

GRACE ABOUNDING

The Core Knowledge Anthology of African-American Literature, Music, and Art



Teacher Kit Unit I



GRACE ABOUNDING

The Core Knowledge Anthology of African-American Literature, Music, and Art

Please Read

Editor's Note

About the Teacher Resource Kits

For each of the four major literary units in *Grace Abounding* there is a corresponding Teacher Resource Kit, which includes Lesson Plans, Reading Check Tests, Vocabulary Tests, and answer keys. Please find the forementioned sections in the bookmark tab of your Teacher Resource Kit PDF.

Copyright Information.

The purchase of a Grace Abounding Teacher Kit grants to the teacher (Purchaser) the right to reprint materials as needed for use in the classroom. For instance, Student Handouts and other assessments may be reproduced as needed by Purchasers for use in the classroom or as homework assignments. Materials in the Teacher Kits may not be reproduced for commercial purposes and may not be reproduced or distributed for any other use outside of the Purchaser's classroom without written consent from the Core Knowledge Foundation.

Lesson Plans

With the lesson plans, teachers can target major language arts objectives while giving students exposure to important African-American writers, thinkers, and activists.

The first page of each lesson plan is for the teacher's reference only and should be used in planning for a day's lesson. The first page usually includes basic information about the lesson (e.g., objectives, time allotment, and content), a "mini-lesson" that contains basic information and terminology the students should know as well as examples for the teacher to write on the board and use as the basis of discussion and instruction.

Each lesson also contains at least one **Student Handout** and often two or more. The expectation is that teachers will make photocopies for all students. **Please note that these are not designed to be used as assessments but rather as instruction tools.** In many cases, depending on students' familiarity with a particular topic, teachers may decide to complete the Student Handouts as a class or in small group. Others can be assigned as homework, but generally it is assumed that the students will be allowed to access *Grace Abounding* and other resources (e.g. dictionaries or grammar books) when completing the exercises. However, if students are familiar with a topic, such as independent vs. dependent clauses, then teachers are encouraged to use the handouts for review or as assessments. In short, teachers are expected to use the lesson plans as they see fit in their classrooms.

There is a lesson plan for every literary selection in *Grace Abounding*; these lessons can provide a strong foundation for a language arts curriculum, particularly in grades 5–9. A lesson plan is based on its corresponding literary selection but it is not necessarily directly related to it. For example, Lesson 1.5 covers personal pronouns, and the Student Handout that accompanies the lesson. Please refer to the Table of Contents at the front of each Lesson Plans section for specific grammar, writing, and research topics. Generally, the lessons increase in complexity as you move from Unit 1 to Unit 4 in the book. However, the Teacher Resource Kits have been designed with the knowledge that most teachers will not be teaching *Grace Abounding* from cover to cover; therefore, the lesson plans are designed to give teachers maximum flexibility as they integrate *Grace Abounding* into various parts of the curriculum.

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Reading Check Tests

All reading checks contain three parts: one page of basic recalling questions, one page of interpreting questions, and a short assessment essay.

These are intended, primarily, as a means to check whether students have read the selection, assuming it was assigned for homework. That is not to say, however, that students should not be allowed to refer back to the text in order to answer questions. If a student has read the selection then they should be able to complete the questions on the Reading Check in less than ten minutes, whether they refer back to the text or not. Students should be allowed 10–15 minutes to complete the assessment essays, although some may be suitable as longer take-home assignments, and a few require only a paragraph or so in order to formulate a thoughtful response.

Vocabulary Tests

Many selections in *Grace Abounding* contain Vocabulary in Place boxes, the majority of which contain words that every student should learn. The selections are useful for exposing the students to essential vocabulary, and the tests can be used to help solidify it as practical knowledge.

There are vocabulary tests for every selection in *Grace Abounding* that contains vocabulary glosses. A few selections, particularly in Unit 1, contain no vocabulary glosses and therefore no corresponding vocabulary activity. These are indicated in the Table of Contents for the Vocabulary Tests in each unit. There are several basic types of vocabulary activity, and some selections—particularly the more advanced and lengthier essays—have been divided into multiple tests. Selections intended for younger grades include simple vocabulary activities, such as word finds or crossword puzzles. Other vocabulary tests are multiple choice or fill in the blank, with several variations on each basic model.

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Unit I



Unit I Lessons

- 1.1 “The Origin of African Proverbial Wisdom”
Subject-Verb Pairs (Complete Sentences)
Independent and Dependent Clauses
 - 1.2 “All Stories are Anansi’s”
Tense Types
 - 1.3 “How Many Spots Does a Leopard Have?”
Punctuation
 - 1.4 “The White Man and the Snake”
Sentence Fragments
 - 1.5 “Tug of War”
Personal Pronouns
 - 1.6 “Talk”
Clauses and Phrases
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Independent and Dependent Clauses
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Avoiding the Passive Voice
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GRACE ABOUNDING

The Core Knowledge Anthology of African-American Literature, Music, and Art

Unit 1

Lesson Plan 1.1 | “The Origin of African Proverbial Wisdom”

Lesson Objective: Identify complete sentences and distinguish independent from dependent clauses

Time: Forty minutes

Lesson Content: Read sentences, independent clauses, and dependent clauses from the selection, identifying the subjects, verbs, and types of clauses.

Lesson Overview: Many of the sentences and clauses in the folktale are in subject-verb order. The same structure is also common in the proverbs themselves. This selection is good to use for finding and identifying sentences and clauses.

Mini Lesson 1: Subject-Verb Pairs

Example: Anansi’s son, Ntikuma, was a light sleeper.

The subject of this sentence is *son*. The verb is *was*. After students have identified the subject and verb, have them write another sentence using the same subject and verb.

Mini Lesson 2: Clauses

All clauses have both a subject and a verb, but only an independent clause can function on its own as a sentence. Dependent clauses function as nouns, adjective, or adverbs within a sentence.

Independent Clause: Emily jogs every morning.

Independent + Independent: Emily does not play any sports, but she jogs every morning.

The word *but* in the sentence above is a **coordinating conjunction**, or connecting word that precedes an independent clause. A comma is needed before a coordinating conjunction when the second part of the sentence is an independent clause.

Dependent + Independent: Emily jogs every morning as long as the weather is okay.

The word *as* and the phrase *as long as* are known as **subordinating conjunctions**, which are used to join a dependent clause to the independent clause.

Key Terminology

Independent clause. A clause in a sentence that contains at least a subject and a verb and can stand alone as a complete sentence; also known as the main clause

Dependent clause. A clause that cannot stand alone as a full sentence and functions as a noun, adjective, or adverb within a sentence; also known as the subordinate clause

Coordinating Conjunction. A connecting word that precedes an independent clause. These include the words *and*, *but*, *for*, *nor*, *or*, *so*, and *yet*.

Subordinating Conjunction. A word or phrase that joins a dependent clause to an independent clause. Common subordinating conjunction are *after*, *although*, *as*, *as if*, *because*, *before*, *even if*, *even though*, *how*, *if*, *in order to*, *since*, *so that*, *than*, *that*, *though*, *unless*, *until*, *whatever*, *when*, *whenever*, and *while*.

GRACE ABOUNDING*The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 1****Student Handout 1.1 | “The Origin of African Proverbial Wisdom”**

For each of the sentences below:

- 1. List the **subject-verb pairs**. (Be aware that some subjects have more than one verb.)*
 - 2. Underline all **independent clauses**.*
 - 3. Circle any **dependent clauses**.*
 - 4. List all **coordinating conjunctions and/or subordinating conjunctions**.*
-

1. Perhaps his father, Nyame, gave Anansi all of this wisdom in order that he might share it with everyone else.
 2. Once upon a time, Kwaku Anansi possessed all the wisdom in the world.
 3. He fastened a rope to the jug and set off toward the forest early one morning before anyone else was awake.
 4. Anansi’s son, Ntikuma, was a light sleeper.
 5. Hearing his father tiptoe past, Ntikuma followed, for he did not want his father to hide all the wisdom.
 6. Anansi dragged the jug over the grassy savanna and across the river until he finally reached the deep, dark forest.
 7. Well, Anansi nearly fell out of that tree, jug and all.
 8. He was angry that his son had followed and spied on him.
 9. The jug crashed to the forest floor, and all the wisdom was flung around the world.
 10. Ever since then, people have collected those bits of wisdom and used them to make proverbs.
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Unit 1

Lesson Plan 1.2 | “All Stories Are Anansi’s”

Lesson Objective: Identify verb tenses: past, present, and future. Also, identify the infinitive form of verbs.

