

Humane Letters 9: The American Tradition

April 27- May 1

Time Allotment: 80 minutes per day

Student's Name: _____

Teacher's Name: _____

Packet Overview

Date	Objective(s)	Page
Monday, April 27	1. Witness the culmination of Gatsby's passion for Daisy and consider whether who she has become can ever satisfy the longing he has fed through imagination for half a decade.	1
Tuesday, April 28	1. Investigate the facts of Gatsby's past. 2. Determine what Gatsby believes that he has lost and whether or not it can be retrieved from his past.	4
Wednesday, April 29	1. Describe the location and strategic importance of the Battle of Midway. 2. Define leapfrogging.	6
Thursday, April 30	1. Describe the plans used by Nimitz and MacArthur to divide and destroy Japan's hold on the Pacific. 2. Locate the leapfrogging routes used by Nimitz and MacArthur to meet in the Philippines.	10
Friday, May 1	1. Locate Battle of Leyte and describe its importance to US victory in the Pacific Theater.	13

Additional Notes: Please check the schedule posted on Google Classroom or the parent portal for your seminar’s day/time. Seminar days/times differ by class. Make sure to have your annotated book with you so that you can reference the text. I hope you’ll log on! These great books deserve to be read and discussed with good company. If you cannot join the seminar on Zoom, no worries! You should still complete all assignments. **If do you participate in the seminar, you do not need to complete certain assignments; those assignments will be marked. In lieu of those assignments, you will be evaluated on your engagement in the seminar.** Reach out if you have questions.

A few things to remember:

- i. Assignments should be completed in a notebook or on loose-leaf paper, but if you do not have access to these, you may type your work.
- ii. Whether you write your assignments or type them, be sure to include the following:
 - a) Place the MLA four-part header at the top left of a new assignment page. FYI: this is what you have always done for the essay header.
 - b) Start each day’s assignment at the top of a new page.
 - c) Title each assignment with the WEEKDAY and DATE in all caps.
 - d) If typing, double-space and use Times New Roman 12 pt. Font
 - e) Scan (or take a picture) of all your work.

Academic Honesty

I certify that I completed this assignment independently in accordance with the GHNO Academy Honor Code.

Student signature:

Academic Honesty

I certify that my student completed this assignment independently in accordance with the GHNO Academy Honor Code.

Parent signature:

Monday, April 27

William Shakespeare Poem

Before diving back into The Great Gatsby, take a few moments to refresh your memory of this sonnet! *Every day for the remainder of the week spend 5 minutes memorizing the poem below:*

William Shakespeare



"When to the Sessions of Sweet Silent Thought"

Sonnet 30

When to the sessions of sweet silent thought
I summon up remembrance of things past,
I sigh the lack of many a thing I sought,
And with old woes new wail my dear times' waste:
Then can I drown an eye, unus'd to flow,
For precious friends hid in death's dateless night,
And weep afresh love's long-since cancell'd woe,
And moan the expense of many a vanish'd sight.
Then can I grieve at grievance foregone,
And heavily from woe to woe tell o'er
The sad account of fore-bemoaned moan,
Which I new pay as if not paid before.
But if the while I think on thee, dear friend,
All losses are restor'd, and sorrows end.

Literature Unit: F. Scott Fitzgerald's *The Great Gatsby*

Lesson 5: Chapter 5

Lesson 2 Socratic Questions: Keep these questions in mind as you study this lesson!

Can the real Daisy ever measure up to the image of her that Gatsby has crafted in his mind over the years? Does Daisy want the life Gatsby has built to woo her?

Objectives: Be able to do this by the end of this lesson.

1. Witness the culmination of Gatsby's passion for Daisy and consider whether who she has become can ever satisfy the longing he has fed through imagination for half a decade.

Introduction to Lesson 5:

We have now come to the moment Gatsby has been planning for 5 years. The tension is high, and there is a lot at stake for this mysterious, compelling figure. Pay attention to the changes in Gatsby's behavior over the course of the afternoon, and observe how Fitzgerald uses the weather, clocks, lights, and lawns to emphasize and exalt both Gatsby's feelings and the broader consequences of his obsession with Daisy.

Read and Annotate

Read and annotate chapter 5 of *The Great Gatsby*. The grammar and logic questions are both **optional** and do not have to be responded to, but you should refer to them to guide and deepen your reading. Answer the rhetoric question **AFTER** you finish reading if you cannot attend the seminar.

