a single mother who moves to a small French town with her daughter, Anouk*, and opens a gourmet chocolate shop. Unfortunately, it is Catholic **Lent**—a time of self-denial—and her shop is right across from the town church. The priest and his followers do not approve of their new, unmarried neighbor and they boycott the shop, but many of the **pious** churchgoers gaze longingly at the chocolate creations in the window. In the following scene, the pleasures of chocolate clash with religious obligation. But wait, is that a customer . . . ?

*Anouk has an imaginary rabbit named Pantoufle.

Excerpt: *Chocolat*

Author: Joanne Harris

Publisher: Penguin, New York, NY

Published: 1999

- ¹ I opened as usual today. For the morning only—I'll allow myself a half-day with Anouk this afternoon—but it's mass this morning, and there will be people in the square. February has reasserted its drab self, and now it is raining, a freezing, gritty rain that slicks the paving and colors the sky the shade of old **pewter**. Anouk reads a book of nursery rhymes behind the counter and keeps an eye on the door for me as I prepare a batch of **mendiants**—thus named because they were sold by beggars and gypsies years ago—in the kitchen. These are my own favorites—biscuit-sized discs of dark, milk, or white chocolate upon which have been scattered lemon-rind, almonds, and plump Malaga raisins. Anouk likes the white ones, though I prefer the dark, made with the finest seventy-percent **couverture**.... Bitter-smooth on the tongue with the taste of the secret tropics. My mother would have despised this, too. And yet this is also a kind of magic.
- ² Since Friday I have fitted a set of bar stools next to the counter of La Praline. Now it looks a little like the diners we used to visit in New York, red leather seats and chrome stems, cheerily **kitsch**. The walls are a bright daffodil color. Poitou's old orange armchair lolls cheerily in one corner. A menu stands to the left, hand-lettered and colored by Anouk in shades of orange and red:
- ³ CHOCOLAT CHAUD 5F
- ⁴ GÂTEAU AU CHOCOLAT 10F (LA TRANCHE)

Lent: six-week Catholic tradition in which practitioners give up something before Easter

cuaresma católica: tradición católica que dura 6 semanas en las cuales los practicantes abandonan algo antes de la Pascua

pious: religious
pío:

pewter: silver-gray metal

peltre: metal de color gris plata

mendiants: chocolate disks covered with nuts and dried fruits
mendiant: disco de chocolate cubierto con nueces y frutos secos

couverture: high-quality chocolate that is 70% cocoa butter

couverture de 70%: chocolate de alta calidad que contiene 70% de mantequilla de cacao

kitsch: lovably ugly
cursi: adorablemente feo

- 5 I baked the cake last night, and the hot chocolate is standing in a pot on the **hob**, awaiting my first customer. I make sure that a similar menu is visible from the window, and I wait.
- 6 Mass comes and goes. I watch the passersby, **morose** beneath the freezing drizzle. My door, slightly open, emits a hot scent of baking and sweetness. I catch a number of longing glances at the source of this, but a flick of the eye backward, a shrugging of the shoulders, a twist of the mouth that may be resolve or simply temper, and they are gone, leaning into the wind with rounded, miserable shoulders, as if an angel with a flaming sword were standing at the door to bar their entry.
- 7 Time, I tell myself. This kind of thing takes time.
- 8 But all the same, a kind of impatience, almost of anger, penetrates me. What is wrong with these people? Why do they not come? Ten o'clock sounds, then eleven. I can see people going into the bakery opposite and coming out again with loaves tucked under their arms. The rain stops, though the sky remains grim. Eleven-thirty. The few people who still linger in the square turn homeward to prepare the Sunday meal. A boy with a dog skirts the corner of the church, carefully avoiding the dripping **guttering**. He walks past with barely a glance.
- 9 Damn them. Just when I thought I was beginning to get through. Why do they not come? Can they not see, not *smell*? What else do I have to do?
- 10 Anouk, always sensitive to my moods, comes to hug me. “Maman, don’t cry.”
- 11 I am not crying. I never cry. Her hair tickles my face, and I feel suddenly dizzy with the fear that one day I might lose her.
- 12 “It isn’t your fault. We tried. We did everything right.”
- 13 True enough. Even to the red ribbons around the door, the **sachets** of cedar and lavender to repel bad influences. I kiss her head. There is moisture on my face. Something, perhaps the bittersweet aroma of the chocolate vapor, stings my eyes.
- 14 “It’s all right, *chérie*. What they do shouldn’t affect us. We can at least have a drink to cheer ourselves up.”
- 15 We perch on our stools like New York barflies, a cup of chocolate each. Anouk has hers with *crème chantilly* and chocolate curls; I drink mine

hob: shelf on a fireplace used for heating pans

parrilla: rejilla para poner cacerolas al fuego

morose: gloomy

taciturno: triste

guttering: channels for carrying off surface water

canalones: tubos de desagüe

sachets: small perfumed bags



hot and black, stronger than espresso. We close our eyes in the fragrant steam and see them coming—two, three, a dozen at a time, their faces lighting up, sitting behind us, their hard, indifferent faces melting into expressions of welcome and delight. I open my eyes quickly and Anouk is standing by the door. For a second I can see Pantoufle perched on her shoulder, whiskers twitching. The light behind her seems warmer somehow; altered. Alluring.

- 16 I jump to my feet. "Please. Don't do that."
- 17 She gives me one of her **darkling** glances. "I was only trying to *help*—"
- 18 "Please." For a second she faces me out, her face set stubbornly. **Glamours** swim between us like golden smoke. It would be so easy, she tells me with her eyes, so easy, like invisible fingers stroking, inaudible voices coaxing the people in...
- 19 "We can't. We shouldn't," I try to explain to her. It sets us apart. It makes us different. If we are to stay, we must be as like them as possible. Pantoufle looks up at me in appeal, a whiskery blur against the golden shadows. Deliberately I close my eyes against him, and when I open them again, he is gone.
- 20 "It's all right," I tell Anouk firmly. "We'll be all right. We can wait."
- 21 And finally, at twelve-thirty, someone comes.

From *Chocolat* by Joanne Harris, copyright © 1999 by Joanne Harris. Used by permission of Viking Penguin, a division of Penguin Group (USA) Inc.

darkling: darkening
oscuras

Glamours:
attraction

Los oropeles:
atracciones

Excerpt: *The Dharma Bums*

Author: Jack Kerouac

Publisher: Penguin, New York, NY

Published: 1958

- 1 The last two miles of the hill were terrible and I said, “Japhy there’s one thing I would like right now more than anything in the world—more than anything I’ve ever wanted all my life.” Cold dusk winds were blowing, we hurried bent with our packs on the endless trail.
- 2 “What?”
- 3 “A nice big Hershey bar or even a little one. For some reason or other, a Hershey bar would save my soul right now.”
- 4 “There’s your **Buddhism**, a Hershey bar. How about moonlight in an orange grove and a vanilla ice-cream cone?”
- 5 “Too cold. What I need, want, pray for, yearn for, dying for, right now, is a Hershey bar...with nuts.” We were very tired and kept trudging along home talking like two children. I kept repeating and repeating about my good old Hershey bar. I really meant it. I needed the energy anyway, I was a little woozy and needed sugar, but to think of chocolate and peanuts all melting in my mouth in that cold wind, it was too much.

From *The Dharma Bums* by Jack Kerouac, copyright © 1958 by Jack Kerouac, © renewed 1986 by Stella Kerouac and Jan Kerouac. Used by permission of Penguin, a division of Penguin Group (USA) Inc.

Buddhism: Eastern religion that’s based on the belief that wanting leads to suffering
budismo: religión oriental que cree que desear algo conduce al sufrimiento

Portrait Painted with Bosco Chocolate Syrup on Display at Neiman Marcus by Vik Muniz

(circa 2007)



AP Photo/Donna McWilliam.

Chapter 6: Biologists and Environmentalists

- ¹ Chocolate grows on trees—cacao trees, to be exact. The cacao tree is native to Central and South America and is cultivated in many countries around the equator. Nearly everyone loves chocolate, creating a high demand for cacao beans. With that popularity comes a high cost to the environment. Can cacao harvesting be made **sustainable**? Chocolate producers and environmentalists are looking for the answer.
-

Excerpt: “The Sweet Lure of Chocolate”

Author: Jim Spadaccini

- ¹ Two years ago, my wife and I traveled to the Amazon. On one of our expeditions, our guide pointed out a cacao tree growing wild in the jungle. I had never seen one before.
- ² Looking strangely alien, dozens of yellow-green pods hung from the trunk and stems of the tree. Our guide picked one of the hand-sized fruits, stripped off the rippled outer layer with his knife, and handed us chunks of the **fibrous** white pulp inside—the fruit of the cacao tree. Two local children who had followed us into the forest waited impatiently for their own turn. With practiced hands, a girl of about six borrowed the guide’s knife, hacked off the covering from another pod, and shared a big chunk of pulp with her brother.
- ³ Few people get to sample the fruit of the cacao tree. It was mild tasting, with a subtle, bittersweet chocolate flavor. Embedded in the pulp were dark, purple-colored seeds that, after being dried and processed, chocolate lovers like myself have come to recognize as “chocolate beans.”

sustainable: to meet people’s demand without hurting the environment

sostenible: que satisface la demanda de la población sin dañar el ambiente

fibrous: stringy
fibrosa: que tiene hebras



Cocoa (*Theobroma cacao*) fruit, Paria Peninsula, Venezuela

An “American” Invention

- ⁴ The cacao tree (*Theobroma cacao*) is a native of Central and South America. Today, it is cultivated around the equator, and can be found in the Caribbean, Africa, South-East Asia, and even in the South Pacific Islands of Samoa and New Guinea.

- 5 There are three main varieties of cacao trees. The most common is Forastero, which accounts for nearly 90% of the world's production of cacao beans. Rarest and most prized are the beans of the Criollo variety. Their aroma and delicacy make them sought after by the world's best chocolate makers. Finally, there is the Trinitario variety of cacao, which is a cross between Criollo and Forastero.
- 6 The spread of the cacao tree started during the age of Colonialism, as did the spread of cacao beans, and of chocolate itself. Christopher Columbus was the first European to come in contact with cacao. On August 15, 1502, on his fourth and last voyage to the Americas, Columbus and his crew encountered a large dugout canoe near an island off the coast of what is now Honduras. The canoe was the largest native vessel the Spaniards had seen. It was "as long as a **galley**," and was filled with local goods for trade—including cacao beans. Columbus had his crew seize the vessel and its goods, and retained its **skipper** as his guide.
- 7 Later, Columbus' son Ferdinand wrote about the encounter. He was struck by how much value the Native Americans placed on cacao beans, saying:
- 8 They seemed to hold these almonds [referring to the cacao beans] at a great price; for when they were brought on board ship together with their goods, I observed that when any of these almonds fell, they all stooped to pick it up, as if an eye had fallen.
- 9 What Ferdinand and the other members of Columbus' crew didn't know at the time was that cocoa beans were the local currency. In fact, in some parts of Central America, cacao beans were used as currency as recently as the last century.
- 10 While it is likely that Columbus brought the cacao beans he seized back to Europe, their potential value was initially overlooked by the Spanish King and his court. Twenty years later, however, Spanish **conquistador** Hernando Cortez is said to have brought back three chests full of cacao beans. This time the beans were recognized as one treasure among the many stolen from the conquered Aztecs.

galley: large rowing boat

galera: barco grande de remos

skipper: person who controls a boat

capitán: persona que controla un barco

conquistador: conqueror
conquistador

Photo: © Thomas Marent/Minden Pictures/Corbis.

Text: © Exploratorium, www.exploratorium.edu.



Excerpt: “The Tropics” from *The Story of Chocolate*



(Pinpoint the locations listed below on this map.)

Author: National Confectioners Association's Chocolate Council

- 1 The cacao tree, *Theobroma Cacao*, is a tropics-only kind of tree, and its growing range hugs the Equator.
- 2 Nearly all cacao grows within 20 degrees of the equator, with 75 percent hailing from within 8 degrees on either side.
- 3 Cacao trees grow in three main regions:
 - West Africa
 - South and Central Americas
 - Southeast Asia and Oceania
- 4 Top-producing cocoa countries include the following:
 - Côte d'Ivoire / Ivory Coast
 - Ghana
 - Indonesia
 - Nigeria
 - Cameroon
 - Brazil
 - Ecuador

- ⁵ Chocolate is full of mysteries, and the cacao tree's birthplace remains one of them.
- ⁶ While scientists agree the tree originated in South or Central America, the exact location eludes them. Some believe it first grew in the Amazon basin of Brazil. Other scientists point to the Orinoco Valley of Venezuela, while still others root for Central America.
- ⁷ Others propose an **enigmatic** tale that the Olmecs, the first people known to eat cacao, brought the tree from their original homeland, and that this unknown location may have disappeared under the sea.

"The Tropics." National Confectioners Association's Chocolate Council.



Excerpt: “Good Harvest” from *All Animals* magazine / The Humane Society of the United States

Author: Karen E. Lange

Published: September–October 2011

- ¹ It's a beautiful vision: In a forest that conjures images of the Garden of Eden, a farmer stretches to pick a ripe pod of cacao, the raw ingredient of chocolate. Above his head, a toucan looks down with a benevolent eye, a sloth lounges in flower-strewn branches, and a howler monkey dangles from a vine. In the shadows lurk an agouti and a deer. A cyan motmot wings swiftly over the forest floor.
- ² The reality, as Jennifer Dinsmore can attest, isn't always as idyllic as the painting on Humane Society International's (HSI) environmental education poster. Reaching traditional cacao farms in Costa Rica and

Nicaragua involves a muddy hike uphill, says HSI's Latin America program supervisor. It's hot and humid. Often, it's raining. And yet, there is something magical about the cacao farms HSI is helping to bring back into production.

- 3 On a visit Dinsmore made to a farm in Costa Rica, there really were toucans and monkeys in the branches overhead. Birds of many species sang and flitted through the trees. A poison dart frog hopped through the leaf **litter**. And a large yellow snake uncoiled from a tree.
- 4 In a region where trees are otherwise being cut for agricultural land and timber, traditional farms like this are "the next best thing to natural forest," according to a 2010 report from the Smithsonian Migratory Bird Center. Stands of trees surrounding cacao or coffee crops can provide food and shelter for more than 200 species, including threatened and endangered animals and around 150 species of migratory birds who spend summers in the U.S. and Canada and winters far south. Many of these birds are in decline because of habitat loss at both ends of their ranges—Baltimore Oriole numbers, for example, have fallen 30 percent since 1980.
- 5 By purchasing shade-grown coffee and organic chocolate products, consumers can help protect birds and other wildlife. HSI and The HSUS (Humane Society of the United States) are doing their part as well by supporting farmers who practice wildlife-sustaining methods.
- 6 With a grant from the U.S. State Department (under the Central American Free Trade Agreement), HSI is helping 300 small farmers in Nicaragua and 100 in Costa Rica to bring farms abandoned because of disease back into production....

Courtesy of *All Animals* magazine/The Humane Society of the United States

litter: dead leaves
on the ground
hojarasca: hojas
muertas en el suelo



Excerpt: Chapter 7— “Monseigneur in Town” from *A Tale of Two Cities*

Author: Charles Dickens

Publisher: J. M. Dent & Sons Ltd, London, UK

Published: 1906 (public domain)

- ¹ **MONSEIGNEUR**, one of the great lords in power at the Court, held his **fortnightly** reception in his grand hotel in Paris. Monseigneur was in his inner room, his sanctuary of sanctuaries, the Holiest of Holiests to the crowd of worshippers in the suite of rooms without. Monseigneur was about to take his chocolate. Monseigneur could swallow a great many things with ease, and was by some few sullen minds supposed to be rather rapidly swallowing France; but his morning's chocolate could not so much as get into the throat of Monseigneur without the aid of four strong men besides the Cook.
- ² Yes. It took four men, all four ablaze with gorgeous decoration, and the Chief of them unable to exist with fewer than two gold watches in his pocket, **emulative** of the noble and **chaste** fashion set by Monseigneur, to **conduct** the happy chocolate to Monseigneur's lips. One lacquey carried the chocolate-pot into the sacred presence; a second, milled and **frothed** the chocolate with the little instrument he bore for that function; a third, presented the favoured napkin; a fourth (he of the two gold watches), poured the chocolate out. It was impossible for Monseigneur to dispense with one of these attendants on the chocolate and hold his high place under the admiring heavens. Deep would have been the **blot upon his escutcheon** if his chocolate had been ignobly waited on by only three men; he must have died of two.

Monseigneur: a French cardinal, bishop, or archbishop

Monseñor:

fortnightly:

biweekly, happening every two weeks

quincenal: *que sucede cada dos semanas*

emulative: in a copy

imitativo: *en copia*

chaste: pure and decent

casta: *pura y decente*

conduct: guide

conducir: *llevar*

frothed: made to foam

batía: *hacía espuma*

blot upon his

escutcheon: stain on his reputation

mancha en su reputación

Chapter 1 Reveal Words

•

elevated status: high-ranking
(elevado) estatus: (alto) rango

imported: brought into the country
importados: traídos al país

fresh: new
fresco: nuevo

gems: valuable stones
gemas: piedras valiosas

ruins: old, broken-down buildings

ruinas: edificios antiguos desplomados

colleagues: people he works with
colegas: personas con las que trabaja

encountered: met
se toparon: conocieron

foundation: reason
base: razón

direct: simply connected
directa: conectada simplemente

••

cacao: plant from which chocolate is made
cacao: la planta con la que se hace el chocolate

pulp: mush
pulpa: papilla

beverage: drink
bebida

ceramic: hardened clay
cerámica: arcilla endurecida

foreground: front
primer plano: frente

maize: corn
maíz

consumed: eaten or drunk
consumido: comido o bebido

elite: upperclass people
élite: personas de la clase alta

access: way to get
acceso: manera de obtener

currency: money
moneda: dinero

prehistoric: during the time before written records
prehistóricos: de la época anterior a los registros escritos

study: scientific research
estudio: investigación científica

vessels: containers
vasijas: recipientes

complex: group of related buildings
complejo: grupo de edificios relacionados

cultivated: grown
se cultivaba: se plantaba

unique: found only in
exclusivas de: encontradas solamente en

turquoise: a type of blue-green valuable stone
turquesa: valiosa piedra azul verdosa

prehistory: time before written records
prehistoria: época anterior a la escritura

Archaeology: the study of ancient cultures
Arqueología: estudio de culturas antiguas

Anthropology: the study of human beings
Antropología: estudio de los seres humanos

•• (continued)

Archaeologists: scientists who study ancient cultures

arqueólogos: científicos que estudian culturas antiguas

originated in: originally came from

se originaron: vinieron originalmente de

remnants: leftover pieces

residuos: restos

deposits: gathering of minerals in the earth

depósitos: lugar donde se

asientan los minerales en la Tierra

fragments: pieces

fragmentos: pedazos

prompted: caused

motivó: incitó

elites: upperclass people

élites: personas de la clase alta

intermingle: mix

entremezclarse: mezclarse

lavish: rich

espléndido: rico

banquet: dinner party

banquete: festejo donde se ofrece comida

crude: rough

rudimentario: primario

stimulates: excites

estimula: excita

invigorating: energy-giving

tonificante: energizante

plausible: believable

plausible: creíble

•••

frothy: foamy

burbujeante: espumoso

pictograms: storytelling pictures

pictogramas: signo de la escrituras de imágenes y símbolos

epicenter: center of activity

epicentro: centro de actividades

hub: center

núcleo: centro

bartered: traded

hecho trueque: intercambiado

erected: built

erecido: construido

Anthropology: the study of human beings

Antropología: estudio de los seres humanos

palatable: tasty

apetecible: sabroso

penultimate: next to final

penúltimo: antes del último

Chapter 2 Reveal Words

•

bare necessities: needed items
artículos de primera necesidad:
artículos necesarios

barbed: sharp-edged
con púas: *afilado*

••

ideal: perfect
ideal: *perfecto*

transport: move
transporte: *traslado*

sustain: strengthen and support
sustentar: *reforzar y apoyar*

plot: secret plan
complot

Soviet: Soviet Union, made up
of Russia and the surrounding
countries it ruled
soviético

Allies: group of Western
countries joined together
against the Soviet Union
aliados: *grupo de países
occidentales que se unieron en
contrade la Unión Soviética*

fashioning: putting together
configurar: *formar*

trademark: famous way of
doing things
marca: *manera famosa de hacer
algo*

bachelor: unmarried man
soltero: *hombre que no está
casado*

initiative: first step
iniciativa: *primer paso*

•••

rations: supplied food
raciones: *alimentos
suministrados*

compelled: driven
obligado: *impulsado*

court-martialed: taken to a
military court
juzgado en consejo de guerra:
juzgado por un tribunal militar

tacit: unspoken
tácita: *silenciosa*

balm: soothing ointment
bálsamo: *ungüento calmante*

Chapter 3 Reveal Words

•

shelled: have the shell removed
pelan: se les quita la cáscara

glossy: shiny
lustroso: brillante

labor: workforce
mano de obra: trabajadores

boycott: stop buying and using
boicotear: dejar de comprar o usar algo

committee: goal-oriented group
comité: grupo orientado hacia una meta

readily: gladly
de buena gana: con gusto

investigation: search for answers
investigación: búsqueda de respuestas

establishes: makes real or permanent
establece: presenta

circumstances: outside forces
circunstancias: fuerzas externas

voluntary: willing
voluntario: dispuesto

record: make note of
registrar: anotar

population: people
población: pueblo

labourers: workers
peones: trabajadores

colony: settlement
colonia: asentamiento

colonies: settlements
colonias: asentamientos

native land: land where they were born
tierra natal: lugar donde uno nació

established: made real or permanent
sea establecido: sea real o permanente

abuses: wrongdoings
abusos: injusticias

indication: sign
indicación: señal

urge upon: strongly suggest to
urgimos: insistimos

misleading: truth-bending
engañoso: que altera la verdad

misunderstanding: mistake in understanding
malentendido: error en la comprensión

conscience: belief in right and wrong
conciencia: creencia en el bien y el mal

purchasing: buying
adquirir: comprar

generation: time period between the birth of parents and the birth of their children

generación: periodo entre el nacimiento de los padres y nacimiento de sus hijos

banish: get rid of
desterrar: deshacerse de

colonizing: settlement-forming
coloniales: que sostienen una colonia

generations: time periods between the birth of parents and the birth of their children
generaciones: periodos entre el nacimiento de los padres y el nacimiento de sus hijos

profits: money that's earned after subtracting costs
ganancias: dinero que se gana después de restar los costos

document: piece of writing
documento: pieza escrita

craving: powerful desire
antojo: fuerte deseo

Chapter 3 Reveal Words (continued)

••

plantations: large farms

plantaciones: fincas grandes

production: making and processing

producción: fabricación y procesamiento

firm: company

firma: compañía

authenticity: truthfulness or genuineness

autenticidad: veracidad

mainland: continent

tierra firme: continente

bound: forced

obligado: forzado

commissioner: representative

comisionado: representante

enquiry: search for answers

investigación: búsqueda de respuestas

needful: necessary

requerido: necesario

contracted: hired to work

contratados: contratados para trabajar

vital: important

vital: importante

offences: wrongs

daños: injusticias

inevitable: unavoidable

inevitable: forzoso

circulated: passed around

circulado: pasado

mortality: number of deaths

mortalidad: número de muertes

forethought: thoughtfulness

reflexión: consideración

ranks: groups

masas: grupos

altered: changed

alterado: cambiado

reforms: improvements

reformas

essentials: basic ingredients

puntos esenciales: ingredientes básicos

confidence: trust

fe: confianza

abolish: get rid of

abolir: deshacerse de

dominions: areas of control

dominios: áreas de control

motives: intentions

motivaciones: intenciones

commercial: business

comercial: de negocios

absurd: ridiculous

absurdo: ridículo

irrelevant: not important

irrelevante: que no es importante

neglect: ignore

desatendemos: ignoramos

progress: improvement

progreso: mejora

assured: guaranteed

aseguren: garanticen

plead: beg

suplicar: rogar

foremost: highest

principal: más alto

rank: level

rango: nivel

administrators: government managers

administradores: gestores del gobierno

pesticides: insect-killing chemicals

pesticidas: sustancias químicas para matar insectos

means: way

medio: forma

eliminate: get rid of

eliminar: acabar con

abided by: followed

acatado: seguido

organic: all-natural

orgánico: completamente natural

...

ferment: chemically break down

fermentar: descomponerse
químicamente

proprietors: owners

propietarios: dueños

procuring: getting

procurar: obtener

repatriation laws: laws
providing for the return of a
people to their home country

leyes de repatriación: leyes
para normar el regreso de las
personas a su país de origen

Cabinda: province of Angola

Cabinda: provincia de Angola

appalling: terrible

abominable: terrible

anaemia: a condition in the
blood that causes paleness and
weakness

anemia: trastorno de la sangre
que causa palidez y debilidad

dysentery: an infection in the
stomach that causes diarrhea

disentería: infección del
estómago que cause diarrea

repatriation: right to return
home to one's country

repatriación: derecho de
regresar al país de origen

adminstration: carrying out

administración: poner en efecto

Transvaal: area north of the
Vaal River in South Africa

Transvaal: área al norte del río
Vaal en Sudáfrica

coolie labour: unskilled Asian
workers

trabajadores culíes:
trabajadores asiáticos no
especializados

Powers: powerful Western
countries

potencias: poderosos países
occidentales

aboriginal populations: people
originally from the area

población aborígen: personas
originarias del área

relinquished: given up

desistido: renunciado

deplore: hate

deploran: odian

capital: money

capital: dinero

entail: cause

implicaría: causaría

agriculturists: farming experts

agricultores: expertos agrícolas

machete: long knife

machete: cuchillo largo

Protocol: official way of doing
things

protocolo: manera oficial de
hacer las cosas

privatized: taken out of the
public's control

privatizada: dejó de estar bajo
control público

Chapter 4 Reveal Words

•

reduced: lowered

reducidos: *más bajos*

reversing: turning back

revertir: *hacer retroceder*

sensitive: overly affected

sensibles: *excesivamente afectados*

dose: amount

dosis: *cantidad*

••

studies: scientific research

estudios: *investigaciones científicas*

satirical: funny and critical

satírico: *gracioso y crítico*

prestigious: famous and respected

prestigioso: *famoso y respetado*

rigorous: careful and complete

riguroso: *detallado y completo*

decline: weakening

declinación: *debilitamiento*

dispute: argue against

disputar: *debatir*

Nobels: prestigious prizes for work done in culture or science

premios Nobel: *prestigiosos premios para el trabajo realizado en la cultura o en la ciencia*

appetite: hunger

apetito: *hambre*

speculates: guesses

especula: *supone*

bias: favoritism

parcialidad: *favoritismo*

minuscule: tiny

minúsculas: *diminutas*

discloses: reveals

divulga: *revela*

reputation: overall image

reputación: *imagen total*

implicated: thought to be responsible

implicado en: *que se le considera responsable*

diabetes: a disease in which the body has trouble breaking down sugar

diabetes: *enfermedad en que el cuerpo tiene dificultad para descomponer azúcar*

stroke: a condition in which blood is prevented from getting to the brain

ictus: *enfermedad en que la sangre deja de llegar al cerebro*

moderation: balanced amounts

moderación: *cantidades equilibradas*

contribute: add

coadyuvar: *contribuir*

compensate: make up the difference

compensar: *nivelar*

financed: paid for

financiado: *pagado*

confections: sweets

confituras: *dulces*

obesity: condition of being extremely and unhealthily overweight

obesidad: *exceso de peso extremo y enfermizo*

chronic: long-term

crónica: *por largo tiempo*

...

nutritionists: health and food experts
nutricionistas: expertos en salud y alimentación

consumption: eating or drinking
consumo: comer

peer-reviewed: fellow researcher-approved
revisado por colegas: aprobado por colegas investigadores

flavanols: chemicals naturally found in most plants
flavanoles: sustancias químicas que se encuentran naturalmente en las plantas

contention: argument
juicio: opinión

per capita: by person
per capita: por persona

correlation: relationship between two ideas
correlación: relación entre dos ideas

cognition: thinking
cognición: razonamiento

correlates: relates
se correlaciona con: cambia con

antioxidant: health-improving and age-slowing
antioxidante: sustancia que mejora la salud y retarda el envejecimiento

prevalant: often found
prevalente: frecuente

vascular: blood vessel
vascular: relacionado con los vasos sanguíneos

caveat: warning
advertencia: aviso

uncontrolled studies: studies that are unreliable because of extra factors

estudios sin control: estudios que no son confiables debido a factores externos

arterial: artery
arterial: de las arterias

cardiovascular mortality: deaths related to problems with the heart and blood vessels
mortalidad cardiovascular: muertes relacionadas con problemas del corazón y los vasos sanguíneos

gastroesophageal reflux disease: disease caused by stomach acid flowing up into the esophagus
enfermedad por reflujo gastroesofágico: enfermedad caracterizada por la subida de ácido estomacal hacia el esófago

heart arrhythmias: condition where the heart is not beating normally
arritmias cardíacas: padecimiento en el que el corazón no late normalmente

Chapter 5 Reveal Words

•

incorporated: included
incorporado: *agregado*

desire: passionate want
deseo: *querer algo con muchas ganas*

era: time period
era: *periodo*

illustrates: shows
ilustra: *muestra*

labour: work
labora: *trabaja*

self-denial: giving up a favorite thing
abnegación: *abandonar una cosa favorita*

tropics: warm, humid region of the Earth by the equator
trópicos: *región húmeda y cálida de la Tierra que se encuentra cerca del ecuador*

flick: quick movement
giro rápido: *movimiento rápido*

grim: gloomy
sombrío: *gris*

skirts: moves along the edge of
bordea: *rodea*

repel: keep away
repeler: *alejar*

vapor: steam
vapor

fragrant: pleasant smelling
fragrante: *de olor placentero*

twitching: moving in a jerking motion
retorciéndose: *moviéndose nerviosamente*

dusk: evening
crepúsculo: *ocaso*

woozy: dizzy
atontado: *mareado*

••

exquisite: beautiful and delicate
exquisito: *bello y delicado*

attentions: loving interest
atenciones: *amable interés*

aristocracy: ruling class
aristocracia: *clase gobernante*

portrayed: shown
representado: *mostrado*

composing: writing
componiendo: *escribiendo*

narrated: told
narrada: *contada*

gourmet: fancy eating
gourmet

longingly: with deep want
con anhelo: *con un profundo deseo*

obligation: duty
obligación: *deber*

mass: a Catholic worship ceremony
misa: *ceremonia católica de adoración*

reasserted: forcefully shown again

reafirmado: *mostrado con contundencia*

drab: dull
apagado: *insípido*

gritty: sandy
áspera: *arenosa*

paving: sidewalk
pavimento

biscuit-sized: cookie-sized
del tamaño de un bizcocho: *del tamaño de una galleta*

lemon-rind: lemon peel
cáscara de limón: *piel de limón*

•• (continued)

despised: hated
despreciado: odiado

lolls: flops
reposa: descansa

emits: sends out
emite: suelta

resolve: determination
determinación: firmeza

temper: anger
mal genio: enojo

penetrates: goes through
penetra: atraviesa

linger: stay around
permanecen: se quedan

aroma: pleasant smell
aroma: olor agradable

chérie: darling
querida

espresso: very strong coffee
espresso: café muy fuerte

indifferent: not caring
indiferentes: frías

perched: sitting high
posado: asentado

alluring: inviting
seductora: atrayente

inaudible: impossible to hear
inaudibles: imposibles de oír

coaxing: encouraging
convenciendo: sonsacando

appeal: a pleading way
ruego: de manera suplicante

trudging: walking wearily with heavy feet
caminando con dificultad: caminando pesadamente

...

Lent: six-week Catholic tradition in which practitioners give up something before Easter
cuaresma católica: tradición católica que dura 6 semanas en las cuales los practicantes abandonan algo antes de la Pascua

pious: religious
pío

pewter: silver-gray metal
peltre: metal de color gris plata

mendiant: chocolate disks covered with nuts and dried fruits
mendiant: disco de chocolate cubierto con nueces y frutos secos

couverture: high-quality chocolate that is 70% cocoa butter
couverture de 70%: chocolate de alta calidad que contiene 70% de mantequilla de cacao

kitsch: lovably ugly
cursi: adorablemente feo

hob: shelf on a fireplace used for heating pans
parrilla: rejilla para poner cacerolas al fuego

morose: gloomy
taciturno: triste

guttering: channels for carrying off surface water
canalones: tubos de desagüe

sachets: small perfumed bags

darkling: darkening
oscuras

glamours: attraction
Los oropeles: atracciones

Buddhism: Eastern religion that's based on the belief that wanting leads to suffering
budismo: religión oriental que cree que desear algo conduce al sufrimiento

Chapter 6 Reveal Words

•

alien: foreign
ajeno: extraño

subtle: difficult to detect
sutil: difícil de detectar

processed: prepared
procesadas: preparadas

variety: type
variedad: tipo

seize: take by force
se apoderaron: tomaron por la fuerza

tropics-only: warm-climates only
que sólo se da en los trópicos: sue sólo se da en climas cálidos

root: cheer
alentar: animar

humid: damp and sticky
húmedo: mojado y pegajoso

flitted: moved quickly
revolotearon: se movieron rápidamente

agricultural: farm
agrícola: de cultivo

in decline: falling in number
en declive: que caen en número

abandoned: left empty
abandonadas: que se dejaron vacías

aid: help
auxilio: ayuda

sacred: holy
sagrado: santo

••

environmentalists: people who work to protect the environment
ambientalistas: personas que trabajan para proteger el ambiente

expeditions: purpose-driven trips
expediciones: viajes con un propósito determinado

rippled: ridged
ondulada: corrugada

practiced: experienced
experimentadas: expertas

delicacy: unusually fine taste
delicadeza: excepcional sabor

Colonialism: the practice of stronger countries taking control of smaller or weaker countries in order to use their resources

colonialismo: práctica de países poderosos de tomar el control de países más pequeños y débiles para hacer uso de sus recursos

retained: kept
mantuvieron: conservaron

observed: saw
observé: vi

potential: possible
potenciales: posibles

initially: at first
inicialmente: al principio

hailing: coming from
es de: viene de

eludes: escapes
elude: escapa

basin: land that the river drains from

cuenca: territorio cuyas aguas van al río

propose: suggest
proponer: sugerir

conjures: brings up
evoca: trae a colación

benevolent: kindly
benevolente: amable

lounges: relaxes
se recuesta: se relaja

lurk: creeps
acechan: se mueven lentamente

cyan: greenish-blue
cian: azul verdoso

wings: flies
aletea: vuela

attest: say for certain
atestiguar: decir por seguro

•• (continued)

idyllic: peaceful and beautiful
idílica: apacible y bella

supervisor: manager
supervisor: encargado

toucans: tropical birds with long, thick beaks
tucanes: aves tropicales que tienen un pico largo y grueso

uncoiled: unwrapped
se desenroscó: se descolgó

migratory: wandering
migratorias: nómadas

endangered: likely to become wiped out
en peligro: que tienen muchas probabilidades de desaparecer

consumers: customers
consumidores: clientes

wildlife-sustaining: plant and animal protecting
que conservan la flora y fauna silvestres: que protegen las plantas y animales

grant: sum of money given for a purpose
subvención: suma de dinero que se da para un propósito determinado

reception: party
recepción: fiesta

sanctuary: peaceful place
santuario: lugar tranquilo

suite: group
conjunto: grupo

sullen: gloomy
sombrío: melancólico

ablaze: brightly colored
iluminados: encendidos

milled: ground down
molía: trituraba

bore: carried
cargaba: llevaba

favoured: favorite
preferida: favorita

dispense with: do without
prescindir de: arreglárselas sin

ignobly: not honorably
indignamente: sin honor

...

sustainable: to meet people's demand without hurting the environment
sostenible: que satisface la demanda de la población sin dañar el ambiente

fibrous: stringy
fibrosa: que tiene hebras

galley: large rowing boat
galera: barco grande de remos

skipper: person who controls a boat
capitán: persona que controla un barco

conquistador: conqueror
conquistador

enigmatic: mysterious
enigmático: misterioso

litter: dead leaves on the ground
hojarasca: hojas muertas en el suelo

Monseigneur: a French cardinal, bishop, or archbishop
Monseñor

fortnightly: biweekly, happening every two weeks

quincenal: que sucede cada dos semanas

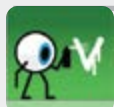
emulative: in a copy
imitativo: en copia

chaste: pure and decent
casta: pura y decente

conduct: guide
conducir: llevar

frothed: made to foam
batía: hacía espuma

blot upon his escutcheon: stain on his reputation
mancha en su reputación



Use the Vocab App to play mini games related to the words in this lesson.

Lesson 1—Scavenger Hunt: Introducing the Collection



Create a list of everything you'd like to learn about the history of chocolate on page 14 of your Writing Journal.



The History of Chocolate, Created by Shaun Bailey

Welcome to the Chocolate scavenger hunt. To find the answers to the scavenger hunt questions, you'll have to explore the texts and images in The Chocolate Collection. Remember to read the captions of the images to find additional clues.

Text Scavenger Hunt Question 1: How was chocolate nearly used as a weapon in World War II?

1. Scan each text to find the one that contains the answer to the scavenger hunt question.
 - ⑨ "Pilot Dropped Candy into Hearts of Berlin" (page 312)
 - ②④ Excerpt: *Chocolat* (page 345)
 - ⑧ "Letter from Lord Rothschild to Laurence Fish" (page 309)
2. Once you find the answer to the question, review that text and answer the close reading questions that accompany it.



After reading your chosen text, answer the close reading questions that correspond to it, located on pages 15–17 of your Writing Journal.

Lesson 1—Scavenger Hunt: Introducing the Collection (continued)

Text Scavenger Hunt Question 2: How many beans are needed to make one pound of chocolate?

Scan each text to find the one that contains the answer to the scavenger hunt question.

- 23 Excerpt: Act I, Scene Eight from *Così fan tutte*: *English National Opera Guide* (page 343)
- 20 “Chocolate” from *American Smooth* (page 340)
- 12 “Is It Fair to Eat Chocolate?” from *Skipping Stones* (page 326)
- 25 Excerpt: *The Dharma Bums* (page 348)



After reading your chosen text, answer the close reading questions that correspond to it, located on pages 18–21 of your Writing Journal.

These activities revisit materials in the scavenger hunts. You will need to refer to pages 341 and 343 for part 1, and pages 340 and 345 for part 2 to find the items needed to answer the questions.

1. What is one common theme (overall idea) that best applies to *both* the excerpt from the opera scene and the painting? Circle the correct answer.

- A. Treats like chocolate can provide emotional comfort during difficult times.
- B. Eating chocolate is a pleasurable sensory experience.
- C. Chocolate is a special treat that is enjoyed only by members of the upper class.
- D. Chocolate is a special treat, but it isn't enough to make up for the insults suffered by the working class.

Which quote from the opera libretto best supports your answer in Part 1? Circle the correct answer.

- A. "You sweat, you labour and you worry, / And yet, for everything you do, no word of thanks." (4–5)
- B. "If the lady can drink it, why not the servant?" (9)
- C. "They would soon give me notice— / An example of justice that takes the biscuit." (10–11)
- D. "I wonder if they like it sweet / As this is!" (12–13)

2. What is one common theme (overall idea) that best applies to *both* the excerpt from the book *Chocolat* and the poem "Chocolate"? Circle the correct answer.

- A. Treats like chocolate can provide emotional comfort during difficult times.
- B. Eating chocolate is a pleasurable sensory experience.
- C. Chocolate is a special treat that is enjoyed only by members of the upper class.
- D. Chocolate is a special treat, but it isn't enough to make up for the insults suffered by the working class.

Which quote from *Chocolat* best supports your answer in Part 1? Circle the correct answer.

- A. "These are my own favorites—biscuit-sized discs of dark, milk, or white chocolate upon which have been scattered lemon-rind, almonds, and plump Malaga raisins. Anouk likes the white ones, though I prefer the dark, made with the finest seventy-percent couverture. . . . Bitter-smooth on the tongue with the taste of the secret tropics." (1)
- B. "The rain stops, though the sky remains grim. Eleven-thirty. The few people who still linger in the square turn homeward to prepare the Sunday meal." (8)
- C. "Just when I thought I was beginning to get through. Why do they not come? Can they not see, not smell? What else do I have to do?" (9)
- D. "I kiss her head. There is moisture on my face. Something, perhaps the bittersweet aroma of the chocolate vapor, stings my eyes." (13)

Lesson 1—Scavenger Hunt: Introducing the Collection (continued)

Image Scavenger Hunt Question: For which people was chocolate critically important?

Scan each image to find the one that contains the answer to the scavenger hunt question.

- 26 Portrait Painted with Bosco Chocolate Syrup on Display at Neiman Marcus by Vik Muniz (page 349)
- 7 The Daily Ration for Robert Falcon Scott's Trek to the South Pole (page 307)
- 21 *The Penthievre Family or The Cup of Chocolate*, Jean-Baptiste Charpentier (page 341)



After reading your chosen text, answer the close reading questions that correspond to it, located on pages 22–24 of your Writing Journal.

Go back to pages 298–357 to review the images from the scavenger hunt, looking for one that makes chocolate seem like a luxury or a necessity.



Complete the Writing Prompt on page 25 of your Writing Journal.

Lesson 2—Scavenger Hunt: Exploring the Collection

Discuss any new facts you've learned from this lesson with your partner.



Work with a partner to complete the activity on page 26 in your Writing Journal.

Text Scavenger Hunt Question 1: What country is on record as eating the most chocolate?

Scan each text to find the one that contains the answer to the scavenger hunt question.

- 28 "The Sweet Lure of Chocolate" (page 350)
- 29 "The Tropics" from *The Story of Chocolate* (page 353)
- 15 "Eat More Chocolate, Win More Nobels?" from *Associated Press* (page 334)



After reading your chosen text, answer the close reading questions that correspond to it, located on pages 27–29 of your Writing Journal.

Lesson 2—Scavenger Hunt: Exploring the Collection (continued)

Text Scavenger Hunt Question 2: What is the main ingredient in chocolate?

Scan each text to find the one that contains the answer to the scavenger hunt question.

- 17 “Dark Chocolate: A Bittersweet Pill to Take” from *USA Today* (page 337)
- 16 “Can Chocolate Be Good for My Health?” (page 336)
- 24 Excerpt: *Chocolat* (page 345)



After reading your chosen text, answer the close reading questions that correspond to it, located on pages 30–32 of your Writing Journal.

Text Scavenger Hunt Question 3: Name one compound found in chocolate that scientists are interested in.

Scan each text to find the one that contains the answer to the scavenger hunt question.

- 17 “Dark Chocolate: A Bittersweet Pill to Take” from *USA Today* (page 337)
- 28 “The Sweet Lure of Chocolate” (page 350)
- 24 Excerpt: *Chocolat* (page 345)



After reading your chosen text, answer the close reading questions that correspond to it, located on pages 33–35 of your Writing Journal.

Overview

Get ready to persuade your classmates that your favorite kind of chocolate is the *best* kind of chocolate.

Suggested Reading

Is your curiosity sparked? Want to dive deeper into this topic? Check out the list of websites below for a wealth of reference materials. And remember, your school and local libraries are great places to continue exploring your interests.

- Internet Archive
- Library of Congress
- OCLC WorldCat
- Google Books
- HathiTrust Digital Library
- Project Gutenberg
- Digital Public Library of America

Lesson 1—Reasons and Evidence



What type of chocolate do you prefer: dark, white, or milk? Write a short paragraph in your Writing Journal that persuades your reader that your favorite type of chocolate is the best.



