



## 7th Grade Literature and Composition Student Packet

Name: \_\_\_\_\_

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Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Study: 'High Incomes Don't Bring You Happiness'

By Caitlin Kenney  
2010

*People often have conflicting ideas about whether or not money can buy happiness. Some believe that the lifestyle that money can offer is equivalent to happiness, while others fear that money can lead to greediness that can never be satisfied. In this study, psychologist Daniel Kahneman and economist Angus Deaton seek the answer to this question. As you read, take notes on the different definitions of happiness that exist and how they are affected by money.*

- [1] How much money do you think it would take to make you happy? Would an extra \$10,000 a year do it or would it take a \$100,000 salary bump to improve your mood?

A new study from Princeton economist Angus Deaton and psychologist Daniel Kahneman suggests that number depends on how you define happiness. The authors draw a distinction<sup>1</sup> between emotional well-being, "the quality of a person's everyday experience such as joy, fascination, anxiety, sadness, anger, and affection," and life evaluation, "a person's thoughts about his or her life (on a longer time scale)."



*"Money Wallet" by 401(K) 2012 is licensed under CC BY-SA 2.0*

Their study of data from the Gallup-Healthways Well-Being Index found that while "life evaluations rise steadily with income," emotional well-being drops off at about \$75,000 a year.

Beyond \$75,000, money is important for life evaluation but does nothing for happiness, enjoyment, sadness, or stress. Both factors are important; it is good to have high emotional well-being, but it is also good to think your life is going well.

- [5] According to the most recent census<sup>2</sup> data, the median U.S. household income was \$52,000 in 2008, with about a third of households making above \$75,000.

©2010 National Public Radio, Inc. News report titled "Study: 'High Incomes Don't Bring You Happiness'" by Caitlin Kenney was originally published on NPR.org on September 7, 2010, and is used with the permission of NPR. Any unauthorized duplication is strictly prohibited.

1. **Distinction (noun):** a difference or contrast between similar things  
2. an official count or survey of the population

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What statement best identifies the central idea of the text?
  - A. Money makes people happy above anything else.
  - B. Emotional well-being is solely dependent on wealth.
  - C. Money plays only a very minor role in people's overall happiness.
  - D. Money is able to influence people's happiness to an extent.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "would it take a \$100,000 salary bump to improve your mood?" (Paragraph 1)
  - B. "Beyond \$75,000, money is important for life evaluation, but does nothing for happiness" (Paragraph 4)
  - C. "it is good to have high emotional well-being, but it is also good to think your life is going well." (Paragraph 4)
  - D. "the median U.S. household income was \$52,000 in 2008, with about a third of households making above \$75,000." (Paragraph 5)
  
3. PART A: What does paragraph 5 suggest about the "emotional well-being"? of an individual with the median household income in 2008?
  - A. The average household in the U.S. would be happier with a higher income.
  - B. Only life evaluation would increase with a higher income.
  - C. Some people in the United States make too much money, which is harmful to average Americans.
  - D. Increasing the average household's income would decrease the country's overall emotional well-being.
  
4. PART B: Which section from the text best supports the answer to Part A?
  - A. "that number depends on how you define happiness." (Paragraph 2)
  - B. "life evaluations rise steadily with income" (Paragraph 3)
  - C. "emotional well-being drops off at about \$75,000 a year." (Paragraph 3)
  - D. "Beyond \$75,000, money is important for life evaluation" (Paragraph 4)

5. What is the main difference between “emotional well-being” and “life evaluation” as discussed in paragraph 2?

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## You Can Buy Happiness, If It's An Experience

By Maanvi Singh  
2014

*This NPR article discusses the findings of a study published in Psychological Science focused on how different purchases affect happiness. This article was published on Shots, NPR's Health News blog. As you read, take notes on how people are affected by purchasing material goods and experiences.*

- [1] We humans spend a lot of time waiting in lines: People queue up for days in order to get their hands on the latest iPhone, or what feels like eons<sup>1</sup> for a table at that hip new brunch place.