Grammar questions

These questions are **optional**- let them guide your inquiry but don't feel constrained by the need to answer them.

1. What does Gatsby want to have happen before Nick invites Daisy over?
2. Does Nick accept Gatsby's offer of employment?
3. What is the weather like when the fateful day arrives?
4. What does Daisy whisper in Nick's ear when she arrives?
5. Where does Gatsby get his clothes?

Logic Questions

The questions in this section are **optional**, but they will help you understand the book more deeply if you choose to answer them.

6. Why did everyone "believe for a moment that the [clock] had smashed in pieces on the floor"?
7. What objects push Daisy to an emotional tipping point? Why?
8. Why does Gatsby mention the green light at the end of Daisy's dock?
9. Why does Nick help arrange the meeting between Gatsby and Daisy?

Helpful Vocabulary

World's Fair – A large international exhibition designed to showcase achievements of nations. These exhibitions vary in character and are held in different parts of the world at a specific site for a period of time, ranging usually from three to six months.

Castle Rackrent – A novel by Maria Edgeworth widely regarded as the first British novel to use the device of a narrator who is both unreliable and an observer of, rather than a player in, the actions he chronicles.

Kant – A German philosopher of the Enlightenment best known for his book *The Critique of Pure Reason*. He developed the habit of gazing out the window at a distant church steeple as he worked or meditated. After a few years, trees growing in a neighbor's garden obscured the steeple. Kant began to fidget and become restless; he found that he was unable to work. The problem was resolved when the neighbor, who admired the famous man, readily agreed to trim the offending trees.

Jonquil – A yellow flowering plant similar to a daffodil.

Sound – a narrow stretch of water forming an inlet or connecting two wider areas of water such as two seas or a sea and a lake.

Pompadour – A hairstyle that was originally named after Madame de Pompadour, who was King Louis XV mistress and features short hair on the back and sides with long hair on top.

Option 1: Seminar on Zoom 1

Your first option for today’s assignment is to participate in a seminar on Zoom over Chapter 4 of *The Great Gatsby*. Simply join my Office Hours using the link posted on Google Classroom or on the Remote Learning page of the school’s website. Your seminar may not be scheduled until tomorrow, so be sure to check whether you have Monday/Wednesday or Tuesday/Thursday seminar on your schedule.

Have your annotated book with you so you can reference it. Feel free to write down any questions you want to discuss.

Option 2: Rhetoric Question 1

If you are unable to join our Zoom seminar, you must complete the following writing assignment. If you participate in the Zoom seminar you do not need to complete this writing assignment.

Reflect on end of chapter 1 where Gatsby stands alone, looking at the dock and compare the scene with the passage on page 93 in chapter 5 where he mentions the green light.

Using at least one sentence of text from anywhere in the book, write one paragraph (5 sentences min.) making a case for whether the following statement is true or false:

Nick thinks that Gatsby’s achievement will bring him lasting happiness.

Tuesday, April 28

Literature Unit: F. Scott Fitzgerald’s *The Great Gatsby*

Lesson 6: Chapter 6

Lesson 6 Socratic Questions: Keep these questions in mind as you study this lesson!

How much is what we are determined by what we imagine we are or will become?

Is Gatsby any closer to being happy by the end of the chapter?

Objectives: Be able to do this by the end of this lesson.

1. Investigate the facts of Gatsby’s past.
2. Determine what Gatsby believes that he has lost and whether or not it can be retrieved from his past.

Memorize

Take five minutes to memorize the new poem on page two.

Read and Annotate

Read and annotate chapter 6 of *The Great Gatsby*. The grammar and logic questions are both **optional** and do not have to be responded to, but you should refer to them to guide and deepen your reading. Answer the rhetoric question AFTER you finish reading if you cannot attend the seminar.

Grammar Questions

These questions are **optional** - let them guide your inquiry

1. What is Gatsby's real name?
2. How does Gatsby meet Dan Cody?
3. Did Gatsby inherit all of Dan Cody's wealth?
4. What's different about the party in this chapter from all other parties up to this point?

Logic Questions

The questions in this section are **optional**, but they will help you understand the book more deeply if you choose to answer them.

5. Why is Gatsby approached for an interview by a reporter?
6. What, according to Nick, does Gatsby want from the past?
7. How does he intend to get it back?
8. Why does Daisy say she is giving out green cards?
9. What is the awful thing that Daisy sees in the "very simplicity she failed to understand" about West Egg?