Time: Thirty minutes

Lesson Content: Read verbs in the selection, identifying their tenses.

Lesson Overview: Since the story is told in chronological order from an omniscient narrator’s point of view, the verb tenses are fairly easy to identify. Be sure to remind students that different tenses used to describe a single action or state of being will confuse the reader and make one’s writing unclear. Also, use this lesson to discuss the infinitive form of verbs, which are not affected by the tense.

Mini Lesson: Tense Types

Past Tense: He **read** aloud while she **sewed**. Soon, he **was** asleep.

Present Tense: She **writes**.

Future Tense: He **will ride** the bike.

Infinitive Form: Her goal is **to go** boldly where no one has gone before.

Key Terminology

Past tense. A verb tense used to express an action or a condition that occurred in or during the past

Present tense. The verb tense expressing action in the present time

Future tense. A verb expressing future time

Infinitive Form. The base form of a verb, with no indication of tense

Unit 1

**Student Handout 1.2** | “All Stories are Anansi’s”

Underline all verbs in each sentence. Identify the tense or verb form by writing past, present, future, or infinitive underneath the underlined verb.

1. In the beginning, all tales and stories belonged to Nyame, the Sky God.
 2. The Sky God said: “I am willing to sell the stories, but the price is high.”
 3. “Do you think you can do it?”
 4. “My price is three things.”
 5. “For these things I will sell you the right to tell all stories.”
 6. He went home and made his plans.
 7. “Why do you stay in the rain that is falling?”
 8. The hornets answered: “Where shall we go?”
 9. He said: “My wife is stupid.”
 10. “But I’m sure that if I bring you out, I will have no thanks for it.”
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Unit 1

Lesson Plan 1.3 | “How Many Spots Does a Leopard Have?”

Lesson Objective: Punctuate dialogue correctly

Time: Thirty minutes

Lesson Content: Edit dialogue by correctly using quotation marks and other punctuation.

Lesson Overview: Since most of the story is a dialogue between Leopard and Crocodile, students can easily observe the format and punctuation of dialogue in a published piece of literature. They must use quotation marks, add commas before quotes, and start a new speaker’s words in a new paragraph. After they finish the exercise, you may choose to have students write their own dialogue between folktale characters using proper format and punctuation.

Mini Lesson: Punctuation Check

Sample Conversations:

“How are you today, Karen?” asked Jamal.

“I am fine,” Karen replied, “even though my toe hurts.”

“Really?” asked Jamal. “What happened?”

“I dropped a brick on it this morning.”

Key Terminology

Punctuation. The use of standard marks and signs in writing and printing to separate words into sentences, clauses, and phrases in order to clarify meaning

GRACE ABOUNDING*The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 1****Student Handout 1.3** | “How Many Spots Does a Leopard Have?”

Add the correct punctuation to the passages from the story. The first two have already been done. Notice that in exercises 4–7 there are two speakers.

1. Looking at yourself again, I see. You are the most vain creature in all of creation.
Leopard was not embarrassed. If you were as handsome as I am, if you had such beautiful spots, you, too, would be vain.
“Looking at yourself again, I see. You are the most vain creature in all of creation.”
Leopard was not embarrassed. “If you were as handsome as I am, if you had such beautiful spots, you, too, would be vain.”
2. Good morning, Leopard Crocodile said.
“Good morning, Leopard,” Crocodile said.
3. Spots! Who needs spots? You’re probably so in love with your spots that you spend all your time counting them.
4. Perhaps you will count them for me, Crocodile?
Not on your life! answered Crocodile.
5. Good morning, Weasel. Would you count my spots for me?
Who? Me? Count? Sure. One-two-three-four.
6. Well, if you ask at the lake when all the animals come to drink, you will find someone who can count.
You are right, Weasel! And I will give a grand prize to the one who tells me how many spots I have.
7. Bear counted as far as twenty-nine this time and then stopped suddenly. Now, what comes after twenty-nine?
I believe thirty does, offered Turtle.
8. That’s right! exclaimed Bear. Now, where did I leave off?
9. The animals started arguing again. You’d better start again, suggested Cow.
10. It’s simple, he concluded. Leopard has only two spots—dark ones and light ones.

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Unit 1

Lesson Plan 1.4 | “The White Man and the Snake”

Lesson Objective: Identify sentence fragments.

Time: Thirty minutes

Lesson Content: To recognize a sentence fragment, students must be able to recognize a complete idea, or a subject and a verb that expresses the action of the subject.

Lesson Overview: Students will see the difference between short sentences and sentence fragments. They will learn to combine groups of words to make complete sentences from sentence fragments. A sentence fragment will be missing either a subject or a verb, or it will have a subordinating conjunction—such as *when*, *after*, *because*, or *before*—that indicates a relationship and therefore makes the group of words a sentence fragment until it is joined with the dependent clause that completes its meaning.

Mini Lesson: Sentence Fragments

Complete Sentence: Marie went to the market.

Subject = Marie Verb = went

Sentence Fragment: To get some dog food. (Missing a subject and a verb.)

After he went to the movies. (Contains the subordinating conjunction *after*.)

Key Terminology

Sentence. An independent grouping of words that has an identifiable subject or implied subject and a predicate containing a verb

Sentence fragment. A phrase or clause that is punctuated and capitalized as a sentence but does not constitute a sentence because it is lacking a subject, verb, or complement; sometimes fragments contain subordinating conjunctions

Subordinating conjunction. A subject that introduces a dependent clause and implies a relationship to the independent clause; examples include *after*, *because*, *if*, *where*, and *while* (See Lesson 1.1)

GRACE ABOUNDING*The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 1****Student Handout 1.4 | “The White Man and the Snake”**

Determine whether each passage below is a fragment or a complete sentence. If it is a fragment, rewrite it in the space provided, adding words of your own to make it a complete sentence. If it is a complete sentence, write complete in the space provided. The first two have been completed.

1. A man, while traveling in Africa.

A man, while traveling in Africa, came across an elephant with a splinter in its foot.

2. The man lifted the rock off Snake.

Complete

3. Even a weak man.

4. “After I went out of my way to help you.”

5. Who is the wisest of all the animals?

6. When they found him.

7. “The white man is puny.”

8. “Until I see this with my own eyes.”

9. So, the white man, Snake, and Elephant all.

10. “Let’s see the whole thing from the beginning.”
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Unit 1

Lesson Plan 1.5 | “Tug of War”

Lesson Objective: Identify personal pronouns and the persons, places, or things to which they refer.

Time: Thirty minutes

Lesson Content: Determine which pronouns should be used in a sentence by analyzing the subjects to which they refer.

Lesson Overview: “Tug of War” is told from a third person point of view with an omniscient narrator. So, pronouns are plentiful. Students will learn to recognize to whom each pronoun refers and what form the pronoun should take. After they finish the exercise, you might have students write a paragraph with several characters in it and have them use at least five pronouns correctly.

Mini Lesson: Personal Pronouns

Pronouns are substitutes for other words. There are seven major categories of pronouns; this lesson focuses on personal pronouns. There are three types of personal pronouns: subjective, objective, and possessive.

Subjective. The pronoun acts as the subject of the sentence: *I, you, he, she, we, it, and they.*

Example: **He** gave me flowers.

Objective. The pronoun acts as the object of the verb: *me, you, her, him, it, us, and them.*

Example: He gave **me** flowers.

