

10TH GRADE CP ENGLISH

FALL SEMESTER

ANSWER KEYS: CLUSTER 1

Answer Key

Harrison Bergeron

Active Reading SkillBuilder, page 5

(Students' responses will vary. Sample responses are provided.)

Clue: "They really weren't very good— no better than anybody else would have been, anyway."

Inference: Everyone in this society was mediocre and bland.

Clue: "And she had to apologize at once for her voice, which was a very unfair voice for a woman to use."

Inference: To excel at anything was shameful and unfair.

Clue: "The music began. It was normal at first—cheap, silly, false."

Inference: All pleasure in life was reduced to the ridiculous.

Clue: "'You can say that again,' said George." (Hazel says her sentence again.)

Inference: There was no higher-level thinking; only literal, flat interpretation.

Harrison Bergeron: Text Dependent Questions

Directions: Complete the synopsis of the story with accurate words.

Synopsis

The year is 2081, and everybody is finally equal in every which way, thanks to the 211th, 212th, and 213th amendments to the U.S. Constitution. George and Hazel are watching TV, unable to think about their son Harrison being taken away, Hazel because she's perfectly average and George because he has a mental handicap radio in his ear that plays loud noises to disrupt his thinking.

On TV, masked ballerinas stumble on stage, weights strapped around their neck, and announcers with speech impediments broadcast the news. A picture of Harrison Bergeron appears on the screen. He has escaped from prison. Moments later Harrison breaks into the studio, claims himself emperor and anoints the first ballerina to step forward queen. The two perform a graceful dance, followed by the entrance of Diana Moon Glampers, Handicapper General of the United States government, who shoots and kills Harrison and his queen.

Directions: Provide evidence-based answers from the story using the ACE IT! format. The first one is done for you.

In the first paragraph, Vonnegut uses the words “unceasing vigilance.” What do these words mean and how do they help establish the setting and tone of the story?

A: In the first paragraph of “Harrison Bergeron” by Kurt Vonnegut, Jr., “unceasing” means not stopping, or unending, and “vigilance” means watchfulness or alert attention. The use of these words helps to establish the restrictive and oppressive setting and tense tone for the piece.

C: For example, when George recognizes his son Harrison on TV, “the realization was blasted from his mind instantly by the sound of an automobile collision in his head” (24).

E: In this world, the government has figured out a way to get inside the heads of people and interfere with their thinking and emotions at all times and in any location. Additionally, the harsh, tense tone makes the reader nervous and wary of the overly controlling government.

IT: “Harrison Bergeron” offers a skeptical outlook about what too much regulation and oppression might do to society and the individual, which is evident from the carefully chosen words at the beginning.

<p>How does Harrison’s rebellion reveal his character and his values? Support your opinion with evidence from the text.</p>	<p>A: Harrison’s rebellion reveals his value of individuation and competition in a society.</p> <p>C: In the story, Harrison shouts, “I am the emperor” and “Watch me become what I <i>can</i> become.” The text states that “Harrison tore the straps of his handicap like wet tissue paper, tore straps guaranteed to support five thousand pounds.”</p> <p>E: This shows that he’s freeing himself from the imposed handicaps that the government placed on him. His physical strength matches his strong will and determination to break free from limitations on his individuality. Even the verbs in the description of him and the Ballerina, “reeled, whirled, swiveled, flounced, capered, gamboled, and spun,” support his individualism and rebellion against the government regulations.</p> <p>IT: Both his words and actions support that Harrison is a rebel and non-conformist in this futuristic society.</p>
<p>The entire narrative takes place as George and Hazel sit in front of the television. What is Vonnegut’s purpose in having the television set as the primary setting? Cite textual evidence for the significance of the television.</p>	<p>A: Vonnegut’s purpose in having George and Hazel sit in front of the television in “Harrison Bergeron” by Kurt Vonnegut is to show the complete totalitarian nature of this society.</p> <p>C: The best example comes at the end of the story, when Harrison’s live execution is shown to all to witness as an example of what will happen to citizens who do not obey government laws.</p> <p>E: George and Hazel never turn off their tv, which means they are always under the influence of the government. Although they are watching seemingly benign ballet program, they end up seeing their son shot and killed for being a rebel. But the government even controls their response to that by blacking out the actual shooting and then handicapping their thinking process so that they can’t even remember why they’re sad.</p> <p>A: The television is the voice and message of the government, and it not only numbs the characters but intimidates and controls them as well.</p>

What do you think Vonnegut might be trying to say about today's society and the role a government can play in achieving equality among people? Use examples from the story to support your opinion.

