

Vocabulary and Latin Phrases integrated into the Core Knowledge Sequence

Grade Level or Special Area: Seventh Grade, Vocabulary and Latin Phrases

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Length of Unit: This unit consists of five lessons (30 minutes each) that will be repeated for 11 weeks

I. ABSTRACT

This unit takes the vocabulary roots and Latin phrases from the Core Knowledge Sequence and teaches them using the seventh grade literature, history, science, music, art, and math. Students will use a notebook to organize the vocabulary and phrases. They will then use different activities to better understand each word or phrase. At the end of the week they will be tested on the words, using items from the knowledge they have acquired from all of the subjects taught in the Sequence. This unit is easier to teach towards the end of the year, after the students have been exposed to most of the knowledge.

II. OVERVIEW

A. Concept Objectives

1. Students learn and use grade level vocabulary to increase understanding of the English language and be able to read fluently (Utah English/ Language Arts Standard VI).
2. Students will understand the use of Latin phrases that are commonly used in English speech and writing.

B. Content from the *Core Knowledge Sequence*

1. Students should know the meaning of these Latin and Greek words that form common word roots and be able to give examples of English words that are based on them.
 - a. ab, ad, amo, audio, auto, bene, circum, celer, chronos, cresco, cum, curro, demos, erro, ex, extra, facio, fero, fragilis, finis, homos, hyper, hypo, jacio, judex, juro, makros, malus, manus, morphe, neos, pan, pedis, polis, pro, pseudos, re, scribo, sentio, sequor, solvo, specto, strictus, sub, super, syn, tendo, teneo, trans, valeo, veno, voco, volvo, zoon, zoe
2. Students should learn the meaning of the following Latin phrases that are commonly used in speech and writing.
 - b. ad hoc, bona fides, carpe diem, caveat emptor, de facto, in extremis, in medias res, in toto, modus operandi, modus vivendi, persona non grata, prima facie, pro bono publico, pro forma, quid pro quo, requiescat in pace, sic transit gloria mundi, sine qua non, sub rosa

C. Skill Objectives

1. Students use dictionaries to determine meanings of unknown words.
2. Students illustrate vocabulary and phrases to show meaning.
3. Students learn the spelling of words using Greek and Latin roots.
4. Students demonstrate knowledge of seventh grade materials by using the words correctly in context.
5. Students can identify at least one English word that comes from the Latin and Greek roots.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Teachers need to be familiar with all of the seventh grade curriculum in the Core Knowledge Sequence.
- B.
 1. For Students (Identify topics introduced in previous units or grade levels that provide students with necessary prior knowledge.)
 2. Students need to have covered the majority of the seventh grade curriculum in the Core Knowledge Sequence.

IV. RESOURCES

- A. Every student needs a dictionary.
- B. Realms of Gold Volume 2
- C. The Call of the Wild by Jack London
- D. Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson
- E. Cyrano de Bergerac by Edmond Rostand
- F. Diary of a Young Girl by Anne Frank

V. LESSONS

Lesson One: Introducing weekly vocabulary and Latin phrases

This lesson will be given each Monday, the words will change each week, but the lesson will remain the same.

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students learn and use grade level vocabulary to increase understanding of the English language and be able to read fluently (Utah English/ Language Arts Standard VI).
 - b. Students will understand the use of Latin phrases that are commonly used in English speech and writing.
 2. Lesson Content
 - a. Recording vocabulary and phrases for week
 - b. Students can identify at least one English word that comes from the Latin and Greek roots.
 3. Skill Objective(s)
 - a. Students use dictionaries to determine meanings of unknown words.
 - b. Students learn the spelling of words using Greek and Latin roots.
 - c. Students can identify at least one English word that comes from the Latin and Greek roots.
- B. *Materials*
 4. Composition Notebook for each student
 5. Dictionary for each student
 6. Copy of Appendix A for teacher reference
 7. Copy of Appendix B “week 1 vocabulary test, answer key” for teacher reference
- C. *Key Vocabulary*
 1. See Appendix A for week one’s words and phrases.
- D. *Procedures/Activities*
 1. Have the students open their composition notebook to the second page. Each student needs to fold the second page in half, forming two columns on that page. They should now have an open book where the left side has been divided into two columns and the right side is not folded.

2. The student needs to label the top of the left page with Vocabulary Week 1. The far left column needs to be labeled roots, the second column on the left page needs to be labeled vocabulary, and the right hand page needs to be labeled dictionary definition.
3. Each student needs to go to the first line and you need to have them write the first root, origin, and meaning. For example, have them write ab: Latin, away from. Then every student moves to the right column and write the number 1. abdicate, then they go to the next line and write 2. abominable, next line 3. absence. Once all of the vocabulary words have been written then go with that root, go back to the left column and write the next root, follow this pattern until all of the roots and vocabulary has been written down. I like to spend time on how to spell the vocabulary words, because they will have to spell it correctly on Friday's test. We break it into syllables and discuss why it is spelled the way it is (I use the Spalding rules for spelling in my discussion).
4. Once all of the roots and vocabulary are done I have the students write the foreign phrase for that week in column 1, with the definition right next to it.
5. The notebook should look like this:

Vocabulary List 1		
<u>Roots</u>	<u>Vocabulary</u>	<u>Definitions</u>
ab: Latin, away from	1. abdicate	to give up claim
	2. abominable	hateful or horrible
	3. absence	to be away from
ad: Latin to, forward	4. adverb	modifies a verb
continue on in this format		

6. Each student then gets a dictionary and starts writing a complete definition for each vocabulary word on the right hand page.
- E. *Assessment/Evaluation*
1. Check the notebook for completeness, give grade.
 2. Optional- I grade the cursive in the notebook, it is a place where handwriting and neatness counts for me.

Lesson Two: Illustrating weekly vocabulary and Latin phrases

This lesson will be given each Tuesday, the words will change each week, but the lesson will remain the same.