You may be better off spending time and money on the latter.<sup>2</sup> A growing body of research has shown that experiences tend to make people happier than material possessions.

And even anticipating an experience like a concert, a ski trip or what better be a really great brunch makes us happier than purchasing the latest gadgets, according to a study published Tuesday in Psychological Science.



*"Venice gondola" by lee\_wu is licensed under CC BY-ND 2.0.*

The study, cleverly titled *Waiting for Merlot: Anticipatory Consumption of Experiential and Material Purchases*, tracked how about 100 college students and over 2,200 randomly selected adults felt about material goods and experiences.

- [5] People got excited about both things and events. But they tended to feel more positive about experiential purchases, and their feelings about material purchases were more likely to be tinged with feelings of impatience.

"I think one aspect of that has to do with the nature of imagination," says Amit Kumar, a doctoral student of psychology at Cornell University and one of the researchers behind the paper.

"If you're waiting to buy an iPhone, you know exactly how many megapixels the camera on the new phone will have," Kumar told Shots. People often get really creative while planning out a future vacation, he says, and just thinking about all the things they'll be doing and all fun they'll be having can boost their mood.

Plus when it comes to experiences, money isn't as much of an issue, the researchers hypothesize. People may be competitive when it comes to keeping up with the Joneses,<sup>3</sup> but tend to be less competitive about spending on experiences.

1. an indefinite and very long period of time  
2. referring to the second or last mentioned of things

And as people age, they tend to find more joy in ordinary, everyday experiences like walking or gardening, compared to that trip to Fiji, another recent study found.

- [10] One reason may be that experiences give people the opportunity to bond and socialize, Kumar says. Even when you aren't guaranteed a ticket to a concert or a taco from the cool new food truck, people often enjoy waiting in line. "While waiting for concert tickets, people reported singing songs together, or people would be playing games with each other while they're waiting," he says.

And we've got proof of that right here at Shots. Editor Scott Hensley says he could buy tickets online for the Old Ebbitt Grill's annual Oyster Riot, but he much prefers going downtown first thing in the morning and waiting in line with his fellow oyster aficionados.<sup>4</sup>

That sounds a lot more fun than those Black Friday scuffles over flat screens and Xboxes. Indeed, Kumar and his colleagues compared news reports about people waiting in line and found that long waits for material purchases were more likely to end in violence.

We bet nobody's gotten into a fight while waiting for that oyster party.

©2014 National Public Radio, Inc. News report titled "You Can Buy Happiness, If It's An Experience" by Maanvi Singh was originally published on NPR.org on September 3, 2014, and is used with the permission of NPR. Any unauthorized duplication is strictly prohibited.

3. "Keeping up with the Joneses" is an idiom referring to the pattern of comparing oneself to one's neighbor as a benchmark for social class or the accumulation of material goods.
4. a person who is very knowledgeable and enthusiastic about an activity, subject, or pastime

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following best describes the central idea of the article?
  - A. People gain just as much joy from buying temporary experiences as they do from buying lasting products.
  - B. People like buying experiences and products, but they gain more joy from the experiences they purchase than the products.
  - C. People feel negatively about buying products and positively about buying experiences.
  - D. People gain more joy from buying experiences than buying products, but scientists have no explanation for why this happens.
  
2. PART B: Which paragraph from the text best supports the answer to Part A?
  - A. Paragraph 5
  - B. Paragraph 6
  - C. Paragraph 11
  - D. Paragraph 12
  
3. PART A: According to the information in the article, what is the relationship between happiness and anticipating experiences?
  - A. The longer people have to wait to experience something, the more anxious and less happy they become.
  - B. When people know more about what to expect from a product they anticipate buying, they experience more joy buying it.
  - C. People are less likely to try to outspend one another on experiences than products, which leads to increased happiness for those who buy experiences.
  - D. While anticipating future experiences, people often imagine what they will be like, which increases their joy and excitement.
  