Complete the activity on page 38 of your Writing Journal.

Lesson 1—Reasons and Evidence (continued)

1. Follow along as your teacher reads aloud the sample essay, “Why You Should Eat Chocolate.”
2. Highlight the two reasons it contains.
3. Underline the two pieces of evidence.

Why You Should Eat Chocolate

Eating chocolate is beneficial to your health and well-being. When you eat chocolate, you are strengthening your bones and teeth. White chocolate is made with milk, which contains calcium. According to the article, “calcium keeps bones and teeth strong and also helps your heart, muscles, and nerves to function well.”

Another reason chocolate is good for you is that it actually makes people feel good. This is because chocolate contains theobromine. The article states that theobromine “causes people to feel happy after eating chocolate.”

Read the facts about different types of chocolate below, then answer the questions in your Writing Journal.

Facts About Chocolate

White Chocolate

White chocolate, which is made with milk, contains a good amount of calcium. Calcium keeps bones and teeth strong and also helps your heart, muscles, and nerves to function well. Getting plenty of calcium is important to everyone's health.

Milk Chocolate

Milk chocolate was shown in one study to quiet coughs relatively well. This effect is due to a chemical called theobromine found in chocolate. This chemical also causes people to feel happy after eating chocolate.

Dark Chocolate

Flavanols in cocoa beans have antioxidant effects that reduce cell damage implicated in heart disease. Flavanols, which are more prevalent in dark chocolate than in milk chocolate or white chocolate, also help lower blood pressure and improve vascular function.

From www.mayoclinic.org: "Healthy chocolate: Dream or reality?"



Answer questions 1–3 on page 39 of your Writing Journal.

Follow along as your teacher provides example responses to demonstrate claims, evidence, and reasons.



Answer questions 4 and 5 on page 40 of your Writing Journal.

Lesson 1—Reasons and Evidence (continued)

Read text 12, “Is It Fair to Eat Chocolate?” on page 326.



Complete questions 1 and 2 on page 41 of your Writing Journal.

1. Review the following excerpt from paragraph 7:
“Farmers must have control over their cocoa bean prices. Before 1999, the government in the Ivory Coast set a minimum price for cocoa, but then the cocoa industry was privatized and the minimum price disappeared.”
2. Underline the part of the paragraph with the author’s claim, and circle the evidence the author provides to support her claim.

Read text 11, Excerpt: Appendix C Statement from *Labour in Portuguese West Africa* on page 316.



Complete questions 1 and 2 on page 42 of your Writing Journal.

1. Read the following excerpt from paragraph 7:
“The large majority of Angola natives who are taken to S. Thomé are brought to the coast and shipped to the islands against their will, and therefore when they allow themselves to be contracted, it is under the force of circumstances and not a voluntary act.”
2. Underline the part of the paragraph with the author’s claim, and circle the evidence the author provides to support his claim.

Lesson 2—Argumentative Writing

Read these two quotes from the text:

“Every day in the Ivory Coast, as well as in Ghana, Nigeria and Cameroon, about 300,000 children are forced to pick cocoa beans that will be sold to big chocolate companies like Nestle and Cargill.” (3)

“For generations they have depended on growing and selling cocoa beans as their main means of survival. Without help from their children the farmers would not be able to buy food.” (4)



Write a claim responding to the question on page 43 in your Writing Journal with your partner.

Read these two quotes from the text:

“I know there are many well-managed estates in S. Thomé, and should wish to consider that, for the sake of argument, every one is managed with the same kindness and forethought, but you have still in your island a system that produces a very high death-rate, and a birth-rate so low that every year several thousands of fresh labourers must be imported to fill the ranks of the dead.” (9)

“In one of your best managed estates the doctor states that most of the mortality is from two diseases—anaemia and dysentery; complaints that are easily developed by people in a depressed mental condition. It is also admitted that the highest death-rate is among the newly arrived labourers, and this is exactly what one would expect when we know that these people are forcibly taken from their homes for work across the sea, without any hope of return.” (10)

Now you're going to write a claim of your own that would be supported by this evidence.



Write a claim on page 44 in your Writing Journal with your partner.

Now that you've written a claim about information in each text, you are ready to write a more general claim based on evidence from both texts.

You will write a letter to a local candy store owner. What do you think a candy store owner should know about labor practices in cocoa bean farming?



Complete Activities 1–5 on pages 45–46 in your Writing Journal.

Using the notes and outline you generated in the last activity as well as the articles you've been reading, write your own argumentative letter informing a local candy store owner about issues involved in chocolate production.



Write your letter on page 47 in your Writing Journal.

Lesson 3—The Many Ways of Experiencing “Chocolate”

1. Listen as your teacher plays a video of the poet Rita Dove reading her poem, “Chocolate,” paying close attention to how she delivers her lines.



Answer questions 1–3 on page 48 of your Writing Journal.

2. Now read the poem “Chocolate” on page 340 to yourself.



Answer questions 4–7 on page 49 of your Writing Journal.

1. Review your answers to questions 1–7 on pages 48 and 49 of your Writing Journal.
2. Compare your ideas about the poem from when you watched and listened to the reading to when you read the poem yourself.
3. Were your answers:
 - Very different?
 - Somewhat different?
 - Exactly the same?
4. Discuss and compare with your partner which of the experiences better communicated how chocolate tastes:
 - Watching and listening
 - Reading
5. Discuss and compare with your partner which of the following experiences better communicated how the speaker feels about chocolate:
 - Watching and listening
 - Reading

Lesson 3—The Many Ways of Experiencing “Chocolate” (continued)

1. Look through the following images and choose one that communicates an idea, feeling, or detail about chocolate that is similar to something that Rita Dove communicates in the poem “Chocolate.” Then answer the corresponding close reading questions in your Writing Journal.

- 3 Codex Zouche–Nuttall (page 301)
- 4 Mask of Quetzalcóatl (page 302)
- 21 *The Penthievre Family or The Cup of Chocolate*, Jean-Baptiste Charpentier (page 341)
- 22 *Still Life with Chocolate and Strawberries* by Juan Bautista Romero (page 342)
- 26 Portrait Painted with Bosco Chocolate Syrup on Display at Neiman Marcus by Vik Muniz (page 349)



Go to pages 50–55 of your Writing Journal to find and answer the close reading questions that correspond to the image you chose.

2. With your group, discuss what you learned from the image you reviewed today. Be prepared to share with the class:
 - the name of the image.
 - one interesting fact about the image.
 - the central idea of the image.
 - one way the image compares to Rita Dove’s poem “Chocolate.”



Video recording by Fred Viebahn. All © and audiovisual rights by Rita Dove.

Highlight lines in text 20, “Chocolate” from *American Smooth*, on page 340 of your Student Edition that describe the rich taste of chocolate.



Complete questions 1 and 2 on page 56 of your Writing Journal.

Overview

Do you think chocolate should be included in school lunches? The answer might be more complicated than you imagine...

Suggested Reading

Is your curiosity sparked? Want to dive deeper into this topic? Check out the list of websites below for a wealth of reference materials. And don't forget, your school and local libraries are great places to continue exploring your interests.

- Internet Archive
- Library of Congress
- OCLC WorldCat
- Google Books
- HathiTrust Digital Library
- Project Gutenberg
- Digital Public Library of America

Lesson 1—Preparing for the Debate

Do you think chocolate should be included in school lunches? The answer might be more complicated than you imagine...

Debate Topic:

Chocolate should be added to school lunches every day.

or

Chocolate should not be added to school lunches every day.

Your teacher will assign you one of the following texts from the Collection to review:

- 12 “Is It Fair to Eat Chocolate?” (page 326)
- 15 “Eat More Chocolate, Win More Nobels?” (page 334)
- 16 “Can Chocolate Be Good for My Health?” (page 336)
- 17 “Dark Chocolate: A Bittersweet Pill to Take” (page 337)



After reading your assigned text, complete questions 1 and 2 on page 60 of your Writing Journal.

With your group, share the evidence you found and decide on the three strongest pieces of evidence for and against chocolate in school lunches.



After discussing with your group, complete questions 1 and 2 on page 61 of your Writing Journal.

Lesson 2—The Debate

Preparing for the Debate

1. With your group, choose the strongest piece of supporting evidence for your side, then write an opening statement in your Writing Journal.



Go to page 62 in your Writing Journal to write your opening statement.

2. Work with your group to write explanations for your evidence and complete your opening statement.



Complete questions 2 and 3 on page 63 of your Writing Journal.

3. Decide which member of your group will present the opening statement, as well as the second and third arguments.

The Debate, Part 1

When it's your turn to present your part of the debate, speak loudly and clearly.

As the other groups present, listen carefully and complete one Debate Peer Evaluation form per group.



Complete one Debate Peer Evaluation per group, using the form on page 64 of your Writing Journal.

Lesson 2—The Debate (continued)

Writing a Counterargument

1. Circle the correct answer:

Each group will now have a chance to present a counterargument that...

- A. serves to open the debate.
- B. repeats its own opening argument.
- C. tries to disprove one of the opening statements.
- D. introduces its group's closing statement.

2. With your group, review the three pieces of evidence you collected for the opposing position on page 60 of your Writing Journal.
3. Choose one piece of evidence that an opposing team presented in their opening statement.



Complete question 1 on page 65 of your Writing Journal.

What's the most convincing thing you can say to persuade us that chocolate should or should not be allowed in school lunches?



Write your answer in Activity 2 on page 65 of your Writing Journal.

The Debate, Part 2

When it's your turn to present your part of the debate, speak loudly and clearly.

As the other groups present, listen carefully and complete one Debate Peer Evaluation form per group.



Complete the Debate Peer Evaluation on page 66 of your Writing Journal.



The Greeks

Now that you've spent some time learning about the Greek gods and goddesses, you'll get the chance to learn a bit more about the humans in the Greek world. In this unit, you'll learn how some of the immortals disagreed about how humans should act. You'll also read about how certain humans treated those around them. Throughout this unit, you'll think about the character traits that define people.



Prometheus

SUB-UNIT 1 • 6 LESSONS



Odysseus

SUB-UNIT 2 • 7 LESSONS



Arachne

SUB-UNIT 3 • 6 LESSONS



Write an Essay

SUB-UNIT 4 • 5 LESSONS

Overview

"Prometheus" is an excerpt from Bernard Evslin's book *Heroes, Gods and Monsters of the Greek Myths* that introduces students to the Titan who defied Zeus to give humans fire.

Suggested Reading

Connections: Greek Mythology

Storytellers all over the world have retold the ancient Greek myths. If you like Greek mythology, the good news is that there are lots more stories about other characters, more and less familiar. If you still have your doubts, take heart—maybe one of the writers listed here tells a story that's more your style.

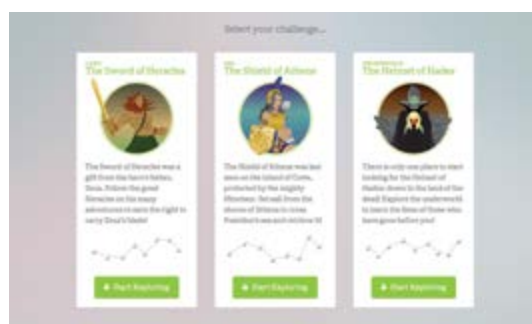
Apps in This Sub-Unit

There isn't a correct order in which to read Greek myths. It doesn't matter if the first myth you ever hear is the story of Persephone, or the story of Odysseus, or the story of Icarus, as long as the story is exciting to you. Each myth stands alone, and it also builds context to help you enjoy the next one you hear. So learning Greek myths is a lot like an exploration in which your path is dictated by your curiosity and by your sense of excitement.

The *Myth World* Quest takes this idea and makes it literal. In *Myth World*, you can use your tablet to explore mythological Greece. You can climb Mount Olympus, cross the sea to Crete, or descend into the underworld. As you explore, you will find characters who have been turned into stone by a rampaging Medusa. Your job is to read stories about those characters in order to crack them out of their stony prisons.



Myth World





Prometheus

Excerpt from *Heroes, Gods and
Monsters of the Greek Myths*

Bernard Evslin

Prometheus

Excerpt from *Heroes, Gods and Monsters of the Greek Myths*

by Bernard Evslin

- ¹ PROMETHEUS WAS A YOUNG Titan, no great admirer of Zeus. Although he knew the great lord of the sky hated explicit questions, he did not hesitate to **beard** him when there was something he wanted to know.
- ² One morning he came to Zeus, and said, "O Thunderer, I do not understand your design. You have caused the race of man to appear on earth, but you keep him in ignorance and darkness."
- ³ "Perhaps you had better leave the race of man to me," said Zeus. "What you call ignorance is innocence. What you call darkness is the shadow of my decree. Man is happy now. And he is so framed that he will remain happy unless someone persuades him that he is unhappy. Let us not speak of this again."
- ⁴ But Prometheus said, "Look at him. Look below. He crouches in caves. He is at the mercy of beast and weather. He eats his meat raw. If you mean something by this, enlighten me with your wisdom. Tell me why you refuse to give man the gift of fire."
- ⁵ Zeus answered, "Do you not know, Prometheus, that every gift brings a penalty? This is the way the Fates weave destiny—by which gods also must abide. Man does not have fire, true, nor the crafts which fire teaches. On the other hand, he does not know disease, warfare, old age, or that inward pest called worry. He is happy, I say, happy without fire. And so he shall remain."
- ⁶ "Happy as beasts are happy," said Prometheus. "Of what use to make a separate race called man and endow him with little fur, some wit, and a curious charm of unpredictability? If he must live like this, why separate him from the beasts at all?"
- ⁷ "He has another quality," said Zeus, "the capacity for worship. An **aptitude** for admiring our power, being puzzled by our riddles and amazed by our **caprice**. That is why he was made."

beard: challenge

aptitude: skill

caprice: tendency
to have suddenly
changing moods



- 8 “Would not fire, and the graces he can put on with fire, make him more interesting?”
- 9 “More interesting, perhaps, but infinitely more dangerous. For there is this in man too: a **vaunting** pride that needs little sustenance to make it swell to giant size. Improve his lot, and he will forget that which makes him pleasing—his sense of worship, his humility. He will grow big and poisoned with pride and fancy himself a god, and before we know it, we shall see him storming Olympus. Enough, Prometheus! I have been patient with you, but do not try me too far. Go now and trouble me no more with your **speculations**.”
- 10 Prometheus was not satisfied. All that night he lay awake making plans. Then he left his couch at dawn, and standing tiptoe on Olympus, stretched his arm to the eastern horizon where the first faint flames of the sun were flickering. In his hand he held a reed filled with a dry fiber; he thrust it into the sunrise until a spark smoldered. Then he put the reed in his **tunic** and came down from the mountain.
- 11 At first men were frightened by the gift. It was so hot, so quick; it bit sharply when you touched it, and for pure spite, made the shadows dance. They thanked Prometheus and asked him to take it away. But he took the haunch of a newly killed deer and held it over the fire. And when the meat began to sear and sputter, filling the cave with its rich smells, the people felt themselves melting with hunger and flung themselves on the meat and devoured it greedily, burning their tongues.
- 12 “This that I have brought you is called ‘fire,’” Prometheus said. “It is an ill-natured spirit, a little brother of the sun, but if you handle it carefully, it can change your whole life. It is very greedy; you must feed it twigs, but only until it becomes a proper size. Then you must stop, or it will eat everything in sight—and you too. If it escapes, use this magic: water. It fears the water spirit, and if you touch it with water, it will fly away until you need it again.”



vaunting: strutting

speculations:
questioning
thoughts

tunic: long, loose-
fitting shirt

- ¹³ He left the fire burning in the first cave, with children staring at it wide-eyed, and then went to every cave in the land.
- ¹⁴ Then one day Zeus looked down from the mountain and was amazed. Everything had changed. Man had come out of his cave. Zeus saw woodmen's huts, farm houses, villages, walled towns, even a castle or two. He saw men cooking their food, carrying torches to light their way at night. He saw forges blazing, men beating out ploughs, keels, swords, spears. They were making ships and raising white wings of sails and daring to use the fury of the winds for their journeys. They were wearing helmets, riding out in chariots to do battle, like the gods themselves.
- ¹⁵ Zeus was full of rage. He seized his largest thunderbolt. "So they want fire," he said to himself. "I'll give them fire—more than they can use. I'll turn their miserable little ball of earth into a cinder." But then another thought came to him, and he lowered his arm. "No," he said to himself, "I shall have vengeance—and entertainment too. Let them destroy themselves with their new skills. This will make a long twisted game, interesting to watch. I'll attend to them later. My first business is with Prometheus."
- ¹⁶ He called his giant guards and had them seize Prometheus, drag him off to the Caucasus, and there bind him to a mountain peak with great chains specially forged by Hephaestus—chains which even a Titan in agony could not break. And when the friend of man was bound to the mountain, Zeus sent two vultures to hover about him forever, tearing at his belly and eating his liver.
- ¹⁷ Men knew a terrible thing was happening on the mountain, but they did not know what. But the wind shrieked like a giant in torment and sometimes like fierce birds.
- ¹⁸ Many centuries he lay there—until another hero was born brave enough to defy the gods. He climbed to the peak in the Caucasus and struck the shackles from Prometheus and killed the vultures. His name was Heracles.

"Prometheus" from *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin.
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design: plan**destiny:** events that must happen

••

decree: command**framed:** formed**crouches:** kneels or squats**beast:** wild animal**enlighten:** teach**penalty:** cost**weave:** twist together**abide:** obey**pest:** annoyance**endow:** provide**wit:** intelligence**curious:** strange**capacity:** ability**graces:** elegant ways**infinitely:** endlessly**sustenance:** fuel**swell:** become larger**humility:** lack of self-importance**satisfied:** pleased**horizon:** line where the earth and sky meet**flickering:** shining unsteadily**reed:** long thin hollow plant**smoldered:** burned or smoked without flame**spite:** ill-will**haunch:** rump**sear:** burn**sputter:** sizzle**devoured:** hungrily ate**forges:** ovens, fireplaces, or furnaces for heating metal**ploughs:** plows**keels:** long pieces used in the building of boats**fury:** wild force**chariots:** wagons**seized:** grabbed**cinder:** ash**bind:** tie**agony:** extreme pain**hover:** hang in the air**shrieked:** cried out**torment:** great suffering**fierce:** wild and harsh**defy:** oppose**shackles:** chains

•••

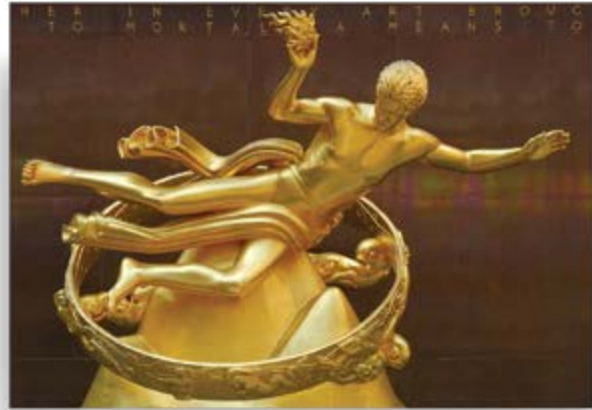
beard: challenge**aptitude:** skill**caprice:** tendency to have suddenly changing moods**vaunting:** strutting**speculations:** questioning thoughts**tunic:** long, loose-fitting shirt

Lesson 1—Zeus vs. Prometheus

Spend two minutes observing differences in the images and the way Prometheus is depicted.



Pottery of Prometheus
c. 555 BCE,
Arkesilas Painter



Prometheus
1934,
Paul Manship

The Bridgeman Art Library/Getty Images; Shutterstock (Image Comparison); The Bridgeman Art Library/Getty Images; Shutterstock (Image Comparison).

1. Read paragraphs 1–9 in “Prometheus” on pages 400–401 and highlight the sentence that answers the following question:

Why does Zeus create humans?



Complete questions 1–4 on page 11 in your Writing Journal.

Think like Zeus. Why do you think Zeus thought fire might be dangerous for humans?



On page 12 of your Writing Journal answer the questions about Zeus.

Think like Prometheus. Why do you think Prometheus thought humans needed fire?



On page 13 of your Writing Journal answer the questions about Prometheus.

Lesson 2—Should Humans Have Fire?

1. With your partner read the list of arguments of Zeus and Prometheus. Then read the list of things that happen in the second half of the story.
2. Share with your partner which argument in the first column matches an event that happens in the second column.

Remember that each argument expresses either a fear or a hope about what humans will do if they get fire. To find the right connections, look for the way the humans' behavior helps fulfill that fear or hope.

You can use paragraphs 1–18 on pages 400–402 to review the text if needed.

Arguments of Zeus or Prometheus

- Humans are in darkness without fire.
- Humans are in ignorance without fire.
- Humans are happy without fire.
- Humans without fire are like animals
- Humans with fire will think they are like gods.

Things that Happen in the Second Half of the Story

- Humans with fire start wars.
- Humans with fire wear helmets and use chariots like the gods themselves.
- Humans with fire learn to make tools.
- Humans without fire live in caves.
- Humans use torches to light their way at night.

Brainstorm different characteristics and capabilities of fire. You might use the following questions to help you get started:

- What is fire like?
- How does fire look, feel, sound, and smell?
- What does fire do?



Complete the final column of the chart on page 15 in your Writing Journal.

Reread paragraph 14 of “Prometheus” on page 402.

Prepare to act out a scene from the myth.

1. Listen for your group assignment and the name of the role you will play.
2. With your group, review paragraph 14, highlighting and taking notes about details that you will use as you act out your scene. As you work, focus on the different characteristics of fire and how humans react to those qualities.
3. Practice your scene with your group.

Lesson 3—Is Zeus Correct?

1. Perform the scene with your group.
2. As other groups perform, guess which attitude (happy, unhappy, greedy, generous) the humans in the scene represent.

Early in the myth, Zeus tells Prometheus that men are happy. Think about the changes that occurred after humans received fire.



On page 16 of your Writing Journal, complete questions 1–4 to explain if you think Zeus is correct that humans should not have fire. Use textual evidence to support your answer.

Do you agree or disagree with Zeus that humans should not have fire?



Go to page 17 in your Writing Journal and explain whether you think Zeus is correct that humans should not have fire.

Lesson 4—Prometheus's Punishment

What does Zeus do to punish Prometheus?

Share your answer in the class discussion.



Answer the question on the top of page 18 in your Writing Journal.

Consider the following questions to help you understand the end of the Prometheus myth. Be prepared to share your responses in the class discussion.

1. Think about Zeus's punishment of Prometheus. Do you think the punishment is fair or unfair?
2. Highlight a word or sentence from the myth that supports your claim.



Answer questions 1–2 on page 18 of your Writing Journal.

Use paragraphs 1–18 to answer a question in your Writing Journal.

In your Writing Journal explain whether you believe Prometheus's punishment was fair or unfair. Be sure to support your claim with reasons from the text.



Go to page 19 of your Writing Journal to explain your answer.

Lesson 5—Prometheus in Your Own Words

Use “Prometheus” on pages 400–402 of the Student Edition to answer the following questions.

1. Review the myth of Prometheus and make a list of five or six key items that would need to be included in a short summary of this myth. You can record this list on 20 of your Writing Journal.
2. Compare your list with your partner's list.
 - What items do you have in common?
 - Find an item that you have on your list but your partner does not.
 - Explain to your partner why this is an important piece of information to have in a summary of the myth.
3. After your discussion with your partner, make any changes you would like to make to your list of five or six items to include in your summary of the Prometheus myth.

Summarize

To summarize means to express the most important information (events, facts, ideas) about something in a short and clear form.



Complete Activities 1 and 2 on page 20 of your Writing Journal.

Guidelines for Retellings

Use the events discussed in the first Prometheus lesson to create your version of retelling the Prometheus myth:

- Prometheus was a Titan who stole fire from the gods and gave it to humans.
- Zeus punished Prometheus for this by chaining him to a rock and having birds peck out his liver every day.

You do not have to base your myth on the author's version. If you do want to keep details from the author's version, that is okay, but you should have a reason for doing so.

Make your own choices! Your retelling should diverge from the author's version in at least one of the following ways:

- Tell the story from one character's point of view using first-person perspective.
- Tell the story in a different order, starting with Prometheus being punished.
- Tell a version of the story in which Prometheus steals something other than fire to give to humans.

Lesson 5—Prometheus in Your Own Words (continued)

Turn to your partner and verbally share your answers to the following questions:

1. Will your version of the myth show that Zeus is correct or incorrect in his belief that humans should not have fire?
2. Will your version of the myth show that his punishment of Prometheus is fair or unfair?
3. My version of the myth will be different from the author's because I will...
 - A. tell the story from one character's point of view, using first-person perspective.
 - B. tell the story in a different order, starting with Prometheus being punished.
 - C. tell a version of the story in which Prometheus steals something other than fire to give to humans.



Go to page 21 of your Writing Journal and complete questions 1–3 to explain your choice.

Retelling the Prometheus Myth

Use your answers to the questions in the previous activity to write your own version of the Prometheus myth.

Think about the attitude you want each character to show. Add two more details to every character to help show that attitude.



Go to page 22 in your Writing Journal and write your own version of the Prometheus myth.

Overview

After fighting a 10-year war, what King Odysseus of Ithaca wants most is to return home. However, it takes him longer than he expected, and he runs into some interesting characters along his journey.

Suggested Reading

Around the World in a Mess of Myths

The ancient Greeks and Romans played a big role in European history, but other parts of the world also had exciting mythology and folktales. In addition to *A Treasury of Greek Mythology* (2011), Donna Jo Napoli has written *A Treasury of Egyptian Mythology* (2013)—both books are exciting and full of great illustrations. *The Pantheon Fairytale and Folklore Library* is a series of books packed with stories from many ancient cultures, from Greece to Scandinavia and all the way to Africa and Asia.



The Cyclops

Excerpt from *The Odyssey*

Homer

Book 9, The Cyclops

Excerpt from *The Odyssey*

by Homer

- ¹ In answer to the King, this is how Odysseus, the man of many resources, began his tale:
- ² 'King Alcinous, most illustrious of all your people, it is indeed a lovely thing to hear a bard such as this, with a voice like the voice of the gods. I myself feel that there is nothing more delightful than when the festive mood reigns in the hearts of all the people and the banqueters listen to a minstrel from their seats in the hall, while the tables before them are laden with bread and meat, and a steward carries round the wine he has drawn from the bowl and fills their cups. This, to my way of thinking, is perfection.
- ³ 'However, your heart has prompted you to ask me about my troubles, and that intensified my grief. Well, where shall I begin, where end, my tale? For the list of woes which the gods in heaven have sent me is a long one. I shall start by giving you my name: I wish you all to know it so that in times to come, if I escape the evil day, I may always be your friend, though my home is far from here.
- ⁴ 'I am Odysseus, Laertes' son. The whole world talks of my **stratagems**, and my fame has reached the heavens. My home is under the clear skies of Ithaca. Our landmark is Mount Neriton with its quivering leaves. Other islands are clustered round it, Dulichium and Same and wooded Zacynthus. But Ithaca, the farthest out to sea, lies slanting to the west, whereas the others face the dawn and rising sun. It is a rough land, but nurtures fine men. And I, for one, know of no sweeter sight for a man's eyes than his own country. The divine Calypso was certainly for keeping me in her cavern home because she yearned for me to be her husband and with the same object Circe, the Aeaean witch, detained me in her palace; but never for a moment did they win my heart. So true it is that a man's fatherland and his parents are what he holds sweetest, even though he has settled far away



from his people in some rich home in foreign lands. However, let me tell you of the disastrous voyage Zeus inflicted on me when I started back from Troy.

- 5 'The same wind that wafted me from Ilium brought me to Ismarus, the city of the Cicones. I **sacked** this place and destroyed its menfolk. The women and the vast plunder that we took from the town we divided so that no one, as far as I could help it, should go short of his proper share. And then I said we must escape with all possible speed. But my fools of men refused. There was plenty of wine, plenty of livestock; and they kept on drinking and butchering sheep and shambling crooked-horned cattle by the shore. Meanwhile the Cicones went and raised a cry for help among other Cicones, their inland neighbours, who are both more numerous and better men, trained in fighting from the chariot and on foot as well, when the occasion requires.
- 6 'At dawn they were on us, thick as the leaves and flowers in spring, and disaster, sent by Zeus to make us suffer, overtook my doomed companions and me. They fought a pitched battle by the swift ships and exchanged volleys of bronze spears. Right through the early morning and while the blessed light of day grew stronger we held our ground and kept their greater force at bay; but when the sun began to drop, towards the time when the ploughman unyokes his ox, the Cicones gained the upper hand and broke the Achaean ranks. Six of my strong-greaved comrades from each ship were killed. The rest of us eluded our fate and got away alive.
- 7 'We sailed on from Ismarus with heavy hearts, grieving for the loss of our dear companions though rejoicing at our own escape; and I would not let the curved ships sail before each of our poor comrades who had fallen in action against the Cicones had been three times saluted with a ritual call. Zeus, who **marshals** the clouds, now sent my fleet a terrible gale from the north. He covered land and sea alike with a canopy of cloud; darkness swept down on us from the sky. Our ships pitched and plunged in the wind, and the force of the gusts tore their sails to shreds and tatters. With the fear of death upon us, we lowered them on to the decks, and rowed the bare ships to the land with all our might.
- 8 'We rested on land for two days and two nights on end, with exhaustion and anxiety gnawing at our hearts. But on the third morning, which bright-haired Dawn had ushered in, we stepped the masts, hauled up the white sails, and took our places in the ship. The wind and the helmsmen

sacked: robbed
and destroyed

marshals:
gathers up

kept our vessels straight. In fact I should have reached my own land safe and sound, had not the swell, the current and the North Wind combined, as I was rounding Malea, to drive me off my course and send me drifting past Cythera.

- 9 'For nine days I was chased by those accursed winds across the teeming seas. But on the tenth we reached the country of the Lotus-eaters, a race that eat the flowery lotus fruit. We disembarked to draw water, and my crews quickly had a meal by the ships. When we had eaten and drunk, I sent some of my followers inland to find out what sort of human beings might be there, detailing two men for the duty with a third as herald. Off they went, and it was not long before they came upon the Lotus-eaters. Now these natives had no intention of killing my comrades; what they did was to give them some lotus to taste. Those who ate the honeyed fruit of the plant lost any wish to come back and bring us news. All they now wanted was to stay where they were with the Lotus-eaters, to **browse** on the lotus, and to forget all thoughts of return. I had to use force to bring them back to the hollow ships, and they wept on the way, but once on board I tied them up and dragged them under the benches. I then commanded the rest of my loyal band to embark with all speed on their fast ships, for fear that others of them might eat the lotus and think no more of home. They came on board at once, took their places at their oars and all together struck the white surf with their blades.
- 10 'So we left that country and sailed with heavy hearts. And we came to the land of the Cyclopes, a fierce, lawless people who never lift a hand to plant or plough but just leave everything to the immortal gods. All the crops they require spring up unsown and untilled, wheat and barley and vines with generous clusters that swell with the rain from heaven to yield wine. The Cyclopes have no assemblies for the making of laws, nor any established legal codes, but live in hollow caverns in the mountain heights, where each man is lawgiver to his own children and women, and nobody has the slightest interest in what his neighbours decide.
- 11 'Not very far from the harbour of the Cyclopes' country, and not so near either, there lies a luxuriant island, covered with woods, which is the home of innumerable goats. The goats are wild, for the footsteps of man never disturb them, nor do hunters visit the island, forcing their way through forests and ranging the mountain tops. Used neither for grazing nor for ploughing, it lies for ever unsown and untilled; and this

browse: nibble



land where no man goes supports only bleating goats. The Cyclopes have nothing like our ships with their crimson prows; they have no shipwrights to build merchantmen that could give them the means of sailing across the sea to visit foreign towns and people, as other nations do. Such craftsmen would have turned the island into a fine colony for the Cyclopes.

- ¹² 'It is by no means a poor country, but capable of yielding any crop in due season. Along the shore of the grey sea there are lush water-meadows where the grapes would never fail; and there is land level enough for the plough, where they could count on cutting a tall-standing crop at every harvest because the subsoil is exceedingly rich. Also it has a safe harbour, in which there is no need of **moorings** – no need to cast anchor or make fast with **hawsers**: all your crew need do is beach their ship and wait till the spirit moves them and the right wind blows. Finally, at the head of the harbour there is a stream of fresh water, running out of a cave in a grove of poplar-trees.
- ¹³ 'This is where we came to land. Some god must have guided us through the murky night, for it was impossible to see ahead. The ships were in a thick fog, and overhead not a gleam of light came through from the moon, which was obscured by clouds. Not a man among us caught sight of the island, nor did we even see the long **breakers** rolling up to the coast, before our good ships ran aground. It was not till they were beached that we lowered sail. We then jumped out on to the shore, fell asleep where we were and so waited for the blessed light of day.
- ¹⁴ 'As soon as Dawn appeared, fresh and rosy-fingered, we were delighted with what we saw of the island, and set out to explore it. Presently the Nymphs, those children of Zeus, set the mountain goats on the move to ensure my companions a meal. Directly we saw them we fetched our curved bows and our long spears from the ships, separated into three parties, and began shooting at the goats; and in a short time the god had sent us plenty of game. When it was shared out, nine goats were allotted to each of the twelve ships under my command, but to me alone they made an allotment of ten.
- ¹⁵ 'So the whole day long till the sun set we sat down to rich supplies of meat and mellow wine, since the ships had not yet run dry of our red vintage. There was still some in the holds, for when we took the sacred citadel of the Cicones, every member of the company had drawn off a generous

moorings: ropes to attach a boat to the shore

hawsers: ropes for towing a boat

breakers: crashing waves

supply in jars. There we sat, and as we looked across at the neighbouring land of the Cyclopes, we could see the smoke from their fires and hear their voices and the bleating of their sheep and goats. The sun went down, night fell, and we lay down to sleep on the sea-shore.

¹⁶ 'As soon as Dawn appeared, fresh and rosy-fingered, I assembled my company and spoke to them. "My good friends," I said, "for the time being stay here, while I go in my ship with my crew to find out what kind of men are over there, and whether they are aggressive savages with no sense of right or wrong or hospitable and god-fearing people."

¹⁷ 'Then I climbed into my ship and told my men to follow me and loose the hawsers. They came on board at once, took their places at the oars and all together struck the white surf with the blades. It was no great distance to the mainland. As we approached its nearest point, we made out a cave close to the sea, with a high entrance overhung by laurels. Here large flocks of sheep and goats were penned at night, and round the mouth a yard had been built with a great wall of **quarried** stones and tall pines and high-branched oaks. It was the den of a giant, who pastured his flocks alone, a long way away from anyone else, and had no **truck** with others of his kind but lived aloof in his own lawless way. And what a formidable monster he was! He was quite unlike any man who eats bread, more like some wooded peak in the high hills, standing out alone apart from the others.

¹⁸ 'At this point, I told the rest of my loyal companions to stay there on guard by the ship, but I myself picked out the twelve best men in the company and advanced. I took with me in a goatskin some dark and mellow wine which had been given to me by Maronson of Euanthes, the priest of Apollo, the **tutelary** god of Ismarus, because we had protected him and his child and wife out of respect for his office. He lived in a wooded grove sacred to Phoebus Apollo. This man had given me some fine presents: seven talents of wrought gold, with a mixing-bowl of solid silver, and he drew off for me a dozen jars of mellow unmixed wine as well. It was a wonderful drink. It had been kept secret from all his serving-men and maids, in fact from everyone in the house but himself, his good wife and a housekeeper. To drink this red and honeyed vintage, he would pour one cupful of wine into twenty of water, and the **bouquet** that rose from the bowl was pure heaven – those were occasions when **abstinence** could have no charms.

quarried: dug up
truck: dealings
tutelary: guardian
bouquet: scent
abstinence: self-restraint



- 19 'Well, I filled a big goatskin with this wine and also took some food in a bag with me; for I had an instant foreboding that we were going to find ourselves face to face with some barbarous being of colossal strength and ferocity, uncivilized and unprincipled. It took us very little time to reach the cave, but we did not find its owner at home: he was tending his fat sheep in the pastures. So we went inside and looked in amazement at everything. There were baskets laden with cheeses, and the folds were thronged with lambs and kids, each group – the spring ones, the summer ones, and the new-born ones – being separately penned. All his well-made vessels, the pails and bowls he used for milking, were swimming with whey.
- 20 'To start with my men begged me to let them take away some of the cheeses, then come back, drive the kids and lambs quickly out of the pens down to the good ship, and so set sail across the salt water. But though it would have been far better so, I was not to be persuaded. I wished to see the owner of the cave and had hopes of some friendly gifts from my host. But when he did appear, my men were not going to find him a very likeable character.
- 21 'We lit a fire, made an offering to the gods, helped ourselves to some of the cheeses, and when we had eaten, sat down in the cave to await his arrival. At last he came up, shepherding his flocks and carrying a huge bundle of dry wood to burn at supper-time. With a great crash he threw this down inside the cavern, giving us such a fright that we hastily retreated to an inner **recess**. Meanwhile he drove some of his fat flock into the wider part of the cave – all the ones he was milking – the rams and he-goats he left out of doors in the walled yard. He then picked up a huge stone, with which he closed the entrance. It was a mighty slab; twenty-two four-wheeled waggons could not shift such a massive stone from the entrance, such was the monstrous size of the rock with which he closed the cave. Next he sat down to milk his ewes and his bleating goats, which he did methodically, putting her young to each mother as he finished. He then **curdled** half the white milk, collected the whey, and stored it in wicker cheese-baskets; the remainder he left standing in pails, so that it would be handy at supper-time when he wanted a drink. When he had efficiently finished all his tasks, he re-lit the fire and spied us.
- 22 "'Strangers!" he cried. "And who are you? Where do you come from over the watery ways? Is yours a trading venture; or are you cruising the main on chance, like roving pirates, who risk their lives to ruin other people?"

recess: hollow or hidden place

curdled: formed into soft lumps

- 23 'Our hearts sank. The booming voice and the very sight of the monster filled us with panic. Still, I managed to find words to answer him. "We are Achaeans," I said, "on our way back from Troy – driven astray by contrary winds across a vast expanse of sea – we're making our way home but took the wrong way – the wrong route – as Zeus, I suppose, intended that we should. We are proud to say that we belong to the forces of Agamemnon, Atreus' son, who by sacking the great city of Ilium and destroying all its armies has made himself the most famous man in the world today. We find ourselves here as **suppliants** at your knees, in the hope that you may give us hospitality, or even give us the kind of gifts that hosts customarily give their guests. Good sir, remember your duty to the gods; we are your suppliants, and Zeus is the champion of suppliants and guests. He is the god of guests: guests are sacred to him, and he goes alongside them."
- 24 'That is what I said, and he answered me promptly out of his pitiless heart: "Stranger, you must be a fool, or must have come from very far afield, to order me to fear or reverence the gods. We Cyclopes care nothing for Zeus with his **aegis**, nor for the rest of the blessed gods, since we are much stronger than they are. I would never spare you or your men for fear of incurring Zeus' **enmity**, unless I felt like it. But tell me where you moored your good ship when you came. Was it somewhere along the coast, or nearby? I'd like to know."
- 25 'His words were designed to get the better of me, but he could not outwit someone with my knowledge of the world. I answered with plausible words: "As for my ship, it was wrecked by the Earthshaker Poseidon on the borders of your land. The wind had carried us on to a **lee** shore. He drove the ship up to a **headland** and hurled it on the rocks. But I and my friends here managed to escape with our lives."
- 26 'To this the cruel brute made no reply. Instead, he jumped up, and reaching out towards my men, seized a couple and dashed their heads against the floor as though they had been puppies. Their brains ran out on the ground and soaked the earth. Limb by limb he tore them to pieces to make his meal, which he devoured like a mountain lion, leaving nothing, neither **entrails** nor flesh, **marrow** nor bones, while we, weeping, lifted up our hands to Zeus in horror at the ghastly sight. We felt completely helpless. When the Cyclops had filled his great belly with this meal of human flesh, which he washed down with unwatered milk, he stretched himself out for sleep among his flocks inside the cave.

suppliants:
beggars

aegis: shield

enmity: ill will

lee: wind-protected

headland: tall or
steep piece of land
that sticks out into
a body of water

entrails: guts

marrow: fatty
tissue inside bones



- 27 'On first thoughts I planned to summon my courage, draw my sharp sword from the scabbard at my side, creep up to him, feel for the right place with my hand and stab him in the breast where the liver is supported by the **midriff**. But on second thoughts I refrained, realizing that we would seal our own fate as well as his, because we would have found it impossible with our unaided hands to push aside the huge rock with which he had closed the great mouth of the cave. So with sighs and groans we waited for the blessed light of day.
- 28 'As soon as Dawn appeared, fresh and rosy-fingered, the Cyclops re-lit the fire and milked his splendid ewes and goats, all in their proper order, putting her young to each. Having efficiently completed all these tasks, he once more snatched up a couple of my men and prepared his meal. When he had eaten, he turned his plump flocks out of the cave, removing the great doorstone without an effort. But he replaced it once more, as though he were putting the lid on a quiver. Then, with frequent whistles, he drove his plump flocks off towards the mountain, and I was left, with murder in my heart, scheming how to pay him out if only Athene would grant me my prayer. The best plan I could think of was this.
- 29 'Lying by the pen the Cyclops had a huge staff of green olive-wood, which he had cut to carry in his hand when it was seasoned. To us it looked more like the mast of some black ship of twenty oars, a broad-bottomed merchantman such as makes long sea-voyages. That was the impression which its length and thickness made on us. Standing beside this piece of timber I cut off a **fathom's** length, which I handed over to my men and told them to smooth it down. When they had done this I stood and sharpened it to a point. Then I hardened it in the fire, and finally I carefully hid it under the dung, of which there were great heaps scattered throughout the cave. I then told my company to **cast lots** for the dangerous task of helping me to lift the pole and twist it in the Cyclops' eye when he was sound asleep. The lot fell on the very men that I myself would have chosen, four of them, so that counting myself we made a party of five.
- 30 'Evening came, and with it the Cyclops, shepherding his plump flocks, every one of which he herded into the broad cave, leaving none out in the walled yard, either because he suspected something or because a god had ordered him to. He lifted the great doorstone, set it in its place, and then sat down to milk his ewes and bleating goats, which he did methodically, giving each mother its young one in due course. When he had efficiently completed all

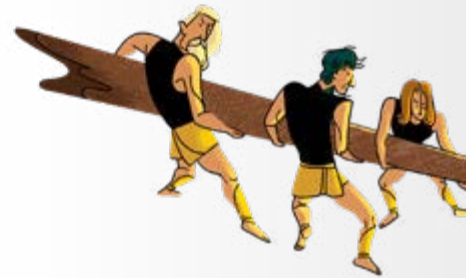
midriff: middle part of the body

fathom's: six feet

cast lots: choose a person by having each person select an object, one of which is special

these tasks, he once more snatched two of us and prepared his supper. Then with an olive-wood bowl of my dark wine in my hands, I went up to him and said: "Here, Cyclops, have some wine to wash down that meal of human flesh, and find out for yourself what kind of vintage was stored away in our ship's hold. I brought it for you as an offering in the hope that you would take pity on me and help me on my homeward way. But your savagery is more than we can bear. Hard-hearted man, how can you expect ever to have a visitor again from the world of men? You have not behaved rightly."

