

English 3

Distance Learning Assignment #3

Due May 15, 2020

Teacher: Mrs. Christenson

- vchristenson@tusd.net
- 408-605-6731

Office Hours (parent or student): M-F, 9am-11am

- Zoom Virtual Meeting available by appointment. Students/parents will be sent the Zoom Meeting link prior to the scheduled meeting.

Directions:

- The focus this week is a letter from Benjamin Franklin to a friend. It's referred to as "The Whistle."
- Complete each assignment below. They are listed by day, but you may work ahead.
- **Each assignment is worth 6 lessons (30 lessons total = 2 credits).**
- Your work will be graded. To receive full credit, your work must be complete and earn at least 60%.
- Use any available resources, including reaching out to me for assistance, to ensure that you turn in quality work.
- In addition to this assignment, an optional Book Review Project worth up to 5 credits is available.
- Whether submitting digitally or on paper, make sure your name is on your work.
- If submitting on paper, please write neatly and staple your work together.
- To turn in digitally:

Email: vchristenson@tusd.net

Office365:

- login using studentID#@student.tusd.net; password=Password!
- share with me vchristenson@tusd.net

Google: share with me SteinHSRoom4@gmail.com

Daily Assignments:

- Monday: Blast Activity (vocabulary, read text, writing prompt) **(A)**
- Tuesday: Vocabulary **(B)** & Read the letter from Benjamin Franklin
- Wednesday: Answer Think Questions & Complete Letter Summary **(C)**
- Thursday: Grammar Review **(D)**
- Friday: Writing Prompt **(E)**

ENG 1, Assignment #3

A. Blast Exercise

Blast Vocabulary: Use a dictionary (paper or online) or context clues from the text to define the **bold** words.

You have a close friend who is chronically tired.	
Due to exhaustion , your friend turns in sloppy school work.	
People do not always appreciate unsolicited advice.	
Most people cherish their individual freedom.	
What are the circumstances in which direct advice is warranted ?	
Benjamin Franklin is one of the most renowned figures in American history.	
Benjamin Franklin had a gift for using self-deprecating humor to make the advice he offered easier to take.	

Blast Text

Imagine that you have a close friend who is chronically tired because he overexerts himself and stays up far past a reasonable hour. Due to exhaustion and sleep loss, your friend blitzes through school assignments and develops habitually sloppy work as a result, putting a strain on his grades and relationships. His once-solid academic reputation starts to slip. You would like to assist him, to help guide him back to a more successful track, but you don't know exactly how to approach that thorny subject without making him feel bad. How do you deliver helpful advice without being offensive?

Unfortunately, people do not always appreciate unsolicited advice. It's easy to get defensive and view any spontaneous suggestions of change as thinly veiled criticism. Any attempts to reinforce that they may need to change their habits can lead to feelings of anger, annoyance, and resistance. Most people cherish their individual freedom and don't want to be told that they're not acceptable

as they are. Everybody is flawed, but it can hurt to hear that your efforts aren't cutting it.

So what exactly are the circumstances in which direct advice is warranted? First, examine your intentions, ensuring that you're giving advice for the right reasons. When advice is given in service of your own superiority complex, as part of a need to feel better than that person, or to make the person feel negatively about him or herself, it does more harm than good. Second, determine whether your friend actually requires guidance or simply needs a sympathetic listening ear. There are times when you should hold your tongue and let the therapeutic power of venting do the heavy lifting.

If you do decide to give someone advice, it's essential to devise an appropriate avenue of approach. Delivering effective advice in a kind way is truly an art form. One of the most renowned American figures, Benjamin Franklin, was a frequent advisor whose acknowledgements of his peers' supposed inadequacies were met with pride, simply because he didn't treat them as insults.

You might study his method of imparting words of wisdom and imitate some of his techniques for influencing people to openly listen. For example, in "The Whistle," Franklin displays a gift for using self-deprecating humor to make the advice he offers more palatable to the reader. It's certainly easier to consider monumental personal growth when your advisor openly admits to being imperfect and human too.

The next time you want to intervene with a troubled friend, take a moment to consider your approach and ask yourself this: what's the best way to give advice?

Blast Writing Prompt: Write about a time you gave someone advice. Your response should be at least 2 to 3 paragraphs.

Some questions to consider: Did they ask for the advice? Or was it unsolicited? Did the advice turn out to be good advice, or bad advice? Would you do it differently if you had a chance? If so how? Are you glad you got involved? Or do you wish you'd stayed out of it? Why or why not?