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students learn and use grade level vocabulary to increase understanding of the English language and be able to read fluently (Utah English/ Language Arts Standard VI).
 - b. Students will understand the use of Latin phrases that are commonly used in English speech and writing.
 2. Lesson Content
 - a. Illustrating vocabulary and phrases for the week.
 - b. Reviewing vocabulary and phrases for the week.
 - c. Reviewing spelling of vocabulary for the week.
 3. Skill Objective(s).
 - a. Students illustrate vocabulary and phrases to show meaning.
 - b. Students review the spellings of words using Greek and Latin roots.
- B. *Materials*

1. Composition Notebook for each student
 2. Copy of Appendix A for teacher reference
 3. Copy of Appendix B “week 1 vocabulary test, answer key” for teacher reference.
 4. Copy of Appendix C for each student
- C. *Key Vocabulary*
1. Same vocabulary as Monday.
- D. *Procedures/Activities*
1. Have the students open their composition notebook to yesterday’s work. Spend just a couple of minutes reviewing the vocabulary and phrases, make sure they all have similar definitions.
 2. Pass out a copy of Appendix C to each student make sure you have enough boxes on each students copy for the amount of weekly vocabulary words. For example this week the students will need 13 boxes so you will need 3 copies of the page for each student. The students need to transfer the definitions from the notebook to the worksheet.
 3. When all of the definitions have been transferred then have the students draw a picture for each vocabulary word and phrase. It should be simple and something that can help them remember the word.
 4. If time permits I like to play a game, see Appendix D for a list of spelling and vocabulary games. My favorite one for today is Pictionary.
- E. *Assessment/Evaluation*
1. I wait and collect the worksheet on Friday for a grade. This way the students can continue to study off of the page all week and they will be better prepared for Friday’s test.

Lesson Three: Defining weekly vocabulary and Latin phrases

This lesson will be given each Wednesday, the words will change each week, but the lesson will remain the same.

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students learn and use grade level vocabulary to increase understanding of the English language and be able to read fluently (Utah English/ Language Arts Standard VI).
 - b. Students will understand the use of Latin phrases that are commonly used in English speech and writing.
 2. Lesson Content
 - a. Defining vocabulary and phrases, in student’s own words for the week.
 - b. Creating sentences using vocabulary and phrases for the week.
 - c. Reviewing vocabulary and phrases for the week.
 - d. Reviewing spelling of vocabulary for the week.
 3. Skill Objective(s).
 - a. Students demonstrate knowledge of seventh grade materials by using the words correctly in context.
 - b. Students review the spellings of words using Greek and Latin roots.
- B. *Materials*
1. Copy of Appendix A for teacher reference
 2. Copy of Appendix B “week 1 vocabulary test, answer key” for teacher reference.
 3. Copy of Appendix C for each student. Student’s use the same paper as yesterday.
- C. *Key Vocabulary*

1. Same vocabulary as Monday.
- D. *Procedures/Activities*
1. Have students get out their copy of Appendix C that was started yesterday. Discuss the dictionary definition of each word and help the student's come up with 1-3 word definition that is in their own words. This will help them better understand the word and aid them in studying.
 2. Using Appendix A give the students an idea of how the word might be used from something they studied this year. You can also refer to the Answer Key of the weekly test to get ideas. Have the students write a sentence using the word. I require them to write a sentence using the knowledge they have learned this year.
 3. If time permits I like to play a game, see Appendix D for a list of spelling and vocabulary games.
- E. *Assessment/Evaluation*
1. I wait and collect the worksheet on Friday for a grade. This way the students can continue to study off of the page all week and they will be better prepared for Friday's test.

Lesson Four: Reviewing weekly vocabulary and Latin phrases

This lesson will be given each Thursday, the words will change each week, but the lesson will remain the same.

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students learn and use grade level vocabulary to increase understanding of the English language and be able to read fluently (Utah English/ Language Arts Standard VI).
 - b. Students will understand the use of Latin phrases that are commonly used in English speech and writing.
 2. Lesson Content
 - a. Students review the meaning of vocabulary words using Greek and Latin roots and Latin phrases commonly used in English.
 - b. Students review the spellings of words using Greek and Latin roots.
 3. Skill Objective(s).
 - a. Students learn the spellings of words using Greek and Latin roots.
 - b. Students can identify at least one English word that comes from the Latin and Greek roots.
- B. *Materials*
1. Copy of Appendix A for teacher reference
 2. Copy of Appendix B "week 1 vocabulary test, answer key" for teacher reference.
- C. *Key Vocabulary*
1. Same vocabulary as Monday.
- D. *Procedures/Activities*
1. Since the worksheet is complete and students have spent three days working on meanings and spellings this is a review day. If time permits I play a game one of the games found in Appendix D.
- E. *Assessment/Evaluation*
1. I wait and collect the worksheet on Friday for a grade. This way the students can continue to study off of the page all week and they will be better prepared for Friday's test.

Lesson Five: Test of weekly vocabulary and Latin phrases

This lesson will be given each Thursday, the words will change each week, but the lesson will remain the same.

A. Daily Objectives

1. Concept Objective(s)
 - a. Students learn and use grade level vocabulary to increase understanding of the English language and be able to read fluently (Utah English/ Language Arts Standard VI).
 - b. Students will understand the use of Latin phrases that are commonly used in English speech and writing.
2. Lesson Content
 - c. Students are tested on the meaning of vocabulary words using Greek and Latin roots and Latin phrases commonly used in English.
 - d. Students are tested on the spellings of words using Greek and Latin roots.
3. Skill Objective(s).
 - a. Students spell the words that have Greek and Latin roots.
 - b. Students can identify the meanings of English words that come from the Latin and Greek roots.
 - c. Students demonstrate knowledge of seventh grade materials by using the words correctly in context.

B. Materials

1. Copy of Appendix B “week 1 vocabulary test” for each student.
2. Copy of Appendix B “week 1 vocabulary test, answer key” for the teacher to use while grading.

C. Procedures/Activities

1. Before collecting Appendix C paper for grading, review vocabulary, phrases, and spelling one last time.
2. Pass out the student tests and allow them time to complete. Remind them that they can change the form of the word on page 2 of the test, so the sentence is grammatically correct. When I grade I do not mark the answer wrong if they don't change the word, but I try to help them understand how to do it correctly next time.

