

# Week of April 6-10, 2020

## Mrs. Swigart

Hello! I hope everyone is doing well. My “office hours” will be Monday 1-3, Tuesday 11-1, and Thursday 3-5. Of course, you can always email me and I will try to get back to you as soon as I can. Please feel free to email me any questions you may have. As far as turning in work goes, you can either share a doc with me, or turn it into the school. Hard copies are at the school so you don’t need to print anything. Loose leaf paper works for me as well for turning in assignments. I do ask that your name is written, with the date, class period, and the choice number. This is new, and I will work with you. Again, please feel free to reach out to me if you need anything.

I hope to see you soon! - Mrs. Swigart

<b>Class</b>	<b>Choice 1</b>	<b>Choice 2</b>	<b>Choice 3 (Enrichment)</b>
8th Grade Language Arts	Read and analyze the poem "I Wandered Lonely as a Cloud" (wksts. included)	Write for 30-40 minutes. It can be a free write, journal entry, creative writing, poetry, etc. It should be 1-2 pages in length.	Write your own poem, using "I Wandered Lonely as a Cloud" as a model, i.e. 4 stanzas, 6 lines, figurative language
8th Grade Literature	Read the article "A Whole New Ballgame" and answer the questions from "Know the News:..." and from "Get in There, Gertie"	8th Grade Lesson 7 Vocabulary Packet	Write your own story about a global pandemic. Make sure setting, conflict, character development, introduction, rising action, climax, falling action, and resolution are evident and clear. (There should be at least a couple of pages.)
7th Grade Literature	Read the article "Why Everyone's Talking About The Census" and answer the "Close Reading Questions:..." "Know the News," and "Counting Americans"	7th Grade Unit 9 Vocabulary Packet	Write your own story about a global pandemic. Make sure setting, conflict, character development, introduction, rising action, climax, falling action, and resolution are evident and clear. (There should be at least a couple of pages.)



POETRY FOUNDATION

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Choice 1

## I Wandered Lonely as a Cloud

BY WILLIAM WORDSWORTH

I wandered lonely as a cloud  
That floats on high o'er vales and hills,  
When all at once I saw a crowd,  
A host, of golden daffodils;  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.

Continuous as the stars that shine  
And twinkle on the milky way,  
They stretched in never-ending line  
Along the margin of a bay:  
Ten thousand saw I at a glance,  
Tossing their heads in sprightly dance.

The waves beside them danced; but they  
Out-did the sparkling waves in glee:  
A poet could not but be gay,  
In such a jocund company:  
I gazed—and gazed—but little thought  
What wealth the show to me had brought:

For oft, when on my couch I lie  
In vacant or in pensive mood,  
They flash upon that inward eye  
Which is the bliss of solitude;  
And then my heart with pleasure fills,  
And dances with the daffodils.

# Reading & Analyzing a Poem

TITLE:  
POET:

## Before Reading the Poem...

Write the title below and then annotate it with any thoughts you have about what the words of the title tell us.

**T**  
Title

## Analyze the Title

You may want to consider:

- Connotations of key words
- Notable punctuation
- Is there any indication of tone?
- Do we learn anything about the speaker?

## After Reading the Poem...

Any WORDS you don't understand? Write them below & then find & write their definitions.

**P**  
Paraphrase

Paraphrase the poem in a sentence:

## What is the poem about?

In 3 points, identify what happens in the poem:

- 
- 
- 

THE SPEAKER of the poem?

What do we know about

What is THE SETTING?

List KEY WORDS

**C**  
Connotations

Describe the connotations of these words:

Any FIGURATIVE LANGUAGE TECHNIQUES?

## Focus on Word Choice

choice 1

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# What's the Attitude of the speaker?

Describe the TONE of the poem in 3 words:

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Quotes which evidence this attitude / tone:

How does this tone relate to the content of the poem?



# Thinking about Changes

Elements of punctuation which facilitate these changes:

CHANGES IN TIME? TONE? CONTENT?

