

FLUENCY PACKET FOR 9 - 10 GRADE BAND

40 Passages

Instructions:

The packet below can be used regularly over the course of a school year to help students build fluency. There are enough passages to work on one per week.

We recommend that students who need it, practice reading one passage at least 3x daily for a week (15-20 repetitions).

1. First give students the opportunity to listen to a reading by a fluent reader, while “following along in their heads.” *It is essential that students hear the words pronounced accurately and the sentences read with proper punctuation attended to!*
2. Then have students read the passage aloud while monitored for accuracy.
3. When reading aloud, students should focus on reading at an **appropriate pace**, reading words and punctuation **accurately**, and reading with appropriate **expression**.
4. Students need feedback and active monitoring on their fluency progress. One idea is to do a “performance” toward the end of the week where students are expected to read the selection perfectly and be evaluated.
5. Students need to be encouraged. They know they do not read as well as they ought to and want to. It is very good to explain fluency and explain that it is fixable and has nothing at all to do with intelligence!
6. Students need to know they are obligated to understand what they read at all times. For this reason, comprehension questions and a list of high-value vocabulary words are also included with each passage.

After mastery of one passage, students should move on to the next passage and repeat the process. The packet has been organized by genre, but teachers should feel free to re-order the passages to best meet student and classroom needs.

Regular practice of this type **will** help students rapidly build grade-level fluency!

**Please note: These passages have been ordered by genre for ease of organization, but we encourage you to change the order to match your and your students' needs. In addition, feel free to alternate between passages long and short passages, excerpt from longer passages, or break longer passages up into multiple smaller passages.*

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I hereby declare, on oath,

- that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty of whom or which I have heretofore been a subject or citizen;
- that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic;
- that I will bear true faith and allegiance to the same;
- that I will bear arms on behalf of the United States when required by law;
- that I will perform noncombatant service in the Armed Forces of the United States when required by the law;
- that I will perform work of national importance under civilian direction when required by the law;
- and that I take this obligation freely without any mental reservation or purpose of evasion; so help me God.

In acknowledgement whereof I have hereunto affixed my signature.

United States Oath of Citizenship

Checking for Understanding

1. People must take this oath in order to become U.S. citizens. Based on this information who is the 'I' in this oath?

2. What two things do new citizens have to promise to do with the military?

Vocabulary

- renounce
- abjure
- fidelity
- sovereignty
- allegiance
- noncombatant
- evasion
- arms; Armed Services

<http://www.uscis.gov/us-citizenship/naturalization-test/naturalization-oath-allegiance-united-states-america>

The Modern Hippocratic Oath

by Louis Lasagna

I swear to fulfill, to the best of my ability and judgment, this covenant:

I will respect the hard-won scientific gains of those physicians in whose steps I walk, and gladly share such knowledge as is mine with those who are to follow.

I will apply, for the benefit of the sick, all measures which are required, avoiding those twin traps of overtreatment and therapeutic nihilism.

I will remember that there is art to medicine as well as science, and that warmth, sympathy, and understanding may outweigh the surgeon's knife or the chemist's drug.

I will not be ashamed to say "I know not," nor will I fail to call in my colleagues when the skills of another are needed for a patient's recovery.

I will respect the privacy of my patients, for their problems are not disclosed to me that the world may know. Most especially must I tread with care in matters of life and death. If it is given me to save a life, all thanks. But it may also be within my power to take a life; this awesome responsibility must be faced with great humbleness and awareness of my own frailty. Above all, I must not play at God.

I will remember that I do not treat a fever chart, a cancerous growth, but a sick human being, whose illness may affect the person's family and economic stability. My responsibility includes these related problems, if I am to care adequately for the sick.

I will prevent disease whenever I can, for prevention is preferable to cure.

I will remember that I remain a member of society, with special obligations to all my fellow human beings, those sound of mind and body as well as the infirm.

If I do not violate this oath, may I enjoy life and art, respected while I live and remembered with affection thereafter. May I always act so as to preserve the finest traditions of my calling and may I long experience the joy of healing those who seek my help.

[Written in 1964 by Louis Lasagna](#), Academic Dean of the School of Medicine at Tufts University, and used in many medical schools today.

The Modern Hippocratic Oath

By Louis Lasagna

Checking for Understanding

1. The oath describes medicine as an art as well as a science. In what ways is being a good doctor not just about knowing facts or giving medicine? Look back into the text.
2. "Above all, I must not play at God." Describe in your own words what this part of the oath means.

Vocabulary

- covenant
- outweigh
- disclosed
- humbleness
- frailty
- obligations
- sound (of mind or body)
- infirm

guides.library.jhu.edu/content.php?pid=23699&sid=190964

Preamble to the Declaration of Independence

By Thomas Jefferson

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume, among the Powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shown, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.—Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

Please note: The rules of capitalization were different in the 1700's when this passage was written, so many words are capitalized which would not be capitalized today.

Preamble to the Declaration of Independence

By Thomas Jefferson

Checking for Understanding

1. To declare independence means to separate yourself from your government. Who is the author declaring independence from in this document? Reread carefully.
2. What are the three "certain, unalienable Rights" of all men that this document names?
3. "To prove this, let Facts be submitted to a candid world." What is *this*? What is the author (Thomas Jefferson) trying to prove to the world?

Vocabulary

- self-evident
- endowed
- unalienable
- deriving
- consent
- abolishing
- usurpations
- Despotism

<https://users.wfu.edu/zulick/340/Declaration.html>

Farewell Speech

By Lou Gehrig

Fans, for the past two weeks you have been reading about the bad break I got. Yet today I consider myself the luckiest man on the face of this earth. I have been in ballparks for seventeen years and have never received anything but kindness and encouragement from you fans.

Look at these grand men. Which of you wouldn't consider it the highlight of his career just to associate with them for even one day? Sure, I'm lucky. Who wouldn't consider it an honor to have known Jacob Ruppert? Also, the builder of baseball's greatest empire, Ed Barrow? To have spent six years with that wonderful little fellow, Miller Huggins? Then to have spent the next nine years with that outstanding leader, that smart student of psychology, the best manager in baseball today, Joe McCarthy? Sure, I'm lucky.

When the New York Giants, a team you would give your right arm to beat, and vice versa, sends you a gift - that's something. When everybody down to the groundskeepers and those boys in white coats remember you with trophies - that's something. When you have a wonderful mother-in-law who takes sides with you in squabbles with her own daughter - that's something. When you have a father and a mother who work all their lives so you can have an education and build your body - it's a blessing. When you have a wife who has been a tower of strength and shown more courage than you dreamed existed - that's the finest I know.

So I close in saying that I may have had a tough break, but I have an awful lot to live for.

Lou Gehrig was a baseball player for the New York Yankees from 1923-1939, famous for being one of the best hitters of his time. In 1939, Gehrig was diagnosed with amyotrophic lateral sclerosis (ALS), a neurodegenerative disease now commonly known in this country as Lou Gehrig's disease. He delivered this speech in Yankee Stadium two weeks after his diagnosis.

Farewell Speech

By Lou Gehrig

Checking for Understanding

1. Why does Gehrig consider himself the luckiest man? Name three specific reasons he gives in this speech.
2. What can you infer about "these grand men" that Gehrig points to in the second paragraph? What relationship do they have to Gehrig?

Vocabulary

- grand
- empire
- squabbles

<http://sportsillustrated.cnn.com/2009/baseball/mlb/07/04/gehrig.text/>

Inaugural Address (excerpt)

By John F. Kennedy

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility—I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it—and the glow from that fire can truly light the world.

And so, my fellow Americans: ask not what your country can do for you—ask what you can do for your country.

My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world, ask of us the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God's work must truly be our own.

Inaugural Address (excerpt)

By John F. Kennedy

Checking for Understanding

1. "I do not shrink from this responsibility— I welcome it," JFK says. What is the responsibility JFK welcomes?
2. "...ask not what your country can do for you—ask what you can do for your country." Restate this famous line in your own words.
3. What reward is there for doing the work JFK is asking people to do? Dig back into the text to see exactly what it says.

Vocabulary

- Inaugural; inauguration
- devotion
- conscience
- shrink

<http://www.bartleby.com/124/pres56.html>

I Have a Dream (excerpt)

By Martin Luther King, Jr.

I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today.

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification; one day right there in Alabama, little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.

This is our hope. This is the faith that I go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

I Have a Dream (excerpt)

By Martin Luther King, Jr.

Checking for Understanding

1. MLK dreams that his one day his four little children will live in a nation where they will be “judged not by the color of their skin but by the content of their character.” Restate this line in your own words.

2. What effect does the repetition of the words "I have a dream" have in this speech? How does it sound when you here it? How does it feel when you say it?

Vocabulary

- self-evident
- sweltering
- oppression
- oasis
- vicious
- exalted
- jangling
- discords

<http://www.archives.gov/press/exhibits/dream-speech.pdf>

Faulkner Accepting the Noble Prize in Literature (excerpt)

By William Faulkner

I feel that this award was not made to me as a man, but to my work—a life's work in the agony and sweat of the human spirit, not for glory and least of all for profit, but to create out of the materials of the human spirit something which did not exist before. So this award is only mine in trust. It will not be difficult to find a dedication for the money part of it commensurate with the purpose and significance of its origin. But I would like to do the same with the acclaim too, by using this moment as a pinnacle from which I might be listened to by the young men and women already dedicated to the same anguish and travail, among whom is already that one who will some day stand here where I am standing.

