

Humane Letters 9: The American Tradition

May 11 - 15

Time Allotment: 80 minutes per day

Student's Name: _____

Teacher's Name: _____

Packet Overview

Date	Objective(s)	Page
Monday, May 11	1. Begin brainstorming for writing an LSU thesis on <i>The Great Gatsby</i> or reflect on the whole book in seminar.	2
Tuesday, May 12	1. Write an LSU thesis on <i>The Great Gatsby</i> . 2. Identify the possible routes to happiness presented in the novel.	4
Wednesday, May 13	1. Outline the events of D-Day.	4
Thursday, May 14	2. Identify the major terms of the Yalta Conference treaty. 1. Learn about the horrific events of the Holocaust.	6
Friday, May 15	1. Evaluate the effects of the detonation of nuclear weapons in Hiroshima and Nagasaki on the WWII.	7

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 11

Robert Frost Poem

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.

Literature Unit: *The Great Gatsby*
Lesson 10: Reflecting on the Novel

Lesson Socratic Questions: Keep these questions in mind as you study this lesson!
Are any of the characters in *The Great Gatsby* happy? What ingredients are necessary for happiness?

Objectives

1. Reflect in a synthetic manner on the themes of happiness in *The Great Gatsby*.

Introduction

Congratulations on finishing the novel! To support your work in seminar on the book and to allow for its riches to shine forth in the clarity of reflection we will be brainstorming in preparation for writing a thesis statement. The other option for today is participating in a seminar reflecting where we will reflect on the novel as a whole.

Option 1: Seminar on Zoom 1

Your first option for today's assignment is to participate in a seminar on Zoom over *The Great Gatsby*. Simply join my Guided Instruction 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: Writing exercise 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.

Brainstorm ideas for writing an LSU thesis answering the following prompt:

1. Do any characters in *The Great Gatsby* achieve full, lasting happiness? Why or why not?

You should fill an entire page with your brainstorming!

Tuesday, May 12

Literature Unit: *The Great Gatsby*
Lesson 11: Reflecting on the Novel

Objectives

1. Write an LSU thesis on *The Great Gatsby*.
2. Identify the possible routes to happiness presented in the novel.

Memorize

Take 5 minutes to memorize the poem from Monday's lesson.

Writing Assignment: Minor Assessment

Think back to previous essays you have written. Imagine writing an essay on *The Great Gatsby*. You would begin by developing a strong LSU thesis. LSU stands for *Limited, Specific, and Unified*. Today we will be writing a thesis. Begin by looking at the prompt below.

Prompt:

1. Do any characters in *The Great Gatsby* achieve full, lasting happiness? Why or why not?

Step 1: Formulating a Thesis

Below, (1) provide a subject, (2) circle whether (s)he does or does not achieve happiness, and (3) provide a SPECIFIC predicate in order to completely answer the prompt.

(1) _____ (2) does / does not achieve full, lasting happiness because (3) _____.

Step 2: Rewrite your thesis for clarity—if necessary, modify to be LSU

Step 3: Look for Evidence

Find and correctly cite 3 passages of any length to support your claim. After you have finished your thesis, you will need to write one paragraph to defend your claim and show why the evidence you chose supports it. Write out the full quotations.

(a) Evidence #1:

(b) Evidence #2:

(c) Evidence #3:

Step 4:

Write one paragraph explaining how the evidence shows that your thesis is true and completely answers the prompt.

Wednesday, May 13

History Unit: World War II: The European Theater **Lesson 1: The D-Day Invasion**

Lesson Socratic Questions: Keep these questions in mind as you study this lesson!
How does a general maintain confidence and morale in the face of uncertainty or even failure?

Objectives: Be able to do this by the end of this lesson.
1. Outline the events of D-Day.

Memorize

Take 5 minutes to memorize the poem from Monday's lesson.

Introduction

Today we will be studying one of the turning points of the war: The liberation of France by the Allies. In particular, we will be looking at American involvement in the plan.