Helpful Vocabulary

Madame de Maintenon – Françoise d'Aubigné, Marquise de Maintenon was the second wife of King Louis XIV of France. Her marriage to the king was never officially announced or admitted, and thus she was never considered queen of France.

Polo – A horseback mounted team sport. It is one of the world's oldest known team sports.

Bootlegger – Alcohol was illegal under Prohibition, and the people who smuggled and sold it during this time were called bootleggers.

Minor Assessment (required)

Review your annotations in chapters 5 and 6 before answering the following questions on a separate piece of paper that is clearly labeled.

1. What are the objects that bring Daisy to tears?
2. Who is Ewing Klipspringer?
3. Who is Dan Cody?

4. Nick asks Daisy to come to his house without Tom. T/F.
5. “There was nothing to look at from under the tree except Gatsby’s house, so I stared at it, like ____ at his church steeple, for half an hour.
6. What is Gatsby’s real name?
7. How does Gatsby introduce Tom Buchanan to people at the party?
8. Daisy and Gatsby dance at the party. T/F
9. What small college does Gatsby attend for a short time?
10. What color is the light at the end of Daisy’s dock?

Option 1: Seminar on Zoom 2

Your first option for today’s assignment is to participate in a seminar on Zoom *on the day listed on your schedule* over Chapter 5 of *The Great Gatsby*. Simply join seminar using the link posted on Google Classroom or on the Remote Learning page of the school’s website.

Option 2: Rhetoric Question 2

If you are unable to join our Zoom seminar, you must complete the following writing assignment. If you participate in the Zoom seminar you do not need to complete this writing assignment.

Reread the following text:

He talked a lot about the past, and I gather that he wanted to recover something, some idea of himself perhaps, that had gone into loving Daisy. His life had been confused and disordered since then, but if he could once return to a certain starting place and go over it all slowly, he could find out what that thing was...

Answer the question below in one paragraph with a minimum of 5 sentences. Reference the text as you build your argument and make sure to include at least one direct quotation. Good luck!

Q: What does Gatsby hope to find in the past?

Wednesday, April 29

History Unit: World War II: The Pacific Theater

Lesson 3: The Battle of Midway

Lesson 3 Socratic Guiding Questions: Keep these questions in mind as you study this lesson!

Why does morale seem to play such an important role in military victory? What does a country ask of men when it asks them to wage war? What is the emotional/psychological component to this demand? May a country ever justly ask this of its citizens?

Objectives:

1. Describe the location and strategic importance of the Battle of Midway.
2. Define leapfrogging.

Review

The study of history is cumulative. To appreciate the Battle of Midway, spend 10-15 minutes reviewing last week’s material on the Battle of the Coral Sea and Japanese imperialism.

Battle Locations



Recall the locations of the Battle of the Coral Sea and the Battle of Midway (circled above). With the Japanese defeat at the Battle of the Coral Sea, Admiral Yamamoto turned the Japanese fleet to Midway Island. Using the scale at the bottom of the map, fill in the following to get an idea of the enormity of the Pacific Theater.

1. Approximately how many miles is the Coral Sea from Midway Island? _____
2. Approximately how many miles is Midway Island from the Hawaiian Islands? _____
3. Why might Midway Island have its name? _____

Keep in mind that the Battle of Midway (June 4-7, 1942) was a mere six months after the devastating Attack of Pearl Harbor. Think back to last week’s lesson; what was the major US advantage acquired in after Pearl Harbor? America cracked Japan’s naval communication code! As such, Admiral Nimitz (and Black Jack Fletcher under him) anticipated Yamamoto’s plan. Japan was able to attack Midway Island first, but they ultimately lost about a third of their planes and their four best aircraft carriers in the battle. Despite being outnumbered and outgunned by Japan, America lost only one carrier and one

destroyer. The decisive elements of the battle ended up being America's ability to keep her aircraft carriers in action and successfully weaponize planes into dive bombers. When Japan lost the Battle of Midway, they lost their major strategic advantage in the Pacific Theater. In terms of decisive engagements, America's victory at Midway marked *the* shift from America scrambling to prevent Japanese expansion to American slowly chipping away at Japan's territory in the Pacific. On the left, you'll see Admiral Yamamoto (he orchestrated the Pearl Harbor attack) and on the right, Admiral Nimitz. The middle photograph shows the combination of air and naval power in the Battle of Midway.