Possessive. The pronoun defines ownership: *mine, yours, theirs, ours, his, hers, and its.*

Example: Now my heart is **his**. (Note: The word *my* in this sentence is a possessive adjective, which is similar to, but not the same as, a possessive personal pronoun; it looks like a pronoun, but it acts as an adjective because it modifies heart.)

Key Terminology

Pronoun. A pronoun can replace another noun or pronoun. A pronoun is the part of speech that substitutes for nouns or noun phrases and designates persons or things asked for, previously specified, or understood from the context.

Referent. Word to which a pronoun refers (See Student Handout)

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Unit 1**Student Handout 1.5 | “Tug of War”**

Read each passage from the selection and fill in the appropriate pronoun(s). Boldface words (in numbers 1–8) are referents, or the words to which the pronouns refer. The first two have already been completed. Please note that, in some sentences, it is possible to use pronouns that differ from those that are used in the actual story. This is fine, as long as students are able to justify their choices by properly identifying the pronoun referents.

1. **Elephant and Hippopotamus** call me ‘friend’ because **I’m** as powerful as they are.
2. **Elephant and Hippopotamus** laughed. “So,” they said, “**Turtle** says we call him ‘friend?’”
3. “**We** don’t call **him** ‘friend.’ _____ is so little that _____ don’t think of _____ at all.”
4. “**They** do not call **me** ‘friend’? Well, _____ will show _____ who is really powerful.”
5. “I call _____ ‘friend’ because that’s what **you** are—right, Elephant?”
6. “**You** are wrong!” rumbled **Elephant**. “And what is this foolishness _____ hear that _____ claim to be as powerful as _____ am?”
7. “Now, **Elephant**,” said **Turtle**, “just listen. Yes, _____ call _____ ‘friend,’ and yes, _____ say _____ are equal.”
8. “Now, if _____ pull **you** down, **I** am greater. If you pull _____ down, _____ are greater.”
9. “Oh, friend, I’m here!” shouted Turtle. “Come out of the water and give your friend a proper greeting, why don’t _____?”
10. “So, Turtle,” said Hippopotamus, “_____ are equal after all. _____ were right, my friend.”

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Unit 1

Lesson Plan 1.6 | “Talk”

Lesson Objective: Distinguish Phrases from Clauses

Time: Thirty minutes

Lesson Content: To identify a clause by noticing that it has both a subject and a verb; to identify a phrase by noticing that it has either no subject or no verb (or neither)

Lesson Overview: The folktale “Talk” contains sentences with multiple subjects and verbs, so without knowing what a compound or complex sentence is, the student can learn to distinguish phrases from clauses. Through this exercise, teachers can also make students aware that varying sentence structure can make their writing more interesting. Students will read groups of words from the story and label each as a phrase or a clause. You can also have students write their own sentences using both phrases and clauses.

Mini Lesson: Identifying Clauses and Phrases

A clause is relatively easy to identify. If it has a subject and a predicate, then it is a clause. (A **predicate** is the part of the sentence that gives information about the subject and which must contain a verb).

There are noun phrases, verb phrases, and prepositional phrases. While it is not necessary for younger students to distinguish different types of phrases, it is important that they learn to distinguish phrases from clauses.

Noun Phrase. Serves as a noun, or the object of a verb, and usually contains an adjective

Example: He is **the person you need to meet**. He is **my best friend**.

Verb Phrase. Consists of a verb, its direct or indirect object, and any adverbs that modify it

Example: The play **has already started**. John **thinks we should go to the movies**, instead.

Prepositional Phrase. Contains a preposition (relates a noun or pronoun to another part of the sentence, such as *on, of, at, since, onto, over, and between*)

Example: The deer jumped **over the fence**.

Sample Sentence: I didn’t know that the dog ran through the yard.

Phrase: *through the yard*

Clause: *the dog ran through the yard*

Key Terminology

Phrase. Two or more words in sequence that form a syntactic unit that is less than a complete sentence

Clause. A group of words containing a subject and a predicate and forming part of a compound or complex sentence

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Unit 1**Student Handout 1.6 | “Talk”**

Read each group of words and determine whether it is a phrase or a clause. If it is a clause, write the subject and verb. If it is a phrase, list any nouns, verbs, and/or adjectives that it contains. The first two have already been completed.

1. not far from the city of Accra

phrase not far (adj.), city (n.)

2. a country man went out to his garden

clause man (sub.), went (v.)

3. While he was digging

4. You never weeded me

5. Just then

6. on the trail

7. he asked them

8. no reason at all

9. Oh, yes it is

10. a talking yam

11. to dig yams

12. And my fish trap said

13. You'd run too

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Unit 1

Lesson Plan 1.7 | “Great Hymn to the Aten”

Lesson Objective: Identify Dependent and Independent Clauses

Time: Thirty minutes

Lesson Content: To recognize a dependent clause, which has a subject and a verb but does not express a complete idea; to recognize an independent clause, which has a subject and a verb and does express a complete idea

Lesson Overview: Although this is an epic poem and not a piece of prose, it is made up of proper sentences, some of which contain dependent clauses, independent clauses, or both. Students can read these lines of poetry as sentences and distinguish between the different clause types. Having completed this exercise, students may be prepared to write their own sentences that contain independent and dependent clauses. Tell them that writing is much more interesting to read if the sentence structure is varied. (See Lesson 1.1 for more details on dependent and independent clauses.)

Mini Lesson: Distinguishing Clauses

Sample Sentence: My sister cried because she scraped her knee.

In the sentence above, *my sister cried* is an independent clause because it can stand alone as a sentence. The rest of the sentence is a dependent clause because it cannot stand alone; it modifies the independent clause by explaining why “my sister” cried.

Key Terminology

Dependent clause. A clause that cannot stand alone as a full sentence and functions as a noun, adjective, or adverb within a sentence; also known as the subordinate clause

Independent clause. A clause in a sentence that contains at least a subject and a verb and can stand alone as a complete sentence; also known as the main clause

GRACE ABOUNDING*The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 1****Student Handout 1.7** | “Great Hymn to the Aten”

Label each clause as a dependent or independent clause. The first one has been completed.

1. You rise in the lightland of the sky
independent
 2. You have dawned in the eastern highland

 3. Though You are far

 4. Though seen by them

 5. One could steal the goods from under their heads

 6. When the child emerges from the womb to breathe
 on the day of his birth

 7. You open wide his mouth to supply his needs

 8. When it is complete

 9. With everything upon Earth that walks on legs

 10. Their skins are distinct

 11. With waves beating on the mountains like the sea

 12. You made the seasons

 13. So that all that You made may come to life

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Unit 1



Lesson Plan 1.8 | from *Sunjata*

Lesson Objective: Recognize Simple, Compound, and Complex Sentences

Time: Thirty minutes

Lesson Content: Recognize a **simple sentence**, which has a subject and a verb and expresses one complete idea; recognize a **compound sentence**, which has two complete ideas separated by either a comma or a semi-colon; recognize a **complex sentence**, which has a dependent clause and an independent clause

Lesson Overview: Students will read lines from the poem and identify them as simple, compound, or complex sentences. They will use the concepts they learned in the previous lesson about dependent and independent clauses. They will use their understanding of subjects and verbs. They will be able to recognize complete ideas and thus identify independent clauses.

Mini Lesson: Types of Sentences

Simple. The cat purred.

Compound. The problem was difficult, but I finally found the answer.

Complex. When I saw what you had done, I was happy.

Key Terminology

Simple sentence. A sentence having no coordinate or subordinate clauses

Compound sentence. A sentence of two or more coordinate independent clauses, often joined by a conjunction or conjunctions

Complex sentence. A sentence with an independent clause and at least one dependent clause

GRACE ABOUNDING*The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 1****Student Handout 1.8** | from *Sunjata*

Read each passage from the poem and identify it as a simple, compound, or complex sentence. These sentences are taken directly from Sunjata, but they have been revised from their original format in order to produce sentences with standard capitalization and line breaks.

1. Leave the smith and me together. simple
 2. When she had got herself ready, she left the land of Manding and went to the land of Susu.