*Any shifts in the poem?*

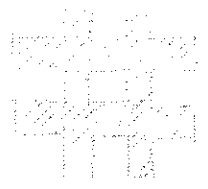
The stanza structure of the poem:



# So, what's the theme?

List the topics/concepts of the poem:

Write HASHTAGS for this poem:



WRITE A THEME STATEMENT BELOW (what message the poet is conveying about the topic)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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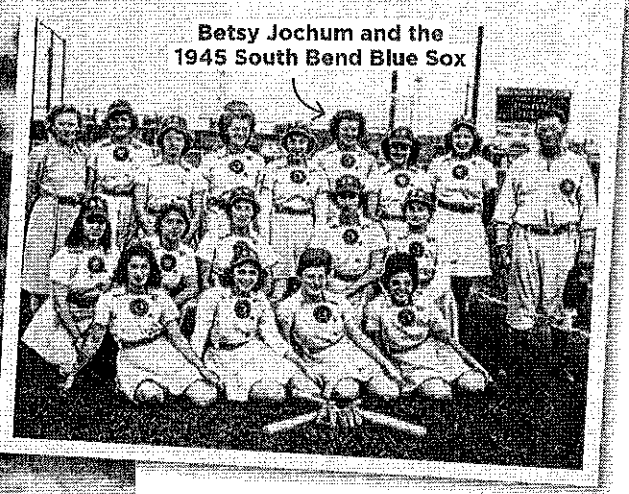
# A Whole New Ball Game

Seventy-five years ago, when many pro baseball players went off to war, female ballplayers stepped up to the plate BY JOE BUBAR

Sophie Kurys of the Racine Belles



Betsy Jochum and the 1945 South Bend Blue Sox



**I**N MAY 1943, Betsy Jochum stepped onto the diamond at Wrigley Field. That is the home of the Chicago Cubs. She and nearly 300 other women from across the United States and Canada had been invited to try out for the first professional baseball league for women.

“Women playing on Wrigley Field—could you imagine that?” says Jochum, now 97.

Not many people *could* imagine that 75 years ago. Back then, a woman’s place was supposed to be in the home. It was not supposed to be on an athletic field. But World War II (1939-1945) changed things. After the U.S. joined the war in 1941, so many men went off to fight that it forced Americans to rethink workplace

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gender roles. That helped open the door for the creation of what came to be known as the All-American Girls Professional Baseball League.

At those tryouts in 1943, only 60 players made the cut for the original four teams. Jochum had grown up playing softball in Cincinnati, Ohio. She impressed the scouts with her speed, hitting, and fielding. She was chosen to play for the Blue Sox of South Bend, Indiana.

Jochum and the other players had been selected for two important reasons. One was to boost Americans' morale during wartime. The other was to keep the national pastime alive while millions of men were fighting overseas.

These pioneering women proved that they belonged in the ranks of pro athletes. This was long before a law called Title IX fueled the rise of women's professional sports. The law, passed in 1972, banned gender discrimination in high school and college athletics (see "A Level Playing Field?").

### New Opportunities

During her first season with the Blue Sox, Jochum earned \$50 per week. That was more than a lot of jobs paid back then. But it was far less than male major-league ballplayers made. Still, Jochum says, "it was quite an opportunity to get paid to play a game. It was the greatest feeling in the world."

When Jochum was growing up, no professional sports leagues existed for women. Women were also kept out of jobs in most industries. But in 1943, more than 10 million men were fighting overseas. It was two years into the U.S. war effort. The fighting left a shortage of workers

## A Level Playing Field?

The 1972 federal law called Title IX has helped women gain equal opportunities in sports—but it's still causing controversy



At most schools, you'll see about as many girls as boys playing sports. But that wasn't always so. In 1972, only 30,000 women played college sports, compared with 170,000 men, and girls made up just 7 percent of all high school athletes.

That year, Congress passed a federal education law called Title IX. Among its provisions is that male and female students must have equal access to sports. Since then, the number of female college athletes has risen by 600 percent, and now 43 percent of high school athletes are girls.

Some people say that many colleges comply with Title IX by dropping male sports

teams to equalize the number of male and female athletes. In the past 30 years, Division I colleges dropped more than 100 men's wrestling teams.

