



ELA I AND II

WEEK OF NOVEMBER 28-DECEMBER 2

Below are Passage Sets that you can use for the Problem of the Day initiative.

Day One

Read the excerpt from “**State of the Union Address, 1942.**” Answer the questions that follow.

Passage 1: from “State of the Union Address, 1942” by Franklin D. Roosevelt.

President Franklin D. Roosevelt delivered this State of the Union address on January 6, 1942, less than a month after the United States had entered World War II.

1. Japan’s scheme of conquest goes back half a century. It was not merely a policy of seeking living room: it was a plan which included the subjugation of all the peoples in the Far East and in the islands of the Pacific, and the domination of that ocean by Japanese military and naval control of the western coasts of North, Central, and South America.
2. The development of this ambitious conspiracy was marked by the war against China in 1894; the subsequent occupation of Korea; the war against Russia in 1904; the illegal fortification of the mandated¹ Pacific islands following 1920; the seizure of Manchuria in 1931; and the invasion of China in 1937.
3. A similar policy of criminal conquest was adopted by Italy. The Fascists first revealed their imperial designs in Libya and Tripoli. In 1935 they seized Abyssinia. Their goal was the domination of all North Africa, Egypt, parts of France, and the entire Mediterranean world.
4. But the dreams of empire of the Japanese and Fascist leaders were modest in comparison with the gargantuan aspirations of Hitler and his Nazis. Even before they came to power in 1933, their plans for that conquest had been drawn. Those plans provided for ultimate domination, not of any one section of the world, but of the whole earth and all the oceans on it.
5. When Hitler organized his Berlin-Rome-Tokyo alliance, all these plans of conquest became a single plan. Under this, in addition to her own schemes of conquest, Japan’s role was obviously to cut off our supply of weapons of war to Britain, and Russia and China— weapons which increasingly were speeding the day of Hitler’s doom. The act of Japan at Pearl Harbor was intended to stun us—to terrify us to such an extent that we would divert our industrial and military strength to the Pacific area, or even to our own continental defense.
6. The plan has failed in its purpose. We have not been stunned. We have not been terrified or confused. This very reassembling of the Seventy-seventh Congress today is proof of that; for the mood of quiet, grim resolution which here prevails bodes ill for those who conspired and collaborated to murder world peace.
7. That mood is stronger than any mere desire for revenge. It expresses the will of the American people to make very certain that the world will never so suffer again.

1 mandated: governed according to specifications made by the League of Nations

8. Admittedly, we have been faced with hard choices. It was bitter, for example, not to be able to relieve the heroic and historic defenders of Wake Island. It was bitter for us not to be able to land a million men in a thousand ships in the Philippine Islands.
9. But this adds only to our determination to see to it that the Stars and Stripes will fly again over Wake and Guam. Yes, see to it that the brave people of the Philippines will be rid of Japanese imperialism; and will live in freedom, security, and independence.
10. Powerful and offensive actions must and will be taken in proper time. The consolidation of the United Nations' total war effort against our common enemies is being achieved.
11. That was and is the purpose of conferences which have been held during the past two weeks in Washington, and Moscow and Chungking. That is the primary objective of the declaration of solidarity signed in Washington on January 1, 1942, by 26 Nations united against the Axis powers.
12. Difficult choices may have to be made in the months to come. We do not shrink from such decisions. We and those united with us will make those decisions with courage and determination.
13. Plans have been laid here and in the other capitals for coordinated and cooperative action by all the United Nations—military action and economic action. Already we have established, as you know, unified command of land, sea, and air forces in the southwestern Pacific theater of war. There will be a continuation of conferences and consultations among military staffs, so that the plans and operations of each will fit into the general strategy designed to crush the enemy. We shall not fight isolated wars—each Nation going its own way. These 26 Nations are united—not in spirit and determination alone, but in the broad conduct of the war in all its phases.

“State of the Union Address, 1942.” In the public domain.

1. **Which sentence from Roosevelt’s “State of the Union Address, 1942” develops Roosevelt’s claim that the United States had not been rendered powerless by the aggressive policies of Japan, Italy, and Germany?**
 - A. “Those plans provided for ultimate domination, not of any one section of the world, but of the whole earth and all the oceans on it.”
 - B. “The act of Japan at Pearl Harbor was intended to stun us—to terrify us to such an extent that we would divert our industrial and military strength to the Pacific area, or even to our own continental defense.”
 - C. “This very reassembling of the Seventy-seventh Congress today is proof of that; for the mood of quiet, grim resolution which here prevails bodes ill for those who conspired and collaborated to murder world peace.”
 - D. “It was bitter for us not to be able to land a million men in a thousand ships in the Philippine Islands.”