D. Assessment/Evaluation

1. Grade the Appendix C worksheet.
2. Grade the Test.

VI. Handouts/ Worksheets

- A. Appendix A Roots, Vocabulary, and Latin Phrases to be used each week
- B. Appendix B Weekly Vocabulary, and Latin Phrases Tests and Answer Keys
- C. Appendix C Weekly worksheet to be used for Vocabulary and Latin Phrases
- D. Appendix D Spelling and Vocabulary games

I. **BIBLIOGRAPHY**

- A. *Core Knowledge Sequence*, Copyright 1998 Core Knowledge Foundation, ISBN 1-890517-20-8
- B. *Realms of Gold: A Core Knowledge Reader Volume Two*, Copyright 2000 Core Knowledge Foundation, ISBN 1-89-0517-23-2
- C. Jack London, *The Call of The Wild*, Dover edition copyrighted 1990, ISBN 0-486-26472-6
- D. Robert Louis Stevenson, *Dr. Jekyll and Mr. Hyde*, 1981 copyright by Bantam Books, ISBN 0-553-21277-x
- E. Anne Frank, *The Diary of a Young Girl*, 1967 copyright by Doubleday, ISBN 0-553-29698-1
- F. Edmond Rostand, *Cyrano de Bergerac*, 1954 copyright by George May companies Inc., ISBN 0-486-41119-2

Appendix A

Vocabulary for Week 1

ab	-abdicate (Russian revolution) -abominable (Dr. J & Mr. Hyde p20) -absence (Dr. J & Mr. Hyde p.9)
ad	-adverb (English grammar) -adjective (English grammar)
amo	-amorous (The Gift of the Magi)
audio	-audience (Cyrano de Bergerac)
auto	-automobile (1920s Henry Ford) -autocracy (Russian Revolution) -autograph (Dr. J & Mr. Hyde p32)
bene	-benefactor (Dr. J & Mr. Hyde p.9)

Latin Phrase for week 1

sub rosa (The Gift of the Magi)

Vocabulary for Week 2

circum	-circumference (Math) -circulation (Dr. J & Mr. Hyde p40) -circled (Call of the Wild p72)
celer	-celerity (Call of the Wild) -accelerate (Secret Life of Walter Mitty) -accelerando (Music terms)
chronos	-chronological (History of Earth) -chronic (Secret Life of Walter Mitty)
cresco	-crescendo (Music term) -decrescendo (Music term)
cum	-accumulate (Diary of Anne Frank) -cumbersome (Call of the Wild)

Latin Phrase for week 2

carpe diem

Vocabulary for Week 3

curro	-cursive/ English (Writing)
demos	-demographic (Geography) -democracy (Russian Revolution)
erro	-erratic (Secret Life of Walter Mitty) -error (Dr. J and Mr. Hyde)
ex	-extinction (Evolution) -exclusion (Dr. J & Mr. Hyde p36)
extra	-extravagant (The Necklace) -extraordinary (Call of the Wild)
facio	-facsimile (1920s production) -effect (Tell-Tale Heart)

Latin Phrase for week 3

persona non grata (Dr. Jekyll and Mr. Hyde)

Vocabulary for Week 4

fero	-fertile/soil (Geography) -ferry (WWII transportation) -confer (government)
fragilis	-fragile (The Necklace clasp) -fragment (war, shrapnel) -frail (Call of the Wild/ Mercedes)
finis	-finish (war/fighting) -finite (Prohibition)
homos	-homonym/ English (grammar) -homogenous (WWII)
hyper	-hypersensitive (Diary of Anne Frank)

Latin Phrase for week 4

in extremis (The Call of the Wild)

in medias res (The Call of the Wild)

Vocabulary for Week 5

hypo	-hypothesis (Science)
jacio	-projector (1920 movies) -reject (artists) -interjections (English)
judex	-judge (1920s, The Monkey Trials) -prejudice (1920 KKK)
juro	-jury (1920s, The Monkey Trials) -judicial (parts of government)
makros	-macrocosm (Science/ Earth)
malus	-malice (Call of The Wild, Spitz) -dismal (Diary of Anne Frank)

Latin Phrase for week 5

in toto (WWII after Pearl Harbor)

modus operandi (Diary of Anne Frank)

Vocabulary for Week 6

manus	-manufacture/1920s factories -manuscript (English/handwriting) -manual (Dust Bowl farmers)
morphe	-morphology (vocabulary) -metamorphosis (Evolution)
neos	-neoclassic (music) -neology (vocabulary)
pan	-Pangaea (History of Earth) -pandemonium (Call of the Wild)
pedis	-pedal (WWII/Jews and bikes) -biped (Evolution)

Latin Phrase for week 6

modus Vivendi (Diary of Anne Frank)

Appendix A

Vocabulary for Week 7

polis - metropolis (US Geography)
 -politics (Government)
 pro -production (1920s factories)
 -progress (1920s)
 pseudos -pseudonym (Dr. J and Mr. H)
 re -reaction (Chemical bonds & Reactions)
 -reduction (Chemical bonds & Reactions)
 -reflected (Dr. J & Mr. Hyde p24)
 scribo -scribe (Cyrano de Bergerac)
 -script/ English (Writing)
 -scripture (Jewish people)
 -scribbler (Cyrano de Bergerac Act II, poets)
 -proscribe (WWII, Jews forbidden)

Latin Phrase for week 7

quid pro quo (The Gift of the Magi)
 Requiescat in Pace (Annabelle Lee)

Vocabulary for Week 8

sentio -sensible (The Necklace)
 -sentry (war)
 sequor -sequel
 -sequence (WWII, bombing)
 solvo -solution(Chemical bonds & Reactions)
 -dissolve (Chemical bonds & Reactions)
 -solvent (Chemical bonds & Reactions)
 specto -spectator (Cyrano de Bergerac)
 -speculate (Stock Market)
 -perspective (The Necklace)

Latin Phrase for week 8

ad hoc
 caveat emptor (Call of the Wild)
 pro forma (The Necklace)

Vocabulary for Week 9

strictus -constricted (War)
 -strict (Prohibition)
 sub -subhuman/WWII Jews
 subject (WWII Hitler subject the Jews)
 -subway (NYC geography)
 -subdue (WWII concentration camps)
 super -supreme (Russian Revolution, Tsar)
 -superpower (America as a World Power)
 -superfluous (Anne Frank)
 syn -synonym (English grammar)
 -syncopate (Music)
 -synchronize (WWII D-day invasion)

Latin Phrase for week 9

bona fides (stock market)
 de facto (WWII, concentration camps)

Vocabulary for Week 10

tendo -tension (Diary of Anne Frank)
 -intense (war)
 -detention (Japanese internment camps)
 teneo -contain(internment & concentration camps)
 -content (Call of the Wild, Buck at end)
 trans -transatlantic/ 1920s Charles Lindberg
 -transfer (concentration camp)
 valeo -prevail (war)
 -valiant (war)

