

Humane Letters 9: The American Tradition

May 4 – May 8

Time Allotment: 80 minutes per day

Student's Name: _____

Teacher's Name: _____

Packet Overview

Date	Objective(s)	Page
Monday, May 4	<ol style="list-style-type: none">1. Briefly describe the Declaration of the United Nations.2. Explain why Britain and America eventually agreed to a war strategy that focused on defeating Germany first.	2
Tuesday, May 5	<ol style="list-style-type: none">1. Locate the three cities in which the British and American invasion began the North African conflict.2. Briefly describe why the Allies demanded unconditional surrender of their enemies.3. Briefly describe why the Axis Forces surrendered North Africa.	5
Wednesday, May 6	<ol style="list-style-type: none">1. Give a clear and coherent account of the “accident” at the end of chapter 7.2. Locate the precise moment that Gatsby loses Daisy and the reason for it.	7
Thursday, May 7	<ol style="list-style-type: none">1. Determine who, if anyone, was responsible for the tragedies that unfold at the end of the novel2. Judge the reason for Nick’s unflinching loyalty to Gatsby despite his unceasing disapproval of him.	8
Friday, May 8	<ol style="list-style-type: none">1. Judge whether and in what sense Gatsby is “great.”2. Determine why the novel, according to Nick, is ultimately about the American West.	10

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, May 4

Robert Frost Poem

Today we get to begin memorizing another poem by the author of Choose Something Like a Star!
Every day for the remainder of the week spend 5 minutes memorizing the poem below:

The Road Not Taken *Robert Frost, 1874 - 1963*

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,

Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

History Unit: World War II: The European Theater

Lesson 1: Allies and War Strategy

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

Consider Winston Churchill's comment, "There is only one thing worse than fighting with allies, and that is fighting without them." Are allies essential to winning a war effort? Morally? Logistically?

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

1. Briefly describe the Declaration of the United Nations.
2. Explain why Britain and America eventually agreed to a war strategy that focused on defeating Germany first.

Read and Annotate

Read and annotate the following material from *America: A Narrative History*.

By mid-1942, the "home front" had begun to get encouraging news from the war fronts. Japanese naval losses at the battles of Coral Sea and Midway had secured Australia and Hawaii. By midyear a motley fleet of American air and sea subchasers was ending six months of successful hunting for German U-boats off the Atlantic coast. This was all the more important because war plans called for the defeat of Germany first.

There were good reasons for giving top priority to defeating Hitler. Nazi forces in western Europe and the Atlantic posed a more direct threat to the Western Hemisphere than did Japan, and Germany's war potential was greater than Japan's. Yet Japanese attacks involved Americans directly in the Pacific war from the start, and as a consequence during the first year of fighting more American troops went to the Pacific than across the Atlantic.

The Pearl Harbor attack brought British prime minister Winston Churchill to Washington, D.C., for lengthy talks about a common war plan. Thus began a crucial wartime alliance between the United States and Great Britain, a partnership marked almost as much by disagreement and suspicion as it was by common purposes. As Churchill later remarked, "There is only one thing worse than fighting with allies, and that is fighting without them." Although he and Roosevelt admired each other, they often disagreed about military strategy and the likely makeup of the postwar world.

Initially, at least, such differences of opinion were masked by the need to make basic decisions related to the conduct of the war. On January 1, 1942, representatives of twenty-six governments then at war with the Axis signed the Declaration of the United Nations, affirming the principles of the Atlantic Charter, pledging their full resources to the war, and promising not to make a separate peace with Germany, Italy, or Japan. The meetings between Churchill and Roosevelt in Washington in 1942 produced several major decisions, including the one to name a supreme allied commander in each major theater of war. Each commander would be subject to orders from the British-American Combined Chiefs of Staff. Other joint boards allotted munitions, raw materials, and shipping. Finally, in the course of their talks, the British and American leaders reaffirmed the priority of the war against Germany.

Agreement on war aims did not bring agreement on strategy, however. Roosevelt and Churchill, meeting at the White House again in June 1942, could not agree on where to hit first. U.S. military planners wanted to strike directly across the English Channel before the end of 1942, secure a beachhead in German-occupied France, and move against Germany itself in 1943. The British preferred to keep the Germans off balance with hit-and-run raids and air attacks while continuing to build up their forces. With vivid memories of the last war, the British feared a mass bloodletting in trench warfare if they struck prematurely. The Russians, bearing the brunt of the massive German attack in the east, insisted that the Western Allies must do something to relieve the pressure. Finally, the Americans accepted Churchill's proposal to invade French North Africa, which had been captured by German and Italian armies.

Comprehension Questions

Type your responses or write them on a separate sheet of loose leaf paper.

1. Which two Western nations formed a turbulent, but successful alliance after Pearl Harbor?
2. What did representatives from 26 allied nations sign in January of 1942?
3. Describe the agreements reached in this document in no more than three sentences.
4. Explain why the war plan focused on defeating Germany first.