2. Select two ways that Roosevelt uses rhetoric to advance the point of view that the United States should be involved in World War II?

- A. He uses words with negative connotations to describe the enemy.
- B. He uses repetition to elaborate on the mood of the enemy countries.
- C. He uses ethos to show that the United States and its allies are on the morally correct side.
- D. He uses abstract words to describe the conquest plans and desires of the Axis powers.
- E. He uses analogies to strengthen his logos when describing the plans of the Allies.

Day Two

Read excerpt from “**State of the Union Address, 1966.**” Answer the questions that follow.

Passage 2: from “State of the Union Address, 1966” by Lyndon D. Johnson.

This is an excerpt from the State of the Union address that President Lyndon B. Johnson delivered on January 12, 1966. At that time, United States troops were helping the people of South Vietnam fight to keep their country separate from North Vietnam, which had a Communist government.

14. In recent months a number of nations have [cast] out those who would subject them to the ambitions of mainland China.
15. History is on the side of freedom and is on the side of societies shaped from the genius of each people. History does not favor a single system or belief—unless force is used to make it so.
16. That is why it has been necessary for us to defend this basic principle of our policy, to defend it in Berlin, in Korea, in Cuba—and tonight in Vietnam.
17. For tonight, as so many nights before, young Americans struggle and young Americans die in a distant land.
18. Tonight, as so many nights before, the American nation is asked to sacrifice the blood of its children and the fruits of its labor for the love of its freedom.
19. How many times—in my lifetime and in yours—have the American people gathered, as they do now, to hear their president tell them of conflict and tell them of danger?
20. Each time they have answered. They have answered with all the effort that the security and the freedom of this nation required.
21. And they do again tonight in Vietnam. Not too many years ago Vietnam was a peaceful, if troubled, land. In the North was an independent Communist government. In the South a people struggled to build a nation, with the friendly help of the United States.
22. There were some in South Vietnam who wished to force Communist rule on their own people. But their progress was slight. Their hope of success was dim. Then, little more than 6 years ago, North Vietnam decided on conquest. And from that day to this, soldiers and supplies have moved from North to South in a swelling stream that is swallowing the remnants of revolution in aggression.
23. As the assault mounted, our choice gradually became clear. We could leave, abandoning South Vietnam to its attackers and to certain conquest, or we could stay and fight beside the people of South Vietnam. We stayed.
24. And we will stay until aggression has stopped.
25. We will stay because a just nation cannot leave to the cruelties of its enemies a people who have staked their lives and independence on America’s solemn pledge—a pledge which has grown through the commitments of three American presidents.
26. We will stay because in Asia and around the world are countries whose independence rests, in large measure, on confidence in America’s word and in America’s protection. To yield to force in Vietnam would weaken that confidence, would undermine the independence of many lands, and would whet the appetite of aggression. We would have to fight in one land, and then we would have to fight in another—or abandon much of Asia to the domination of Communists.
27. And we do not intend to abandon Asia to conquest.
28. Our decision to stand firm has been matched by our desire for peace.
29. In 1965 alone we had 300 private talks for peace in Vietnam, with friends and adversaries throughout the world.

30. Since Christmas your government has labored again, with imagination and endurance, to remove any barrier to peaceful settlement. For 20 days now we and our Vietnamese allies have dropped no bombs in North Vietnam.
31. Able and experienced spokesmen have visited, in behalf of America, more than 40 countries. We have talked to more than a hundred governments, all 113 that we have relations with, and some that we don't. We have talked to the United Nations and we have called upon all of its members to make any contribution that they can toward helping obtain peace.
32. In public statements and in private communications, to adversaries and to friends, in Rome and Warsaw, in Paris and Tokyo, in Africa and throughout this hemisphere, America has made her position abundantly clear.
33. We seek neither territory nor bases, economic domination or military alliance in Vietnam. We fight for the principle of self-determination—that the people of South Vietnam should be able to choose their own course, choose it in free elections without violence, without terror, and without fear.
34. The people of all Vietnam should make a free decision on the great question of reunification.
35. This is all we want for South Vietnam. It is all the people of South Vietnam want. And if there is a single nation on this earth that desires less than this for its own people, then let its voice be heard.

"State of the Union Address, 1966." In the public domain.