Latin Phrase for week 10

prima facie (WW II)
 sic transit gloria mundi (WW II)

Vocabulary for Week 11

venio -convene (United Nations)
 -intervene (Diary of Anne Frank)
 -event (War)
 voco -vocal (FDR vocal for people)
 -voice (Writing traits)
 Volvo -revolution/ Russian Revolution
 -evolution/ Evolution
 zoon,zoe-protozoa/Evolution

Latin Phrase for week 11

in terrorem (Shooting an Elephant)
 in saecula saeculorum (Shooting an Elephant)

Appendix B

Name _____ Date _____ Score _____

Vocabulary Quiz #1

Root	Origin	Meaning
ab	_____	_____
ad	_____	_____
amo	_____	_____
audio	_____	_____
auto	_____	_____
bene	_____	_____
sub rosa	_____	_____

Vocabulary List

- | | |
|-----------|--|
| _____ 1. | A. all who attend a show/ a formal interview |
| _____ 2. | B. a passenger car |
| _____ 3. | C. hateful or horrible |
| _____ 4. | D. signature |
| _____ 5. | E. it modifies a noun |
| _____ 6. | F. absolute rule by a single person |
| _____ 7. | G. being away from a place |
| _____ 8. | H. those who benefit from someone else |
| _____ 9. | I. to give up a claim |
| _____ 10. | J. it modifies verbs, adjectives, & adverbs |
| _____ 11. | K. loving |
| _____ 12. | L. a book written about your own life |

Appendix B
Vocabulary Quiz #1 continued

Fill in the blanks with the vocabulary words on the list. You may change the tense of the word to make the sentence grammatically correct.

1. I will be part of the _____ when I go to see *Cyrano de Bergerac*.
2. In 1916 an _____, designed by Henry Ford, cost \$360.
3. Mr. Utterson and his secretary compared the _____ of Dr. Jekyll and Mr. Hyde.
4. Czar Nicholas tried to _____ his throne to his brother.
5. Mr. Hyde is an _____ person.
6. In the case of Dr. Jekyll's disappearance or unexplained _____ all of his possessions are to pass into the hands of his friend and _____ Edward Hyde.
7. Before the Russian Revolution the country was ruled by an _____ form of government.
8. The *Diary of Anne Frank* is an _____.
9. In *The Gift of the Magi* Della and Jim's gift giving was very _____.
10. All of Della and Jim's shopping was done _____.

Use the following sentence to answer questions 10 and 11.

Della quickly cut of her long hair in order to make enough money to buy Jim a present.

11. Quickly is being used as an _____.
12. Long is being used as an _____.

Appendix B
Answer Key
Vocabulary Quiz #1

Root	Origin	Meaning
ab	Latin	away from
ad	Latin	to, forward
amo	Latin	love
audio	Latin	hear
auto	Greek	self
bene	Latin	good, well
sub rosa	Latin	secretly

Vocabulary List

- | | |
|-------------------------|--|
| I ___ 1. abdicate | A. all who attend a show/ a formal interview |
| C ___ 2. abominable | B. a passenger car |
| G ___ 3. absence | C. hateful or horrible |
| J ___ 4. adverb | D. signature |
| E ___ 5. adjective | E. it modifies a noun |
| K ___ 6. amorous | F. absolute rule by a single person |
| A ___ 7. audience | G. being away from a place |
| B ___ 8. automobile | H. those who benefit from someone else |
| F ___ 9. autocracy | I. to give up a claim |
| L ___ 10. autobiography | J. it modifies verbs, adjectives, & adverbs |
| D ___ 11. autograph | K. loving |
| H ___ 12. benefactor | L. a book written about your own life |

Appendix B

Answer Key

Vocabulary Quiz #1

Fill in the blanks with the vocabulary words on the list. You may change the tense of the word to make the sentence grammatically correct.

1. I will be part of the audience when I go to see *Cyrano de Bergerac*.
2. In 1916 an automobile, designed by Henry Ford, cost \$360.
3. Mr. Utterson and his secretary compared the autograph of Dr. Jekyll and Mr. Hyde.
4. Czar Nicholas tried to abdicate his throne to his brother.
5. Mr. Hyde is an abominable person.
6. In the case of Dr. Jekyll's disappearance or unexplained absence all of his possessions are to pass into the hands of his friend and benefactor Edward Hyde.
7. Before the Russian Revolution the country was ruled by an autocratic form of government.
8. The Diary of Anne Frank is an autobiography.
9. In *The Gift of The Magi* Della and Jim's gift giving was very amorous.
10. All of Della and Jim's shopping was done sub rosa.

Use the following sentence to answer questions 10 and 11.

Della quickly cut of her long hair in order to make enough money to buy Jim a present.

11. Quickly is being used as an adverb.
11. Long is being used as an adjective.

Appendix B

Name _____ Date _____ Score _____

Vocabulary Quiz #2

Root	Origin	Meaning
circum	_____	_____
celer	_____	_____
chronus	_____	_____
cresco	_____	_____
cum	_____	_____
carpe diem	_____	_____

Vocabulary List

- | | |
|-----------|--|
| _____ 1. | A. to play the music louder |
| _____ 2. | B. habitually, continually happening |
| _____ 3. | C. to move around freely as in blood through the veins. |
| _____ 4. | D. to play the music quietly |
| _____ 5. | E. to get faster |
| _____ 6. | F. a fixed order of events |
| _____ 7. | G. to revolve or move in a circle |
| _____ 8. | H. to amass, gather up, or compile |
| _____ 9. | I. the perimeter of a circle |
| _____ 10. | J. quickness of action |
| _____ 11. | K. Playing the music faster |
| _____ 12. | L. unwieldy, difficult to maneuver because of size or shape; awkward |

Appendix B
Vocabulary Quiz #2 continued

Fill in the blanks with the vocabulary words on the list. You may change the tense of the word to make the sentence grammatically correct.