But the law's supporters say sports often get cut so schools can spend more money on football and basketball. (Eighty percent of athletics funding at most Division I schools goes toward those two sports.)

"I would like to see Title IX stop being scapegoated for cutting other sports," says Lindsay Pieper, a professor of Sport Management at Lynchburg College in Virginia. "Overall, it's done a lot for women's sports and it's helped female athletes make great strides."

on the home front. As a result, the U.S. government started the Rosie the Riveter ad campaign. Its goal was to draw more women into the workforce (see "Girl Power!," p. 20). More than 6 million women answered the call. They stepped up to fill many jobs previously done only by men. Many women went to work in factories. They built weapons, ships, and planes to be used against Germany, Italy, Japan, and the other Axis Powers.

The war was taking a toll on pro baseball as well. By 1943, more than half of all major-league players had traded their baseball uniforms for combat fatigues. Attendance at games was dropping. Kenesaw Mountain Landis, baseball's first commissioner, even considered suspending baseball altogether.

In 1942, Landis wrote to President Franklin D. Roosevelt. He was asking for advice. →

## LIVING HISTORY

### TIMELINE

# Women in Sports



**1866**

#### COLLEGE ATHLETES

The first women's baseball teams are formed at Vassar College in New York. Before this, women had been mostly limited to noncompetitive physical activities.

**1900**

#### SUMMER OLYMPICS

Women compete in the Olympics for the first time, in Paris. They take part in tennis, sailing, croquet, horseback riding, and golf.

**1950**

#### THE LPGA

The Ladies Professional Golf Association is formed. It's the oldest pro sports organization for women still around today.

**1960**

#### WILMA RUDOLPH

Rudolph overcomes a series of childhood illnesses to become the first American woman to win three Olympic gold medals in track and field.

**1972**

#### TITLE IX

Under a new federal law called Title IX, public schools and colleges must give girls and boys equal opportunities in sports.

Roosevelt replied, urging him to keep players on the field.

"I honestly feel that it would be best for the country to keep baseball going," the president wrote. "There will be fewer people unemployed and everybody will work longer hours and harder than ever before. And that means they ought to have a chance for recreation and for taking their minds off their work."

### For "Ladies" Only

But how would they keep fans interested in the game when so many top players were away at war? Philip K. Wrigley was the owner of the Chicago Cubs and the Wrigley chewing gum company. He came up with a solution. His idea was to create a women's league that combined baseball and softball. The league would have its own modified rules. He hoped women would help keep the national pastime going. They would keep it alive in the same way that they were carrying on the work in offices, on farms, and in factories.

Wrigley sent scouts to softball and baseball fields across the U.S. and Canada. He wanted them to recruit women for the new league. All the players had to be white. This was the same as in the major

leagues, which refused to accept black athletes until 1947.

The scouts were searching for athletic talent. But they also paid close attention to the women's looks and behavior. Wrigley and his partners thought fans would accept the idea of a women's baseball league only if the players reflected the feminine standards of the era.

The players were expected to act "ladylike," both on the field and off. They had to be accompanied by a team chaperone at all times. And they always had to wear "feminine attire." They even had to wear shorts and a skirt while playing. This often left them bruised and bloody from sliding into bases. During the league's first two seasons, the women also had to attend charm school. They were taught how to walk, talk, and sit "like a lady," and put on makeup.

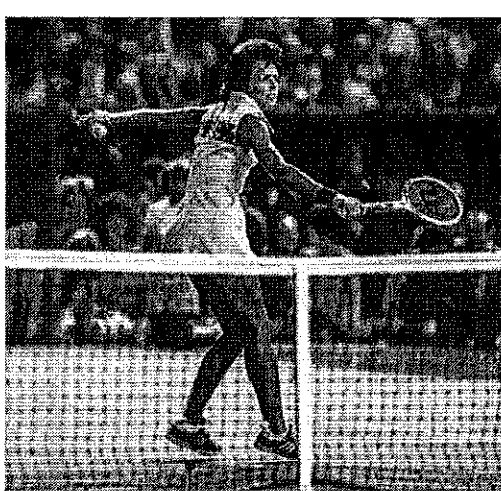
Some players resented the focus on their femininity instead of their athleticism. But to play ball, several former players recalled, they had to "look like women, play like men."