3. The domino effect theory held that if one country fell to Communist attacks, others would be more likely to suffer the same fate. Which sentence from President Johnson's "State of the Union Address, 1966" sufficiently demonstrates that he believed that the domino effect was a real threat?

- A. "Tonight, as so many nights before, the American nation is asked to sacrifice the blood of its children and the fruits of its labor for the love of its freedom." (paragraph 18)
- B. "To yield to force in Vietnam would weaken that confidence, would undermine the independence of many lands, and would whet the appetite of aggression." (paragraph 26)
- C. "We have talked to the United Nations and we have called upon all of its members to make any contribution that they can toward helping obtain peace." (paragraph 31)
- D. "We seek neither territory nor bases, economic domination or military alliance in Vietnam." (paragraph 33)

4. In the first part of “State of the Union Address, 1966,” why did President Johnson refer to earlier instances when the President of the United States told Americans about conflict and danger?

- A. to persuade Americans to act by reminding them of their brave and glorious past
- B. to counter future criticism by warning Americans that the coming war could be difficult
- C. to provoke an emotional reaction by placing the blame for the conflict in Vietnam on Communist aggressors
- D. to win support for his position by connecting the conflict in Vietnam with other attempts to defend freedom abroad

5. Based on the information in Passage 1 “State of the Union Address, 1942” and Passage 2 “State of the Union Address, 1966,” which statement shows a similarity in Roosevelt’s and Johnson’s perspectives on opposing international aggression?

- A. Both understood that history was on the side of democratic political systems.
- B. Both believed it was vital to gain the support of other countries in the wars to come.
- C. Both feared that the American people would oppose going to war to defend other countries.
- D. Both considered Communist countries to pose the greatest threat to freedom and democracy.

Day Three

Use Passage 1 (from “**State of the Union Address, 1942**” by Franklin D. Roosevelt) and Passage 2 (from “**State of the Union Address, 1966**” by Lyndon D. Johnson) to answer the question that follows.

6. **Construct a multi-paragraph, written response in which you evaluate the arguments and specific claims made by both presidents to decide which State of the Union Address (Passage 1 or Passage 2) more effectively uses valid reasoning and relevant and sufficient evidence. Your responses must be based on ideas and information that can be found in the sources.**

Manage your time carefully so that you can:

- review the sources;
- plan your response;
- write a thorough response; and
- revise and edit your response.

Be sure to:

- include a claim;
- acknowledge and distinguish claim from alternate or opposing claims;
- use evidence from multiple sources; and
- avoid overly relying on one source.

Write your multi-paragraph response on your own paper. You can use the space below to pre-write.

Day Four

Read excerpt from “**Ulysses**” by Alfred Lord Tennyson. Answer the questions that follow.

Passage 3: from “Ulysses: by Alfred Tennyson

Alfred Tennyson was a Victorian-era British poet. In “Ulysses” he writes from the perspective of the Greek hero Ulysses after he has returned home to Ithaca. Ulysses had spent decades of adventure away from home, fighting both in the Trojan War and on his journey back to his family.

It little profits that an idle king,
 By this still hearth, among these barren crags,
 Match'd with an aged wife, I mete and dole¹
 Unequal laws unto a savage race,
 5 That hoard, and sleep, and feed, and know not me.
 I cannot rest from travel: I will drink
 Life to the lees:² all times I have enjoy'd
 Greatly, have suffer'd greatly, both with those
 That loved me, and alone; on shore, and when
 10 Thro' scudding drifts the rainy Hyades³
 Vext the dim sea: I am become a name;
 For always roaming with a hungry heart
 Much have I seen and known; cities of men
 And manners, climates, councils, governments,
 15 Myself not least, but honour'd of them all;
 And drunk delight of battle with my peers,
 Far on the ringing plains of windy Troy.
 I am a part of all that I have met;
 Yet all experience is an arch wherethro'
 20 Gleams that untravell'd world, whose margin fades
 For ever and for ever when I move.
 How dull it is to pause, to make an end,
 To rust unburnish'd,⁴ not to shine in use!
 As tho' to breathe were life. Life piled on life
 25 Were all too little, and of one to me
 Little remains: but every hour is saved
 From that eternal silence, something more,
 A bringer of new things; and vile it were
 For some three suns to store and hoard myself,
 30 And this gray spirit yearning in desire
 To follow knowledge, like a sinking star,
 Beyond the utmost bound of human thought.
 This is my son, mine own Telemachus,
 To whom I leave the sceptre and the isle—
 35 Well-loved of me, discerning⁵ to fulfil
 This labour, by slow prudence to make mild
 A rugged people, and thro' soft degrees
 Subdue them to the useful and the good.