1. When Mercedes, Hal, and Charles packed the sled it looked very _____ to pull.
2. Buck went after Spitz with great _____.
3. “Buck _____ just beyond the range of the club, snarling with bitterness and rage....”
4. Walter Mitty had a tendency to _____ in his car.
5. Walter Mitty had _____ daydreams that didn’t allow him to function normally.
6. When the sheet music tells you to play while gradually getting louder, the music has a _____ sign.
7. When the sheet music tells you to play while gradually getting softer, the music has a _____ sign.
8. When the sheet music tells you to play gradually get faster, then you need to _____.
9. Another word for the _____ of a circle is perimeter.
10. “You stay too much indoors,” said Mr. Utterson. “You should be out, whipping up the _____ like Mr. Enfield.”
11. Scientists have organized the earth’s history into four _____ eras.
12. The Frank family had to _____ a lot of materials before they went into hiding.
13. _____ is another way to say, enjoy every moment and get the most out of life.

Appendix B
Answer Key
Vocabulary Quiz #2

Root	Origin	Meaning
circum	Latin	around
celer	Latin	swift
chronus	Greek	time
cresco	Latin	grow
cum	Latin	with
carpe diem	Latin	seize the day

Vocabulary List

- | | |
|-------------------------|--|
| I ____ 1. circumference | A. to play the music louder |
| C ____ 2. circulation | B. habitually, continually happening |
| G ____ 3. circled | C. to move around freely as in blood through the veins. |
| J ____ 4. celerity | D. to play the music quietly |
| E ____ 5. accelerate | E. to get faster |
| K ____ 6. accelerando | F. a fixed order of events |
| F ____ 7. chronological | G. to revolve or move in a circle |
| B ____ 8. chronic | H. to amass, gather up, or compile |
| A ____ 9. crescendo | I. the perimeter of a circle |
| D ____ 10. decrescendo | J. quickness of action |
| H ____ 11. accumulate | K. Playing the music faster |
| L ____ 12. cumbersome | L. unwieldy, difficult to maneuver because of size or shape; awkward |

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Appendix B

Answer Key

Vocabulary Quiz #2

Fill in the blanks with the vocabulary words on the list. You may change the tense of the word to make the sentence grammatically correct.

1. When Mercedes, Hal, and Charles packed the sled it looked very cumbersome to pull.
2. Buck went after Spitz with great celerity.
3. “Buck circled just beyond the range of the club, snarling with bitterness and rage....”
4. Walter Mitty had a tendency to accelerate in his car.
5. Walter Mitty had chronic daydreams that didn't allow him to function normally.
6. When the sheet music tells you to play while gradually getting louder, the music has a crescendo sign.
7. When the sheet music tells you to play while gradually getting softer, the music has a decrescendo sign.
8. When the sheet music tells you to play gradually get faster, then you need to accelerando.
9. Another word for the circumference of a circle is perimeter.
10. “You stay too much indoors,” said Mr. Utterson. “You should be out, whipping up your circulation like Mr. Enfield.”
11. Scientists have organized the earth's history into four chronological eras.
12. The Frank family had to accumulate a lot of materials before they went into hiding.
13. Carpe diem is another way to say, enjoy every moment and get the most out of life.

Appendix B

Name _____ Date _____ Score _____

Vocabulary Quiz #3

Root	Origin	Meaning
curro	_____	_____
demos	_____	_____
erro	_____	_____
ex	_____	_____
extra	_____	_____
facio	_____	_____
persona non grata	_____	_____

Vocabulary List

- | | |
|---------|---|
| ____1. | A. political control that is shared by the people |
| ____2. | B. a mistake |
| ____3. | C. to put out or leave out |
| ____4. | D. unusual, out of the ordinary |
| ____5. | E. something brought about, influence |
| ____6. | F. a handwriting where the letters are connected |
| ____7. | G. a reproduction |
| ____8. | H. extra spending |
| ____9. | I. no longer in existence |
| ____10. | J. deviating from the expected |
| ____11. | K. the study of vital & social statistics in a population |

Appendix B

Vocabulary Quiz #3 Continued

Use your vocabulary words to fill in the blanks. You may change the form of the word in order to make the sentence grammatically correct

1. All of the dinosaurs have gone into _____
2. Our government is set up to be a _____, Russia was set up to be an autocracy
3. When Dr. Jekyll ordered supplies from the pharmacy, they made an _____ with the quality of supplies of they sent.
4. Mr. Hyde was not a very good person to be around, he was a _____.
5. When Utterson returned home he sat down and wrote to Jekyll complaining of his _____ from the house and asked the cause of this unhappy break with Lanyon.
6. When you were in third grade you learned to write in _____.
7. After the 2010 census we will have a better understanding of our local _____.
8. Madame Loisel had very _____ taste, which is why she was never satisfied with her lot in life.
9. After Buck was able to pull the heavy sled and won the bet, everyone agreed that he was an _____ dog.
10. The _____ of the old man's evil eye looking at the narrator is what 'caused' him to be killed in the story "The Tell-Tale Heart."
11. During art class I made a _____ of the painting, *The Boating Party*, by Mary Cassatt.
12. While Walter Mitty was driving his car and thinking he was an airplane pilot, his driving was very _____.

Appendix B
Answer Key
Vocabulary Quiz #3

Root	Origin	Meaning
curro	Latin_____	run_____
demos	Greek_____	people_____
erro	Latin_____	wander, stray_____
ex	Latin_____	from, out of_____
extra	Latin_____	outside_____
facio	Latin_____	make_____
persona non grata	Latin	an unacceptable person

Vocabulary List

- | | |
|-------------------------|---|
| F ____ 1. cursive | A. political control that is shared by the people |
| K ____ 2. demographic | B. a mistake |
| A ____ 3. democracy | C. to put out or leave out |
| J ____ 4. erratic | D. unusual, out of the ordinary |
| B ____ 5. error | E. something brought about, influence |
| I ____ 6. extinction | F. a handwriting where the letters are connected |
| C ____ 7. exclusion | G. a reproduction |
| H ____ 8. extravagant | H. extra spending |
| D ____ 9. extraordinary | I. no longer in existence |
| G ____ 10. facsimile | J. deviating from the expected |
| E ____ 11. effect | K. the study of vital & social statistics in a population |

Appendix B

Answer Key

Vocabulary Quiz #3

Use your vocabulary words to fill in the blanks. You may change the form of the word in order to make the sentence grammatically correct

1. All of the dinosaurs have gone into extinction
2. Our government is set up to be a democracy, Russia was set up to be an autocracy
3. When Dr. Jekyll ordered supplies from the pharmacy, they made an error with the quality of supplies of they sent.
4. Mr. Hyde was not a very good person to be around, he was a persona non grata.
5. When Utterson returned home he sat down and wrote to Jekyll complaining of his exclusion from the house and asked the cause of this unhappy break with Lanyon.
6. When you were in third grade you learned to write in cursive.
7. After the 2010 census we will have a better understanding of our local demographics.
8. Madame Loisel had very extravagant taste, which is why she was never satisfied with her lot in life.
9. After Buck was able to pull the heavy sled and won the bet, everyone agreed that he was an extraordinary dog.
10. The effect of the old man's evil eye looking at the narrator is what 'caused' him to be killed in the story "The Tell-Tale Heart."
11. During art class I made a facsimile of the painting, *The Boating Party*, by Mary Cassatt.
12. While Walter Mitty was driving his car and thinking he was an airplane pilot, his driving was very erratically.