Our tragedy today is a general and universal physical fear so long sustained by now that we can even bear it. There are no longer problems of the spirit. There is only the question: When will I be blown up? Because of this, the young man or woman writing today has forgotten the problems of the human heart in conflict with itself which alone can make good writing because only that is worth writing about, worth the agony and the sweat.

He must learn them again. He must teach himself that the basest of all things is to be afraid; and, teaching himself that, forget it forever, leaving no room in his workshop for anything but the old verities and truths of the heart, the old universal truths lacking which any story is ephemeral and doomed—love and honor and pity and pride and compassion and sacrifice. Until he does so, he labors under a curse. He writes not of love but of lust, of defeats in which nobody loses anything of value, of victories without hope and, worst of all, without pity or compassion. His griefs grieve on no universal bones, leaving no scars. He writes not of the heart but of the glands.

Originally delivered December 10th, 1950 in Stockholm, Sweden.

Faulkner Accepting the Nobel Prize in Literature (excerpt)

By William Faulkner

Checking for Understanding

1. Faulkner makes clear that he doesn't do his work for glory or profit. Why does he do his work?
2. What does Faulkner worry that young men and women writing in his time have forgotten about?
3. Reread the third paragraph carefully. What does Faulkner want the young writers of his time to write about?

Vocabulary

- commensurate
- acclaim
- pinnacle
- anguish
- travail
- basest
- verities
- ephemeral

<http://www.americanrhetoric.com/speeches/williamfaulknernobelprizeaddress.htm>

Gettysburg Address

By Abraham Lincoln

Fourscore and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people shall not perish from the earth.

Gettysburg Address

By Abraham Lincoln

Checking for Understanding

1. According to Lincoln, the great civil war is testing the ability of the nation to do what? Reread the second paragraph carefully.

2. Look at the third paragraph. What is the "unfinished work" that Lincoln calls on the American people to do?

Vocabulary

- dedicated; dedicate
- fourscore and seven years ago
- conceived
- proposition
- endure
- consecrate
- hallow
- died in vain

<http://voicesofdemocracy.umd.edu/lincoln-gettysburg-address-speech-text/>

Long Road to Freedom (excerpt)

By Nelson Mandela

...It was during those long and lonely years that my hunger for the freedom of my own people became a hunger for the freedom of all people, white and black. I knew as well as I knew anything that the oppressor must be liberated just as surely as the oppressed. A man who takes away another man's freedom is a prisoner of hatred, he is locked behind the bars of prejudice and narrow-mindedness. I am not truly free if I am taking away someone else's freedom, just as surely as I am not free when my freedom is taken from me. The oppressed and the oppressor alike are robbed of their humanity.

When I walked out of prison, that was my mission, to liberate the oppressed and the oppressor both. Some say that has now been achieved. But I know that that is not the case. The truth is that we are not yet free; we have merely achieved the freedom to be free, the right not to be oppressed. We have not taken the final step of our journey, but the first step on a longer and even more difficult road. For to be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of others. The true test of our devotion to freedom is just beginning.

I have walked that long road to freedom. I have tried not to falter; I have made missteps along the way. But I have discovered the secret that after climbing a great hill, one only finds that there are many more hills to climb. I have taken a moment here to rest, to steal a view of the glorious vista that surrounds me, to look back on the distance I have come. But I can rest only for a moment, for with freedom comes responsibilities, and I dare not linger, for my long walk is not yet ended.

Long Road to Freedom (excerpt)

By Nelson Mandela

Checking for Understanding

1. It makes sense that the oppressed need to be liberated. But why does Mandela feel that the oppressor also needs to be liberated?
2. What is the meaning of the phrase, “after climbing a great hill, one only finds that there are many more hills to climb?” in the context of Mandela’s main point.

Vocabulary

- oppressor; oppressed (adjective); the oppressed (noun)
- liberate
- humanity
- cast off
- devotion
- linger
- falter
- vista

<http://www.scu.edu/ethics/architects-of-peace/Mandela/essay.html>

The Pleasure of Books

By William Lyon Phelps

The habit of reading is one of the greatest resources of mankind; and we enjoy reading books that belong to us much more than if they are borrowed. A borrowed book is like a guest in the house; it must be treated with punctiliousness, with a certain considerate formality. You must see that it sustains no damage; it must not suffer while under your roof. You cannot leave it carelessly, you cannot mark it, you cannot turn down the pages, you cannot use it familiarly. And then, someday, although this is seldom done, you really ought to return it.

But your own books belong to you; you treat them with that affectionate intimacy that annihilates formality. Books are for use, not for show; you should own no book that you are afraid to mark up, or afraid to place on the table, wide open and face down. A good reason for marking favorite passages in books is that this practice enables you to remember more easily the significant sayings, to refer to them quickly, and then in later years, it is like visiting a forest where you once blazed a trail. You have the pleasure of going over the old ground, and recalling both the intellectual scenery and your own earlier self.

Everyone should begin collecting a private library in youth; the instinct of private property, which is fundamental in human beings, can here be cultivated with every advantage and no evils. One should have one's own bookshelves, which should not have doors, glass windows, or keys; they should be free and accessible to the hand as well as to the eye. The best of mural decorations is books; they are more varied in color and appearance than any wallpaper, they are more attractive in design, and they have the prime advantage of being separate personalities, so that if you sit alone in the room in the firelight, you are surrounded with intimate friends. The knowledge that they are there in plain view is both stimulating and refreshing. You do not have to read them all. Most of my indoor life is spent in a room containing six thousand books; and I have a stock answer to the invariable question that comes from strangers. "Have you read all of these books?"

"Some of them twice." This reply is both true and unexpected.

There are of course no friends like living, breathing, corporeal men and women; my devotion to reading has never made me a recluse. How could it? Books are of the people, by the people, for the people. Literature is the immortal part of history; it is the best and most enduring part of personality. But book-friends have this advantage over living friends; you can enjoy the most truly aristocratic society in the world whenever you want it. The great dead are beyond our physical reach, and the great living are usually almost as inaccessible; as for our personal friends and acquaintances, we cannot always see them. Perchance they are asleep, or away on a journey. But in a private library, you can at any moment converse with Socrates or Shakespeare or Carlyle or Dumas or Dickens or Shaw or Barrie or Galsworthy. And there is no doubt that in these books you see these men at their best. They wrote for you. They "laid themselves out," they did their ultimate best to entertain you, to make a favorable impression. You are necessary to them as an audience is to an actor; only instead of seeing them masked, you look into their innermost heart of heart.

The Pleasure of Books

By William Lyon Phelps

Checking for Understanding

1. What does William Lyon Phelps think is the difference between how we treat borrowed books and how we treat books we own?
2. Look at the last paragraph. What does Phelps mean by the term “book-friends” and what advantages do “book-friends” have over interactions with living people?

Vocabulary

- considerate
- formality
- familiarity
- intimacy, intimate
- private property
- accessible vs. inaccessible
- recluse
- converse

<http://www.historyplace.com/speeches/phelps.htm>

Football Hall of Fame Induction Speech (excerpts) – Part 1

By Shannon Sharpe

People often ask me how does a small town kid, from Glennville, Georgia, who went to Savannah State College now Savannah State University, could win three Super Bowls and at one time owned all the significant receiving records for a tight end. I want all you young people to listen to my answer. It's called the three D's: Determination, Dedication, and Discipline. Three traits that translate in any generation and any job setting. There is a reason they called it chasing your dreams and not walking after them. Don't hope someone gives you an opportunity, create one for yourself.

When I left my grandmother's home in 1986 headed to Savannah State with two brown grocery bags filled with my belongings, nothing was going to keep me from realizing my dreams. When people told me I wasn't going to make it, I listened to the one person who told me I was: me.

You may not know this, but I was never supposed to be a Hall of Fame tight end or any kind of tight end, or even a Hall of Fame player. I'm here today for a lot of reasons. Some have everything to do with me. Some have absolutely nothing to do with me and everything to do with the kindness and patience of all the people that guided me through my life. I want to take a moment to personally thank some of these people who made this possible.

Ms. Elaine Keels, my high school remedial reading and Spanish teacher. And I know what you're saying, "remedial reading and Spanish?" I was saying the exact same thing. She said it would help my reading, I said it would help me repeat my sophomore year. I think she just wanted me to take the class so she could have extra hands-on time to help a young Shannon Sharpe. Thank you, Ms. Keels...

My big brother, Sterling. I'm the only player, of 267 men that's walked though this building to my left, that can honestly say this, 'I'm the only pro football player that's in the Hall of Fame, and I'm the second best player in my own family.' If fate had dealt you a different hand, there is no question, there is absolutely no question in my mind we would have been the first brothers to be elected to the Hall of Fame... Sterling, you are my hero, my father figure, my role model. You taught me everything I know about sports and a lot about life. I never once lived in your shadow. I embraced it...

Last but not least--I think this is where I start to get emotional--my granny. See, the guy that did this bust of me here, he went to school for that. He's trained to bring clay to life with his hands. It's my turn, to bring Mary Porter to life with my voice. It's time for me to give Mary Porter a face for all those that don't know who she is. It's my turn now.

What do you say about a person that gives you everything but life? How do you start to say thank you, granny, for a woman that raises nine of her kids and your mom's three, and she sacrificed more for her grandkids than she did her own? My grandmother was a very simple woman. She didn't want a whole lot. My grandmother wanted to go to church and Sunday school every Sunday. She wanted to be in Bible study every Wednesday, and the other days she wanted to be in a fishing creek.