B. “The Whistle” Vocabulary: Use a dictionary (paper or online) or context clues from the excerpt to define the **bold** words.

They laughed at me so much for my folly that I cried with vexation .	
The reflection gave me more chagrin than the whistle gave me pleasure.	
The miser gave up the joys of benevolent friendship for the sake of accumulating wealth.	
I met a man who sacrificed every laudable improvement of the mind in favor of pursuing sensations.	
I met a man who sacrificed his fortune for corporeal sensations, ruining his health in the process.	

Write the correct vocabulary word in the blank.

vexation chagrin benevolent laudable corporeal

1. We made an appointment at the spa to indulge in _____ pleasures.
2. The food bank received a generous contribution from a local business because of that company's _____ president.
3. The hard-to-see parts inside the machine caused us _____ as we tried to repair it.
4. I raised my hand, but then felt _____ when I realized I didn't know the answer.
5. Doctors appreciate that celebrity's _____ efforts to publicize the health risks of smoking.

* * *The Whistle* * *

- 1 To Madame Brillon,
- 2 ...I am charmed with your description of Paradise, and with your plan of living there; and I approve much of your conclusion, that, in the meantime, we should draw all the good we can from this world. In my opinion we might all draw more good from it than we do, and suffer less evil, if we would take care not to give too much for whistles. For to me it seems that most of the unhappy people we meet with are become so by neglect of that caution.
- 3 You ask what I mean? You love stories, and will excuse my telling one of myself.
- 4 When I was a child of seven years old, my friends, on a holiday, filled my pocket with coppers. I went directly to a shop where they sold toys for children; and being charmed with the sound of a whistle, that I met by the way in the hands of another boy, I voluntarily offered and gave all my money for one. I then came home, and went whistling all over the house, much pleased with my whistle, but disturbing all the family. My brothers, and sisters, and cousins, understanding the bargain I had made, told me I had given four times as much for it as it was worth; put me in mind what good things I might have bought with the rest of the money; and laughed at me so much for my folly, that I cried with **vexation**; and the reflection gave me more **chagrin** than the whistle gave me pleasure.
- 5 This, however, was afterwards of use to me, the impression continuing on my mind; so that often, when I was tempted to buy some unnecessary thing, I said to myself, Don't give too much for the whistle; and I saved my money.
- 6 As I grew up, came into the world, and observed the actions of men, I thought I met with many, very many, who gave too much for the whistle.
- 7 When I saw one too ambitious of court favor, sacrificing his time in attendance on levees, his repose, his liberty, his virtue, and perhaps his friends, to attain it, I have said to myself, this man gives too much for his whistle.
- 8 When I saw another fond of popularity, constantly employing himself in political bustles, neglecting his own affairs, and ruining them by that neglect, "He pays, indeed," said I, "too much for his whistle."
- 9 If I knew a miser, who gave up every kind of comfortable living, all the pleasure of doing good to others, all the esteem of his fellow-citizens, and the joys of **benevolent** friendship, for the sake of accumulating wealth, "Poor man," said I, "you pay too much for your whistle."
- 10 When I met with a man of pleasure, sacrificing every **laudable** improvement of the mind, or of his fortune, to mere **corporeal** sensations, and ruining his health in their pursuit, "Mistaken man," said I, "you are providing pain for yourself, instead of pleasure; you give too much for your whistle."
- 11 If I see one fond of appearance, or fine clothes, fine houses, fine furniture, fine equipages, all above his fortune, for which he contracts debts, and ends his career in a prison, "Alas!" say I, "he has paid dear, very dear, for his whistle."
- 12 When I see a beautiful sweet-tempered girl married to an ill-natured brute of a husband, "What a pity," say I, "that she should pay so much for a whistle!"
- 13 In short, I conceive that great part of the miseries of mankind are brought upon them by the false estimates they have made of the value of things, and by their giving too much for their whistles.

- 14 Yet I ought to have charity for these unhappy people, when I consider that, with all this wisdom of which I am boasting, there are certain things in the world so tempting, for example, the apples of King John, which happily are not to be bought; for if they were put to sale by auction, I might very easily be led to ruin myself in the purchase, and find that I had once more given too much for the whistle.
- 15 Adieu, my dear friend, and believe me ever yours very sincerely and with unalterable affection.