Read and Annotate

It is time to take out your history textbook! Read pages 977-981 of *America: A Narrative History*. If you are not attending the history seminar you will need to complete an outline of the chapter. The details are below.

Option 1: Seminar on Zoom 1

Your first option for today's assignment is to participate in a seminar on Zoom over World War II history, with a focus on the events of D-Day. The discussion will be an opportunity to review the wider events of the war and put smaller battles in context.. Simply join my Guided Instruction 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.

Option 2: Rhetoric Question 2

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

Outline pages 977-981 in one full notebook page. Make sure to use one of the organization systems we have discussed and used in class, such as Roman numerals, numbered sections, etc.

Thursday, May 14

Literature Unit: WWII

Lesson: The Holocaust and the Yalta Conference

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

What leads a country to commit genocide? What constitutes a just division of powers among allies?

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

1. Identify the major terms of the Yalta Conference treaty.
2. Learn about the horrific events of the Holocaust.

Memorize

Take 5 minutes to memorize the poem from Monday's lesson.

Introduction

As the end of the war grew near, the Allied leaders convened in Yalta, in Crimea to discuss the future of the continent. Like the meeting between the "Big Four" at the end of the WWI at Versailles, this meeting also sought to establish international order through the founding of the UN.

At the end of World War II, the scope of German atrocities was revealed to the rest of the world. Many "undesirables", and Jews in particular, had been brutally rounded up into concentration camps and systematically exterminated by the Nazis.

Read and Annotate

Read and outline your copy of *America: A Narrative History* from p. 981 to 985. Turn in your outline as your daily work.

Friday, May 15

Literature Unit: WWII

Lesson 8: The Defeat of Japan and the Beginning of The Nuclear Age

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

Is the use of nuclear weapons ever justified? How are nuclear weapons different from all other weapons?

Who will be the dominant powers in Europe after WWII?

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

3. Evaluate the effects of the detonation of nuclear weapons in Hiroshima and Nagasaki on the WWII.

Memorize

Take 5 minutes to memorize the poem from Monday's lesson.

Introduction

Yesterday we learned about the Holocaust, which many, including Churchill, considered to be the greatest crime in history, although similar cruelties inflicted by the Soviet Union challenge that view. Today we will learn about the other horrific catastrophe of World War II: The destruction of the Japanese cities of Hiroshima and Nagasaki by American atomic bombs.

Read and Annotate

Read and outline your copy of *America: A Narrative History* from p. 985 to 993. Turn in your outline as your daily work.

Tocqueville's Thoughts on the Future of Europe

At this moment, it is illuminating to pause and consider the new world that came into existence with the end of WWII through the prophetic lens of Tocqueville. In *Democracy in America* he wrote, over 100 years earlier, that America and Russia would each come to influence half the globe:

“There are at the present time two great nations in the world, which started from different points, but seem to tend towards the same end. I allude to the Russians and the Americans. Both of them have grown up unnoticed; and whilst the attention of mankind was directed elsewhere, they have suddenly placed themselves in the front rank among the nations, and the world learned their existence and their greatness at almost the same time.

All other nations seem to have nearly reached their natural limits, and they have only to maintain their power; but these are still in the act of growth. All the others have stopped, or continue to advance with extreme difficulty; these alone are proceeding with ease and celerity along a path to which no limit can be perceived. The American struggles against the obstacles which nature opposes to him; the adversaries of the Russian are men. The former combats the wilderness and savage life; the latter, civilization with all its arms. The conquests of the American are therefore gained with the ploughshare; those of the Russian by the sword. The Anglo-American relies upon personal interest to accomplish his ends, and gives free scope to the unguided strength and common sense of the people; the Russian centres all the authority of society in a single arm. The principal instrument of the former is freedom; of the latter, servitude. Their starting-point is different, and their courses are not the same; yet each of them seems marked out by the will of Heaven to sway the destinies of half the globe.”

Minor Assessment- History

Reflect on the ways in which the world changed during World War II. In a minimum of two paragraphs of 4 sentences each, describe the major changes to America that resulted from World War II.