

The Lost Colony of Roanoke

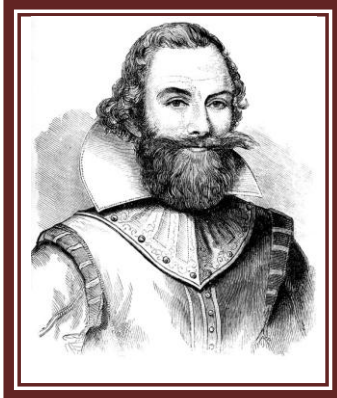
Vocabulary	
<p><b>Roots:</b> circum = around spec, spic = to see or look</p> <p><b>Words:</b> circumspect, circumference, spectacle, suspect, speculate, perspicuous, conspicuous, introspection, species</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Write roots and words with their definitions, parts of speech, and 2-3 synonyms.</li> <li><input type="checkbox"/> *Vocabulary Workshop: Unit 1 – Complete Set B and Sets A and B together which includes Synonyms, Antonyms, and Vocabulary in Context. Do NOT complete the Writing exercise.</li> <li><input type="checkbox"/> Choose 2 vocabulary words. Draw a picture, symbol, or write a rhyme or clue to help you remember the meaning. Be ready to share in class.</li> </ul>
Read with the Best	
<p>Review culminating activity that will be completed in class.</p> <p>*9<sup>th</sup> graders may choose to complete only odd numbered items in <i>Vocabulary Workshop</i> and Critical Reading Questions in Literature.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> *Complete <i>Read with the Best</i> Week 2 assignments:               <ul style="list-style-type: none"> <li><input type="checkbox"/> Background Check</li> <li><input type="checkbox"/> Literary Analysis</li> <li><input type="checkbox"/> Words to Know</li> <li><input type="checkbox"/> Critical Reading Questions</li> <li><input type="checkbox"/> Make it Real</li> <li><input type="checkbox"/> Writing</li> </ul> </li> </ul>
English/Grammar	
<p>See Syllabus</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete assignments on syllabus.</li> </ul>
SAT Prep	
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Answer three verbal SAT/ACT questions this week from any website that offers these. Some students may choose to purchase a prep. book instead.</li> </ul>
Core Knowledge	
<p><b>Idioms:</b> golden mean golden parachute</p> <p><b>Authors &amp; Lines:</b> gather ye rosebuds while ye may get thee to a nunnery Edward Gibbon</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Idioms:</b> Write or type the meanings for these terms. See the <i>New Dictionary of Cultural Literacy</i> page 69.</li> <li><input type="checkbox"/> <b>Authors &amp; Lines:</b> Write or type the definitions for these terms. See <i>The New Dictionary of Cultural Literacy</i> page 124.</li> </ul>

❖ *JOHN SMITH – DESCRIPTION OF NEW ENGLAND*

- Literary Analysis
- Words To Know
- Critical Reading Questions

❖ *WILLIAM BRADFORD – OF PLYMOUTH PLANTATION*

- Background Check
- Literary Analysis
- Words To Know
- Critical Reading Questions
- Make It Real
- Writing Assignment
- Culminating Activity



JOHN SMITH

*“History is the memory of time,  
the life of the dead  
and the happiness of the living.”*

**LITERARY ANALYSIS:**

**Parallel Structure or Parallelism:** The use of the same forms of verbs, nouns, or phrases to show emphasis or draw attention in writing. Verbs are used most often in parallel structure.

Example: *“Fred loves reading, writing, and drawing.”*

Parallelism is emphasized in English grammar as the correct way to list verbs.