- ³¹ 'The Cyclops took the wine and drank it up. And the delicious drink gave him such exquisite pleasure that he asked me for another bowlful. "Give me more, please, and tell me your name, here and now – I would like to make you a gift that will please you. We Cyclopes have wine of our own made from the grapes that our rich soil and rains from Zeus produce. But this vintage of yours is a drop of the real nectar and **ambrosia**."
- ³² 'So said the Cyclops, and I handed him another bowlful of the sparkling wine. Three times I filled it for him; and three times the fool drained the bowl to the dregs. At last, when the wine had fuddled his wits, I addressed him with soothing words.
- ³³ "'Cyclops," I said, "you ask me my name. I'll tell it to you; and in return give me the gift you promised me. My name is Nobody. That is what I am called by my mother and father and by all my friends."
- ³⁴ 'The Cyclops answered me from his cruel heart. "Of all his company I will eat Nobody last, and the rest before him. That shall be your gift."
- ³⁵ 'He had hardly spoken before he toppled over and fell face upwards on the floor, where he lay with his great neck twisted to one side, and all-compelling sleep overpowered him. In his drunken stupor he vomited, and a stream of wine mixed with morsels of men's flesh poured from his throat. I went at once and thrust our pole deep under the ashes of the fire to make it hot, and meanwhile gave a word of encouragement to all my men, to make sure that no one would hang back through fear. When the fierce glow from the olive stake



ambrosia: food of the gods



warned me that it was about to catch alight in the flames, green as it was, I withdrew it from the fire and my men gathered round. A god now inspired them with tremendous courage. Seizing the olive pole, they drove its sharpened end into the Cyclops' eye, while I used my weight from above to twist it home, like a man boring a ship's timber with a drill which his mates below him twirl with a strap they hold at either end, so that it spins continuously. In much the same way we handled our pole with its red-hot point and twisted it in his eye till the blood boiled up round the burning wood. The scorching heat singed his lids and brow all round, while his eyeball blazed and the very roots crackled in the flame. The Cyclops' eye hissed round the olive stake in the same way that an axe or **adze** hisses when a smith plunges it into cold water to quench and strengthen the iron. He gave a dreadful shriek, which echoed round the rocky walls, and we backed away from him in terror, while he pulled the stake from his eye, streaming with blood. Then he hurled it away from him with frenzied hands and raised a great shout to the other Cyclopes who lived in neighbouring caves along the windy heights. Hearing his screams they came up from every quarter, and gathering outside the cave asked him what the matter was.

³⁶ ““What on earth is wrong with you, Polyphemus? Why must you disturb the peaceful night and spoil our sleep with all this shouting? Is a robber driving off your sheep, or is somebody trying by treachery or violence to kill you?”

³⁷ ‘Out of the cave came mighty Polyphemus’ voice in reply: “O my friends, it’s Nobody’s treachery, not violence, that is doing me to death.”



adze: tool used for cutting and shaping wood

- 38 “Well then,” came the immediate reply, “if you are alone and nobody is assaulting you, you must be sick and sickness comes from almighty Zeus and cannot be helped. All you can do is to pray to your father, the Lord Poseidon.”
- 39 ‘And off they went, while I laughed to myself at the way in which my cunning notion of a false name had taken them in. The Cyclops, still moaning in agonies of pain, groped about with his hands and pushed the rock away from the mouth of the cave. Then he sat himself down in the doorway and stretched out both arms in the hope of catching us in the act of slipping out among the sheep. What a fool he must have thought me! Meanwhile I was **cudgelling** my brains for the best possible course, trying to hit on some way of saving my friends as well as myself. I thought up plan after plan, scheme after scheme. It was a matter of life or death: we were in mortal peril.
- 40 ‘This was the scheme that eventually seemed best. The rams of the flock were of good stock, thick-fleeced, fine, big animals in their coats of black wool. These I quietly lashed together with the plaited willow twigs which the inhuman monster used for his bed. I took them in threes. The middle one was to carry one of my followers, with its fellows on either side to protect him. Each of my men thus had three rams to bear him. But for myself I chose a full-grown ram who was the pick of the whole flock. Seizing him by the back, I curled myself up under his shaggy belly and lay there upside down, with a firm grip on his wonderful fleece and with patience in my heart. In this way, with sighs and groans, we waited for the blessed Dawn.
- 41 ‘As soon as she arrived, fresh and rosy-fingered, the he-goats and the rams began to scramble out and make for the pastures, but the females, unmilked as they were and with udders full to bursting, stood bleating by the pens. Their master, though tortured and in terrible agony, passed his hands along the backs of all the animals as they stopped in front of him; but the idiot never noticed that my men were tied under the chests of his own woolly rams. The last of the flock to come up to the doorway was the big ram, burdened by his own fleece and by me with my thoughts racing. As he felt him with his hands the great Polyphemus broke into speech:
- 42 “Sweet ram,” he said, “why are you the last of the flock to pass out of the cave like this? You have never before lagged behind the others, but always step so proudly out and are the first of them to **crop** the lush shoots of the grass, first to make your way to the flowing stream, and first to want to return to the fold when evening falls. Yet today you are the last of all. You must be grieved for

cudgelling: beating
crop: bite the
tips off



your master's eye, blinded by a wicked man and his accursed friends, when he had robbed me of my wits with wine. Nobody was his name; and I swear that he has not yet saved his skin! Ah, if only you could feel as I do and find a voice to tell me where he's hiding from my fury! I'd hammer him and splash his brains all over the floor of the cave, and my heart would find some relief from the suffering which that nothing, that Nobody, has caused me!"

43 'So he let the ram pass through the entrance and when we had put a little distance between ourselves and the courtyard of the cave, I first let go my ram and then untied my men. Then, quickly, though with many a backward look, we drove our long-striding sheep and goats – a rich, fat flock – right down to the ship. My dear companions were overjoyed when they caught sight of us survivors, but broke into loud **lamentations** for the others. With nods and frowns I indicated silently that they should stop their weeping and hurry to bundle the fleecy sheep and goats on board and put to sea. So they went on board at once, took their places at the oars, and all together struck the white water with the blades.

44 'But before we were out of earshot, I shouted out **derisive** words at Polyphemus. "Cyclops! So he was not such a weakling after all, the man whose friends you meant to overpower and eat in your hollow cave! And your crimes were bound to catch up with you, you brute, who did not shrink from devouring your guests. Now Zeus and all the other gods have paid you out."

45 'My words so enraged the Cyclops that he tore the top off a great pinnacle of rock and hurled it at us. The rock fell just ahead of our blue-painted bows. As it plunged in, the water surged up and the backwash, like a swell from the open sea, swept us landward and nearly drove us on to the beach. Seizing a long pole, I pushed the ship off, at the same time commanding my crew with urgent nods to bend to their oars and save us from disaster. They leant forward and rowed with a will; but when they had taken us across the water to twice our previous distance I was about to shout something else to the Cyclops, but from all parts of the ship my men called out, trying to restrain and pacify me.

46 "'Why do you want to provoke the savage in this **obstinate** way? The rock he threw into the sea just now drove the ship back to the land, and we thought it was all up with us. Had he heard a cry, or so much as a word, from a single man, he'd have smashed in our heads and the ship's timbers with another jagged boulder from his hand. We're within easy range for him!"

lamentations:
expressions of
sadness

derisive: insulting

obstinate:
stubborn

- 47 'But my temper was up; their words did not dissuade me, and in my rage I shouted back at him once more: "Cyclops, if anyone ever asks you how you came by your blindness, tell him your eye was put out by Odysseus, sacker of cities, the son of Laertes, who lives in Ithaca."
- 48 'The Cyclops gave a groan. "Alas!" he cried. "Those ancient prophecies have come back to me now! We had a prophet living with us once, a great and mighty man, Eurymus' son Telemus, the best of soothsayers, who grew old as a seer among us Cyclopes. All that has now happened he foretold, when he warned me that a man called Odysseus would rob me of my sight. But I always expected some big handsome man of tremendous strength to come along. And now, a puny, feeble good-for-nothing fuddles me with wine and then puts out my eye! But come here, Odysseus, so that I can give you some friendly gifts and **prevail on** the great Earthshaker, Poseidon, to see you safely home. For I am his son, and he is proud to call himself my father. He is the one who will heal me if he's willing – a thing no other blessed god nor any man on earth could do."
- 49 'To which I shouted in reply: "I only wish I could make as sure of robbing you of life and breath and sending you to Hell, as I am certain that not even the Earthshaker will ever heal your eye."
- 50 'At this the Cyclops lifted up his hands to the starry heavens and prayed to the Lord Poseidon: "Hear me, Poseidon, sustainer of the Earth, god of the sable locks. If I am yours indeed and you claim me as your son, grant that Odysseus, sacker of cities and son of Laertes, may never reach his home in Ithaca. But if he is destined to see his friends again, to come once more to his own house and reach his native land, let him come late, in wretched plight, having lost all his comrades, in a foreign ship, and let him find trouble in his home."
- 51 'So Polyphemus prayed; and the god of the sable locks heard his prayer. Once again the Cyclops picked up a boulder – bigger, by far, this time – and hurled it with a swing, putting such tremendous force into his throw that the rock fell only just astern of our blue-painted ship, narrowly missing the tip of the rudder. The water heaved up as it plunged into the sea; but the wave that it raised carried us on towards the further shore.
- 52 'And so we reached our island, where the rest of our good ships were all waiting for us, their crews sitting round disconsolate and keeping a constant watch for our return. Once there, we beached our ship, jumped out on the shore, and unloaded the Cyclops' flocks from the hold. We then divided our

spoil so that no one, as far as I could help it, should go short of his proper share. But my comrades-in-arms did me the special honour, when the sheep and goats were distributed, of presenting me with the big ram in addition. Him I sacrificed on the beach, burning slices from his thighs as an offering to Zeus of the Black Clouds, the Son of Cronos, who is lord of us all. But Zeus took no notice of my sacrifice; his mind must already have been full of plans for the destruction of all my fine ships and of my loyal band.

- 53 'So the whole day long till sundown we sat and feasted on our rich supply of meat and mellow wine. When the sun set and darkness fell, we lay down to sleep on the sea-shore. As soon as Dawn appeared, fresh and rosy-fingered, I roused my men and ordered them to go on board and cast off. They climbed on board at once, took their places at the oars and all together struck the white surf with the blades. Thus we left the island and sailed on with heavy hearts, grieving for the dear friends we had lost but glad for our own escape from death.'

Excerpts from pp. 110–124 from *THE ODYSSEY* by Homer, translated by E. V. Rieu, revised translation by D. C. H. Rieu, introduction by Peter Jones (Penguin Classics 1946, Revised translation 1991), published by the Penguin Group, London. Copyright 1946 by E. V. Rieu. Revised translation copyright © the Estate of the late E. V. Rieu, and D. C. H. Rieu, 1991, 2003. Introduction and Index and Glossary copyright © Peter V. Jones, 1991. Reproduced by permission of Penguin Books, Ltd.



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band: group
plough: plow

harbour: safe place for a ship to anchor
ghastly: horrible

plump: fat
company: group
urgent: demanding

••

illustrious: famous and great
bard: poet
festive: glad and joyful
reigns: rules
banqueters: people who participate in a feast
minstrel: musician
laden: loaded
steward: person who manages the serving of food
prompted: urged
intensified: strengthened
quivering: shaking
clustered: grouped together
nurtures: feeds and strengthens
divine: related to the gods; or, extraordinarily great
yearned: had a strong desire
object: purpose
detained: kept
fatherland: home country
disastrous: marked by disaster
inflicted on: dealt
wafted: gently blew
vast: large or wide
plunder: stolen treasure
chariot: wagon
companions: fellow group members

pitched: intense
volleys: shots or throws
ploughman: plowman or farmer
unyokes: unties
eluded: escaped
rejoicing: celebration
gale: strong wind
canopy: hanging cloth
pitched: rocked
plunged: drove downward
tatters: torn pieces
gnawing: chewing
ushered: guided
swell: wave
accursed: cursed
teeming: full and thick
disembarked: left the ship
detailing: assigning out
herald: announcer
embark: board
surf: waves breaking on the shore
unsown: without seeds planted
untilled: not plowed
clusters: bunches
yield: produce
luxuriant: rich and plentiful

grazing: putting animals out to eat grass
ploughing: plowing
bleating: crying
crimson: red
prows: boat fronts
shipwrights: boat builders
merchantmen: traders
yielding: producing
lush: rich and full
subsoil: underlayer of earth
make fast: secure
beach: pull up onto the beach
murky: unclear
gleam: small hint of light
obscured: hidden
ensure: guarantee
allotted: given out
mellow: smooth and mild
sacred: holy
citadel: fortress
aggressive: forceful and unfriendly
savages: wild people
hospitable: welcoming
laurels: a kind of tree or shrub
pastured: sent his livestock to a field to eat
aloof: disinterested

•• (continued)

formidable: challenging
grove: group of trees
wrought: worked
barbarous: uncivilized or rough
colossal: gigantic
ferocity: wild cruelty
uncivilized: wild or rough
unprincipled: dishonest
tending: caring for
folds: pens
thronged: crowded
whew: the watery liquid that comes from milk
hastily: quickly
rams: male sheep
slab: thick piece of stone
monstrous: frighteningly large
ewes: female sheep
methodically: carefully
venture: business
roving: wandering
astray: off course
contrary: opposing
expanse: wide area
route: path
sacking: robbing from and destroying
hospitality: warm and inviting treatment
customarily: traditionally
promptly: quickly
pitiless: cruel
reverence: respect
incurring: bringing down
moored: anchored
plausible: believable

hurled: threw
brute: rough violent being
scabbard: sword covering
refrained: held back
quiver: container for holding arrows
scheming: slyly planning
dung: bodily waste
flesh: meat
savagery: cruelty
exquisite: intense
vintage: wine
nectar: drink of the gods
dregs: solid remains found in the bottom of some drinks
fuddled: confused
toppled: fell
all-compelling: irresistible
stupor: confused state
vomited: threw up
morsels: bits of food
inspired: excited
tremendous: extraordinary
boring: drilling
quench: cool hot metal
shriek: high-pitched cry
frenzied: wildly excited
treachery: betrayal through trickiness
cunning: slyly intelligent
notion: idea
agonies: sufferings
groped: felt blindly
mortal: deadly
peril: danger
fleeced: wooly-skinned

lashed: tied
plaited: twisted together
inhuman: cruel
burdened: loaded down
shoots: stems
fury: wild anger
pinnacle: peak
surged: rushed
backwash: backward flowing water
pacify: calm
provoke: anger
savage: wild being
dissuade: make one change one's decision
prophecies: statements predicting events of the future
seer: person who can see into the future
foretold: predicted
puny: small
feeble: weak
fuddles: confuses
sustainer: provider and maintainer
sable: black
locks: curls
wretched: miserable
plight: hardship
astern: off the back
rudder: piece used for steering on a ship
disconsolate: hopelessly unhappy
spoil: stolen treasure
sacrificed: killed in an offering to the gods

...

stratagems: tricky plans

sacked: robbed and destroyed

marshals: gathers up

browse: nibble

moorings: ropes to attach a boat to the shore

hawsers: ropes for towing a boat

breakers: crashing waves

quarried: dug up

truck: dealings

tutelary: guardian

bouquet: scent

abstinence: self-restraint

recess: hollow or hidden place

curdled: formed into soft lumps

suppliants: beggars

aegis: shield

enmity: ill will

lee: wind-protected

headland: tall or steep piece of land that sticks out into a body of water

entrails: guts

marrow: fatty tissue inside bones

midriff: middle part of the body

fathom's: six feet

cast lots: choose a person by having each person select an object, one of which is special

ambrosia: food of the gods

adze: tool used for cutting and shaping wood

cudgelling: beating

crop: bite the tips off

lamentations: expressions of sadness

derisive: insulting

obstinate: stubborn

prevail on: persuade



Use the Vocab App to play mini games related to the words in this lesson.

Lesson 1—The Cave

The edition of *The Odyssey* that we are reading was published in the UK, so some of the punctuation and spelling will be different from US spelling and punctuation. For example, the single quote mark at the beginning of each paragraph is the British way of showing that a character is speaking throughout this chapter. Keep in mind that we don't use single quotation marks that way here in the US.

Here is an example from the first paragraph in Book 9, "The Cyclops":

'Out of the cave came mighty Polyphemus' voice in reply: "O my friends, it's Nobody's treachery, not violence, that is doing me to death."



Review Book 9, "The Cyclops," paragraphs 16–20, and complete questions 1–5 on page 26 of your Writing Journal.

Review paragraphs 17–20 and highlight the words and phrases that describe the owner of the cave.

Lesson 2—Meet Polyphemus

Review paragraphs 22–26 of Book 9, “The Cyclops” on pages 421–422.



Go to page 27 of your Writing Journal to complete questions 1–3.

1. Review the predictions you made in your Solo. Then, discuss your answers to the following questions with your partner.
 - Based on the reading in today’s lesson, was your prediction about the cave owner’s response to Odysseus and his men correct, incorrect, or partially correct?
 - If a stranger came into your home without permission, lit a fire, and ate your food, how would you feel?
 - Based on the way Odysseus describes the scene, what do you predict that the owner of the cave will do when he comes home and finds Odysseus and his men?

Foreshadowing

Foreshadowing is when a writer provides some advance hint or clues about what will happen next in a text.

2. Think back to how Odysseus described the events. Remember that Odysseus is telling this story afterward to King Alcinous, and that means he may have offered the king some clues to help him predict what might come next. These clues are called foreshadowing.
3. Review paragraphs 17–20 of Odysseus’s story on pages 420–421.
4. Highlight in blue any details Odysseus uses to help foreshadow the way the Cyclops will act.
5. Why might Odysseus want to give King Alcinous these clues about the Cyclops at the beginning of his story?



Go to page 27 in your Writing Journal and answer question 4.

Pick one of the details you highlighted and describe how Odysseus used it to foreshadow what came later in his story.



On page 28 of your Writing Journal, explain how this detail helps Odysseus hint at the Cyclops's character.

Lesson 3—Tricksters

Review paragraphs 30–39 on pages 423–426 from “The Cyclops.”



Complete questions 1–5 on page 29 of your Writing Journal.

1. With your partner, share your answers to question 5 (on page 29 of the Writing Journal) with each other. Discuss both your answers and your reasons for them.
Based on what you've read so far, which character is trickier: Polyphemus or Odysseus? Give a reason for your answer.
2. Working together, highlight in blue all the ways that Polyphemus tries to trick or deceive Odysseus in paragraphs 30–39.
3. Working together, highlight in green all the ways that Odysseus tries to trick or deceive Polyphemus in paragraphs 30–39.



Turn to page 30 in your Writing Journal and work with your partner to complete the chart provided.

Share your responses you included in your chart in the class discussion.



Answer questions 1 and 2 on page 31.

Lesson 5—Escape

1. As you review paragraphs 40–43 on pages 426–427, pay attention to how Odysseus plans his escape.
2. Highlight the sentence that shows the most important part of Odysseus’s plan.



On page 32 of your Writing Journal, complete Activity 1 to list the steps in Odysseus’s plan to escape.

1. Work with your partner to compare your lists in the Writing Journal. Add any missing steps.
2. With your partner work together to put the steps in your list into the order in which they happened.



Go to page 32 in your Writing Journal and complete Activity 2 to list the steps in the order in which they happened.

Lesson 5—Escape (continued)

Review paragraphs 41 and 42, highlighting any clues that might have warned Polyphemus that something was not normal.



In your Writing Journal, answer questions 3–5 on page 32.

Discuss the Conclusion

Think about these questions, and be prepared to discuss your ideas with the class.

- Why did Odysseus pick the biggest ram for himself?
- Did Odysseus deserve to escape?
- Does this tale have a hero?

Lesson 6—Pride

1. Review paragraphs 44–52 on pages 427–428.
2. Highlight the sentence that shows the character trait of Odysseus that most catches your attention.



Answer questions 1–5 on page 33 of your Writing Journal.

1. With your partner, share the text that each of you highlighted about Odysseus.
2. Discuss what you think about Odysseus.
 - What kind of character does he have?
 - How do his actions reveal his character?
 - You and your partner do not need to agree on your answers to these questions.
 - If you disagree, take turns giving a reason that supports your answer.

Decide what you think Odysseus's defining character trait is. Give three reasons for this character trait based on the text to explain your answer.



Go to page 34 of your Writing Journal to write about his defining character trait.

Overview

Arachne was talented, but the way she acted sometimes got her in trouble. The myth of Arachne shows what can happen when humans anger the gods.

Suggested Reading

Some other stories with a little mythological flavor include *The Sword in the Stone* (1938) by T. H. White, which captures the magic of the King Arthur legends with flair, history, and humor, and *A Wind in the Door* (1962) by Madeleine L'Engle, equal parts myth, magic, and science. Joan Aiken uses a mythological golden harp in *The Whispering Mountain* (1968) to launch her Wolves of Willoughby Chase series.



Arachne

Excerpt from “Arachne” in
Selected Tales From Ovid

Translated by Ted Hughes

Arachne

Excerpt from “Arachne” in *Selected Tales From Ovid*

by Ted Hughes

- 1 Minerva, goddess of weavers,
2 Had heard too much of Arachne.
3 She had heard
4 That the weaving of Arachne
5 Equalled her own, or surpassed it.
- 6 Arachne was humbly born. Her father
7 Laboured as a dyer
8 Of Phocaeen purple. Her mother
9 Had been humbly born. But Arachne
10 Was a prodigy. All Lydia marvelled at her.
- 11 The **nymphs** came down from the vines on Tmolus
12 As butterflies to a garden, to flock stunned
13 Around what flowered out of the **warp** and the **weft**
14 Under her fingers.
15 Likewise the **naiads** of Pactolus
- 16 Left sands of washed gold
17 To dazzle their wonder afresh
18 On her latest. They swooned at all she did.
19 Not only as it lay done, but as each inch crept
20 From under her touches.
- 21 A grace like Minerva's, unearthly,
22 Moved her hands whether she bundled the fleeces
23 Or teased out the wool, like **cirrus**,
24 Or spun the yarn, or finally
25 Conjured her images into their places.

nymphs: nature
spirits

warp: cross-wise
threads

weft: lengthwise
threads

naiads: water
spirits

cirrus: a thin
feathery cloud





26 Surely, only Minerva could have taught her!
27 Arachne
28 Laughed at the suggestion.
29 Her sole instructor, she claimed, was her inborn skill.
30 "Listen," she cried, "I challenge Minerva

31 "To weave better than I weave,
32 And if she wins
33 Let her do whatever she wants with me,
34 I shan't care."
35 Minerva came to Arachne

36 As an old woman
37 panting and leaning on a stick.
38 "Some things that age brings," she began,
39 "Are to be welcomed. Old experience teaches
40 The thread of consequence cannot be broken.

41 "Listen to my warning. Give to mortals
42 The tapestries that make you
43 Famous and foremost among mortal weavers,
44 But give to the goddess
45 Your gratitude for the gift.

46 "Leave it to her to boast of you, if she wants to,
47 And ask her to forgive you
48 For your reckless remarks
49 Against her.
50 She will hear and she will be merciful."

51 Arachne turned from her loom.
 52 She reared like a cobra, scowling,
 53 And came near to striking the old woman,
 54 Her eyes hard with fury.
 55 As she spat at her: "Your brain totters
 56 "Like your **decrepit** body.
 57 You have lived too long.
 58 If you possess daughters or granddaughters
 59 Waste your babble on them.
 60 I am not such a fool
 61 "To be frightened by an owl-face and a few screeches.
 62 I make up my own mind,
 63 And I think as I always did.
 64 If the goddess dare practise what she preaches
 65 Why doesn't she take up my challenge?
 66 "Why doesn't she come for a contest?"
 67 As Arachne spoke, the old woman
 68 Seemed to flare up
 69 To twice her height, crying: "She has come."
 70 All the nymphs fell **prostrate**.
 71 The women of Mygdonia bowed and hid
 72 Their faces in terror.
 73 Only Arachne brazenly
 74 Defied the goddess, with a glare. She flushed deep red
 75 In the rush of her anger, then paled—
 76 As the dawn crimsons then pales.
 77 But she stuck to her challenge. Too eager
 78 For the greater glory now to be won,
 79 She plunged with all her giddy vanity
 80 Into destruction.
 81 Minerva bent to the contest
 82 Without another word. She rigged up her loom.
 83 The shuttles began to fly.
 84 Both rolled their upper garments down
 85 Under their breasts to give their arms freedom

decrepit: old and weak

prostrate: lying down



86 For every inspiration.
 87 So concentrated on the outcome
 88 Neither was aware how hard she was working,
 89 Feeding the cloth with colours
 90 That glowed every **gradation**
 91 Of tints in the rainbow
 92 Where the sun shines through a shower
 93 And each hue dissolves
 94 Into its neighbour too subtly
 95 For human eye to detect it.
 96 Minerva portrayed the divine
 97 History of her city, Athens,
 98 And how it came to be named.
 99 There were the twelve high gods surrounding Jove.
 100 She characterised each one:
 101 Jove in his majesty and thunders,
 102 Neptune splitting a crag
 103 With his trident, and the ocean
 104 Gushing from the **crevasse**—
 105 By which he claimed the city.
 106 And herself, with a shield and a long spear,
 107 The high-ridged helmet on her head
 108 And over her breasts the **aegis**.
 109 And, where she speared the earth, silvery olives
 110 Springing up, with berries.
 111 The gods gazed astonished. A winged
 112 Victory perfected the assembly.
 113 Then the goddess
 114 Filled each corner with an illustration
 115 Of the kind of punishment
 116 Arachne could now expect for her **impudence**.
 117 In one corner, two snowy summits,
 118 Rhodope and Haemon, had been human
 119 Before they assumed for themselves
 120 The names of the greatest gods.

gradation: range of shades

crevasse: deep crack

aegis: shield

impudence: disrespect

121 In another corner the Queen of the Pygmies
122 Who had challenged Juno and lost
123 Had become a crane
124 Warring against her own people.
125 In the third corner Antigone,

126 Who had challenged Juno, cried in vain
127 To her father Laomedon and to the city of Troy
128 As the goddess turned her into a stork.
129 She tries to cheer herself with the white flash
130 Of her broad wings and her beak's clatter.

131 In the fourth corner Cinyras
132 Embraced the temple steps—all that remained
133 Of his daughter, his tears
134 Splashing the stones.
135 Finally

136 With an embroidered border of tangled olives—
137 Pallas framed her design
138 And completed the work
139 With her own tree, like a flourish,
140 The tree of peace, an olive.

141 Arachne's tapestry followed a different theme.
142 It showed Europa crying from out at sea
143 Astride the bull that had deceived her.
144 The high god Jupiter, in his bull form,
145 Carrying her off—

146 And glistening with effort.
147 You could see her feet recoiling
148 From the swipe of the waves through which he heaved.
149 And Asteria was there
150 Fighting to keep her clothes on

151 Under the storming eagle.
152 And Leda, bared
153 Under the blizzard of the swan.
154 Across the growing pattern Jupiter
155 Varied and multiplied



156 His **amorous** transformations:
 157 A **satyr**
 158 Planted Antiope with her divine twins.
 159 The lady of Tyrins yielded her body
 160 Only to one she thought Amphitryon.

 161 The lap of Danae opened
 162 Only to a shower of gold. Here
 163 The god has gone into the eye of a candle
 164 To comfort Asopus' daughter.
 165 There he's a shepherd, knowing Mnemosyne

 166 Adores that flute.
 167 And there as a freckled serpent
 168 He has overcome Demeter's daughter.
 169 In each of these Arachne
 170 Gave Jove rich new life.

 171 Then moved on to Neptune—
 172 Who had become a great bull, too, to cope
 173 With the daughter of Aeolus.
 174 And as the god of a river
 175 Sweeps Aloeus' wife away in a grasp

 176 That casts her up imprinted with twin sons.
 177 Here a ram
 178 Surprises Bisaltis. There a masterful horse
 179 **Circumvents** the modesty of Demeter.
 180 A dolphin dives with Melantho. And the curse

 181 Of Medusa's grisly beauty
 182 Softens for a bird.
 183 Arachne captures them all as if she had copied
 184 Each as it happened.
 185 Then she brings on Phoebus—

 186 As a peasant, a falcon, a lion, last as a shepherd
 187 seducing Isse, Macareus' daughter.
 188 Then Bacchus, with a bunch of grapes
 189 That are no grapes, deceiving Erigone.
 190 And there in the glowing weave,

amorous: romantic

satyr: forest spirit
whose body is part
human and part
goat

circumvents: finds
a way around

191 Saturn a stallion
 192 Begetting Chiron—half man and half pony.
 193 Arachne bordered her picture, to close it,
 194 With a sparkling wreath of cunningly knotted
 195 Flowers and ivy. So it was finished.

 196 And neither the goddess
 197 Nor jealousy herself
 198 Could find a stitch in the entire work
 199 That was not perfection. Arachne's triumph
 200 Was unbearable.

 201 Minerva tore from the loom
 202 That gallery of divine indiscretions
 203 And ripped it to rags.
 204 Then, all her power gone
 205 Into exasperation, struck Arachne

 206 With her boxwood shuttle
 207 One blow between the eyes, then another,
 208 Then a third, and a fourth. Arachne
 209 staggered away groaning with indignation.
 210 She refused to live

 211 With the injustice. Making a noose
 212 And fitting it round her neck
 213 She jumped into air, jerked at the rope's end,
 214 And dangled, and spun.
 215 Pity touched Minerva.

 216 She caught the swinging girl: "You have been wicked
 217 Enough to dangle there for ever
 218 And so you shall. But alive,
 219 And your whole tribe the same through all time
 220 Populating the earth."

 221 The goddess
 222 Squeezed onto the dangling Arachne
 223 Venom from Hecate's deadliest leaf.
 224 Under that styptic drop
 225 The poor girl's head shrank to a poppy seed

indiscretions:
improper behavior

exasperation:
extreme
annoyance

styptic: blood-
stopping



226 And her hair fell out.
227 Her eyes, her ears, her nostrils
228 Diminished beyond being. Her body
229 Became a tiny ball.
230 And now she is all belly

231 With a dot of head. She retains
232 Only her slender skilful fingers
233 For legs. And so for ever
234 She hangs from the thread that she spins
235 Out of her belly.

236 Or ceaselessly weaves it
237 Into patterned webs
238 On a loom of leaves and grasses—
239 Her touches
240 Deft and swift and light as when they were human.

"Arachne" from TALES FROM OVID: 24 PASSAGES FROM THE METAMORPHOSES translated by Ted Hughes. Copyright © 1997 by Ted Hughes.
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•

flock: gather

cobra: type of venomous snake

defied: opposed

casts: throws

falcon: hawk or hawk-like bird

••

weavers: cloth-makers

surpassed: went beyond

laboured: worked

dyer: person who colors fabrics

prodigy: young person with extraordinary talent

marvelled: was amazed by

stunned: surprised

dazzle: surprise and delight

swooned: fainted

bundled: grouped

fleeces: wools shaved from sheep

conjured: called or brought as if by magic

inborn: natural

panting: breathing heavily

consequence: effect

mortals: human beings

tapestries: decorated fabrics, often hung on walls

gratitude: thankfulness

boast: brag

reckless: careless

merciful: kind and not harsh

loom: machine used for making thread into fabric

scowling: frowning

totters: moves unsteadily

possess: have

babble: nonsense talk

screeches: loud shrill cries

brazenly: shamelessly

flushed: blushed

crimsons: turns red

giddy: dizzy

vanity: enlarged sense of self-importance

shuttles: wooden pins

garments: clothing

tints: colors

hue: color

subtly: in a not immediately noticeable way

divine: related to the gods; or, extraordinarily great

characterised: described

majesty: greatness

trident: three-pointed spear

ridged: having a raised narrow band

summits: peaks

assumed: took on

in vain: uselessly

embroidered: decorated with fancy sewing

flourish: decorative mark

Astride: Sitting atop of

deceived: tricked

glistening: shining

recoiling: springing back

bared: stripped naked

Varied: of several different types

yielded: gave up

•• (continued)

serpent: snake

imprinted: made pregnant

ram: male goat

modesty: being respectable,
not bold or forward

seducing: sexually attracting

wreath: ring

cunningly: cleverly

gallery: display

boxwood: hard wood of a
small tree

staggered: walked unsteadily

indignation: anger at injustice

Populating: filling with people

Diminished: shrunk

retains: keeps

slender: thin

ceaselessly: without stopping

Deft: skillful

swift: quick

...

nymphs: nature spirits

warp: cross-wise threads

weft: lengthwise threads

naiads: water spirits

cirrus: a thin feathery cloud

decrepit: old and weak

prostrate: lying down

gradation: range of shades

crevasse: deep crack

aegis: shield

impudence: disrespect

amorous: romantic

satyr: forest spirit whose body
is part human and part goat

circumvents: finds a way
around

indiscretions: improper
behavior

exasperation: extreme
annoyance

styptic: blood-stopping



Use the Vocab App to play
mini games related to the
words in this lesson.

Lesson 1—A Gift From the Gods?



Ovid (Engraving)
19th Century, J.W. Cook

© Corbis (Ovid Image).

1. Review lines 1–66 on pages 442–444.
2. Highlight the sentence that shows the action Arachne takes that most angers the old woman (who is really Minerva).
3. What is the talent that has given Arachne so much fame?



Answer questions 1–3 on page 38 of your Writing Journal.

Use lines 1–66 on pages 442–444 for the following activity:

1. Arachne and Minerva disagree about why Arachne has great weaving skills. Work with your partner to identify Arachne's and Minerva's arguments.
2. One person in each pair will find arguments for Arachne. The other person will find arguments for Minerva. You can help each other.
3. Highlight words and sentences that show you how and why your character feels this way. If you are working with Minerva's argument, highlight in blue. If you are working with Arachne's argument, highlight in green.

Discuss this meeting between Minerva and Arachne. Use the information you highlighted in lines 1–66 to paraphrase the arguments each character makes in the class discussion.

Lesson 2—Confronting Minerva

Prepare to summarize each character's argument. Review your highlighting and the list your teacher made in the last class.



Write your summary in questions 1 and 2 on page 39 of your Writing Journal.

When your teacher indicates, work with a partner to compare your summaries.

- What is one idea you both included in your summaries?
- What is one idea that was different in your summaries?
- Review the reading. Decide whose summary is the closest to the main idea of Minerva's and Arachne's arguments.

Review lines 26–66 and highlight Arachne's three most memorable actions or behaviors in yellow.



On page 40 of your Writing Journal, complete the chart to explain each highlighted item.

Choose one of Arachne's behaviors or actions from the chart and describe which trait motivates this behavior.



On page 41 of your Writing Journal, use details from the text to explain your answer to the Writing Prompt.

Lesson 3—Telling Stories

Review lines 26–80 of the poem on pages 443–444.

Share your responses to the following questions in the class discussion.

- What are the goddess Minerva and the human Arachne arguing about?
- How do they end up in a weaving contest?

Review lines 96–140 of the poem.

Explain what Neptune and Minerva are doing in this description.



On page 42 of your Writing Journal, answer questions 1–3.

Then review lines 113–130.



On page 43 of your Writing Journal, answer questions 4–6.

Read lines 141–195 on pages 446–448, which describe a section of the tapestry that Arachne weaves for the contest. It also describes the story of how the god Jupiter obtained his human wife, Europa.



On page 44 of your Writing Journal, answer questions 1–2.

Think about how Minerva would represent Arachne's key character traits.

Consider how Arachne would represent her own key character traits.



On page 45 of your Writing Journal, answer questions 1 and 2.

Lesson 4—Justice

Review lines 196–240 of the poem.



On pages 46 and 47 in your Writing Journal, answer questions 1–6.

1. Working with your partner, discuss the following question: Does Arachne deserve to become a spider?
2. Try to find at least three pieces of evidence from the text to help explain your answer.

Do you think Minerva treats Arachne fairly? Use lines 196–240 of the poem on pages 448–449 to form your ideas.



On page 48 of your Writing Journal, explain your answer giving reasons based on the text.

Lesson 5—Arachne in Your Own Words

Guidelines for Retelling the Arachne Myth

1. Use the basic facts of Arachne's myth:
 - Arachne was extremely talented.
 - Minerva was upset that Arachne didn't give the goddess credit for her talent.
 - Arachne and Minerva had a competition.
 - Minerva transformed Arachne into something other than a human.
2. Keep the details from Hughes's version of the myth only if you have a clear reason.
3. Your retelling must give Arachne a **new talent**—anything other than weaving.
4. Present Arachne's character with the same character traits that she has in Hughes's version of the poem.

1. In Lesson 2 on page 41 of your Writing Journal, you wrote about one of Arachne's character traits. Read your writing response and notice the sentence you underlined.
2. In your retelling of the Arachne myth, Arachne will have the same character trait. However, in your version of the myth, Arachne will have a different talent than weaving. She can have any talent you like: rapping, designing video games, playing soccer, dancing, doing math, painting, or any other talent you wish.



Go to your Writing Journal and answer questions 1–3 on page 49.

Lesson 5—Arachne in Your Own Words (continued)

Write your own version of the Arachne myth, making sure to give Arachne a different talent than she had in the Hughes version.



Go to page 50 in your Writing Journal and write your own version.

Arachne

Minerva, goddess of weavers,
Had heard too much of Arachne.
She had heard
That the weaving of Arachne
Equalled her own, or surpassed it.
Arachne was humbly born. Her father
Laboured as a dyer
Of Phocaeen purple. Her mother
Had been humbly born. But Arachne
Was a prodigy. All Lydia marvelled at her.

Prometheus

PROMETHEUS WAS A YOUNG Titan, no great admirer of Zeus. Although he knew the great lord of the sky hated explicit questions, he did not hesitate to beard him when there was something he wanted to know.

One morning he came to Zeus, and said, “O Thunderer, I do not understand your design. You have caused the race of man to appear on earth, but you keep him in ignorance and darkness.”

“Perhaps you had better leave the race of man to me,” said Zeus. “What you call ignorance is innocence. What you call darkness is the shadow of my decree. Man is happy now. And he is so framed that he will remain happy unless someone persuades him that he is unhappy. Let us not speak of this again.”

But Prometheus said, “Look at him. Look below. He crouches in caves. He is at the mercy of beast and weather. He eats his meat raw. If you mean something by this, enlighten me with your wisdom. Tell me why you refuse to give man the gift of fire.”

Zeus answered, “Do you not know, Prometheus, that every gift brings a penalty? This is the way the Fates weave destiny—by which gods also must abide. Man does not have fire, true, nor the crafts which fire teaches. On the other hand, he does not know disease, warfare, old age, or that inward pest called worry. He is happy, I say, happy without fire. And so he shall remain.”



Go to 51 of your Writing Journal and answer questions 1–3.



Summer of the Mariposas

What do a *chupacabras*, a *lechuza*, and a witch have in common? They are all part of the novel that you're about to read, *Summer of the Mariposas*, by Guadalupe Garcia McCall. After a shocking discovery, Odilia and her sisters embark on a journey into Mexico in an attempt to make two different families whole again. On their journey, the girls encounter grave dangers and supernatural elements from Aztec legend and Mexican folklore while developing a deeper understanding of themselves, their heritage, and what it means to be a family.



Summer of the Mariposas

SUB-UNIT 1 • 20 LESSONS



Write an Essay

SUB-UNIT 2 • 5 LESSONS

Overview

As Odilia and her sisters journey through Mexico and back they encounter real-life challenges such as border patrol, sibling disagreements, and parental problems. They also encounter a manipulative witch, a *nagual* intent on making them into dinner, and a beast whose legendary desire for blood scares even the bravest of heroes.

As you read, you will learn more about the structure of the hero's journey, connections to the famous text *The Odyssey*, and the ways that authors develop characters throughout a text.

Suggested Reading

In *Summer of the Mariposas*, we are introduced to strong female protagonists who are deeply connected to their families. For other stories of girls with a keen sense of purpose and a strong identification with family, look for *One Crazy Summer* (2010) by Rita Williams-Garcia and *Brown Girl Dreaming* (2014) by Jacqueline Woodson.

Lesson 1—The Importance of Beginnings

1. Think about your first day at a new school. You are heading to lunch and need to figure out where to sit.



Respond to question 1 on page 8 in your Writing Journal.

2. Turn to the Prologue, page 1, in *Summer of the Mariposas*.

Follow along as your teacher reads aloud from the Prologue. Highlight details about:

- the setting
- the characters
- the problems or conflicts
- the things that are interesting or strange



Complete Activities 2 and 3 on page 8 in your Writing Journal.

3. With your group, consider what other things stood out in the Prologue.



Complete Activities 4–6 on page 9 of your Writing Journal.

Lesson 1—The Importance of Beginnings (continued)

The way a writer introduces a story often provides useful information about the characters, setting, situation, or key themes.

1. Review the first paragraph of the Prologue, page 1, in *Summer of the Mariposas*.



Complete questions 1 and 2 on page 10 of your Writing Journal with your group.

2. Work with your group to sort the observations you already made about the Prologue into the chart in your Writing Journal.



Go to page 11 in your Writing Journal to complete Activity 3 with your group.

1. The final sentence of the Prologue jump-starts the story:
“And that’s exactly what we were doing the morning the body of a dead man drifted into our swimming haven.” (Prologue, page 4)
2. What does the writer want the reader to know at the start of this story about the dead body?
Share your thoughts in the class discussion.



With your group, complete Activities 1–3 on page 12 of your Writing Journal.

3. With your group, choose all that apply:
We think this book will...
 - take place in the real world.
 - focus on adventure.
 - contain elements of magic or fantasy.
 - be based on the writer’s own experiences.
 - focus on family matters.

Lesson 2—Understanding Odilia

1. Consider how someone else might describe you.



Write three words someone might use to describe you in Activity 1.

2. Turn to chapter 1, pages 5–9:

Start: [Juanita reacted first. ...]

End: [...Not me — like Juanita I was big boned, darkly bronzed from being out in the sun every day, and homely as a gingersnap.]

Follow along as your teacher reads aloud the first six paragraphs.

3. Look at the first thing Odilia does and says in *Summer of the Mariposas*, chapter 1, page 5.

“I shrieked the way Mama would have if she’d been there with us. ‘Get out! Get out! Get out!’ Grasping only the sleeve of Velia’s shirt, I yanked her toward me with all my might.” (page 5)

4. Highlight two details you notice about what Odilia says or does in the quote.



Respond to question 2 on page 13 in your Writing Journal.

5. Choose one word you might use to describe Odilia based on the first thing Odilia does and says in that same paragraph you just read from chapter 1, page 5.

- Bossy
- Nurturing
- Protective
- Mean
- Leader
- Courageous

Character Traits: Qualities that describes what the character is like

Characterization: The way a writer creates a picture of the character traits

- What characters say or think, what they do (action), how they look
- What other characters say or think about this character, or how they react to this character
- What the writer tells us directly

For example

Character Trait	Characterization
Sarah is very loyal to her friends.	What a character says or does: Sarah jumped right into the conversation at the first mention of her friend's name. "You need to stop speaking about Melissa that way," she growled, glaring at the group.
Franzine is easily scared .	What another character says about the character: "Stop being so jumpy, Franzine," Joey warned. "If you squeak every time someone slams their locker, you will have a long year!"
Vito is unusually hardworking .	What the writer tells the reader directly: When it came to school, Vito was unusually hardworking.

6. Review chapter 1, pages 5–9:

Start: [I shrieked the way Mamá would have if she'd been there with us....]

End: [Not me—like Juanita I was big boned, darkly bronzed from being out in the sun every day, and homely as a gingersnap.].

Think about how your first impression of Odilia has changed.



Answer question 3 on page 13 in your Writing Journal.

Lesson 2—Understanding Odilia (continued)

7. Review chapter 1, page 6:

Start: [It was spooky, like seeing a ghost floating facedown in the water....]

End: [...His thick tresses floated loosely around his head like the black tentacles of a sea monster.]

Consider what direct observations you could make about Odilia here.