4. PART B: Which of the following quotes from the text supports the answer to Part A?
  - A. "their feelings about material purchases were more likely to be tinged with feelings of impatience." (Paragraph 5)
  - B. "If you're waiting to buy an iPhone, you know exactly how many megapixels the camera on the new phone will have," Kumar told Shots" (Paragraph 7)
  - C. "just thinking about all the things they'll be doing and all fun they'll be having can boost their mood." (Paragraph 7)
  - D. "People may be competitive when it comes to keeping up with the Joneses, but tend to be less competitive about spending on experiences." (Paragraph 8)



5. How does the final sentence of the article contribute to the meaning of the text?: "We bet nobody's gotten into a fight while waiting for that oyster party."

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## Discussion Questions

***Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.***

1. Do you personally find more happiness buying a new material possession or purchasing an experience? Do the results of the study surprise you? Why or why not?
2. Do you believe the findings of the study would be the same for people from different socioeconomic backgrounds? How about people in different cultures? Why?
3. In the context of this article, can money buy happiness? Is money necessary for happiness? Cite evidence from the article, your own personal experience, and other literature, art, or history in your answer.

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Pairing Questions for "Study: 'High Incomes Don't Bring You Happiness'" and "You Can Buy Happiness, If It's An Experience"

**Directions:** After reading the texts, choose the best answer for the multiple-choice questions below and respond to the writing questions in complete sentences.

1. Which statement best identifies a shared claim about money from "You can Buy Happiness if it's an Experience" and "Study: 'High Incomes Don't Bring you Happiness'"? [RI.8, RI.9]
  - A. Personal wealth does not influence happiness or success.
  - B. Money plays the largest role in how people evaluate their well-being.
  - C. There are factors outside of money that can influence happiness.
  - D. Money can help people bond through social experiences.
  
2. What criteria for happiness do the authors of both "You can Buy Happiness if it's an Experience" and "Study: 'High Incomes Don't Bring you Happiness'" agree on? [RI.8, RI.9]

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# An Overview of the Great Depression

By Jessica McBirney  
2017

*From 1929 to 1939, America experienced the Great Depression: the worst economic downturn in its history. In this informational text, Jessica McBirney explores the causes and effects of the Great Depression, as well as how America's economy began to recover. As you read, take notes on the causes and effects of the Great Depression.*

- [1] On a fateful Tuesday in October 1929, American citizens experienced the beginning of the worst economic disaster in the country's history. The day marked the beginning of the Great Depression, a severe<sup>1</sup> economic crisis that lasted for more than ten years and hurt millions of people around the country.



*"Huts and unemployed in West Houston and Mercer St. by Berenice Abbott in Manhattan in 1935" by Berenice Abbott is in the public domain.*

## Why Did it Happen?

The Great Depression had many causes. In fact, economists still debate over all the factors that led to the crisis. The following are some of the most important causes:

### ***The Stock Market***

Maybe you have heard your parents or news commentators talk about the stock market. Essentially, it is where people can buy stocks, or very small pieces, of big companies like Walmart or Facebook. If the company makes money, the stock-holder gets also gets a small profit. Investing in a stock is like taking a gamble, because the company could earn a lot of money, or it could lose money.

In the years before 1929 the stock market was an extremely popular way for everyday people to earn some extra money. Because of this, the prices of stocks kept getting higher and higher. By 1929, many prices were much higher than the actual values of companies.

- [5] Some people started getting skeptical. Prices could not keep going up forever. So they started selling their stocks while they were still at high prices. More and more people started catching on, until everyone was scrambling to sell their stocks at once. There was no one left to buy all these available stocks, so the prices dropped steeply.

This caused what is known as a stock market crash. In just one day, on October 29, 1929, the whole stock market lost over \$14 billion.

1. **Severe (adjective):** very great, intense, or harsh

## **Bank Failures**

During the popularity of the stock market, most banks had very few rules about loaning out money. They would loan money to customers so those customers could go use it to buy more stocks.

When the stock market lost so much money, suddenly all those customers had no way to pay back their loans. But when people heard about the crash, they started to panic and wanted to pull the money out of their savings accounts just to keep it safe.

