



Caruthersville High School



Alternative Method of Instruction (AMI)

Course: Freshman English 1

AMI Week: Week 3-5 April 13-May 1

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Day 1: Textual Evidence

Directions: Read the following and then answer the questions using textual evidence.

Choice: A Tribute to Martin Luther King, Jr. by Alice Walker

In 1960, my mother bought a television set...And then, one day, there appeared the face of Dr. Martin Luther King, Jr. What a funny name. I thought. At the moment I first saw him, he was being handcuffed and shoved into a police truck. He had dared to claim his rights as a native son, and had been arrested. He displayed no fear, but seemed calm and serene, unaware of his own extraordinary courage. His whole body, like his conscience, was at peace... He was The One. The Hero. The One Fearless Person for whom we had waited. I hadn't even realized before that we had been waiting for Martin Luther King, Jr...but we had. And I knew it for sure when my mother added his name to the list of people she prayed for every night. I sometimes think that it was literally the prayers of people like my mother and father, who had bowed down in the struggle for such a long time, that kept Dr. King alive until five years ago. For years we went to bed praying for his life, and awoke with the questions, "Is the 'Lord' still here?" The public acts of Dr. King you know. They are visible all around you. His voice you would recognize sooner than any other voice you have heard in this century—this in spite of the fact that certain municipal libraries, like the one in downtown Jackson, do not carry recordings of his speeches, and the librarians chuckle when asked why they do not. You know, if you have read his books, that his is a complex and revolutionary philosophy that few people are capable of understanding fully or have the patience to embody in themselves. Which is our weakness, which is our loss... You know of the prizes and awards that he tended to think very little of. Any you know of his concern for the disinherited: the American Indian, the Mexican-American, and the poor American white—for whom he cared very much... But add to all of these things the one thing that seems to me second to none in importance: He gave us back our heritage. He gave us back our homeland: the bones and dust of our ancestors, who may now sleep within our caring and our hearing...He gave us full-time use of our woods, and restored our memories to those of us who were forced to run away, as realities we might each day enjoy and leave for our children. He gave us continuity of place, without which community is ephemeral. He gave us home.

Circle the letter of the correct answer:

- _____ 1. In paragraph 5, what does the word embody mean?
- a. Wait one's turn
 - b. Provide an example
 - c. Discuss intelligently
 - d. Invest wisely
- _____ 2. To whom is the narrator referring when she says that "we had waited"?
- a. Native Americans
 - b. African Americans
 - c. The Walker family
 - d. The King family
- _____ 3. According to the passage, Dr. King's voice
- a. Can be heard on recordings in the Jackson library
 - b. Had a sound of weakness and loss
 - c. Won him many awards, which he treasured
 - d. Is easily recognized by most people
- _____ 4. When did the narrator realize that Dr. Martin Luther King, Jr. was such an important person?
- a. When he began to receive his awards
 - b. When her mother started praying for him
 - c. When she first saw him on television
 - d. When his first book was published
- _____ 5. Why would King's conscience have been "at peace"?
- A. His conscience was part of his body, which was at peace.
 - b. He felt hope that he would achieve what he fought for.
 - c. He believed what he was fighting for was just.
 - d. He believed in equality through peaceful means.

Open Response: Describe how King looked and acted when he was taken to jail. Use TWO details from the passage to support your answer. (Your answer should be around 5 sentences.)



COVID-19 Scrapbook Directions

Make a digital PowerPoint or hands-on scrapbook of your experiences during the COVID-19 outbreak. If your ancestors had made a scrapbook of their experiences during the pioneer days, or the Great Depression, wouldn't you want to see it? You can make something for your descendants, so they can know what this bizarre experience was like.

What Should I Include?

Prompt Ideas: You can respond to these prompts using paragraphs, drawings, clipart, printed news clippings, small items, videos, etc. Make certain that when you use drawings, clipart, printed news clippings, small items, videos, etc. that you add a paragraph explaining what it is, why you used it, and how it impacted your family and the community.

1. What's in the news
2. My predictions
3. What I can do to help my family
4. What are my worries
5. Photos from my COVID-19 experience
6. Most people in the USA came from another country and settled here. Find out your countries of origin and create a page spread based on news from those parts of the world. If you are multicultural, then just pick one culture or continent to focus on.
7. What do you miss most?
8. Moments of hope
9. Something you learned about your family
10. How things have changed
11. How do you feel about our leaders during this crisis?
12. The beauty around your home and neighborhood
13. Memorial page if you know someone who suffered in this crisis
14. What can you say in a drawing/painting that you cannot say in words?
15. What should we as a world have done to prevent this?
16. Do an artwork that includes an image of the COVID-19 Virus
17. Blackout poetry (A blackout poem is when a poet takes a marker (usually black marker) to already established text—like in a newspaper—and starts redacting words until a poem is formed.)
18. Other kinds of poetry
19. Things that have gotten better because of this experience (hint: look up articles about the environment and pollution)

20. Trips to the grocery store
21. What you do for fun or to pass the time
22. Cancelled vacations
23. Doing school from home
24. What you would do if you were in charge (of school, the CDC, the country, the WHO, whatever)
25. How do you feel about this?
26. What is changing for you?
27. Who is the most anxious person you know? How are they coping?
28. What kinds of things are your family saying/thinking/doing?
29. Are there people you can't visit right now but would like to?
30. Creative solutions you've come up with or seen done
31. "Old" people suddenly using more technology
32. What's the number one concern you have about all this?
33. What mattered to you several weeks ago that seems trivial now?
34. What used to seem like no big deal but seems huge now?
35. What items are scarce?
36. Write a short story, song, or poem centered around the pandemic.
37. What music are you listening to?
38. What are you watching or reading?
39. Funny (clean) memes and jokes
40. A picture or description of something you thought you'd never see
41. A typical old daily schedule compared to your typical daily schedule now
42. Anything else you can come up with, as long as it's related to life during this experience

How Much Should I Include?

Everyone who chooses to do a scrapbook needs to meet at least the yellow row of requirements below, because we know we will miss at least that much school. If for some reason we have to miss past May 4, then you will have a new packet to work on for English.

Weeks of School That Could b Done by AMI Scrapbook Activity	Minimum total number of pages (the more weeks we're home, the longer your scrapbook should be)	Minimum total number of prompts that should be included	Minimum total number of capitalized, punctuated, complete paragraphs that should be included.
Week 3 (April 13-17)	6	6	6
Week 4 (April 20-25)	10	10	10
Week 5 (April 27-May 1)	15	15	15