

English 2
Distance Learning Assignments
Week #3 (May 4- May 8) **Due 5/15/2020**

Teacher: Mrs. Sprecksel

Student Office Hours

Zoom Meeting: Tuesday-Thursday, 1:30 p.m. – 2:00 p.m. Use this link/ login information to join the meeting. It will be helpful if you have completed the day's work prior to the meeting.

Join Zoom Meeting

<https://zoom.us/j/98320155725?pwd=QnV5Vy9UUe01eIJRUTBmYjJHN0hmQT09>

Meeting ID: 983 2015 5725

Password: 9n8T3H

Email and/or phone appointments: Monday-Friday, 2:30 p.m. - 3:30 p.m.

Directions:

- Complete each assignment listed below.
- Assignments are listed by day, but you may work ahead if you choose.
- Assignments should take no more than 30 minutes per day.
- If you are able to participate in the Zoom meetings, please have the work for the assigned day completed prior to our meeting time, that way I can better help you with any questions you may have about the work.
- Assignments are graded and worth 6 lessons each (30 lessons total).
- You must earn at least 60% on each assignment in order to receive the lesson credits.
- Write neatly.
- Please staple all work together.

This week we will be working with a short selection from Jonathan Harr's *A Civil Action*.

Monday 5/4

1. Journal Response
2. Vocabulary Activity

Tuesday 5/5

Read and annotate *A Civil Action* (StudySync p. 280). Use the Annotation Guide W.S.

Wednesday 5/6

Answer the Think and Focus Questions (StudySync p. 283-284)

Thursday 5/7

Fill in the Blank Summary W.S.

Friday 5/8

Written Response- Letter to the Editor
Graphic Organizer
Final Copy

Journal Response

Directions: Use the space below to answer the following question:

How would you react if you discovered that 28 children in your town became ill from cancer?

Vocabulary Activity

Directions: Use a dictionary (book or online resource) and write a definition for each vocabulary word listed.

Vocabulary Word	Definition
coincidence	
hypothesis	
psychological	
phenomenon	
deposition	
incidence	
pallor	
transmitted	
leukemia	
regimen	

A Civil Action
Annotation Guide W.S.

Directions: Use the annotation guide below to annotate the text.

1. Highlight at least two sentences or paragraphs that you have questions about. Enter your questions as annotations.
2. Highlight at least one passage that connects with something you already know and use the annotation tool to explain the connection.
3. Highlight the key people mentioned in the excerpt and use the annotation tool to provide a brief description of what you know about them and their involvement in the situation.
4. Highlight the key events and details in the passage and make annotations that explain the sequential order in which they occur. For example, Highlight: **"During a visit to the clinic at Massachusetts General that spring, Anne told Dr. Truman about the Zonas and the Nagels. Wasn't it unusual, she asked, that there were three cases in the same neighborhood?"** Annotation: **Anne's curiosity about the number of cases of leukemia in the same neighborhood prompted her to ask for advice from a professional in hopes of determining if there was indeed a problem.**
5. Highlight vocabulary words and explain what you think the words mean based on how they are used in the text.
6. Highlight any additional unfamiliar vocabulary. Use the annotation tool to make predictions about the meaning of these unfamiliar terms.
7. Highlight two examples that show things Anne discovered during her investigation . Use the annotation tool to explain your reaction to what she does and what she discovers.
8. Highlight two examples of the responses Anne got from various people, including Dr. Truman. Use the annotation tool to explain what you think about their responses.
9. Highlight Anne's theory about the common causes of the cases. Use the annotation tool to explain how why she thought they were connected.

A Civil Action

Excerpt from Chapter 2

Anne thought it strange that three cases of leukemia should occur in the same neighborhood, within a few blocks of each other. She wondered if it was coincidence or if a virus of some sort was circulating. Dr. Truman, she remembered, had mentioned that some cancer researchers suspected a virus might cause childhood leukemia. Although she knew that was an unproven **hypothesis**, she and Carol Gray spent hours speculating about it. ...

During a visit to the clinic at Massachusetts General that spring, Anne told Dr. Truman about the Zonas and the Nagles. Wasn't it unusual, she asked, that there were three cases in the same neighborhood?