Appendix B

Name _____ Date _____ Score _____

Vocabulary Quiz #4

Root	Origin	Meaning
fero	_____	_____
fragilis	_____	_____
finis	_____	_____
homos	_____	_____
hyper	_____	_____
in extremis	_____	_____
in medias res	_____	_____

Vocabulary List

- | | |
|-----------|---|
| _____ 1. | A. to meet for discussion |
| _____ 2. | B. words that sound the same, but differ in meaning and/or spelling |
| _____ 3. | C. similar kind or type, uniform |
| _____ 4. | D. the end or conclusion |
| _____ 5. | E. a part or piece |
| _____ 6. | F. to convey things by boat or aircraft |
| _____ 7. | G. excessively tense or delicate |
| _____ 8. | H. having limits that are clearly defined |
| _____ 9. | I. easily damaged, feeble or weak |
| _____ 10. | J. easily damaged, delicate |
| _____ 11. | K. productive, rich in natural resources |

Appendix B

Vocabulary Quiz #4 continued

Use your vocabulary words to fill in the blanks. You may change the form of the word in order to make the sentence grammatically correct

1. A _____ of a bullet lodged in Vladimir Lenin's neck.
2. Prohibition had very _____ limits.
3. On the morning of D-Day the army used boats to _____ the soldiers to the beaches of Normandy.
4. When we _____ fighting in Europe, we still had to continue fighting against the Japanese.
5. The Frank family had to be _____ about making noises during the day while the business was open below them.
6. Many of the Jews became _____ at the concentration camp, because they were forced to work so hard.
7. Hitler believed that all the people should be _____ of the Aryan race.
8. The Generals had to get together often in order to _____ about the troop movements.
9. There, their, and there are examples of _____.
10. Mercedes thought she was _____, which is why she insisted on riding the sled.
11. Whenever there was a dog fight Buck was very involved, in other words he was _____.
12. When Buck was trying to save John Thornton from the river, John was _____.
13. The Midwest has very _____ soil, that is why the corn and wheat belt are there.

Appendix B
Answer Key
Vocabulary Quiz #4

Root	Origin	Meaning
fero	Latin	bring, bear
fragilis	Latin	breakable
finis	Latin	end
homos	Greek	same
hyper	Greek	over, beyond
in extremis	Latin	in extreme circumstances
in medias res	Latin	in the midst of things

Vocabulary List

- | | |
|------------------------|---|
| K___1. fertile | A. to meet for discussion |
| F___2. ferry | B. words that sound the same, but differ in meaning and/or spelling |
| A___3. confer | C. similar kind or type, uniform |
| J___4. fragile | D. the end or conclusion |
| E___5. fragment | E. a part or piece |
| I___6. frail | F. to convey things by boat or aircraft |
| D___7. finish | G. excessively tense or delicate |
| H___8. finite | H. having limits that are clearly defined |
| C___9. homogeneous | I. easily damaged, feeble or weak |
| B___10. homonym | J. easily damaged, delicate |
| G___11. hypersensitive | K. productive, rich in natural resources |

Appendix B
Answer Key #4 continued

Use your vocabulary words to fill in the blanks. You may change the form of the word in order to make the sentence grammatically correct

1. A fragment of a bullet lodged in Vladimir Lenin's neck.
2. Prohibition had very finite limits.
3. On the morning of D-Day the army used boats to ferry the soldiers to the beaches of Normandy.
4. When we finished fighting in Europe, we still had to continue fighting against the Japanese.
5. The Frank family had to be hypersensitive about making noises during the day while the business was open below them.
6. Many of the Jews became frail at the concentration camp, because they were forced to work so hard.
7. Hitler believed that all the people should be homogeneous of the Aryan race.
8. The Generals had to get together often in order to confer about the troop movements.
9. There, their, and there are examples of homonyms.
10. Mercedes thought she was fragile, which is why she insisted on riding the sled.
11. Whenever there was a dog fight Buck was very involved, in other words he was in media res.
12. When Buck was trying to save John Thornton from the river, John was in extremis.
13. The Midwest has very fertile soil, that is why the corn and wheat belt are there.

Appendix B

Name _____ Date _____ Score _____

Vocabulary Quiz #5

Root	Origin	Meaning
hypo		
jacio		
judex		
juro		
makros		
malus		
in toto		
modus operandi		

Vocabulary List

- | | |
|----------|--|
| ____ 1. | A. opinion founded on bias |
| ____ 2. | B. desire to deliberately harm |
| ____ 3. | C. a guess |
| ____ 4. | D. dreary, bleak |
| ____ 5. | E. a group that makes a decision |
| ____ 6. | F. one that has been rejected |
| ____ 7. | G. form an opinion/ make a decision |
| ____ 8. | H. an object that sends a picture onto another surface |
| ____ 9. | I. the universe |
| ____ 10. | J. a word/phrase that shows emotion |
| ____ 11. | K. relating to a court of law |

Appendix B
Vocabulary Quiz #5 continued

Use your vocabulary words to fill in the blanks. You may change the form of the word in order to make the sentence grammatically correct

1. Steamboat Willie was the first animated movie shown using a _____.
2. In the Monkey trials the lawyers had to make their arguments to the _____, but the _____ listened to everything the lawyers said.
3. Many of the impressionists had their artwork stamped with _____, when they tried to show their artwork in the galleries.
4. Our government is divided into three branches, the executive branch, the _____ branch and the legislative branch.
5. The KKK was very _____ against the black people.
6. Spitz showed a lot of _____ towards Buck in *The Call of the Wild*.
7. When planning an experiment in science, you start by making a _____, which is an educated guess.
8. The Generals that planned the invasion at Normandy had a _____ for the troops to follow.
9. Being trapped in a small amount of space was a _____ experience for Anne in the Diary of Anne Frank.
10. After the bombing of Pearl Harbor the Japanese-Americans were gathered _____ and put in internment camps.
11. Wow! Ouch! Cool! These are just three _____.
12. We live in the _____ called the Milky Way.

