

## Work for English I

Day of the Week	Description of work
Monday & Tuesday	1) Diagnostic Writing to pre-assess student's writing 2) Follow all directions attached for writing assessment
Wednesday & Thursday	1) Read "Seabiscuit: An American Legend" pg 128 2) complete the questions and the short response question 3) Read the two articles "From Rag to Riches" and "Biography: Seabiscuit" 4) Complete the questions for both the articles 5) Complete the final prompt for all texts
Friday	1) Read "The Raven" pg 146 and "Incident in a Rose Garden" pg 151 2) Complete the text-dependent questions

## Questions and Prompt for “Seabiscuit: An American Legend”

1.

Part A: What is the meaning of “cadence” as it is used in line 102?

- A. An act or process of increasing
- B. A balanced, rhythmic flow
- C. A harsh, discordance of sound
- D. A quick movement

Part B: Which phrase from the text best helps clarify the meaning of “cadence”?

- A. “jangling against each other”
- B. “Seabiscuit paused”
- C. “straightening himself out just before hitting the rail”
- D. “seamless union”

2.

Part A: In lines 64-94 how does the author create suspense?

- A. The author uses imagery
- B. The author uses foreshadowing
- C. The author uses conflict
- D. The author uses setting

Part B: Which quotation provides the best support for the answer to Part A?

- A. “Richards saw him go and gunned Rosemont through the hole after him, but Seabiscuit had stolen a three-length advantage”
- B. “Pollard crouched and watched Special Agent’s churning hindquarters”
- C. “To the left and right, sixty thousand voices roared”
- D. “Seabiscuit is going to win”

3.

Part A: Which **two** statement best reflect the author's purpose for this text?

- A. To inform readers about the sport of horseracing
- B. To entertain readers with a fascinating, true story
- C. To persuade readers to believe that Seabiscuit is the better horse
- D. To inform readers about the rivalry between the horses
- E. To entertain readers with background stories about famous horses
- F. To persuade readers that the race was unfair

Part B: Which **two** detail from the biography best supports the answers in Part A?

- A. "Rosemont's stock rose; Seabiscuit's dropped"
- B. "Charley'll be so excited that I'll have to carry him"
- C. "Perhaps Pollard didn't see Rosemont coming because of the blindness of his right eye"
- D. "The exhausted horses returned to be unsaddles, and the fans sat in agonized anticipation"

### **PCR**

-Based on the information in the text Seabiscuit: An American Legend, write an essay that summarizes the challenges Seabiscuit and Pollard faced at the race at Santa Anita track.

## **Questions for Articles and Final Prompt**

### **"Biography: Seabiscuit"**

1.

Part A: What is the meaning of "liberally" as it is used in paragraph 3?

- A. Not opposed to new ideas or ways of behaving
- B. Believing that government should more active
- C. Given or provided in a generous way
- D. Not literal or strict

Part B: Which phrase from the text best helps clarify the meaning of "liberally"?

- A. "Riders whipped him"
- B. "They suspected"
- C. "To get him to achieve"

2.

Part A: Which reason best explains why the author chose to include the negative part of Seabiscuit's biography?

- A. To teach readers how a horse is trained
- B. To show how he overcame obstacles
- C. To make sure the biography is accurate
- D. To entertain the reader

Part B: Which excerpt from the text best supports your answer from Part A?

- A. "He didn't know he as the hero"
- B. "Seabiscuit looked a challenger in the eye and then sprinted ahead"
- C. "He was stubborn until he became compliant"
- D. "His inferior performance as a young racehorse led to later dominance on the turf"

3.

Part A: What effect do the headings have on the text?

- A. They make summarizing the text easier
- B. They provide a sequence of events for the text
- C. They highlight the organization and key information of a text

Part B: Which **two** details from the text best supports the answer from Part A?

- A. "Howard described him as 'mean, restive and ragged'"
- B. "Smith began Seabiscuit's rehabilitation by feeding him a high-quality Timothy hay"
- C. "Seabiscuit was one of the most remarkable Thoroughbred racehorses in history"
- D. "Seabiscuit turned in a dazzling performance in the Handicap"

## **“From Rag to Riches: The Story of Seabiscuit”**

1.

Part A: What is the meaning of “waned” as it is used in paragraph 6?

- A. To become progressively greater
- B. To be liked or accepted by people
- C. To fall gradually from power, prosperity, or influence
- D. To dislikes or hate something or someone

Part B: Which phrase from the text best helps clarify the meaning of “waned”?

- A. “Popularity of horse racing”
- B. “Help the sport regain its shinw”
- C. “The book became a publishing phenomenon”
- D. “Receiving more column inches than anyone else”

2.

Part A: Why does the author use the allusion to Cinderella in paragraph 4?

- A. To express the characteristics of Seabiscuit
- B. To explain how popular Seabiscuit was
- C. To connect Seabiscuit to a fairytale
- D. To show the parallel between their stories

3.

Part A: Select the claim that is supported by the most relevant and sufficient evidence within “From Rags to Riches: The Story of Seabiscuit.”

- A. Seabiscuit overcame challenges and became a sensation
- B. Seabiscuit helped revive the sport of horse racing
- C. Seabiscuit was always a huge success throughout his career
- D. Seabiscuit went through a period of time when fans hated him

Part B: Select **two** facts within the **article** that best provide evidence to support the claim selected in Part A.

A. "With his stumpy legs that wouldn't completely straighten, Seabiscuit wasn't considered a great prospect"

B. "Against all odds, Seabiscuit became an instant success"

C. "An ungainly and boxy scrapper that became one of the most remarkable thoroughbred racehorses in history"

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D. "A great rivalry would certainly help spark interest in the sport"

E. "Seabiscuit was the biggest newspaper story in the United States, receiving more column inches than anyone else"

### **Final Prompt**

-Use what you have learned about Seabiscuit from reading Seabiscuit: An American Legend, "Biography: Seabiscuit," and "From Rag to Riches: The Story of Seabiscuit" to write an essay that discusses how, against all odds, Seabiscuit became an American Legend.

### Text-Dependent Questions for “The Raven”

1. Reread stanza one. What is the setting of the poem? Cite evidence to support your answer.

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2. Reread stanza two. What internal conflict does the speaker struggle with? Cite evidence to support your answer.

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3. Reread lines 43-48 (pg 148). What can you conclude about the speaker from the way he reacts to the raven’s entrance? Cite evidence to support your answer.

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4. What is the speaker’s conflict in the poem? Do you believe it is resolved by the end (resolution) of the poem? Why or why not? Cite evidence to support your answers.

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5. Do you think the raven is real or just a figment of the speaker’s imagination? Support your views with details from the poem.

## Text-Dependent Questions for “Incident in a Rose Garden”

1. Who are the three characters in the poem? Provide a specific line from the poem to identify each of the three characters.
2. What do lines 1-18 suggest the conflict of the poem will be? At the end (resolution) of the poem, what does it turn out the conflict is? Cite evidence to support your answers.
3. What is the irony, or unexpected twist, in the poem? What details in the poem contribute to creating this ironic effect? Cite evidence to support your answer.

## Sound Devices

Sound Device	“The Raven”	“Incident in a Rose Garden”
Alliteration		
Repetition		
Rhyme		