

Due by April 17, 2020

Journal 1 - Describe how this pandemic has affected you and your family.

Journal 2 - Open Topic

Journal 3 - Describe the most important person in your life. Why are they the most important? Give examples.

Grammar Practice

Due by April 30, 2020

Research Project - Research project: Can be done with power point or google slides. Be sure to have at least 3 reputable sources.

Research and give two causes of school violence, consequences of the offenders, and what can be done to help prevent school violence in the future.

Review Sheet – Walk

1. She (walk, walks) four miles a day.
2. By Monday we will have (walk, walked) even farther.
3. Boxers (jump, jumps) rope for physical conditioning.
4. The child (looked, looks) for her lost dog every day after school.
5. I (cry, cried) all night because I could not find my cat.
6. Well, if you (cries, cry) they will laugh at you.
7. Michael has (walk, walked) his dog twice.
8. He (jumps, jumped) rope instead..
9. Have you (looks, looked) at the new puppy?
10. On the first day of school, Marvin always (walked, walks) to school.
11. I have (walk, walked) ever year since I entered school.
12. Calvin will (walk, walked) this year.
13. Have you ever (cries, cried) on the first day of school?.
14. Marlene had never (cries, cried) before.
15. Will you help me (look, looked) for my class?
16. John has never (jump, jumped) that high before.
17. The Bearcats will (cries, cry) if they lose the ballgame.
18. The baby had never (cry, cried) like that before.
19. Susan will have (looked, looks) for her puppy all day.
20. She will (looked, look) for a dress to wear to homecoming.

1. Have you ever _____ interested in politics? (to be)
2. By Monday I will have _____ six miles. (walk)
3. Boxers _____ rope for physical conditioning. (Jump)
4. I _____ when I lost my dog. (cry)
5. Have you ever _____ on a tractor? (ride)
6. Susan _____ a puppy every day. (See)
7. Nancy has never _____ to a stranger. (speak)
8. We _____ the wrong road. (chose)
9. He _____ want to eat at school today. (do)
10. Have you ever _____ from a well? (drink)

1. Have you ever _____ tacos? (eat)
2. What have you _____ her? (give)
3. Susan _____ me a new bracelet. (give)
4. I will _____ tomorrow swimming. (go)
5. Have you ever _____ before? (swim)
6. I _____ my new swimsuit yesterday. (wear)
7. Did he _____ a new song? (sing)
8. I _____ one yesterday. (sing)
9. By tomorrow I will have _____ it three times. (sing)
10. Have you ever _____ a story? (write)

Name _____



Date _____

Irregular Verbs

Circle the verb that best completes each sentence.

- | |
|---|
| 1. Many animals will (become, became) fierce if they are trapped. |
| 2. William Shakespeare (write, wrote) the classic book <i>Much Ado about Nothing</i> . |
| 3. My mom had to stitch my shirt because I (tear, tore) a whole in it. |
| 4. We (see, saw) a very large iguana at the zoo. |
| 5. The (exciting, excited) victory won them the championship. |
| 6. As it became dusk, I (know, knew) I better start walking toward my house. |
| 7. Rob's voice (shake, shook) when he had to read. |
| 8. My grandmother could (make, made) the best bread and butter pickles! |
| 9. The police can confiscate (stolen, stole) goods. |
| 10. Shari (buy, bought) a toy rabbit for her sister. |
| 11. Mom brought the orchids inside because the weatherman predicted a (freeze, froze). |
| 12. During World War II Americans were urged to be discreet with the slogan, "Careless lips (sink, sank) ships." |
| 13. The slippery roads caused the car to (weave, wove) before hitting the tree. |
| 14. This light fixture is connected to the ceiling fan and won't (come, came) off. |
| 15. Superman wears a cape to help him (fly, flew). |
| 16. Lyndon B. Johnson created Medicare and Medicaid to help the elderly and poor people (pay, paid) their medical bills. |

17. Mr. Davidson, General Manger, (**speak, spoke**) on behalf of Dart Industries.

18. The troop (**dig, dug**) through the quarry looking for unusual stones.

19. The rain (**begin, began**) to cease early in the afternoon.

20. Do you think William really wants to (**sell, sold**) his boat?

Name _____



Date _____

Irregular Verbs

Circle the verb that best completes each sentence.

- | |
|---|
| 1. Cody's ineffectual proposal for the new playground (meet, met) with much resistance on the City Council. |
| 2. Without even the tiniest bit of compassion, the judge (give, gave) the prisoner the maximum sentence. |
| 3. The chef has to (pay, paid) scrupulous attention when he measures the ingredients for the dish. |
| 4. The communist government (give, gave) a tract to every person who entered their country. This piece of literature was full of communistic propaganda. |
| 5. If you doubt my veracity, then I guess there is not much more that I can (say, said) to convince you that I know what I am talking about. |
| 6. As I watched the news report about the orphans in Afghanistan, I (know, knew) that tears would engulf me before it was over. |
| 7. Ever since Grandpa (break, broke) his hip, he has had to be sedentary in his own home. |
| 8. Gale likes to paint, but she has no inclination of how to (draw, drew). |
| 9. My term paper will not suffice for a good grade, so I probably need to re- (write, wrote) it this week. |
| 10. Our ferret (run, ran) all over our car before we had to stop to put him back in his cage. |
| 11. During his time in prison Malcolm Little (become, became) a devout Muslim and changed his name to Malcolm X. |
| 12. What do you think Robert F. Kennedy (mean, meant) when he said, "The free way of life proposes ends, but it does not prescribe means. . .?" |
| 13. We were aghast at the amount of food my uncle was able to (eat, ate). |
| 14. Hailey's personality is so superficial that, if you do not live in the upper-class area of town, she will not (speak, spoke) to you. |

15. He (lose, lost) the election to a Democratic rival.
16. That was such an ingenious idea! I wish I would have (think, thought) of it first!
17. An authentic Van Gogh painting can (sell, sold) for millions of dollars.
18. As the weather (grow, grew) colder, Madison watched sadly as the number of birds coming to the feeders began to dwindle.
19. Cosmic rays are highly energetic particles, and when they collide with atoms, they (send, sent) other particles, such as neutrons, flying off in all directions.
20. The raccoon caused great havoc when he got into the campers' cooler and (eat, ate) all of their steaks.