With no money back from all the loans they had given out, the banks did not have enough money supply to also pay out everything from everyone's savings. The bank failures rippled throughout the nation, causing even more economic problems and panic for average Americans.

## **The Dust Bowl**

- [10] A record-setting drought hit the middle states, especially Oklahoma, around the same time. The timing could not have been worse. Farmers, who usually remained stable during economic uncertainty because they could at least grow their own food, were suddenly in just as much trouble as the rest of the country.

The drought brought hot, dry winds sweeping across the plains, blowing huge clouds of dust across the plains and into many peoples' houses and lungs. Families could not stay in the area. They packed up and left the Great Plains,<sup>2</sup> heading west to places like California to find work. Unfortunately, other states already had their own unemployment problems; there were not enough jobs for the newcomers.

## **Effects of the Depression**

At the beginning of the financial problems few people predicted the crisis would last over a decade. But the problems were more extensive and much deeper than analysts realized at first.

One of the most important effects of the Great Depression was unemployment. At its peak in 1933 around 25% of adults were unemployed — this means 1 in 4 adults did not have jobs.

Without steady income, many families were forced out of their homes. Some found other family members to live with, while others had to take to the streets. Some people moved into small shanty<sup>3</sup> towns called Hoovervilles, named after the president at the time Herbert Hoover. These people often had to rely on charity soup kitchens to get enough food to eat.

## **Political Interventions**

- [15] In 1932, near the worst of the Depression, President Franklin D. Roosevelt was elected. He immediately started working to fix the problems. The set of policies and government programs he instituted are known as the New Deal.<sup>4</sup>

2. the grassland prairie region of North America

3. A "shanty" is a small, crudely built shack.

To address the banking issues, he temporarily closed all banks to give them a chance to restructure themselves. He set guidelines for future bank operations. He also made more rules for how investors on the stock market could buy and sell stocks more responsibly.

To help families affected by unemployment, he created many employment programs. Groups like the Civilian Conservation Corps (CCC) and Works Progress Administration (WPA) used government funds to pay young men for services like building roads and cleaning parks. This gave families some money to start buying necessities again.

President Roosevelt started dozens of programs during his time in the White House. Not all of them were successful, and a few were even deemed unconstitutional, but many did have positive results.

## Culture Amid Crisis

Even though Americans faced one of the greatest challenges in our nation's history during the 1930s, they were able to produce art and entertainment to raise everyone's spirits.

- [20] Radio became a central aspect of many people's home lives. They could listen for free to comedy shows like *Amos 'n' Andy* and *The Jack Benny Show*. President Roosevelt also made regular speeches on the radio, known as his fireside chats, to reassure the American people and explain his newest New Deal policies.

Movies continued to grow in popularity. Many movies featured tough gangsters and witty city-dwellers with exciting plots. Viewers could escape into this world for a few hours any time they watched a movie.

Music portrayed a more complex, and for many people more relatable, view of society during the Great Depression. Some songs recalled the better days of the 1920s when the country was happy. The mid 1930s introduced swing music and the big band genre, full of upbeat and exciting melodies. The dancing that accompanied it was fast paced. But other artists, like Bing Crosby, did not shy away from writing music that reflected the hard times. His song "Brother, Can You Spare a Dime?" became popular.

## Recovery

Even though the worst of the Great Depression came in 1933, its negative effects and high unemployment continued throughout the 1930s.

When the United States entered World War II in 1941, things began to change. The military needed new equipment and supplies, so thousands of new manufacturing jobs opened to support the war effort. This cut down on the still-soaring unemployment rates. Living standards still remained relatively low, because so many factories built war materials instead of everyday goods for households. Still, Americans began to regain their sense of hope for the future. After the war ended, their hopes were realized as living standards rose and economic prosperity spread across the country.