### GIRL POWER!

Today she's a popular symbol of equal rights for women. But Rosie the Riveter was groundbreaking when she first appeared in ads in 1943. The U.S. Office of War produced them to persuade women to take jobs vacated by men who were fighting in World War II.

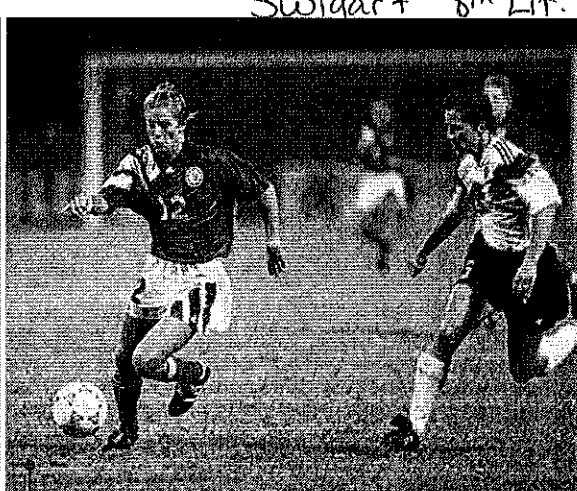
ARCHIVES 08/17/ARCHIVES AND SPECIAL COLLECTIONS, VASSAR COLLEGE LIBRARY (1866); PICTORIAL PARADE/GETTY IMAGES (1860); AP IMAGES (WILMA RUDOLPH); CORBIS VIA GETTY IMAGES (ROSIE THE RIVETER)



**1973**

**BATTLE OF THE SEXES**

Ninety million people tune in to watch female tennis star Billie Jean King and male tennis champion Bobby Riggs play an exhibition match dubbed “The Battle of the Sexes.” King’s victory gave a huge boost to women’s tennis.



**1991**

**WOMEN’S WORLD CUP**

The U.S. Women’s Soccer Team wins the first Women’s World Cup. They also win in 1999 and 2015, giving them more World Cup victories than any other women’s team.

**1997**

**WNBA**

The first season of the Women’s National Basketball Association tips off.

**2005**

**DANICA PATRICK**

Competing against men, Patrick becomes the first female driver to take the lead in the Indianapolis 500, one of the world’s biggest automobile races.



**2017**

**SERENA WILLIAMS**

Williams breaks the record for the most Grand Slam titles of any tennis player—male or female—in modern-day tennis history, with 23.

**V for Victory**

The league played its first games on May 30, 1943. On opening day, only 700 people watched Jochum and the Blue Sox defeat the Rockford Peaches, 4-3. They played at a stadium in Rockford, Illinois. Many people at the

**“It was quite an opportunity to get paid to play a game. It was the greatest feeling in the world.”**

first games went only for the novelty of seeing women play baseball.

“We got them out there maybe because of our uniforms, maybe because of the publicity,” said Lavonne “Pepper” Paire in 1992. She was a former player. “But we kept them there because we played damn good baseball.”

Indeed, they began winning over fans with their talents. Wally Pipp was a former New York Yankees first baseman. He called one player, Dorothy “Dottie” Kamenshek, “the

fanciest fielding first baseman I’ve ever seen, man or woman.”

The players did not just help take Americans’ minds off the war. They captured the patriotic mood of the country too. During the playing of the national anthem before each game, the two teams lined up from home plate along the first and third baselines in the shape of a V for victory. Players also took part in exhibition games at Army training camps and hospitals.

By 1945, the year the war ended, the women’s league’s popularity had exploded. It reached a peak three years later. It expanded to 10 teams and attracted more than 900,000 fans in 1948.

**A Lasting Legacy**

Jochum, who had earned the nickname “Sock ‘Em Jochum” for her hitting, retired from the Blue Sox after the 1948 season. She used the money she had saved during her playing career to pay for college and later became a teacher.