A: In "Harrison Bergeron," Kurt Vonnegut Jr. is asking the question, if everyone is 'equal,' who, in fact, is in charge? After all, there must be a group of people, who would need above average intelligence in order to maintain regulation.

C: In order for equality to exist, the government must erase differences: "If Hazel hadn't been able to come up with an answer to this question, George couldn't have supplied one. A siren was going off in his head."

E: Rather than allow individual expression and full realization of each person's ability, the government, who wants to retain control, is forced to oppress any true thoughts or ideas that could conceivably be a threat to the existing order, which is why Harrison's televised rebellion ends in his murder by Diana Moon Glampers, the Handicapper General of the US government.

IT: The events of the story reinforce Vonnegut's warning that a society that discourages true thought and emotion, even in the name of 'equality,' can only do so through fear and oppression, and ultimately sacrifices humanity itself.

Answer Key

Harrison Bergeron

Literary Analysis SkillBuilder, page 6

(Students' responses will vary. Possible examples and themes are provided.)

Clue: "And it was easy to see that she was the strongest and most graceful of all the dancers, for her handicap bags were as big as those worn by two-hundred-pound men."

Clue: "Even as I stand here—crippled, hobbled, sickened—I am a greater ruler than any man who ever lived! Now watch me become what I can become!"

Clue: "She must have been extraordinarily beautiful, because the mask she wore was hideous."

Theme: Equality in society cannot be measured, or adjusted, by reducing the differences in individuals' talents and skills to the lowest common denominator.

Answer Key

Marriage Is a Private Affair

Active Reading SkillBuilder, page 83

(Students' responses will vary. Sample responses are provided.)

Culture of the City

- People may marry out of love.
- Women may have a profession, such as teaching.
- Women are considered equal partners.
- Open communication is better than silence and anger.

Culture of the Village

- Men may not marry women who do not speak their language.
- Women of the village pay deference to outsiders.
- Women should not be teachers.
- A person's tribe determines whom he or she marries.

Answer Key

Marriage Is a Private Affair

Literary Analysis SkillBuilder, page 84

(Student responses will vary. Sample responses are given.)

Cultural Conflict: centers around a choice of wife in marriage

Father's Motivating Belief: Chosen woman must have Christian upbringing, wife training, and read the Bible. Love is not necessary.

Son's Motivating Belief: Love is the most important element in choosing a spouse.

Cultural Conflict: centers around professions for women

Father's Motivating Belief: Christian women should not be teachers. Women should keep silent.

Son's Motivating Belief: His wife's profession as a teacher has value and deserves respect.

Cultural Conflict: centers around language differences

Father's Motivating Belief: It is unprecedented for a man to marry someone who does not speak his own language.

Son's Motivating Belief: Love is the important element, not language.

Follow Up: Students may share the cultural and social customs of their parents' or grandparents' generations. Some students may think that cultural conflicts arise because of religion, gender, or age differences; others may think that geographic location is the cause. Many students may think that a combination of elements creates cultural conflicts in families.

Answer Key

Love Must Not Be Forgotten

Active Reading SkillBuilder, page 88

(Students' responses will vary. Sample responses are provided.)

Cultural Characteristics

Communism

Marriage for continuation of the race

Marriage as a business transaction

Underground political activity

Strict policing of minor infractions

Fear of authority

Government attack of free speech

Inhumane treatment of dissidents

Answer Key

Love Must Not Be Forgotten

Literary Analysis SkillBuilder, page 89

(Students' responses will vary. Samples responses are provided.)

Major Event: Mother's love marries another woman.

Influenced by Cultural Setting? Yes—He did it out of duty, gratitude to the dead, and class feeling.

Major Event: People don't understand why the author won't rush into a marriage with her suitor, Qiao Lin.

Influenced by Cultural Setting? People consider marriage as a business transaction; it is still a form of barter.

Major Event: Mother's decision to keep a diary and request that it be burned after her death.

Influenced by Cultural Setting? She is concerned that her entries denouncing people associated with the political revolution would endanger her daughter if they were read by certain people.