1. Compare the length of the red arrows (Japan) to the length of the blue arrows (USA) in the map above. If your map is black and white, Japan's arrows are drawn left to right (from Asia toward Midway) and America's arrows are drawn right to left (from Hawaii to Midway). Whose arrows are longer? _____
2. What strategic advantage does this illustrate?

Leapfrogging was the strategy championed by General Douglas MacArthur, commander of command US ground forces (think Marines) in the Pacific. Alongside Admiral Nimitz, commander of the unified

Pacific fleet (thin Navy), MacArthur's leap frog strategy moved the front closer and closer to Japan's homeland, the Island of Japan (rather than its outlying territories). If you are wondering where folks like General Patton and General (later President) Eisenhower are in all this, they're in Europe. Thus far, we are focusing on the Pacific Theater. In August 7, 1942, the First Marine Division landed on Guadalcanal (in the southern Solomon Islands) and seized the airstrip Japan planned to use to attack Allied supply routes to Australia. Now, America could move on to New Guinea (a little north of the Port Moresby at the heart of the Battle of the Coral Sea) and the Philippines. The leapfrogging strategy (or you can think of it like a ladder) focused on stretching Japan's fighting force and supply lines as thin as possible by making them travel far and travel frequently to fight. The Americans would capture (or recapture on behalf of other countries in the Allied Forces) island by island, outpost by outpost, and leapfrog its way across those victories to Japan's homeland. With each jump (or ladder rung), MacArthur argued, Japan would have a weaker force and a weaker supply line and America would be one jump/rung closer to the main island. To get an idea of the progression of the leap frog strategy, examine the map below. Notice the blue lines (the lines moving north toward Japan, if your map is black and white).

3. What was the American strategy for victory in the Pacific Theater? Provide the name/term and define the term.



4. Who commanded America's *ground* forces in the Pacific Theater?

5. Who commanded America's *naval* forces in the Pacific Theater?

6. What were Japan's losses at the Battle of Midway?

- 7. What were America's losses? _____

- 8. Fill in dates for the following:
 - a. Japan's Attack on Pearl Harbor: _____
 - b. Battle of the Coral Sea: _____
 - c. Battle of Midway: _____

Thursday, April 30

History Unit: World War II: The Pacific Theater

Lesson 5: Leapfrogging to Pacific Victory

Lesson 5 Socratic Guiding Questions:

Why does morale seem to play such an important role in military victory? What does it ask of men to wage war? What is the emotional/psychological component to this demand? May a country ever justly ask this of its citizens?

Objective: Be able to do this by the end of this lesson.

- 3. Describe the simultaneous plans used by Nimitz and MacArthur to divide and destroy Japan's hold on the Pacific.
- 4. Trace the leapfrogging routes used by Nimitz and MacArthur to meet in the Philippines.

Introduction to Lesson 5

General MacArthur pushed to control New Guinea because it was the first jump/ladder step to the Philippines. Without access to the supply line through the Philippines, the Japanese navy would be crippled. These New Guinea battles were fought through some of the hottest, most humid, and most mosquito-infested swamps in the world. American losses were substantial, both from disease and battle. As February 1943 approached, however, MacArthur and his troops held northern New Guinea. Keep in mind that MacArthur's forces are always pushing north and west from Australia to try to approach Japan's homeland.

Read and Annotate

Read and annotate the following from *America: A Narrative History* (with some paraphrasing).

At this point, the US adopted two strategies simultaneously. General MacArthur, headquartered in northern New Guinea, was working to leapfrog from New Guinea to the Philippines to Tokyo. Admiral Nimitz, headquartered at Pearl Harbor, pushed through the central Pacific to Formosa and China. The goal, in part, was the force the Japanese to fight a two-front war. America, of course, was forced to fight a two front war with enemies both in the Pacific and across the Atlantic.

Two Disasters for Japan: The Bismarck Decision and Yamamoto's Death

In the Battle of Bismarck (March 2-3, 1942), American bombers sank eight Japanese troopships and ten warships. Those losses were bad enough, but the aftermath was the true disaster. After the Battle of Bismarck, Japan's leadership decided to withhold reinforcements from points under siege for fear of losing them in transit. This was a devastating strategic mistake. By refusing to reinforce their holdings under attack, Japan allowed the Allied Forces to strike once and strike

hard, knowing full well the Japanese installation would never be rebuilt. This made the American leapfrogging tactic all the more powerful. Americans could arrive, attack, and quickly move on. America no longer needed to dedicate military energy to maintaining victories. In addition to stopping reinforcements, Japan suffered a shattering blow to morale when American pilots shot down Admiral Yamamoto's plane in April 1943, killing the man who orchestrated the attack on Pearl Harbor and served as a unifying figure for Japan's fighting force. See picture in Wednesday's lesson.