Football Hall of Fame Induction Speech (excerpts) – Part 1

By Shannon Sharpe

Checking for Understanding

1. How would you describe Shannon Sharpe’s attitude toward the members of his family? Use specific words from the text to support your description.

2. Would you call Shannon Sharpe a self-made man? Use evidence from the text to explain why or why not?

Vocabulary

- induction
- traits
- remedial
- fate
- to deal someone a different hand
- to live in someone’s shadow
- embraced
- bust (*noun*)

Full transcript available here: http://www.denverpost.com/ci_18630829

Video of speech (full 27 minutes) available here:
<https://www.youtube.com/watch?v=gfUI79c0kUA>

Note: These excerpts come from minutes 3:30 – 5:30, and minutes 12:00 – 16:30 of the video.

Football Hall of Fame Induction Speech (excerpts) – Part 2

By Shannon Sharpe

They say, "You don't know a man's pain unless you walk a mile in his shoes." But you can't walk a mile in Shannon Sharpe's shoes because that wouldn't do it justice. You need to walk 20 years of my life. You need to walk 20 years in this body and feel this raging inferno that I felt to get out of Glennville, to leave that thousand square foot cinder block home with the cement floors, to leave where my grandmother said, baby, is it going to be the gas this month that I'm going to pay or is it going to be the lights? Do you want to eat or do you want light to see so can you do your homework? Son, do you want the phone just in case there's an emergency we can call somebody? What is it going to be this month? That drove me. That drove me.

Nobody ever knew how much this five alarm fire raged inside of me. My sister didn't know, my brother didn't know, but it raged. I had to leave Glennville. I had to make a better way for my brothers, for my sister, for my mom. I didn't want my kids to live one hour, not one hour, in the life I had, let alone a day...

I want to leave you with this: My position coach, who is sitting right there in the stands, Les Steckel once asked me, son, why do you work so hard? Every time at lunch you're not eating, you're in the gym, you're working out. You study harder, you practice harder, you have more fun. I said, Les, I never want to eat cold oatmeal again. I said, you don't know what it's like, Les, to grow up like I grew up. To eat the animals I ate. I remember eating raccoon. I remember eating possum. I remember eating squirrel and turtle. I remember those days. I said, I ate that now as a kid, but I'm not going to have to eat that when I become an adult...

When I came [home after being signed] and I asked my grandmother, what do you want?...I said, "You want me to buy you a car and teach you how to drive? She said, no, son, I don't want that. I said, "Granny, do you want jewelry?" She said, no, son, I don't want that. She said, son, I want a decent house. And I'm thinking well, my grandmother wants 7,000, 8,000 square feet. But then I knew my grandmother, knowing her like I know her, after pausing for five or six minutes. I said, "Granny, what is a decent home?"

And I remember it like yesterday, and it was 30 plus years ago. She said, son, I want a decent home and her words verbatim is, "Son, I want to go to bed one night," and she said, "I want God to let it rain as hard as he possibly can, and I want him to let it rain all night long." She said, "I want to wake up and not be wet." That's a decent home for my grandmother. That's all she wanted. For 66 years, my grandmother never went to bed and had it rain and not be wet the next morning...It broke my heart that my grandmother, all she wanted was--she's got two grand boys that are making millions of dollars-- and she wanted a house that wouldn't leak. That's all she wanted. That's all my grandmother wanted. For two boys that are making millions and all you want is a decent house. You want to go to bed and not get wet when you wake up.

That's what drove Shannon. That's what got me here.

Football Hall of Fame Induction Speech (excerpts) – Part 2

By Shannon Sharpe

Checking for Understanding

1. What evidence in the text shows that Shannon Sharpe grew up in poverty?
2. What is the “raging fire” that Sharpe refers to repeatedly and what role does it play in his life?
3. Would you say that Sharpe’s desire to escape poverty was selfish or loving? Use evidence from the text to explain why.

Vocabulary

- to do something justice
- raging; raged (*in reference to a fire*)
- inferno
- cinder block
- verbatim
- **Note:** *It may be useful to explain the use of the textual feature of brackets [...] to indicate text that was added and not spoken by the original narrator.*

Full transcript available here: http://www.denverpost.com/ci_18630829

Video of speech (full 27 minutes) available here:

<https://www.youtube.com/watch?v=gfUI79c0kUA>

Note: This excerpt comes from minutes 18:30 – 23:30 of the video.

Wild Geese

By Mary Oliver

You do not have to be good.
You do not have to walk on your knees
for a hundred miles through the desert repenting.
You only have to let the soft animal of your body
love what it loves.
Tell me about despair, yours, and I will tell you mine.
Meanwhile the world goes on.
Meanwhile the sun and the clear pebbles of the rain
are moving across the landscapes,
over the prairies and the deep trees,
the mountains and the rivers.
Meanwhile the wild geese, high in the clean blue air,
are heading home again.
Whoever you are, no matter how lonely,
the world offers itself to your imagination,
calls to you like the wild geese, harsh and exciting
over and over announcing your place
in the family of things.

Wild Geese

By Mary Oliver

Checking for Understanding

1. "Tell me about despair, yours, and I will tell you mine. / Meanwhile the world goes on." Restate these two lines in your own words.

2. What does the world offer to all people, "no matter how lonely"?

Vocabulary

- repenting
- despair

<http://writersalmanac.publicradio.org/?date=2002/06/21>

October

By Robert Frost

O hushed October morning mild,
Thy leaves have ripened to the fall;
Tomorrow's wind, if it be wild,
Should waste them all.
The crows above the forest call;
Tomorrow they may form and go.
O hushed October morning mild,
Begin the hours of this day slow.
Make the day seem to us less brief.
Hearts not averse to being beguiled,
Beguile us in the way you know.
Release one leaf at break of day;
At noon release another leaf;
One from our trees, one far away.
Retard the sun with gentle mist;
Enchant the land with amethyst.
Slow, slow!
For the grapes' sake, if they were all,
Whose leaves already are burnt with frost,
Whose clustered fruit must else be lost—
For the grapes' sake along the wall.

October

By Robert Frost

Checking for Understanding

1. Who is the speaker addressing in this poem?
2. "The crows above the forest call; / Tomorrow they may form and go." What does it mean that the crows might "form and go"?
3. Reread the last five lines of the poem. Why is the speaker begging October to slow down?

Vocabulary

- averse
- beguiled
- retard
- enchant
- beguile
- ripened
- clustered

<http://www.poetryfoundation.org/poem/238116>

One Art

By Elizabeth Bishop

The art of losing isn't hard to master;
so many things seem filled with the intent
to be lost that their loss is no disaster.

Lose something every day. Accept the fluster
of lost door keys, the hour badly spent.
The art of losing isn't hard to master.

Then practice losing farther, losing faster:
places, and names, and where it was you meant
to travel. None of these will bring disaster.

I lost my mother's watch. And look! my last, or
next-to-last, of three loved houses went.
The art of losing isn't hard to master.

I lost two cities, lovely ones. And, vaster,
some realms I owned, two rivers, a continent.
I miss them, but it wasn't a disaster.

—Even losing you (the joking voice, a gesture
I love) I shan't have lied. It's evident
the art of losing's not too hard to master
though it may look like (*Write it!*) like disaster.

One Art

By Elizabeth Bishop

Checking for Understanding

1. Reread the first stanza. Then, restate it using your own words.
2. In stanzas two and three, the speaker addresses the audience. What does the speaker tell the audience to do? Why?
3. Reread the last line of each stanza. What do you notice? What changes in the last line of the last stanza?

Vocabulary

- fluster
- vaster
- realms
- shan't

<http://www.poetryfoundation.org/poem/176996>

Men Improve With The Years

By William Butler Yeats

I am worn out with dreams;
A weather-worn, marble triton
Among the streams;
And all day long I look
Upon this lady's beauty
As though I had found in book
A pictured beauty,
Pleased to have filled the eyes
Or the discerning ears,
Delighted to be but wise,
For men improve with the years;
And yet and yet
Is this my dream, or the truth?
O would that we had met
When I had my burning youth;
But I grow old among dreams,
A weather-worn, marble triton
Among the streams.

Men Improve With The Years

By William Butler Yeats

Checking for Understanding

1. What is the speaker looking at “all day long”?

2. Name one reason the speaker is happy to be old. Name one reason the speaker wishes he might be young now. Cite your evidence from the text.

3. a) Now that you’ve read this whole poem, look back at the title: “Men Improve With the Years.” State this title in your own words.

b) Do you think this title is meant to be serious or ironic?

Vocabulary

- Triton
- discerning
- lady’s beauty (abstract noun); “a pictured beauty”

http://www.poetry-archive.com/y/men_improve_with_the_years.html

Harlem

By Langston Hughes

What happens to a dream deferred?

Does it dry up
like a raisin in the sun?
Or fester like a sore—
And then run?
Does it stink like rotten meat?
Or crust and sugar over—
like a syrupy sweet?

Maybe it just sags
like a heavy load.

Or does it explode?

Harlem

By Langston Hughes

Check for Understanding

1. *Deferred* means to put off to a later time. Now, restate the first line of the poem in your own words.

2. Circle all of the verbs in this short poem—the things that a dream deferred might do. What is so distinct about the last two verbs?