 3. Night fell, and he and the woman were in his house. _____
 4. When he said that, his mother heard it. _____
 5. "I'm going because your mother is driving me away." _____
 6. "If they put that on the tip of an arrow and shoot it at this hill, they will kill my father."

 7. His heart palpitated, and he fell silent. _____
 8. It did not answer everybody, but it would answer the person for whom it had been laid down.

 9. When they had prepared this arrow, they gave it to Sankarang Madiba Konte. _____
 10. The griots called him "the red arrow firer of Manding." _____
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Unit 1

Lesson Plan 1.9 | from *The Interesting Narrative of Olaudah Equiano*

Lesson Objective: Changing verbs from passive to active voice

Time: Thirty minutes

Lesson Content: To recognize passive voice and to change it to active voice

Lesson Overview: Students will read revised passages from the poem, which have verbs in passive voice. Students will then transform the verbs into active voice to restore the sentences to vibrancy. Explain to students that when using passive voice, the verb comes before the subject.

Mini Lesson: Don't Be Passive

Consider the following sentence: “The ball was struck by the batter.” In this case, as in many others, the sentence would be stronger with the subject in the first position: “The batter struck the ball.” While there are some cases—particularly in poetry or during a dramatic scene in a story—the passive voice can actually enhance the mood of the piece. However, in most writing, it is best to make each sentence as clear as possible for the reader, which means eliminating unnecessary words. That said, sentences formed in the passive voice are usually grammatically correct, but overuse of the passive voice can make a piece of writing cumbersome and confusing.

Passive: The town was destroyed by the tornado.

Active: The tornado destroyed the town.

Passive: The most points were scored by the blue team.

Active: The blue team scored the most points.

Passive: A new place is what they need to find.

Active: They need to find a new place.

Key Terminology

Passive voice. A verb form or voice used to indicate that the grammatical subject is the object of the action or the effect of the verb

Active voice. Indicating that the subject of the sentence is performing or causing the action expressed by the verb

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Unit 1**Student Handout 1.9** | from *The Interesting Narrative of Olaudah Equiano*

Read the passages below, and rewrite them in active voice.

1. It is believed by me that it is difficult for those who publish their own memoirs to escape the imputation of vanity.
 2. Disputes were decided and crimes were punished by those *Embrenche*, or chief men, for which purpose they always assembled together.
 3. Their mode of marriage is thus:—both parties are usually betrothed when young by their parents, (though I have known of the males to betroth themselves).
 4. She is then delivered by her parents to the bridegroom.
 5. This gives our dances a spirit and variety which have scarcely been seen by me elsewhere.
 6. Many musical instruments are played by my people.
 7. *The Interesting Narrative of Olaudah Equiano* was written by Olaudah Equiano.
 8. The usual seats are a few logs of wood; but benches are had by us, which are generally perfumed, to accommodate strangers; these compose the greater part of our household furniture.
 9. Few manufactured goods did we have.
 10. I remembered, too, that great sacks were carried along by them.
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Unit I



Unit I Reading Check Tests

- 1.1 “The Origin of African Proverbial Wisdom”
 - 1.2 “All Stories are Anansi’s”
 - 1.3 “How Many Spots Does a Leopard Have?”
 - 1.4 “The White Man and the Snake”
 - 1.5 “Tug of War”
 - 1.6 “Talk”
 - 1.7 *Great Hymn to the Aten*
 - 1.8 from *Sunjata*
 - 1.9 from *The Interesting Narrative of Olaudah Equiano*
-

Unit 1

**Reading Check 1.1** | A Sampling of African Proverbial Wisdom

Recall the facts. *Circle the best answer for each question.*

1. What is one common definition of *wisdom*?
 - a. ability to judge what is true or right
 - b. ability to make good decisions
 - c. knowledge of many subjects
 - d. knowledge that comes from experience

 2. What is another definition of *wisdom*?
 - a. all the knowledge that humankind has
 - b. the body of knowledge that one group of people has
 - c. all the knowledge that is written down by one group of people
 - d. the body of knowledge that is passed on by the elders of a group of people

 3. What is a proverb?
 - a. a story that expresses wisdom
 - b. a short saying from the Bible
 - c. a short familiar saying that expresses the wisdom of a group of people
 - d. a story that is widely known

 4. Why did Ntikuma follow his father to the forest?
 - a. He wanted to protect his father.
 - b. His father wanted his help at the biggest tree.
 - c. He was bored that morning and became curious about his father's behavior.
 - d. He did not want all the wisdom to be kept hidden from the people.

 5. What happened after Ntikuma called out to Anansi at the baobab tree?
 - a. Anansi fell out of the tree.
 - b. Anansi threw the jug full of wisdom at his son.
 - c. Anansi put the jug of wisdom on his back so he could climb better.
 - d. Anansi freely gave the jug back to everyone else because he was so ashamed of being greedy.
-

GRACE ABOUNDING*The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 1****Reading Check 1.1 | A Sampling of African Proverbial Wisdom****Interpretation.** *Circle the best answer for each question.*

-
6. How does a child gain wisdom?
 - a. by listening to people in his or her community
 - b. by being born to wise parents
 - c. by reading stories and textbooks
 - d. by following directions

 7. What does the proverb “Love thy neighbor as thyself” mean?
 - a. Fall in love easily.
 - b. Love your friends as you love yourself.
 - c. Love other people as you love yourself.
 - d. Love your family as you love yourself.

 8. How was Ntikuma different from his father, Anansi?
 - a. He was not sneaky.
 - b. He was not greedy.
 - c. He was more intelligent.
 - d. He was less careful.

 9. Why are proverbs important to students of literature?
 - a. They are the original way people used language to share wisdom.
 - b. They are the basis of religious thought and morality.
 - c. They taught early people how to appreciate civilized life and human intellect.
 - d. They show how people thought about each other before the invention of writing.

 10. Which of these is not a proverb?
 - a. Do not follow the person who is running away.
 - b. Ghana is on the west coast of Africa.
 - c. The fool speaks; the wise man listens.
 - d. If you run after two hares, you will catch neither.
-

GRACE ABOUNDING*The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 1****Reading Check 1.2** | “All Stories Are Anansi’s”**Recall the facts.** *Circle the best answer for each question.*

1. Who is a major character in West African folklore?
 - a. Ashanti
 - b. Jamaica
 - c. Anansi
 - d. Togo

 2. The spider stories are believed to have originated with the ____ people.
 - a. Ashanti
 - b. Anansi
 - c. Antilles
 - d. Arapaho

 3. Where are all the stories in the beginning of “All Stories Are Anansi’s”?
 - a. The Sky God keeps them.
 - b. Anansi keeps them.
 - c. They are for sale in Mmboro.
 - d. They are in a dry gourd, a calabash.

 4. How does Anansi get the hornets into the gourd?
 - a. He sprays them with water.
 - b. He lures them with honey.
 - c. He offers them shelter inside it.
 - d. He excites their curiosity.

 5. What does the python think Anansi wants?
 - a. to know if his wife is right or wrong
 - b. to know if he should keep his bamboo pole
 - c. to capture the snake
 - d. to win all the stories
-

GRACE ABOUNDING*The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 1****Reading Check 1.2** | “All Stories Are Anansi’s”**Interpretation.** *Circle the best answer for each question.*

-
6. Who were the Ashanti people?
 - a. They were the followers of the god Ashanti.
 - b. They were the inhabitants of Ghana for about four hundred years, up until 1900.
 - c. They were a group of wise men and women who ruled West Africa.
 - d. They were a group of tricksters who worshipped spiders.

 7. What do the West African folk stories portray as heroic qualities?
 - a. beauty and charm
 - b. wealth and power
 - c. cleverness and trickiness
 - d. health and physical strength

 8. Based on what you know about Anansi’s traits and the cultural values of West Africa, choose the reason Anansi wants all the stories:
 - a. He wants to know everything.
 - b. He knows how powerful the stories will make him.
 - c. He can sell them and become rich.
 - d. The Sky God keeps them too far away from the people.