While MacArthur moves Northwest, Nimitz Secures the Mariana Islands for the Allies

Admiral Nimitz's moved first across the Pacific (marching nearly due East) toward the small islands of Makin and Tarawa. First, he bombed the islands to weaken their defenses. On November 20, 1943, two hundred American ships overtook Makin beaches delivering Army infantrymen and Marines. Tarawa, however, was a different story. Tarawa was one of the most heavily protected islands in the Pacific. On this small, but fortified island, nearly 1,000 American soldiers, sailors, and marines lost their lives rooting out Japanese soldiers who refused to surrender. Next, Nimitz moved on to the Marshall Islands in January 1944, the next jump (step up the ladder) to Japan's homeland. American forces took Saipan, in the Marianas, on June 15, bringing the new American B-29 bombers within striking distance of Japan itself. In the Battle of the Philippine Sea, fought mostly in the air on June 19–20, 1944, the Japanese lost 3 more aircraft carriers, 2 submarines, and over 300 planes. The battle secured the Marianas, and soon B-29s were winging their way from Saipan to bomb the Japanese homeland. Defeat in the Marianas convinced General Tojo that the war was lost. On July 18, 1944, he and his entire cabinet resigned. Japan had now lost not only strategic territory, but Tojo and Yamamoto, two luminous figures in Japan's culture.

The Next Step: Take Back the Philippines

With New Guinea and the Mariana Islands all but conquered, President Roosevelt met with General MacArthur and Admiral Nimitz in Honolulu on July 27–28, 1944. They decided next to liberate the Philippine Islands from Japanese control.

Examine the Map

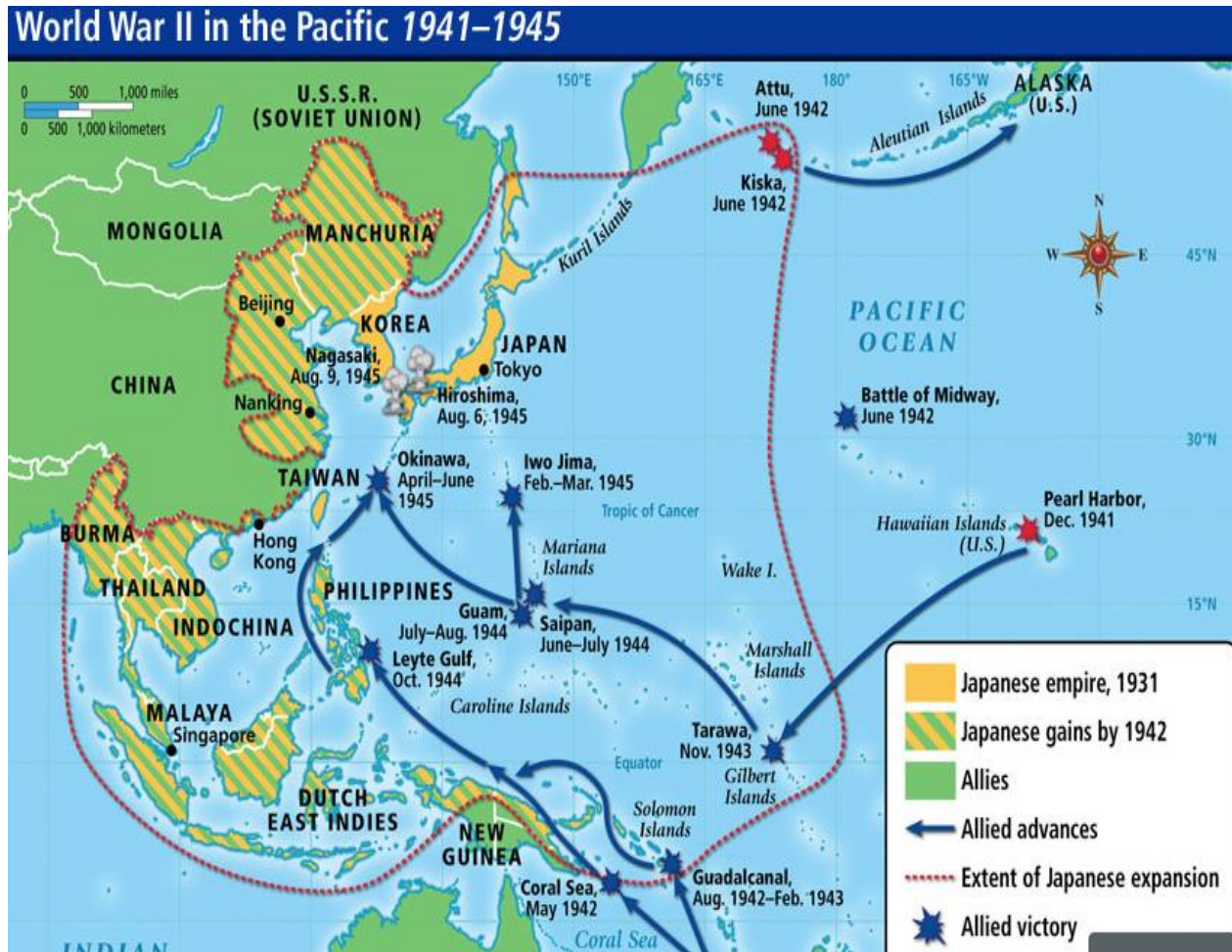
Circle the following locations/battles on the map below.