Answer Key

Love Must Not Be Forgotten

Words to Know SkillBuilder, page 90

- A.**
1. aversion
 2. renounce
 3. heretic
 4. censure
 5. coyness
 6. ardent
 7. naiveté
 8. parry
 9. wistful
 10. atonement
- B.** Students' letters will vary. Accept responses that accurately use at least five Words to Know.

Compare and Contrast Rubric

Category	4	3	2	1
Purpose & Supporting Details	The paper compares and contrasts items clearly. The paper points to specific examples to illustrate the comparison. The paper includes only the information relevant to the comparison.	The paper compares and contrasts items clearly, but the supporting information is general. The paper includes only the information relevant to the comparison.	The paper compares and contrasts items clearly, but the supporting information is incomplete. The paper may include information that is not relevant to the comparison.	The paper compares or contrasts, but does not include both. There is no supporting information or support is incomplete.
Organization & Structure	The paper breaks the information into whole-to-whole, similarities-to-differences, or point-by-point structure. It follows a consistent order when discussing the comparison.	The paper breaks the information into whole-to-whole, similarities-to-differences, or point-by-point structure but does not follow a consistent order when discussing the comparison.	The paper breaks the information into whole-to-whole, similarities-to-differences, or point-by-point structure, but some information is in the wrong section. Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Transitions	The paper moves smoothly from one idea to the next. The paper uses comparison and contrast transition words to show relationships between ideas. The paper uses a variety of sentence structures and transitions.	The paper moves from one idea to the next, but there is little variety. The paper uses comparison and contrast transition words to show relationships between ideas.	Some transitions work well; but connections between other ideas are fuzzy.	The transitions between ideas are unclear or nonexistent.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.

Answer Key

On the Rainy River

Active Reading SkillBuilder, page 42

(Answers will vary. Sample responses are given.)

Going to Vietnam

Narrator's Views: He does not think he should go because he sees no clear-cut purpose (page 628); he thinks he is "too good for this war" (page 629); he goes to Vietnam because he is embarrassed not to go (page 640).

My Judgment and Reasons: The narrator is in some ways acting cowardly by going to Vietnam rather than standing up for his beliefs. At the same time, he judges himself harshly—he was just a boy and the price for not fighting was very high.

Going to Canada

Narrator's Views: The narrator was afraid to be in exile—he did not want to leave the life he knew (page 631); he did not want people to think badly of him (page 634); he ultimately was not brave enough to face the consequences of his beliefs against the war (page 637).

My Judgment and Reasons: I was surprised that he came so close to going to Canada, but would not go. At the same time, I can understand his not wanting to leave behind family and friends forever.

Answer Key

On the Rainy River

Literary Analysis SkillBuilder, page 43

(Answers will vary. Sample responses are given.)

Passage: "I remember opening up the letter . . . just a silent howl." (page 629)

Phrase: "feeling the blood go thick behind my eyes"

Narrator's Emotions/State of Mind: fear of death

Passage: "In the evenings . . . I felt paralyzed."

Phrase: "drive aimlessly around town, feeling sorry for myself . . . my life seemed to be collapsing toward slaughter" (page 630).

Narrator's Emotions/State of Mind: stunned, unable to accept the reality of his situation and respond to it, depressed

Passage: "A giddy feeling . . . all I could think to do."

Phrases: "like running a dead end maze—no way out—it couldn't come to a happy conclusion . . . it was all I could think to do" (page 632).

Narrator's Emotions/State of Mind: frustration, helplessness, just going through the motions

Follow Up: Student responses will vary. Many students will think that the first-person point of view helps them sympathize with the narrator. They may say that they don't judge him as harshly as they might if they didn't understand the internal crisis he faced.

Answer Key

Grammar SkillBuilder

Gerund Phrases, page 45

Answers will vary.

1. I thought that telling my story would cause embarrassment to all of us.
2. It was my opinion that you don't make war without knowing why.
3. I believed I could help fight the war by writing a few editorials for the campus newspaper.
4. I remember opening the draft notice on June 17, 1968.
5. When I read the notice, I furiously started listing in my head all the reasons why I shouldn't be drafted.
6. Washing the bloody carcasses of hogs felt like standing under a blood shower all day.
7. Constantly obsessing about the war didn't rid me of my terror of dying on the battlefield.
8. Running from the draft was an option that at first had too many negatives.
9. Driving to the Tip Top Lodge and meeting Elroy Berdahl probably saved my sanity.
10. As I talked, Elroy continued fishing and listening in silence until I decided to go to war.