Truman listened in his polite, attentive manner, tall frame slightly stooped, but he would admit later that he did not give Anne's question any serious consideration. He'd learned over the years that parents of children with leukemia tended to develop a heightened awareness of the illness. Everywhere they turned it seemed they encountered a reference to it, or someone else whose child had it. To Truman, this was not an uncommon psychological phenomenon. Many years later, in a deposition, Truman recalled his reaction to Anne's queries: "My response was that on the basis of the number of children with leukemia that I was aware of at the time, and considering the population of the city of Woburn, I did not think the **incidence** of leukemia appeared to be increased. In essence, I dismissed her suggestion."

Nor did it occur to Truman a year later, in June 1973, that there was anything unusual about the illness of a two-and-a-half-year-old boy from Woburn named Kevin Kane, Jr. The boy had been referred to Truman from Winchester Hospital where his mother, a nurse, had taken him because of a persistent fever, pallor, and irritability. Two weeks earlier he had been treated unsuccessfully for a respiratory infection that did not respond to penicillin. His history on presentation at Winchester Hospital included several respiratory infections as well as recurrent episodes of earaches. Winchester referred Kevin Kane to Dr. Truman at Massachusetts General with a "high suspicion" of acute lymphocytic leukemia. Truman confirmed the suspicion. He began treating Kevin Kane on a chemotherapy **regimen** similar to the St. Jude protocol. The child responded well. At four weeks, a bone marrow aspiration revealed that he was in remission.

Kevin Kane, Sr., and his wife, Patricia, lived with their four children on Henry Avenue in east Woburn. Henry Avenue curved around the perimeter of a low bluff overlooking the Aberjona marsh. From the back door of the Kanes' house, looking east across the expanse of marsh, you could see the houses of the Pine Street neighborhood a quarter of a mile away. If you looked closely, you could see Orange Street and, through the trees, the red-shingled ranch house of the Andersons.

Anne found out about the Kanes' child from Carol Gray, whose fourteen-year-old son delivered the *Woburn Daily Times* every afternoon along Henry Avenue. In the summer of 1973, as Carol's son made his rounds, he learned that one of the Kanes' children had leukemia. He reported the news to his mother, who went immediately to the phone and called Anne. "What the hell is going on here?" Carol said to Anne.

With the discovery of yet another leukemia case, Anne began writing down some of her thoughts. She made the first of many lists of the cases she knew about, writing in a spiral notebook the names of the children, their addresses, their ages, and the dates when she figured they had been diagnosed.

The **notion** that each case shared some common cause began to obsess her. "The water and the air were the two things we all shared," she said in a deposition some years later. "And the water was bad. I thought there was a virus that might have been transmitted through the water, some kind of a leukemia virus. The water had never tasted right, it never looked right, and it never smelled right. There were times when it was worse than others, usually during the summer, and then it was almost impossible to drink. My mother would bring some water from Somerville to the house on weekends, probably about three quarts, which we used as drinking water. The rest of the time, when we could mask the flavor of it with Zarex or orange juice or coffee or whatever, then we used water from the tap. But you couldn't even mask it. It ruined the dishwasher. The door **corroded** to such a degree that it had to be replaced. The prongs that hold the dishes just gave way and broke off. On a regular basis, the pipes under the kitchen sink would leak, and under the bathroom sink. The faucets had to be replaced. The bathroom faucet dripped constantly. It seemed like no sooner would I get everything fixed and we'd have another problem."

Excerpted from *A Civil Action* by Jonathan Harr, published by Vintage Books.

A Civil Action

Think Questions

Directions: Answer each part of the question with complete sentences.

1. Refer to one or more details from the text to explain what led Anne to think that local children's leukemia might be caused by a virus in the local environment.

2. Use details from the text to write two or three sentences describing why Dr. Truman rejected Anne's ideas. Support your ideas with textual evidence.

3. Write two or three sentences describing why Anne suspected that the source of the virus might be the neighborhood water supply. Support your answer with textual evidence.

4. Use context to determine the meaning of the word **hypothesis** as it is used in *A Civil Action*. Write your definition of "hypothesis" here and tell how you found it.

5. Use context to determine the meaning of the word **incidence** as it is used in *A Civil Action*. Write your definition of "incidence" here and tell how you found it.

A Civil Action

Focus Questions

Directions: Answer each part of the question with complete sentences.

1. Which key details in paragraph 3 reveal Dr. Truman's experience with the parents of children with leukemia? How does this experience influence his dismissal of Anne's hypothesis about a virus causing leukemia? Highlight evidence from the text and make annotations to support your inferences.