Vocabulary

- deferred
- fester
- sags

<http://www.poetryfoundation.org/poem/175885>

All the World's A Stage

By William Shakespeare

All the world's a stage,
And all the men and women merely players;
They have their exits and their entrances,
And one man in his time plays many parts,
His acts being seven ages. At first, the infant,
Mewling and puking in the nurse's arms.
Then the whining schoolboy, with his satchel
And shining morning face, creeping like snail
Unwillingly to school. And then the lover,
Sighing like furnace, with a woeful ballad
Made to his mistress' eyebrow. Then a soldier,
Full of strange oaths and bearded like the pard,
Jealous in honor, sudden and quick in quarrel,
Seeking the bubble reputation
Even in the cannon's mouth. And then the justice,
In fair round belly with good capon lined,
With eyes severe and beard of formal cut,
Full of wise saws and modern instances;
And so he plays his part. The sixth age shifts
Into the lean and slippered pantaloon,
With spectacles on nose and pouch on side;
His youthful hose, well saved, a world too wide
For his shrunk shank, and his big manly voice,
Turning again toward childish treble, pipes
And whistles in his sound. Last scene of all,
That ends this strange eventful history,
Is second childishness and mere oblivion,
Sans teeth, sans eyes, sans taste, sans everything.

Mini Shakespeare Glossary

players: actors

mewling: small weak noise from a cat

satchel: bookbag

bearded like the pard: hairy like the leopard

justice: judge

capon: castrated roosted; a delicacy that might have been used to bribe officers of the law

wise saws: wise sayings

pantaloon: tight fitting pants (also a reference to Pantalone, a foolish figure in Italian plays)

hose: tights/thin trousers

shank: could mean legs, or could also suggest the male reproductive organ

All the World's A Stage

By William Shakespeare

Check for Understanding

1. What is the speaker comparing life to in this poem?
2. "And one man in his time plays many parts, / His acts being seven ages." Name the "seven ages" that men go through, using a few words for each.
3. The last scene of life is "second childishness." What do you think this means?

Vocabulary

- woeful
- quarrel
- perceiving
- oblivion
- sans

<http://www.poemhunter.com/poem/all-the-world-s-a-stage/>

Thanks for Remembering Us

By Dana Gioia

The flowers sent here by mistake,
signed with a name that no one knew,
are turning bad. What shall we do?
Our neighbor says they're not for her,
and no one has a birthday near.
We should thank someone for the blunder.
Is one of us having an affair?
At first we laugh, and then we wonder.

The iris was the first to die,
enshrouded in its sickly-sweet
and lingering perfume. The roses
fell one petal at a time,
and now the ferns are turning dry.
The room smells like a funeral,
but there they sit, too much at home,
accusing us of some small crime,
like love forgotten, and we can't
throw out a gift we've never owned.

Thanks for Remembering Us

By Dana Gioia

Check for Understanding

1. Summarize what happened to the speaker in the first stanza of this poem.
2. Circle the words that the speaker uses to describe the flowers in the second stanza. What attitude does the speaker have towards the flowers?

Vocabulary

- blunder
- affair
- enshrouded
- sickly
- lingering

<http://www.loc.gov/poetry/180/048.html>

Introduction to Poetry

By Billy Collins

I ask them to take a poem
and hold it up to the light
like a color slide

or press an ear against its hive.

I say drop a mouse into a poem
and watch him probe his way out,

or walk inside the poem's room
and feel the walls for a light switch.

I want them to waterski
across the surface of a poem
waving at the author's name on the shore.

But all they want to do
is tie the poem to a chair with rope
and torture a confession out of it.

They begin beating it with a hose
to find out what it really means.

Introduction to Poetry

Billy Collins

Check for Understanding

1. The speaker describes many ways to read a poem. Explain the approach described in lines 7-8. What does it mean to "walk inside the poem's room/ and feel the walls for the light switch"?
2. How does the speaker describe the approach that "they" take to reading poetry? What does he compare it to? Who might "they" be in this poem?

Vocabulary

- slide
- hive
- probe
- confession

<http://www.poetryfoundation.org/poem/176056>

I Know Why the Caged Bird Sings

By Maya Angelou

A free bird leaps
on the back of the wind
and floats downstream
till the current ends
and dips his wing
in the orange sun rays
and dares to claim the sky.

But a bird that stalks
down his narrow cage
can seldom see through
his bars of rage
his wings are clipped and
his feet are tied
so he opens his throat to sing.

The caged bird sings
with a fearful trill
of things unknown
but longed for still
and his tune is heard
on the distant hill
for the caged bird
sings of freedom.

The free bird thinks of another breeze
and the trade winds soft through the sighing trees
and the fat worms waiting on a dawn bright lawn
and he names the sky his own
But a caged bird stands on the grave of dreams
his shadow shouts on a nightmare scream
his wings are clipped and his feet are tied
so he opens his throat to sing.

The caged bird sings
with a fearful trill
of things unknown
but longed for still
and his tune is heard
on the distant hill
for the caged bird
sings of freedom.

I Know Why the Caged Bird Sings

Maya Angelou

Checking for Understanding

1. What does the first stanza describe? What does the second stanza describe?

2. a) Reread the fourth stanza. Circle the words and images associated with the free bird in the first four lines. Underline the words and images associated with the caged bird in the last four lines.

b) Compare the words you circled for the free bird to the words you circled for the caged bird. What do these differences tell us?

Vocabulary

- claim
- stalks
- seldom
- trill
- longed for
- trade winds

<http://www.poetryfoundation.org/poem/178948>

The Poetry of Bad Weather

By Debora Greger

Someone had propped a skateboard
by the door of the classroom,
to make quick his escape, come the bell.

For it was February in Florida,
the air of instruction thick with tanning butter.
Why, my students wondered,

did the great dead poets all live north of us?
Was there nothing to do all winter there
but pine for better weather?

Had we a window, the class could keep an eye
on the clock and yet watch the wild plum
nod with the absent grace of the young.

We could study the showy scatter of petals.
We could, for want of a better word, call it "snowy."
The room filled with stillness, flake by flake.

Only the dull roar of air forced to spend its life indoors
could be heard. Not even the songbird
of a cell phone chirped. Go home,

I wanted to tell the horse on the page.
You know the way, even in snow
gone blue with cold.

The Poetry of Bad Weather

By Debora Greger

Checking for Understanding

1. "Was there nothing to do all winter there but pine for better weather?" Using context, try your best to figure out what the word pine means. Now, say this sentence in your own words.
2. In the fourth and fifth stanzas, the speaker imagines what they might do if there was a window in the classroom. What does the speaker imagine?

Vocabulary

- tanning butter
- pine
- showy
- for want of

<http://www.loc.gov/poetry/180/042.html>

Annabel Lee

By Edgar Allan Poe

It was many and many a year ago,
In a kingdom by the sea,
That a maiden there lived whom you may know
By the name of Annabel Lee;
And this maiden she lived with no other thought
Than to love and be loved by me.

I was a child and *she* was a child,
In this kingdom by the sea,
But we loved with a love that was more than love—
I and my Annabel Lee—
With a love that the wingèd seraphs of Heaven
Coveted her and me.

And this was the reason that, long ago,
In this kingdom by the sea,
A wind blew out of a cloud, chilling
My beautiful Annabel Lee;
So that her highborn kinsmen came
And bore her away from me,
To shut her up in a sepulchre
In this kingdom by the sea.

The angels, not half so happy in Heaven,
Went envying her and me—
Yes!—that was the reason (as all men know,
In this kingdom by the sea)
That the wind came out of the cloud by night,
Chilling and killing my Annabel Lee.

But our love it was stronger by far than the love
Of those who were older than we—
Of many far wiser than we—
And neither the angels in Heaven above
Nor the demons down under the sea
Can ever dissever my soul from the soul
Of the beautiful Annabel Lee;

For the moon never beams, without bringing me dreams
Of the beautiful Annabel Lee;
And the stars never rise, but I feel the bright eyes
Of the beautiful Annabel Lee;
And so, all the night-tide, I lie down by the side
Of my darling—my darling—my life and my bride,
In her sepulchre there by the sea—
In her tomb by the sounding sea.

Annabel Lee

By Edgar Allan Poe

Checking for Understanding

1. What is the relationship between the speaker and Annabel Lee?
2. What happens to Annabel Lee when the cold wind blows out of the cloud? Why does the speaker think this happened?
3. The speaker says that nothing can ever *dissever* his soul from Annabel Lee's soul. What does the word *dissever* mean?

Vocabulary

- maiden
- seraphs
- coveted
- highborn
- kinsmen
- bore
- sepulchre
- dissever

<http://www.poetryfoundation.org/poem/174151>

Otherwise

By Jane Kenyon

I got out of bed
on two strong legs.
It might have been
otherwise. I ate
cereal, sweet
milk, ripe, flawless
peach. It might
have been otherwise.
I took the dog uphill
to the birch wood.
All morning I did
the work I love.

At noon I lay down
with my mate. It might
have been otherwise.
We ate dinner together
at a table with silver
candlesticks. It might
have been otherwise.
I slept in a bed
in a room with paintings
on the walls, and
planned another day
just like this day.
But one day, I know,
it will be otherwise.

Otherwise

By Jane Kenyon

Checking for Understanding

1. Circle the adjectives in the first stanza. What do you notice about these words? What is the tone of this first stanza?
2. "But one day, I know, it will be otherwise." What does this last line of the poem mean?