8. Read the rest of this passage. Highlight four more of Odilia's actions, words, thoughts, or appearance that give you a clear picture of her in this situation.



Answer questions 4 and 5 on page 14 of your Writing Journal.

1. Continue to review chapter 1, selecting and highlighting details about Odilia that give you a clear picture of her character or point of view:
 - What she does (actions)
 - What she says or thinks
 - What others say, think, or do in response to her
2. Wherever you highlight details that reveal Odilia's character or point of view, write a note in the margin. In your note, include Odilia's name and the trait or perspective that the evidence suggests.
3. Compare the evidence you identified with a partner's evidence. What are you learning about Odilia's perspective on the world?



Answer questions 1 and 2 on page 15 of your Writing Journal with your partner.

Lesson 3—The Characterization of the Garza Sisters

1. Review *Summer of the Mariposas*, chapters 1 and 2, pages 5–43.



Complete question 1 on page 16 of your Writing Journal.

2. With a partner, match the sister to the solution she proposes. You may use a sister's name more than once.

Sisters	Proposed Solutions
Odilia	Call the border patrol.
Juanita	Push the body farther downstream.
Delia	Don't call the border patrol.
Velia	Pull the body out of the water.
Pita	Take the dead man back to his family in El Sacrificio.
	Do not take the dead man back to his family.
	Use the trip as a chance to find out about their father.



Answer questions 2 and 3 on page 16 of your Writing Journal.

Lesson 3—The Characterization of the Garza Sisters (continued)

1. Turn to *Summer of the Mariposas*, chapter 2, pages 23–25:

Start: [“We can cross the border at dawn, pretend we’re going on vacation with our father,” Juanita suggested...]

End: [“...Mamá should have sold it a long time ago.”]

Follow along as your teacher reads the passage aloud.

2. With your partner, review the conversation among the sisters.



Complete the matching activity on page 17 in your Writing Journal with your partner.

3. Select a sister to profile. Your teacher will assign you to a group.
4. Highlight and annotate text that reveals character traits for your selected sister.



Record the sister you are profiling on page 17 of the Writing Journal.

1. Review *Summer of the Mariposas*, chapters 1 and 2, pages 5–43.
2. Highlight and create a note wherever you see text that reveals a character trait of your selected sister. Your note should include the character's name and character trait.



Complete question 1 on page 18 in your Writing Journal.

3. Choose one character trait to share with the group and the text evidence for that trait. Make a note in your book for each character trait that a member of your group shares.
4. With your group, select evidence from your highlighting to add to your chart.



Complete Activities 1 and 2 to fill in the chart on page 19 of your Writing Journal with your group.

Consider which character trait of the sister you chose might be important as she embarks on this adventure.



Go to page 20 in your Writing Journal to explain your choice.

Lesson 4—The Hero's Journey Structure

The hero's journey is a narrative pattern in many myths and stories from around the world. The basic outline of the hero's journey is that our protagonist, or "hero," who can be any gender, goes on an adventure, experiences events that challenge and change them, and returns home as a transformed person as a result of these trials. In this version of the pattern, there are 10 parts to the journey. A story that describes a hero's journey may not contain every one of the parts listed.



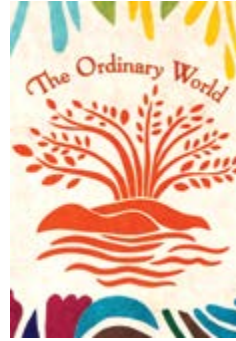
The author of *Summer of the Mariposas* states that she wanted to write a book that presented elements of Aztec myths and followed the pattern of *The Odyssey*, a famous Greek example of the hero's journey.

As you read the novel, think about the ways this story matches the pattern of the hero's journey and what may be different.



The Hero

The hero refers to the central figure(s) of the story who must go on the journey. The hero often feels uncomfortable or anxious about something in the ordinary world. During the journey, the hero learns something significant about the world and gains self-knowledge. The hero often shares that knowledge with others upon the return home.



The Ordinary World

This is the world in which the hero lives. Often, something in the ordinary world is not right or does not feel right to the hero.



The Call to Adventure and the Refusal of the Call

The call to adventure is an event, a piece of information, or an actual request for the hero to leave the ordinary world and begin the journey. The hero fears the unknown and refuses to leave and often must be convinced or tricked (or both) to begin the journey.



The Mentor and the Talisman

The hero meets the mentor, a figure who is wiser, more experienced, or perhaps magical. The mentor provides important wisdom or help for the journey. The mentor often gives the hero a talisman or tool to use during the journey.



Crossing the Threshold

The moment in which the hero leaves the ordinary world and enters a world where the inhabitants and rules are unknown and usually different from the ordinary world.



Helpers

The hero is assisted on the journey by helpers, who can be constant companions or appear only briefly.



Enemies and Tests

The hero must pass a series of tests (battles or challenges) during the journey. Overcoming these obstacles makes the hero stronger, wiser, or more skillful. Enemies may be hard to recognize because they often are not what they appear to be (they are disguised, they can change shape, or they can take the form of evil traits within the hero).



Achieving the Goal

Once the final obstacle is overcome, the hero has achieved the goal. The hero is often rewarded with a treasure such as a special object, important knowledge, or a better future for the world.



Transformation and Final Test

The hero changes or learns something important from the journey, which allows the hero to feel whole and at peace in the ordinary world. Often, the hero must face a final test before the transformation is complete. This final test and transformation may occur before or after the return home.



The Return Home With the Treasure

The hero returns home and brings some part of the treasure from the journey to share with the world. This treasure could be an object, new knowledge, or new values that can help heal the ordinary world.



The Ordinary World

This is the world in which the hero lives. Often, something in the ordinary world is not right or does not feel right to the hero.

1. Read the definition of “the ordinary world” in the hero’s journey.
2. Review *Summer of the Mariposas*, the Prologue, pages 1–4.
3. Highlight any details of the setting that connect to the definition of “the ordinary world.”



Complete question 1 on page 21 of your Writing Journal.

4. Review chapters 1–4 (pages 5–69) and the definitions on page 478 of the Student Edition to help you answer the questions on pages 21 and 22 of your Writing Journal.



Complete questions 2–4 on pages 21 and 22 of your Writing Journal with your partner or group.

Lesson 4—The Hero's Journey Structure (continued)

4. Work with your group to determine the hero's journey.



The Hero

The hero refers to the central figure(s) of the story who must take the journey. The hero often feels uncomfortable or anxious about something in the ordinary world. During the journey, the hero learns something significant about the world and gains self-knowledge. The hero often shares that knowledge with others upon the return home.



The Call to Adventure and the Refusal of the Call

The call to adventure is an event, a piece of information, or an actual request for the hero to leave the ordinary world and begin the journey. The hero fears the unknown and refuses to leave, and often must be convinced or tricked (or both) to begin the journey.



The Mentor and the Talisman

The hero meets the mentor, a figure who is wiser, more experienced, or perhaps magical. The mentor provides important wisdom or help for the journey. The mentor often gives the hero a talisman or tool to use during the journey.

1. Review *Summer of the Mariposas*, chapter 3, pages 50–56:

Start: ["You were chosen for the goodness in your heart," she explained....]

End: ["...You must rejoice in the strength of sisterhood and return the man to his family."]



Complete questions 1–5 on pages 23 and 24 of your Writing Journal.

2. Is La Llorona the mentor Odilia needs?

- Highlight two details that show that La Llorona will be a good mentor for Odilia on this journey.
- Highlight two details that show that La Llorona may not be a good mentor.



Complete question 6 on page 24 of your Writing Journal.

Lesson 6—Symbolism and the Butterfly

What is a symbol?

A person, place, or thing that also represents something else or an abstract idea.

Example: *For many people, a rainbow symbolizes the idea of a new beginning or hope.*



1. The real (or literal) rainbow:

Real rainbows often appear towards the end of a rainstorm, when the sun is beginning to shine again.

2. The symbolic (or figurative) meaning of the rainbow:

The fact that the rainbow appears so colorfully in the sky towards the end of a storm means many people see the rainbow as a symbol of new beginning or hope.

**“Somewhere over the rainbow / Skies are blue
And the dreams that you dare to dream / Really do come true.”**

From “Somewhere Over the Rainbow,” composed by Harold Arlen; lyrics by E.Y. Harburg; Sony/ATV Music Publishing LLC.

1. Match these universal symbols to their meaning.

Symbols	Meaning
	Love
	Good Luck
	Danger

2. What symbols do you see in everyday life? In books or movies? What do these symbols mean?



With your partner, complete Activity 1 on page 25 of your Writing Journal.

3. Share your symbols for the class T-chart and add to your list as your classmates share.



Add to your list on page 25 of your Writing Journal during the class discussion.



Answer question 2 on page 26 of your Writing Journal.

Lesson 6—Symbolism and the Butterfly (continued)

Consider the *mariposa* (butterfly). Share what you know about butterflies.



Answer question 1 on page 27 of your Writing Journal.

1. Review *Summer of the Mariposas*, the Prologue, pages 1–4.
 - Look at the way the *mariposas*' behavior is described.
 - Look at the way the sisters' behavior is described.
2. Highlight similarities between the two descriptions.



Answer question 2 on page 27 of your Writing Journal.

3. Do you think the writer wants us to connect some idea about the *mariposas* to our understanding of the Garza sisters?
 - Yes
 - No
 - Not sure
4. Read McCall's description of other ideas about butterflies in the definition of *mariposas* that starts the book.



Answer questions 3 and 4 on page 27 of the Writing Journal.

5. You investigated factual information about butterflies and some of the ideas they are connected to.

With your partner, match the information about butterflies that probably leads to each symbolic meaning.

Information About Butterflies	Meaning
Butterflies change from caterpillars into butterflies.	Transformation
Butterflies can be very colorful. They have an average lifespan of one month.	Souls of the loved ones returning
Butterflies migrate away from where they were born in the cold weather and return when the weather gets warmer.	The beauty and briefness of life

Lesson 6—Symbolism and the Butterfly (continued)

1. With your partner, investigate what the *mariposas* (butterflies) might symbolize when they appear at the border crossing.
2. Highlight the words “*mariposas*” or “butterflies” in the text.



Answer questions 1–4 on pages 28 and 29 of the Writing Journal with your partner.

Investigating Symbols

Investigate the writer’s descriptions of an object.

For example: In the Prologue, the *mariposas* go where they please and make a mess.

Identify any connections the writer makes or “clues” the writer gives about an object and something else.

For example: Like the *mariposas*, the Garza girls also go where they please and make a mess in the Prologue.

Think about whether the writer’s descriptions of an object, or the connections the writer makes, suggest a symbolic meaning.

For example: The *mariposas* may be a symbol of the Garza sisters.

Keep looking for more descriptions of this object and connections the writer makes to see whether you can find additional symbolic meanings.

1. Quickly review the chapters you’ve already read (chapters 1–4, pages 5–69).
2. Find and highlight one sentence with the word “butterfly” or “*mariposa*” in it.



Answer questions 5–8 on pages 29 and 30 of the Writing Journal.



Lesson 7—Working with Theme #1—A Family Lost?

1. Review *Summer of the Mariposas*, chapter 6, pages 96 and 97:

Start: ["Is it really him?" Inés asked, her voice small and faint.]

End: [...Then without hesitation, he lifted the door handle and yanked the door open.]

2. What happens when the girls complete part of their journey?

With your partner, highlight details that reveal how the Perdido family reacts (what they say or do) when the father returns.

3. Decide what primary emotion the family experiences when they first realize that the father has returned.
 - Sadness
 - Joy
 - Anger
 - Other



Answer questions 1 and 2 on page 31 of the Writing Journal with your partner.

Note: Review *Summer of the Mariposas*, chapter 7, pages 114 and 115, for question 2 in the Writing Journal:

Start: ["I know," Juanita said. "Today didn't turn out the way we pictured it at all, did it?"]

End: ["...You were right, Odilia. We should have left well enough alone."]

Lesson 7—Working with Theme #1—A Family Lost? (continued)

1. Consider what La Llorona means in chapter 3, page 53, when she tells Odilia that her family is “lost.”



Answer the question on page 32 of the Writing Journal.

2. Review page 3 of the Prologue, which hints at a number of things the girls have lost:

The summer of the mariposas, we abandoned our beloved Lotería for good, neglected our chores, and went completely wild. We cared for no one but each other, not even Mamá. Because we were always unsupervised, we finally had the freedom to do whatever we wanted, wherever we wanted, whenever we wanted.

Discuss which ideas about being lost are supported by this paragraph.

- The sisters lose interest in the game *Lotería*.
- The sisters lose connection to each other.
- The sisters lose interest in their chores.
- The sisters lose connection to Mamá.
- The sisters lose supervision.

Fishbowl Guidelines

- Each group will decide who will be going into the fishbowl and speaking for the group.
- Even if you are not first to speak, you may be called into the fishbowl. Make sure you are knowledgeable!

In this paragraph, Odilia says that “La Llorona is exactly right about us, that we were lost...” (chapter 3, page 56). What does she mean? In what way is the Garza family lost?

Start: [“Because we are lost...?” I asked....]

End: [...Would she feel abandoned again?]

Complete the following activities with your fishbowl group:

1. Review *Summer of the Mariposas*, chapter 1, pages 5–22.
2. Find details from the text that help you understand why Odilia feels her family is lost.
3. Determine the main ways the Garza family (or a member of the family) is lost.



Go to page 33 of the Writing Journal to put this information in the chart.



Answer questions 2 and 3 on pages 34 and 35 in your Writing Journal.

Follow along as your teacher reads aloud:

Inner Circle Discussion

Follow the five Cs of the conversation:

- Communicate—Share your idea and include supporting evidence.
- Connect—Agree with someone's comment and add supporting information or an additional thought.
- Contrast—Present an alternate point of view and include supporting evidence.
- Query—Ask a question.
- Clarify—Answer a question and include supporting evidence.

Observe discussion etiquette:

- Wait for someone to finish before speaking.
- Don't hog the floor.
- Listen and seriously consider the speaker's idea.
- If you disagree, do so politely.

Outer Circle Observation

Listen and Observe

Write down three notes as you listen to the discussion. These notes can be:

- Something you agree with (and could add additional thoughts or details to).
- Something you hadn't thought of before.
- Something you disagree with (and could refute using evidence).
- A question you may have.

Feed the fishbowl:

- Be prepared to exchange places with someone in the inner circle if asked.
- Be prepared to suggest one question from the next activity.

Lesson 7—Working with Theme #1—A Family Lost? (continued)

Fishbowl Question 1:

In the beginning of the book, Odilia longs “to be a family again,” and La Llorona warns her, “Your family is lost in turmoil. You must find each other, become whole again” (chapter 3, page 53):

Start: [“It’s not all about him,” La Llorona assured me....]

End: [...Though La Llorona’s body was translucent, her eyes remained untouched—dark and luminous in the shadows of the huisache trees.]

In *Summer of the Mariposas*, what does it mean for the family to become “whole again”?

Fishbowl participants should share an idea their team developed in response to the question, including the textual evidence.



Observers take three notes on Fishbowl Question 1 on page 36 of the Writing Journal.

1. Think about your Fishbowl findings.



Answer questions 1 and 2 on page 37 of your Writing Journal.

2. Do you think they will accomplish this mission or not?
 - Yes
 - No
 - Not sure

Lesson 8—Ignoring the Warning Signs

What happens when the girls follow a stranger home?

1. Review Odilia's description of Cecilia when the girls first enter her house (chapter 8, pages 131 and 132):

Start: [Past a wasted field and through a graveyard of fallen mesquites we went...]

End: [...We listened to the lady of the house as she entertained us with her life's story feeling delightfully blessed.]

2. Highlight two details that give you a picture of how Odilia feels about being in Cecilia's house.



Answer question 1 on page 38 of your Writing Journal.

3. Review the end of the chapter (chapter 8, page 141):

Start: ["Something's wrong," I whispered.]

End: ["...Llorona...please...help me..."]

4. Highlight two details that give you a clear picture of how Odilia feels about being in Cecilia's house.



Answer question 2 on page 38 of your Writing Journal.

Lesson 8—Ignoring the Warning Signs (continued)

Foreshadowing

Foreshadowing is when a writer provides some advance hint or clues about what will happen next in a text.

5. By the end of the chapter, Odilia calls out to La Llorona:

“Llorona?” I called out in a breathless voice. “Can you hear me, Llorona? Something’s wrong. Llorona...please...help me...” (chapter 8, page 141)

Should Odilia have realized something was wrong before this? Work with a partner to complete the activities below.

- Review Odilia’s description of how the sisters meet Cecilia and go to her house. (chapter 8, pages 128–132):
Start: [The morning sun grew hotter by the minute, and we were sweating profusely within half an hour. ...]
End: [...Her only contact with the outside world was her supplies delivery once a month.]
- Highlight two clues that foreshadow that all is not right.



Answer question 3 on page 38 of your Writing Journal.

Work with your partner to investigate why Odilia and her sisters went home with Cecilia.

1. Review *Summer of the Mariposas*, chapter 8, pages 129–132:
Start: [Two and a half hours later, we were huddled together on the side of the road, shoulder to shoulder...]
End: [...Now we wanted nothing more than to take a nap in the afternoon heat.]
2. Highlight details that illustrate how Cecilia speaks to and acts toward the girls when they first encounter her.



Answer questions 1 and 2 on page 39 of your Writing Journal.

Now, compare this interaction with Cecilia to Odilia's early interaction with her mother.

3. Review the earlier scene between Odilia and her mother, when Odilia seeks her mother's advice.
4. Highlight details that illustrate how her mother speaks to and acts toward Odilia during this encounter.



Answer questions 3 and 4 on pages 39–40 of your Writing Journal.

Compare your understanding of how Odilia experiences her mother's behavior to how she experiences Cecilia's behavior.



Answer question 5 on page 40 of your Writing Journal.

Review *Summer of the Mariposas*, chapter 2, pages 32–35:

Start: [I walked around the corner, past the Aguileras' house, and cut across two empty lots...]

End: ["...Now, go home before I lose my job."]

Review chapter 8, pages 129–132:

Start: [Two and a half hours later, we were huddled together on the side of the road, shoulder to shoulder...]

End: [...Now we wanted nothing more than to take a nap in the afternoon heat.]

Think about why the sisters might have ignored Mamá's advice about talking to strangers.



Respond to the Writing Prompt on page 41 in your Writing Journal.

Lesson 9— *The Odyssey* Comparison

The Odyssey

The Odyssey is one of the oldest examples of the Work with your group to determine the hero's journey. This epic adventure was written sometime in the 8th century BCE and relates the story of the hero, Odysseus, as he tries to make his way home from war, an adventure that takes 10 years as he is delayed by monsters, gods, nymphs, and other obstacles.

Circe

Odysseus encounters Circe, a beautiful nymph who distracts him from his mission of returning home. Circe delays Odysseus with her beauty, charm, and hospitality, keeping Odysseus on her island for a year.

1. Review Circe's episode in the Candlewick Press graphic novel of *The Odyssey* as your teacher projects.
2. With a partner, order the events below from first to last.

Order	Event
_____	Odysseus receives advice from his mentor.
_____	Odysseus confronts the goddess Circe.
_____	Odysseus leads his men into trouble.
_____	Circe provides help and advice about Odysseus's journey.
_____	Odysseus and his men continue on their journey.

3. Review Odilia's encounter with Cecilia in *Summer of the Mariposas* in these two places.

Chapter 8, pages 129–141:

Start: [Two and a half hours later, we were huddled together on the side of the road, shoulder to shoulder...]

End: ["...Something's wrong. Llorona...please...help me..."]

Now, review chapter chapter 9, pages 142–158:

Start: [I passed out even as I called out to La Llorona....]

End: [...It was enough to make us all run away as fast as we could, up the hill without looking back, for fear of the evil Cecilia had set upon us.]

Order	Event
_____	Odilia and her sisters continue on their journey.
_____	Odilia receives advice from her mentor.
_____	Odilia leads her sisters into trouble.
_____	Cecilia provides help and advice about the sisters' journey.
_____	Odilia confronts the witch Cecilia.

4. Order the events below from first to last.

Consider what you notice about these episodes.



Answer the question on the top of page 42 of your Writing Journal.

Lesson 9—*The Odyssey* Comparison (continued)

1. Review Circe's episode in the Candlewick Press graphic novel of *The Odyssey* as your teacher projects.
2. Work with your partner to continue to investigate Circe.



Answer questions 1 and 2 on page 42 of your Writing Journal.

1. Review *Summer of the Mariposas*, chapter 8, pages 129–141:
Start: [Two and a half hours later, we were huddled together on the side of the road, shoulder to shoulder...]
End: [...Something's wrong. Llorona... please... help me..."]
Review chapter 9, pages 142–158:
Start: [I passed out even as I called out to La Llorona....]
End: [...It was enough to make us all run away as fast as we could, up the hill without looking back, for fear of the evil Cecilia had set upon us.]
2. Work with your partner to continue to investigate Cecilia.



Answer questions 3 and 4 on pages 42–43 of your Writing Journals.

5. Work with your partner to compare Circe and Cecilia.



Answer questions 5 and 6 on page 43 of your Writing Journal.

6. Decide with your partner: Who is more evil?

1. Review Circe's episode as your teacher projects the Candlewick Press graphic novel of *The Odyssey*.
2. Review with your partner what Odysseus says and does during his encounter with Circe.



Answer questions 1–3 on page 44 of the Writing Journal.

3. Review what Odilia says and does during her encounter with Cecilia with your partner.



Answer questions 4–6 on pages 44 and 45 of the Writing Journal.

4. What did you notice when comparing Odysseus and Odilia? Review your answers about each episode.



Answer questions 7 and 8 on page 45 of the Writing Journal.

5. Which character matches the idea of a hero?
 - Odilia
 - Odysseus
 - Both
 - Neither

Lesson 9—*The Odyssey Comparison* (continued)

Review *Summer of the Mariposas*, chapters 8 and 9, pages 118–158, and reflect on Odilia’s and Odysseus’s character traits.



Respond to the Writing Prompt on page 46 of your Writing Journal.

“The Iron Horse” passage from *Enrique’s Journey*

by Sonia Nazario

- ¹ Migrants hang on to the sides of cars, trying to find a spot to perch. Enrique guesses there are more than two hundred on board, a small army of them who charged out of the cemetery with nothing but their **cunning**. They wage what a priest at a migrant shelter calls *la guerra sin nombre*, the war with no name. Chiapas, he says, is “a cemetery with no crosses, where people die without even getting a prayer.” A human rights report said that migrants trying to make it through Chiapas face “an authentic race against time and death.”
- ² Enrique considers carefully. Which car will he ride on? This time he will be more cautious about being seen.
- ³ He could lie flat on the roof of a boxcar and hide. But the boxcars have little on top to hold on to. Inside the boxcar might be better, but what if someone locked the door, trapping him? It could turn into an oven.
- ⁴ Enrique looks elsewhere. A good place to hide could be under the cars, balancing on a small shock absorber, but he might be too big to fit. Besides, trains kick up rocks. Worse, if his arms grew tired or if he fell asleep, he would drop directly under the wheels. He tells himself: That’s crazy.
- ⁵ He could stand on a tiny ledge, barely big enough for his feet, on the end of a hopper car. Or he could sit on the round **compressor** at the end of some hoppers, his feet dangling just above the train wheels: shiny metal, three feet in diameter, five inches thick, churning. His hands would turn numb after hours of hanging on, though.
- ⁶ Enrique settles for the top of a hopper. From his perch fourteen feet up, he can see anyone approaching on either side of the tracks up ahead or from another car. As usual, the train lurches hard from side to side. Enrique holds on with both hands.
- ⁷ He doesn’t carry anything that might keep him from running fast. At most, a plastic bottle for water, tied to his arm. Some migrants climb on

cunning: craftiness or skill

compressor: part of train that squeezes air



board with a toothbrush tucked into a pocket. A few allow themselves a small reminder of family. Maybe a rosary, or a Bible, or a tiny drawing of San Cristobal, the **patron saint** of travelers, or of San Judas Tadeo, the patron saint of desperate situations. One father wraps his eight-year-old daughter's favorite hair band around his wrist.

- 8 There are several children on board, and Grupo Beta, the government migrant rights group in Chiapas, estimates that 20 to 30 percent of migrants who board here are fifteen or younger. Enrique has encountered kids as young as nine. Some speak only with big brown eyes or a shy smile. Others talk openly about their mothers: "I felt alone. I only talked to her on the phone. I didn't like that. I want to see her. When I see her, I'm going to hug her a lot, with everything I have."
- 9 Enrique nods understandingly as they speak. He confides in them, too. They share the burden of their loneliness. Although Enrique's efforts to survive often force thoughts of his mother out of his mind, at times he thinks of her with a longing that is overwhelming. He remembers when she would call Honduras from the United States, the concern in her voice, how she would not hang up before saying, "I love you. I miss you."
- 10 Wheels rumble, screech, and clang. The train speeds up and slows down unpredictably, tossing the travelers backward and forward. Sometimes each car rocks the other way from the ones ahead and behind. Migrants call the train *El Gusano de Hierro*, The Iron Worm, for how it squirms up the tracks. In Chiapas, the tracks are twenty years old. Some of the ties sink, especially during the rainy season, when the roadbed turns soggy and soft. Grass grows on the rails, making them slippery. When the cars round a bend, they feel as if they might overturn. **Derailments** are common. The train Enrique is on runs only a few times a week, but it derails three times a month, on average—with seventeen accidents in a particularly bad month—by the count of Jorge Reinoso, the railroad's chief of operations in Chiapas. One year before, a hopper car like Enrique's overturned with a load of sand, burying three migrants alive. In another spot, six hoppers tumbled over. The cars' rusty remains lie scattered, upside down, next to the tracks.
- 11 Enrique was once on a train that derailed. His car lurched so violently that he briefly thought of jumping off to save himself. Enrique rarely lets himself admit to being afraid, but he is scared that his car might tip. He holds on with both hands.

patron saint: guide and protector

Derailments: occurrences of trains falling off tracks

- ¹² In spite of his fear, Enrique is struck by the magic of the train—its power and speed, and above all, its ability to take him to his mother. To Enrique, it is *El Caballo de Hierro*, The Iron Horse.
- ¹³ Other migrants believe the train has a noble purpose. Sometimes the train tops are packed with migrants, all facing north, toward a new land. *El Tren Peregrino*, they call it. The Pilgrim's Train.
- ¹⁴ The train picks up speed. It passes a brown river that smells of sewage. A dark form emerges ahead. Migrants at the front of the train call back a warning over the train's deafening din. They sound an alarm, migrant to migrant, car to car. "¡Rama!" the migrants yell. "Branch!" The train is hurtling toward a thick canopy of tree branches.
- ¹⁵ Enrique and the other riders sway in unison, ducking the same branches—left, then right. One moment of carelessness—a glance down at a watch, a look toward the back of the train at the wrong moment—and the branches will hurl them into the air.

"The Iron Horse" passage from *Enrique's Journey* - Nazario, Sonia. *Enrique's Journey: the True Story of a Boy Determined to Reunite with His Mother, Adapted for Young People*. New York: Delacorte Press, Random House Children's Books, 2013.



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canopy: cover

••

wage: carry out

authentic: real or true

hopper car: a train car carrying heavy materials

diameter: widest length across a circle

churning: shaking or stirring violently

confides: trustfully speaks

noble: grand

din: noise

deafening: extremely loud

•••

cunning: craftiness or skill

compressor: part of train that squeezes air

patron saint: guide and protector

Derailments: occurrences of trains falling off tracks



Use the Vocab App to play mini games related to the words in this lesson.

Lesson 11—Different Dreams, Different Journeys

Every year, thousands of children travel from Central America to the United States as illegal immigrants. In fact, according to experts, "...an estimated 100,000 children came to the United States unaccompanied by a parent or other adult [in 2011].

Enrique's Journey by Sonia Nazario tells the story of the real-life journey of one of these migrant young people. Sixteen-year-old Enrique sets off alone from Honduras to find his mother, who left for the United States eleven years earlier to find a job to support her children. He does not have a car or money for a plane ticket, so he travels by train, by hitchhiking, and by foot along this route from Tegucigalpa, Honduras to North Carolina.



Map of Enrique's journey



Map of the Garza girls' journey



With your partner, complete questions 1 and 2 on page 47 in your Writing Journal.

Lesson 11—Different Dreams, Different Journeys (continued)

Follow along as your teacher reads aloud paragraphs 1–6 of *Enrique's Journey*, on page 498.

In this passage, Enrique and other migrants are traveling through the state of Chiapas in Mexico. They run from a cemetery where they were sleeping and jump on one of the freight trains that run through Mexico toward the border with the United States.

Complete all of the following questions with your partner:

1. Name one place that Enrique considers riding.
2. Highlight the reasons why he thinks this place is either a good or bad choice.
3. Based on the information you just gathered, how dangerous does this trip feel to you?

5	4	3	2	1

Extremely dangerous

Not dangerous at all



Answer questions 1–3 page 48 in your Writing Journal.

With your partner:

4. Review paragraphs 8 and 9 of *Enrique's Journey* on page 499.
5. Discuss why Enrique takes this journey, despite the tough conditions.



Answer question 4 on page 48 in your Writing Journal.

6. Highlight two or three details that show the other travelers' motivation or reason for making this journey.



Describe what you notice in these details in Activity 5 on page 49 in your Writing Journal.

7. Review paragraphs 10–13. Highlight the place where the train is called by the following names.
 - *El Gusano de Hierro*, The Iron Worm
 - *El Caballo de Hierro*, The Iron Horse
 - *El Tren Peregrino*, The Pilgrim's Train(A pilgrim is a person who journeys to a sacred place for religious reasons.)



Answer questions 6–9 on pages 49–50 in your Writing Journal.

Lesson 11—Different Dreams, Different Journeys (continued)

With your partner, review “The Iron Horse” passage, paragraphs 1–13, from *Enrique’s Journey*. As you read, think about the dangers Enrique faces.

Do the Garza sisters face these dangers on their journey from Eagle Pass to Abuelita’s house? Write yes or no next to each danger.

Dangers	Yes or No?
Travel without an adult	
Travel alone without family	
No reliable source of transportation	
Travel in isolated areas	
In constant danger of physical harm	
Must cover thousands of miles	



Turn to page 51 in your Writing Journal to complete questions 1–4.

Lesson 12—How Does the Sisters' Relationship Change?

Investigate whether the Garza girls live up to their motto, “*cinco hermanitas*, together forever, no matter what!”

1. Review *Summer of the Mariposas*, chapter 2, pages 25 and 26:

Start: [“See? You can’t even agree on how to get there,” I said, looking at Juanita for acknowledgment.]

End: [“...The right thing to do will come to us.”]

2. Highlight three or four words or phrases that give you an understanding of how the sisters feel and act toward each other. If any of the text that you highlight also reveals a character trait of any of the Garza sisters, add a note with the character’s name and the trait.

5	4	3	2	1
very together			very <i>not</i> together	

3. Based on your reading highlights, how united are the sisters at the start of the story?



Respond to question 1 on page 52 of your Writing Journal.

4. Follow along as your teacher plays a video of *Summer of the Mariposas* author Guadalupe Garcia McCall reading the same scene between the sisters in chapter 2.



Lesson 12—How Does the Sisters' Relationship Change? (continued)

5. After watching the video, how united do you think the sisters are at this point in the story?

5	4	3	2	1

very together

very not together



Answer question 2 on page 52 of your Writing Journal.

Your teacher will choose performers to act. Be ready to perform this scene to show the sisters' relationship.

- How would you say the dialogue aloud?
- What facial expressions would you make?
- What physical gestures would you make?

Performance Protocol

Actors: If you are performing, have fun, say your lines so everyone can hear, and act out the relationship between the sisters.

Listeners: As you watch the performance, does your idea of how united the sisters are stay the same, or change?

6. How united are the sisters at the start of the story?

5	4	3	2	1

very together

very not together



Go to page 52 in your Writing Journal to answer question 3.

Investigate whether the Garza girls live up to their motto, “*cinco hermanitas*, together forever, no matter what!”

1. Review *Summer of the Mariposas*, chapter 13, pages 197 and 198:

Start: [“We just have to, that’s all...”]

End: [...So we traveled slowly, stomping the tall grass down as we went.].

2. Highlight three or four words or phrases that give you an understanding of how the sisters feel and act toward each other. If any of the text that you highlight also reveals a character trait of any of the Garza sisters, add a note with the character’s name and the trait.
3. Based on your highlights, how united are the sisters at this point in the story?

5	4	3	2	1

very together

very *not* together



Answer question 1 on page 53 in your Writing Journal.

4. Your teacher will choose performers to act out this scene. Be ready to perform this scene to show the sisters’ relationship.
 - How would you say the dialogue aloud?
 - What facial expressions would you make?
 - What physical gestures would you make?

Performance Protocol

Actors: If you are performing, have fun, say your lines so everyone can hear, and act out the relationship between the sisters.

Listeners: After watching the performance, would you change your answer?

Lesson 12—How Does the Sisters' Relationship Change? (continued)

5. After the performance, participate in the hand poll:
How united are the sisters at this point in the story?

5	4	3	2	1
very together			very <i>not</i> together	



Go to page 53 in your Writing Journal and respond to questions 2 and 3.

6. Review *Summer of the Mariposas*, chapter 2, pages 25 and 26:
Start: ["See? You can't even agree on how to get there," I said, looking at Juanita for acknowledgment.]
End: ["...The right thing to do will come to us."]
Review chapter 13, pages 197 and 198:
Start: [..."We just have to, that's all..."]
End: [...So we traveled slowly, stomping the tall grass down as we went.].
7. In comparing the two scenes, what have you noticed?
- What is one similarity in their relationship?
 - What is one difference?
 - Do they now seem closer or farther away from their motto?
8. Consider these statements about the passage from chapter 2. Which ones are also true about the passage from chapter 13?
- The sisters insult each other.
 - The other sisters refuse to go along with Odilia's plan.
 - Juanita and Odilia have different ideas about the situation.
 - Odilia feels responsible for the sisters' safety.

1. Review *Summer of the Mariposas*, chapter 13, pages 205–210:

Start: [She was shaking me then, grabbing me by my shirt collar and rattling me like she wanted to loosen the last breath out of my chest....]

End: [...Then the *lechuzas*, all thirteen of them, vanished into thin air, leaving only downy feathers floating innocuously in the rays of the morning sun.]

2. Find and highlight any additional evidence that supports or contradicts the idea that the sisters are learning to live up to their motto, “*cinco hermanitas*, together forever, no matter what!” If you find any text that also reveals a character trait of any of the Garza sisters, add a note with the character’s name and the trait.
3. How united are the sisters during the battle with the *lechuzas*?

5	4	3	2	1
very together			very not together	



Respond to the question on page 54 of your Writing Journal.

Review *Summer of the Mariposas*, chapter 2 (pages 23–43) and chapter 13 (pages 193–210).

The Garza sisters’ motto is: “*cinco hermanitas*, together forever, no matter what!”

Think about how they’re living up to that motto throughout their journey.



Go to page 55 in your Writing Journal to respond to the Writing Prompt.

Lesson 13—Comparing the Heroic Ideal

1. Review *Summer of the Mariposas*, chapter 14, pages 211–236.

Foreshadowing

Foreshadowing is when a writer provides some advance hint or clues about what will happen next in a text.

2. Order the list of events from chapter 14 from first to last.

Order	Event
___	The girls realize the <i>chupacabras</i> is Chencho.
___	Chencho and the girls talk about the <i>chupacabras</i> .
___	The girls follow Chencho to an abandoned house to pass the night
___	The girls meet a young boy named Chencho, who offers them his help.
___	The girls let the <i>chupacabras</i> live.
___	The girls plan to stay awake all night and watch for the <i>chupacabras</i> .
___	Odilia falls asleep, and then wakes up to Pita being attacked by the <i>chupacabras</i> .
___	Odilia blinds the <i>chupacabras</i> .



Go to page 56 in your Writing Journal to complete questions 1 and 2.

As Odilia and her sisters prepare for the *chupacabras*, the author writes: “It didn’t take long for everyone to jump up and join the twins in their resolution to kill the *chupacabras*.” (chapter 14, page 228)

1. Review *Summer of the Mariposas*, chapter 14, pages 230–236:

Start: [I peered into the darkness and saw a red eyeball glowering at me....]

End: [...We stood, side by side, four little sisters, holding our weapons at our sides ready to defend our baby sister as we watched him disappear into a new dawn.]

2. Highlight two things the girls say or do in this passage about the *chupacabras*’s attack on Pita.



Respond to the question on the top of page 57 in your Writing Journal.

Lesson 13—Comparing the Heroic Ideal (continued)

What do you learn about the heroine?

1. Review *Summer of the Mariposas*, chapter 14, pages 234–236:
Start: [Velia pushed a stake at the chupacabras's throat menacingly...]
End: [...We stood, side by side, four little sisters, holding our weapons at our sides ready to defend our baby sister as we watched him disappear into a new dawn.]
2. Highlight two examples of what Odilia does or says toward the end of this episode that give you an understanding of the type of person she is.
3. Based on your highlights, what word would you choose to describe Odilia?
 - A. Forgiving
 - B. Proud
 - C. Brave
 - D. Kind
 - E. Other



Respond to question 1 on page 57 of your Writing Journal.

What do you learn about the hero?

4. Review the ending of *The Odyssey*, Book 9: “The Cyclops,” paragraphs 44–51, on pages 516–517.
5. Highlight two details of things Odysseus does and says that would give you an understanding of the type of person he is.
6. Based on your highlights, what word would you choose to describe Odysseus?
 - A. Forgiving
 - B. Proud
 - C. Brave
 - D. Kind
 - E. Other



Respond to question 2 on page 58 of your Writing Journal.

7. Review *Summer of the Mariposas*, chapter 14, 211–236, and *The Odyssey*, Book 9, “The Cyclops,” if needed.
8. Compare how Odilia and her sisters and Odysseus and his men meet, are trapped by, then defeat each monster.



Go to pages 58 and 59 in your Writing Journal to answer questions 3–5.

Review *Summer of the Mariposas*, chapter 14, and *The Odyssey*, Book 9: “The Cyclops,” if needed.

Consider the similarities or differences in how Odilia and Odysseus each react to a monster.



Go to page 60 in the Writing Journal to respond to the Writing Prompt.

Book 9, The Cyclops

Excerpt from *The Odyssey*

by Homer

Paragraphs 44–51

- 44 ‘But before we were out of earshot, I shouted out **derisive** words at Polyphemus. “Cyclops! So he was not such a weakling after all, the man whose friends you meant to overpower and eat in your hollow cave! And your crimes were bound to catch up with you, you brute, who did not shrink from devouring your guests. Now Zeus and all the other gods have paid you out.”
- 45 ‘My words so enraged the Cyclops that he tore the top off a great pinnacle of rock and hurled it at us. The rock fell just ahead of our blue-painted bows. As it plunged in, the water surged up and the backwash, like a swell from the open sea, swept us landward and nearly drove us on to the beach. Seizing a long pole, I pushed the ship off, at the same time commanding my crew with urgent nods to bend to their oars and save us from disaster. They leant forward and rowed with a will; but when they had taken us across the water to twice our previous distance I was about to shout something else to the Cyclops, but from all parts of the ship my men called out, trying to restrain and pacify me.
- 46 ““Why do you want to provoke the savage in this **obstinate** way? The rock he threw into the sea just now drove the ship back to the land, and we thought it was all up with us. Had he heard a cry, or so much as a word, from a single man, he’d have smashed in our heads and the ship’s timbers with another jagged boulder from his hand. We’re within easy range for him!”
- 47 ‘But my temper was up; their words did not dissuade me, and in my rage I shouted back at him once more: “Cyclops, if anyone ever asks you how you came by your blindness, tell him your eye was put out by Odysseus, sacker of cities, the son of Laertes, who lives in Ithaca.”
- 48 ‘The Cyclops gave a groan. “Alas!” he cried. “Those ancient prophecies have come back to me now! We had a prophet living with us once, a great and mighty man, Eurymus’ son Telemus, the best of soothsayers, who grew old as a seer among us Cyclopes. All that has now happened he foretold, when he warned me that a man called Odysseus would rob me of

derisive: insulting

obstinate:
stubborn

my sight. But I always expected some big handsome man of tremendous strength to come along. And now, a puny, feeble good-for-nothing fuddles me with wine and then puts out my eye! But come here, Odysseus, so that I can give you some friendly gifts and **prevail on** the great Earthshaker, Poseidon, to see you safely home. For I am his son, and he is proud to call himself my father. He is the one who will heal me if he's willing – a thing no other blessed god nor any man on earth could do."

49 'To which I shouted in reply: "I only wish I could make as sure of robbing you of life and breath and sending you to Hell, as I am certain that not even the Earthshaker will ever heal your eye."

50 'At this the Cyclops lifted up his hands to the starry heavens and prayed to the Lord Poseidon: "Hear me, Poseidon, sustainer of the Earth, god of the sable locks. If I am yours indeed and you claim me as your son, grant that Odysseus, sacker of cities and son of Laertes, may never reach his home in Ithaca. But if he is destined to see his friends again, to come once more to his own house and reach his native land, let him come late, in wretched plight, having lost all his comrades, in a foreign ship, and let him find trouble in his home."

51 'So Polyphemus prayed; and the god of the sable locks heard his prayer. Once again the Cyclops picked up a boulder – bigger, by far, this time – and hurled it with a swing, putting such tremendous force into his throw that the rock fell only just astern of our blue-painted ship, narrowly missing the tip of the rudder. The water heaved up as it plunged into the sea; but the wave that it raised carried us on towards the further shore.

Excerpts from *THE ODYSSEY* by Homer, translated by E. V. Rieu, revised translation by D. C. H. Rieu, introduction by Peter Jones (Penguin Classics 1946, Revised translation 1991), published by the Penguin Group, London. Copyright 1946 by E. V. Rieu. Revised translation copyright © the Estate of the late E. V. Rieu, and D. C. H. Rieu, 1991, 2003. Introduction and Index and Glossary copyright © Peter V. Jones, 1991. Reproduced by permission of Penguin Books, Ltd.

•

urgent: demanding

••

pinnacle: peak

surged: rushed

backwash: backward flowing water

pacify: calm

provoke: anger

savage: wild being

dissuade: make one change one's decision

prophecies: statements predicting events of the future

seer: person who can see into the future

foretold: predicted

puny: small

feeble: weak

fuddles: confuses

sustainer: provider and maintainer

sable: black

locks: curls

wretched: miserable

plight: hardship

astern: off the back

rudder: piece used for steering on a ship

•••

derisive: insulting

obstinate: stubborn

prevail on: persuade



Use the Vocab App to play mini games related to the words in this lesson.

Lesson 17—Symbolism Revisited

Reminder:

A symbol is a person, place, or thing that represents something else or an abstract idea.

Example: For many people, a rainbow symbolizes the idea of a new beginning or hope.

- The **real (or literal)** rainbow: Rainbows often appear toward the end of a rainstorm, when the sun is beginning to shine again.
- The **symbolic (or figurative)** meaning of the rainbow: Because rainbows appear when storms are ending, many people see the rainbow as a symbol of a new beginning or hope.

mariposa (mah-ree-PO-sah)

From the Spanish, *mariposa*, the apocopate Mari- (Mary in English) and posa (to rest or repose) Butterfly. *Mariposas* are slender, delicate insects with four wide, colorful wings. In almost every culture, butterflies are associated with transformation. The Aztecs held the butterfly, papalotl, in high regard and had a special celebration to welcome the migrating monarchs in early August every year. They believed that *mariposas* were the cheerful souls of their loved ones, the angels of women and children, their fallen warriors, their ancestors, returning home transformed to assure them that they were well and that life, however brief, was beautiful. (the page before the Table of Contents)

1. Discuss with a partner:

Based on this definition, *mariposas* are a symbol of:

- slender delicate insects.
- migrating monarchs.
- transformation.
- cheerful souls of loved ones.