In 1954, after 12 seasons, the

league ended. After the war, more-traditional gender roles returned. Women were expected to go back to being homemakers and let returning troops have the jobs. Also, the new medium of TV started airing men’s major-league games, dramatically increasing their popularity. Interest in the women’s league faded.

Yet by then, the idea of women in pro sports had begun to take hold. In 1950, the Ladies Professional Golf Association teed off for the first time. Women have been making great strides in athletics ever since (see *timeline, above*).

Today, players like Jochum are remembered as sports pioneers. For more than a decade, they shone on the ball field. They changed the way Americans viewed female athletes.

As Jochum says: “They realized that women can play as well as the men.” ♦

**CORE QUESTION** How did being a nation at war help shape new attitudes toward women in sports?

NEIL LEPPER/SPORTS ILLUSTRATED/GETTY IMAGES (1973); TOMMY CHENG/APP/GETTY IMAGES (1991); CLIVE BRUNSKILL/GETTY IMAGES (SERENA WILLIAMS)



**Test Prep**

## Know the News: A Whole New Ball Game

Read the article on pp. 18-21, then answer the questions.

1. Which is a central idea of the article?
  - Ⓐ The All-American Girls Professional Baseball League (AAGPBL) was created to keep Americans interested in baseball.
  - Ⓑ The creation of the AAGPBL opened doors for women in professional sports.
  - Ⓒ Title IX made it possible for women to play professional sports.
  - Ⓓ World War II led to many women taking on nontraditional roles.
  
2. What is the main purpose of the timeline?
  - Ⓐ to explain the purpose and success of Title IX
  - Ⓑ to show some obstacles female athletes face
  - Ⓒ to show some of the pioneering athletes and events in women's sports history
  - Ⓓ to show women in nontraditional roles
  
3. What was the goal of the Rosie the Riveter ads?
  - Ⓐ to balance participation in men's and women's sports
  - Ⓑ to encourage factories to produce more weapons, ships, and planes for the war effort
  - Ⓒ to persuade more women to take on jobs vacated by men fighting in the war
  - Ⓓ to recruit female baseball players
  
4. What is one effect World War II had on major-league baseball?
  - Ⓐ African-Americans were allowed to play.
  - Ⓑ Attendance at games hit an all-time high.
  - Ⓒ Many of the players left to serve in the military.
  - Ⓓ President Franklin D. Roosevelt wanted to suspend the baseball season.
  
5. How did women's roles change during the war?
  - Ⓐ Many women went to work in factories and at other jobs previously held by men.
  - Ⓑ More women chose to stay home and manage their households.
  - Ⓒ Women gained gender equality in sports.
  - Ⓓ Women became leaders in the U.S. military.
  
6. What did scouts look for when recruiting players for the new women's baseball league?
  - Ⓐ Women who were working in factories.
  - Ⓑ Women who were better at the game of baseball than major-league ballplayers.
  - Ⓒ Women who were white, had athletic talent, were attractive, and behaved appropriately.
  - Ⓓ Women who were willing to wear shorts with a skirt.
  
7. Why did team owners require women in the professional baseball league to act "ladylike"?
  - Ⓐ They didn't want the women's games to outsell major-league games.
  - Ⓑ They thought it was the only way fans would accept the idea of a women's league.
  - Ⓒ They wanted to hide the women's athleticism.
  - Ⓓ They thought it would boost fans' patriotism.
  
8. Which does Title IX require public schools and colleges to do?
  - Ⓐ cut men's sports teams in order to create more women's teams
  - Ⓑ provide male and female students with equal access to sports
  - Ⓒ spend more money on football and basketball programs
  - Ⓓ support wrestling teams at Division I schools
  
9. What does *novelty* mean in this sentence? "Many people at the first games went only for the novelty of seeing women play baseball."
 