Vocabulary

- otherwise
- ripe
- mate

<http://www.loc.gov/poetry/180/050.html>

Don Quixote (excerpt)

By Cervantes

In short, his wits being quite gone, he hit upon the strangest notion that ever madman in this world hit upon, and that was that he fancied it was right and requisite, as well for the support of his own honor as for the service of his country, that he should make a knight-errant of himself, roaming the world over in full armor and on horseback in quest of adventures, and putting in practice himself all that he had read of as being the usual practices of knights-errant; righting every kind of wrong, and exposing himself to peril and danger from which, in the issue, he was to reap eternal renown and fame. Already the poor man saw himself crowned by the might of his arm Emperor of Trebizond at least; and so, led away by the intense enjoyment he found in these pleasant fancies, he set himself forthwith to put his scheme into execution.

The first thing he did was to clean up some armor that had belonged to his great-grandfather, and had been for ages lying forgotten in a corner eaten with rust and covered with mildew. He scoured and polished it as best he could, but he perceived one great defect in it, that it had no closed helmet, nothing but a simple morion. This deficiency, however, his ingenuity supplied, for he contrived a kind of half-helmet of pasteboard which, fitted on to the morion, looked like a whole one. It is true that, in order to see if it was strong and fit to stand a cut, he drew his sword and gave it a couple of slashes, the first of which undid in an instant what had taken him a week to do. The ease with which he had knocked it to pieces disconcerted him somewhat, and to guard against that danger he set to work again, fixing bars of iron on the inside until he was satisfied with its strength; and then, not caring to try any more experiments with it, he passed it and adopted it as a helmet of the most perfect construction.



*Image of a **morion**
(the helmet of common soldiers)
courtesy of Google images*



*Image of a **closed helmet**
(the helmet of knights)
courtesy of Google images*

Don Quixote (excerpt)

By Cervantes

Checking for Understanding

1. Re-read the first paragraph. What is the “notion” that the main character (Don Quixote) hit upon i.e. what does he decide he’s going to do?
2. Look at the second paragraph. What is the problem with Don Quixote’s helmet and how does he try and fix it?
3. Does the author (Cervantes) think Don Quixote’s goal of becoming a knight is a good goal or a silly one? Use specific words from the text to support your opinion.

Vocabulary

- wits
- notion
- requisite
- knight-errant
- execution
- defect; deficiency
- morion
- pasteboard

<http://www.spanisharts.com/books/quijote/chapter1.htm>

Free Minds and Hearts at Work (excerpt)

By Jackie Robinson

At the beginning of the World Series of 1947, I experienced a completely new emotion, when the National Anthem was played. This time, I thought, it is being played for me, as much as for anyone else. This is organized major league baseball, and I am standing here with all the others; and everything that takes place includes me.

About a year later, I went to Atlanta, Georgia, to play in an exhibition game. On the field, for the first time in Atlanta, there were Negroes and whites. Other Negroes, besides me. And I thought: What I have always believed has come to be.

And what is it that I have always believed? First, that imperfections are human. But that wherever human beings were given room to breathe and time to think, those imperfections would disappear, no matter how slowly. I do not believe that we have found or even approached perfection. That is not necessarily in the scheme of human events. Handicaps, stumbling blocks, prejudices—all of these are imperfect. Yet, they have to be reckoned with because they are in the scheme of human events.

Whatever obstacles I found made me fight all the harder. But it would have been impossible for me to fight at all, except that I was sustained by the personal and deep-rooted belief that my fight had a chance. It had a chance because it took place in a free society. Not once was I forced to face and fight an immovable object. Not once was the situation so cast-iron rigid that I had no chance at all. Free minds and human hearts were at work all around me; and so there was the probability of improvement. I look at my children now, and know that I must still prepare them to meet obstacles and prejudices.

But I can tell them, too, that they will never face some of these prejudices because other people have gone before them. And to myself I can say that, because progress is unalterable, many of today's dogmas will have vanished by the time they grow into adults. I can say to my children: There is a chance for you. No guarantee, but a chance.

In 1947, Jackie Robinson pioneered the integration of American professional athletics by becoming the first black player in Major League Baseball. During his 10 seasons with the Brooklyn Dodgers, he played on six World Series teams and was voted the National League's Most Valuable Player in 1949.

Free Minds and Hearts at Work (excerpt)

By Jackie Robinson

Checking for Understanding

1. Look at paragraphs 3 and 4. What specific beliefs of Jackie Robinson's encouraged him to fight?
2. Jackie Robinson says to this children, "There is a chance for you. No guarantee, but a chance." Do you think he feels hopeful or depressed about his children's chances? Use specific examples from the text to support your idea.

Vocabulary

- imperfections stumbling blocks
- handicaps
- reckoned with
- sustained
- unalterable
- dogma
- pioneered

<http://thisibelieve.org/essay/16931/>

Note: In addition to the recording of the excerpt provided, this passage is available in its entirety, spoken by the original author at the web link above.

Happy Talk

By Oscar Hammerstein

I have an unusual statement to make. I am a man who believes he is happy. What makes it unusual is that a man who is happy seldom tells anyone. The unhappy man is more communicative. He is eager to recite what is wrong with the world, and he seems to have a talent for gathering a large audience. It is a modern tragedy that despair has so many spokesmen, and hope so few.

I believe, therefore, that it is important for a man to announce that he is happy even though such an announcement is less dramatic and less entertaining than the cries of his pessimistic opposite. Why do I believe I am happy? Death has deprived me of many whom I loved. Dismal failure has followed many of my most earnest efforts. People have disappointed me. I have disappointed them. I have disappointed myself.

Further than this, I am aware that I live under a cloud of international hysteria. The cloud could burst, and a rain of atom bombs could destroy millions of lives, including my own. From all this evidence, could I not build up a strong case to prove why I am not happy at all? I could, but it would be a false picture, as false as if I were to describe a tree only as it looks in winter. I would be leaving out a list of people I love, who have not died. I would be leaving out an acknowledgement of the many successes that have sprouted among my many failures. I would be leaving out the blessing of good health, the joy of walking in the sunshine. I would be leaving out my faith that the goodness in man will triumph eventually over the evil that causes war.

All these things are as much a part of my world as the darker worries that shade them. The conflict of good and bad merges in thick entanglement. You cannot isolate virtue and beauty and success and laughter, and keep them from all contact with wickedness and ugliness and failure and weeping. The man who strives for such isolated joy is riding for a fall. He will wind up in isolated gloom.

I don't believe anyone can enjoy living in this world unless he can accept its imperfection. He must know and admit that he is imperfect, that all other mortals are imperfect, that it is childish to allow these imperfections to destroy all his hope and all his desire to live. Nature is older than man, and she is still far from perfect. Her summers do not always start promptly on June 21. Her bugs and beetles and other insects often go beyond her obvious intentions, devouring the leaves and buds with which she has adorned her countryside. After the land has remained too dry for too long, she sends relieving rains. But frequently they come in torrents so violent that they do more harm than good. Over the years, however, nature keeps going on in her imperfect way, and the result—in spite of her many mistakes—is a continuing miracle.

It would be folly for an individual to seek to do better—to do better than to go on in his own imperfect way, making his mistakes, riding out the rough and bewildering, exciting and beautiful, storm of life until the day he dies.

Happy Talk

By Oscar Hammerstein

Checking for Understanding

1. Oscar Hammerstein argues that to say he is unhappy would be “as false as if I were to describe a tree only as it looks in winter.” What does he mean by this image?
2. Hammerstein describes both nature and people as imperfect. Cite some examples he gives of imperfection in both people and nature.
3. How does Hammerstein see the relationship between the good and bad elements of life?

Vocabulary

- seldom
- communicative
- deprived of
- hysteria
- entanglement
- virtue
- imperfect; imperfections
- folly

<http://thisibelieve.org/essay/16609/>

Note: In addition to the recording provided, this passage is available spoken by the original author at the web link above.

An Ideal of Service to our Fellow Man (excerpt)

By Albert Einstein

Man's ethical behavior should be effectively grounded on compassion, nurture, and social bonds. What is moral is not of the divine, but rather a purely human matter, albeit the most important of all human matters. In the course of history, the ideals pertaining to human beings' behavior toward each other and pertaining to the preferred organization of their communities have been espoused and taught by enlightened individuals. These ideals and convictions—results of historical experience, empathy, and the need for beauty and harmony—have usually been willingly recognized by human beings, at least in theory.

The highest principles for our aspirations and judgments are given to us westerners in the Jewish-Christian religious tradition. It is a very high goal: free and responsible development of the individual, so that he may place his powers freely and gladly in the service of all mankind.

The pursuit of recognition for its own sake, an almost fanatical love of justice, and the quest for personal independence, form the traditional themes of the Jewish people, of which I am a member.

But if one holds these high principles clearly before one's eyes and compares them with the life and spirit of our times, then it is glaringly apparent that mankind finds itself at present in grave danger. I see the nature of the current crises in the juxtaposition of the individual to society. The individual feels more than ever dependent on society, but he feels this dependence not in the positive sense, cradled, connected as part of an organic whole; he sees it as a threat to his natural rights and even his economic existence. His position in society, then, is such that that which drives his ego is encouraged and developed, and that which would drive him toward other men—a weak impulse to begin with—is left to atrophy.

It is my belief that there is only one way to eliminate these evils, namely, the establishment of a planned economy coupled with an education geared toward social goals. Alongside the development of individual abilities, the education of the individual aspires to revive an ideal that is geared toward the service of our fellow man, and that needs to take the place of the glorification of power and outer success.