2. Review *Summer of the Mariposas*, chapter 7, page 117.

Start: At the store, I picked up some chips and sodas for the road, walked up to the counter, and laid everything down in front of the cashier....]

End: [We were officially missing children.]

3. With your partner, discuss the following reasons that Odilia might describe herself and her sisters as “happy as *mariposas*” in this passage. Which connections between the *mariposas* (butterflies) and the sisters make sense to you?
- They are smiling with “bright smiles,” and *mariposas* are bright and colorful.
 - In other places, Odilia describes butterflies swarming together, and in this photo, she is noticing that the family is all together.
 - In the Prologue of the book, the *mariposas* and the sisters were described in similar ways, so the writer has made a connection between the sisters and butterflies.
 - In her foreword to the book, the writer explains the importance of the *mariposa* in Aztec culture, and the Garza sisters have Aztec heritage.



Complete questions 1–5 on pages 61 and 62 in your Writing Journal.

Lesson 17—Symbolism Revisited (continued)

Investigating Symbols

Investigate the writer's descriptions of an object.

For example: In the Prologue, the *mariposas* go where they please and make a mess.

Identify any connections the writer makes or “clues” the writer gives about an object and something else.

For example: Like the *mariposas*, the Garza girls also go where they please and make a mess in the Prologue.

Think about whether the writer's descriptions of an object, or the connections the writer makes, suggest a symbolic meaning.

For example: The *mariposas* may be a symbol of the Garza sisters.

Keep looking for more descriptions of this object and connections the writer makes to see whether you can find additional symbolic meanings.

What other symbols can you find in *Summer of the Mariposas*?

1. Choose one of these two symbols: the daybreak or the ancient Aztec pendant.

Daybreak

2. With your partner, review *Summer of the Mariposas*, chapter 13, pages 209 and 210:

Start: [With every word I spoke, it seemed the rain began to wane. Less and less of it fell in through the roof....]

End: [...Then the *lechuzas*, all thirteen of them, vanished into thin air, leaving only downy feathers floating innocuously in the rays of the morning sun.]



If you chose “Daybreak,” answer questions 1–4 on page 63 of your Writing Journal.

The Ancient Aztec Pendant

3. With your partner, review *Summer of the Mariposas*, chapter 7, pages 108 and 109:

Start: ["I think we should try to get in touch with someone tonight," Inés insisted. "Don't you, Mamá?"]

End: [..."Look at their eyes. They look like cats."]



If you chose "The Ancient Aztec Pendant," answer questions 5–8 on page 64 in your Writing Journal.

4. Discuss with your partner:

After looking carefully at the symbol you chose, what does it connect with?

- a. Another thing, person, or place
- b. An idea

Find one or two places where you added notes about mariposas in *Summer of the Mariposas*.

Using your notes about *mariposas*, think about why Guadalupe Garcia McCall titles her book *Summer of the Mariposas*.



Go to page 65 in your Writing Journal to respond to the Writing Prompt.

Lesson 18—Completing the Hero's Journey

1. Review the Garza sisters' journey in *Summer of the Mariposas*, chapters 15–20 (pages 237–320).
2. Order the events of the Garza sisters' journey from first to last.

Order	Event
_____	Abuelita takes care of Pita's wound, gets her healthy again, and talks with the girls about their parents' divorce and their father's behavior.
_____	After driving to the border with Abuelita and realizing that they don't have the papers to cross back over, Odilia uses the pendant to ask for help.
_____	The girls and Mamá arrive home to discover Papá, his new girlfriend, and her two children. Papá tells them of his plan to move in with his new family and have Mamá leave.
_____	Tonantzin appears and gives the girls instructions to give roses to the mother. Then, Ixtali takes them through a mystical place and across the river to Eagle Pass.
_____	The girls are found by border patrol, are reunited with Mamá, and give her the roses.
_____	Odilia wraps Pita's wound from the <i>chupacabras</i> and the twins make a stretcher to carry her to Abuelita's house.
_____	After their father leaves, the girls settle into a happy routine at home with Mamá and each other. After a night of playing <i>Lotería</i> , Odilia realizes that the roses were meant for La Llorona.
_____	The girls struggle with their emotions regarding their father, but they decide to support Mamá and tell him to leave.



Respond to the question on the top of page 66 in your Writing Journal.



1. Review *Summer of the Mariposas*, chapter 19, pages 306–308:
Start: ["You're such a — " I started, but then I had to stop because the tears were rolling down my face so heatedly that I was afraid I wouldn't be able to control myself....]
End: ["...So why don't you do what you do best — why don't you just get lost!"]
2. Go to page 21 of your Writing Journal. Reread what you wrote in response to question 1 to identify and explain what was wrong with the ordinary world in *Summer of the Mariposas*.

Lesson 18—Completing the Hero's Journey (continued)

3. With a partner, decide if the father's absence was something that was wrong with the ordinary world at the start of the journey.
 - Yes
 - No
 - Not sure
4. Read the definition of the final stage of the Hero's Journey: The Return Home.



The Return Home With the Treasure

The hero returns home and brings some part of the treasure from the journey to share with the world. This treasure could be an object, new knowledge, or new values that can help heal the ordinary world.

5. Review the scene between the Garza sisters and their father in *Summer of the Mariposas*, chapter 19, pages 306–308:
Start: ["You're such a —" I started, but then I had to stop because the tears were rolling down my face..."]
End: ["...So why don't you do what you do best — why don't you just get lost!"]
6. Highlight details that suggest that the ordinary world now feels right.
7. Underline details that suggest that the ordinary world still does not feel right.



Go to page 66 in your Writing Journal to respond to question 1.

8. Review *Summer of the Mariposas* chapter 1, page 21:

Start: [Juanita continued passionately. ...]

End: [...On the other side of the Rio Grande, on a hill, something moved... a woman?]

Review chapter 3, page 53:

Start: ["Then let me speak plainly," La Llorona began. ...]

End: [...Though La Llorona's body was translucent, her eyes remained untouched — dark and luminous in the shadows of the huisache trees.]



Go to page 67 in your Writing Journal to respond to question 2.

9. With your partner, discuss if at this point in the story, it feels as though the Garza girls have completed their hero's journey.
- Yes
 - No

Lesson 18—Completing the Hero's Journey (continued)

Use *Summer of Mariposas* in its entirety to respond to the following questions.

Work with your group to identify and describe each part of the hero's journey in *Summer of the Mariposas*.

1.



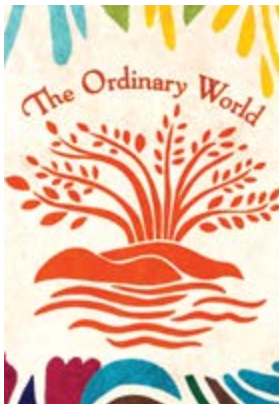
The Hero

The hero refers to the central figure(s) of the story who must go on the journey. The hero often feels uncomfortable or anxious about something in the ordinary world. During the journey, the hero learns something significant about the world and gains self-knowledge. The hero often shares that knowledge with others upon the return home.



Complete question 1 on the hero on page 68 of your Writing Journal.

2.



The Ordinary World

This is the world in which the hero lives. Often, something in the ordinary world is not right or does not feel right to the hero.



Complete question 2 on the ordinary world on page 68 of your Writing Journal.

3.



The Call to Adventure and the Refusal of the Call

The call to adventure is an event, a piece of information, or an actual request for the hero to leave the ordinary world and begin the journey. The hero fears the unknown and refuses to leave and often must be convinced or tricked (or both) to begin the journey.



Complete question 3 on the call to adventure and the refusal of the call on page 69 of your Writing Journal.

4.



The Mentor and the Talisman

The hero meets the mentor, a figure who is wiser, more experienced, or perhaps magical. The mentor provides important wisdom or help for the journey. The mentor often gives the hero a talisman or tool to use during the journey.



Complete question 4 on the mentor and the talisman on page 69 of your Writing Journal.

Lesson 18—Completing the Hero's Journey (continued)

5.



Crossing the Threshold

The threshold is the moment where the hero leaves the ordinary world and enters a world where the inhabitants and rules are unknown and usually different from the ordinary world.



Complete question 5 on crossing the threshold on page 70 of your Writing Journal.

6.



Helpers

The hero is assisted on the journey by helpers, who can be constant companions or appear only briefly.



Complete question 6 on the helpers on page 70 of your Writing Journal.

7.

**Enemies and Tests**

The hero must pass a series of tests (battles or challenges) during the journey. Overcoming these obstacles makes the hero stronger, wiser, or more skillful. Enemies may be hard to recognize because they often are not what they appear to be (they are disguised, they can change shape, or they can take the form of evil traits within the hero).



Complete question 7 on enemies and tests on page 71 of your Writing Journal.

8.

**Achieving the Goal**

Once the final obstacle is overcome, the hero has achieved the goal. The hero is often rewarded with a treasure such as a special object, important knowledge, or a better future for the world.



Complete question 8 on achieving the goal on page 71 of your Writing Journal.

Lesson 18—Completing the Hero's Journey (continued)

9.



Transformation and Final Test

The hero changes or learns something important from the journey, which allows the hero to feel whole and at peace in the ordinary world. Often, the hero must face a final test before the transformation is complete. This final test and transformation may occur before or after the return home.



Complete question 9 on the transformation and final test on page 72 of your Writing Journal.

10. Think about the girls' transformation since the start of the journey. At the start of the novel, there were moments when the girls did not live up to their motto: "*cinco hermanitas*, together forever, no matter what!"
11. Choose two quotes that provide evidence that the Garza girls have changed (transformed) over the course of the novel.



Respond to question 10 on page 72 of your Writing Journal.

Lesson 19—Working with Theme #2—A Family Made Whole

In chapter 3, La Llorona says, “This is about you and your loved ones too. Your family is lost in turmoil. You must find each other, become whole again.” (page 53)

1. With a partner, decide what you think La Llorona means when she tells Odilia that her family is “lost” at the start of the novel:
 - They do not know where the father is.
 - The mother and father are separated.
 - The girls do not listen to their mother.
 - The family members are disconnected.



Answer question 1 on page 73 of your Writing Journal.

2. With a partner, decide what you think La Llorona means when she tells Odilia that her family must “become whole”:
 - The sisters need to find the father and bring him home.
 - The mother and the father need to get back together.
 - The family members need to feel healed from their anger.
 - The family members need to have a strong sense of connection to who they are.



Answer question 2 on page 73 of your Writing Journal.

Lesson 19—Working with Theme #2—A Family Made Whole (continued)

3. Highlight two details that show the family has become more “whole.”



Answer question 3 on page 73 of your Writing Journal.

4. Underline two details that show how the family is still “lost.”



Answer question 4 on page 74 of your Writing Journal

5. Discuss with a partner:

At the end of the book, to what extent have Delia and her sisters completed the mission to “become whole again”?

1	2	3	4	5	6

lost in turmoil

whole again



1. Practice identifying textual evidence:

Which detail shows how the Garza family is “whole”? Which detail shows how they are still “lost”?

- “Nevertheless, for weeks after the incident, the girls sat around discussing it, wishing things could have been different. That he had loved us more. That we had been enough of a family to keep him home.” (chapter 22, page 328)
- “In the evening, we worked in the kitchen, a group of almost grown young women talking and laughing with their Mamá, cheerful and deliriously happy. We made *pollo con calabacita* for dinner. The chicken and zucchini casserole was so comforting and so delicious that we stuffed ourselves until we couldn’t move.” (chapter 20, page 317)

La Llorona tells Odilia that “your family is lost in turmoil. You must find each other, become whole again” (chapter 3, page 53). Is Odilia’s family whole at the end of the novel?

Use the entire *Summer of the Mariposas* to respond to the questions.

2. Work with your group to gather evidence from *Summer of the Mariposas* for the fishbowl discussion.



Complete the chart on page 75 of your Writing Journal.

3. Work with your group to select the best two pieces of evidence from your chart.



Complete questions 2 and 3 on page 76 of your Writing Journal.

4. Decide who is going to be your spokesperson in the first round of discussion.

Remember, you may be called into the fishbowl to talk, so make sure you are knowledgeable about your ideas, too.

Lesson 19—Working with Theme #2– A Family Made Whole (continued)

Review the Responsibilities for Fishbowl.

Inner Circle Discussion

Follow the five Cs of the conversation:

- Communicate—Share your idea and include supporting evidence.
- Connect—Agree with someone's comment and add supporting information or an additional thought.
- Contrast—Present an alternate point of view and include supporting evidence.
- Query—Ask a question.
- Clarify—Answer a question and include supporting evidence.

Observe discussion etiquette:

- Wait for someone to finish before speaking.
- Don't hog the floor.
- Listen and seriously consider the speaker's idea.
- If you disagree, do so politely.

Outer Circle Observation

Listen and Observe

Write down three notes as you listen to the discussion. These notes can be:

- Something you agree with (and could add additional thoughts or details to).
- Something you hadn't thought of before.
- Something you disagree with (and could refute using evidence).
- A question you may have.

Feed the fishbowl:

- Be prepared to exchange places with someone in the inner circle if asked.
- Be prepared to suggest one question from the next activity.

Question for Discussion

La Llorona tells Odilia that “your family is lost in turmoil. You must find each other, become whole again” (chapter 3, page 53). Is Odilia’s family whole at the end of the novel?

1. With your group, look at the evidence you each collected.
2. Note two or three ideas your group can share in the fishbowl discussion.
3. Fishbowl observers should take four notes:
 - Something you agree with (and could add to)
 - Something you haven’t thought of before.
 - Something you disagree with (and could refute).
 - A question you may have.



Write three notes on page 77 of your Writing Journal.



The *Titanic* Collection

Everything about the *Titanic* was enormous. The contents of the kitchen alone illustrate the scale: Its pantries contained 40 tons of potatoes, 40,000 fresh eggs, and 36,000 apples, enough food to feed the 2,207 people on board. When disaster struck, it was also on an epic scale. Of those 2,207 people, only 712 survived. You'll discover that there are a lot of questions that need answers: Who was really to blame for the ship's sinking? Who were the *Titanic* orphans? Were third-class passengers really served gruel for supper (and what *is* gruel)? And, that's just the tip of the iceberg—bon voyage!



Information Literacy

SUB-UNIT 1 • 4 LESSONS



Scavenger Hunt and Internet Research

SUB-UNIT 2 • 4 LESSONS



Passport and Collection Research

SUB-UNIT 3 • 4 LESSONS



Socratic Seminar and Internet Research

SUB-UNIT 4 • 4 LESSONS



Write an Essay

SUB-UNIT 5 • 8 LESSONS

Overview

You can find amazing information online. Sometimes the stories are so amazing that they seem unbelievable. Don't you agree?

Suggested Reading

Is your curiosity sparked? Want to dive deeper into this topic? Check out the list of websites below for a wealth of reference materials. And remember, your school and local libraries are great places to continue exploring your interests.

- Internet Archive
- Library of Congress
- OCLC WorldCat
- Google Books
- HathiTrust Digital Library
- Project Gutenberg
- Digital Public Library of America

Explore the website your teacher provides.



Complete 1–3 on page 10 of your Writing Journal.

Lesson 1—Evaluating Sources, Part 1

How do you know a source is credible? Use the discussion points and discuss each of the four sources your teacher projects with your partner.

Work with your partner to discuss the following points:

- Who is the author?
- Is the author an expert on this subject?
- Might this author be prejudiced about this subject?
- Is it a well-known and respected organization or website?
- Would a source like this contain facts or opinions?
- How recently was this source written or updated?
- How does not knowing a source's identity affect its believability and trustworthiness?



Use page 11 of your Writing Journal to take notes on these points. Be prepared to talk about your answers during a class discussion.

Lesson 1—Evaluating Sources, Part 1 (continued)

Assess different domain extensions to determine their meaning and credibility.

URLs (or Universal Resource Locators) can have a variety of endings. Some are more credible than others.

- **.edu:** academic institution (college, university)
- **.gov:** official U.S. government agency
- **.com:** commercial/company
- **.org:** organization (often nonprofit organizations, but can be commercial)
- **.net:** network (often Internet service providers, but can be commercial)



Fill in page 12 of your Writing Journal. Be prepared to share your answers.

Lesson 3—Avoiding Plagiarism

Plagiarism is stealing someone's words or ideas without crediting the source.

To avoid plagiarism, you'll learn how to properly frame a quote. A completed, framed quote has three parts:

1. Introduction to the quote (for example, According to the text...or Studies have found that...)
2. The borrowed words (the quote) in quotation marks
3. The citation in parentheses: the author's last name or the source title, followed by the page or paragraph number

Examples of completed, framed quotes

Example 1: Using a source that has the author's name and uses paragraph numbers (for example, an article from The Chocolate Collection):

According to the text, "dark chocolate relieves stress and lowers blood pressure" (Smith 5).

Example 2: Using a source that has the author's name and uses page numbers (for example, a book):

According to the text, "dark chocolate relieves stress and lowers blood pressure" (Smith 23).

Example 3: Using a source with no author or title listed (for example, a website's homepage):

Studies have found that "dark chocolate reduces cholesterol in 53% of adults" (scientificamerican.com).

Lesson 3—Avoiding Plagiarism (continued)

Original quote or text:

“As a result of Halvorsen’s initiative, America’s legions of candy bombers dropped about a quarter million tiny parachutes over Berlin with millions of pounds of candy.”

Properly framed quote:

According to the article, “candy bombers dropped about a quarter million tiny parachutes over Berlin with millions of pounds of candy” (ABC News).

Paraphrasing

Paraphrasing is rewriting text in your own words, expressing the author’s meaning without adding anything new or leaving anything out.

Read the sentence from the article “Prehistoric Americans Traded Chocolate for Turquoise?” by Christine Dell’Amore:

Visiting Mesoamericans may have bartered cacao beans for gems unique to the Southwest, such as turquoise, which is known to have been mined by Puebloans in what’s now New Mexico.

1. Select a brief direct quote from the sentence and rewrite it using the frame technique.
2. Share your response with your partner. Determine if each quote is correctly framed, and explain your thinking.



Go to page 13 of your Writing Journal to complete questions 1 and 2.

Example of Patchwork Plagiarism

Direct Quote

Nearly everyone loves chocolate, creating a high demand for cacao beans. With that popularity comes a high cost to the environment.

Patchwork Plagiarism

Just about everyone loves chocolate, which creates a high demand for cacao beans. With that popularity, there is a high cost to the environment.



Complete the paraphrase chart on page 14 of the Writing Journal.

Follow along as your teacher compares paraphrases of the two sentences on page 14 of your Writing Journal.

You may volunteer to share one of your paraphrases with the class.

Overview

Ready, set, go and find the answers to the questions as fast as you can...and discover amazing facts about the *Titanic*.

Suggested Reading

Is your curiosity sparked? Want to dive deeper into this topic? Check out the list of websites below for a wealth of reference materials. And don't forget, your school and local libraries are great places to continue exploring your interests.

- Internet Archive
- Library of Congress
- OCLC WorldCat
- Google Books
- HathiTrust Digital Library
- Project Gutenberg
- Digital Public Library of America

Image Credits:
The National Archives and Records Administration
(Titanic Scavenger Hunt and Collection Cover Image)

Introduction from *Sinking of the "Titanic" Most Appalling Ocean Horror*

Author: Jay Henry Mowbray, Ph.D., LL.D

Publisher: The Minter Company, Harrisburg, PA

Published: 1912

appalling: awful
espantosa: terrible

magnitude: large size

magnitud: gran tamaño

calamity: disaster
calamidad: desastre

kin: members of the same family

parientes: miembros de la misma familia

ramifications: effects

ramificaciones: efectos

frenetic: wild and energetic

frenética: violenta y enérgica

inexorable: unstoppable

inexorables: irrefranables, que no se pueden parar

manifestation: example

manifestación: ejemplo

placid: calm

plácido: tranquilo

render: make

convertirlo: hacerlo

amidships: in the ship's middle

en mitad del barco: en el medio del barco

intimately: very closely

íntimamente: muy de cerca

- 1 The human imagination is unequal to the reconstruction of the **appalling** scene of the disaster in the North Atlantic. No picture of the pen or of the painter's brush can adequately represent the **magnitude** of the **calamity** that has made the whole world **kin**.
- 2 How trivial in such an hour seem the ordinary affairs of civilized mankind—the minor **ramifications** of politics, the **frenetic** rivalry of candidates, the haggle of stock speculators. We are suddenly, by an awful visitation, made to see our human transactions in their true perspective, as small as they really are.
- 3 Man's pride is profoundly humbled: he must confess that the victory this time has gone to the blind, **inexorable** forces of nature, except in so far as the **manifestation** of the heroic virtues is concerned.
- 4 The ship that went to her final resting place two miles below the **placid**, unconfessing level of the sea represented all that science and art knew how to contribute to the expedition of traffic, to the comfort and enjoyment of voyagers.
- 5 She had 15 watertight steel compartments supposed to **render** her unsinkable. She was possessed of submarine signals with microphones, to tell the bridge by means of wires when shore or ship or any other object was at hand.
- 6 There was a collision bulkhead to safeguard the ship against the invasion of water **amidships** should the bow be torn away. In a word, the boat was as safe and sound as the shipbuilder could make it.
- 7 It was the pride of the owners and the commander that what has happened could not possibly occur. And yet the Titanic went down, and carried to their doom hundreds of passengers and men who **intimately** knew the sea and had faced every peril that the navigator meets.



The *Titanic* just before it set sail in April 1912

- 8 In the hours between half-past 10 on Sunday night and half-past 2 Monday morning, while the ship still floated, what did the luxuries of their \$10,000,000 castle on the ocean **avail** those who trod the eight steel decks, not knowing at what moment the whole glittering fabric might plunge with them—as it did plunge—to the **unplumbed** abyss below?
- 9 What was it, in those agonizing hours, to the men who remained aboard, or to the women and children placed in the boats, that there were three electric elevators, squash courts and Turkish baths, a hospital with an operating room, private **promenade** decks and Renaissance cabins? What is it to a man about to die to know that there is at hand a palm garden or a darkroom for photography, or the tapestry of an English castle or a dinner service of 10,000 pieces of silver and gold?
- 10 In that midnight crisis the one thing needful was not provided, where everything was supplied. The one inadequacy was—the lack of lifeboats.
- 11 In the supreme confidence of the **tacit** assumption that they never would be needed, the means of rescue—except in a pitifully **meagre** insufficiency—was not at hand. There were apparently but 20 boats and rafts available, each capable of sustaining at most 60 persons.

avail: do to help
servir: aprovechar

unplumbed:
unmeasured
insondable: sin
medida

promenade: area
for strolling

paseo: área para
pasear

tacit: agreed upon
and unspoken

tácita: algo en lo
que todos están de
acuerdo sin haberlo
comentado nunca

meagre: poor and
small

exigua: escasa y
pequeña

surfeited:

completely
satisfied

saciaban:

satisfacían por
completo

amplitude:

plentiful size

amplitud:

abundancia en
tamaño

compel: force

obligará: forzará

formulation:

creation

formulación:

creación

salvatory: safety

salvamento:

seguridad

apparatus:

equipment

aparto: equipo

immitigable:

impossible-to-
weaken

implacable:

imposible de
debilitar

assuaged: eased

mitigar: apaciguar

lamentation:

expressions of
sorrow

lamentación:

expresión de pena

amelioration:

improvement

mejoría: mejora

elemental: basic

elemental: básico

superfluous: extra

and useless

superfluo:

adicional e inútil

davits: cranes that

hold the lifeboats

pescantes: grúas

que sostienen los
botes salvavidas

cravens: cowards

cobardes:

miedosos

scourged: whipped

azotaron: dieron

latigazos

ignominy: well-

known shame

ignominia:

vergüenza muy
conocida

- 12 Yet the ship was built to carry 2435 passengers and 860 in the crew—a total of 3295 persons.
- 13 Whatever the luxuriousness of the appointments, the magnificence of the carvings and the paintings that **surfeited** the eye, the **amplitude** of the space allotted for the promenade, it seems incredible no calculation was made for the rescue of at least 2000 of the possible floating population of the Titanic.
- 14 The result of the tragedy must be that aroused public opinion will **compel** the **formulation** of new and drastic regulations, alike by the British Board of Trade and by the Federal authorities, providing not merely for the adequate equipment of every ship with **salvatory apparatus** but for rigorous periodical inspection of the appliances and a constant drill of the crew.
- 15 Let there be an end of boasting about the supremacy of man to the **immitigable** laws and forces of nature. Let the grief of mankind be **assuaged** not in idle **lamentation** but in **amelioration** of the conditions that brought about the saddest episode in the history of ships at sea.
- 16 The particular line that owned and sent forth the vessel that has perished has been no more to blame than others that similarly ignored **elemental** precautions in favor of **superfluous** comforts, in a false sense of security.
- 17 When the last boatload of priceless human life swung away from the **davits** of the Titanic, it left behind on the decks of the doomed ship hundreds of men who knew that the vessel's mortal wound spelt Death for them also. But no **cravens** these men who went to their nameless graves, nor **scourged** as the galley slave to his dungeon.
- 18 Called suddenly from the ordinary pleasure of ship life and fancied security, they were in a moment confronted With the direct peril of the sea, and the absolute certainty that, while some could go to safety, many must remain.
- 19 It was the supreme test, for if a man lose his life he loses all. But, had the grim alternative thought to mock the cowardice of the breed, it was doomed to disappointment.
- 20 Silently these men stood aside. "Women first," the inexorable law of the sea, which one disobeys only to court everlasting **ignominy**, undoubtedly

had no place in their minds. “Women first,” the common law of humanity, born of **chivalry** and the nobler spirit of self-sacrifice, prevailed.

²¹ They simply stood aside.

²² The first blush of **poignant** grief will pass from those who survive and were **bereft**. But always will they sense in its fullest meaning this greatest of all sacrifice. Ever must it remain as a reassuring knowledge of the love, and faithfulness, and courage, of the Man, and of his care for the weak.

²³ “Greater love hath no man than this that a man lay down his life for his friend.”

Adapted Version

²⁴ The human imagination is unequal to the description of the horrifying scene of the disaster in the North Atlantic. No picture of the pen or of the painter’s brush can show us the size of the tragedy that has made the whole world family.

²⁵ How unimportant the ordinary activities of mankind seem – the outcomes of politics, the noisy competition between candidates, the bargaining of investors in the stock market. We are suddenly made to see our human dealings in their true perspective, as small as they really are.

²⁶ Man’s pride is deeply humbled: he must confess that the victory this time has gone to the blind, unstoppable forces of nature except where heroic virtues are concerned.

²⁷ The ship that sank two miles below the sea’s calm surface represented all that science and art could contribute to ocean travel and to the comfort and enjoyment of voyagers.

²⁸ She had 15 watertight steel compartments supposed to render her unsinkable. She possessed submarine signals with microphones, to tell the bridge by means of wires when shore or ship or any other object was nearby.

²⁹ There was a collision bulkhead to safeguard the ship against the invasion of water should the bow be torn away. In a word, the boat was as safe and sound as the shipbuilder could make it.

chivalry: a type of polite behavior that a man shows toward women
caballerosidad: tipo de conducta educada que un hombre le muestra a una mujer

poignant: moving and sad
conmover: emotivo y triste

bereft: suffering from a loss
despojados: que sufren una pérdida

- ³⁰ The owners and the commander pridefully assumed that what has happened could not possibly occur. And yet the Titanic went down, and carried to their doom hundreds of passengers and sailors who intimately knew the . . .
- ³¹ . . . In the hours between half-past 10 on Sunday night and halfpast 2 Monday morning, while the ship still floated, what did the luxuries of their \$10,000,000 castle on the ocean offer to those who walked the eight steel decks, not knowing at what moment the whole glittering ship might plunge with them—as it did plunge—to the depths below?
- ³² What was it, in those agonizing hours, to the men who remained aboard, or to the women and children placed in the boats, that there were three electric elevators, squash courts and Turkish baths, a hospital with an operating room, private decks and luxurious cabins? . . . In that midnight crisis the one thing needed was not provided. The one inadequacy was the lack of lifeboats.
- ³³ The supreme confidence that they never would be needed, meant that the means of rescue was not available. There were apparently a mere 20 boats and rafts available, each capable of holding at most 60 persons.
- ³⁴ Yet the ship was built to carry 2,435 passengers and 860 in the crew—a total of 3,295 persons.
- ³⁵ Whatever the richness of the furnishings, the magnificence of the carvings and the paintings, and the abundance of the space provided for the promenade, it seems incredible that no preparation was made for the rescue of at least 2,000 of the floating population of the Titanic.
- ³⁶ The tragedy has aroused public opinion, calling for the formation of new and drastic regulations that include lifesaving equipment on every ship as well as periodic inspection of the appliances and a frequent drill of the crew.
- ³⁷ Let there be an end to boasting about the superiority of man to the laws and forces of nature. Let mankind be calmed, not in grieving, but in improving the conditions that brought about the saddest episode in the history of ships at sea . . .
- ³⁸ . . . When the last lifeboat full of priceless human life swung away from the Titanic, it left behind on the decks of the doomed ship hundreds of men who knew that the vessel's fatal wound meant death for them. But no cowards these men who went to their nameless graves . . .

39 . . . Silently these men stood aside. “Women first,” the law of the sea demanded. To disobey this rule was to invite everlasting disgrace, a thought which undoubtedly had no place in their minds. “Women first,” the common law of humanity, born of chivalry and the nobler spirit of self-sacrifice, prevailed.

40 They simply stood aside . . .

Paraphrased Version

41 It’s difficult to find words to describe the horrible scene of the disaster in the North Atlantic. This catastrophe has brought the whole world together like a family.

42 Our ordinary activities don’t seem important when compared to the size of this tragedy. We are shocked and horrified that this enormous ship was taken down by natural forces, sinking two miles to the bottom of the sea.

43 Shipbuilders constructed the *Titanic* to be safe for passengers and crew. It had all the latest signals and microphones onboard. The owners and commanders trusted the shipbuilders when they were told that the *Titanic*’s 15 watertight steel compartments made her unsinkable.

44 Half-past 10 on Sunday night and halfpast 2 on Monday morning were an uncertain time. The passengers and crew did not know what fate would bring them. What did they think about during these hours? Did they think about the fancy things the ship provided—three electric elevators, squash courts and Turkish baths, a hospital with an operating room, private decks and luxurious cabins? During this time, what they really needed was lifeboats and the ship had far too few of those.

45 Because the ship was believed to be unsinkable, no one thought that lifeboats would be needed. There were only 20 boats and rafts available, each capable of holding a maximum of 60 people. Not nearly enough for 3,295 total people onboard.

46 Extreme care was lavished on the luxurious details; from the opulent furnishings to the expanse of the promenade. It’s hard to believe that so little thought went into planning for an emergency. After the tragedy,

the public demanded that very strict rules be put into place, ensuring the safety of future passengers and crew.

⁴⁷ Let there be an end to the boasting about man's ability to dominate the laws and forces of nature. Instead, let's put our focus on improving the safety of ships and ocean travel.

⁴⁸ When the last lifeboat swung away from the *Titanic*, it left behind hundreds of people who knew they would die as the ship sunk to the bottom of the sea. But those left onboard weren't cowards. They were brave men who silently stood aside to allow women and children to be saved. They understood and carried out their duties under the law of the sea and the common law of humanity.

Introducción de *El hundimiento del "Titanic," el más terrible horror oceánico*

Autor: Jay Henry Mowbray, Ph.D., LL.D

Editorial: The Minter Company, Harrisburg, PA

Año de publicación: 1912 (dominio público)

Versión Parafraseada

Traducción de la versión parafraseada del texto original en inglés escrito por Jay Henry Mowbray, Ph.D., LL.D

⁴⁹ Es difícil encontrar palabras para describir la horrible escena en el Atlántico Norte. Esta catástrofe ha unido al mundo en una sola familia.

⁵⁰ Nuestras actividades ordinarias no parecen importantes en comparación con la magnitud de esta tragedia. Nos aturde y horroriza que este enorme barco haya sido destruido por fuerzas naturales, hundiéndose a dos millas de profundidad en el mar.

⁵¹ Los constructores de barcos fabricaron el *Titanic* para que fuera seguro para los pasajeros y la tripulación. Contaba con las últimas señales y micrófonos a bordo. Los propietarios y oficiales navales les creyeron a los constructores de barcos cuando les dijeron que los 15 compartimentos sellados de acero del *Titanic* lo volvían insumergible.

- 52 Media hora después de las 10 de la noche del domingo y media hora después de las 2 de la mañana del lunes fueron horas inciertas. Los pasajeros y la tripulación no sabían lo que el destino les traería. ¿En qué pensaban en esas horas? ¿Pensaban en las cosas extravagantes que había en el barco: los tres elevadores eléctricos, las canchas de squash y los baños turcos, el hospital con quirófano, las cubiertas privadas y los lujosos camarotes? En esas horas, lo que de verdad necesitaban era botes salvavidas, y el barco tenía muy pocos.
- 53 Como se creía que el barco era insumergible, nadie pensó que los botes salvavidas serían necesarios. Solo había 20 botes y balsas, cada uno tenía una capacidad máxima para 60 personas. Estaban muy lejos de ser suficientes para las 3295 personas que había a bordo.
- 54 Se puso mucho cuidado en los lujosos detalles, desde el opulento mobiliario hasta la extensión de la explanada. Es difícil creer que se le dedicara tan poca atención a hacer preparativos para una emergencia. Después de la tragedia, el público exigió que se establecieran reglas muy estrictas para garantizar la seguridad de los futuros pasajeros y de la tripulación.
- 55 Dejemos de jactarnos de la habilidad del hombre de dominar las leyes y fuerzas de la naturaleza. Concentrémonos mejor en aumentar la seguridad de los barcos y de los viajes por mar.
- 56 Cuando el último bote salvavidas se alejó del *Titanic*, dejó atrás a cientos de personas que sabían que morirían en cuanto el barco se hundiera en el fondo del mar. Pero quienes se quedaron a bordo no eran cobardes. Eran hombres valientes que silenciosamente se hicieron a un lado para que las mujeres y los niños se salvaran. Comprendieron y ejecutaron su deber con las leyes del mar y la ley común de la humanidad.
-

Carpathia Manifest Records

1912

[illegible]

The *Carpathia* set sail from New York on April 11, 1912, and was the only ship to respond to the *Titanic*'s distress calls. The *Carpathia* was required by law to record the names of all the 705 people it rescued from the *Titanic*'s lifeboats. This page of the record demonstrates the great diversity of the passengers who sailed on the *Titanic*, representing countries from Syria to Sweden.

Credit: The National Archives and Records Administration/Records of the Immigration and Naturalization Service

A Letter from Mary Lines (1912)

¹ On Board the
CUNARD

R.M.S. "CARPATHIA"

Wednesday April 16

² My dearest;

³ God has been so good to us. My mother and I have been saved. I'm writing to you from the ship that picked us up. Oh, my darling, it was a horrible night, and I hope you never have to pass one like it.

⁴ I'm going to try to tell you everything. First, at a quarter to midnight, my mother felt that the ship had received a terrible blow. She jumps from her bed and wakes me up, for I was still asleep. Then we hear the sound of steam escaping with a frightful hissing. We ring for the steward who reassures us and tells us to go to bed. Then our next-door neighbors (Hilma and Ragnihild's uncle and cousin) come down again and the father tells us there's no danger at all. Then we go to bed. Ten minutes later we hear Mr. White who comes down and shouts to his son: "Richard! Life boats!" You can imagine that we hurried to get up, we quickly grabbed some coats, then we rushed to the deck. As I'm leaving our cabin I hear Mr. White's son (he was just 21) shouting "Life belts!" I go back to look for them and there we are on deck. They tell us to go back down for a little while and since we weren't dressed, my mother runs to look for our things. Since she was slow in returning I got worried and rushed to our cabin. I beg her to come and we roll up all our things in a blanket. Then as we were going up again we see everybody hurrying, hurrying. We arrive on deck and jump into a small rowing boat. They lower the boat on ropes down to the water; and there we are, away. Meanwhile I'd thrown away all our clothing, since the bundle was too big to bring along in the little boat. WE pull away from the Titanic as fast as possible, and a half hour later it sank. Oh! My darling, what a horrible thing, this enormous ship engulfed in the little space of two hours. And the cries of the dying as it sank!!! For there are only 700 saved out of two thousand, I believe. Finally we drifted on the sea, which by the grace of God was calm like your pond at Brion, for three and a half hours. At four o'clock we made out a ship in the distance, and the men started to row with all their might; and soon we were picked up by this ship. I'll never forget this sunrise; the sky clear as a glass of water, the sea calm as a mirror, and the



Titanic survivors in lifeboat

enormous icebergs surrounding us, white as swans. Then all of a sudden on the horizon these two stars, but steady stars that didn't fade and that soon appeared as ship's lights. How happy we were. You can't imagine it. God has shown miraculous **clemency** and mercy towards us.

- 5 There are still lots of details of this frightful night that would interest you, but I'll write them to you later or I'll tell you about them when I see you again, if God grants that I see you again. We are now surrounded by a thick, thick fog, and I don't know when we'll see New York.
- 6 Oh! My darling, help me to thank God for his inexpressible goodness!
- 7 My mother isn't very well today. She's beginning to feel the **fatigues** of the other night.
- 8 Naturally we've lost everything. My dresses, my hats, everything is at the bottom of the sea.
- 9 Au revoir, my dear, write me soon. Our address will be:
10 158 Archer Avenue
11 Mount Vernon
12 New York
13 With heaps of love
14 Yours as ever—Mary

Credit: The Mariners' Museum, Newport News, VA

clemency:
kindness during
punishment
clemencia: *bondad
durante un castigo*
fatigues: tiredness
fatigas: *cansancio*

Margaret Brown and Captain Rostron

1913

image

4



Known as "The Unsinkable Molly Brown," Margaret Brown was one of the passengers rescued by the *Carpathia*. After the disaster, Brown became active in efforts to raise money for impoverished survivors of the *Titanic*. She is pictured here presenting the *Carpathia*'s Captain Rostron with a trophy for his work in rescuing *Titanic*'s passengers.

Credit: Library of Congress/Prints & Photographs Division/ LC-USZ62-121013

Excerpt: “Testimony of Olaus Abelseth” from United States Senate Inquiry

May 3, 1912 (public domain)

Day 13

¹ (Testimony taken separately before Senator William Alden Smith,
chairman of the subcommittee)

² (The witness was sworn by Senator Smith.)

Senator SMITH.

³ How old are you?

Mr. ABELSETH.

⁴ Twenty-six years of age in June.

Senator SMITH.

⁵ Did you sail on the *Titanic*?

Mr. ABELSETH.

⁶ Yes.

Senator SMITH.

⁷ From what port?

Mr. ABELSETH.

⁸ From Southampton.

Senator SMITH.

⁹ Where had you been?

Mr. ABELSETH.

¹⁰ I had been in Norway. I left here last fall.

Senator SMITH.

¹¹ Where do you live now?

Mr. ABELSETH.

¹² My home is in South Dakota, where I have my homestead.

Senator SMITH.

¹³ I wish you would tell the reporter when you first knew of this collision,
and what you did, and where you were in the ship. I believe you were a
steerage passenger?

Mr. ABELSETH.

14 Yes, sir.

Senator SMITH.

15 In the forward part of the ship?

Mr. ABELSETH.

16 Yes, I was in compartment G on the ship.

Senator SMITH.

17 Go ahead and tell us just what happened.

Mr. ABELSETH.

18 I went to bed about 10 o'clock Sunday night, and I think it was about 15 minutes to 12 when I woke up; and there was another man in the same room—two of us in the same room—and he said to me, "What is that?" I said, "I don't know, but we had better get up." So we did get up and put our clothes on, and we two went up on deck in the forward part of the ship.

19 Then there was quite a lot of ice on the **starboard** part of the ship. They wanted us to go down again, and I saw one of the officers, and I said to him: "Is there any danger?" He said, "No." I was not satisfied with that, however, so I went down and told my brother-in-law and my cousin, who were in the same compartment there. They were in the same room, but they were just a little ways from where I was. I told them about what was happening, and I said they had better get up. Both of them got up and dressed, and we took our overcoats and put them on. We did not take any lifebelts with us. There was no water on the deck at that time . . .

20 . . . We all went up on deck and stayed there. We walked over to the **port** side of the ship, and there were five of us standing, looking, and we thought we saw a light.

Senator SMITH.

21 On what deck were you standing?

Mr. ABELSETH.

22 Not on the top deck, but on—I do not know what you call it, but it is the hind part, where the sitting room is; and then there is a kind of a little space in between, where they go up on deck. It was up on the boat deck, the place for the steerage passengers on the deck. We were then on the port side there, and we looked out at this light. I said to my brother-in-law: "I can see it plain, now. It must be a light."

starboard: right
estribor: derecha
port: left
babor: izquierda

Senator SMITH.

23 How far away was it?

Mr. ABELSETH.

24 I could not say, but it did not seem to be so very far. I thought I could see this mast light, the front **mast** light. That is what I thought I could see.

25 A little while later there was one of the officers who came and said to be quiet, that there was a ship coming. That is all he said . . .

26 . . . There were a lot of steerage people there that were getting on one of these cranes that they had on deck, that they used to lift things with. They can lift about two and a half tons, I believe. These steerage passengers were crawling along on this, over the railing, and away up to the boat deck. A lot of them were doing that.

Senator SMITH.

27 They could not get up there in any other way?

Mr. ABELSETH.

28 This gate was shut.

Senator SMITH.

29 Was it locked?

Mr. ABELSETH.

30 I do not know whether it was locked, but it was shut so that they could not go that way . . .

31 . . . We stayed a little while longer, . . . We were standing there looking at them lowering this boat. We could see them, some of the crew helping take the ladies in their arms and throwing them into the lifeboats. We saw them lower this boat, and there were no more boats on the port side.

32 So we walked over to the starboard side of the ship, and just as we were standing there one of the officers came up and he said just as he walked by, "Are there any sailors here?"

33 I did not say anything. I have been a fishing man for six years . . . I would have gone, but my brother-in-law and my cousin said, in the Norwegian language, as we were speaking Norwegian: "Let us stay here together." I do not know, but I think the officer wanted some help to get some of these collapsible boats out. All he said was: "Are there any sailors here?" I did not say anything, but I have been used to the ocean for a long time. I

mast: ship's tall pole
mástil: palo de una embarcación

commenced to work on the ocean when I was 10 years old with my dad fishing. I kept that up until I came to this country.

- 34 Then we stayed there, and we were just standing still there. We did not talk very much. Just a little ways from us I saw there was an old couple standing there on the deck, and I heard this man say to the lady, "Go into the lifeboat and get saved." . . . She replied: "No, let me stay with you." I could not say who it was, but I saw that he was an old man. I did not pay much attention to him, because I did not know him.
- 35 I was standing there, and I asked my brother-in-law if he could swim and he said no. I asked my cousin if he could swim and he said no. So we could see the water coming up, the bow of the ship was going down, and there was a kind of an explosion. We could hear the popping and cracking, and the deck raised up and got so steep that the people could not stand on their feet on the deck. So they fell down and slid on the deck into the water right on the ship. Then we hung onto a rope in one of the davits. We were pretty far back at the top deck.
- 36 My brother-in-law said to me, "We had better jump off or the suction will take us down." . . . So, then, it was only about 5 feet down to the water when we jumped off. It was not much of a jump. Before that we could see the people were jumping over. There was water coming onto the deck, and they were jumping over, then, out in the water.
- 37 My brother-in-law took my hand just as we jumped off; and my cousin jumped at the same time. When we came into the water, I think it was from the suction—or anyway we went under, and I swallowed some water. I got a rope tangled around me, and I let loose of my brother-in-law's hand to get away from the rope. I thought then, "I am a goner." That is what I thought when I got tangled up in this rope. But I came on top again, and I was trying to swim, and there was a man—lots of them were floating around—and he got me on the neck like that (*illustrating*) and pressed me under, trying to get on top of me. I said to him, "Let go." Of course, he did not pay any attention to that, but I got away from him. Then there was another man, and he hung on to me for a while, but he let go. Then I swam; I could not say, but it must have been about 15 or 20 minutes. It could not have been over that. Then I saw something dark ahead of me. I did not know what it was, but I swam toward that, and it was one of those collapsible boats.