* * *

C. Think Questions & Letter Summary

Think Questions

1. In the first paragraph, Franklin states his belief. He then goes on to support his point in the later paragraphs. What is his basic belief? What advice is he giving his friend? Use evidence from the text to support your answer.
2. What childhood event upset Franklin so much that he “cried with vexation?” Use specific details from the text to support your answer.
3. How does Franklin connect the characters of the miser, the man of pleasure, and the man who is fond of appearance? Refer to evidence in the text to support your response.

Letter Summary: Fill in the blanks.

1. In paragraph 4, Franklin tells a story about a time he went to a toy shop and bought a _____. He was very proud, but his family told him he had paid _____. In paragraph 5, Franklin explains the lesson he learned. When he is tempted to _____, he reminds himself not to give too much for _____. As a result, he saved _____.
2. Throughout the rest of the letter, Franklin repeats the phrase “give too much for _____.” He uses this phrase to show that some people _____ to achieve meaningless things.
3. In paragraphs 7 through 12, Franklin uses the following structure: he says who the person is, what the person _____, the cost, and finally connects back to _____. The author uses this to emphasize the letter’s life lesson which is: _____.
4. In paragraph 11, Franklin repeats the word _____ to emphasize the _____ some people have in the face of temptation.
5. Franklin’s mention of “the apples of King John” in paragraph 14 is important because it shows that even Franklin could _____ his own advice and wisdom. Even if people know what is best for them, they still might be _____ by material things.
6. In paragraphs 7–11, Franklin implies ambition, popularity, money, sensual pleasures, and the finer things in life are _____ when they are pursued to the extreme and cause a person to _____.

D. Grammar Review: Subject-Verb Agreement

A verb must agree with its subject in person and number. In the present tense, add -s or -es to the base form for the third-person singular.

SINGULAR	PLURAL
She jumps .	They jump .
He watches	They watch .

In verb phrases, the helping verbs *be*, *have* and *do* change form to agree with third-person subjects.

SINGULAR	PLURAL
It is green.	They are green.
He was sick.	There were sick.
He has fallen down.	They have fallen down.

Write the correct verb in the blank.

1. Many people _____ disgusted by insects. [is, are]
2. However, understanding insects _____ people enjoy them. [helps, help]
3. For example, the cricket _____ a fascinating creature. [is, are]
4. Everyone _____ the cricket's song. [has heard, have heard]
5. The cricket's musical organs _____ on the base of its wing. [is, are]
6. Scientists _____ them stridulating organs. [calls, call]
7. *Stridulate* _____ from a Latin word meaning "to creak." [comes, come]
8. Crickets _____ by scraping their wings together. [sing, sings]
9. Most insect musicians _____ males. [is, are]
10. Scientists _____ that they sing to attract females. [assumes, assume]
11. _____ you know that cockroaches have probably been on the planet longer than human beings? [Does, Do]
12. Many horror movies _____ with giant insects [deals, deal]
13. The movie *Them* _____ a story about giant ants. [tells, tell]
14. Supposedly, the ants' gigantism _____ by nuclear radiation. [was caused, were caused]
15. An entire army _____ to wipe out the ants. [was needed, were needed]
16. Thousands _____ fighting the monstrous creatures. [was killed, were killed]
17. People _____ fascinated by stories of strange and impossible events. [seems, seem]
18. Maybe these stories _____ us face fears that are more real. [helps, help]
19. What _____ the popularity of horror movies reveal about our need to cope with a variety of frightening circumstances? [does, do]
20. We _____ by terrorism and strange disease. [is threatened, are threatened]
21. Environmental changes _____ havoc in some areas of the world. [is wreaking, are wreaking]
22. Natural catastrophes _____ suffering and damage. [causes, cause]
23. Maybe scary movies _____ us to cope better with these events. [enables, enable]

E. Writing Prompt: Imagine you're writing a letter to an advice columnist about a time you "paid too much for a whistle." Write a letter telling your personal story **and then** respond as if you were the advice columnist. *If you can't think of a real event, then you can do a fictional event.*

The organizers are being included to help you frame your letters, but you do not have to use them.

Letter **from you** to the advice columnist:

Dear _____

I am writing for advice about

I really enjoy _____, but this is causing problems in my life because

My conflict comes from believing I must choose between

What should I do?

[Signature]

Letter **from advice columnist** to you.

Dear _____,

Thank you for sharing your story with me. After carefully considering your situation, I think you should

Let me explain further by sharing a story with you that might help you better understand my advice.

Remember, life doesn't have to be all or nothing.

I sincerely hope you find this advice helpful.

[Signature]