Name _____



Date _____

The Verb "To be"

Circle the form of the verb be that best completes each sentence.

1. The megalopolis of Dallas-Fort Worth and its surrounding cities (is, are) expected to reach a population of over 5 million people in the next couple of years.
2. Leprosy (is, are) a mildly infectious malady capable of producing deformity or disfigurement.
3. We (is, are) concerned about Courtney's diction, so we may need to take her to a speech therapist.
4. Skeet shooting is a form of trapshooting in which clay targets (is, are) thrown from traps to simulate birds in flight.
5. A butterfly's wings (is, are) very frail and can be damaged if they are not handled carefully.
6. Humans (is, are) one of the most homogenous species on Earth.
7. What (is, are) it about the appearance of a spider that stirs an immediate feeling of phobia within most humans?
8. Giving out personal information online (is, are) incredibly naive.
9. It is difficult being around someone who is a hypochondriac because it seems they (is, are) always complaining about one illness or another.
10. It (is, are) common these days for people to seek enormous sums of money as redress.
11. In the United States, school attendance (is, are) compulsory until age 16.
12. The stories about the outlaw Jesse James have made him a legendary figure, but many of them (is, are) not true.
13. Contributions to the Presidential Campaign Fund (is, are) voluntary.
14. Ethan (is, are) looking at a very tenuous future if he doesn't start applying himself and develop some kind of ambition.
15. Austin's facial expressions when he sings (is, are) a quirk that is very annoying to me.

16. Noah's ingenious plan to stop the littering problem in our city (is, are) one that is admired by many of his colleagues.
17. Connor is so arrant in his taste for Italian food that there (is, are) certain items he will not eat unless they are imported directly from Italy.
18. Although the day care center (is, are) chaotic at times, it also has a halcyon atmosphere.
19. My little sister is gullible, so we (is, are) continuously pulling pranks on her to see if she'll fall for another one.
20. It (is, are) almost a fetish with some people to impress people to whom they do not even know.

Name: _____ Class: _____

Help-Giving

By Set to Go
2019

How do we help the friends who depend on us for guidance and advice? This informational text explores the responsibility of helping others as a necessary life skill. As you read, take notes on what it means to help friends and why this responsibility is significant.

- [1] As a teen or young adult, you're likely to confide¹ in a good friend to talk about your troubles. When you and your friends turn to each other to talk about problems, you depend on each other for advice and guidance.

One positive aspect of our growth and independence is making the important decision to help our friends and commit to looking out for each other. However, this also gives us the responsibility to learn what it means to help friends. It also means we need to learn how to recognize when it is time to address a problem, or share with a parent or trusted adult a difficult situation that our friends might be going through.



"two women standing on mountain while looking on road" by Irina Gorskaia is licensed under CC0

As human beings, we are dependent on connections with others for our happiness, as well as our emotional and physical health. Our connection with others undergoes an important change as we enter our late teenage years. Our attention and time spent with people often shifts toward spending more time with friends and less time with family. We will, more often than not, still be deeply attached to our family, but our friends — and then ultimately romantic relationships — will continue to play bigger roles in most of our lives.

This is also a crucial stage in the development of help-giving as a life skill. Older teenagers are entering a time in life when many issues begin to emerge. Personal problems can become more complicated or serious. Teenagers often find themselves in circumstances where they need the help of those closest to them: their peers.

1. **Confide (verb):** to tell someone about a secret or private matter while trusting them not to repeat it to others

Identify signs

- [5] The first step toward helping others is to identify that they need help. It's common to have periods of difficulty throughout our lives. Difficulties are often no more than brief challenges that are part of growing up. However, sometimes common issues can intensify² and lead to more serious problems that require more help. It's important to learn how to identify when to help a friend who is struggling. Perhaps they don't feel like hanging out as much or, when they do, their mind seems elsewhere. There are other cues that you can also pick up on, signs that friends are not acting like their normal selves, for instance. It may seem like they are always anxious. Maybe they are taking more risks than usual, seem irritable or have developed a negative outlook on life. It's important to pay attention to friends and to be prepared to act when you've picked up on signs that all may not be well.

Listening to others

The next step toward helping others is to listen. Being mindful of how well you listen to others will be an important consideration throughout your life. As young people, when we begin to communicate more with others, we learn when and when not to speak. We also begin to develop the skills that help us pick up on signs that someone is or isn't doing well emotionally. Actively listening and paying attention to others when communicating (verbally and non-verbally) helps us learn more about others and our environment. As an individual learns these skills, they may be better equipped to understand when a peer is or isn't doing well.