 9. What characteristic does Anansi have that allows him to capture the three animals?
 - a. He is clever.
 - b. He is strong.
 - c. He is fearless.
 - d. He is beautiful.

 10. Why might the leopard, the python, and the bees be valuable captives for Nyame, the Sky God?
 - a. They are dangerous to spiders.
 - b. They are hurtful toward humans.
 - c. They are egg layers.
 - d. They are able to live in trees.
-

Unit 1

**Reading Check 1.3** | “How Many Spots Does A Leopard Have?”

Recall the facts. *Circle the best answer for each question.*

1. Animism is the belief that all things in nature are inhabited by _____.
 - a. humans
 - b. bacteria
 - c. spirits
 - d. wisdom

 2. Totemism is the belief that each clan or individual has a _____ connection to one animal.
 - a. material
 - b. emotional
 - c. spiritual
 - d. mental

 3. Why doesn't Leopard count his own spots?
 - a. He would rather look at his reflection.
 - b. He likes to have people wait on him.
 - c. He doesn't know how to count.
 - d. He doesn't care how many spots he has.

 4. Who has counted to the highest number, 50?
 - a. Bear
 - b. Mule
 - c. Elephant
 - d. Turtle

 5. What do many of the animals realize as the counting attempts continue?
 - a. that counting is pointless
 - b. that counting is fun
 - c. that their fellows can't count any more than they themselves can
 - d. that they are all learning how to count
-

Unit 1

**Reading Check 1.3** | “How Many Spots Does A Leopard Have?”

Interpretation. *Circle the best answer for each question.*

6. Why did Muslims and Christians discourage animism?
 - a. because Muslims and Christians believe there is only one god, not many
 - b. because plant and animal gods would not be consistent with industrial growth
 - c. because animists practice human sacrifice
 - d. because both Muhammad and Christ preached that humans were closer to God than animals

 7. How is a folktale, such as this fable, different than a myth?
 - a. A folk tale is about humans.
 - b. A fable is about how things work in nature.
 - c. A folk tale is not about gods.
 - d. A fable is for young children, while a myth is for people of all ages.

 8. Why can't Leopard tell if Weasel counted spots correctly?
 - a. Weasel purposely tricked Leopard.
 - b. Leopard doesn't know what real counting looks like.
 - c. Leopard cannot see behind himself, where Weasel is counting.
 - d. Leopard is too vain to care about counting.

 9. In what way is Elephant correct when he uses the term “multiplication”?
 - a. He is correct that 2×10 is a multiplication problem.
 - b. Multiplication is the only way to count Leopard's spots.
 - c. Multiplication is how Leopard got all his spots.
 - d. He is correct that there are more than 10 spots on Leopard.

 10. What is Leopard's feeling as he awards the prize to Rabbit?
 - a. relieved
 - b. frustrated
 - c. jealous
 - d. proud
-

GRACE ABOUNDING*The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 1****Reading Check 1.5** | “Tug of War”

Recall the facts. *Circle the best answer for each question.*

1. What do the tricksters Anansi the Spider, Turtle, and Hare have in common?
 - a. They are cute.
 - b. They are funny.
 - c. They are generous.
 - d. They are small.

 2. Which of these characteristics do Elephant and Hippo most disrespect about Turtle?
 - a. vanity
 - b. talkativeness
 - c. eagerness
 - d. small size

 3. How does Turtle find out Elephant and Hippo do not think of him as a friend?
 - a. He hears them say it to others.
 - b. Other animals tell him.
 - c. Hippo and Elephant are mean to him.
 - d. Hippo writes him a nasty letter.

 4. What does Elephant think when he starts to pull hard against the vine he is holding?
 - a. that Turtle is pulling at the other end
 - b. that Hippo is pulling at the other end
 - c. that he is much stronger than Hippo
 - d. that the vine will break

 5. What happens when the vine breaks?
 - a. Turtle and Elephant run and hide.
 - b. Elephant and Hippo run and hide.
 - c. Elephant and Hippo tumble down.
 - d. Turtle and Elephant tumble down.
-

Unit 1

Reading Check 1.5 | “Tug of War”

Interpretation. Circle the best answer for each question.

6. What character trait is most valued by fans of the trickster tales?
 - a. grace
 - b. cleverness
 - c. perseverance
 - d. independence

 7. What makes Turtle the protagonist of the folktale?
 - a. The action of the story centers around his words and behavior.
 - b. He is the smartest creature.
 - c. He is the only creature who acts alone without help from other characters.
 - d. He has the most difficult challenge to face in the story.

 8. Why does Turtle say Hippo and Elephant are his friends when they are not?
 - a. He wants to believe he has the support of powerful animals in the community.
 - b. He wants to trick Hippo and Elephant into a battle with him, so he can get rid of them.
 - c. He is afraid of the other animals.
 - d. He thinks that if he says they are his friends, they will like him more.

 9. Which of the following sayings expresses best the strategy Turtle uses?
 - a. The bigger they are the harder they fall.
 - b. It takes a village.
 - c. Fear no evil.
 - d. Divide and conquer.

 10. What do you predict will happen if Turtle, Hippo, and Elephant remain best friends?
 - a. Turtle will become a better fighter.
 - b. Hippo and Elephant will become enemies.
 - c. Hippo and Elephant will hear from Turtle the trick he played on them.
 - d. The other animals will want to play tug of war with Turtle.
-

GRACE ABOUNDING*The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 1****Reading Check 1.6 | “Talk”**

Recall the facts. *Circle the best answer for each question.*

1. What were the major crops grown by the Ashanti farmers?
 - a. corn and beans
 - b. cacao and yams
 - c. wheat and alfalfa
 - d. potatoes and leeks

 2. What does the yam complain about?
 - a. not being weeded
 - b. not being taken to market
 - c. not being talked to
 - d. not being watered

 3. Who does the farmer first tell about what happened with the yam?
 - a. the priest
 - b. the fisherman
 - c. the dog
 - d. the weaver

 4. What contradicts what the weaver says?
 - a. the bundle of cloth
 - b. the yam
 - c. the gazelle
 - d. the loom

 5. What speaks last in the folktale?
 - a. the yam
 - b. the chief’s stool
 - c. the branch
 - d. the cloth
-

Unit 1

**Reading Check 1.6** | “Talk”

Interpretation. *Circle the best answer for each question.*

6. Who would tell a folktale among the Ashanti people?
 - a. mother
 - b. father
 - c. storyteller
 - d. priest

 7. Which of the following beliefs does “Talk” express?
 - a. Buddhism
 - b. Christianity
 - c. Islam
 - d. animism

 8. Which of the following literary techniques does the story NOT use?
 - a. dialogue
 - b. repetition
 - c. first-person narrative
 - d. third-person narrative

 9. What does each human require before he reacts to the problem?
 - a. visual proof
 - b. direct experience
 - c. written word
 - d. a full explanation

 10. What do you know upon finishing the story?
 - a. what the chief will do
 - b. what the people will do
 - c. nothing
 - d. what the farmer will do
-

GRACE ABOUNDING*The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit I****Reading Check I.7** | “Great Hymn to the Aten”

Recall the facts. *Circle the best answer for each question. (You may refer to the text to answer questions.)*

1. How was Amenhotep IV different from the previous pharaohs of Egypt?
 - a. He taught that there was only one sun.
 - b. He taught that the earth was round.
 - c. He taught that there were many gods.
 - d. He taught that there was one god.

 2. In Lines 35 and 36 of Section I, the birds praise *Aten's ka*, which is what?
 - a. warmth
 - b. light
 - c. spirit
 - d. flight

 3. According to the last part of Section II, what is the difference between the Nile River that Aten created for Egypt and the Nile River that flows to other countries?
 - a. The Egyptian Nile comes from the sun, but the Nile in other countries comes from the earth.
 - b. Egypt's Nile River comes from the Netherworld, but the Nile in other countries flows from heaven.
 - c. The Egyptian Nile comes from the Mediterranean Sea, but the other Nile comes from Cairo.
 - d. Egypt's Nile comes from Heaven, but the other Nile comes from Earth.