Ⓐ embarrassment	Ⓒ newness or unusualness
Ⓑ honor	Ⓓ shock
  
10. Which of these women's sports organizations or events is oldest?
  - Ⓐ AAGPBL
  - Ⓑ Ladies Professional Golf Association
  - Ⓒ Women's National Basketball Association
  - Ⓓ Women's World Cup

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choice 1  
WS

Analyzing a Primary Source

KEY STANDARD  
**RH.6-8.1**

## “Get in There, Gertie”

The All-American Girls Professional Baseball League (AAGPBL) was created in 1943 as a way to boost Americans’ spirits during World War II (1939-1945) and keep baseball alive while many male players were off fighting. (See “A Whole New Ball Game,” pp. 18-21.) But interest in the

league continued for several years after the war ended. Below is a 1948 newspaper article published in the *Detroit Free Press* about an AAGPBL team in Indiana. Read it to get a sense of what conditions were like for players in the league. Then answer the questions.

### “Daisies” Are Pride of Fort Wayne Boosters

*Detroit Free Press* • August 22, 1948

**L**ike the other nine teams in the All-American Girls Baseball League, the Fort Wayne, Ind., “Daisies” are a matter of much local pride and interest; and for a very good reason.

The Daisies, like the Racine “Belles,” Grand Rapid “Chicks,” and the other teams, are community-owned and are operated by a board of directors comprising local businessmen.

Making the team requires more than baseball skill. Good looks and showmanship count, too. All three factors are considered when a player’s salary—\$55 a week for rookies, with \$100 tops—is set.

The Daisies, who have 18 on their squad, travel by bus when on the road and stop at first class hotels. When at

home, they stay with private families.

Many of the Daisies are high school and college graduates and, in the off season, work as secretaries, salesgirls or barnstorm\* in the South.

However, their main interest is in baseball. Their ability to play a fast, hard game has been attested to by no less an authority than [baseball icon] Connie Mack.

Watching two teams battling it out early this season, he remarked that one of the shortstops would be worth \$50,000 if she were a man.

That the league has turned out to be a success can be seen in the attendance figures: nearly a million last year; 1,250,000 anticipated this year.

Get in there, Gertie, and swat that ball!

\*to travel through a region making brief stops to entertain or to campaign for political office

### Questions

1. What are the purpose and tone of the article?
2. Does the article’s writer see the AAGPBL as a success? Cite evidence to support your response.
3. Connie Mack (1862-1956) was a baseball icon. By 1948, he had spent decades as a player, manager, and owner. How does the writer’s reference to him contribute to the article?
4. In what ways might the content and language of the article reflect the way American society viewed women in the 1940s?
5. Based on the JS article and the article above, how did the AAGPBL help change the way many Americans viewed female athletes?



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choice 2  
pg 1

# Words with *ceed* or *fin* pg 1

## Lesson Words

- exceed** To **exceed** is to go beyond or do more than expected.
- recede** When things **recede**, they move backward, become more distant, or lessen.
- proceedings** The record of business carried on at a meeting is its **proceedings**.
- intercede** When you **intercede**, you intervene on someone's behalf.
- secede** To formally withdraw from a group or organization is to **secede**.
- concede** If you **concede** something, you admit that it is true.
- confinement** If people are kept in **confinement**, they are kept shut up, as in prison, or live under restrictions.
- indefinite** Something **indefinite** is vague or inexact.
- finality** An action has **finality** when it is finished or settled.
- finale** 1. The concluding part of a musical performance or play is its **finale**. 2. A **finale** is the last event in a series or sequence.
- infinity** The quality of being endless or unlimited is **infinity**.
- finite** Something that is **finite** has limits or bounds.

Many English words come from words in other languages. The lesson words come from the Latin roots *ceed*, *cede*, and *fin*. *Ceed* and *cede* mean "go." *Fin* comes from *finis*, which means "end." Knowing *ceed*, *cede*, and *fin* can help you figure out the meanings of English words. Think about the meanings of *ceed*, *cede*, and *fin* as you read the lesson words and their meanings.