2. In paragraph 4, the text relates that another child in the neighborhood has developed leukemia. Paragraphs 6 and 7 reveal the reactions of Carol and Anne, both mothers of a child with leukemia, to the news. Contrast their actions and attitudes with those of Dr. Truman. Why are they different? Support your answer with textual evidence and make annotations to explain your answer choices.

3. Why is the information in paragraph 5 about the location of the Kane home a key detail? What does it suggest to Anne and Carol? Highlight your textual evidence and make annotations to explain your inferences.

4. In the final paragraph, why does the author focus on Anne's observations about the neighborhood's problems with local water? How does this paragraph support the main idea of the selection? Highlight textual evidence and make annotations to explain your ideas.

5. How does this selection and its central or main idea relate to the Essential Question: "What responsibility do we have for what we create?" Explain what the text suggests about the importance of finding out the truth about the causes of problems such as disease. Highlight text evidence and make annotations to support your explanation.

Fill in the Blank Summary W.S.

1. The text says that Dr. Truman had "learned over the years that parents of children with leukemia tended to develop a heightened _____ of the illness." He thought of it as a "psychological phenomenon" that made them think they saw _____ references to it or children who had it. As a result, Dr. Truman _____ give Anne's questions any serious consideration because he thought she was _____ the importance of the three cases. He thought that because of the size of the population of Woburn, the number of cases had _____ increased.
2. Dr. Truman does not connect the old and the new cases of leukemia in the same neighborhood. The text says, " _____ did it occur to Truman a year later, in June 1973, that there was anything _____ about the illness of a two-and-a-half-year-old boy from Woburn named Kevin Kane, Jr." In contrast, Anne and Carol are both _____. When Carol finds out, she calls Anne and says, "What the hell _____?" Anne begins _____ about the cases. Evidence from the text: "She made the first of many _____ of the cases she knew about, writing in a spiral notebook the _____ of the children, their addresses, their _____, and the dates when she figured they had been _____."
3. The location of the Kane home is a key detail because it is _____ the water supply of the neighborhood: "From the back door of the Kane's house, looking east across the expanse of marsh, you could see the houses of the Pine Street neighborhood a _____ away." The Kane home had the _____ water supply as the other families of children with _____.
4. The author focuses on Anne's observations to provide details about her _____ about the water and what it might _____. Possible main idea: Childhood leukemia in the neighborhood may have been _____ to the water. Evidence: "And the water was _____. I thought there was a _____ that might have been transmitted through the water, some kind of a _____ virus. The water had never tasted _____, it never _____ right, and it never smelled right. . . . It ruined the _____. . . . On a regular basis, the pipes under the kitchen sink would _____, and under the bathroom sink. The faucets had to be _____."

5. The text suggests that it is important to look hard to find the _____, such as the _____ of diseases. Anne and Carol _____ in their search, even when the authorities _____ them. They want to take _____ for exposing their children to the bad water. They also want the _____ who supplied the water, and the _____, to take responsibility for _____ the disease. Since the name of the selection and the book it comes from is *A Civil Action*, we can predict that the civil action might be a _____ against the _____ and the _____.
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A Civil Action
Writing Prompt

Prompt: Imagine you are Anne. Write a letter to the editor of the local newspaper about the dangers of the local water supply and its possible effect on the health of the children in the community. Have Anne summarize her central ideas about the suspicious nature of the leukemia cases, supporting the ideas with key details. Also have Anne recount the challenges she has faced While trying to get people to pay attention to the problem.

Graphic Organizer: Fill in the organizer to help you prepare your letter.

Main claim: I believe that our local water supply is dangerous to the community because:

1. The fact that several cases of leukemia have been reported in children within the community seems suspicious.

Textual Evidence or Detail #1:

Textual Evidence or Detail #2:

This evidence supports my belief that the local water supply is dangerous because:

2. People are not taking this problem seriously.

Textual Evidence or Detail #1:

Textual Evidence or Detail #2:

This evidence supports my belief that people are not taking this problem seriously because:

3. In conclusion, our local water supply is causing

because

To solve this problem, I propose that the people of the community:

Action #1:

Action #2:

A Civil Action

Writing Prompt Final Copy

Prompt: Imagine you are Anne. Write a letter to the editor of the local newspaper about the dangers of the local water supply and its possible effect on the health of the children in the community. Have Anne summarize her central ideas about the suspicious nature of the leukemia cases, supporting the ideas with key details. Also have Anne recount the challenges she has faced While trying to get people to pay attention to the problem.

Write your final copy below (or you can attach a sheet of lined paper):