Albert Einstein published his general theory of relativity in 1916, profoundly affecting the study of physics and cosmology for years. He won the Nobel Prize for Physics in 1921 for his work on the photo-electric effect. Einstein taught for many years at the Institute for Advanced Study at Princeton.

An Ideal of Service to our Fellow Man (excerpt)

By Albert Einstein

Checking for Understanding

1. Name and briefly describe one of the ethical values that Einstein sees as the basis of society.
2. Look back at the paragraph beginning with the words, "But if one holds these high principles clearly." What does Albert Einstein think is putting society in danger?

Vocabulary

- ideal
- fellow man
- albeit
- espoused
- individuals; individual
- principles
- juxtaposition
- atrophy

<http://thisibelieve.org/essay/16465/>

Note: In addition to the recording of the excerpt provided, this passage is available in its entirety, spoken by the original author at the web link above.

The Mountain Disappears

By Leonard Bernstein

I believe in people. I feel, love, need and respect people above all else, including the arts, natural scenery, organized piety, or nationalistic superstructures. One human figure on the slope of a mountain can make the whole mountain disappear for me. One person fighting for the truth can disqualify for me the platitudes of centuries. And one human being who meets with injustice can render invalid the entire system which has dispensed it.

I believe that man's noblest endowment is his capacity to change. Armed with reason, he can see two sides and choose: he can be divinely wrong. I believe in man's right to be wrong. Out of this right he has built, laboriously and lovingly, something we reverently call democracy. He has done it the hard way and continues to do it the hard way—by reason, by choosing, by error and rectification, by the difficult, slow method in which the dignity of A is acknowledged by B, without impairing the dignity of C. Man cannot have dignity without loving the dignity of his fellow.

I believe in the potential of people. I cannot rest passively with those who give up in the name of "human nature." Human nature is only animal nature if it is obliged to remain static. Without growth, without metamorphosis, there is no godhead. If we believe that man can never achieve a society without wars, then we are condemned to wars forever. This is the easy way. But the laborious, loving way, the way of dignity and divinity, presupposes a belief in people and in their capacity to change, grow, communicate, and love.

I believe in man's unconscious mind, the deep spring from which comes his power to communicate and to love. For me, all art is a combination of these powers; for if love is the way we have of communicating personally in the deepest way, then what art can do is to extend this communication, magnify it, and carry it to vastly greater numbers of people. Therefore art is valid for the warmth and love it carries within it, even if it be the lightest entertainment, or the bitterest satire, or the most shattering tragedy.

I believe that my country is the place where all these things I have been speaking of are happening in the most manifest way. America is at the beginning of her greatest period in history—a period of leadership in science, art, and human progress toward the democratic ideal. I believe that she is at a critical point in this moment, and that she needs us to believe more strongly than ever before, in her and in one another, in our ability to grow and change, in our mutual dignity, in our democratic method. We must encourage thought, free and creative. We must respect privacy. We must observe taste by not exploiting our sorrows, successes, or passions. We must learn to know ourselves better through art. We must rely more on the unconscious, inspirational side of man. We must not enslave ourselves to dogma. We must believe in the attainability of good. We must believe, without fear, in people.

Composer, conductor, pianist and educator Leonard Bernstein was longtime music director of the New York Philharmonic, where he led the highly successful Young People's Concerts series. Bernstein forged a new relationship between classical and popular music with his compositions "West Side Story," "On the Town," "Candide" and others.

The Mountain Disappears

By Leonard Bernstein

Checking for Understanding

1. Would you describe Leonard Bernstein as an optimist or a pessimist? Cite specific examples from the text to support your perspective.
2. Bernstein says, "I believe in the potential of people." The potential of people to do what?
3. Look at the following sentence from the last paragraph: "I believe that she is at a critical point in this moment, and that she needs us to believe more strongly than ever before, in her and in one another, in our ability to grow and change, in our mutual dignity, in our democratic method." Who is "she"?

Vocabulary

- capacity
- reason
- laboriously
- divinely; divinity
- reverently
- dignity
- unconscious mind
- attainability

<http://thisibelieve.org/essay/16368/>

Note: In addition to the recording provided, this passage is available spoken by the original author at the web link above.

A Public Man (excerpt)

By Harry Truman

...In public life I have always believed that right will prevail. It has been my policy to obtain the facts – all the facts possible – then to make the decision in the public interest and to carry it out. If the facts justify the decision at the time it is made, it will always be right. A public man should not worry constantly about the verdict of history or what future generations will say about him. He must live in the present; make his decisions for the right on the facts as he sees them, and history will take care of itself.

I believe a public man must know the history and background of his state and his nation to enable him to come more nearly to a proper decision in the public interest. In my opinion, a man in public life must think always of the public welfare. He must be careful not to mix his private and personal interests with his public actions.

The ethics of a public man must be unimpeachable. He must learn to reject unwise or imprudent requests from friends and associates without losing their friendship or loyalty.

I believe that our Bill of Rights must be implemented in fact—that it is the duty of every government – state, local, or federal – to preserve the rights of the individual.

I believe that a civil rights program, as we must practice it today, involves not so much the protection of the people against the government, but the protection of the people by the government. And for this reason we must make the federal government a friendly, vigilant defender of the rights and equalities of all Americans; and that every man should be free to live his life as he wishes. He should be limited only by his responsibility to his fellow man.

I believe that we should remove the last barriers which stand between millions of our people and their birthright. There can be no justifiable reason for discrimination because of ancestry, or religion, or race, or color.

I believe that to inspire the people of the world whose freedom is in jeopardy, and to restore hope to those who have already lost their civil liberties, we must correct the remaining imperfections in our own democracy.

We know the way – we only need the will.

A Public Man (excerpt)

By Harry Truman

Checking for Understanding

1. Does Harry Truman care how history will judge him for his decisions? Use evidence from the text to support your answer.

2. What does Truman think the government should do about civil rights? Why and how? Make sure to use examples from the text.

Vocabulary

- public man
- prevail
- justify, justifiable
- public interest
- ethics
- civil rights, civil liberties
- ancestry
- jeopardy

<http://thisibelieve.org/essay/17058/>

Note: In addition to the recording of the excerpt provided, this passage is available in its entirety, spoken by the original author at the web link above.

My Fellow Worms

By Carl Sandburg

The man who sits down and searches himself for his answer to the question, “What Do I Believe?” is either going to write a book or a few well-chosen thoughts on what he thinks it might be healthy for mankind to be thinking about in the present tribulations and turmoils. I believe in getting up in the morning with a serene mind and a heart holding many hopes. And, so large a number of my fellow worms in the dust believe the same, that there is no use putting stress on it.

I can remember many years ago, a beautiful woman in Santa Fe saying, “I don’t know how anybody can study astronomy and have ambition enough to get up in the morning.” She was putting a comic twist on what an insignificant speck of animate star dust each of us is amid cotillions of billion-year constellations.

I believe in humility, though my confession and exposition of the humility I believe in would run into an old fashioned two- or three-hour sermon. Also I believe in pride, knowing well that the deadliest of the seven deadly sins is named as pride. I believe in a pride that prays ever for an awareness of that borderline where, unless watchful of yourself, you cross over into arrogance, into vanity, into mirror gazing, into misuse and violation of the sacred portions of your personality.

No single brief utterance of Lincoln is more portentous than the line he wrote to a federal authority in Louisiana. “I shall do nothing in malice, for what I deal with is too vast for malicious dealing.”

Now I believe in platitudes, when they serve, especially that battered and hard-worn antique, “Eternal vigilance is the price of liberty.” Hand in hand with freedom goes responsibility. I believe that free men over the world cherish the earth as cradle and tomb, the handiwork of their Maker, the possession of the family of man. I believe freedom comes the hard way—by ceaseless groping, toil, struggle—even by fiery trial and agony.

*Carl Sandburg worked as a fireman, house painter, political organizer and journalist before finding fame as a poet and writer. He won the Pulitzer Prize in poetry for *Corn Huskers* (1919) and *Complete Poems* (1951), and for his massive biography of *Abraham Lincoln* (1940). Sandburg was also an accomplished guitarist and folk singer.*

My Fellow Worms

By Carl Sandburg

Checking for Understanding

1. In this essay, Carl Sandburg offers, “a few well-chosen thoughts on what he thinks it might be healthy for mankind to be thinking about.” Summarize one that you agree with.
2. Why would Sandburg refer to his fellow human beings as “my fellow worms in the dust”?
3. Look at the third paragraph. Sandburg says he believes in pride. But what does he say can happen if pride crosses over into arrogance?

Vocabulary

- my fellow...*
- putting stress on it
- astronomy
- humility
- vanity
- malice; malicious
- platitudes
- vigilance

**Note: in order to understand the meaning of the phrase “my fellow worms in the dust” students need to understand the construction, “my fellow...” as in “my fellow Americans,” “my fellow citizens” etc.*

<http://thisibelieve.org/essay/16952/>

Note: In addition to the recording provided, this passage is available spoken by the original author at the web link above.

Growth that Starts from Thinking

By Eleanor Roosevelt

It seems to me a very difficult thing to put into words the beliefs we hold and what they make you do in your life. I think I was fortunate because I grew up in a family where there was a very deep religious feeling. I don't think it was spoken of a great deal. It was more or less taken for granted that everybody held certain beliefs and needed certain reinforcements of their own strength and that that came through your belief in God and your knowledge of prayer.