4. a series of programs that were enacted between 1933 and 1938 in the United states as a response to the Great Depression

[25] The Great Depression lives on through famous literature like John Steinbeck's novel *The Grapes of Wrath*,<sup>5</sup> published in 1939. But the Great Depression's legacy may best be seen in the Social Security Act, which was passed by Congress in 1935. Since then the government has provided Americans with pensions<sup>6</sup> for the retired, as well as assistance to the unemployed and those with disabilities.

*"An Overview of the Great Depression" by Jessica McBirney. Copyright © 2017 by CommonLit, Inc. This text is licensed under CC BY-NC-SA 2.0*

5. a novel about the hardships of an American farm family in the Dust Bowl during the Great Depression
6. a regular payment made during a person's retirement from an investment fund to which that person or their employer has contributed during their working life

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following identifies the central idea of the text?
  - A. The Great Depression was a very difficult time for America, and the government took action to help the economy recover.
  - B. The Great Depression could have easily been avoided if Americans had been more informed on how the stock market and banks operated.
  - C. The Great Depression could not have been prevented, as the previous decades had experienced nothing but growth.
  - D. The Great Depression was a horrible economic time for America, but the government's violation of citizens' rights while helping the economy recover was much worse.
  
2. PART B: Which section from the text best supports the answer to Part A?
  - A. "Because of this, the prices of stocks kept getting higher and higher. By 1929, many prices were much higher than the actual values of companies." (Paragraph 4)
  - B. "In 1932, near the worst of the Depression, President Franklin D. Roosevelt was elected. He immediately started working to fix the problems. The set of policies and government programs he instituted are known as the New Deal." (Paragraph 15)
  - C. "Music portrayed a more complex, and for many people more relatable, view of society during the Great Depression. Some songs recalled the better days of the 1920s when the country was happy." (Paragraph 22)
  - D. "Even though the worst of the Great Depression came in 1933, its negative effects and high unemployment continued throughout the 1930s." (Paragraph 23)
  
3. How does the section regarding entertainment in America contribute to the development of ideas in the text?
  - A. It shows how hard the Great Depression was on all businesses.
  - B. It emphasizes how the Great Depression affected all aspects of life.
  - C. It proves Americans were unable to afford even basic necessities.
  - D. It shows how the entertainment industry used the Great Depression to their advantage.
  
4. How did President Roosevelt influence the recovery from the Great Depression?
  - A. He pumped money into the economy to inflate it.
  - B. He encouraged women to join the workforce.
  - C. He allowed the economy to recover on its own.
  - D. He created programs that helped citizens find work.



5. How does the description of the government's intervention in the Great Depression contribute to the development of ideas in the text?

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**Pairing Questions for "An Overview of the Great Depression",  
"Study: 'High Incomes Don't Bring You Happiness'", and "You  
Can Buy Happiness, If It's An Experience"**

**Directions:** After reading the texts, choose the best answer for the multiple-choice questions below and respond to the writing questions in complete sentences.

1. In the text "An Overview of the Great Depression," the author states, "Even though Americans faced one of the greatest challenges in our nation's history during the 1930s, they were able to produce art and entertainment to raise everyone's spirits" (paragraph 19). Which of the following quotations provides a reason to support this idea? [RI.8, RI.9]
- A. "Beyond \$75,000, money is important for life evaluation, but does nothing for happiness, enjoyment, sadness, or stress." ("Study: 'High Incomes Don't Bring you Happiness,'" Paragraph 4)
  - B. "it is good to have high emotional wellbeing, but it is also good to think your life is going well." ("Study: 'High Incomes Don't Bring you Happiness,'" Paragraph 4)
  - C. "People got excited about both things and events." ("You can Buy Happiness if it's an Experience," Paragraph 5)
  - D. "experiences give people the opportunity to bond and socialize" ("You can Buy Happiness if it's an Experience," Paragraph 10)
2. Do the effects of the Great Depression confirm or deny the claims about money and happiness made in "You can Buy Happiness if it's an Experience" and "Study: 'High Incomes Don't Bring you Happiness'"? [RI.8, RI.9]