1 mete and dole: measure out

3 Hyades: group of stars associated with stormy weather

5 discerning: showing understanding

2 lees: dregs at the bottom of a drink

4 unburnish'd: unused and not shiny

Most blameless is he, centred in the sphere
 40 Of common duties, decent not to fail
 In offices of tenderness, and pay
 Meet adoration to my household gods,
 When I am gone. He works his work, I mine.
 There lies the port: the vessel puffs her sail:
 45 There gloom the dark broad seas. My mariners,
 Souls that have toil'd and wrought,⁶ and thought with me—
 That ever with a frolic welcome took
 The thunder and the sunshine, and opposed
 Free hearts, free foreheads—you and I are old;
 50 Old age hath yet his honour and his toil;
 Death closes all; but something ere the end,
 Some work of noble note, may yet be done,
 Not unbecoming men that strove with Gods.
 The lights begin to twinkle from the rocks:
 55 The long day wanes: the slow moon climbs: the deep
 Moans round with many voices. Come, my friends,
 'Tis not too late to seek a newer world.
 Push off, and sitting well in order smite
 The sounding furrows;⁷ for my purpose holds
 60 To sail beyond the sunset, and the baths
 Of all the western stars, until I die.
 It may be that the gulfs will wash us down:
 It may be we shall touch the Happy Isles,⁸
 And see the great Achilles, whom we knew.
 65 Tho' much is taken, much abides; and tho'
 We are not now that strength which in old days
 Moved earth and heaven; that which we are, we are;
 One equal temper of heroic hearts,
 Made weak by time and fate, but strong in will
 70 To strive, to seek, to find, and not to yield.

6 wrought: worked

7 furrows: waves

8 Happy Isles: paradise for heroes

Poem titled "Ulysses" from *Poems of Alfred Tennyson* by Alfred Tennyson, edited by Frederick Henry Sykes. Published by W.J. Gage and Company, 1906. In the public domain.

7. Reread lines 33-38 from Tennyson's "Ulysses."

"This is my son, ... / To whom I leave the sceptre and the isle— / Well-loved of me, discerning⁵ to fulfill / This labour by slow prudence to make mild / A rugged people, and thro' soft degrees / Subdue them to the useful and the good."

Now, review the footnote for discerning.

5 discerning: showing understanding

Based on these lines and the footnote, which is the best synonym for *discerning*?

A. deciding

B. hoping

C. ignoring

D. recognizing

8. In Tennyson’s “Ulysses,” how does Ulysses’s disinterest in governing his own kingdom reveal the theme?

- A. It shows that Ulysses desires to be elsewhere, revealing the theme of longing for a different life.
- B. It shows that Ulysses feels that no one knows him, revealing the theme of isolation and loneliness.
- C. It shows that Ulysses is disgusted by the behavior of the people he must rule, revealing the theme of a chaotic society.
- D. It shows that Ulysses has little involvement with people outside his circle of friends, revealing the theme of social injustice.

9. Read this excerpt from Tennyson’s “Ulysses.”

“And this gray spirit yearning in desire / To follow knowledge, like a sinking star....” (lines 30-31).

What does the phrase *like a sinking star* capture about Ulysses’s state of mind at this point in his life?

- A. He feels angry at being home instead of on a new journey.
- B. He fears that he may not travel again because of his old age.
- C. He feels compelled to spend the last days of his life traveling to new places.
- D. He looks back on his life and wishes that he had started traveling when he was young.

10. Which sentence best describes an aspect of the culture in which “Ulysses” is set?

- A. Sailing was an important part of daily life for most citizens.
- B. The elderly were not treated as valuable members of society.
- C. Leaders could not gain the respect of their subjects without military experience.
- D. There was value in adventure, whether the adventure led to popularity or death.

Day Five

Read excerpt from **"The Madness of Sir Launcelot" by Howard Pyle**. Answer the questions that follow.

Passage 4: from **"The Madness of Sir Launcelot" by Howard Pyle**

This tale of Launcelot was written in the early twentieth century—much later than most Arthurian tales. In the following excerpt, Launcelot is in a temporary coma after being beaten and left for dead at the gates of the palace. The palace guards recognized who he was and quickly brought him inside.