Listening is dynamic; it is an active process that requires us to simultaneously listen and critically consider what others might be saying to us. It also means that the listener tries to understand what the other person is feeling or experiencing and attempts to see things from the speaker's perspective. In a world full of distractions, it can be easy to get sidetracked and lose focus on the person or people in front of us. Listening and paying attention to others when they speak is a sign of respect and a skill that will lead to deeper and better relationships. You'll also probably learn a lot more about your friends and your environment by actively listening to others.

Most of the time we think of "communication" as two people saying words back and forth to one another. But lots of meaning comes from the unspoken, such as facial expressions, gestures, and body postures. These are called nonverbal cues. Sometimes it helps to display positive nonverbal cues when listening to others and help-giving. This means focusing on the person in front of us. It can be demonstrated, for example, by shifting our bodies so that we are facing the person we are listening to, looking them straight in the eye, and putting down our phones! The person who is talking can feel as if they are being respected, listened to, and have your support simply by picking up on the non-verbal cues you are displaying.

Taking responsibility and taking action

You don't need to be a trained mental health professional to recognize and do something for a friend who is struggling. However, there may be times when you've listened to a friend, and given them advice, only for them to tell you they're okay, or they tell you they're "dealing with it." Sometimes, even when a friend tells you "everything's okay," there's something — your intuition, your gut instinct — that tells you everything isn't okay. This often means it's time to get professional help.

2. **Intense (adjective):** to become highly concentrated

[10] Some key signs that tell us it is time to get professional help include:

- Problems are severe or intense, last a long time, or keep getting worse
- Difficulties seem to be repeating themselves, interfering with normal (day to day) functioning
- The usual ways of dealing with things are not working

It is always good to encourage a friend to get help. If they are not ready to follow your advice, the best thing to do is to share your concerns with someone you trust, like a member of their family, or another friend. If you're unsure where to turn, another good resource would be a counselor, teacher or coach at school — they are usually familiar with the problems that teens face.

You might feel bad about going behind a friend's back to talk about their private struggles, and you might worry that you'll ruin a friendship by "ratting them out." Try to remember that if your heart tells you that your friend needs help, this is not the time to keep secrets. It is always sensible to go with your gut and get advice when you can't ignore your concerns. You shouldn't have to feel bad about showing concern for a friend. In a strong friendship, your friend will be grateful for your help once they feel better.

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Text-Dependent Questions

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

1. PART A: What is the central idea of the text?
 - A. Going behind a friend's back can end a friendship because a peer might feel betrayed.
 - B. Teens are not advised to give their peers guidance or advice because they are not trained professionals.
 - C. Help-giving is an important life skill for teens to develop as they turn to their peers for guidance and advice.
 - D. Noticing non-verbal cues is the most important way for teens to recognize that their peers are seeking help.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "As human beings, we are dependent on connections with others for our happiness, as well as our emotional and physical health." (Paragraph 3)
 - B. "As young people, when we begin to communicate more with others, we learn when and when not to speak." (Paragraph 6)
 - C. "You don't need to be a trained mental health professional to recognize and do something for a friend who is struggling." (Paragraph 9)
 - D. "You might feel bad about going behind a friend's back to talk about their private struggles, and you might worry that you'll ruin a friendship by 'ratting them out.'" (Paragraph 12)

3. What does the phrase "dealing with it" mean as it is used in Paragraph 9?
 - A. participating in an activity
 - B. taking action to solve the problem
 - C. giving ownership to someone else
 - D. distributing an item equally or fairly

4. What is the author's purpose in paragraph 12?
 - A. to reassure readers to trust their instincts when deciding to help a friend
 - B. to argue the importance of telling an adult when a friend has a problem
 - C. to provide readers with steps for helping a friend in need
 - D. to persuade readers to respect the privacy of peers

5. How does the author view the idea of positive non-verbal communication?

Name: _____ Class: _____

Why is it fun to be frightened?

By Margee Kerr
2018

Have you seen the most recent installment in the Halloween film franchise? If you have, you might be one of the people who think it's fun to be frightened. But why is this? Shouldn't scary movies be frightening rather than fun? In this informational text, Margee Kerr attempts to answer this question. As you read, take notes on what people experience after being scared in a safe way.

- [1] John Carpenter's iconic horror film *Halloween* celebrates its 40th anniversary this year. Few horror movies have achieved similar notoriety, and it's credited with kicking off the steady stream of slasher flicks that followed.

Audiences flocked to theaters to witness the seemingly random murder and mayhem a masked man brought to a small suburban town, reminding them that picket fences and manicured lawns cannot protect us from the unjust, the unknown or the uncertainty that awaits us all in both life and death. The film offers no justice for the victims in the end, no rebalancing of good and evil.



"Untitled" by NeONBRAND is licensed under CCO

Why, then, would anyone want to spend their time and money to watch such macabre¹ scenes filled with depressing reminders of just how unfair and scary our world can be?

I've spent the past 10 years investigating just this question, finding the typical answer of "Because I like it! It's fun!" incredibly unsatisfying. I've long been convinced there's more to it than the "natural high" or adrenaline rush many describe — and indeed, the body does kick into "go" mode when you're startled or scared, amping up not only adrenaline but a multitude of chemicals that ensure your body is fueled and ready to respond. This "fight or flight" response to threat has helped keep humans alive for millennia.

- [5] That still doesn't explain why people would want to intentionally scare themselves, though. As a sociologist, I've kept asking "But, why?" After two years collecting data in a haunted attraction with my colleague Greg Siegle, a cognitive neuroscientist at the University of Pittsburgh, we've found the gains from thrills and chills can go further than the natural high.