 4. In Lines 10 and 11 of Section III, the praise poem says Aten “made millions of forms from” what?
 - a. Earth
 - b. the Nile
 - c. Aten
 - d. heaven

 5. What happens (according to Line 26 in Section III) when Aten sets?
 - a. Work stops.
 - b. Plants die.
 - c. The Nile freezes.
 - d. People suffer.
-

GRACE ABOUNDING*The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 1****Reading Check 1.7** | “Great Hymn to the Aten”**Interpretation.** *Circle the best answer for each question.*

-
6. What happened after Amenhotep IV’s reign?
 - a. Egyptians worshipped Aten.
 - b. Egyptians worshipped many gods.
 - c. Egyptians destroyed religious sites of all kinds.
 - d. The Egyptian government became nonreligious.

 7. In Lines 21 and 22 of Section I, what happens when “Earth’s creator rests”?
 - a. Earth is silent.
 - b. Earth crumbles.
 - c. Earth rejoices.
 - d. Earth freezes.

 8. What does the phrase “The Aten as Doer” tell you is most important to Amenhotep IV?
 - a. expression
 - b. action
 - c. compassion
 - d. power

 9. Because he did not require their help understanding god, Amenhotep IV made enemies among whom?
 - a. the people
 - b. the priests
 - c. the Nubians
 - d. the Syrians

 10. For whom is the praise in the last verse of this praise poem?
 - a. Nefertiti
 - b. Akenaten IV
 - c. Re
 - d. the pharaoh’s son
-

GRACE ABOUNDING*The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 1****Reading Check 1.8 | Sunjata****Recall the facts.** *Circle the best answer for each question.*

1. From which present-day country does the Sunjata legend come?
 - a. Sudan
 - b. Mande
 - c. Mali
 - d. Sumanguru

 2. Who causes any army that attacks Susu to be destroyed?
 - a. the king's father, the jinn
 - b. the king, a blacksmith
 - c. the king's living mother, Dabi
 - d. the king's dead mother, Susuo

 3. What is the trade, occupation, of Sumanguru?
 - a. soldier
 - b. builder
 - c. blacksmith
 - d. miner

 4. What does Sumanguru do that causes Nyakaleng Juma to go to the wash-place?
 - a. kills the Senegalese coucal bird
 - b. falls silent
 - c. reaches for her hand
 - d. looks at his mother

 5. With what magic thing does Sunjata's sister get the king to think she's still nearby?
 - a. a korte ring
 - b. a red arrow
 - c. a white chicken
 - d. a pot of water
-

GRACE ABOUNDING*The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 1****Reading Check 1.8 | Sunjata****Interpretation.** *Circle the best answer for each question.*

-
6. What is the term for a long poem that tells a story about heroes and/or of a people and also tells about their way of life?
 - a. epic
 - b. griot
 - c. sonnet
 - d. legend

 7. Which of the following is NOT a character trait of Nyakhaleng Juma Suukho, Sunjata's sister?
 - a. physical strength
 - b. beauty
 - c. bravery
 - d. intelligence

 8. In the 1200s, there were blacksmiths because human beings had learned to mold what with fire?
 - a. wood
 - b. cloth
 - c. metal
 - d. crystal

 9. What emotion does the listener/leader feel when, in Line 81, Sumanguru stops in midword and has a rapid heartbeat?
 - a. shame
 - b. joy
 - c. anxiety
 - d. love

 10. What was the most important heroic quality displayed in this epic by the character Sunjata?
 - a. wisdom
 - b. courage
 - c. physical strength
 - d. beauty
-

GRACE ABOUNDING*The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 1****Reading Check 1.9** | *The Interesting Life of Olaudah Equiano***Recall the facts.** *Circle the best answer for each question.*

1. Who was Olaudah Equiano?
 - a. an enslaved African writer
 - b. a Revolutionary War soldier
 - c. an early American minister
 - d. an African-American teacher

 2. What does Equiano refer to himself as in the beginning of the autobiography?
 - a. a saint
 - b. an obscure individual
 - c. a hero
 - d. a tyrant

 3. In Essaka, the village where Equiano was born, the people were governed by whom?
 - a. local chiefs
 - b. the king of Benin
 - c. British colonists
 - d. no one

 4. The food and wealth of Equiano's African village were which of these?
 - a. corn, potatoes, and alfalfa
 - b. yams, bananas, and cherries
 - c. bullocks, goats, and poultry
 - d. sheep, pigs, and fish

 5. How did Olaudah's people treat slaves in their village?
 - a. much like other villagers
 - b. as if they were prisoners guilty of terrible crimes
 - c. like guests to be honored and pampered
 - d. like cattle or goats
-

GRACE ABOUNDING*The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 1****Reading Check 1.9** | *The Interesting Life of Olaudah Equiano***Interpretation.** *Circle the best answer for each question.*

-
6. Why is this account of life in Guinea during the slave trade so important to historians?
 - a. It was written in Africa.
 - b. Few firsthand accounts were written about traditional African life during the slave trade.
 - c. It was written by an American during the time of African slave trade.
 - d. It was published in a country that was very active in slave trade, Great Britain.

 7. The chief men decided disputes and punished crimes according to the law of ____
 - a. retaliation.
 - b. survival.
 - c. the white men.
 - d. the capital of Benin.

 8. How did Equiano feel about “his people being totally unacquainted with spirituous liquors”?
 - a. contemptuous
 - b. proud
 - c. amused
 - d. angry

 9. What did Equiano want European readers to realize about slavery?
 - a. It is good for uncivilized people.
 - b. It is bad for civilized people.
 - c. It is bad for all people.
 - d. It is good for all people.
-

GRACE ABOUNDING

The Core Knowledge Anthology of African-American Literature, Music, and Art,

Unit 1

READING CHECK ANSWER KEY

A Sampling of African Proverbial Wisdom

1. a, 2. b, 3. c, 4. d, 5. b, 6. a, 7. c, 8. b, 9. a, 10. b,

Possible Essay Response: The proverb means that I have to get myself out of whatever trouble I put myself in. For example, if I spend too much money, I have to work harder to earn money. If I eat too much unhealthy food, I have to feel sick for a day or two until the food is digested.

All Stories Are Anansi's

1. c, 2. a, 3. a, 4. c, 5. a, 6. b, 7. c, 8. b, 9. a, 10. b,

Possible Essay Response: I know how to set up a kitchen to prepare meals, and I learned this art from my mother, my sisters and my roommates over the years. I know how to write and send a letter. I learned this art from my mother and my grandmothers. I know how to drive a car. I learned this art from my father and my driver's education teacher in high school.

How Many Spots Does A Leopard Have?

1. c, 2. c, 3. c, 4. a, 5. c, 6. a, 7. c, 8. b, 9. a, 10. b,

Possible Essay Response: Leopard is very vain. He thinks about what other animals think of him too much and goes to great lengths not to appear stupid. He wastes a lot of time and energy doing this and ends up feeling foolish anyway and not getting the answer to his question.

Tug of War

1. d, 2. d, 3. b, 4. a, 5. c, 6. b, 7. a, 8. a, 9. a, 10. c,

Possible Essay Response: Agree. People are social animals and would prefer to work with friends than with strangers. Once he proves himself with Hippo and Elephant, they include him in their group, and he

becomes more powerful in the community. However, his power is not secure because it is based on the lie that he won the tug of war fairly. If he is found out, he will be put into an even less powerful position in the community. He'll be shown to be both small and dishonest.

Talk

1. b, 2. a, 3. b, 4. a, 5. b, 6. c, 7. d, 8. c, 9. b, 10. c,

Possible Essay Response: The way the dialogue follows the actions of characters so quickly and naturally is what makes it funny to me.