- 38 When we jumped off the ship, we had life preservers on. There was no suction from the ship at all. I was lying still, and I thought “I will try to see if I can float on the lifebelt without help from swimming,” and I floated easily on the lifebelt.
- 39 When I got on this raft or collapsible boat, they did not try to push me off and they did not do anything for me to get on. All they said when I got on there was, “Don’t capsize the boat.” So I hung onto the raft for a little while before I got on.
- 40 Some of them were trying to get up on their feet. They were sitting down or lying down on the raft. Some of them fell into the water again. Some of them were frozen; and there were two dead, that they threw overboard.
- 41 I got on this raft or collapsible boat and raised up, and then I was continually moving my arms and swinging them around to keep warm. There was one lady aboard this raft, and she got saved. I do not know her name. I saw her on board the *Carpathia*, but I forgot to ask her name. There were also two Swedes, and a first class passenger—I believe that is what he said—and he had just his underwear on. I asked him if he was married, and he said he had a wife and child. There was also a fireman named Thompson on the same raft. He had burned one of his hands. Also there was a young boy, with a name that sounded like Volunteer. He was at St. Vincent’s Hospital afterwards. Thompson was there, too.
- 42 The next morning we could see some of the lifeboats. One of the boats had a sail up, and he came pretty close, and then we said, “One, two, three”: we said that quite often. We did not talk very much, except that we would say, “One, two, three,” and scream together for help . . .
- . . . Senator SMITH.
- 43 Did you see any icebergs on that morning?
- Mr. ABELSETH.
- 44 We saw three big ones. They were quite a ways off.
- Senator SMITH.
- 45 I want to direct your attention again to the steerage. Do you think the passengers in the steerage and in the bow of the boat had an opportunity to get out and up on the decks, or were they held back?
- Mr. ABELSETH.
- 46 Yes, I think they had an opportunity to get up.

Senator SMITH.

47 There were no gates or doors locked, or anything that kept them down?

Mr. ABELSETH.

48 No, sir; not that I could see.

Senator SMITH.

49 You said that a number of them climbed up one of these cranes?

Mr. ABELSETH.

50 That was on top, on the deck; after they got on the deck. That was in order to get up on this boat deck.

Senator SMITH.

51 Onto the top deck?

Mr. ABELSETH.

52 Onto the top deck; yes. But down where we were, in the rooms, I do not think there was anybody that held anybody back.

Senator SMITH.

53 You were not under any restraint? You were permitted to go aboard the boats the same as other passengers?

Mr. ABELSETH.

54 Yes, sir.

Senator SMITH.

55 Do you think the steerage passengers in your part of the ship all got out?

Mr. ABELSETH.

56 I could not say that for sure; but I think the most of them got out.

Senator SMITH.

57 Did that part of the ship fill rapidly with water?

Mr. ABELSETH.

58 Oh, yes; I think that filled up; yes. There was a friend of mine told me that he went back for something he wanted, and then there was so much water there that he could not get to his room . . .

Molly Brown's Claim for Property Lost Aboard the *Titanic*

1913

M. Brown	SCHEDULE A.
Street furs	\$ 300.00
Ermine Collarette	75.00
Ermine Opera Cape	500.00
Brussels Lace Gown	375.00
Persian Over dress	175.00
6 Dinner Gowns (\$75 each)	450.00
Green Lace Gown	175.00
1 Sealskin Jacket	700.00
4 Gowns (\$200 each)	800.00
1 necklace	20000.00
Odd laces	200.00
1 Pearl Brooch	150.00
14 hats	225.00
6 lace shirtwaists,	\$75.00
6 Embroidered waists, lace	140.00
Silk hosiery	75.00
Lingerie	300.00
Souvenirs (Egypt)	500.00
3 crates ancient models for Denver Museum	500.00
2 Japanese Kimonos	50.00
1 Black Satin Gown	150.00
1 blue and white serge gown	75.00
3 satin evening gowns	450.00
1 Irish lace gown	150.00
3 dozen gloves	50.00
1 hat	35.00
6 shoes (10 Each)	50.00
4 tailored gowns and 2 coats	500.00
3 shoes	35.00
1 evening wrap	150.00
4 Evening slippers	15.00
Brown velvet gown	200.00
Brown velvet coat	100.00
2 black gowns	150.00
	<u>\$27887.00</u>

Credit: The National Archives and Records Administration

Excerpt: Chapter 7—“There Is Your Beautiful Nightdress Gone” from *A Night to Remember*

Author: Walter Lord

Publisher: Henry Holt and Company, LLC, New York, NY

Published: 1955

- ¹ As the sea closed over the *Titanic*, Lady Cosmo Duff Gordon in Boat 1 remarked to her secretary Miss Francatelli, “There is your beautiful nightdress gone.”
- ² A lot more than Miss Francatelli’s nightgown vanished that April night. Even more than the largest liner in the world, her cargo, and the lives of 1,502 people.
- ³ Never again would men fling a ship into an ice field, heedless of warnings, putting their whole trust in a few thousand tons of steel and rivets. From then on Atlantic liners took ice messages seriously, steered clear, or slowed down. Nobody believed in the “unsinkable ship.”
- ⁴ Nor would icebergs any longer prowl the seas untended. After the *Titanic* sank, the American and British governments established the International Ice Patrol, and today Coast Guard **cutters** shepherd errant icebergs that drift toward the steamer lanes. The winter **lane** itself was shifted further south, as an extra precaution.
- ⁵ And there were no more liners with only part-time wireless. Henceforth every passenger ship had a 24-hour radio watch. Never again could the world fall apart while a Cyril Evans lay sleeping off-duty only ten miles away.
- ⁶ It was also the last time a liner put to sea without enough lifeboats. The 46,328-ton *Titanic* sailed under hopelessly outdated safety regulations. An absurd formula determined lifeboat requirements: all British vessels over 10,000 tons must carry 16 lifeboats with a capacity of 5,500 cubic feet, plus enough rafts and floats for 75 percent of the capacity of the lifeboats.
- ⁷ For the *Titanic* this worked out at 9,625 cubic feet. This meant she had to carry boats for only 962 people. Actually, there were boats for

cutters: ships belonging to the branch of the armed forces that enforces U.S. laws on the seas

guardacostas: barcos de las fuerzas armadas de EE.UU. que hacen cumplir las leyes

lane: path of travel for boats

carril: camino para los barcos

1,178—the White Star Line complained that nobody appreciated their thoughtfulness. Even so, this took care of only 52 percent of the 2,207 people on board, and only 30 percent of her total capacity. From then on the rules and formulas were simple indeed—lifeboats for everybody.

- 8 And it was the end of class distinction in filling the boats. The White Star Line always denied anything of the kind—and the investigators backed them up—yet there’s overwhelming evidence that the steerage took a beating: Daniel Buckley kept from going into First Class . . . Olaus Abelseth released from the poop deck as the last boat pulled away . . . Steward Hart convoying two little groups of women topside, while hundreds were kept below . . . steerage passengers crawling along the crane from the well deck aft . . . others climbing vertical ladders to escape the well deck forward.
- 9 Then there were the people Colonel Gracie, Lightoller and others saw surging up from below, just before the end. Until this moment Gracie was sure the women were all off—they were so hard to find when the last boats were loading. Now, he was **appalled** to see dozens of them suddenly appear. The statistics suggest who they were—the Titanic’s casualty list included four of 143 First Class women (three by choice) . . . 15 of 93 Second Class women . . . and 81 of 179 Third Class women.
- 10 Not to mention the children. Except for Lorraine Allison, all 29 First and Second Class children were saved, but only 23 out of 76 steerage children.
- 11 Neither the chance to be **chivalrous** nor the fruits of chivalry seemed to go with a Third Class passage.
- 12 It was better, but not perfect, in Second Class. Lawrence Beesley remembered an officer stopping two ladies as they started through the gate to First Class. “May we pass to the boats?” they asked.
- 13 “No, madam; your boats are down on your own deck.”
- 14 In fairness to the White Star Line, these distinctions grew not so much from set policy as from no policy at all. At some points the crew barred the way to the Boat Deck; at others they opened the gates but didn’t tell anyone; at a few points there were well-meaning efforts to guide the steerage up. But generally Third Class was left to shift for itself. A few of the more enterprising met the challenge, but most milled helplessly about their quarters—ignored, neglected, forgotten.

appalled: shocked and disgusted
consternado: asombrado y asqueado

chivalrous: brave and honorable
caballeroso: valiente y honorable

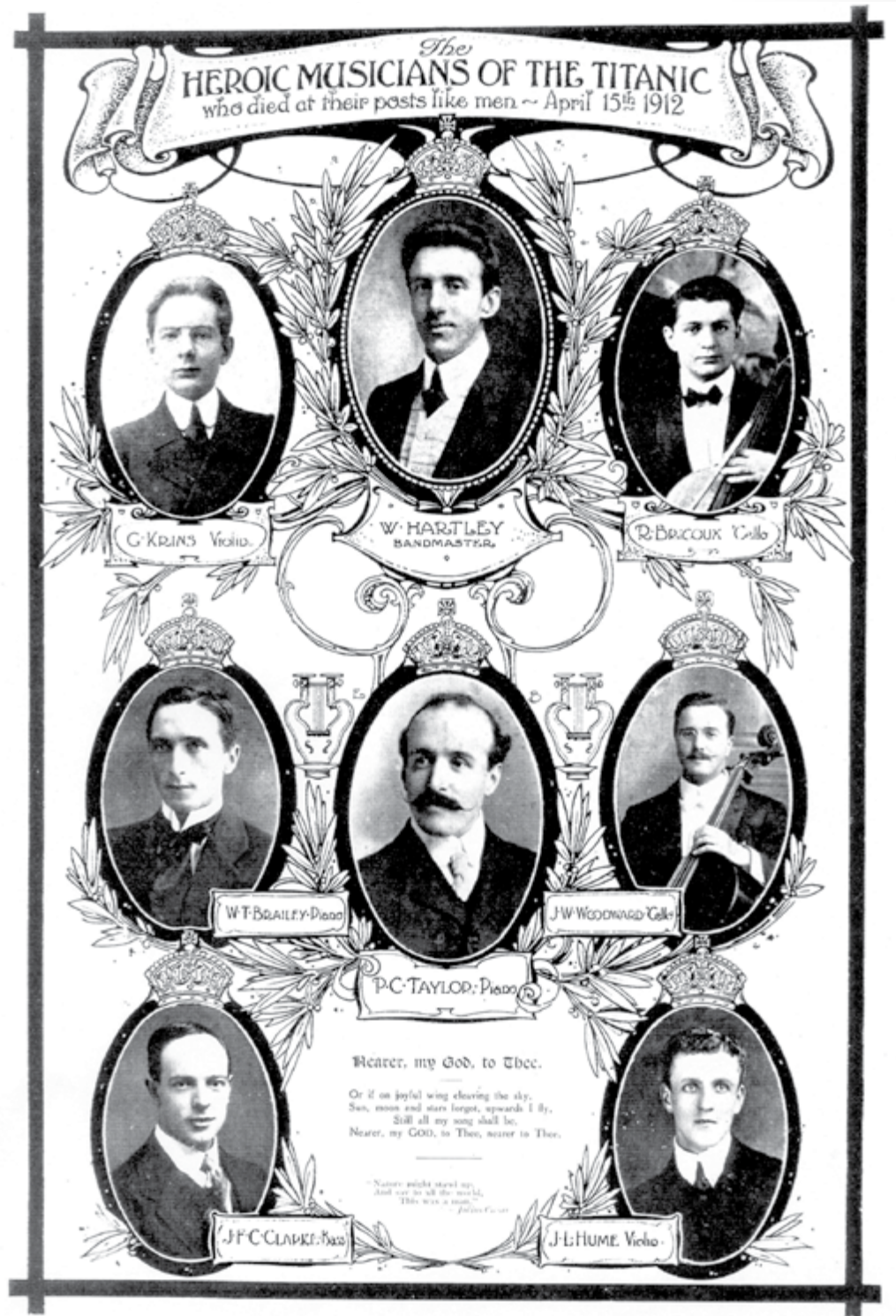
- ¹⁵ If the White Star Line was indifferent, so was everybody else. No one seemed to care about Third Class—neither the press, the official Inquiries, nor even the Third Class passengers themselves.
- ¹⁶ In covering the *Titanic*, few reporters bothered to ask the Third Class passengers anything. The *New York Times* was justly proud of the way it handled the disaster. Yet the famous issue covering the *Carpathia*'s arrival in New York contained only two interviews with Third Class passengers. This apparently was par for the course—of 43 survivor accounts in the *New York Herald*, two again were steerage experiences.
- ¹⁷ Certainly their experiences weren't as good copy as Lady Cosmo Duff Gordon (one New York newspaper had her saying, "The last voice I heard was a man shouting, 'My God, my God!'"). But there was indeed a story. The night was a magnificent confirmation of "women and children first," yet somehow the loss rate was higher for Third Class children than First Class men. It was a contrast which would never get by the social consciousness (or news sense) of today's press.
- ¹⁸ Nor did Congress care what happened to Third Class. Senator Smith's *Titanic* investigation covered everything under the sun, including what an iceberg was made of ("Ice," explained Fifth Officer Lowe), but the steerage received little attention. Only three of the witnesses were Third Class passengers. Two of these said they were kept from going to the Boat Deck, but the legislators didn't follow up. Again, the testimony doesn't suggest any deliberate hush-up—it was just that no one was interested.
- ¹⁹ The British Court of Enquiry was even more **cavalier**. Mr. W. D. Harbinson, who officially represented the Third Class interests, said he could find no trace of discrimination, and Lord Mersey's report gave a clean bill of health—yet not a single Third Class passenger testified . . .

Excerpt "Chapter 7, pages 87–91," from the book *A Night to Remember* by Walter Lord. Copyright © 1955, 1983 by Walter Lord. Used by permission of Henry Holt and Company, LLC.

cavalier:
unconcerned
arrogante:
desdeñosa

Amalgamated Musicians Union Poster

1912



Many survivors recall that the band calmly played while the ocean liner sank under them. This poster honoring the "heroic musicians" sold 80,000 copies. The money from its sale was given to the Titanic Convalescent Home.

Excerpts from various public domain sources: Final Wireless Transmissions Aboard the RMS *Titanic*

April 14, 1912; 1.40 pm

SS *Baltic* to RMS *Titanic*:

- 1 Captain Smith, *Titanic*. Have had moderate variable winds and clear fine weather since leaving. Greek steamer *Athenai* reports passing icebergs and large quantity of field ice today in latitude 41.51 N, longitude 49.52 W. Last night we spoke (with) German oil tanker *Deutschland*, Stettin to Philadelphia, not under control, short of coal; latitude 40.42 N, longitude 55.11 W. Wishes to be reported to New York and other steamers. Wish you and “*Titanic*” all success.

April 14, 1912; 7.30 pm

SS *Antillian* to RMS *Titanic*:

- 2 “6.30 p.m., apparent time, ship; latitude 42.3 N, longitude 49.9 W. Three large bergs five mile to southward of us.”

April 14, 1912; 9:30 pm

SS *Mesaba* to RMS *Titanic* and All Eastbound Ships:

- 3 Ice report: In latitude 42 N to 41.25 N, longitude 49 W to 50.3 W. Saw much heavy pack ice and great number of large icebergs, also field ice. Weather good, clear.

April 14, 1912; 9.35 pm

RMS *Titanic* to SS *Mesaba*:

- 4 Received, thanks.

April 14, 1912; 9.38 pm

SS *Mesaba* to RMS *Titanic*:

- 5 Stand by.

14 April 1912; 11.00 p.m. (approx)

RMS *Californian* to RMS *Titanic*:

- 6 Say, old man, we are stopped and surrounded by ice.

14 April 1912; 11.10 p.m. (approx)

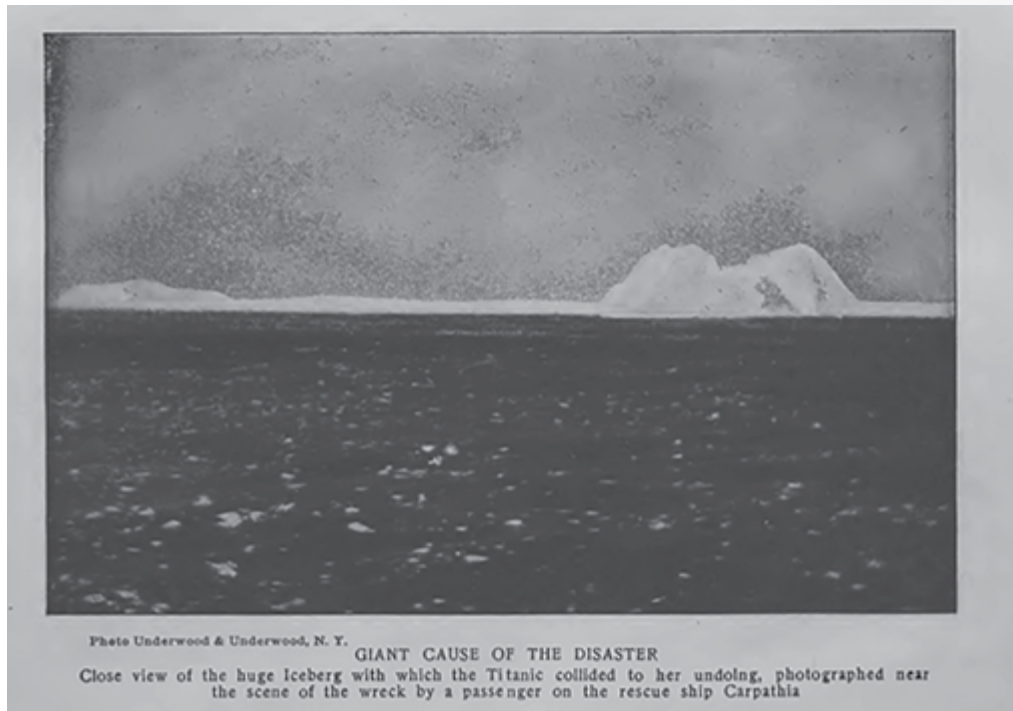
RMS *Titanic* to RMS *Californian*:

- 7 Keep out! Shut up, shut up! I am busy, I am working Cape Race.

14 April 1912; 11.15 p.m. (approx)

RMS *Titanic* to Cape Race, Newfoundland:

- 8 Sorry, please repeat. Jammed.



GIANT CAUSE OF THE DISASTER

Close view of the huge Iceberg with which the *Titanic* collided to her undoing, photographed near the scene of the wreck by a passenger on the rescue ship *Carpathia*
Credit: Underwood & Underwood, N.Y.

15 April 1912; 12.15 a.m.

RMS *Titanic* to Any Ship:

- 9 **CQD *Titanic* 41.44 N 50.24 W [CQD means distress]**

15 April 1912; 12.17 a.m.

RMS *Titanic* to Any Ship:

- 10 **CQD CQD SOS *Titanic* Position 41.44 N 50.24 W. Require immediate assistance. Come at once. We struck an iceberg. Sinking.**

15 April 1912; 12.20 a.m.

RMS *Titanic* to RMS *Carpathia*:

- 11 **Come at once. We have struck a berg. It's a CQD, old man. Position 41.46 N 50.14 W**

15 April 1912; 12.21 a.m.

RMS *Carpathia* to RMS *Titanic*:

- 12 **I say old man, do you know there is a batch of messages coming through for you from MCC?**

15 April 1912; 12.22 a.m.

RMS *Titanic* to RMS *Carpathia*:

- 13 **CQD CQD**

15 April 1912; 12.25 a.m.

RMS *Carpathia* to RMS *Titanic*:

- 14 **Shall I tell my captain? Do you require assistance?**

15 April 1912; 12.26 a.m.

RMS *Titanic* to RMS *Carpathia*:

- 15 **Yes, come quick!**

15 April 1912; 12.32 a.m.

RMS *Carpathia* to RMS *Titanic*:

- 16 **Putting about and heading for you.**

15 April 1912; 12.40 a.m.

RMS *Titanic* to RMS *Carpathia*:

- 17 **SOS Titanic sinking by the head. We are about all down. Sinking . . .**

Titanic Deck

circa 1912



Credit: Roger Viollet/Getty Images

This passage is from a book of true stories from the Titanic, published just after the ship sank in 1912. This is the story of a man who survived the disaster by changing his clothes.

Excerpt: Chapter 6—“Women and Children First!” from *Sinking of the Titanic and Great Sea Disasters*

Editor: Logan Marshall

Publisher: L.T. Myers, Philadelphia, PA

Published: 1912 (public domain)

1 .. THE COWARD

2 Somewhere in the shadow of the appalling Titanic disaster slinks—still living by the **inexplicable** grace of God—a **cur** in human shape, to-day the most despicable human being in all the world.

3 In that grim midnight hour, already great in history, he found himself hemmed in by the band of heroes whose **watchword** and **countersign** rang out across the deep—“Women and children first!”

4 What did he do? He **scuttled** to the stateroom deck, put on a woman’s skirt, a woman’s hat and a woman’s veil, and picking his crafty way back among the brave and **chivalric** men who guarded the rail of the doomed ship, he **filched** a seat in one of the life-boats and saved his skin.

5 His name is on that list of branded rescued men who were neither picked up from the sea when the ship went down nor were in the boats under orders to help get them safe away. His identity is not yet known, though it will be in good time. So foul an act as that will out like murder.

6 The eyes of strong men who have read this crowded record of golden deeds, who have read and re-read that deathless **roll** of honor of the dead, are still wet with tears of pity and of pride. This man still lives. Surely he was born and saved to set for men a new standard by which to measure **infamy** and shame.

7 It is well that there was sufficient heroism on board the Titanic to neutralize the horrors of the cowardice. When the first order was given for

inexplicable:
impossible to explain

inexplicable:
imposible de explicar

cur: dog
chucho: perro

watchword: saying
consigna: dicho

countersign:
answering password

santo y seña:
contraseña

scuttled: hurriedly ran

huyó: corrió deprisa

chivalric:

honorable

caballerosos:
honorables

filched: stole
hurtó: robó

roll: list

relación: lista

infamy: fame achieved through bad deeds

infamia: fama lograda con malas acciones

the men to stand back, there were a dozen or more who pushed forward and said that men would be needed to row the life-boats and that they would volunteer for the work.

- 8 The officers tried to pick out the ones that volunteered merely for service and to eliminate those who volunteered merely to save their own lives. This elimination process however, was not wholly successful . . .
-

Adapted Version

- 9 Somewhere in the shadow of the appalling *Titanic* disaster slinks a dog in human shape—the most despicable human being in all the world.
- 10 In that grim midnight hour, already legendary, he found himself hemmed in by the band of heroes whose watchword rang out across the ocean—
"Women and children first!"
- 11 What did he do? He scuttled to the stateroom deck, put on a woman's skirt, a woman's hat and a woman's veil, and picking his crafty way back among the brave and chivalrous men who guarded the rail of the doomed ship, he stole a seat in one of the life-boats and saved his skin.
- 12 His name is on that list of branded rescued men who were neither picked up from the sea when the ship went down nor were in the boats under orders to help get them safe away. His identity is not yet known, though it will be in good time. So foul an act as that cannot be hidden; it will be revealed like murder.
- 13 The strong men who have read this lengthy record of excellent deeds, who have read and re-read that immortal honor roll of the dead, are still wet with tears of pity and of pride. Yet this man still lives. Surely he was born and saved to set for men a new standard by which to measure dishonor and shame.
- 14 It is good that there was ample heroism on board the *Titanic* to balance the horrors of the cowardice. When the first order was given for the men to stand back, there were a dozen or more who pushed forward and said that men would be needed to row the life-boats and that they would volunteer for the work.

- ¹⁵ The officers tried to pick out the ones that volunteered merely for service and to eliminate those who volunteered merely to save their own lives. This elimination process however, was not wholly successful.
-

Paraphrased Version

- ¹⁶ The story of the most disgraceful man in the world comes out of the *Titanic's* shadow.
- ¹⁷ As midnight approached, the *Titanic* was sinking, and brave men were shouting, "Women and children first!" What did this man do while all this was happening? Instead of helping fellow passengers, he went to the stateroom deck and put on a woman's skirt, hat, and veil. He then snuck back to the ship's rail in this disguise and was seated on one of the lifeboats by the brave men who were helping the women and children. He saved himself.
- ¹⁸ No one knows who he is yet, though they will soon. Something that disgusting cannot be hidden. Tears are still fresh for the brave men who died during this disaster, and this man lives. Maybe he was saved for one purpose, to serve as a new standard for everyone to measure dishonor and shame.
- ¹⁹ There were heroes onboard the *Titanic*, and there were people who were not as courageous. Officers tried to pick volunteers to row the lifeboats who truly wanted to help save the lives of others. They tried not to pick people who only volunteered for the purpose of saving their own lives. As it turned out, this process of trying to keep people with selfish intentions from rowing the lifeboats was not always successful.
-

Fragmento: “Capítulo VI: ¡Las mujeres y los niños primero!” de *El hundimiento del Titanic y los grandes desastres marinos*

Editor: Logan Marshall, 1912

Capítulo 6. “¡Las mujeres y los niños primero!”

Editorial: L.T. Myers, Philadelphia, PA

Año de publicación: 1912 (dominio público)

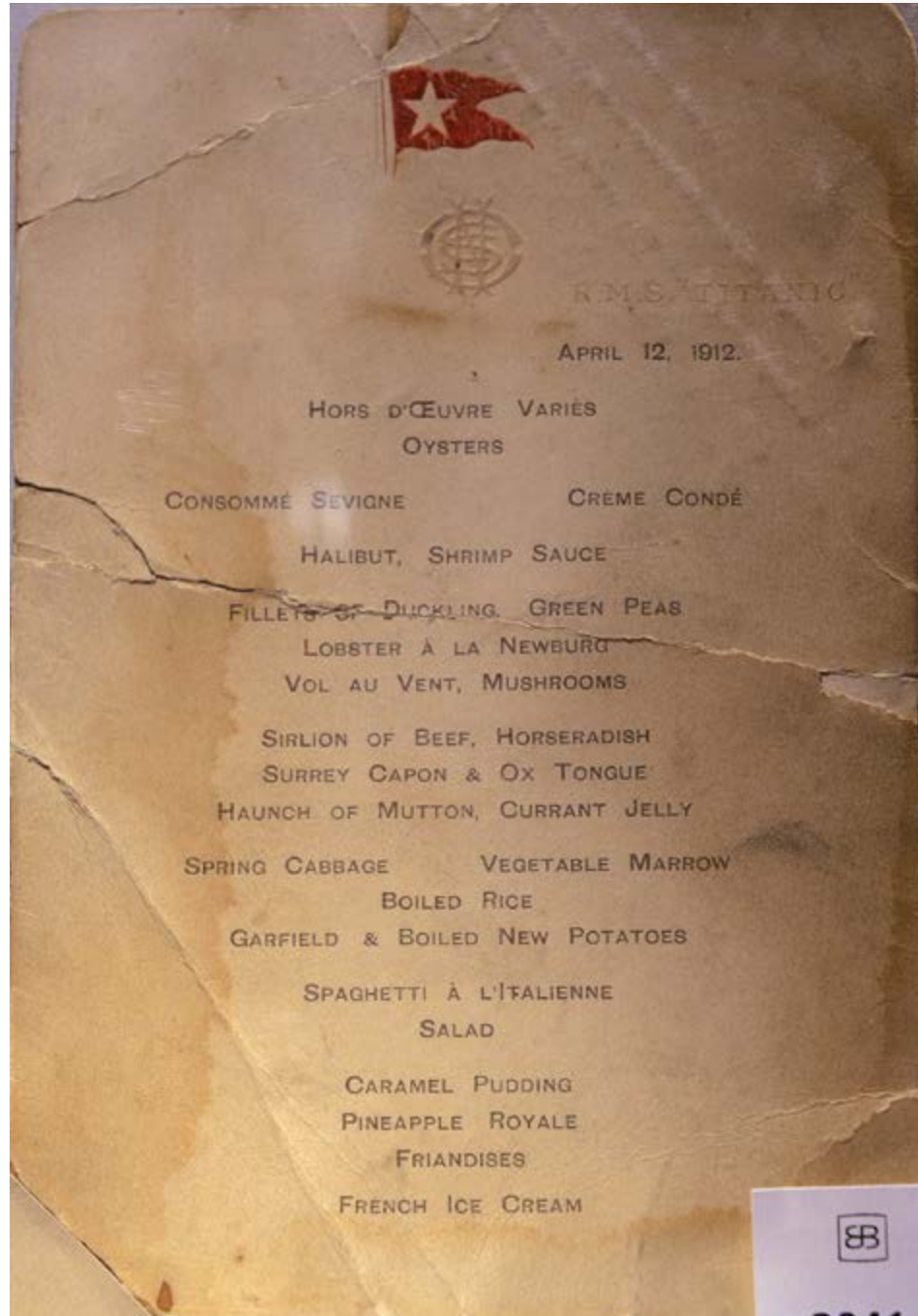
Versión Parafraseada

Traducción de la versión parafraseada del texto original en inglés editado por Logan Marshall

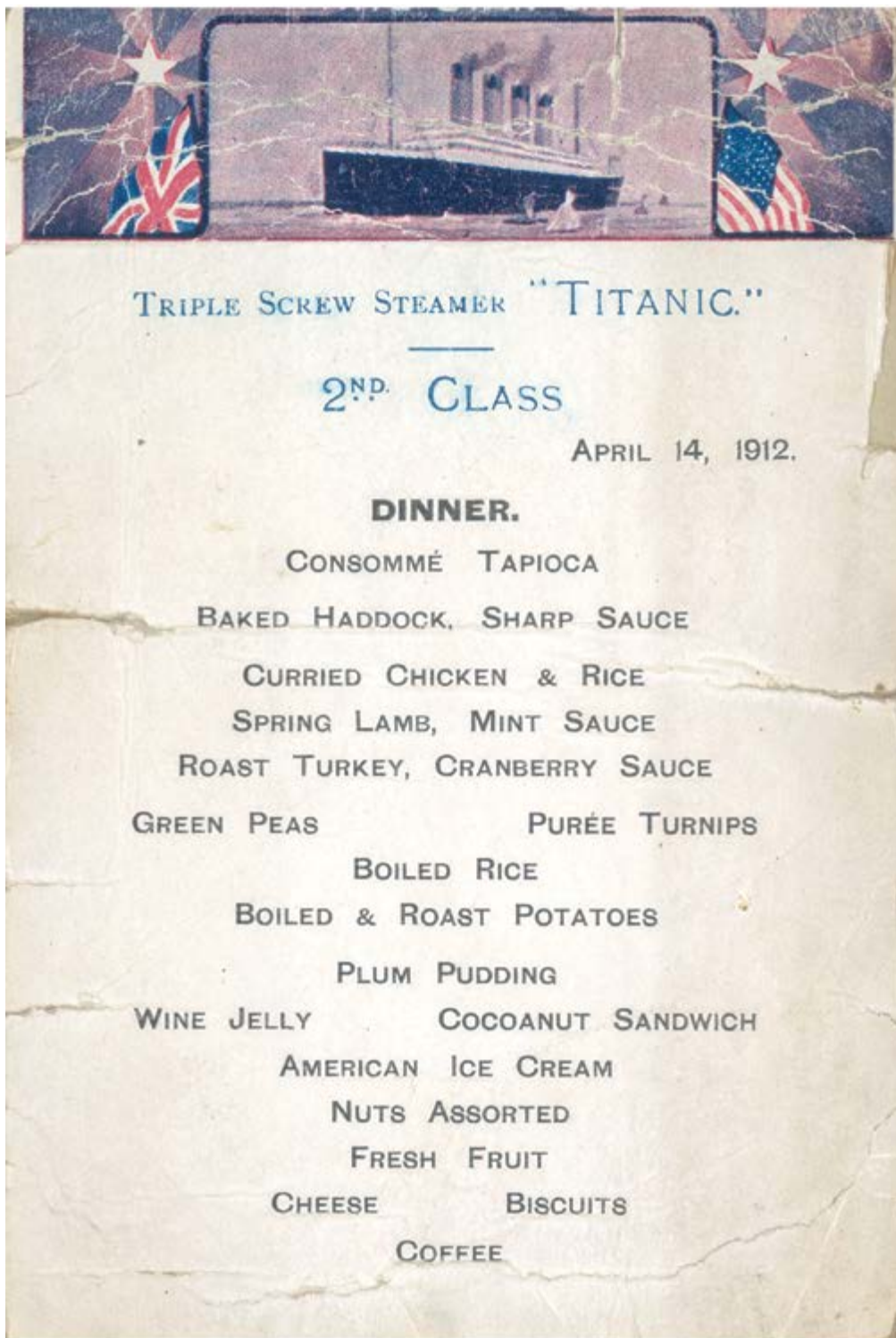
- ²⁰ La historia del hombre más indigno del mundo surge a la sombra del *Titanic*.
- ²¹ Se acercaba la medianoche, el *Titanic* se estaba hundiendo y los hombres valientes gritaban “¡Las mujeres y los niños primero!” ¿Qué hizo este hombre mientras todo esto sucedía? En vez de ayudar a los otros pasajeros, se fue a la cubierta de camarotes, se puso una falda, un sombrero y velo de mujer. Disfrazado, se coló de nuevo en la borda del barco y consiguió que los valientes que estaban ayudando a las mujeres y los niños le dieran lugar en uno de los botes salvavidas. Se salvó.
- ²² Nadie sabe todavía quién es, pero pronto lo sabrán. Algo tan asqueroso no se puede esconder. Todavía están frescas las lágrimas por los valientes que murieron en este desastre y este hombre vive. Tal vez se salvó por una razón: para ser el estándar con el que se mida el deshonor y la vergüenza.
- ²³ Había héroes a bordo del *Titanic* y había otros que no eran tan valerosos. Los oficiales trataron de escoger voluntarios para remar en los botes salvavidas que de verdad quisieran salvar las vidas de los demás. Trataron de no escoger a quienes se ofrecían como voluntarios con el propósito de salvar su propia vida. Pero este proceso de tratar de evitar que las personas con intenciones egoístas remaran en los botes salvavidas no siempre funcionó.

Three Menus: First-Class, Second-Class, Third-Class (Steerage)

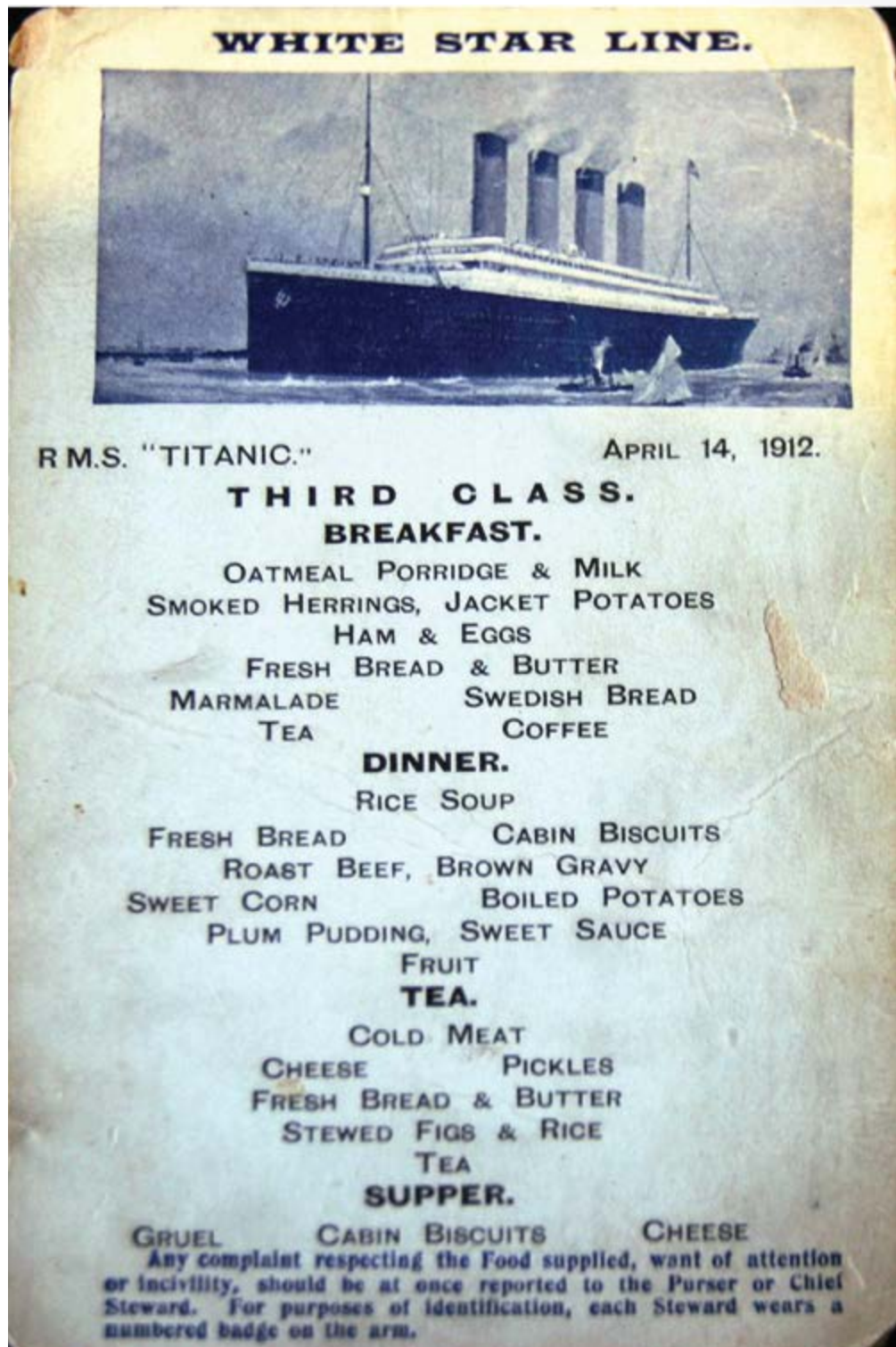
1912



First-Class Menu



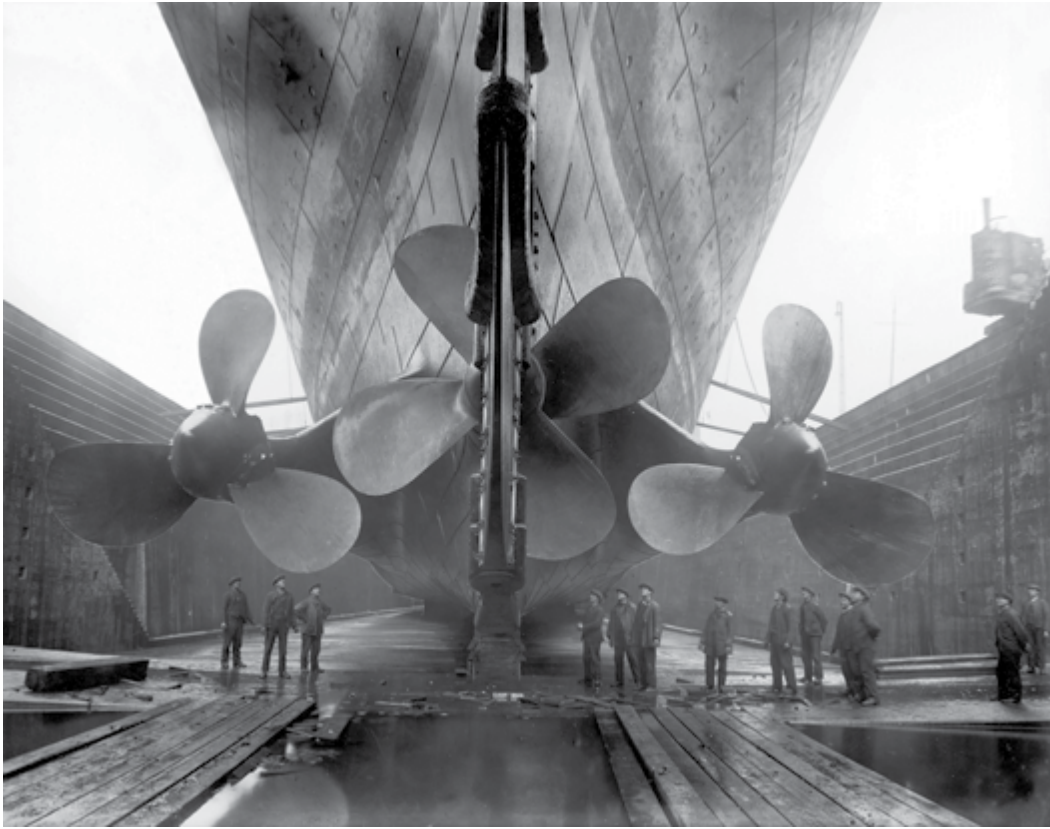
Second-Class Menu



Third-Class (Steerage) Menu

Credits: First Class Menu: EMMANUEL DUNAND/AFP/Getty Images. Second Class Menu: © National Maritime Museum, Greenwich, London. Third Class Menu: AP Photo/Chitose Suzuki

The shipbuilding company that created the Titanic, Harland & Wolff, was located in Belfast, Ireland. The people of Belfast were immensely proud to be building the largest and most luxurious ship the world had ever seen, and they were equally devastated when the unsinkable ship sank.



Titanic in dry dock

Untitled Poem

Author: Anonymous

*Read at the Titanic Memorial Dedication in Belfast, Ireland – June 1920
(public domain)*

- ¹ It was my own men who built her, the mighty ship of pride,
- ² To take the seas with strength and grace, a new Atlantic bride.
- ³ I sat, the lusty city, snug between sea and shore,
- ⁴ And clear above my clatt'ring streets, above my workshops' roar,
- ⁵ I listened too the iron's clang that sang how fast she grew;
- ⁶ My own men built her, heads and hands, they built her stout and true.