Tuesday, May 5

History Unit: World War II: The European Theater Lesson 2: North Africa

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

4. Locate the three cities in which the British and American invasion began the North African conflict.
5. Briefly describe why the Allies demanded unconditional surrender of their enemies.
6. Briefly describe why the Axis Forces surrendered North Africa.

Memorize

Take ten minutes to memorize the new poem from Monday's lesson.

Read and Annotate

Read and annotate the following material from *America: A Narrative History*.

On November 8, 1942, British and American forces commanded by U.S. general Dwight D. Eisenhower landed at Casablanca in Morocco and at Oran and Algiers in Algeria. Completely surprised, French forces under the Vichy government (which collaborated with the Germans) had little will to resist. Hitler, in response, occupied the whole of France and sent German forces into Tunisia, a French protectorate.

Farther east, General Bernard Montgomery's British forces were pushing the brilliant German tank commander General Erwin Rommel back across Libya, and green American forces were confronting seasoned Nazis pouring into Tunisia. Before spring, however, the British forces had taken Libya, and the Germans were caught in a gigantic pair of pincers. Hammered from all sides, unable to retreat across the Mediterranean, an army of over 200,000 Germans and Italians surrendered on May 12, 1943, leaving all of North Africa in Allied hands.

While the Battle of Tunisia unfolded, in January 1943 Roosevelt, Churchill, and the Combined Chiefs of Staff met at Casablanca, Morocco. Stalin declined to leave besieged Russia for the meeting but continued to press for a second front in western Europe to relieve the pressure on Russia. Since the German invasion of Russia in 1941, over 90 percent of German military casualties had occurred on the Russian front. The British and American engagements with German forces in North Africa were minuscule in comparison with the scope and fury of the fighting in Russia.

Churchill and Roosevelt spent eight days at Casablanca hammering out key strategic decisions. The Americans wanted to invade German-occupied France as soon as possible, but the British insisted that such a major assault was premature. They convinced the Americans that they should follow up a victory in North Africa with an assault on Sicily and Italy. Roosevelt and Churchill also decided to step up the bombing of Germany and to increase shipments of military supplies to the Soviet Union and the Nationalist Chinese forces fighting the Japanese. The two allied leaders ordered Admiral Chester Nimitz and General Douglas MacArthur to dislodge the Japanese from the Pacific islands. Top priority, however, went to an anti-submarine campaign against the Germans in the Atlantic.

Before leaving Casablanca, Roosevelt announced, with Churchill's endorsement, that the war would end only with the "unconditional surrender" of all enemies. This decision was designed to quiet Soviet suspicions that the Western Allies might negotiate separately with the enemy. The announcement also reflected Roosevelt's determination that "every person in Germany should realize that this time Germany is a defeated nation." This dictum was later criticized for having stiffened enemy resistance, but it probably had little effect; in fact, neither the Italian nor the Japanese surrender would be totally unconditional. But the decision did have one unexpected result: it opened an avenue for eventual Soviet control of eastern Europe because it required Russian armies to pursue Hitler's forces all the way to Germany. And as they liberated the countries of eastern Europe, the Soviets created new Communist governments under their control.



Comprehension Questions/ Minor Assessment

Type your responses or write them on a separate sheet of loose leaf paper.

1. Circle the cities of Casablanca, Oran, and Algiers on the map.
2. What happened at these locations on November 8, 1942?
3. Why did over 200,000 Germans and Italians surrender to allies in North Africa in May 1943?
4. Where did Roosevelt, Churchill, and the Combined Chiefs of Staff meet to develop a strategy during and after the Battle of Tunisia?
5. Why did Britain and America decide to demand the unconditional surrender of their enemies?

Wednesday, May 6

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

Lesson: Chapter 7

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

Why doesn't Daisy leave Tom? Is the "accident" genuinely accidental? Can Tom and Daisy ever be happy together again?

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

1. Give a clear and coherent account of the "accident."
2. Locate the precise moment that Gatsby loses Daisy and the reason for it.

Read and Annotate

Read and annotate chapter 7 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.

Helpful Vocabulary

Trimalchio – An arrogant former slave who has become quite wealthy by tactics that most would find distasteful. He is found in a Latin work called the *Satyricon* by Petronius.

Mint julep – A cocktail frequently associated with the South consisting primarily of bourbon, sugar, water, crushed or shaved ice, and fresh mint.

Coupe – A car with a fixed roof, two doors, and a sloping rear.

Libertine – One who acts without moral restraint; a dissolute person.

Prig – A person who demonstrates an exaggerated conformity or propriety, especially in an arrogant or smug manner.

Kapiolani – A location in Waikiki, Hawaii.

Grammar questions

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

1. What is the weather like? Does that change the mood of the chapter?
2. What does Gatsby say about Daisy's voice?
3. According to Tom, what was the main product that Gatsby sold?
4. It is Nick's birthday. How old is he?