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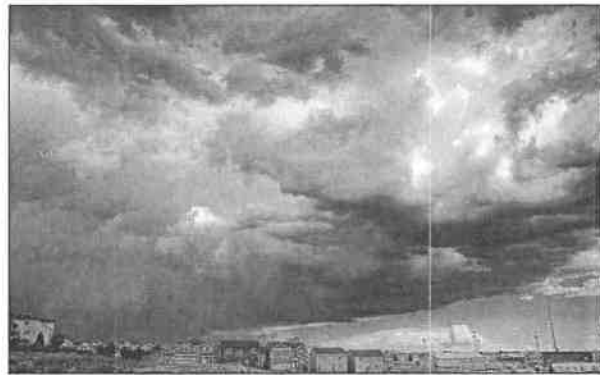
Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Truth

By Nikki Grimes  
2017

*Nikki Grimes is an African American author, poet, and journalist. Grimes is well known for her award-winning books written for children and young adults. This poem appeared in her book One Last Word, a collection inspired by poems from The Harlem Renaissance that follow the "Golden Shovel" form. In this poetic form, the poet takes a "striking line" from an inspirational poem and uses words from that inspirational line in a new poem. The striking line then appears, word for word, at the end of the lines in the new poem. This poem uses the first line of Jean Toomer's "Storm Ending" as its striking line. As you read, identify the alliteration and the effect it has on the poem.*

- [1] The truth is, every day we rise is like **thunder** —  
a clap of surprise. Could be echoes of trouble, or  
**blossoms**  
of blessing. You never know what garish<sup>1</sup> or  
**gorgeously**  
disguised memories-to-be might rain down from  
**above.**
- [5] So, look up! Claim that cloud with the silver lining.  
**Our**  
job, if you ask me, is to follow it. See where it  
**heads.**



*"Rain Storm Colorado Springs Colorado" by David is licensed under CC BY 2.0*

*"Truth" from One Last Word: Wisdom from the Harlem Renaissance by Nikki Grimes. Copyright © 2017 by Bloomsbury Publishing Inc.*

1. **Garish (adjective):** excessively vivid, showy, or bright

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following identifies the theme of the poem?
  - A. Honesty is the key to a good life.
  - B. The weather can help predict the future.
  - C. You can choose to be positive and embrace uncertainty.
  - D. Any day can be a bad day, depending on how you look at it.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "The truth is, every day we rise is like thunder — / a clap of surprise." (Lines 1-2)
  - B. "Could be echoes of trouble, or blossoms / of blessing." (Lines 2-3)
  - C. "gorgeously / disguised memories-to-be might rain down from above" (Lines 3-4)
  - D. "Our / job, if you ask me, is to follow it. See where it heads." (Lines 5-6)
  
3. PART A: How does the author's word choice contribute to the tone of the poem?
  - A. It conveys how it is better to approach the future with humor.
  - B. It stresses that the future is not always predictable.
  - C. It portrays a sense of anxiety about the future.
  - D. It emphasizes how ominous the unknown is.
  
4. PART B: Which quote from the text best supports the answer to Part A?
  - A. "The truth is, every day we rise is like thunder —" (Line 1)
  - B. "Could be echoes of trouble, or blossoms / of blessing." (Lines 2-3)
  - C. "So look up! Claim that cloud with the silver lining." (Line 5)
  - D. "Our / job, if you ask me, is to follow it." (Lines 5-6)
  
5. Alliteration is the repetition of the same letter or sound at the beginning of a word. How does the poet develop the poem's tone through the use of alliteration?

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## I Wandered Lonely as a Cloud

By William Wordsworth  
1802

*William Wordsworth (1770-1850) was a major English Romantic poet who helped launch the Romantic Age in English literature. In this poem, the speaker describes seeing a field of daffodils. As you read, take notes on the figurative language in the poem and what feelings it develops in the poem.*

- [1] I wandered lonely as a cloud  
That floats on high o'er vales<sup>1</sup> and hills,  
When all at once I saw a crowd,  
A host, of golden daffodils;
- [5] Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.