Great Hymn to the Aten

1. d, 2. c, 3. b, 4. c, 5. a, 6. b, 7. a, 8. b, 9. b,

10. b, Possible Essay Response: Maybe, if the ruler had almost no ego and thus little attachment to material wealth or human relationships.

from Sunjata

1. c, 2. a, 3. c, 4. b, 5. a, 6. a, 7. a, 8. c, 9. c, 10. a,

Possible Essay Response: He has valuable information, a wise mother, a powerful father with magical powers, and a fortified city. He fails to use them because he is blinded by desire for the woman.

The Interesting Life of Olaudah Equiano

1. a, 2. b, 3. a, 4. c, 5. a, 6. b, 7. a, 8. b, 9. c, Possible

Essay Response: Yes, scientists have found genetic evidence of ancient humans whose remains have the same basic cell structure as humans today. There are genetic links as well as linguistic links among all the groups of people living today that time them to the first homo sapiens that lived millions of years ago.

GRACE ABOUNDING

The Core Knowledge Anthology of African-American Literature, Music, and Art

Unit I



Unit I Vocabulary Tests

- 1.1 “The Origin of African Proverbial Wisdom”
 - 1.2 “All Stories are Anansi’s”
 - 1.3 “How Many Spots Does a Leopard Have?”
 - 1.6 “Talk”
 - 1.7 *Great Hymn to the Aten*
 - 1.8 from *Sunjata*
 - 1.9 from *The Interesting Narrative of Olaudah Equiano*
-

Unit 1

Vocabulary Test 1.2 | “All Stories Are Anansi’s”

In the box of scrambled letters, find an eight-letter vocabulary word from the folktale “All Stories Are Anansi’s.” The word you are looking for means “a gourd that comes from a white-flowered fruit tree and can be hollowed out and used as a cup.” The word may appear vertically or horizontally, but not diagonally.

N	A	B	C	D	O	R	Q
E	V	U	A	B	R	K	U
X	A	B	L	N	S	H	A
P	R	U	A	R	C	A	L
A	L	A	B	D	R	I	G
U	R	S	A	B	N	U	A
R	E	E	S	I	S	H	U
T	U	R	H	E	M	I	L

GRACE ABOUNDING

The Core Knowledge Anthology of African-American Literature, Music, and Art

Unit 1**Vocabulary Test 1.3** | “How Many Spots Does the Leopard Have?”

Choose the word that best completes each sentence.

1. Janine’s tennis serve is (superb, supine), but she needs to work on her backhand.
2. The boy’s eyes were wide with (rapture, rupture) as he splashed under the mountain waterfall.
3. Claire is so (vain, vague) that she cannot go to work with a bad haircut.
4. Melissa is (eclectically, eminently) talented as a flutist.
5. The pony’s eyes gazed (painfully, plaintively) toward the sweet grass, which was out of its reach on the other side of the river.
6. With its delicate features and satiny coat, the female panther was (quiescent, exquisite).

GRACE ABOUNDING*The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 1****Vocabulary Test 1.6 | “Talk”**

Choose from the list of words below to complete the paragraph. Write your answer in the spaces below the passage.

weaver

ford

gazelle

wheeze

refrain

scowling

Marsha has been a _____ of fine fabrics for fifteen years. Last week, she sketched a pattern that contained a _____ standing in a river _____. A _____, angry hippo blocks the gentle animal’s path and warns her back with a _____ and a snort. She stands back with one foreleg curled up because she must _____ from drinking while the hippo threatens her.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

GRACE ABOUNDING*The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 1****Vocabulary Test 1.7** | “Great Hymn to the Aten,” Part 1*Circle the word that best completes each sentence.*

1. After his win, the swimmer threw his wet hair back off his face and gave his coach a ____ smile.
 - a. radical
 - b. distinct
 - c. radiant
 - d. redolent
2. At first, you might assume that there is ____ in an ant colony, but on closer inspection you will find that every ant’s behavior is perfectly ordered.
 - a. callous
 - b. chaos
 - c. chamber
 - d. kinetic
3. Queen Kate stayed in her ____ all afternoon and worried about the problems of her country.
 - a. chartreuse
 - b. chambray
 - c. chamber
 - d. chancel
4. A hummingbird can ____ in the air because its wings whip back and forth so rapidly.
 - a. sustain
 - b. descend
 - c. rouse
 - d. hover

Choose from the words in the list to complete the paragraph. Write your answers in the space below the passage.

dispel
 frisk (verb)
 fare (verb)
 dart (verb)
 adoration

Kent and the rugby team wanted to _____ the rumors that they were angry bullies. So they decided to _____ around like puppies to amuse the younger kids at the park. The team seemed to _____ well in their efforts. Even the shyest little children began to _____ back and forth like minnows among the players. By late afternoon the group was happy and relaxed together. The rugby team’s new, small friends gazed at them in open _____.

5. _____

8. _____

6. _____

9. _____

7. _____

GRACE ABOUNDING*The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 1****Vocabulary Test 1.7** | “Great Hymn to the Aten,” Part 2*Choose from the words in the list to complete the paragraph. Write your answers in the space provided.*

nourish

sustain

ascend

rouse

toil

1. _____

4. _____

2. _____

5. _____

3. _____

A stalk of celery can _____ the body with carbohydrates and some vitamins. However, celery will not _____ human energy very long. Look at the food pyramid. Vegetables like celery are just above grains and pasta. Now let your eyes _____ on the pyramid to the protein level. Try a piece of salmon or even some cubed tofu with your greens. Protein foods can _____ your energy and strengthen muscle fibers. With that extra power, you can _____ for hours without getting tired.

Circle the letter of the word that best completes each sentence.

6. Stanley felt _____ after his cool shower with peppermint soap.
- relinquished
 - rejuvenated
 - resistant
 - reliable
7. Blue cheese has a _____ flavor.
- distinguished
 - disturbed
 - distilled
 - distinct
8. Must we now _____ to the lowest cavern without a torch?
- descend
 - dispel
 - distort
 - desist
9. Another big rainstorm will _____ the ground to its saturation point.
- drain
 - drill
 - drench
 - drought

GRACE ABOUNDING*The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 1****Vocabulary Test 1.8 | Sunjata**

Choose from the words in the list below to complete the paragraph. Write your answers in the spaces below the passage.

fortified (past participle)

fell (verb)

palpitate

conceive

The cavalry captain ordered his men to _____ trees in preparation for battle against the fierce Comanche. The camp would soon be _____ with sturdy oak logs to stop burning arrows and charging mustangs. The captain could feel his heart _____ with both fear and excitement. He could _____ of no other outcome than his enemy's defeat and his army's victory over them.

1. _____

2. _____

3. _____

4. _____

GRACE ABOUNDING*The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 1****Vocabulary Test 1.9** | “My Early Life”from *The Interesting Narrative of the Life of Olaudah Equiano, Part 1**Choose the word that best completes each sentence.*

-
1. With grim silence and a stormy stare in his direction, Margaret made clear her _____ of the cheating player.
 - a. appreciation
 - b. imputation
 - c. aggravation
 - d. impertinence

 2. Jason tossed his cap and curled his upper lip, which displayed his _____ without him having to utter a word.
 - a. idleness
 - b. exultation
 - c. affability
 - d. impertinence

 3. Shane cannot _____ his pet chicken to the butcher’s knife.
 - a. consign
 - b. betroth
 - c. foment
 - d. adduce

 4. Adam said he would _____ over Nick in the chess match because Nick has not been playing very long.
 - a. dispose
 - b. prevail
 - c. ascribe
 - d. reproach

 5. Karl will _____ Angela in the spring, and perhaps they will have an outdoor wedding late in August.
 - a. betroth
 - b. foment
 - c. reproach
 - d. adduce
-

GRACE ABOUNDING*The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 1****Vocabulary Test 1.9** | “My Early Life”from *The Interesting Narrative of the Life of Olaudah Equiano, Part 1**For each of the following vocabulary words, circle the word that is the best SYNONYM for that word.*

6. VICINITY

- a. neighborhood
- b. municipality
- c. enclave
- d. development

7. PROCURE

- a. prepare
- b. obtain
- c. protect
- d. produce

8. PROFUSION

- a. abundance
- b. proliferation
- c. infestation
- d. exultation

Circle the definition that best matches each vocabulary word.