7 It was my own men sent her, the greatest ship of all,
8 To fight the seas for mastery and brave the winds at call.
9 There fell a sudden silence. My busy **lough** at gaze
10 Held breath to watch her stir and move and glide along the ways.
11 Then loud from all my people there rose a triumph cry;
12 Their thundered praise of her and me flung challenge to the sky.
13 It was my own men built her, the fated ship of woe,
14 That fell with snapped and maiden sword before an ambushed foe.
15 I sat, the **stricken** city, bruised between grief and shame,
16 Until I caught a healing thought to sear my wound with flame:
17 High among all heroic souls upon the death-bound deck,
18 Those men of mine who died with her snatched honour from the wreck.
19 Those men of mine who sailed with her and share her trackless grave,
20 Send home to mend my tattered pride the glory of the brave.
21 I weep, the mother city, unshamed to all the world;
22 My own men **wrought**, my own men died, my flag is yet unfurled.
23 And proudly in my proudest place be set my people's sign
24 How gain was **wrested** out of loss and courage still is mine.

lough: lake

lago: lago

stricken: deeply
troubled

afligido:
profundamente
preocupado

wrought: created

originado: creado

wrested: grabbed

arreatado:
agarrado

Scraping Past the Berg

Sphere

April 27, 1912

image
14



Credit: Nova Scotia Archives



“MAY BE WAIFS’ MOTHER. Mme. Navratil of Nice Believes Babies Saved from Titanic Are Hers,” from *The New York Times*

Author: Unknown

Published: April 23, 1912 (public domain)

- ¹ NICE, France. April 22.—It Is possible that the mystery of the identity of the two children answering to the names of Louis and Lolo, who were saved from the Titanic, may soon be cleared up. Mme. Navratil, the wife of a tailor living here, declares that she recognizes her two children in the description of the little ones.
- ² She is separated from her husband, who a month ago, she says, took the children and disappeared after telling friends that he was going to America. The children were traveling with a man named Hoffman, who is said to have been a friend of Navratil's. A request has been sent to New York for photographs of the children.
- ³ The two French waifs are now in the care of Miss Margaret Hayes of West

waifs: homeless
children
niño de la calle:
niño sin hogar

Eighty-fourth Street, the self-appointed guardian of the children, one of whom is about 4 years of age, and the other 8. The children were found wrapped in a blanket in one of the Titanic's lifeboats.

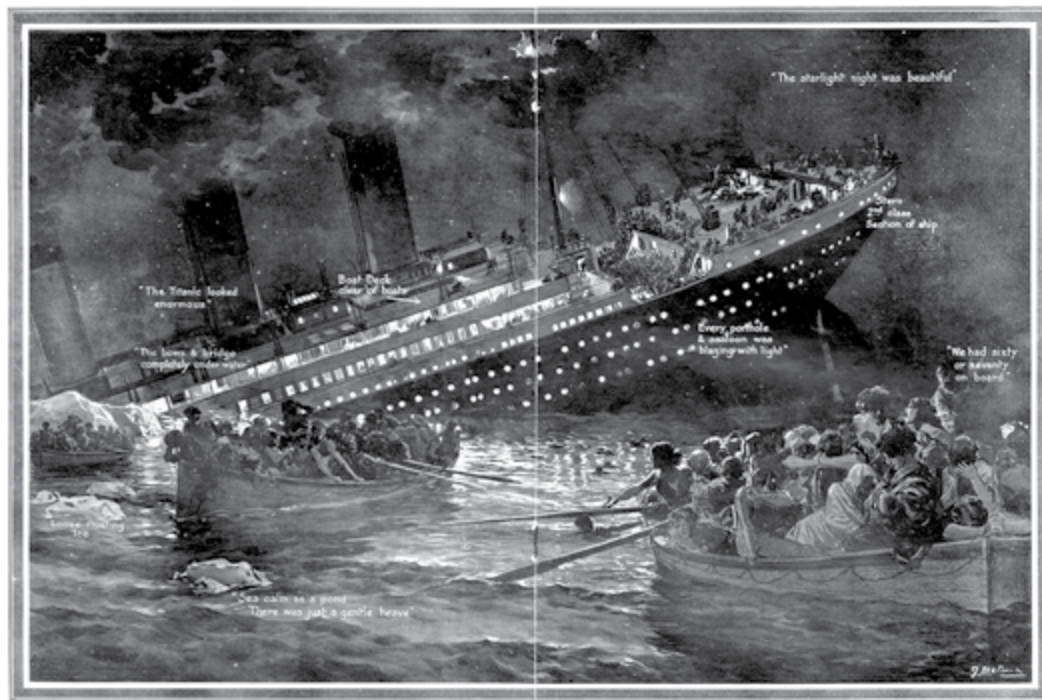
- 4 According to stories told by survivors a man passed the children into the boat just as it was leaving the side of ship. Officers stepped forward to prevent his taking a place in the boat, but he declared that he did not wish to go, asking that the children be taken, as their mother was waiting for them. The man may have been Hoffman, and the list of second cabin passengers included a Mr. Hoffman and two children named Hoffman. The man was not saved.

How the "Titanic" Gradually Sank Bow First with Her Lights Blazing to the Last

Sphere

April 27, 1912

DIAGRAM III.—HOW THE "TITANIC" GRADUALLY SANK BOW FIRST WITH HER LIGHTS BLAZING TO THE LAST.



Credit: Nova Scotia Archives

image
16

Discovery of the *Titanic*

Author: Lapham's Quarterly editors

2014

- ¹ Just after midnight on September 1, 1985, the explorers aboard the research boat *Knorr* settled into their positions. Some slept; two men watched a video feed of the ocean floor below them; Lieutenant George Rey monitored the sonar; and the leader of their expedition, Robert Ballard, laid down in his bunk with a book. The twenty-five person crew was looking for the *Titanic*. They knew somewhere in the North Atlantic lay the sunken wreck. But no one was certain where, and their mission was made harder still by the two and a half miles of cold, dark water separating them from the ocean floor; a distance that made it dangerous and impractical to search for the wreck in a submarine. The crew was tired and numb—for six days, they had tracked endless miles of featureless mud on the ocean floor, and they were becoming discouraged.
- ² During her tragic journey, the coordinates given by the *Titanic* in her distress call had proven incorrect, and all previous expeditions to find the remains of the famous ship had failed. Oceanographer Robert Ballard had always dreamt of finding the wreck, to him finding the *Titanic* would be like scaling a “mountain that had never been climbed.” He’d even tried to find the *Titanic* once before, in 1977, and had been unsuccessful. He wanted to try again and asked for the support of the U.S. Navy to help build underwater robotic technology he needed to find the ship. The navy agreed on the following condition: Ballard would first have to find two sunken nuclear submarines—the USS *Thresher* and the USS *Scorpion*. If he first found and photographed the lost submarines, he was then free to use the navy’s resources and underwater robots to search for the *Titanic*.
- ³ Ballard completed the navy’s assignment in late August and had just twelve days left to find the *Titanic*. He had a new search strategy—rather than looking just for the ship, he and his crew would look for a debris trail. A sinking ship leaves a path of debris, since parts of the ship break off and fragments scatter as it sinks. The *Titanic*, which sank two and a half miles below the surface of the Atlantic, would be somewhere within a huge debris field. Argo, an underwater robot fitted with cameras, glided back and forth across a 100-square-mile search area—a procedure that they called “mowing the lawn”—looking for any signs of the enormous sunken ocean liner.

- 4 Around 1 AM, Bill Lange and Stu Harris, the two crew members watching the underwater video feed, noticed something unusual on the ocean floor. Instead of mud, they began to glimpse man-made objects, wreckage, and, finally, a gigantic boiler. This evidence was unmistakable; the *Titanic* was somewhere nearby. News spread around the ship and the rest of the crew gathered excitedly around them, watching the images on screen grow more vivid. They saw the *Titanic*'s portholes, railings, and deck.
 - 5 The expedition explained a lot about the ship's sinking. Before the wreck was discovered, no one knew where the *Titanic* lay or whether she sank in one piece. For the first time in 73 years, it was evident that the ship cracked in half and her boilers could be seen embedded in the ocean's floor. After lots of cheering and clapping, the crew grew silent as the time drew nearer to 2 AM, (the hour of the ship's sinking) in remembrance of the approximately 1,500 people who died during the disaster.
 - 6 One year later, in 1986, Ballard returned to make a detailed study of the wreck from a deep-sea submarine called *Alvin*, which he had helped design. *Alvin* was small, only fitting three people, and was equipped with a titanium hull that gave her the stability to withstand the water pressure 13,000 feet below the surface. Ballard explored the ship's remains and collected photographs of her once-majestic interior—the Grand Staircase, the chandeliers, and the intricate ironwork were still in place.
 - 7 It has been estimated that, in 50 years, the hull of the *Titanic* may collapse entirely. This is partly due to damage from the many exploratory trips since Ballard's missions and partly due to iron-eating bacteria on the ship's hull. To protect the delicate remains, the R.M.S. Titanic Maritime Memorial Act was passed in 1986, which designates the wreckage an international memorial to those who lost their lives in the disaster. The act ensures that the wreckage will be used respectfully for exploration and research and will not be plundered for memorabilia.
-

The Sinking of the *Titanic*, Max Beckmann

1912–1913



Credit: The Sinking of the Titanic, 1912-13 (oil on canvas), Beckmann, Max (1884–1950) / Saint Louis Art Museum, Missouri, USA / Bequest of Morton D. May / The Bridgeman Art Library; © 2013 Artists Rights Society (ARS), New York / VG Bild-Kunst, Bonn

“Rusticles on Titanic Contain New Iron-Eating Bacteria, Study Says” from *Epoch Times*

Author: Jack Phillips

Published: December 6, 2010

- 1 Rusticles, icicle-like formations made from rusting iron, on the Titanic were discovered to contain a new form of metal-eating bacteria, according to a report on Monday.
- 2 The newly-dubbed *Halomonas titanicae* were found on the formations off in the wreckage 400 miles off the coast of Newfoundland. Rusticles are **porous** and contain a “**consortium**” of at least 27 microorganisms including the new bacteria, the study published in the Journal of Systematic and Evolutionary Microbiology said.
- 3 “In 1995, I was predicting that Titanic had another 30 years,” Henrietta Mann, adjunct professor with the Department of Civil Engineering at Dalhousie University in Nova Scotia and co-author in the study, said in a statement. “But I think it’s deteriorating much faster than that now . . . Eventually there will be nothing left but a rust stain.”
- 4 In the study, they noted that the bacteria, in **conjunction** with other organisms, could potentially and slowly destroy underwater metal structures like oil pipelines. It could also provide a new way to recycle old iron.
- 5 “It’s a natural process, recycling the iron and returning it to nature,” she added.
- 6 The wreckage was discovered around 25 years ago and is located about 2 miles underneath the ocean. In the past 98 years since the 50,000-ton ship sank, it has significantly deteriorated.
- 7 Scientists said that they are unsure if the bacteria will pose a problem to underwater structures like oil pipelines but could provide a way to recycle old, mass quantities of iron.

porous: filled with holes

poroso: lleno de agujeros

consortium: joined group

consorcio: grupo unido

conjunction: addition

conjunción: adición

- 8 “We believe *H. titanicae* plays a part in the recycling of iron structures at certain depths,” Mann and other lead researcher Dr. Bhavleen Kaur jointly stated. “This could be useful in the disposal of old naval and merchant ships and oil rigs that have been cleaned of toxins and oil-based products and then sunk in the deep ocean.”

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(www.theepochtimes.com).



Rusticles in Captain Smith's bathtub on the *Titanic*

Steamship "Titanic" Showing Length as Compared with Highest Buildings

1912



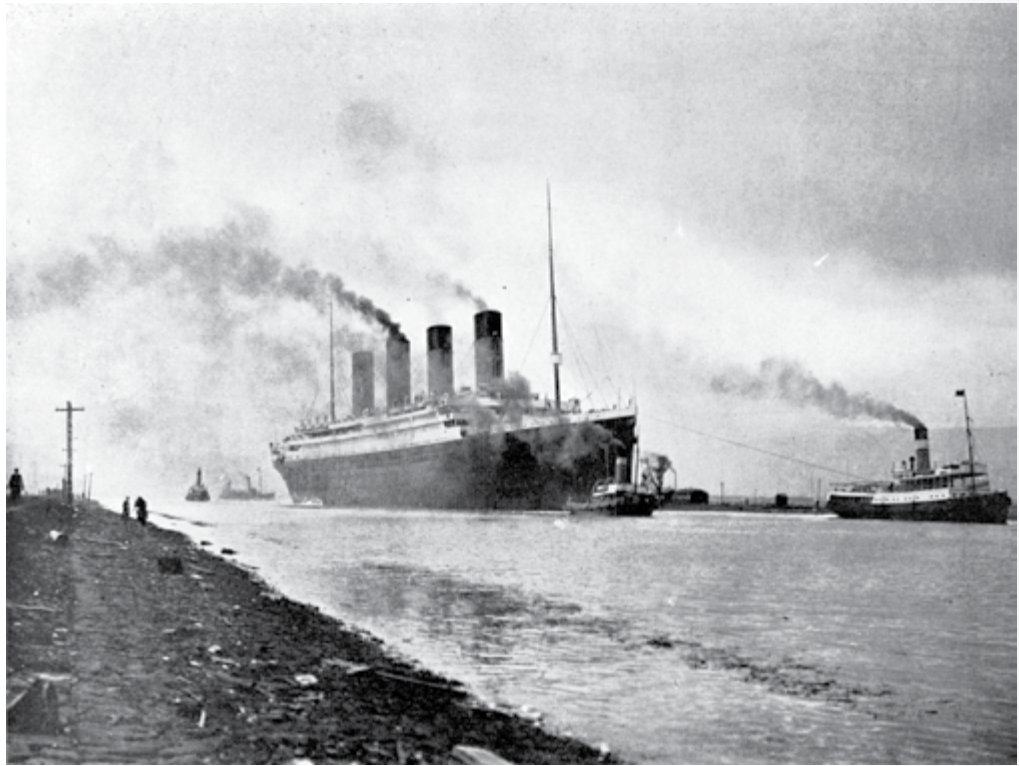
1	2	3	4	5	6	7	8	9
STEAMSHIP "TITANIC" SHOWING LENGTH AS COMPARED WITH HIGHEST BUILDINGS.								
1 Bunker Hill Monument, Boston	221 Feet High	6 White Star Line's Triple Screw Steamer	882½ Feet Long					
2 Public Buildings, Philadelphia	534 Feet High	"TITANIC"						
3 Washington Monument, Washington	555 Feet High	7 Cologne Cathedral, Cologne, Germany	516 Feet High					
4 Metropolitan Tower, New York	700 Feet High	8 Grand Pyramid, Gizeh, Africa	451 Feet High					
5 New Woolworth Building, New York	750 Feet High	9 St. Peter's Church, Rome, Italy	448 Feet High					

Illustration showing size of *Titanic* compared to the world's tallest buildings at the time, from *Sinking of the "Titanic" Most Appalling Ocean Horror* (1912) by Jay Henry Mowbray

Excerpt: “The Iceberg Was Only Part of It” from *The New York Times*

Author: William J. Broad

Published: April 10, 2012



Titanic during sea trials, April 2, 1912

- 1 What doomed the *Titanic* is well known, at least in outline. On a moonless night in the North Atlantic, the liner hit an iceberg and disaster ensued, with 1,500 lives lost.
- 2 Hundreds of books, studies and official inquiries have addressed the deeper question of how a ship that was so costly and so well built — a ship declared to be unsinkable — could have ended so terribly. The theories vary widely, placing the blame on everything from **inept** sailors to flawed rivets.
- 3 Now, a century after the liner went down in the early hours of April 15, 1912, two new studies argue that rare states of nature played major roles in the catastrophe.
- 4 The first says Earth’s nearness to the Moon and the Sun — a **proximity** not matched in more than 1,000 years — resulted in record tides that help explain why the *Titanic* encountered so much ice, including the fatal iceberg.

inept: unskilled
inepto: sin
capacitación

proximity:
closeness
proximidad:
cercanía

- 5 And a second, put forward by a Titanic historian from Britain, **contends** that the icy waters created ideal conditions for an unusual type of mirage that hid icebergs from lookouts and confused a nearby ship as to the liner's identity, delaying rescue efforts for hours.
- 6 The author, Tim Maltin, said his explanation helps remove the stain of blunder from what he regards as a tragedy.
- 7 "There were no heroes, no villains," Mr. Maltin said in an interview. "Instead, there were a lot of human beings trying to do their best in the situation as they saw it." The title of his new book, "Titanic: A Very Deceiving Night," . . . **alludes** to how mirages could have wrought **havoc** with human observations.
- 8 Scholars of the Titanic, as well as scientists, are debating the new theories. Some question whether natural factors can outweigh the significance of **ineptitude**. Others find the mirage explanation **plausible** — but only in limited scenarios. Over all, though, many experts are applauding the fresh perspectives . . .
- 9 . . . From the start, news reports and inquiries said that the ice in the North Atlantic was unusually bad that year. The New York Times, in an article shortly after the sinking, quoted United States officials as saying that the winter had produced "an enormously large crop of icebergs."
- 10 Recently, a team of researchers from Texas State University-San Marcos and Sky & Telescope magazine found an apparent explanation in the heavens. They published their findings in the magazine's April issue.
- 11 The team discovered that Earth had come unusually close to the Sun and Moon that winter, enhancing their **gravitational** pulls on the ocean and producing record tides. The rare **orbits** took place between December 1911 and February 1912 — about two months before the disaster.
- 12 The researchers suggest that the high tides refloated masses of icebergs traditionally stuck along the coastlines of Labrador and Newfoundland and sent them adrift into the North Atlantic shipping lanes.
- 13 "We don't claim that our idea is conclusive," Donald Olson, a physicist at Texas State, said in an interview. But, he added, the team continues to gather new supporting evidence.
- 14 Dr. Olson said that after the study's publication, "we found there had

contends: argues
contiene:
argumenta

alludes: indirectly
 points

alude: *señala de
 manera indirecta*

havoc: wild
 destruction
caos: *destrucción
 a lo loco*

ineptitude: lack of
 skillfulness

ineptitud: *falta de
 capacitación*

plausible:
 believable

plausible: *creíble*

gravitational: force
 created by large
 heavenly bodies

de gravedad:
*fuerza que ejercen
 los grandes
 cuerpos celestes*

orbits: circular
 paths of heavenly
 bodies

órbitas: *rutas
 circulares de los
 cuerpos celestes*

been remarkable tidal events around the globe — in England and New Zealand.” A Sydney newspaper, he noted, had a headline that told of “record tides.”

- 15 The icy waters that night created ideal conditions for an unusual kind of mirage, according to Mr. Maltin, who owns a public relations firm in London and has written three books on the Titanic. Andrew T. Young, an astronomer and mirage specialist at San Diego State University, helped him refine his theory.
- 16 Most people know mirages as natural **phenomena** caused when hot air near the Earth’s surface bends light rays upward. In a desert, the effect prompts lost travelers to mistake patches of blue sky for pools of water.
- 17 But another kind of mirage occurs when cold air bends light rays downward. In that case, observers can see objects and settings far over the horizon. The images often undergo quick distortions — not unlike the wavy reflections in a funhouse mirror.
- 18 In an interview, Mr. Maltin said he first learned of the possibility of cold mirages when reading a 1992 British inquiry on the Titanic’s sinking. It suggested that the icy waters could have cooled the adjacent air and warped images that confused the Californian, a ship nearby that could have rushed to the Titanic’s aid but instead did nothing.
- 19 Fascinated, Mr. Maltin, who sailed boats in his youth, dug into navigational records and found that both the Californian and the Titanic had moved into the icy Labrador Current that night and had encountered conditions ideal for cold mirages. He then hunted through reams of official and unofficial testimony to see what people saw — or what they thought they saw.
- 20 A drama of misperceptions **ensues**. Mr. Maltin’s book shows how mirages could have created false horizons that hid the iceberg from the Titanic’s lookouts. By this theory, the intersection of dark sea and starry sky would have looked blurry, reducing the contrast with the looming iceberg.
- 21 Mr. Maltin cites three lookouts on the Titanic who, despite the night’s remarkable clarity, testified to seeing an unusual haze on the horizon.
- 22 George Symons described the distant view as “rather hazy.”
- 23 Frederick Fleet told an official inquiry of a “slight haze” on the horizon

phenomena:
observable events
fenómenos:
eventos
observables

ensues: follows
sobreviene: sigue

before the Titanic struck the iceberg. He said it was significant enough to have discussed with a colleague.

- ²⁴ Reginald Lee, his shipmate, described the iceberg as “a dark mass that came through that haze.”
- ²⁵ Mr. Maltin suggests that the speeding Titanic would have slowed down if its crew and officers had understood how the cold night was bending light in confusing ways.
- ²⁶ As for the failed rescue, Mr. Maltin cites testimony that he sees as revealing the role of natural trickery. The Californian — a modest steamer with a small smokestack — knew the luxury liner was nearby but wrote off sightings of its lights and distress rockets.
- ²⁷ Mr. Maltin calculates that the two ships were about 10 miles apart when both stopped and began drifting in the Labrador Current. But cold mirages, he says, let the crews see the vessels as much closer — on the order of five miles. One Titanic officer said he could see the Californian’s porthole lights.
- ²⁸ This sense of closeness — as well as the funhouse distortions inherent in the play of mirages — helped create a disastrous series of false impressions, Mr. Maltin argues . . .
- ²⁹ . . The Californian’s captain, Stanley Lord, said the nearby ship seemed to be a medium-size steamer rather than a giant passenger liner bearing four huge smokestacks. “I am positive,” he testified, “it was not the Titanic.” . .
- ³⁰ . . . The Californian’s captain is often vilified as irresponsible and criminally negligent. But Mr. Maltin says Captain Lord may have genuinely mistaken the giant liner for a small ship.
- ³¹ The title for Mr. Maltin’s book comes from the concluding remarks the captain made when asked by an inquiry about the causes of the disaster.
- ³² “It was,” he replied, “a very deceiving night.”

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Cabins on the *Titanic*

1912–1913



BEDROOM OF PARLOR SUITE



SUITE BEDROOM

First Class



Second Class



Third Class

Credit: Second-class cabin: © National Museums Northern Ireland Collection Ulster Folk & Transport Museum

Letter from the Dock, Wharf, Riverside and General Workers' Union of Great Britain and Ireland

(public domain)

The author of the letter, Ben Tillett, was a politician, member of the British socialist party, union leader, and author of three books.

April 18, 1912

RESOLVED.

The Executive of the Dock, Wharf, Riverside & General Workers' Union hereby offers its sincere condolences to the **bereaved** relatives of the Third Class passengers of the S/S *Titanic*, whose tragic sinking we **deplore**. We also send our sincere regret to the relatives of the Crew, who were drowned. We also offer our strongest protest against the **wanton** and **callous** disregard of human life and the vicious class **antagonism** shown in the practical forbidding of the saving of the lives of the third-class passengers. The refusal to permit other than the first-class passengers to be saved by the boats, is in our opinion a disgrace to our common civilization.

We therefore call upon the Government and the Board of Trade to insist on the **provision** of adequate life-saving appliances in boats, rafts and belts, which shall not only provide means of safety to the passengers, but to the whole members of the ship's staff.

We express our regret that in order to save time and cost, at the risk of life, shorter and quicker routes were insisted on, in spite of the knowledge of the presence of ice.

We trust the saving of so many first-class passengers' lives will not deaden the **solicitude** of the Government for the lives of those who belong to the wage earning classes, and call upon the members of the Labour Party to force upon the Government the necessity of proper protection to the lives of all manners and all passengers, **irrespective** of class or grade.

Signed for the Executive,
BEN TILLET

resolved:

declaration of an important matter for thought and argument

resolución:

declaración de un asunto importante para pensar y discutir

bereaved:

suffering due to a death

afligido: que sufre debido a la muerte de alguien

deplore:

hate
deploramos: lamentamos

wanton: purposeful and unfair

desconsiderado: decidido e injusto

callous: cold-hearted

cruel: desalmado

antagonism:

hatred

antagonismo: odio

provision:

providing

disposición:

provisto

solicitude: concern

interés:

preocupación

irrespective:

without any judgment

independiente-mente: sin importar

•

confess: admit
confesar: admitir

compartments: rooms
compartimentos: cuartos

luxuries: great comforts
lujos: grandes comodidades

supreme: greatest
suprema: la mayor

luxuriousness: rich comfort
suntuosidad: abundante comodidad

boasting: bragging

jactancia: fanfarronería

satisfied: happy
satisfecho: contento

replied: answered
replicó: contestó

capsize: turn over
veulquen: volteen

permitted: allowed
se le permitió: lo dejaron

remarked: said
comentó: dijo

capacity: available space
capacidad: espacio disponible

formulas: step-by-step plans of action
fórmulas: planes de acción paso por paso

identity: name
identidad: nombre

triumph: victory
trunfo: victoria

tattered: torn
andrajoso: destrozado

monitored: looked closely at
vigilaba: miraba con atención

debris: broken pieces
restos: pedazos rotos

mass: solid shape
masa: forma sólida

theories: ideas
teorías: ideas

catastrophe: disaster
catástrofe: desastre

masses: large groups
masas: grupos grandes

theory: idea
teoría: idea

cites: uses as evidence
cita: usa como prueba

haze: fog
bruma: niebla

••

reconstruction: re-creation
reconstrucción: repetición

trivial: unimportant
trivial: sin importancia

affairs: business
asuntos: negocios

haggle: arguments over price
regateo: discusión sobre el precio

visitation: punishing disaster
aparición: desastre castigador

transactions: dealings
transacciones: tratos

perspective: point of view
perspectiva: punto de vista

profoundly: deeply
profundamente: hondamente, intensamente

unconfessing: secretive
encubridor: callado

expedition: speeding up
rapidez: aumento de la velocidad

means of: way
(por) medio: a través

at hand: a nearby place
(a) mano: cerca

bulkhead: separating wall
mamparo: pared de separación

safeguard: protect
salvaguardar: proteger

peril: danger
riesgo: peligro

navigator: person who sets the direction of a ship
timonel: persona que fija el rumbo de un barco

trod: walked
pisaron: caminaron

abyss: bottomless hole

abismo: agujero sin fondo

squash: tennis-like games are played
squash: juego parecido al tenis

Turkish baths: steam baths
(baño) turco: (baño de) vapor

tapestry: decorative cloth wall covering
tapiz: tela decorativa que se pone en la pared

service: set of matching plates and dishes
servicio: conjunto de platos



•• (continued)

inadequacy:

incomplete quality
deficiencia: cualidad incompleta

apparently: clearly
aparentemente: al parecer

sustaining: keeping alive
sustentar: mantener con vida

appointments: furnishings
mobiliario: muebles

allotted: set aside
asignado: reservado

aroused: excited and moved
despertaron: agitaron y conmovieron

drastic: extreme
drásticas: extremas

periodical: scheduled and repeating
periódica: programada y repetida

supremacy: ruling power
supremacía: poder gobernante

vessel: ship
buque: barco

perished: come to an end
pereció: llegó a su fin

mortal: deadly
letal: mortal

galley: row boat
galera: barco de remos

fancied: imagined

fantaseaba: imaginaba

alternative: other choice
alternativa: otra opción

mock: insult
burlarse: insultar

cowardice: fearfulness
cobardía: miedo

court: attract
cortejar: atraer

common: widely accepted
común: ampliamente aceptado

prevailed: succeeded over all
prevaleció: triunfó

blush: sign
(a primera) vista: (primera) señal

hath: has
ha: tiene

steward: attendant
asistente: acomodador

engulfed: completely swallowed
envuelto: sumergido

icebergs: large pieces of ice that break off glaciers
témpanos: grandes pedazos de hielo que se desprenden de los glaciares

horizon: area where the land or sea seems to meet the sky
horizonte: zona donde la tierra o el mar parecen encontrarse con el cielo

inexpressible: impossible to describe
inexpresable: imposible de describir

testimony: official statement
testimonio: declaración oficial

homestead: farmhouse
granja: finca

collision: crash
colisión: choque

steerage: cheapest ticket
entrepunte: el boleto más barato

lifebelts: floating inflatable rings worn around the body
cinturones salvavidas: anillos inflables flotantes que se ponen alrededor del cuerpo

hind: back
posterior: trasera

commenced: began
comencé: empecé

steep: almost straight up-and-down
empinada: casi parada

illustrating: showing
ilustrando: mostrando

restraint: limiting influence
restricción: influencia limitante

liner: passenger ship
transatlántico: barco de pasajeros

heedless: without care

desatentos: sin poner atención

rivets: metal bolts
remaches: pernos de metal

prowl: move in a sneaky threatening way
merodear: moverse de manera sigilosa y amenazante

untended: unwatched over
desatendidos: sin vigilancia

errant: out of place
errantes: fuera de lugar

wireless: radio communication
sin cables: radio comunicación

henceforth: from this point on
de ahí en adelante: a partir de ese momento

outdated: useless and old
anticuado: inútil y viejo

absurd: ridiculous
absurda: ridícula

vessels: ships
buques: barcos

appreciated: valued
apreciaba: valoraba

distinction: unequal treatment
distinción: tratamiento desigual

•• (continued)

investigators: people who carry out an official search for information

investigadores: personas que realizan la búsqueda oficial de información

convoying: accompanying
escolta: acompaña

topside: to the upper deck

a cubierta: a la cubierta superior

vertical: up-and-down positioned

vertical: en posición de arriba a abajo

surging: rushing
emergiendo: saliendo deprisa

casualty: dead victims
baja: muerto

distinctions: clear differences
distinciones: claras diferencias

policy: guidelines
política: normas

barred: blocked
atrancó: bloqueó

enterprising: creative and inventive
emprendedores: creativos e inventivos

milled: crowded around
circulaban: rosearon

quarters: rooms

alojamientos: cuartos

neglected: not helped
descuidado: sin ayuda

indifferent: not interested
indiferente: sin interés

inquiries: searches for information
investigaciones: búsquedas de información

accounts: reports
recuentos: informes

contrast: sharp difference
contraste: marcada diferencia

legislators: lawmakers
legisladores: personas que hacen las leyes

hush-up: hiding of damaging information
encubrimiento: ocultación de información dañina

discrimination: unfair and unequal treatment
discriminación: trato injusto y desigual

testified: officially gave evidence in court
testificó: dio pruebas oficialmente en un tribunal

moderate: medium-level
moderado: de nivel medio

slinks: crawls
se escurre: se desliza

despicable: hated
despreciable: odioso

hemmed: surrounded and closed
acorralado: rodeado y encerrado

crafty: sneaky
taimado: astuto

branded: marked
estigmatizados: marcados

sufficient: enough
bastante: suficiente

neutralize: cancel out
neutralizar: anular

lusty: healthy and strong
vigorosa: sana y fuerte

clatt'ring: noisy
traqueteantes: ruidosas

stout: strong
sólida: fuerte

maiden: untested
virgen: sin probar

foe: enemy
adversario: enemigo

sear: burn
cauterizar: quemar

wreck: destruction of the ship
nafragio: destrucción del barco

hull: body
casco: cuerpo

trackless: unmarked
sin huella: sin marca

unfurled: spread out

desplegado: extendido

Mme: Madame; the French title for a married woman
Sra.: Señora, el título en español que se le da a una mujer casada

guardian: protector and caretaker
tutor: protector y responsable de alguien

strategy: plan used for achieving specific goals
estrategia: plan para lograr una meta

boiler: tank used for creating steam to power the ship
caldera: tanque empleado para producir el vapor necesario para mover el barco

vivid: clear
vívidas: claras

portholes: windows
claraboyas: ventanas

hull: body
casco: cuerpo

majestic: royal-seeming
majestuoso: como si fuera de un rey

intricate: detailed
intrincado: detallado

designates: categorizes
designa: define

plundered: stolen from
saqueado: robado

•• (continued)

memorabilia:

historically valuable objects

memorabilia: objetos con valor histórico, recuerdos

formations: shapes

formaciones: formas

deterioration: falling apart

deteriorándose: deshaciéndose

deteriorated: fallen apart

deteriorado: deshecho

ensued: followed

sobrevino: siguió

tides: levels of the rise and fall of the sea

mareas: movimiento de ascenso y descenso del nivel del mar

encountered: met with

encontró: se topó con

fatal: deadly

letal: mortal

ideal: perfect

ideales: perfectas

mirage: illusion

espejismo: ilusión

delaying: slowing

retrasando:

demorando

blunder: big mistake

torpeza: gran error

regards: views

considera: ve (como)

deceiving: misleading

engañoso: irreal

scenarios: situations

escenarios/

contextos?: situaciones

perspectives: points of view

perspectivas: puntos de vista

enhancing: improving

realzando: mejorando

adrift: floating

a la deriva: flotando

conclusive: final and complete

conclusiva: final y completa

tidal: related to the rise and fall of the sea

de las mareas:

relacionado con el ascenso y descenso del nivel del mar

prompts: causes

estimula: causa

distortions: acts of becoming misshapen

distorsiones: actos de deformarse

inquiry: search for information

investigación:

búsqueda de información

adjacent: surrounding

adyacente: que rodea

warped: twisted and bent

deformado: torcido y doblado

navigational: route planning

de navegación:

planeación de ruta

reams: stacks

resma: montones

horizons: areas where the land or ocean seem to meet the sky

horizontes: zona donde la tierra o el mar parecen encontrarse con el cielo

intersection: meeting points

intersección: punto de encuentro

looming: large and threatening

acechante: grand y amenazador

clarity: clearness

claridad: transparencia

colleague: co-worker

colega: compañero de trabajo

modest: medium-sized

modesto: de mediano tamaño

liner: passenger ship

transatlántico: barco de pasajeros

inherent: found naturally

inherente: que se encuentra naturalmente

vilified: harshly disapproved of

vilipendiado: desaprobado duramente

negligent: responsible for failing to act in a

way that would prevent harm to the public

negligente:

responsable de no actuar para prevenir un daño

genuinely: honestly

genuinamente: honestamente

concluding: final

concluyente: final

executive: official head person

ejecutivo: persona que está oficialmente a cargo

condolences:

expressions of sadness for a death

condolencias:

expresiones de tristeza por una muerte

common: shared

común: compartida

therefore: for this reason

por lo tanto: por esta razón

routes: passages

rutas: caminos

presence: appearance

presencia: aparición

deaden: dull

entorpecer: desanimar

the Labour Party:

one of the United Kingdom's major political party

Partido Laborista:

uno de los principales partidos del Reino Unido

...

appalling: awful
espantosa: terrible

magnitude: large size
magnitud: gran tamaño

calamity: disaster
calamidad: desastre

kin: members of the same family
parientes: miembros de la misma familia

ramifications: effects
ramificaciones: efectos

frenetic: wild and energetic
frenética: violenta y enérgica

inexorable: unstoppable
inexorables: irrefranables, que no se pueden parar

manifestation: example
manifestación: ejemplo

placid: calm
plácido: tranquilo

render: make
convertirlo: hacerlo

amidships: in the ship's middle
en mitad del barco: en el medio del barco

intimately: very closely
intimamente: muy de cerca

avail: do to help
servir: aprovechar

unplumbed: unmeasured
insondable: sin medida

promenade: area for strolling
paseo: área para pasear

tacit: agreed upon and unspoken
tácita: algo en lo que todos están de acuerdo sin haberlo comentado nunca

meagre: poor and small
exigua: escasa y pequeña

surfeited: completely satisfied
saciaban: satisfacían por completo

amplitude: plentiful size
amplitud: abundancia en tamaño

compel: force
obligará: forzará

formulation: creation
formulación: creación

salvatory: safety
salvamento: seguridad

apparatus: equipment
aparto: equipo

immitigable: impossible-to-weaken
implacable: imposible de debilitar

assuaged: eased
mitigar: apaciguar

lamentation: expressions of sorrow
lamentación: expresión de pena

amelioration: improvement

mejoría: mejora

elemental: basic
elemental: básico

superfluous: extra and useless
superfluo: adicional e inútil

davits: cranes that hold the lifeboats
pescantes: grúas que sostienen los botes salvavidas

cravens: cowards
cobardes: miedosos

scourged: whipped
azotaron: dieron latigazos

ignominy: well-known shame
ignominia: vergüenza muy conocida

chivalry: a type of polite behavior that a man shows toward women
caballerosidad: tipo de conducta educada que un hombre le muestra a una mujer

poignant: moving and sad
conmover: emotivo y triste

bereft: suffering from a loss
despojados: que sufren una pérdida

clemency: kindness during punishment
clemencia: bondad durante un castigo

fatigues: tiredness
fatigas: cansancio

starboard: right
estribor: derecha

port: left
babor: izquierda

mast: ship's tall pole
mástil: palo de una embarcación

cutters: ships belonging to the branch of the armed forces that enforces U.S. laws on the seas
guardacostas: barcos de las fuerzas armadas de EE.UU. que hacen cumplir las leyes

lane: path of travel for boats
carril: camino para los barcos

appalled: shocked and disgusted
consternado: asombrado y asqueado

chivalrous: brave and honorable
caballeroso: valiente y honorable

cavalier: unconcerned
arrogante: desdeñosa

inexplicable: impossible to explain
inexplicable: imposible de explicar

cur: dog
chuco: perro

watchword: saying
consigna: dicho

••• (continued)

countersign: answering password
santo y seña: contraseña

scuttled: hurriedly ran
huyó: corrió deprisa

chivalric: honorable
caballerosos: honorables

filched: stole
hurtó: robó

roll: list
relación: lista

infamy: fame achieved through bad deeds
infamia: fama lograda con malas acciones

lough: lake
lago: lago

stricken: deeply troubled
afligido: profundamente preocupado

wrought: created
originado: creado

wrested: grabbed
arrebato: agarrado

waifs: homeless children
niño de la calle: niño sin hogar

porous: filled with holes

poroso: lleno de agujeros

consortium: joined group
consorcio: grupo unido

conjunction: addition
conjunción: adición

inept: unskilled
inepto: sin capacitación

proximity: closeness
proximidad: cercanía

contends: argues
contienda: argumenta

alludes: indirectly points
alude: señala de manera indirecta

havoc: wild destruction
caos: destrucción a lo loco

ineptitude: lack of skillfulness
ineptitud: falta de capacitación

plausible: believable
plausible: creíble

gravitational: force created by large heavenly bodies
de gravedad: fuerza que ejercen los grandes cuerpos celestes

orbits: circular paths of heavenly bodies
órbitas: rutas circulares de los cuerpos celestes

phenomena: observable events
fenómenos: eventos observables

ensues: follows
sobreviene: sigue

resolved: declaration of an important matter for thought and argument
resolución: declaración de un asunto importante para pensar y discutir

bereaved: suffering due to a death
afligido: que sufre debido a la muerte de alguien

deplore: hate
deploramos: lamentamos

wanton: purposeful and unfair
desconsiderado: decidido e injusto

callous: cold-hearted
cruel: desalmado

antagonism: hatred
antagonismo: odio

provision: providing
disposición: provisto

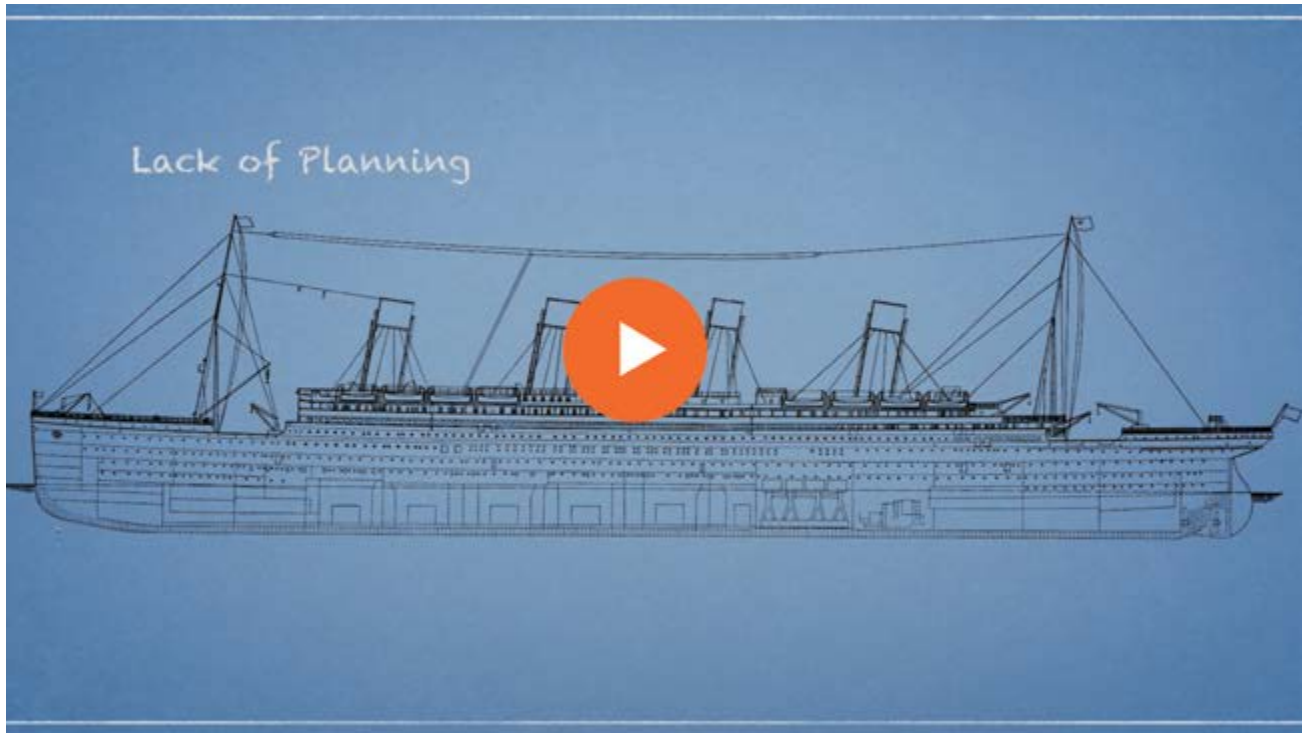
solicitude: concern
interés: preocupación

irrespective: without any judgment
independientemente: sin importar



Use the Vocab App to play mini games related to the words in this lesson.

Lesson 1—Scavenger Hunt: Introducing the Collection



The Titanic, Created by Travis Grenier for Project Ed

1. Watch the video, then circle the true statements about the *Titanic* in the following list:
 - A. There were too few lifeboats.
 - B. There were too many lifeboats.
 - C. No one had confidence in this ship.
 - D. Most survivors were from first class.
 - E. Emergency plans were carefully made.
 - F. The people in charge were too confident.
2. Circle the word that completes this sentence:

The video narration says the *Titanic* was “deemed _____ unsinkable.”

 - A. entirely
 - B. practically
 - C. absolutely
 - D. possibly

Welcome to the *Titanic* scavenger hunt. To find the answers to the scavenger hunt questions, you'll have to explore the texts and images in The *Titanic* Collection. Remember to read the captions of the images to find additional clues.

Text scavenger hunt question 1: Which lifeboat rescued Miss Francatelli and her boss from the sinking *Titanic*?

1. Scan each text to find the one that contains the answer to the scavenger hunt question.
 - ③ A Letter from Mary Lines (1912) (page 557)
 - ⑤ Excerpt: "Testimony of Olaus Abelseth" from United States Senate Inquiry (page 560)
 - ⑦ Excerpt: Chapter 7—"There Is Your Beautiful Nightdress Gone" from *A Night to Remember* (page 567)
 - ⑨ Excerpts from various public domain sources: Final Wireless Transmissions Aboard the RMS *Titanic* (page 571)
 - ⑰ "Discovery of the *Titanic*," *Lapham's Quarterly* editors (page 586)
 - ⑳ Excerpt: "The Iceberg Was Only Part of It" from *The New York Times* (page 592)
2. Once your teacher has confirmed the answer to the question, complete the corresponding close reading questions in the Writing Journal.



After reading your chosen text, answer the close reading questions that correspond to it, located on pages 18–23 of your Writing Journal.

Tip: You will find the answer at the beginning of the text.

Lesson 1—Scavenger Hunt: Introducing the Collection (continued)

Text scavenger hunt question 2: At what time did the *Titanic* receive the first report of large quantities of ice in the area?

1. Scan each text to find the one that contains the answer to the scavenger hunt question.
 - ③ A Letter from Mary Lines (1912) (page 557)
 - ⑤ Excerpt: “Testimony of Olaus Abelseh” from United States Senate Inquiry (page 560)
 - ⑦ Excerpt: Chapter 7—“There Is Your Beautiful Nightdress Gone” from *A Night to Remember* (page 567)
 - ⑨ Excerpts from various public domain sources: Final Wireless Transmissions Aboard the RMS *Titanic* (page 571)
 - ⑰ “Discovery of the *Titanic*,” *Lapham's Quarterly* editors (page 586)
 - ⑳ Excerpt: “The Iceberg Was Only Part of It” from *The New York Times* (page 592)
2. Is the answer to the scavenger hunt question in the text? If so, raise your hand. If not, keep reading.