1. **Macabre** (*adjective*): disturbing and horrifying due to the depiction of violence or death

Studying fear at a terrifying attraction

To capture in real time what makes fear fun, what motivates people to pay to be scared out of their skin and what they experience when engaging with this material, we needed to gather data in the field. In this case, that meant setting up a mobile lab in the basement of an extreme haunted attraction outside Pittsburgh, Pennsylvania.

This adults-only extreme attraction went beyond the typical startling lights and sounds and animated characters found in a family-friendly haunted house. Over the course of about 35 minutes, visitors experienced a series of intense scenarios where, in addition to unsettling characters and special effects, they were touched by the actors, restrained, and exposed to electricity. It was not for the faint of heart.

For our study, we recruited 262 guests who had already purchased tickets. Before they entered the attraction, each completed a survey about their expectations and how they were feeling. We had them answer questions again about how they were feeling once they had gone through the attraction.

We also used mobile EEG technology² to compare 100 participants' brainwave activity as they sat through 15 minutes of various cognitive and emotional tasks before and after the attraction.

- [10] Guests reported significantly higher mood, and felt less anxious and tired, directly after their trip through the haunted attraction. The more terrifying the better: feeling happy afterward was related to rating the experience as highly intense and scary. This set of volunteers also reported feeling that they'd challenged their personal fears and learned about themselves.

Analysis of the EEG data revealed widespread decreases in brain reactivity from before to after among those whose mood improved. In other words, highly intense and scary activities — at least in a controlled environment like this haunted attraction — may “shut down” the brain to an extent, and that in turn is associated with feeling better. Studies of those who practice mindfulness meditation have made a similar observation.

Coming out stronger on the other side

Together our findings suggest that going through an extreme haunted attraction provides gains similar to choosing to run a 5K race or tackling a difficult climbing wall. There's a sense of uncertainty, physical exertion, a challenge to push yourself — and eventually achievement when it's over and done with.

Fun-scary experiences could serve as an in-the-moment recalibration of what registers as stressful and even provide a kind of confidence boost. After watching a scary movie or going through a haunted attraction, maybe everything else seems like no big deal in comparison. You rationally understand that the actors in a haunted house aren't real, but when you suspend your disbelief and allow yourself to become immersed in the experience, the fear certainly can feel real, as does the satisfaction and sense of accomplishment when you make it through. As I experienced myself after all kinds of scary adventures in Japan, Colombia, and all over the U.S., confronting a horde³ of zombies can actually make you feel pretty invincible.

2. Electroencephalogram technology records brain wave patterns.

3. a large group

Movies like *Halloween* allow people to tackle the big, existential⁴ fears we all have, like why bad things happen without reason, through the protective frame of entertainment. Choosing to do fun, scary activities may also serve as a way to practice being scared, building greater self-knowledge and resilience, similar to rough-and-tumble play. It's an opportunity to engage with fear on your own terms, in environments where you can push your boundaries, safely. Because you're not in real danger, and thus not occupied with survival, you can choose to observe your reactions and how your body changes, gaining greater insight to yourself.

What it takes to be safely scared

- [15] While there are countless differences in the nature, content, intensity, and overall quality of haunted attractions, horror movies, and other forms of scary entertainment, they all share a few critical components that help pave the way for a fun scary time.

First and foremost, you have to make the choice to engage — don't drag your best friend with you unless she is also on board. But do try to gather some friends when you're ready. When you engage in activities with other people, even just watching a movie, your own emotional experience is intensified. Doing intense, exciting, and thrilling things together can make them more fun and help create rewarding social bonds. Emotions can be contagious, so when you see your friend scream and laugh, you may feel compelled to do the same.

No matter the potential benefits, horror movies and scary entertainment are not for everyone, and that's OK. While the fight-or-flight response is universal, there are important differences between individuals — for example, in genetic expressions,⁵ environment, and personal history — that help explain why some loathe and others love thrills and chills.

Regardless of your taste (or distaste) for all things horror or thrill-related, an adventurous and curious mindset can benefit everyone. After all, we're the descendants of those who were adventurous and curious enough to explore the new and novel, but also quick and smart enough to run or fight when danger appeared. This Halloween, maybe challenge yourself to at least one fun scary experience and prepare to unleash your inner superhero.

"Why is it fun to be frightened?" by Margee Kerr, University of Pittsburgh, October 12, 2018. Copyright © The Conversation 2018, CC-BY-ND.

4. **Existential (adjective):** relating to existence
5. when the information in a gene becomes a useful product

Text-Dependent Questions

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

1. PART A: Which statement identifies the central idea of the text?
 - A. Whether the scary experience is real or not, people often feel a sense of relief after the experience what is easily mistaken for elation.
 - B. While the brain function of some people decreases following a scare, other people experience increased brain function related to stress.
 - C. Experiencing fun-scary things together has proven to strengthen bonds between people and make relationships last longer.
 - D. Many people who willingly engage in scary experiences in safe settings experience positive reactions in their brains.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "Over the course of about 35 minutes, visitors experienced a series of intense scenarios where, in addition to unsettling characters and special effects, they were touched by the actors, restrained, and exposed to electricity." (Paragraph 7)
 - B. "In other words, highly intense and scary activities — at least in a controlled environment like this haunted attraction — may 'shut down' the brain to an extent, and that in turn is associated with feeling better." (Paragraph 11)
 - C. "Doing intense, exciting, and thrilling things together can make them more fun and help create rewarding social bonds." (Paragraph 16)
 - D. "While the fight-or-flight response is universal, there are important differences between individuals — for example, in genetic expressions, environment, and personal history — that help explain why some loathe and others love thrills and chills." (Paragraph 17)

3. How does the author's discussion of the film Halloween contribute to text?
 - A. It provides an example of a scary movie that offers the controlled fear that gives viewers a fun-scary experience.
 - B. It highlights the differences between being scared by a film and being scared by an interactive haunted house.
 - C. It shows how the film Halloween comments on viewers' real fears, which makes the movie too close to reality to be fun.
 - D. It provides evidence that watching a scary movie causes the same positive reactions in the brain as going through a haunted house does.