9. DOWRY

- a. Money or property brought by a bride to her husband on the occasion of her marriage
- b. Money or property brought by a husband to his bride on the occasion of his marriage
- c. Clothing and linens purchased by a bride on the occasion of her marriage
- d. Clothing and linens brought by a bride’s new mother-in-law on the occasion of the bride’s marriage

10. DISPOSE

- a. To direct
- b. To arrange
- c. To upset
- d. To deal

11. TILLAGE

- a. Soil
- b. Harvest
- c. The cultivation of land
- d. Contents of a cash register

12. HUSBANDRY

- a. The practice of being a husband
- b. The practice or act of vegetable and fruit farming
- c. The practice or act of hunting wild game
- d. The practice or act of breeding and raising livestock

GRACE ABOUNDING*The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 1****Vocabulary Test 1.9** | “My Early Life”from *The Interesting Narrative of the Life of Olaudah Equiano, Part 2**Choose the vocabulary word that best matches each definition.*

-
- | | |
|---------------------------------|--|
| a. heinous | 1. ___ The state of being attractive |
| b. habituated (past participle) | 2. ___ Full of grief; sad |
| c. idleness | 3. ___ The state of being easy and pleasant |
| d. comeliness | 4. ___ Shockingly evil; abominable |
| e. incontinence | 5. ___ To promote the growth of; incite |
| f. affability | 6. ___ The act of expressing grief; mourning |
| g. avarice | 7. ___ The act of being unfaithful or unchaste;
lack of restraint |
| h. foment | 8. ___ Accustomed to |
| i. lamentation | 9. ___ Laziness |
| j. doleful | 10. ___ Criticism; disapproval |
| k. vicissitude | 11. ___ Greed; a great desire for wealth |
| l. reproach | 12. ___ A sudden or unexpected change |
-

GRACE ABOUNDING

The Core Knowledge Anthology of African-American Literature, Music, and Art

Unit 1**Vocabulary Test 1.9** | “My Early Life”from *The Interesting Life of Olaudah Equiano*, Part 3

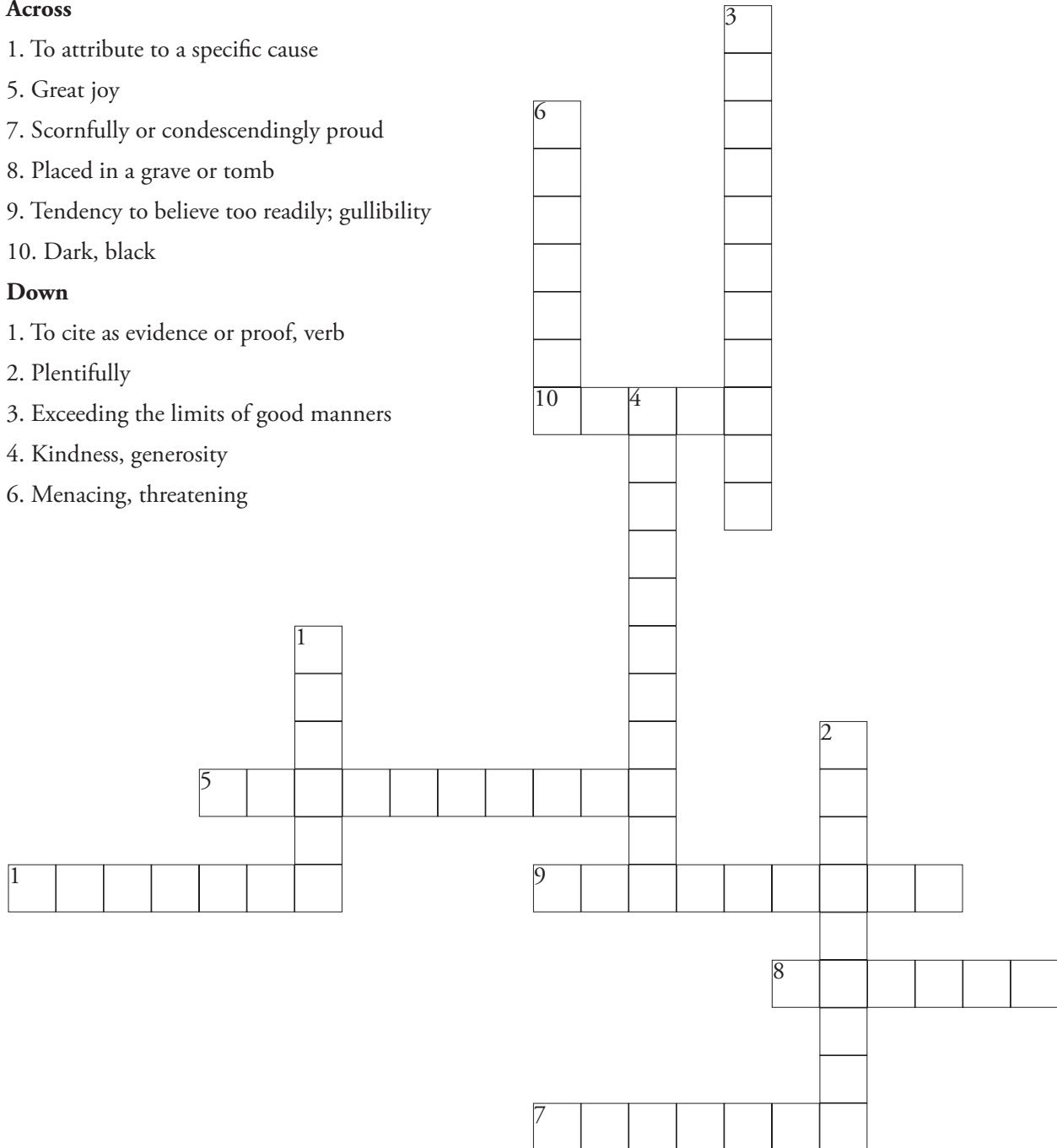
Read each definition and write the matching vocabulary word where it belongs in the crossword puzzle. The first word across and the last word down are given to you.

Across

1. To attribute to a specific cause
5. Great joy
7. Scornfully or condescendingly proud
8. Placed in a grave or tomb
9. Tendency to believe too readily; gullibility
10. Dark, black

Down

1. To cite as evidence or proof, verb
2. Plentifully
3. Exceeding the limits of good manners
4. Kindness, generosity
6. Menacing, threatening



GRACE ABOUNDING

The Core Knowledge Anthology of African-American Literature, Music, and Art,

Unit 1

VOCABULARY ANSWER KEY

All Stories Are Anansi's

ANSWER: calabash

How Many Spots Does the Leopard Have?

1. superb 2. rapture 3. vain 4. eminently 5. plain-
tively 6. exquisite

Talk

1. weaver 2. gazelle 3. ford 4. scowling 5. wheeze 6.
refrain

Great Hymn to the Aten Part 1

1. c 2. b 3. c 4. d 5. dispel 6. frisk 7. far 8. dart 9.
adoration

Great Hymn to the Aten Part 2

1. nourish 2. sustain 3. ascend 4. rouse 5. toil 6. b 7.
d 8. a 9. c

from Sunjata

1. fell 2. fortified 3. palpitate 4. conceive

**“My Early Life” from *The Interesting Narrative of
the Life of Olaudah Equiano, Part 1*** 1. b 2. d 3. a
4. b 5. a 6. a 7. b 8. a 9. a 10. b 11. c 12. d

**“My Early Life” from *The Interesting Narrative of
the Life of Olaudah Equiano, Part 2*** 1. d 2. j 3. f 4.
a 5. h 6. i 7. e 8. b 9. c 10. l 11. g 12. k

**“My Early Life” From *The Interesting Life of Olau-
dah Equiano, Part 3*** Across 1. ascribe 5. exultation
7. haughty 8. buried 9. credulity 10. sable Down 1.
adduce 2. copiously 3. impertinent 4. benevolence
6. ominous