After reading your chosen text, answer the close reading questions that correspond to it, located on pages 18–23 of your Writing Journal.

Image scavenger hunt question: Which passengers ate their meals closest to the boiler room?

1. Scan each image to find the one that contains the answer to the scavenger hunt question.
 - 2 *Carpathia* Manifest Records (page 556)
 - 8 Amalgamated Musicians Union Poster (page 570)
 - 12 Three Menus: First-Class, Second-Class, Third-Class (Steerage) (page 578)
 - 14 Scraping Past the Berg (page 583)
 - 18 The Sinking of the *Titanic*, by Max Beckmann (page 588)
2. Once your teacher has confirmed the answer to the question, complete the corresponding close reading questions in the Writing Journal.



Complete the image scavenger hunt close reading questions that correspond to the correct photo set, located on pages 24–28 of your Writing Journal.

Lesson 2—Scavenger Hunt: Exploring the Collection

Share: What You Learned

Work with a partner to list new things that you learned about the *Titanic* in the last lesson.



Work with a partner to complete activity 1 on page 29 in your Writing Journal.

What You're Curious About:

You've learned a lot about the *Titanic* so far. For this activity, think about what you'd still like to find out about it.



Complete question 2 independently on page 29 of your Writing Journal.

Image scavenger hunt question 1: How many hats did Molly Brown pack in her luggage for her trip to New York, and what was their total cash value?

1. Scan each image to find the one that contains the answer to the scavenger hunt question.
 - 4 Margaret Brown and Captain Rostron (page 559)
 - 6 Molly Brown's Claim for Property Lost Aboard the *Titanic* (page 566)
 - 10 *Titanic* Deck (page 573)
 - 16 How the "Titanic" Gradually Sank Bow First with Her Lights Blazing to the Last, *Sphere* (page 585)
 - 20 Steamship "Titanic" Showing Length as Compared with Highest Buildings (page 600)
 - 22 Cabins on the *Titanic* (page 596)
2. Once your teacher has confirmed the answer to the question, complete the corresponding close reading questions in the Writing Journal.



Complete the image scavenger hunt close reading questions that correspond to the correct photo set, located on pages 30–35 of your Writing Journal.

Lesson 2—Scavenger Hunt: Exploring the Collection (continued)

Text scavenger hunt question 1: According to Henrietta Mann, what will eventually be left of the *Titanic* wreckage?

1. Scan each text to find the one that contains the answer to the scavenger hunt question.

- ① Introduction from *Sinking of the “Titanic” Most Appalling Ocean Horror* (page 548)
- ⑪ Excerpt: Chapter 6—“Women and Children First!” from *Sinking of the Titanic and Great Sea Disasters* (page 574)
- ⑬ Untitled Poem (page 581)
- ⑮ “MAY BE WAIFS’ MOTHER. Mme. Navratil of Nice Believes Babies Saved from *Titanic* Are Hers.” from *The New York Times* (page 584)
- ⑲ “Rusticles on *Titanic* Contain New Iron-Eating Bacteria, Study Says” from *Epoch Times* (page 589)
- ⑳ Letter from the Dock, Wharf, Riverside and General Workers’ Union of Great Britain and Ireland (page 598)

2. Once your teacher has confirmed the answer to the question, complete the corresponding close reading questions in the Writing Journal.



After reading your chosen text, answer the close reading questions that correspond to it, located on pages 36–41 of your Writing Journal.

Tip: You will find the answer at the beginning of the text.

Image scavenger hunt question 2: Was the *Titanic*'s length greater than the height of the pyramids?

1. Scan each image to find the one that contains the answer to the scavenger hunt question.

- 4 Margaret Brown and Captain Rostron (page 559)
- 6 Molly Brown's Claim for Property Lost Aboard the *Titanic* (page 566)
- 10 *Titanic* Deck (page 573)
- 16 How the "Titanic" Gradually Sank Bow First with Her Lights Blazing to the Last, *Sphere* (page 585)
- 20 Steamship "Titanic" Showing Length as Compared with Highest Buildings (page 591)
- 22 Cabins on the *Titanic* (page 596)



Complete the image scavenger hunt close reading questions that correspond to the correct photo set, located on pages 30–35 of your Writing Journal.

Lesson 2—Scavenger Hunt: Exploring the Collection (continued)

Text scavenger hunt question 2: What is the name of the “new Atlantic bride”?

1. Scan each text to find the one that contains the answer to the scavenger hunt question.

- ① Introduction from *Sinking of the “Titanic” Most Appalling Ocean Horror* (page 548)
- ⑪ Excerpt: Chapter 6—“Women and Children First!” from *Sinking of the Titanic and Great Sea Disasters* (page 574)
- ⑬ Untitled Poem (page 581)
- ⑮ “MAY BE WAIFS’ MOTHER. Mme. Navratil of Nice Believes Babies Saved from *Titanic* Are Hers.” from *The New York Times* (page 584)
- ⑲ “Rusticles on Titanic Contain New Iron-Eating Bacteria, Study Says” from *Epoch Times* (page 589)
- ⑳ Letter from the Dock, Wharf, Riverside and General Workers’ Union of Great Britain and Ireland (page 598)

2. Once your teacher has confirmed the answer to the question, complete the corresponding close reading questions in the Writing Journal.



After reading your chosen text, answer the close reading questions that correspond to it, located on pages 36–41 of your Writing Journal.



Overview

Get ready to become a *Titanic* passenger. Which class will you travel? Will you have lobster or gruel for supper? *Will you survive?*

Suggested Reading

Is your curiosity sparked? Want to dive deeper into this topic? Check out the list of websites below for a wealth of reference materials. And don't forget, your school and local libraries are great places to continue exploring your interests.

- Internet Archive
- Library of Congress
- OCLC WorldCat
- Google Books
- HathiTrust Digital Library
- Project Gutenberg
- Digital Public Library of America

Lesson 1—Passport to the *Titanic*

Read the definitions of “primary source,” “secondary source,” and “tertiary source.”

Primary sources are original documents, creative works, and artifacts created during a specific period. They include eyewitness accounts and published articles that report information and/or events for the first time, such as...

- original documents: diaries, letters, speeches, autobiographies, interviews, film documentation, official records, and newspaper and journal articles.
- creative works: poetry, fiction, music, and visual art.
- artifacts: pottery, furniture, buildings, clothing, tools, and maps.

Secondary sources are created later by someone who did not experience firsthand the events you are researching. They often provide interpretations and analyses of primary sources, and may even include images and/or quotations from primary sources. Examples include...

- publications: newspaper, magazine, and journal articles.
- histories, biographies, textbooks, and web pages.

Tertiary sources provide an overview or summary of primary and secondary sources, such as...

- encyclopedias, almanacs, timelines, and dictionaries.

Lesson 1—Passport to the *Titanic* (continued)

1. With your partner, read “A Letter from Mary Lines (1912)” on page 557 and answer the questions below.
2. Why is this considered a primary source?
3. What kind of information can you find in this **primary source**?
 - Are there key dates from her life?
 - Is there information about key events?
 - Is there description of Mary’s thoughts and emotions?



Go to page 44 of your Writing Journal to answer question 1 with your partner.

4. With your partner, look for a secondary source from the Internet that will provide you with additional information about Titanic passenger Mary Lines.
 - Assess the website. Do you think this a dependable source? (Is the author an expert? Is it a respected site?)
 - Will this source help you find biographical information about Titanic passenger Mary Lines? If the answer is no, look for a different source.
5. What is the address of your website? _____
6. Answer the following questions to review the website
 - Is this a credible source?
 - Is the author an expert?
 - Is this a respected site?

If you answered “no” for any of the questions, look for a different source.

7. What kind of information can you find in this **secondary source**?
 - Are there key dates from her life?
 - Is there information about key events?
 - Is there description of Mary’s thoughts and emotions?



Go to page 44 of your Writing Journal to answer question 2 with your partner.

8. With your partner, compare Mary Lines' letter to your secondary source of information.



Go to page 44 of your Writing Journal to answer questions 3 and 4 with your partner.

Lesson 1—Passport to the *Titanic* (continued)

Search through the *Titanic* passports on pages 619–631 to find your passenger, then complete the passenger profile on page 45 of your Writing Journal.

1st Class

1. John Jacob Astor IV
2. Karl Howell Behr
3. Mrs. J.J. (Margaret “Molly”) Brown
4. Charlotte Cardeza
5. William Ernest Carter
6. Dorothy Gibson
7. Ida Sophia Fischer Hippach
8. Mary Marvin
9. Mary Eloise Hughes Smith
10. Isidor Straus

2nd Class

11. Charlotte Collyer
12. Reverend John Harper
13. Eva Hart
14. Wallace Hartley
15. Michel and Edmond Navratil
16. Robert Phillips

3rd Class

17. Frank John Goldsmith
18. Frank John William Goldsmith
19. Neshan Krekorian
20. Josef Van De Velde
21. Johan Cervin Svensson
22. Anders Johan Andersson
23. Alfrida Konstantia Brogren Andersson
24. Anna Sofia Turja
25. Nicola Lulic
26. Frederick Joseph Goodwin



Complete the passenger profile for your passenger on page 45 of your Writing Journal.

1



John Jacob Astor IV

Ticket No.	17757	Price	\$247 10s 6d
Embarked	Cherbourg, France on Wednesday, April 10, 1912		
Destination	New York City		

About the Passenger:

Astor was the richest passenger aboard the *Titanic* and one of the richest people in the world at that time. He was returning to New York City after spending a honeymoon abroad with his young wife, who was pregnant.

Astor's divorce from his first wife and new marriage to the 18-year-old Madeleine caused a lot of gossip in New York. The newlywed couple escaped to Paris and Egypt for the winter. They were returning, in part, so their child could be born in America.

Occupation Businessman, hotel owner, developer, heir to the Astor family fortune

Age 47 **Origin** Born in Rhinebeck, New York; lived in New York City

Traveling with
Wife Madeleine, manservant Victor Robbins, maid Rosalie Bidols, private nurse Caroline Louise Sedres, and an Airedale terrier

Cargo
Blue serge suit, gold belt buckle, gold watch, gold and diamond cuff links, diamond ring with three stones, money (English, American, and French), and a gold pencil

Cabin C62/64 **Meal Plan** First Class



Created by Amplify: 2014

Library of Congress/Prints & Photographs Division/ LC-USZ62-40303; (1st Class John Jacob Astor).

2



Karl Howell Behr

Ticket No.	111369	Price	\$30
Embarked	Cherbourg, France on Wednesday, April 10, 1912		
Destination	New York, NY		

About the Passenger:

Booked a ticket on *Titanic* to pursue his love Helen Monypeny Newsom. Helen's mother had tried to discourage the relationship and had taken Helen to Europe to separate the couple. Behr invented a fake business trip to Europe and bought a ticket on the *Titanic* in order to return to America on the same boat as Helen.

Occupation Lawn tennis champion

Age 26 **Origin** Born in Brooklyn, New York; lived on the East Coast

Traveling with
Fellow tennis champion Richard Norris Williams

Cargo None Found

Cabin C148: port side of C deck **Meal Plan** First Class



Created by Amplify: 2014

3



Mrs. J.J. (Margaret "Molly") Brown

Ticket No.	17610	Price	\$27 14s 5d
Embarked	Cherbourg, France on Wednesday, April 10, 1912		
Destination	Denver, Colorado		

About the Passenger:

A good friend of John Jacob Astor and family, whom she had stayed with in Cairo, Egypt. After learning that her grandson was ill, she took the first ship back to New York to be with him.

Occupation Human-rights activist, philanthropist, and socialite

Age 44 **Origin** Born in Hannibal, Missouri; lived in Denver, Colorado

Traveling with N/A

Cargo
\$27,887 worth of items, including 14 hats, "street fare," a \$20,000 necklace, crates of ancient models for the Denver Museum, lace gowns, kimonos, and souvenirs

Cabin
First class, most likely the B deck; brass bed, lamp, curtains, dressing table, washbasin, white walls

Meal Plan First Class



Created by Amplify 2014

Library of Congress/Prints & Photographs Division/ LC-USZ62-94037 (1st Class Molly Brown).

4



Charlotte Cardeza

Ticket No.	17755	Price	\$512 6s 7d
Embarked	Cherbourg, France on Wednesday, April 10, 1912		
Destination	Returning to Pennsylvania after a safari in Africa and a trip to Thomas's hunting castle in Hungary.		

About the Passenger:

Cardeza had circumnavigated the globe twice with her son aboard their steam yacht Eleanor, which she often navigated herself. Thomas was ill, and they were returning to see doctors in America.

Occupation World traveller, big game hunter

Age 58 **Origin** Born and lived in Germantown, Pennsylvania

Traveling with
Son Thomas, staff Anna Ward and Gustave Lesueur

Cargo
14 trunks, four suitcases, three crates, medicine chest containing 38 feather boas, 70 dresses, 22 hatpins, 10 fur coats, 91 pairs of gloves, and a \$14,000 Burma ruby and diamond ring

Cabin
B51-53-55 and servant room B101, one of only two Millionaire Suites and the most expensive suite on board; had the amenities of a small apartment, including two bedrooms, wardrobe room, sitting room, bath, fireplace, and 50-foot private promenade

Meal Plan First Class



Created by Amplify 2014

Courtesy of Thomas Jefferson University, Archives and Special Collections, Philadelphia (Charlotte Drake Cardeza).

5



William Ernest Carter

Ticket No.	113760	Price	£120
Embarked	Southampton, England on Wednesday, April 10, 1912		
Destination	Bryn Mawr, Pennsylvania		

About the Passenger:

The Carter family lived in Europe and returned every year to America to spend the summer in their mansion in Pennsylvania. On the night of the accident, the Carters joined an exclusive dinner party held in honor of Captain Smith.

Occupation Inherited the family fortune made from coal mining

Age 36 **Origin** Born in Pennsylvania; lived in Europe

Traveling with
Wife Lucile Carter and their children Lucile and William, plus maid, manservant, chauffeur, and two dogs

Cargo
60 shirts, 15 pairs of shoes, two sets of tails, 24 polo sticks, two dogs, and a new 25-horsepower Renault car

Cabin B96/98 **Meal Plan** First Class



Created by Amplify: 2014

The National Archives and Records Administration (1st William Earnest Carter).

6



Dorothy Gibson

Ticket No.	112378	Price	£59 8s
Embarked	Cherbourg, France on Wednesday, April 10, 1912		
Destination	New York, New York		

About the Passenger:

Returning from vacation in Europe; booked tickets when Dorothy's film company asked her to return quickly to begin filming a new movie. Gibson had been leisurely playing bridge with New York bankers on the night of the disaster.

Occupation Actress, model, and performer

Age 22 **Origin** Born in Hoboken, New Jersey

Traveling with
Mother Pauline Caroline Gibson

Cargo
Dresses, silk kimonos, dozens of pairs of gloves (long and short), a \$300 muff, and a string of jet beads

Cabin First class, possibly B deck **Meal Plan** First Class



Created by Amplify: 2014

7



Ida Sophia Fischer Hippach

Ticket No.	111361	Price	\$57 19s 7d
Embarked	Cherbourg, France on Wednesday, April 10, 1912		
Destination	Returning to Chicago after a trip to Berlin, Austria, and Paris		

Occupation Her husband co-owned a well-known plate glass company

Age 44 **Origin** Chicago, Illinois

Traveling with
Her daughter, Jean Gertrude Hippach (17 years old)

Destinations Returning to Chicago after a trip to Berlin, Austria, and Paris

Cargo New clothes from Paris

Cabin
B18, which had electric lights, an electric fan, and an electric curling iron

Meal Plan First Class

About the Passenger:

Ida and her daughter were traveling to allow Jean to study music in Berlin and to help Ida recover from the death of two of her sons, who were killed in a fire in Chicago in 1903. The two were originally scheduled to return earlier aboard the Olympic but changed their plans to allow more time for shopping in Paris.



Created by Amplify 2014

Chicago History Museum/Getty Images (1st Class Ida Sophia Fischer Hippach).

8



Mary Marvin

Ticket No.	113773	Price	\$53 2s
Embarked	Southampton, England, on Wednesday, April 10, 1912		
Destination	Returning home after a honeymoon in Europe		

Occupation Her husband's family owned a motion picture production company.

Age 18 **Origin** New York City

Traveling with
Her husband, Daniel Marvin

Cargo N/A

Cabin D30 **Meal Plan** First Class

About the Passenger:

In 1912, Daniel and Mary restaged their wedding for filming by the family's production company, Biograph. It was known as the first wedding ceremony captured on film.



Created by Amplify 2014

Universal Images Group/Getty Images (1st Class Mary Marvin).

9



Mary Eloise Hughes Smith

Ticket No.	13695	Price	\$60
Embarked	Cherbourg, France on Wednesday, April 10, 1912		
Destination	Returning to America after a honeymoon to Europe, Egypt, and the Middle East		

About the Passenger:
The Smiths may not have known that Mary was newly pregnant.

Occupation: Newlywed, daughter of a member of the House of Representatives

Age: 18 Origin: Huntington, West Virginia

Traveling with:
Her husband, Lucian Philip Smith

Cargo: N/A

Cabin: C31 Meal Plan: First Class



Created by Amplify: 2014

AP Photo/The Herald-Dispatch (1st Class Mary Eloise Hughes Smith).

10



Isidor Straus

Ticket No.	17483	Price	£221 15s 7d
Embarked	Southampton, England on Wednesday, April 10, 1912		
Destination	New York, NY		

About the Passenger:
On the night of the disaster, they feasted in the first-class dining room on a 10-course meal and strolled on the upper deck.

Occupation: Co-owner of Macy's department store

Age: 67 Origin: Born in Germany; lived in New York City

Traveling with:
Wife Ida, manservant John Parthing, and maid Ellen Bird

Cargo: None found

Cabin:
C-55-57. Their regency-style parlor suite was the most richly decorated on the ship, with a mahogany fireplace and gold-plated clock.

Meal Plan: First Class



Created by Amplify: 2014

Library of Congress/Prints and Photographs Division/LC-USZ62-54251 (1st Class Isidor Straus)

11



Charlotte Collyer

Ticket No. 31921 **Price** \$26 5s

Embarked Southampton, England
on Wednesday, April 10, 1912

Destination Payette Valley, Idaho, where the family
planned to buy part of a ten-acre apple orchard.

About the Passenger:
Charlotte Collyer suffered from tuberculosis, and the family hoped the climate in Idaho would help her condition.

Occupation Grocery store owner

Age 31 **Origin** Bishopstoke, Hampshire, England

Traveling with
Her husband, Harvey Collyer, and their eight-year-old daughter, Marjorie

Cargo All of their possessions and \$5,000 cash

Cabin Second class **Meal Plan** Second class



Created by Amplify 2014

Library of Congress/Prints & Photographs Division/LC-DIG-ggbain-19397 (2nd class Charlotte Collyer)

12



Reverend John Harper

Ticket No. 248727 **Price** \$33

Embarked Southampton, England
on Wednesday, April 10, 1912

Destination Chicago, Illinois, for revival meetings at
Moody Church

About the Passenger:
Reverend Harper was returning to Chicago to host a series of revival meetings. His wife had died when Annie was born.

Occupation Baptist minister

Age 39 **Origin** London, England

Traveling with
His daughter, Annie Harper (6 years old), and his niece,
Jessie Wills Leitch (31 years old)

Cargo N/A

Cabin Second class **Meal Plan** Second class



Created by Amplify 2014

Topical Press Agency/Hulton Archive/Getty Images (2nd class Reverend John Harper)

13



Eva Hart

Ticket No.	13529	Price	£26 5s
Embarked	Southampton, England on Wednesday, April 10, 1912		
Destination	Winnipeg, Manitoba, Canada, where her father intended to open a drug store		

About the Passenger:

Eva had never been on a ship before her voyage on the *Titanic*. During the trip, her mother felt unsafe, hardly left their cabin, and stayed awake at night.

Occupation Student

Age 7 Origin Ilford, greater London, England

Traveling with
Her parents, Benjamin and Esther Hart

Cargo N/A

Cabin Second class Meal Plan Second class



Created by Amplify: 2014

© Brian Harris/Alamy (2nd class Eva Hart)

14



Wallace Hartley

Ticket No.	250654	Price	N/A
Embarked	Southampton, England on Wednesday, April 10, 1912		
Destination	Round-trip to England. As the ship's bandmaster, he was expected to stay on the ship as it sailed back and forth between America and Europe.		

About the Passenger:

Hartley crossed the Atlantic 80 times, playing music on board the *Lucania*, *Lusitania*, and *Mauretania*.

Occupation Violinist and bandmaster on the *Titanic*

Age 33 Origin Born in Colne, Lancashire, England

Traveling with
The seven other men in his orchestra

Cargo N/A

Cabin
E deck. Bed, small couch, sink with mirror, mahogany writing desk that could also serve as a dresser, and communal bathroom

Meal Plan Access to second-class open dining room



Created by Amplify: 2014

15



Michel and Edmond Navratil

Ticket No.	230080	Price	\$26
Embarked	Southampton, England on Wednesday, April 10, 1912		
Destination	New York City		

About the Passenger:
The boys' parents were in the process of getting a divorce, and their father took them aboard the *Titanic* without their mother's knowledge. The boys were also traveling under fake names, and their father pretended to be a widower.

Occupation N/A: their father was a tailor, and their mother was a seamstress.

Age 3 (Michel) and 2 (Edmond) **Origin** Nice, France

Traveling with
Their father, Michel Navratil, who was using the fake name "Louis Hoffman"

Cargo N/A

Cabin F2 **Meal Plan** Second class



Created by Amplify 2014

Library of Congress/Prints & Photographs Division/LC-DIG-ggbain-10354 (2nd class Michel and Edmond Navratil)

16



Robert Phillips

Ticket No.	2	Price	\$21
Embarked	Southampton, England on Wednesday, April 10, 1912		
Destination	New Brighton, Pennsylvania, where he had a job as a factory foreman waiting for him		

About the Passenger:
After his wife died from tuberculosis, Robert decided to join his brother in America. He and his daughter sold their home and bought tickets on a ship whose voyage was cancelled because of a strike, at which point they were transferred to the *Titanic*.

Occupation Worked several jobs as a fishmonger, poulterer, and hotel employee

Age 42

Origin
Born in Cardiff, South Wales; lived in Ilfracombe, North Devon, England

Traveling with
His daughter, Alice Frances Louisa Phillips (21 years old)

Cargo N/A

Cabin Second class **Meal Plan** Second class



Created by Amplify 2014

Colville/Hulton Archive/Getty Images (2nd Class Robert Phillips)

17



Frank John Goldsmith

Ticket No.	363291	Price	£20 10s 6d
Embarked	Southampton, England on Wednesday, April 10, 1912		
Destination	Detroit, Michigan. Emily's sister, Elizabeth, lived in Detroit and encouraged the family to emigrate.		

About the Passenger:

Frank's wife, Emily, was the only one of her eight brothers and sisters who had not emigrated to America. Her sister told her it was a wonderful country.

Occupation Tool maker

Age 33 Origin Strood, Kent, England

Traveling with
Wife Emily, son Frankie, friends Thomas Theobald and Alfred Rush.

Cargo
Emily's Singer sewing machine packed in a wooden, carpet-lined case, handmade tools, a bottle of Eno's Fruit Salts, and a bag of Gibson's Fruit Tablets (friends told him these could prevent seasickness)

Cabin Third class Meal Plan Access to the third-class dining hall



Created by Amplify: 2014

Library of Congress, Prints & Photographs Division, LC-USZ62-34976 (3rd class Frank John Goldsmith)

18



Frank John William Goldsmith

Ticket No.	363291	Price	£20 10s 6d
Embarked	Southampton, England on Wednesday, April 10, 1912		
Destination	Detroit, Michigan		

About the Passenger:

Frank has a brother, Bertie who died in 1911 from diphtheria. His father was a toolmaker and his mother was a dressmaker.

Occupation N/A

Age 9 Origin Strood Kent England

Traveling with
His parents, Frank John Goldsmith and Emily Alice Goldsmith (née Brown)

Cargo N/A

Cabin N/A Meal Plan N/A



Created by Amplify: 2014

Library of Congress/Prints & Photographs Division/ LC-USZ62-34976 (3rd class Frank John William Goldsmith)

19



Neshan Krekorian

Ticket No.	2654	Price	£7 4s 7d
Embarked	Cherbourg, France on Wednesday, April 10, 1912		
Destination	City of Brantford in Ontario, Canada		

About the Passenger:

Neshan Krekorian did not like the cramped third-class quarters. He saw ice for the first time ever through his cabin's portholes.

Occupation Assembly line worker at General Motors Company

Age 25 Origin Abosknak, Turkey

Traveling with
Fellow countrymen who also wanted to move to Canada

Cargo N/A

Cabin E-57 located on F-Deck Meal Plan N/A



Created by Amplify 2014

20



Josef Van De Velde

Ticket No.	345780	Price	£9 10s
Embarked	Southampton, England on Wednesday, April 10, 1912		
Destination	Traveling to America to find work as a farmer		

About the Passenger:

The White Star agency urged Josef Van De Velde to come to America by telling him he could earn lots of money as a farmer. He in turn, urged others from Denderhoutem to travel with him.

Occupation Farmer (formerly, a weaver)

Age 35 Origin Denderhoutem, Belgium

Traveling with
Friends from his hometown

Cargo N/A

Cabin N/A Meal Plan N/A



Created by Amplify 2014

21



Johan Cervin Svensson

Ticket No.	7538	Price	£9 4s 6d
Embarked	Southampton, England on Wednesday, April 10, 1912		
Destination	Berenford, South Dakota		

About the Passenger:
He was traveling to join family members in South Dakota. Before he left his mother sewed money into the lining of his jacket.

Occupation N/A

Age 14 Origin Halland, Sweden

Traveling with N/A

Cargo N/A

Cabin N/A Meal Plan N/A



Created by Amplify: 2014

22



Anders Johan Andersson

Ticket No.	347082	Price	£31 5s 6d
Embarked	Southampton, England on Wednesday, April 10, 1912		
Destination	Manitoba, Canada		

About the Passenger:
The family was traveling to the city of Winnipeg in Manitoba to see Alfrida's (Anders wife) sister.

Occupation Farmer

Age 39 Origin Kisa Östergötland Sweden

Traveling with His wife and five children

Cargo N/A

Cabin N/A Meal Plan N/A



Created by Amplify: 2014

23



Alfrida Konstantia Brogren Andersson

Ticket No. 347082 Price \$31 5s 6d

Embarked Southampton, England
on Wednesday, April 10, 1912

Destination Manitoba, Canada

Occupation N/A

Age 39 Origin Kisa Östergötland Sweden

Traveling with
Her husband and five children

Cargo N/A

Cabin N/A Meal Plan N/A

About the Passenger:

Her children's names were Ingeborg, Sigvard, Sigrid, Ellis and Ebba. The family was also traveling on the ship with one of Alfrida's sisters and her husband.



Created by Amplify 2014

24



Anna Sofia Turja

Ticket No. 4138 Price \$9 16s 10d

Embarked Southampton, England
on Wednesday, April 10, 1912

Destination Ashtabula, Ohio

Occupation N/A. She was traveling to America in search of a job.

Age 18 Origin Oulainen, Finland

Traveling with
Friends from Finland. Among them, her neighbor, Sanni Riihivuori.

Cargo N/A

Cabin N/A Meal Plan N/A

About the Passenger:

She sent a letter to one of her sisters saying that about 100 other Finnish people were planning to board *Titanic* from a port in Hanko, Finland.



Created by Amplify 2014

25



Nicola Lulic

Ticket No.	315098	Price	\$8 13s 3d
Embarked	Southampton, England on Wednesday, April 10, 1912		
Destination	Chicago, Illinois		

About the Passenger:
Born in Croatia, he had been in the Austrian Army but wanted to go to the United States to work as a miner.

Occupation Miner

Age 29 Origin Konjsko Brdo Croatia

Traveling with
He served as a translator for Jan Jalasevac and other immigrant passengers whom, in return, paid his ticket on Titanic.

Cargo N/A

Cabin N/A Meal Plan N/A



Created by Amplify. 2014

26



Frederick Joseph Goodwin

Ticket No.	2144	Price	\$46 18s
Embarked	Southampton, England on Wednesday, April 10, 1912		
Destination	Niagara Falls, New York		

About the Passenger:
Frederick's brother found him work at a power station in Niagara Falls. He was originally supposed to travel via a smaller ship to Niagara Falls but this trip was cancelled and the family was re-booked onto the Titanic.

Occupation Engineer

Age 42 Origin Melksham, Wiltshire, England

Traveling with
His wife, Augusta and their six children

Cargo N/A

Cabin N/A Meal Plan N/A



Created by Amplify. 2014

Lesson 1—Passport to the *Titanic* (continued)

With your partner, take a look at your class cabin accommodations in image 22, Cabins on the *Titanic*, on pages 596–597 and discuss...

- how the cabins are different.
- if you're happy with your cabin.
- if the picture is a primary, secondary, or tertiary source.

Still with your partner, examine the different class menus in image 12, Three Menus: First-Class, Second-Class, Third-Class (Steerage), on pages 578–580 and discuss...

- how they are different.
- if you're happy with your menu.
- if they are primary, secondary, or tertiary sources.



Using the menu that matches your passenger's class, complete the activity on page 46 of your Writing Journal.

Raise your hand to share your passenger profile with the class (found on page 45 of your Writing Journal).

1. Introduce yourself to your group. Share your name, country of origin, and one interesting fact about yourself.
2. Share which class cabin you are in, and share how you feel about your cabin and your dinner.

Lesson 2—A Letter From the Past

Review your passenger profile on page 45 of your Writing Journal.

Join other members of your class of travel (first, second, or third class) and form a group.

1. Introduce yourself to your group. Share your name, country of origin, and one interesting fact about yourself or your journey.
2. Raise your hand to introduce one of the passengers you met in your group.
3. Share that passenger's name, country of origin, and one interesting fact about them or their journey.

Think about your passenger and revisit page 45 of your Writing Journal to review your passenger profile.



Turn to page 47 in your Writing Journal to write a letter in character as your passenger, describing your experiences aboard the *Titanic*.

Lesson 3—Passport and Collection Research

Look through the texts listed below and select one that interests you:

- ⑮ “MAY BE WAIFS’ MOTHER. Mme. Navratil of Nice Believes Babies Saved from *Titanic* Are Hers.” (page 584)
- ⑰ “Discovery of the *Titanic*,” *Lapham’s Quarterly* editors (page 586)
- ⑳ Excerpt: “The Iceberg Was Only Part of It,” *The New York Times* (page 592)
- ㉓ Letter from the Dock, Wharf, Riverside and General Workers’ Union of Great Britain and Ireland (page 598)



After reading your chosen text, answer the close reading questions that correspond to it, located on pages 49–52 of your Writing Journal.

Look through the images listed below and select one that interests you:

- 4 Margaret Brown and Captain Rostron (1913) (page 559)
- 8 Amalgamated Musicians Union Poster (1912) (page 570)
- 10 *Titanic* Deck (circa 1912) (page 573)
- 18 *The Sinking of the Titanic*, Max Beckmann (1912–1913) (page 588)



After selecting the image that interests you, answer the close reading questions that correspond to it, located on pages 53–56 in the Writing Journal.

With your group, discuss what you learned from your text today.



When you've finished discussing, complete the activity on page 57 of your Writing Journal. Be prepared to share your response with the class.

Overview

Socrates was a famous Greek philosopher. He was a deep thinker who believed in the power of asking questions and thoughtful discussion. In these lessons, you'll be the ones asking the questions and discussing the answers.

Suggested Reading

Is your curiosity sparked? Want to dive deeper into this topic? Check out the list of websites below for a wealth of reference materials. And don't forget, your school and local libraries are great places to continue exploring your interests.

- Internet Archive
- Library of Congress
- OCLC WorldCat
- Google Books
- HathiTrust Digital Library
- Project Gutenberg
- Digital Public Library of America

Lesson 1—Preparing for the Socratic Seminar



A **Socratic seminar** is a formal discussion based on a text in which students ask and answer a series of open-ended questions designed to promote critical thinking, questioning, and conversation.

Everyone is expected to answer at least one question and to generate at least one question to ask other students.

Socrates,
Greek philosopher,
470 BCE–399 BCE

1. Which rule will help during a class discussion?
 - A. Send a text message to at least two friends during the seminar.
 - B. Feel free to call out answers at any time.
 - C. Listen carefully to the student speaking.
 - D. Find a point to argue against.



Work with your group to write down three or four rules for a class discussion on page 60 of your Writing Journal.

2. What are the roles of language, listening, speaking and participation when having a discussion? How do you make sure the questions are clear so they allow a variety of people to respond and share ideas?

Lesson 1—Preparing for the Socratic Seminar (continued)

Use these questions to guide your discussion.

1. How will people take turns talking?
2. What do you do if you have a question or answer to share?
3. How can we show that we're listening to each other?
4. What do we do if someone is talking too much? What if someone isn't talking?
5. How do we agree, disagree, or build on what someone else says?

Which questions are closed-ended? Which are open-ended? Discuss with your partner and check the correct answer.

6. Did you like the movie? ☐ Open-Ended ☐ Closed-Ended	9. Why do you think they were the best? ☐ Open-Ended ☐ Closed-Ended
7. What did you like about the movie? ☐ Open-Ended ☐ Closed-Ended	10. Who was the main character of the movie? ☐ Open-Ended ☐ Closed-Ended
8. What were the best scenes in the movie? ☐ Open-Ended ☐ Closed-Ended	11. What was likable about the main character? ☐ Open-Ended ☐ Closed-Ended



Write an open-ended question about a song or movie you like on page 60 of your Writing Journal. Share your question with your partner to make sure it's open-ended.

Refer to pages 548–598 of your Student Edition to locate and read the text assigned to your group.

Work together to write two or three open-ended questions about this text to ask the class during the Socratic seminar.

Make sure your questions are thought-provoking so that your classmates have a lot to think about and discuss.



Go to page 60 in your Writing Journal to record your group's open-ended questions.

Take part in a brief practice seminar, taking care to follow your classroom's established seminar guidelines.

Lesson 2—Conducting the Socratic Seminar

First, you're going to come up with two open-ended questions you'd like to ask during today's seminar.



Write your two questions on page 61 of your Writing Journal.

For each question asked during the seminar, write down the main topic and your thoughts about it.



Fill out the chart on page 62 of your Writing Journal during the seminar, using the blank space on page 63 to take additional notes.

Now that you've completed the seminar discussion, take a few moments to review the notes in your chart and choose a few topics to research further.



Record three or four topics you'd like to learn more about on page 64 of your Writing Journal.

Share with your partner the three or four topics that you would like to learn more about. Together, decide on one person, topic, or issue to investigate further.



Write a question about your chosen topic on page 64 of your Writing Journal.

Conduct research to find the answer to the new question you composed. Use at least two sources.

Use the information literacy criteria you learned for evaluating credible research sources. Fill in the Source Credibility Checklist for both your first and second sources to make sure they are credible.



Working with your partner, complete the Source Credibility Checklist for both sources on pages 65–66 of your Writing Journal and write the answer to your research question on page 67.

Calendar of Essay Lessons

Lesson 1: Making a Claim

Lesson 2: Writing Body Paragraphs

Lesson 3: Essay Flex Day or Essay Writing Day

Lesson 4: Revising and Writing an Introduction

Lesson 5: Writing a Conclusion and Polishing the Essay

Elements of a Response to Text Essay

An introduction to the essay and claim. It includes...

- A lead.
- The name of the text(s) and its author(s).
- Relevant background or context of the topic and the text(s).
- A statement of the claim.

Body paragraphs to develop the reasoning and evidence. Each includes...

- Specific textual evidence that supports your claim.
- Description of the key parts of your evidence.
- Clear explanation of how this evidence supports your claim.

A conclusion that wraps up the ideas about the claim/argument.
It includes...

- A restatement of the claim.
- A final thought.

Your lead can...

- ask a question.
- quote the text.
- help the reader relate to the topic of the essay.
- include an interesting detail from the text.

Revising Transitions

1. Reread your introduction and body paragraphs in their final order.
2. Ask yourself the following questions:
 - When I finish reading one paragraph and begin reading the next paragraph, is the relationship between the paragraphs clear?
 - Do I use words that clearly explain how my evidence is connected to my claim?

For example:

Time connection:

- “**After** the character realizes her mistake....”

Contrast connection:

- “**Despite** the government’s efforts...”
- “**Other** evidence shows that...”

A cause and effect connection:

- “**Because** the narrator believed...”
- “**As a result** of the scientists’ careful investigation... ”

3. Write a new transition to go between each body paragraph in your essay.

Editing Process

1. Arrange what you have written in the appropriate order. Make sure to incorporate your revisions into your body paragraphs, or delete them if you don't want to use them. This list shows you how the pieces you have written will go together:
 - Introduction
 - Body paragraphs with revisions and in the order you prefer
 - Conclusion
2. Read your essay aloud to listen for how sentences work and flow for your reader:
 - Is it clear how each sentence follows from the sentence before it? Rewrite sentences in order to make that connection obvious to the reader.
 - Does your writing sound like a written essay or do you have any words and phrases that sound out of place in a school essay?
3. Refer to the Guidelines for Citing and Punctuating Direct Quotes on page 645 to make sure you have written your direct quotes correctly.
4. Reread your essay to correct any errors you can find in spelling, punctuation, and grammar.
5. If you have done your best on the previous steps and you have extra time, complete this bonus activity:
 - Write a different final thought.
 - Compare the two final thoughts you have written and decide which is best.
 - Make sure that the final thought you choose is included in your conclusion.

Guidelines for Citing and Punctuating Direct Quotes

An in-text citation has three parts:

1. Introduction to the quote (for example, *According to the text...* or *Studies have found that...*)
2. The borrowed words (the quote) in quotation marks
3. The citation in parentheses: the author's last name or the source title, followed by the page or paragraph number

How to write a direct quote:

- Make sure you have an introduction to your quote.
- Use double quotation marks to show where the quote begins and ends.
- Use single quotation marks around any dialogue within the direct quote.

Calendar of Research Essay Days

Lesson 1: Gathering Evidence

Lesson 2: Making a Claim and Writing a Body Paragraph

Lesson 3: Writing a Body Paragraph and an Introduction

Lesson 4: Revising and Writing a Conclusion

Lesson 5: Finishing and Editing the Essay

Lesson 6: Creating Citations and a Works Cited List

Elements of a Research Essay

An introduction to the essay and claim. It includes...

- a lead.
- relevant background or context of the topic and the text(s).
- a statement of the claim.

Body paragraphs to develop the reasoning and evidence. Each includes...

- specific textual evidence that supports the claim.
- description of the key parts of your evidence.
- clear explanation of how this evidence supports the claim.
- in-text citations.

A conclusion that wraps up the ideas about the claim. It includes...

- a restatement of the claim.
- a final thought.

A Works Cited page that includes...

- source information for Collection texts, web, and print.

Your lead can...

- ask a question.
- quote the text.
- help the reader relate to the topic of the essay.
- include an interesting detail from the text.

Editing Process

1. Read each part of your essay aloud to yourself, quietly and slowly.
2. Arrange what you have written in the appropriate order. Make sure to incorporate your revisions into your body paragraphs, or delete them if you don't want to use them.
This list shows you how the pieces you have written will go together:
 - Introduction
 - Body paragraphs with revisions and in the order you prefer
 - Conclusion
3. Reread your essay to correct any errors in spelling, punctuation, and grammar.
Follow these basic rules:
 - The first letter of every sentence is capitalized.
 - Every sentence ends with a period, a question mark, or an exclamation point.
 - There are no obvious spelling errors.
 - The word "I" is capitalized.
4. Refer to the following guidelines to make sure you have written your direct quotes correctly:
 - Make sure you have an introduction to your quote (e.g., *According to the text...*).
 - Use double quotation marks to show where the quote begins and ends.
 - Use single quotation marks around any dialogue within the direct quote.
 - Include the end punctuation of your quote only if it is a question mark or exclamation point.
 - At the end of the sentence, cite the source you are using in parentheses with the author's last name or source title.
 - Add the period after the parentheses: (Smith 10).

Guidelines for In-Text Citations

An in-text citation has three parts:

1. Introduction to the quote (for example, *According to the text...* or *Studies have found that...*)
2. The borrowed words (the quote) in quotation marks
3. The citation in parentheses: the author's last name or the source title, followed by the page or paragraph number

How to write a direct quote:

- Make sure you have an introduction to your quote.
- Use double quotation marks to show where the quote begins and ends.
- Use single quotation marks around any dialogue within the direct quote.
- Include the end punctuation of your quote only if it is a question mark or exclamation point.
- At the end of the direct quote, cite the source you are using in parentheses with the author's last name or source title, followed by the page or paragraph number, for example: (Smith 10) or (ABC News).
- Add the period after the parentheses: (Smith 10).

Bookmarks

1. Cut along the solid black lines.
2. Line up the short sides and press down on the dotted line to fold in half.
3. Apply glue to the inside of the bookmark and press together. Let bookmark dry.



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Welcome!



Digital lessons only.

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Get Started



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and Collection Research



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Summer of the Mariposas



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Scavenger Hunt and
Internet Research



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Research



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Socratic Seminar
and Research



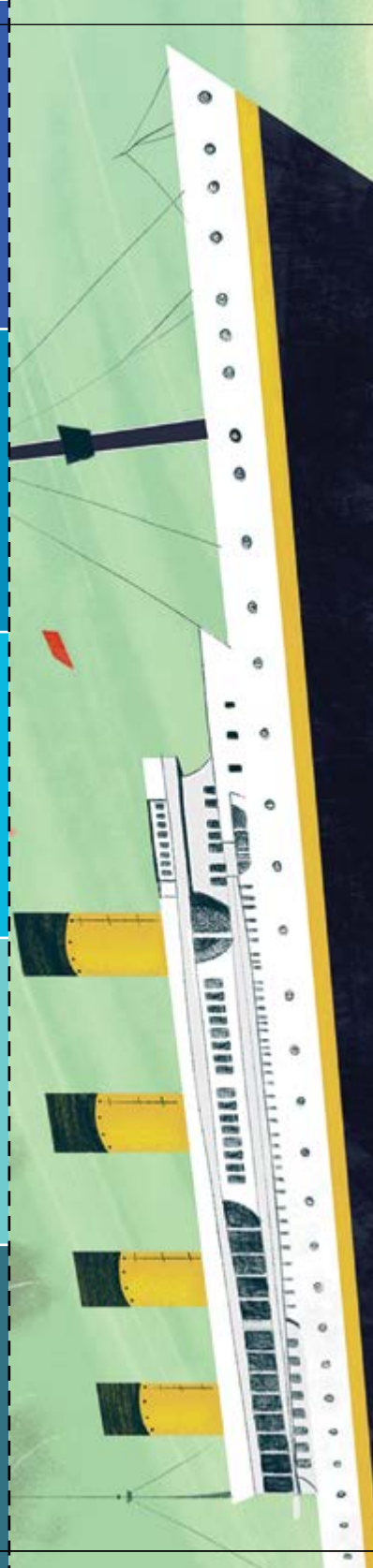
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The Titanic Collection

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Kirsten Anderson	Mostafa Habib	Brenda Pilson
Brian Anthony	Caroline Hadilaksono	Jill Preston
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