But as I grew older I questioned a great many of the things that I knew very well my grandmother who had brought me up had taken for granted. And I think I might have been a quite difficult person to live with if it hadn't been for the fact that my husband once said it didn't do you any harm to learn those things, so why not let your children learn them? When they grow up they'll think things out for themselves.

And that gave me a feeling that perhaps that's what we all had to do—think out for ourselves what we could believe and how we could live by it. And so I came to the conclusion that you had to use this life to develop the very best that you could develop.

I don't know whether I believe in a future life. I believe that all that you go through here must have some value, therefore there must be some reason. And there must be some "going on." How exactly that happens I've never been able to decide. There is a future—that I'm sure of. But how, that I don't know. And I came to feel that it didn't really matter very much because whatever the future held you'd have to face it when you came to it, just as whatever life holds you have to face it exactly the same way. And the important thing was that you never let down doing the best that you were able to do—it might be poor because you might not have very much within you to give, or to help other people with, or to live your life with. But as long as you did the very best that you were able to do, then that was what you were put here to do and that was what you were accomplishing by being here.

And so I have tried to follow that out—and not to worry about the future or what was going to happen. I think I am pretty much of a fatalist. You have to accept whatever comes and the only important thing is that you meet it with courage and with the best that you have to give.

Eleanor Roosevelt, wife of Franklin D. Roosevelt, was active in Democratic politics and helped shape her husband's New Deal programs while he was president. Considered one of the most active and influential First Ladies in U.S. history, she advocated racial equality, women's rights and world peace.

Growth that Starts from Thinking

By Eleanor Roosevelt

Checking for Understanding

1. What does Eleanor Roosevelt mean by the words “future life” in the sentence, “I don’t know whether I believe in a future life?”
2. Does Eleanor Roosevelt share the religious beliefs of her grandmother? How does Roosevelt come to her beliefs?

Vocabulary

- future life
- “going on”
- fatalist

<http://thisibelieve.org/essay/16936/>

Note: In addition to the recording provided, this passage is available spoken by the original author at the web link above.

A Life Lesson from a Volunteer Firefighter (excerpt)

By Mark Bezos

I remember my first fire. I was the second volunteer on the scene, so there was a pretty good chance I was going to get in. But still it was a real footrace against the other volunteers to get to the captain in charge to find out what our assignments would be. When I found the captain, he was having a very engaging conversation with the homeowner, who was surely having one of the worst days of her life. Here it was, the middle of the night, she was standing outside in the pouring rain, under an umbrella, in her pajamas, barefoot, while her house was in flames.

The other volunteer who had arrived just before me -- let's call him Lex Luther -- got to the captain first and was asked to go inside and save the homeowner's dog. The dog! I was stunned with jealousy. Here was some lawyer or money manager who, for the rest of his life, gets to tell people that he went into a burning building to save a living creature, just because he beat me by five seconds. Well, I was next. The captain waved me over. He said, "Bezos, I need you to go into the house. I need you to go upstairs, past the fire, and I need you to get this woman a pair of shoes." I swear. So, not exactly what I was hoping for, but off I went -- up the stairs, down the hall, past the 'real' firefighters, who were pretty much done putting out the fire at this point, into the master bedroom to get a pair of shoes.

Now I know what you're thinking, but I'm no hero. I carried my payload back downstairs where I met my nemesis and the precious dog by the front door. We took our treasures outside to the homeowner, where, not surprisingly, his received much more attention than did mine. A few weeks later, the department received a letter from the homeowner thanking us for the valiant effort displayed in saving her home. The act of kindness she noted above all others: someone had even gotten her a pair of shoes...

A Life Lesson from a Volunteer Firefighter (excerpt)

By Mark Bezos

Checking for Understanding

1. How does the woman whose house was burning down react to the narrator saving her shoes?

2. What life lesson do you think the narrator takes from the story of the shoes?

Vocabulary

- engaging
- nemesis

http://www.ted.com/talks/mark_bezos_a_life_lesson_from_a_volunteer_firefighter.html#108

000 Note: In addition to the recording of the excerpt provided, this passage is available in its entirety, spoken by the original author at the web link above.

Everyday Leadership (Part 1)

By Drew Dudley

How many of you are completely comfortable with calling yourselves a leader? See, I've asked that question all the way across the country, and everywhere I ask it, no matter where, there's always a huge portion of the audience that won't put up their hand. And I've come to realize that we have made leadership into something bigger than us. We've made it into something beyond us. We've made it about changing the world. And we've taken this title of leader, and we treat it as if it's something that one day we're going to deserve, but to give it to ourselves right now means a level of arrogance or cockiness that we're not comfortable with. And I worry sometimes that we spend so much time celebrating amazing things that hardly anybody can do that we've convinced ourselves that those are the only things worth celebrating, and we start to devalue the things that we can do every day, and we start to take moments where we truly are a leader and we don't let ourselves take credit for it, and we don't let ourselves feel good about it. And I've been lucky enough over the last 10 years to work with some amazing people who have helped me redefine leadership in a way that I think has made me happier. And with my short time today, I just want to share with you the one story that is probably most responsible for that redefinition.

I went to school in a little school called Mount Allison University in Sackville, New Brunswick, and on my last day there, a girl came up to me and she said, "I remember the first time that I met you." And then she told me a story that had happened four years earlier. She said, "On the day before I started university, I was in the hotel room with my mom and my dad, and I was so scared and so convinced that I couldn't do this, that I wasn't ready for university, that I just burst into tears. And my mom and my dad were amazing. They were like, 'Look, we know you're scared, but let's just go tomorrow. Let's go to the first day, and if at any point you feel as if you can't do this, that's fine, just tell us, we will take you home. We love you no matter what...'"

Everyday Leadership (Part 1)

By Drew Dudley

Checking for Understanding

1. Why does Drew Dudley think that most people are unwilling to call themselves leaders?

2. What was the attitude of the girl towards going to university?

Vocabulary

- portion
- cockiness
- devalue
- redefine, redefinition
- university

http://www.ted.com/talks/drew_dudley_everyday_leadership

Everyday Leadership (Part 2)

By Drew Dudley

...And she says, "So I went the next day and I was standing in line getting ready for registration, and I looked around and I just knew I couldn't do it. I knew I wasn't ready. I knew I had to quit." And she says, "I made that decision, and as soon as I made it, there was this incredible feeling of peace that came over me. And I turned to my mom and my dad to tell them that we needed to go home, and just at that moment, you came out of the Student Union building wearing the stupidest hat I have ever seen in my life." (Laughter) "It was awesome. And you had a big sign promoting Shinerama, which is Students Fighting Cystic Fibrosis," — a charity I've worked with for years — "and you had a bucketful of lollipops. And you were walking along and you were handing the lollipops out to people in line and talking about Shinerama. And all of a sudden, you got to me, and you just stopped, and you stared. It was creepy." (Laughter) This girl right here knows exactly what I'm talking about. (Laughter) "And then you looked at the guy next to me, and you smiled, and you reached in your bucket, and you pulled out a lollipop, and you held it out to him, and you said, 'You need to give a lollipop to the beautiful woman standing next to you.'" And she said, "I have never seen anyone get more embarrassed faster in my life. He turned beet red, and he wouldn't even look at me. He just kind of held the lollipop out like this." (Laughter) "And I felt so bad for this dude that I took the lollipop, and as soon as I did, you got this incredibly severe look on your face and you looked at my mom and my dad, and you said, 'Look at that. Look at that. First day away from home, and already she's taking candy from a stranger?!'" (Laughter) And she said, "Everybody lost it. Twenty feet in every direction, everyone started to howl. And I know this is cheesy, and I don't know why I'm telling you this, but in that moment when everyone was laughing, I knew that I shouldn't quit. I knew that I was where I was supposed to be, and I knew that I was home, and I haven't spoken to you once in the four years since that day, but I heard that you were leaving, and I had to come up and tell you that you've been an incredibly important person in my life, and I'm going to miss you. Good luck."

And she walks away, and I'm flattened. And she gets about six feet away, she turns around and smiles, and goes, "You should probably know this, too. I'm still dating that guy four years later." (Laughter)

A year and a half after I moved to Toronto, I got an invitation to their wedding...

Everyday Leadership (Part 2)

By Drew Dudley

Checking for Understanding

1. Using specific details from the passage, describe Drew Dudley (the narrator)'s way of interacting with the girl. What is he doing and why?

2. What is the impact of Drew Dudley's behavior on the girl?

Vocabulary

- registration
- severe
- "lost it"
- "howl"
- flattened

http://www.ted.com/talks/drew_dudley_everyday_leadership

Everyday Leadership (Part 3)

By Drew Dudley

...Here's the kicker. I don't remember that. I have no recollection of that moment, and I've searched my memory banks, because that is funny and I should remember doing it, and I don't remember it. And that was such an eye-opening, transformative moment for me to think that maybe the biggest impact I'd ever had on anyone's life, a moment that had a woman walk up to a stranger four years later and say, "You've been an incredibly important person in my life," was a moment that I didn't even remember.

How many of you guys have a lollipop moment, a moment where someone said something or did something that you feel fundamentally made your life better? All right. How many of you have told that person they did it? See, why not? We celebrate birthdays, where all you have to do is not die for 365 days — (Laughter) — and yet we let people who have made our lives better walk around without knowing it. And every single one of you, every single one of you has been the catalyst for a lollipop moment. You have made someone's life better by something that you said or that you did, and if you think you haven't, think about all the hands that didn't go back up when I asked that question. You're just one of the people who hasn't been told.