4. How do paragraphs 16-17 contribute to the development of ideas in the text?
 - A. They emphasize that not all people enjoy being scared and that fun-scary experiences have to be a choice.
 - B. They prove that responding positively to fun-scary experiences is a natural response experienced by everyone.
 - C. They stress the social benefits of engaging in fun-scary experiences being worth the risk that one might dislike it.
 - D. They prove that enjoying fun-scary experiences is uncommon and most people are not going to choose to be scared.

5. What connection does the author draw between fun-scary experiences and real-life fears?

Name: _____ Class: _____

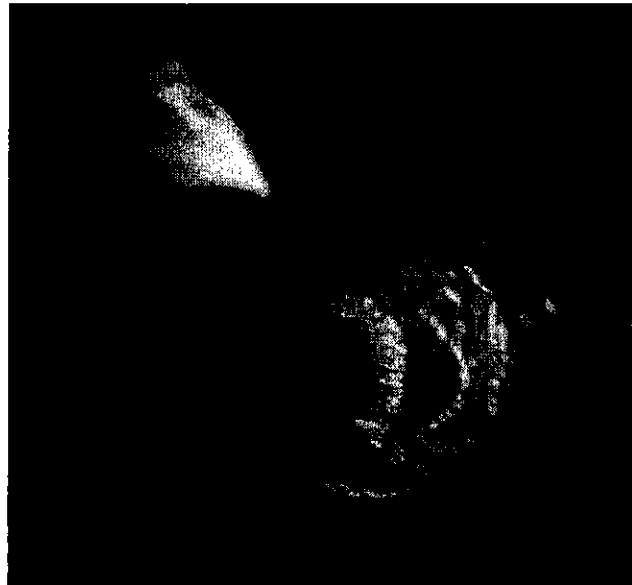
Lather and Nothing Else

By Hernando Téllez
2007

Hernando Téllez (1908-1966) was a Columbian journalist and author. In this short story, a barber gives a military captain a shave. As you read, take notes on the barber's internal conflict as he shaves the military captain.

[1] He didn't greet anyone when he came in. I was sharpening my best razor. And when I saw him I began to tremble. But he didn't notice. I continued to sharpen the razor to hide my alarm. Then I tested it against the tip of my thumb and held it up to the light again. He was removing his bandolier,¹ with its holster dangling. He hung it on one of the nails in the wardrobe and placed his kepi² on top. He turned around to address me and, undoing his tie, said "It's hot as hell. Give me a shave." And he sat in the chair.

I estimated it had been four days since he had last shaved. The four days the latest expedition to hunt down our people had lasted. His face appeared sunburned, hardened by the sun. I prepared the foam meticulously.³ I cut a few slices off the bar of soap and let them fall into the bowl. I added a little warm water and stirred it with the brush. It soon began to lather.



"Lathering Saddle Soap" by orionpozo is licensed under CC BY 2.0

"The troops must need a shave as bad as I do."

I kept on beating the lather.

[5] "But you know what? It was a success. We got the leaders. Some we brought back dead, some are still alive. But soon they'll all be dead."

"How many did you get?" I asked.

"Fourteen. We had to go in pretty far to find them. But they're paying for it now. And not one of them will come out alive, not one."

He leaned back in the chair when he saw I was holding up the shaving brush, full of lather. I still hadn't put the sheet on him.

-
1. a shoulder-belt with loops or pockets for cartridges
 2. a military cap with a flat top and horizontal brim
 3. **Meticulous (adjective):** showing careful and great attention to detail

That's how disoriented I was. I took a sheet out of the drawer and tied it around my client's neck. He didn't stop talking. He took for granted that I was on the side of the new order.

[10] "The town has learned its lesson from what happened the other day," he said.

"Yes," I replied, as I finished tying the knot on his dark, sweaty, neck.

"That was pretty good, wasn't it?"

"Very good," I answered, as I picked up the brush again.

The man closed his eyes, sighing with fatigue, and waited for the cool caress of the soap. I had never had him so close. The day he ordered the townspeople to gather in the schoolyard to see the four rebels hanging there, I caught a glimpse of him. But the sight of the mutilated⁴ bodies kept my eyes from lingering on the face of the man who was responsible for it all, the man whose face I was now going to take in my hands. It wasn't an unpleasant face, for sure. And his beard, though it made him appear older, looked good on him. His name was Torres. Captain Torres. A man with a good imagination; after all, it hadn't occurred to anyone before him to string up the rebels naked and use various parts of their bodies for target practice.

[15] I started to apply the first layer of soap. His eyes were still closed.

"What I wouldn't do for a little sleep," he said. "But there's a lot of work to be done this afternoon."

I lifted the brush, and, feigning⁵ casual unconcern, asked, "Firing squad?"

"Something like that, but slower," he replied.

"All of them?"

[20] "No. Just a few."