*"Daffodils" by Andrew Wilkinson is licensed under CC BY-SA 2.0*

- Continuous as the stars that shine  
And twinkle on the milky way,  
They stretched in never-ending line
- [10] Along the margin of a bay:  
Ten thousand saw I at a glance,  
Tossing their heads in sprightly<sup>2</sup> dance.

- The waves beside them danced; but they  
Out-did the sparkling waves in glee:
- [15] A poet could not but be gay,<sup>3</sup>  
In such a jocund<sup>4</sup> company:  
I gazed — and gazed — but little thought  
What wealth the show to me had brought;

- For oft, when on my couch I lie
- [20] In vacant<sup>5</sup> or in pensive<sup>6</sup> mood,  
They flash upon that inward eye  
Which is the bliss of solitude;  
And then my heart with pleasure fills,  
And dances with the daffodils.

*"I Wandered Lonely as a Cloud" (1802) by William Wordsworth is in the public domain.*

1. a valley
2. **Sprightly** (*adjective*): lively; full of energy
3. lighthearted and carefree
4. **Jocund** (*adjective*): marked by high spirits and liveliness
5. **Vacant** (*adjective*): lacking thought, reflection, or expression
6. **Pensive** (*adjective*): engaged in deep or serious thought

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following identifies the theme of the poem?
  - A. The beauty of nature brings people pleasure.
  - B. Nature reflects the variety of emotions that humans feel.
  - C. Humans rarely appreciate the beauty of nature that surrounds them.
  - D. Nature is the best inspiration for hopeful artists.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "I wandered lonely as a cloud / That floats on high o'er vales and hills," (Lines 1-2)
  - B. "A poet could not but be gay, / In such a jocund company:" (Lines 15-16)
  - C. "I gazed — and gazed — but little thought / What wealth the show to me had brought:" (Lines 17-18)
  - D. "In vacant or in pensive mood, / They flash upon that inward eye" (Lines 20-21)
  
3. How does the poet's use of sound influence the mood of the poem?
  - A. The poet uses a predictable rhyme scheme to create a cheerful mood.
  - B. The poet uses free verse to create a serious mood.
  - C. The poet uses repetition to develop the feeling that nature is constant.
  - D. The poet emphasizes the pleasures of nature through alliteration.

4. How do the words describing nature in lines 12-14 contribute to the tone of the passage?

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## Discussion Questions

**Directions:** *Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.*

1. In the past, how has nature influenced your mood? Describe the experience and how it impacted you.
2. In the context of the poem, what can individuals gain from spending time in nature? How is the relationship between man and nature portrayed in this poem?
3. In the context of the poem, how do we define beauty? What does the speaker find beautiful about the daffodils? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
4. In the context of the poem, how does loneliness affect mood? What experiences might be easier to appreciate while alone, and why is that the case?

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## From Blossoms

By Li-Young Lee  
1986

*Li-Young Lee is an American poet who was born in Indonesia to Chinese parents. His family eventually settled in the United States after fleeing anti-Chinese attitudes. In this poem, the speaker describes the experience of biting into a peach. As you read, take note of how the speaker describes peaches and the experience of eating one.*

[1] From blossoms comes  
this brown paper bag of peaches  
we bought from the boy  
at the bend in the road where we turned toward  
[5] signs painted *Peaches*.

From laden<sup>1</sup> boughs,<sup>2</sup> from hands,  
from sweet fellowship<sup>3</sup> in the bins,  
comes nectar at the roadside, succulent<sup>4</sup>  
peaches we devour, dusty skin and all,  
[10] comes the familiar dust of summer, dust we eat.

O, to take what we love inside,  
to carry within us an orchard, to eat  
not only the skin, but the shade,  
not only the sugar, but the days, to hold  
[15] the fruit in our hands, adore it, then bite into  
the round jubilation<sup>5</sup> of peach.

There are days we live  
as if death were nowhere  
in the background; from joy  
[20] to joy to joy, from wing to wing,  
from blossom to blossom to  
impossible blossom, to sweet impossible blossom.