But it is so scary to think of ourselves as that powerful. It can be frightening to think that we can matter that much to other people, because as long as we make leadership something bigger than us, as long as we keep leadership something beyond us, as long as we make it about changing the world, we give ourselves an excuse not to expect it every day from ourselves and from each other.

Marianne Williamson said, "Our greatest fear is not that we are inadequate. Our greatest fear is that we are powerful beyond measure. It is our light, and not our darkness, that frightens us." And my call to action today is that we need to get over that. We need to get over our fear of how extraordinarily powerful we can be in each other's lives. We need to get over it so we can move beyond it, and our little brothers and our little sisters, and one day our kids -- or our kids right now -- can watch and start to value the impact we can have on each other's lives more than money and power and titles and influence. We need to redefine leadership as being about lollipop moments, how many of them we create, how many of them we acknowledge, how many of them we pay forward, and how many of them we say thank you for. Because we've made leadership about changing the world, and there is no world. There's only six billion understandings of it, and if you change one person's understanding of it, one person's understanding of what they're capable of, one person's understanding of how much people care about them, one person's understanding of how powerful an agent for change they can be in this world, you've changed the whole thing. And if we can understand leadership like that, I think if we can redefine leadership like that, I think we can change everything. And it's a simple idea, but I don't think it's a small one, and I want to thank you all so much for letting me share it with you today.

Everyday Leadership (Part 3)

By Drew Dudley

Checking for Understanding

1. What does Drew Dudley mean by a “lollipop moment”?

2. What does he want us to do and why?

Vocabulary

- “the kicker”
- recollection
- transformative
- inadequate
- call to action
- acknowledge
- agent for change
- redefine

http://www.ted.com/talks/drew_dudley_everyday_leadership

The Man, the Boy, and the Donkey

Aesop Fable

A Man and his son were once going with their Donkey to market. As they were walking along by its side a countryman passed them and said: "You fools, what is a Donkey for but to ride upon?"

So the Man put the Boy on the Donkey and they went on their way. But soon they passed a group of men, one of whom said: "See that lazy youngster, he lets his father walk while he rides."

So the Man ordered his Boy to get off, and got on himself. But they hadn't gone far when they passed two women, one of whom said to the other: "Shame on that lazy lout to let his poor little son trudge along."

Well, the Man didn't know what to do, but at last he took his Boy up before him on the Donkey. By this time they had come to the town, and the passers-by began to jeer and point at them. The Man stopped and asked what they were scoffing at. The men said: "Aren't you ashamed of yourself for overloading that poor donkey with you and your hulking son?"

The Man and Boy got off and tried to think what to do. They thought and they thought, till at last they cut down a pole, tied the donkey's feet to it, and raised the pole and the donkey to their shoulders. They went along amid the laughter of all who met them till they came to Market Bridge, when the Donkey, getting one of his feet loose, kicked out and caused the Boy to drop his end of the pole. In the struggle the Donkey fell over the bridge, and his fore-feet being tied together he was drowned.

"That will teach you," said an old man who had followed them:

"Please all, and you will please none."

The Man, the Boy, and the Donkey

Checking for Understanding

1. Which decision (if any) of the man made the most sense in your opinion? Why?

2. How well does the moral fit this story?

Vocabulary

- youngster
- lout
- trudge
- passers-by
- jeer
- scoffing
- hulking

<http://www.bartleby.com/17/1/62.html>

The Tortoise and the Eagle

Aesop Fable

A Tortoise, lazily basking in the sun, complained to the sea-birds of her hard fate, that no one would teach her to fly.

An Eagle, hovering near, heard her lamentation and asked what reward she would give him if he would take her aloft and float her in the air.

“I will give you,” the Tortoise said, “all the riches of the Red Sea.”

“I will teach you to fly then,” said the Eagle; and taking her up in his talons he carried the Tortoise almost to the clouds.

Suddenly the Eagle let the Tortoise go, and she fell on a lofty mountain, dashing her shell to pieces.

The Tortoise exclaimed just before she died: “I have deserved my present fate; why did I think I was meant for wings and clouds, when I have such difficulty moving about on the earth?”

Moral: Think about the consequences before you wish for something.

The Tortoise and the Eagle

Checking for Understanding

1. Why did the tortoise feel sorry for herself at the beginning?
2. Why did the tortoise feel she deserved her fate at the end?

Vocabulary

- Basking – sunning
- Lamentation - sad complaint

<http://www.aesop-fable.com/tortoise/the-tortoise-and-the-eagle>

The Wolf, the Nanny-Goat, and the Kid

Aesop Fable

A Nanny-goat went out to fill her empty milk bag
And graze newly sprung grass,
She fastened the latch tight,
Warned her Kid saying:
“Do not, upon your life,
Open the door unless you are shown
This sign and told this password:
‘Plague on the wolf and his breed!’”
As she was saying these words
The Wolf by chance prowling around,
Overheard the spoken words
and kept them in his memory.
Nanny-Goat, as one can well believe,
Had not yet seen the glutton beast.
As soon as she departs, he changes his voice
And in a counterfeit tone
He asks to be let in, saying: *“Plague on the Wolf,”*
Believing he’d go right in.
The canny Kid looks through the crack,
“Show me your white paw, else I’ll not open.”
He shouted at once. (White paw is a thing
Seldom seen in wolfdom, as everyone knows.)
This Wolf, aghast upon hearing these words,
Went slinking home the same way he had come.

Where would the Kid be now, had he believed
The password, which by chance
Our wolf had overheard?

Two guarantees are better than one,
Even a third one would not be extreme.

The Wolf, the Nanny-Goat, and the Kid

Checking for Understanding

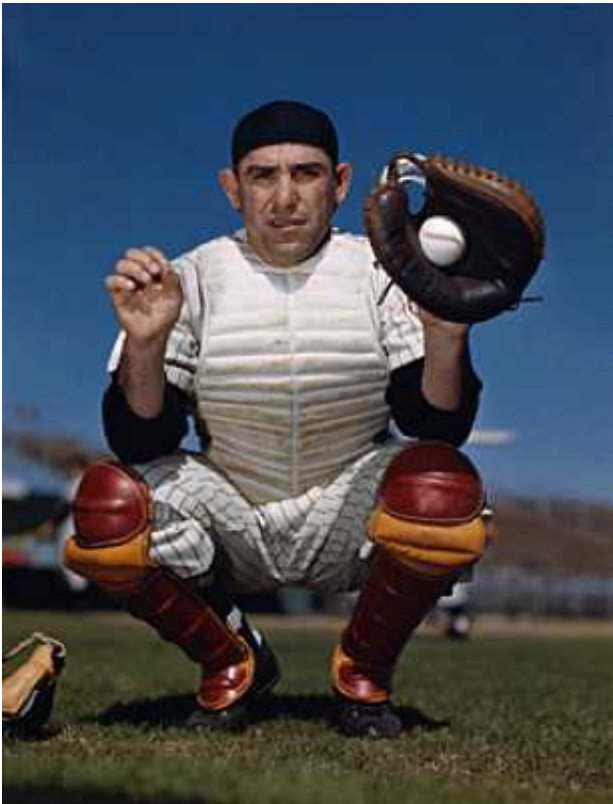
1. What does it mean that “two guarantees are better than one” at the end of this? Explain it using evidence from the fable.
2. What would be another way of saying “in a counterfeit voice” that would mean the same thing?
3. What must have been “this sign” the nanny goat warned her kid to watch for (line 7)?

Vocabulary

- Nanny-goat
- Latch – lock
- Plague – deadly sickness
- Counterfeit – imitation, fake
- Glutton – greedy
- Canny – clever, smart

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Yogi Berra Quotes



“It’s like déjà vu all over again.”

“We made too many wrong mistakes.”

“You can observe a lot just by watching.”

“A nickel ain’t worth a dime anymore.”

“He hits from both sides of the plate. He’s amphibious.”

Vocabulary:

- déjà vu: French expression that means “already seen”
- Amphibious: able to live on land and in the water



“If the world was perfect, it wouldn’t be.”

“If you don’t know where you’re going, you might end up some place else.”

“I really didn’t say everything I said.”

“The future ain’t what it used to be.”

“I think Little League is wonderful. It keeps the kids out of the house.”



“Nobody goes there anymore because it’s too crowded.”

“I always thought that record would stand until it was broken.”

“We have deep depth.”

“All pitchers are liars or crybabies.”

“When you come to a fork in the road, take it.”



“Always go to other people’s funerals, otherwise they won’t come to yours.”

“Never answer anonymous letters.”

“Thank you for making this day necessary.”

“The towels were so thick there I could hardly close my suitcase.”

“Half the lies they tell about me aren’t true.”

Vocabulary:

Anonymous: author unknown (literally means without a name attached)



“90% of the game is half mental.”

“It gets late early out there.”

“Yogi, you’re from St. Louis, we live in New Jersey, and you played ball in New York. If you go before I do, where would you like me to have you buried?” -Carmen Berra, Yogi’s wife.

“Surprise me.” – Yogi

“It ain’t over till it’s over.”

Yogi Berra Quotes

Checking for Understanding

1. What does Yogi Berra do with words that are unusual? Give two examples from these sayings that show your point.

2. Pick your favorite Yogi-ism and say why it strikes you.

Vocabulary

- déjà vu
- amphibious
- anonymous