**Word Groups** Write the lesson word that completes each group of words.

1. records, minutes, \_\_\_\_\_
2. conclusion, finish, \_\_\_\_\_
3. bargain, intervene, \_\_\_\_\_
4. acknowledge, admit, \_\_\_\_\_
5. limited, bounded, \_\_\_\_\_
6. do more than, go beyond,  
\_\_\_\_\_
7. restriction, restraint, \_\_\_\_\_
8. boundlessness, unlimitedness,  
\_\_\_\_\_
9. vague, inexact, \_\_\_\_\_
10. withdraw, break away, \_\_\_\_\_
11. move backward, lessen, \_\_\_\_\_
12. completeness, decisiveness,  
\_\_\_\_\_

**Vocabulary in Context** Use each lesson word once to complete the story.

## Survival in the Rockies

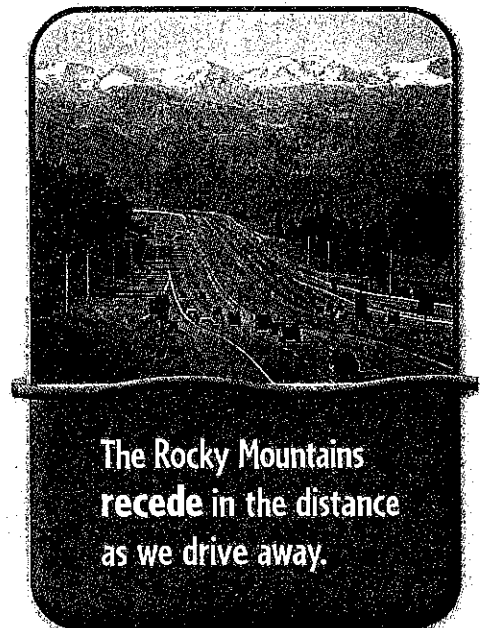
In the years before the South was to \_\_\_\_\_<sup>1</sup> from the Union, pioneers were moving West. In the spring of 1849, young Janette Riker, her father, and two brothers headed for Oregon. They reached Montana in early September and rested in a valley for a few days.

One morning, her father and brothers went into the mountains to hunt. They did not return. Janette searched for them for a week. At last she had to \_\_\_\_\_<sup>2</sup> that her family was lost and winter was coming. She doubted that anyone would \_\_\_\_\_<sup>3</sup> on her behalf.

With a sense of \_\_\_\_\_<sup>4</sup>, Janette began building a hut from logs. Lest her days prove \_\_\_\_\_<sup>5</sup>, she stored the family's provisions inside. Then she slaughtered the fattest ox, salting the meat to preserve it, just as the snow began to fall. Looming ahead of her was the seeming \_\_\_\_\_<sup>6</sup> of cold, lonely days and nights, but Janette knew that \_\_\_\_\_<sup>7</sup> in her hut was her only hope. Mountain lions and wolves prowled around her shelter.

After an \_\_\_\_\_<sup>8</sup> period of time passed, Janette heard rushing water. The snow had begun to \_\_\_\_\_<sup>9</sup>. The spring thaw had begun, and her hut was flooding! She rushed to the wagon, dragging her bedding with her, and climbed in.

A party of Native Americans found her. They stated that her survival skills would \_\_\_\_\_<sup>10</sup> those of their own women. Their generous praise was a fitting \_\_\_\_\_<sup>11</sup> to Janette's amazing story. Few pioneer diaries, letters, or \_\_\_\_\_<sup>12</sup> from public meetings tell as remarkable a tale as that of Janette Riker.



The Rocky Mountains  
recede in the distance  
as we drive away.

**Making Connections** Write the lesson word that best answers the question.

1. Is a jail a place of **finale** or **confinement**? \_\_\_\_\_
2. Is an acre of land a **finite** or **infinite** piece of property?  
\_\_\_\_\_
3. Does a musical performance end with a **finality** or a **finale**?  
\_\_\_\_\_
4. Is it a violation to **concede** or **exceed** the speed limit?  
\_\_\_\_\_
5. Does a club keep the **proceedings** or **confinement** of  
its meetings? \_\_\_\_\_
6. Could a group **concede** or **secede** from an organization?  
\_\_\_\_\_
7. In a debate might you **recede** or **concede** a point? \_\_\_\_\_
8. As you drive along a road, do the houses **recede** or **concede** from view?  
\_\_\_\_\_
9. Does a judge speak with **finality** or **infinity**? \_\_\_\_\_
10. If you get in trouble, would you like someone to **intercede** or **secede**  
for you? \_\_\_\_\_
11. Does a shoreline seem to stretch to **infinity** or **finality**?  
\_\_\_\_\_
12. If you are not sure, are you **indefinite** or **finite**? \_\_\_\_\_