*"Untitled" by Jongjit Pramchom is licensed under CC0.*

*Li-Young Lee, "From Blossoms," from Rose. Copyright © 1986 by Li-Young Lee. Used with the permission of The Permissions Company, Inc., on behalf of BOA Editions, Ltd., [www.boaeditions.org](http://www.boaeditions.org).*

1. loaded with something heavy, carrying a lot of weight
2. a main branch of a tree
3. **Fellowship** (*noun*): the company of equals or friends
4. **Succulent** (*adjective*): juicy flavor, full of juice
5. great joy, triumph, or satisfaction

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following best identifies the theme of the poem?
  - A. People can find boundless joy in unexpectedly simple moments.
  - B. People should appreciate every moment because some opportunities may never come again.
  - C. Living in the moment can help drive away fears of the future.
  - D. Even the simplest actions can be meaningful with friends and family.
  
2. PART B: Which quote from the poem best supports the answer to Part A?
  - A. "From blossoms comes / this brown paper bag of peaches / we bought from the boy" (Lines 1-3)
  - B. "From laden boughs, from hands, / from sweet fellowship in the bins, / comes nectar at the roadside" (Lines 6-8)
  - C. "peaches we devour, dusty skin and all, / comes the familiar dust of summer, dust we eat." (Lines 9-10)
  - D. "to hold / the fruit in our hands, adore it, then bite into / the round jubilation of peach." (Lines 14-16)
  
3. PART A: What do peaches represent for the speaker?
  - A. a way to remember those who are gone
  - B. gratitude for all life
  - C. time together with family
  - D. the unavailability of death
  
4. PART B: Which quote from the text best supports the answer to Part A?
  - A. "peaches / we bought from the boy / at the bend in the road where we turned toward / signs painted Peaches" (Lines 2-5)
  - B. "From laden boughs, from hands, / from sweet fellowship in the bins, / comes nectar at the roadside" (Lines 6-8)
  - C. "O, to take what we love inside, / to carry within us an orchard" (Lines 11-12)
  - D. "There are days we live / as if death were nowhere" (Lines 17-18)

5. How does the final stanza contribute to the development of the poem's theme?

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## Discussion Questions

**Directions:** *Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.*

1. In your opinion, are the moments of happiness that the speaker finds by chance or does he seek them out? Are we in control of deciding which moments bring us happiness?
2. In your opinion, how do simple things provide powerful experiences? Is this something that only nature is capable of doing?
3. In the context of the poem, what is good and how do we know it? How do we know if something is beautiful or good? Why does the speaker think the peaches are good? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
4. In the context of the poem, who is in control: man or nature? Is the speaker responsible for the beautiful experience he describes or is nature? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Pairing Questions for "I Wandered Lonely as a Cloud" and "From Blossoms"

**Directions:** After reading the texts, choose the best answer for the multiple-choice questions below and respond to the writing questions in complete sentences.

1. How are the speakers of both "I Wandered Lonely as a Cloud" and "From Blossoms" impacted by nature? [RL.3, RL.9]
  - A. They consume the food that nature has provided.
  - B. They appreciate the beautiful views that nature offers.
  - C. They feel grateful for how nature has affected their mood.
  - D. They find satisfaction in outdoor exploration and adventure.
  
2. What claim do both poets make about the connection between nature and happiness? [RL.2, RL.9]

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Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Happiness: Final Assessment

**Directions:** Please respond to the prompt on the lines below. Use complete sentences. Cite evidence when appropriate.

\* Please plan your essay on a separate sheet

**Prompt:** Over the course of this unit, you have gathered details from multiple texts about happiness. Use the evidence you have gathered to answer the question: How can we achieve happiness? Support your answer using reasons and evidence from a variety of the texts covered in this unit.

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Name: \_\_\_\_\_

*Happiness Unit: Alternative Assessment*



A series of horizontal lines for writing, consisting of 25 evenly spaced lines that span the width of the page.