5. Who gets hit by a car?
6. Whose car was it?
7. Who witnessed the accident?

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.

1. What “advertisement of the man” is Daisy comparing Gatsby to? What does she mean?
2. What is the most profound difference between men, according to Nick?
3. How has the mood of the story changed since the party at Myrtle’s apartment?
4. What is the conversation about “Biloxi” about? Does Tom suspect Gatsby of being like or even identical to this person? If so, in what way?
5. What threat does Tom use to try and stop Gatsby from running off with Daisy?
6. Why does Gatsby refuse to go home at the end of the chapter?
7. Does Gatsby seem concerned about what has happened? Why or why not?

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. 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.

Answer ONE of the following questions in 1 paragraph that is at least 5 sentences long:

8. Why does Myrtle Wilson get run over by a car?
9. Is there an exact moment when Gatsby loses Daisy? If so, when is it and what causes it?

Thursday, May 7

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

Lesson 8: Chapter 8

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

Why does Nick side so completely with Gatsby? What significance does the eyes of Doctor T. J. Eckleburg watching over the valley of ashes and the events that unfold there have?

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

1. Determine who, if anyone, was responsible for the tragedies that unfold at the end of the novel
2. Judge the reason for Nick's unfailing loyalty to Gatsby despite his unceasing disapproval of him.

Read and Annotate

Read and annotate chapter 8 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. Did Daisy believe that Gatsby was wealthy when she first met him?
2. Was Gatsby successful in the army?
3. How did Gatsby end up at Oxford?
4. Nick disapproved of Gatsby from beginning to end. T/F
5. Does Wilson go to church?
6. Why does Wilson ask where Gatsby lives?

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.

7. What did Gatsby enjoy more than doing great things? Why?
8. Why does Myrtle have a fancy dog leash in her drawer and what does Wilson think it means?
9. Why does Nick say to Gatsby "They're a rotten crowd [...] You're worth the whole damn bunch put together"?
10. What exactly happened at the pool? Why did it happen?
11. Why don't Jordan and Nick see each other?
12. Is it significant that Gatsby died in the water? Trace the references to water throughout the rest of novel.
13. In the pool the mattress floated irregularly. "A small gust of wind that scarcely corrugated the surface was enough to disturb its accidental course with its accidental burden." Does this line have meaning for the story in a broader context?

Option 1: Seminar on Zoom 2

Your first option for today's assignment is to participate in a seminar on Zoom over Chapter 8 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. 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 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.

Answer the question below in at least 5 complete sentences.

14. Why does Wilson say that “God sees everything” while pointing to the eyes of Doctor T.J. Eckleburg when it is evident that he is not religious? What significance do the eyes of the advertisement have for him and the other characters?

Friday, May 8

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

Lesson 9: Chapter 9

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

What is the symbolic significance of the green light at the end of Daisy’s dock? Why does Gatsby never give up on his quest? Who, if anyone, is finally to blame for the series of tragic events portrayed in the novel?

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

1. Judge whether and in what sense Gatsby is “great.”
2. Determine why the novel, according to Nick, is ultimately about the American West.

Introduction

You have reached the end of the novel! When you finish, take a moment to reflect on the book. What insights have you gained into what it meant to be young in America in the early 1920s? Is there anything that you have learned that helps you understand human beings better? Finally, reflect for a moment on what Tocqueville might have thought about the book and the characters it portrays.

Read and Annotate

Read and annotate the final chapter 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.

Helpful Vocabulary

Swastika Holding Company – Wolfshiem of course is not a fascist- in fact, he’s Jewish. The book was written well before the Nazis took the symbol for their own. The use of it here is likely to give the character an exotic air and possibly pointed towards certain mines of the same name in Canada.

Hopalong Cassidy – A popular children’s book about a fictional cowboy hero written by the author Clarence E. Mulford.

El Greco – A brilliant Greek painter who lived in Spain in the late 16th century. You can see one of his paintings in the McNay Art Museum here in San Antonio.

Grammar questions

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

1. Does Wolfshiem come to the funeral?
2. What prized possession does Mr. Gatz bring with him?
3. The Middle West, for Nick, is the wheat, prairies, and lost Swede towns. T/F.
4. Why does Nick move back home to Chicago?

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. What did Tom tell Wilson after Myrtle’s death? What effect does it have?
6. Nick tells Henry Gatz that he and Gatsby were close friends. Is this true?
7. Why does Nick hang up on Klipspringer?
8. What was Gatsby’s relationship to his father like?

Rhetoric Question/ Minor Assessment

In two paragraphs (four sentences in each, min.) answer ONE of the following questions:

9. What deficiency do Tom, Gatsby, Daisy, Jordan, and Nick all possess that made them unadaptable to East Coast life? What was its cause?
10. “So we beat on, boats against the current, borne back ceaselessly into the past.” What does this line mean? In what spirit was it spoken- reverentially? Cynically?