Answer Key

The Prisoner Who Wore Glasses

Active Reading SkillBuilder, page 50

(Answers will vary. Sample responses are given.)

Detail: "they were all political prisoners" (page 654)

Conclusion about South African Society: This society did not protect freedom of speech—there were legal and illegal viewpoints.

Detail: Brill states in a matter-of-fact way that he had twelve children, as if it were not unusual to have so many children.

Conclusion about South African Society: Large families were common among black South Africans.

Detail: " 'One of these days we are going to run the country' " (page 657).

Conclusion about South African Society: Black South Africans were without political power but had hopes for the future.

Detail: "They were awfully good at stealing commodities like fertilizer which were needed on the farm of Warder Hanneljie."

Conclusion about South African Society: White South Africans and black South Africans sometimes found ways of working together that were mutually advantageous.

Answer Key

The Prisoner Who Wore Glasses

Literary Analysis SkillBuilder, page 51

The story is written in the third-person limited point of view.

(Details and explanations will vary. Sample responses are provided.)

Detail: " 'Perhaps they want me to send a message to the children,' he thought."

Explanation: The narrator reveals the thoughts of only one character—Brille.

Detail: the conflict between Brille and Hanneltjie over the cabbage

Explanation: The narrator does not describe Hanneltjie's feelings.

Detail: Brille's prisonmates accept his apology, saying, "Never mind, brother . . . What happens to one of us, happens to us all."

Explanation: The narrator reveals a private conversation between Brille and other prisoners, but says nothing of the other prisoners' inner reactions.

Follow Up: Sample response: If Brille told the story he would not be as likely to analyze his own thoughts.

Also, the perspective of the story would be limited to Brille's knowledge and firsthand experience.

Answer Key

The Prisoner Who Wore Glasses

Words to Know SkillBuilder, page 52

- A.**
1. cover
 2. conviction
 3. bedlam
 4. acute
 5. commodity
 6. perpetrate
- B.**
1. F
 2. A
 3. B
 4. D
 5. E
 6. C
- C.** Students' diary entries will vary. Accept responses that accurately use at least four Words to Know.

Answer Key

from Farewell to Manzanar

Active Reading SkillBuilder, page 25

(Responses will vary. Sample responses are given.)

Event/conversation: Jeanne Wakatsuki yells outside the bus, "Hey! This whole bus is full of Wakatsukis!" Everyone on the bus with Jeanne laughs (page 607).

Reaction: It is awful to think that everyone was so scared (and legitimately so) that they remained silent on the bus. Only a young girl, who did not really understand what was happening, could be her natural self.

Event/conversation: The narrator's sister and her husband leave to harvest sugar beets in Idaho so that they can have a better life (page 608).

Reaction: This young couple already had a life in Southern California before the imprisonment of Japanese-Americans began—everything they had was taken from them; it is upsetting that the United States then expected them to help with the war effort.

Event/conversation: On the first morning of their internment, the narrator and her mother go to the latrines and see that there is no privacy between toilets (page 611).

Reaction: The prisoners were treated like animals, with no regard for basic human needs for privacy.

Reflections: Students' reflections will vary considerably. Many will be touched by the dignified way that the narrator's family dealt with the daily humiliations. Many students may feel horrified and disgusted by the situation or puzzled or even ashamed that the government of the United States treated its citizens and legal immigrants in such a manner. Some students may have family members who are survivors and feel a more personal anger, resentment, or deep sadness. Accept all responses that demonstrate an understanding of the Japanese internment camps.

Answer Key

from Farewell to Manzanar

Literary Analysis SkillBuilder, page 26

(Answers will vary. Sample responses are given.)

Might appear in a history book: "Executive Order 9066 had been signed by President Roosevelt" (page 604); "The shacks were built of one thickness of pine planking covered with tar paper." (page 607)

Convey author's personal experience: "The bus felt very secure to me." (page 605); "Being youngest meant I got to sleep with Mama." (page 608); "Her eyes blazed then, her voice quietly furious. 'Woody, we can't live like this. Animals live like this.' " (page 610)

Follow Up: Student responses will vary, but most students will note that a memoir gives personal insights into the lives of the people who lived through historical events, while a history text gives only the facts. Students may say that, although the reliability of a memoir is limited by

the author's memory and bias, the impact of a memoir is enhanced by the writer's emotional connection to the experience, which brings the event or time alive to others in a way that a history text cannot.