Appendix B
Answer Key
Vocabulary Quiz #5

Root	Origin	Meaning
hypo	Greek	under, beneath
jacio	Latin	throw
judex	Latin	judge
juro	Latin	swear
macros	Greek	long, large
malus	Latin	bad
in toto	Latin	altogether, entirely
modus operandi	Latin	a method or procedure

Vocabulary List

- | | |
|----------------------|--|
| C___1. hypothesis | A. opinion founded on bias |
| H___2. projector | B. desire to deliberately harm |
| F___3. reject | C. a guess |
| J___4. interjections | D. dreary, bleak |
| G___5. judge | E. a group that makes a decision |
| A___6. prejudice | F. one that has been rejected |
| E___7. jury | G. form an opinion/ make a decision |
| K___8. judicial | H. an object that sends a picture onto another surface |
| I___9. macrocosm | I. the universe |
| B___10. malice | J. a word/phrase that shows emotion |
| D___11. dismal | K. relating to a court of law |

Appendix B
Answer Key
Vocabulary Quiz #5 continued

Use your vocabulary words to fill in the blanks. You may change the form of the word in order to make the sentence grammatically correct

1. Steamboat Willie was the first animated movie shown using a projector.
2. In the Monkey trials the lawyers had to make their arguments to the judge, but the jury listened to everything the lawyers said.
3. Many of the impressionists had their artwork stamped with reject, when they tried to show their artwork in the galleries.
4. Our government is divided into three branches, the executive branch, the judicial branch and the legislative branch.
5. The KKK was very prejudiced against the black people.
6. Spitz showed a lot of malice towards Buck in *The Call of the Wild*.
7. When planning an experiment in science, you start by making a hypothesis, which is an educated guess.
8. The Generals that planned the invasion at Normandy had a modus operandi for the troops to follow.
9. Being trapped in a small amount of space was a dismal experience for Anne in the Diary of Anne Frank.
10. After the bombing of Pearl Harbor the Japanese-Americans were gathered in toto and put in internment camps.
11. Wow! Ouch! Cool! These are just three interjections.
12. We live in the macrocosm called the Milky Way.

Appendix B

Name _____ Date _____ Score _____

Vocabulary Quiz #6

Root	Origin	Meaning
manus	_____	_____
morphe	_____	_____
neos	_____	_____
pan	_____	_____
pedis	_____	_____
modus vivendi	_____	_____
pro bono publico	_____	_____
sine qua non	_____	_____

Vocabulary List

- | | |
|----------|---|
| ____ 1. | A. work performed by hand |
| ____ 2. | B. an animal with two feet |
| ____ 3. | C. a small pad for the foot used on a bicycle |
| ____ 4. | D. to assemble by hand or with machinery |
| ____ 5. | E. text written by hand/ unpublished text |
| ____ 6. | F. noisy confusion |
| ____ 7. | G. the study of the forming of words |
| ____ 8. | H. when the earth was all one continent |
| ____ 9. | I. a transformation, typically miraculous |
| ____ 10. | J. a new word |
| ____ 11. | K. classical music or literature |

Appendix B

Vocabulary Quiz #6 continued

Use your vocabulary words to fill in the blanks. You may change the form of the word in order to make the sentence grammatically correct.

1. The farmers in Oklahoma were considered _____ laborers.
2. During wartime many women got jobs in factories, they were helping to _____ the needed war supplies.
3. Charles Darwin spent time studying the birds on the Galapagos Islands, these animals are considered _____.
4. When a caterpillar changes to a butterfly this is considered _____ not evolution.
5. Before the Diary of Anne Frank was published it was still in _____ form.
6. After the Jews had to turn in their bicycles during the Holocaust, they missed _____ around town. (the word needs to end in -ing)
7. While the Franks were in hiding they had to do without many things, but food was _____.
8. Sometimes the Franks, the Van Daams, and Mr. Dussel had a hard time getting along, a phrase that describes this is _____.
9. When the wild dogs broke into the camp, it was complete _____.
10. Cyrano de Bergerac is an example of _____ literature.
11. When Cyrano made up this phrase describing his nose, "When it bleeds, 'tis the Red Sea," that was an example of _____.
12. If somebody studies the forming of words then they are a _____ . (change the form of the word so it ends in -ologist)
13. Many people thought that the Monkey Trial was being done _____.
14. Before the land broke apart into the seven continents it is referred to as _____.

Appendix B
Answer Key
Vocabulary Quiz #6

Root	Origin	Meaning
manus	Latin	Hand
morphe	Greek	Form
neos	Greek	new
pan	Greek	all
pedis	Latin	foot
modus vivendi	Latin	a way of living, getting along
pro bono publico	Latin	for the public good
sine qua non	Latin	something absolutely indispensable

Vocabulary List

- | | |
|----------------------|---|
| D___1. manufacture | A. work performed by hand |
| E___2. manuscript | B. an animal with two feet |
| A___3. manual | C. a small pad for the foot used on a bicycle |
| G___4. morphology | D. to assemble by hand or with machinery |
| I___5. metamorphosis | E. text written by hand/ unpublished text |
| K___6. neoclassic | F. noisy confusion |
| J___7. neology | G. the study of the forming of words |
| H___8. Pangaea | H. when the earth was all one continent |
| F___9. pandemonium | I. a transformation, typically miraculous |
| C___10. pedal | J. the creation of a new word or expression |
| B___11. biped | K. classical music or literature |

Appendix B
Answer Key
Vocabulary Quiz #6 continued

Use your vocabulary words to fill in the blanks. You may change the form of the word in order to make the sentence grammatically correct.