### Word Wisdom



In classical music, the terms *finale* and *grand finale* refer to the last movement of a symphony or sonata, or the last selection of an opera. People have come to use *finale* to describe any ending that is dramatic and colorful.

**Yes or No?** Write Yes or No to answer each question.

1. Could you secede from a field trip? \_\_\_\_\_
2. Is a teaspoon of salt a finite amount of salt? \_\_\_\_\_
3. Will the proceedings of a meeting tell you what was discussed? \_\_\_\_\_
4. Would you be put in confinement if you had the measles? \_\_\_\_\_
5. Would a legal case continue after the finality of the judge's verdict?  
\_\_\_\_\_
6. Does the term *eternity* suggest infinity? \_\_\_\_\_
7. Does a referee usually make an indefinite call? \_\_\_\_\_

**All About You** Tell about yourself by answering the questions. Use the lesson word in blue type in your answer.

8. What was a point you had to concede in a recent debate? \_\_\_\_\_  
\_\_\_\_\_
9. Which pleasant activities make your worries and problems recede? \_\_\_\_\_  
\_\_\_\_\_
10. Which good friend will intercede for you at a difficult time? \_\_\_\_\_  
\_\_\_\_\_
11. Which goals do you have that you would like to exceed? \_\_\_\_\_  
\_\_\_\_\_
12. What could you do as a grand finale on the day you graduate? \_\_\_\_\_  
\_\_\_\_\_

**Write Away!** ~~Do Not Do!~~

On separate paper, write a story about a time when you overcame a hardship. What problem did you face and how did you deal with it? Use at least five lesson words in your story. You may add *-s*, *-ed*, or *-ing* to the lesson words if you need to.

Choice 2  
pg 5

**Checking What You Know** Circle the letter for the answer choice that best completes the sentence or answers the question.

1. A bird is in **confinement** if it—  
 A lives in captivity.  
 B pecks at its food.  
 C sings loudly every day.  
 D flaps its wings.
2. The **proceedings** of a government meeting would most likely be—  
 A endless.            C spoken.  
 B formal.            D bland.
3. An example of a **finite** amount of time is—  
 A in a while.  
 B in 3 hours.  
 C sometime next year.  
 D about a week.
4. When might you hear a **finale**?  
 A during the introduction  
 B during intermission  
 C at the end of the program  
 D before the curtain rises
5. Which of these might **secede**?  
 A a seed from the soil  
 B a butterfly from its cocoon  
 C a province from a country  
 D a camper from a tent
6. If you **exceed** the requirements for a job, you—  
 A have the minimum skills expected.  
 B have more skills than expected.  
 C have fewer skills than expected.  
 D have none of the necessary skills.
7. If flood waters **recede**, they—  
 A gain ground.  
 B rise.  
 C cover over.  
 D fall back.
8. An **indefinite** answer is—  
 A "Yes."            C "No."  
 B "Maybe."        D "Absolutely."
9. A coach may **concede** defeat if—  
 A the referee tells him to do so.  
 B there is no chance of winning.  
 C his team is ahead.  
 D his team scores first.
10. If people **intercede** for you, they—  
 A ignore you.  
 B plead for you.  
 C imitate you.  
 D make trouble for you.
11. When people in authority speak with **finality**, they indicate that—  
 A they are timid.  
 B they are indifferent.  
 C the matter is firmly closed.  
 D the matter is treated with caution.

**Branching Out**

*Infinity* is a form of the word *infinite*. Think about the meanings of the *infinite* words. Then add two more words to the web.