I returned to the task of lathering his beard. My hands began to shake. The man couldn't have noticed, which was a relief. But I wished he hadn't come. Many of our people had probably seen him come in. And having the enemy on your home turf imposes certain conditions. I'd have to shave that beard like any other, with the greatest care and as if he were my best customer, making sure that not one drop of blood emerged from his pores. Making sure that the razor would not get caught in the little clumps of hair. Making sure that his skin would come out clean, taut, and smooth, and that when I brushed the back of my hand against it, not one hair could be felt on its surface. Yes. I was a clandestine⁶ revolutionary, but I was also a barber of integrity, proud of the diligence⁷ with which I practiced by profession. And that four-day-old beard needed a lot of work.

4. Mutilation is the infliction of a violent and disfiguring injury on a human or animal.

5. **Feign** (*verb*): to pretend to feel or be affected by something

6. **Clandestine** (*adjective*): kept secret or done secretly

7. **Diligence** (*noun*): careful and persistent work or effort

I picked up the razor, opened the two handles at an angle, opened the blade, and began my task, heading downward from one of his temples. The blade responded impeccably. His beard was stubborn and hard, not very long, but dense. Little by little, his skin began to appear. The blade emitted⁸ its usual sound, and lumps of soap mixed with little hairs accumulated⁹ on it. I paused to clean and then sharpen it because I'm a barber who does things right. The man had been keeping his eyes shut. Now he opened them, lifted his hand from underneath the sheet, touched the part of his face that had become free of soap, and said, "Come to the school at six this evening."

"The same as the other day?" I asked, horrified.

"It might be even better," he replied.

[25] "What are you planning on doing?"

"I don't know yet, but it'll be fun." He leaned back again and closed his eyes. I approached the razor poised.

"Do you plan on punishing all of them?" I ventured¹⁰ timidly.

"All of them."

The soap on his face was drying. I had to get started. I looked onto the street through the mirror. The same as always: the corner store and two or three customers inside. Then I looked at the clock: 2:20 p.m. The blade continued its descent. Now the other temple and down the cheek. A dark beard, thick. He should let it grow, like some poets and priests do. It would look good on him. Many people wouldn't recognize him. And that would be in his best interests, I thought, as I gingerly moved the blade up his neck. That's where I had to be most careful, since the growth, although still in its early stages, was clumping. A curly beard. The tiny pores could open and release their pearls of blood. The pride of a good barber like me hinges on not letting this happen to any client. And this was an important client. How many of our people had he ordered killed? How many had he ordered mutilated? Better not to think about it. Torres didn't know that I was his enemy. He didn't know and neither did the others. It was a secret known to very few, precisely so that I could inform the revolutionaries about what Torres was up to in the town, and what he planned on doing each time he set out on an incursion¹¹ to hunt them down. Needless to say, it was going to be very difficult to explain how I had had him at my mercy and then let him go, alive and shaved.

[30] The beard had almost completely disappeared. He looked younger, as if years had been taken off since he came in. I suppose this is what always happens to men when they've been to the barber's. Torres was rejuvenated at the stroke of my razor, yes, because I'm a good barber, the best in this town, and I don't say this out of vanity. A little more soap here, under the chin, over the Adam's apple, on that major artery.¹²

8. **Emit (verb):** to produce and discharge something

9. **Accumulate (verb):** to gather together or acquire an increasing number or quantity of

10. **Venture (verb):** to dare to do or say something that might be considered bold

11. an invasion or attack

12. any of the muscular-walled tubes forming part of the circulation system by which blood is pumped by the heart to all parts of the body

It's so hot! Torres must be sweating too. But he's not afraid. He's serene, not even worried about what he's going to do with the prisoners this afternoon. I, on the other hand, with this razor in my hand, scraping and scraping this skin, making sure that blood doesn't spill from those pores, wary of each stroke, cannot think calmly. D— him for coming; I am a revolutionary but I am not a murderer. And to think how easy it would be to kill him. And he deserves it.

Does he? No; what the h—! No one is worth the sacrifice of becoming a murderer. What could be gained from it? Nothing. Others come along, and then others, and the first ones kill the second ones and they kill the third group, and it goes on and on until everything is a sea of blood. I could cut his neck like this: Jab! Jab! I wouldn't give him time to protest and since his eyes are closed he wouldn't see the glint¹³ of the blade or the glint in my eyes. But I'm shaking like a real murderer. From that neck, a torrent¹⁴ of blood would spurt onto the sheet, onto the chair, onto my hands, onto the floor. I'd have to shut the door. And the blood would be flowing along the floor, warm indelible,¹⁵ uncontainable, out into the street like a thin, scarlet stream. I am sure that a hard jab, a deep incision, would be painless. He wouldn't suffer. And what would I do with the body? Where could I hide it? I'd have to flee, leave all of this, take refuge far away, very far. But they'd hunt me until they found me. "The man who murdered Captain Torres. He slit his throat while giving him a shave. A coward." Or, "The man who avenged our people. A name to remember (fill in my name). He was the town barber. No one knew that he supported our cause..." "

So which is it? Murderer or hero? My destiny hinges on the blade of this razor. I can push down a little more on my hand, lean like silk, like rubber, like sheepskin. There is nothing more tender than a man's skin and the blood is always there, ready to flow. A razor like this does not let you down. It's my best razor. But I don't want to be a murderer, no sir. You came for a shave. And I will do my duty honorably... I don't want to be stained with blood. By lather, and nothing else. You're an executioner and I'm only a barber. Each in his place. That's it. Each in his place.