- a. Coral Sea
- b. Guadalcanal (recapturing the airstrip that provided ready access to Australia)
- c. Leyte Gulf (we'll study this battle tomorrow)
- d. Mariana Islands
- e. Midway
- f. New Guinea
- g. Philippines (Battle of the Philippine Sea)
- h. Tarawa (Makin isn't picture because Tarawa proved the most perilous for the Allies)

Retrace/Draw

Retrace/draw Admiral Nimitz's leapfrog from Pearl Harbor, his headquarters, to meeting General MacArthur in the Philippines.

In a different color, retrace/draw General MacArthur's leapfrog from Guadalcanal in the Solomon Islands to meeting Admiral Nimitz in the Philippines.



REMEMBER, America used two simultaneous plans of attack in the Pacific Theater, each commanded by a different official. These plans worked together under the leapfrog strategy, but they moved troops to different places (in different directions) and pursued separate, yet symbiotic short term goals.

1. Briefly describe the plan (troop movements and goal) used by General MacArthur.

2. Briefly describe the plan (troop movement and goal) used by Admiral Nimitz.

Friday, May 1

History Unit: World War II: The Pacific Theater

Lesson 6: The Battle of Leyte Gulf

Lesson 6 Socratic Guiding Questions:

Why was leapfrogging successful? Why would the United States deliberately choose to divide their troops and pursue two separate plans of attack simultaneously? What would be the advantages and disadvantages of this strategy?

Objective: Be able to do this by the end of this lesson.

1. Locate Battle of Leyte and describe its importance to US victory in the Pacific Theater.

Read and Annotate

Read and annotate the following from *America: A Narrative History* (with some paraphrasing).

On October 20, 1944, MacArthur's forces made their move into the Philippines with an amphibious landing on the island of Leyte. Wading ashore behind the first landings, the general issued an emotional announcement: "People of the Philippines: I have returned. . . Rally to me. . . Let no heart be faint." The Japanese, knowing that the loss of the Philippines would cut them off from the essential raw materials of the East Indies, brought in fleets from three directions. The Japanese, using the Sho-Go plan (Victory Operation), tried to decoy the US Third Fleet away from Leyte and the San Bernardino Strait. This would leave the waterway open to Japanese control. But American submarines discovered the actual Japanese force (not the decoy) and sank two Japanese ships on October 23. On October 25, Japanese and Allied Forces fought each other simultaneously in three separate locations: the Surigao Strait, the San Bernardino Strait, and Cape Engaño. These three encounters came to be known collectively as the Battle of Leyte Gulf, the largest naval engagement in history. The Japanese lost most of their remaining sea power and the ability to defend the Philippines. The battle also brought the first of the suicide attacks by Japanese pilots who crash-dived into American carriers, sinking one and seriously damaging others. The "kamikaze" units, named for the divine wind that saved Japan from the Mongolians in 1281.

Examine the Map

Circle San Bernardino Strait, Surigao Strait, Cape Engaño, and Leyte.