1. So immediately King Pelles bade those who were in attendance to lift Sir Launcelot up and to bear him very tenderly away from that place and to bring him to a fair large room. So they did as King Pelles commanded and they laid Sir Launcelot upon a couch of down spread with a coverlet of wadded satin. And King Pelles sent for a skilful leech to come and to search Sir Launcelot's hurts and he bade the physician for to take all heed to save his life. And all that while Sir Launcelot lay in that deep swoon like to death and awoke not.
2. And Sir Launcelot slept in that wise for three full days and when he awoke the Lady Elaine and her father and Dame Brysen and the leech alone were present. And lo! when Sir Launcelot awoke his brain was clear of madness and he was himself again, though weak, like to a little child who hath been ill abed.
3. That time the Lady Elaine was kneeling beside Sir Launcelot's couch and hers was the face he first beheld. Then Sir Launcelot said, speaking very faint and weak, "Where am I?" and the Lady Elaine wept and said, "Lord, you are safe with those who hold you very dear." Sir Launcelot said, "What has befallen me?" She said: "Lord, thou hast been bedazed in thy mind and hast been sorely hurt with grievous wounds, wherefore thou hast been upon the very edge of death. But now thou art safe with those who love thee."
4. He said, "Have I then been mad?" And to that they who were there said naught. Then Sir Launcelot said again, "Have I been mad?" and thereupon King Pelles said, "Yea, Messire."
5. Then Sir Launcelot groaned as from his soul, and he covered his face with one hand (for the Lady Elaine held the other hand in hers) and he said, "What shame! What shame!" And therewith he groaned again.
6. Then, ever weeping, the Lady Elaine said, "No shame, Lord, but only very great pity!" and she kissed his hand and washed it with her tears. And Sir Launcelot wept also because of his great weakness, and by and by he said, "Elaine, meseems I have no hope or honor save in thee," and she said, "Take peace, Sir, for in my heart there is indeed both honor for you and hope for your great happiness." And so Sir Launcelot did take peace.
7. Then after a while Sir Launcelot said, "Who here knoweth of my madness?" and King Pelles said, "Only a very few in this castle, Messire."
8. Then Sir Launcelot said: "I pray you that this be all as secret as possible, and that no word concerning me goes beyond these walls." And King Pelles said, "It shall be as you would have it, Messire."
9. So it was that the news of Sir Launcelot's madness and of his recovery was not carried beyond those walls.

Excerpt from "The Madness of Sir Launcelot" in *The Story of Sir Launcelot and His Companions*, 1907. In the public domain.

11. In “The Madness of Sir Launcelot,” what emotional response does the author intend to show when he writes that Lady Elaine “kissed his hand and washed it with her tears”?

- A. forgiveness
- B. happiness
- C. shame
- D. sympathy

12. Read this excerpt from “The Madness of Sir Launcelot.”

He said, “Have I then been mad?” And to that they who were there said naught. Then Sir Launcelot said again, “Have I been mad?” and thereupon King Pelles said, “Yea, Messire.” (paragraph 4)

What is the most likely reason the author repeats Launcelot’s question?

- A. to create tension, as readers wonder how the people will respond to Launcelot
- B. to create tension, as readers imagine the growing frustration in Launcelot’s voice
- C. to create mystery, as readers wonder whether Launcelot will recover from his injuries
- D. to create mystery, as readers imagine the details about Launcelot’s illness that were left out of the story

13. Which conclusion about twelfth-century society is best supported by the excerpt from “The Madness of Sir Launcelot”?

- A. Royal courts routinely harbored many secrets that were kept from subjects.
- B. Men who demonstrated physical weakness often lost the respect of peers.
- C. Physicians were among the most intelligent and important people in society.
- D. Queens made many unreasonable demands on their peers and subjects.



ELA I AND II

ANSWERS FOR WEEK OF NOVEMBER 28-DECEMBER 2

1. **C** (RI.9-10.5)
2. **A and C** (RI.9-10.6)
3. **B** (RI.9-10.5)
4. **D** (RI.9-10.3)
5. **B** (RI.9-10.9)
6. (W.9-10.1) Use AIR Rubric to score. http://www.ccsos.us/Downloads/ELA_Rubric_Argumentation_G6-12.pdf
7. **D** (RL.9-10.4)
8. **A** (RL.9-10.2)
9. **C** (RL.9-10.4)
10. **D** (RL.9-10.6)
11. **D** (RL.9-10.3)
12. **A** (RL.9-10.5)
13. **B** (RL.9-10.6)