His face was now clean, smooth, and taut.¹⁶ The man sat up to look at himself in the mirror. He rubbed his skin with his hands and felt it fresh and like new.

[35] "Thank you," he said. He headed toward the wardrobe to get his belt, gun, and kepi. I must have been very pale and my shirt felt soaked. Torres buckled his belt, put his gun back in its holster, ran a hand over his hair mechanically, and put on his kepi. He took a few coins out of his pocket to pay me for my services. Then he started to walk toward the door. He paused in the doorway for a moment, turned around, and spoke.

"They told me that you'd kill me. I came to find out for myself. But killing isn't easy. I know what I'm talking about."

And he headed down the street.

Jennifer Edwards (Translator). "The Flight of the Condor". Copyright © 2007 by Board of Regents of the University of Wisconsin System. Reprinted courtesy of The University of Wisconsin Press.

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13. to give out or reflect small flashes of light
 14. a strong and fast-moving stream of water or other liquid
 15. **Indelible (adjective):** making marks or an impression that cannot be removed or forgotten
 16. **Taut (adjective):** stretched or pulled tight

Text-Dependent Questions

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

1. PART A: Which statement best expresses the main theme of the short story?
 - A. We should stay true to who we are, despite how difficult the circumstances might be.
 - B. Even people believed to be good are capable of committing acts of violence.
 - C. Violence is only acceptable when it solves more problems than it creates.
 - D. It's more important to keep yourself safe than to attempt to right a wrong.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "How many of our people had he ordered killed? How many had he ordered mutilated? Better not to think about it." (Paragraph 29)
 - B. "And what would I do with the body? Where could I hide it? I'd have to flee, leave all of this, take refuge far away, very far." (Paragraph 32)
 - C. "You're an executioner and I'm only a barber. Each in his place. That's it. Each in his place." (Paragraph 33)
 - D. "They told me that you'd kill me. I came to find out for myself. But killing isn't easy. I know what I'm talking about." (Paragraph 36)

3. How does the moment that the barber considers killing Captain Torres contribute to the theme of the story?
 - A. It emphasizes how any individual can be capable of extreme acts of violence.
 - B. It stresses the extent of Captain Torres' evil and the need for justice.
 - C. It shows how the barber is too fearful to act when given the opportunity.
 - D. It reveals the internal struggle to do the right thing that the barber is having.

4. How does the difference in the point of view between the characters and the reader create suspense?

Discussion Questions

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

1. In the story, the barber wants to kill Captain Torres for all the violence he has inflicted on others. Do you think his desire for revenge is justified? Why or why not? What would you have done if you were in the barber's position in the story? What are the circumstances in your life where you've felt as though revenge was justified? How did you deal with those circumstances?
2. Captain Torres and the barber's lives are shaped by the war around them which causes them to have to make strong decisions. What are examples in your life, such as your neighborhood, the school you attend, or other circumstances, that shape the way you live and cause you to have to make difficult decisions?
3. Despite his desire for revenge, the barber believes he is doing the right thing by just shaving Captain Torres. Describe a time when you or someone you knew felt strongly about a decision that had to be made, but was difficult to make. How was the decision resolved?

Name: _____ Class: _____

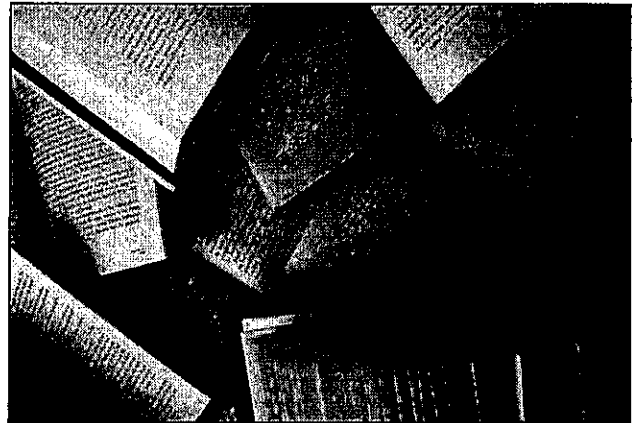
Why it matters that teens are reading less

By Jean Twenge
2018

When is the last time you read a book for pleasure? According to Jean Twenge, a professor of psychology, digital media is changing teenagers' reading habits. As you read, take notes on how a lack of reading impacts teenagers.

- [1] Most of us spend much more time with digital media than we did a decade ago. But today's teens have come of age with smartphones in their pockets. Compared to teens a couple of decades ago, the way they interact with traditional media like books and movies is fundamentally different.

My co-authors and I analyzed nationally representative surveys of over one million U.S. teens collected since 1976 and discovered an almost seismic¹ shift in how teens are spending their free time.



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Increasingly, books seem to be gathering dust.

It's all about the screens

By 2016, the average 12th grader said they spent a staggering six hours a day texting, on social media, and online during their free time. And that's just three activities; if other digital media activities were included, that estimate would surely rise.

- [5] Teens didn't always spend that much time with digital media. Online time has doubled since 2006 and social media use moved from a periodic activity to a daily one. By 2016, nearly nine out of 10 12th-grade girls said they visited social media sites every day.

Meanwhile, time spent playing video games rose from under an hour a day to an hour and a half on average. One out of 10 8th graders in 2016 spent 40 hours a week or more gaming – the time commitment of a full-time job.

With only so much time in the day, doesn't something have to give?

Maybe not. Many scholars have insisted that time online does not displace time spent engaging with traditional media. Some people are just more interested in media and entertainment, they point out, so more of one type of media doesn't necessarily mean less of the other.