**WORDS TO KNOW:**

Before beginning this week’s reading, identify the part of speech of each word, and give one or two synonyms for each.

magnanimity		
posterity		
penury		
requite		
dissolute		
recompense		

JOHN SMITH

**CRITICAL READING QUESTIONS:**

1) In the opening paragraph of *A Description of New England*, what spiritual reason does Smith give for colonizing New England? \_\_\_\_\_

\_\_\_\_\_

Write in your own words the practical reasons he gives. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) In the last paragraph, whom is Smith encouraging to come to America? \_\_\_\_\_

\_\_\_\_\_

What reasons does he give for them coming? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3) Find two examples of parallel structure in John Smith's use of verbs. \_\_\_\_\_

\_\_\_\_\_

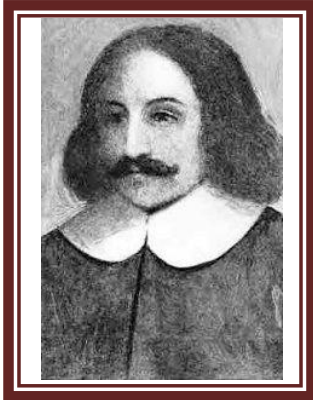
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WILLIAM BRADFORD

*"All great and honorable actions are accompanied with great difficulties, and both must be enterprised and overcome with answerable courage."*

**BACKGROUND CHECK:**

1) What political office did Bradford hold in Plymouth Colony? \_\_\_\_\_

2) Why did Bradford come to the New World? \_\_\_\_\_

3) Of all Bradford's accomplishments, which one did Cotton Mather think was the most outstanding? \_\_\_\_\_

**LITERARY ANALYSIS:**

**Allusion** - A brief reference in a literary work to a famous or well known person, event, or condition.

Example: *Shakespeare uses many Biblical allusions.*

**JOHN SMITH** - FROM *A DESCRIPTION OF NEW ENGLAND*  
**WILLIAM BRADFORD** - FROM *OF PLYMOUTH PLANTATION*

WEEK 2

WILLIAM BRADFORD

**WORDS TO KNOW:**

Before beginning this week's reading, identify the part of speech of each word, and give one or two synonyms for each.

profane		
execrations		
sundry		
deliberation		
solace		
victuals		
shallop		
lusty		
lustily		
manifold		
fain		
mutinous		
quelled		
beholden		
relent		
cozen		
feigned		
licentiousness		
quaffing		
insolent		
lasciviousness		

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WILLIAM BRADFORD

**CRITICAL READING QUESTIONS:**

1) Did the Pilgrims intend to land at Cape Cod, Massachusetts? \_\_\_\_\_

Where were they going? \_\_\_\_\_

2) In Chapter (IX) 9, what is ironic about the incident of the accidents of the two young men? What happened to each one? How does Bradford view this? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3) What did the Pilgrims do when they finally landed? \_\_\_\_\_

\_\_\_\_\_

4) How many of the original one hundred passengers on *The Mayflower* survived the first winter? \_\_\_\_\_

5) In Chapter 9, Bradford makes a Greek or Roman classical allusion. Whom does he allude to and why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6) What is the main theme or idea of this work? Name some examples of this theme that Bradford mentions. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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WILLIAM BRADFORD

**CRITICAL READING QUESTIONS (CONTINUED):**

7) Why was it necessary to write "The Mayflower Compact"? \_\_\_\_\_

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8) When the Pilgrims grew very sick, what stood out about the Christians? \_\_\_\_\_

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9) What does Bradford see as the "downfall" of the Plymouth Community? \_\_\_\_\_

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10) Using 2-4 of your vocabulary words, write a sentence about an event or character you read about this week. \_\_\_\_\_

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**CULMINATING ACTIVITY:**

Even though *Of Plymouth Plantation* is an historical account and nonfictional work, it has all the qualities of a successful novel: setting, theme, characters, point of view, conflict, climax or turning point, resolution, and figurative language.

In a classroom setting...

- Divide students in 6 different groups.
- Assign each group 1 of the elements of the novel listed above.
- Give each group 10 minutes to act out the element for the class.

As an individual student...

- Choose 1 or 2 of the elements, and act them out for siblings or parents. (This can be done by presenting a commercial, talk show format, or live news interview.)