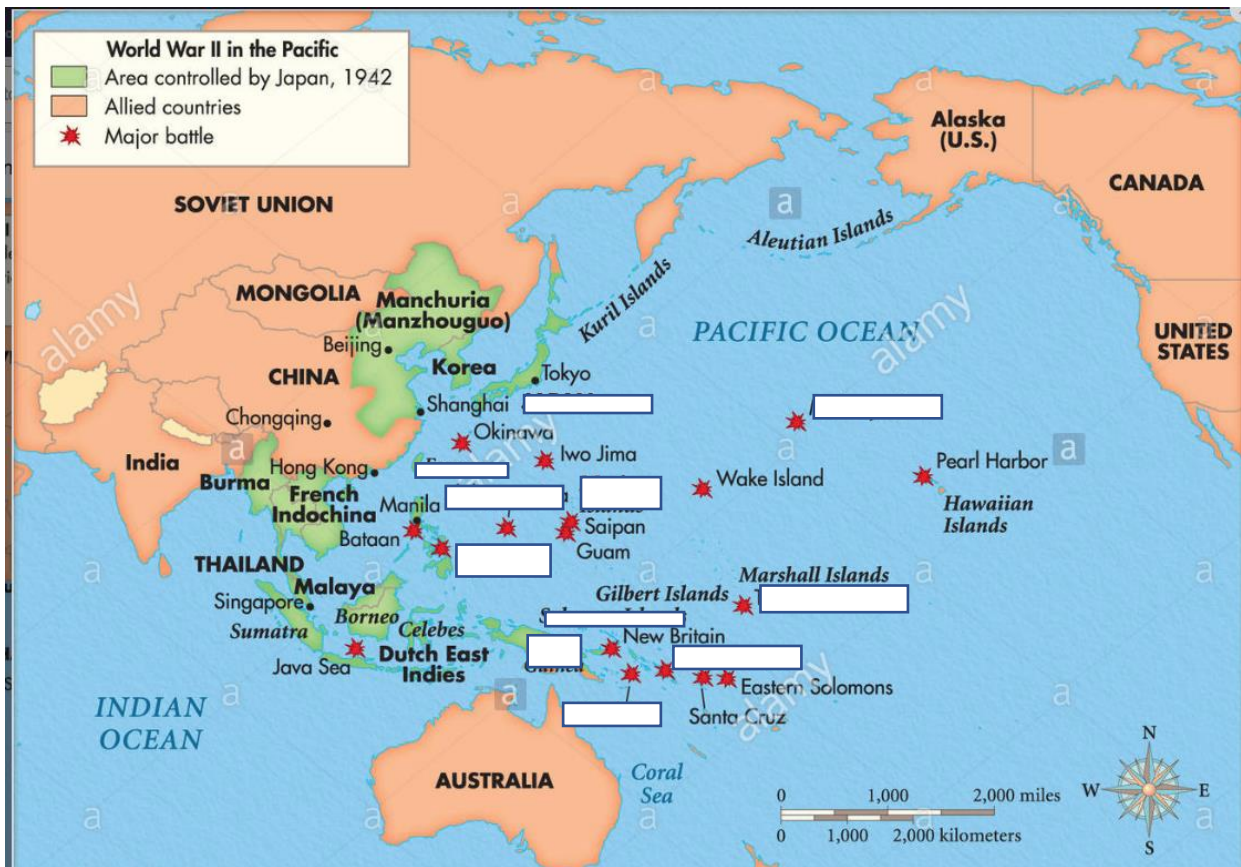
Before completing the minor assessment activity, reread this lesson.

History: Minor Assessment

Your name: _____

The names of several locations have been obscured on the following map. Using the numbers, locate and label numbers 1 through 10 on the map below. Item 11 is optional.

- | | | |
|----------------------------|---------------------------------|----------------------------------|
| 1. Battle of the Coral Sea | 5. Battle of the Philippine Sea | 9. Battle of the Mariana Islands |
| 2. Solomon Islands | 6. New Guinea | 10. Tarawa |
| 3. Midway Island | 7. Guadalcanal | 11. OPTIONAL: Formosa |
| 4. The island of Japan | 8. Leyte Gulf | |



12. Name the Commander-in-Chief of the Pacific Fleet in 1942: Admiral _____.

13. What is leapfrogging?

14. Why did it work so well?

Humane Letters 9: The American Tradition

April 27- May 1



3. Briefly describe the plan (troop movements and goal) used by General MacArthur.

4. Briefly describe the plan (troop movement and goal) used by Admiral Nimitz.