1. of enormous proportion or effect

However, that doesn't tell us much about what happens across a whole cohort² of people when time spent on digital media grows and grows. This is what large surveys conducted over the course of many years can tell us.

Movies and books go by the wayside

- [10] While 70% of 8th and 10th graders once went to the movies once a month or more, now only about half do. Going to the movies was equally popular from the late 1970s to the mid-2000s, suggesting that Blockbuster video and VCRs didn't kill going to the movies.

But after 2007 – when Netflix introduced its video streaming service – moviegoing began to lose its appeal. More and more, watching a movie became a solitary³ experience. This fits a larger pattern: In another analysis, we found that today's teens go out with their friends considerably less than previous generations did.

But the trends in moviegoing pale in comparison to the largest change we found: An enormous decline in reading. In 1980, 60% of 12th graders said they read a book, newspaper or magazine every day that wasn't assigned for school.

By 2016, only 16% did – a huge drop, even though the book, newspaper or magazine could be one read on a digital device (the survey question doesn't specify format).

The number of 12th graders who said they had not read any books for pleasure in the last year nearly tripled, landing at one out of three by 2016. For iGen – the generation born since 1995 who has spent their entire adolescence with smartphones – books, newspapers and magazines have less and less of a presence in their daily lives.

- [15] Of course, teens are still reading. But they're reading short texts and Instagram captions, not longform articles that explore deep themes and require critical thinking and reflection. Perhaps as a result, SAT reading scores in 2016 were the lowest they have ever been since record keeping began in 1972.

It doesn't bode⁴ well for their transition to college, either. Imagine going from reading two-sentence captions to trying to read even five pages of an 800-page college textbook at one sitting. Reading and comprehending longer books and chapters takes practice, and teens aren't getting that practice.

There was a study from the Pew Research Center a few years ago finding that young people actually read more books than older people. But that included books for school and didn't control for age. When we look at pleasure reading across time, iGen is reading markedly less than previous generations.

The way forward

So should we wrest⁵ smartphones from iGen's hands and replace them with paper books?

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2. group of people
 3. **Solitary** (*adjective*): done or existing alone
 4. **Bode** (*verb*): to indicate a certain outcome
 5. **Wrest** (*verb*): to forcibly pull from someone's grasp

Probably not: smartphones are teens' main form of social communication.

- [20] However, that doesn't mean they need to be on them constantly. Data connecting excessive digital media time to mental health issues suggests a limit of two hours a day of free time spent with screens, a restriction that will also allow time for other activities – like going to the movies with friends or reading.

Of the trends we found, the pronounced decline in reading is likely to have the biggest negative impact. Reading books and longer articles is one of the best ways to learn how to think critically, understand complex issues and separate fact from fiction. It's crucial for being an informed voter, an involved citizen, a successful college student and a productive employee.

If print starts to die, a lot will go with it.

"Why it matters that teens are reading less" by Jean Twenge, San Diego State University, August 20, 2018. Copyright (c) The Conversation 2018, CC-BY-ND.

Text-Dependent Questions

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

1. PART A: Which statement identifies the central idea of the text?
 - A. The time that teenagers spend with digital media negatively impacts their ability to make sense of longer and more complex written material.
 - B. Teenagers are not developing the social skills they need to succeed in the world, as digital devices encourage them to spend time alone.
 - C. Fast-paced games and constantly updating social media makes it difficult for teenagers to be entertained by paper media, such as books and magazines.
 - D. The time that teenagers spend playing video games or on social media takes away from their commitment to their studies, negatively affecting their grades.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "One out of 10 8th graders in 2016 spent 40 hours a week or more gaming – the time commitment of a full-time job." (Paragraph 6)
 - B. "In another analysis, we found that today's teens go out with their friends considerably less than previous generations did." (Paragraph 11)
 - C. "Of course, teens are still reading. But they're reading short texts and Instagram captions, not longform articles that explore deep themes and require critical thinking and reflection." (Paragraph 15)
 - D. "Data connecting excessive digital media time to mental health issues suggests a limit of two hours a day of free time spent with screens..." (Paragraph 20)

3. Which of the following describes the author's main purpose in the text?
 - A. to offer teenagers fun and engaging alternatives to spending time with digital media
 - B. to emphasize the disadvantages of spending more time online and less time reading
 - C. to show how reading from digital devices is not as beneficial as reading from paper sources
 - D. to speculate how teenagers will be impacted in the future if they continue to rely on digital devices

4. What connection does the author draw between new digital media and movies?
 - A. The author shows how digital media has negatively impacted teenagers' engagement in other activities, such as going to the movies.
 - B. The author highlights the disadvantages of spending more time streaming movies alone, than going to the theater with friends.
 - C. The author shows how new digital media and movies both discourage teenagers from reading for pleasure.
 - D. The author discusses how new digital media doesn't require teenagers to engage in complex thought, as movies once did.

Discussion Questions

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

1. In the text, the author discusses how teenagers are exposed to fewer longform texts because of digital media. Do you use digital media to read books or news articles? What do you mainly use your digital devices for? Do you think the author's discussion of teenagers' reading habits reflects your own personal experiences reading?
2. In the text, the author emphasizes the negative effects of digital media. Do you think there are academic advantages to using digital media in the classroom? Describe a way in which digital media is used in your classroom and how it might benefit your learning.
3. Do you think there are some skills you've developed from using social media and spending time online that you couldn't have developed from reading books? If so, what are they?

5. What is the relationship between reading longform texts and the development of certain skills?