1. The farmers in Oklahoma were considered manual laborers.
2. During wartime many women got jobs in factories, they were helping to manufacture the needed war supplies.
3. Charles Darwin spent time studying the birds on the Galapagos Islands, these animals are considered bipeds.
4. When a caterpillar changes to a butterfly this is considered metamorphosis not evolution.
5. Before the Diary of Anne Frank was published it was still in manuscript form.
6. After the Jews had to turn in their bicycles during the Holocaust, they missed pedaling around town. (the word needs to end in -ing)
7. While the Franks were in hiding they had to do without many things, but food was sine qua non.
8. Sometimes the Franks, the Van Daams, and Mr. Dussel had a hard time getting along, a phrase that describes this is modus vivendi.
9. When the wild dogs broke into the camp, it was complete pandemonium.
10. Cyrano de Bergerac is an example of neoclassic literature.
11. When Cyrano made up this phrase describing his nose, "When it bleeds, 'tis the Red Sea," that was an example of neology.
12. If somebody studies the forming of words then they are a morphologist. (change the form of the word so it ends in -ologist)
13. Many people thought that the Monkey Trial was being done pro bono publico.
14. Before the land broke apart into the seven continents it is referred to as Pangaea.

Appendix B

Name _____ Date _____ Score _____

Vocabulary Quiz # 7

Root	Origin	Meaning
polis	_____	_____
pro	_____	_____
pseudos	_____	_____
re	_____	_____
scribo	_____	_____
quid pro quo	_____	_____
requiescat in pace	_____	_____

Vocabulary List

- | | |
|--------|--|
| ___1. | A. to condemn or forbid |
| ___2. | B. how two things respond to each other |
| ___3. | C. an artist's fictitious name |
| ___4. | D. the text of a play |
| ___5. | E. to write hastily |
| ___6. | F. a major urban area, a city |
| ___7. | G. the science of government <small>(originally of a Greek city)</small> |
| ___8. | H. a clerk or public writer |
| ___9. | I. to mirror or cast back an image |
| ___10. | J. output, yield |
| ___11. | K. moving forward, advancement |
| ___12. | L. a holy book of writing |
| ___13. | M. an object that has been diminished or decreased |

Appendix B
Vocabulary Quiz #7 continued

Use your vocabulary words to fill in the blanks. You may change the form of the word in order to make the sentence grammatically correct.

1. When Jim and Della exchange gifts, this is an example of _____.
2. When Dr. Jekyll changes personalities he goes by the _____ of Mr. Hyde.
3. Mr. Utterson _____; and then raised his head before answering. (Sentence is from Dr. Jekyll and Mr. Hyde, chapter 4, The Carew Murder Case)
4. During the early 1900s women made a lot of _____ in their fight to get the right to vote, in 1920 they finally got to vote.
5. The factories picked up _____ in 1943, which helped turn the tide of the war.
6. The Jews were _____ from having a bike, going to regular schools, playing sports, or being out after curfew.
7. After the Holocaust there was a great _____ in the number of Jewish people.
8. The Jewish people believe in the Torah as their holy _____.
9. If you get to play the part of Roxanne in Cyrano de Bergerac, then you better study your _____ and memorize your lines.
10. Cyrano acted as _____ for Christian whenever a letter was written to Roxanne.
11. In Act II of Cyrano de Bergerac, Lise rudely refers to the poets as _____, because she thinks they just hastily _____ down their poems.
(Both lines use the same vocabulary word, just different forms.)
11. In United States geography we learn details about the _____ of New York City.
12. In sixth grade you learned about Greek city-states, when a person was in the **city** government they had a part in the city _____.
13. When water, oxygen, and metal come into contact a chemical _____ will occur.
14. In the poem "Annabelle Lee" by Edgar Allen Poe if Annabelle Lee had been buried in a grave, not a cave, her tombstone might say _____.

Appendix B
Answer Key
Vocabulary Quiz # 7

Root	Origin	Meaning
polis	Greek	city
pro	Latin	before, forward
pseudos	Greek	a lie
re	Latin	back, again
scribo	Latin	write
quid pro quo	Latin	something given or received in exchange for something else
requiescat in pace	Latin	may he/she rest in peace

Vocabulary List

- | | |
|-------------------|---|
| F___1. metropolis | A. to condemn or forbid |
| G___2. politics | B. how two things respond to each other |
| J___3. production | C. an artist's fictitious name |
| K___4. progress | D. the text of a play |
| C___5. pseudonym | E. to write hastily |
| B___6. reaction | F. a major urban area, a city |
| M___7. reduction | G. the science of government (originally of a Greek city) |
| I___8. reflected | H. a clerk or public writer |
| H___9. scribe | I. to mirror or think back on a subject |
| D___10. script | J. output, yield |
| L___11. scripture | K. moving forward, advancement |
| E___12. scribble | L. a holy book of writing |
| A___13. proscribe | M. an object that has been diminished or decreased |

Appendix B
Answer Key
Vocabulary Quiz #7 continued

Use your vocabulary words to fill in the blanks. You may change the form of the word in order to make the sentence grammatically correct.

1. When Jim and Della exchange gifts, this is an example of
 quid pro quo.
2. When Dr. Jekyll changes personalities he goes by the pseudonym
 of Mr. Hyde.
3. Mr. Utterson reflected; and then raised his head before answering.
 (Sentence is from Dr. Jekyll and Mr. Hyde, chapter 4, The Carew Murder Case)
4. During the early 1900s women made a lot of progress in
 their fight to get the right to vote, in 1920 they finally got to vote.
5. The factories picked up production in 1943, which helped turn
 the tide of the war.
6. The Jews were proscribed from having a bike, going to
 regular schools, playing sports, or being out after curfew.
7. After the Holocaust there was a great reduction in the number of
 Jewish people.
8. The Jewish people believe in the Torah as their holy scripture.
9. If you get to play the part of Roxanne in Cyrano de Bergerac, then you better
 study your script and memorize your lines.
10. Cyrano acted as scribe for Christian whenever a letter was
 written to Roxanne.
11. In Act II of Cyrano de Bergerac, Lise rudely refers to the poets as
 scribblers, because she thinks they just hastily
 scribble down their poems. (Both lines use the same vocabulary word,
 just different forms.)
12. In United States geography we learn details about the metropolis
 of New York City.
13. In sixth grade you learned about Greek city-states, when a person was in the
 city government they had a part in the city politics.
14. When water, oxygen, and metal come into contact a chemical
 reaction will occur.
15. In the poem “Annabelle Lee” by Edgar Allen Poe if Annabelle Lee had
 been buried in a grave, not a cave, her tombstone might say
 requiescat in pace.

Appendix B

Name _____ Date _____ Score _____

Vocabulary Quiz #8

Root	Origin	Meaning
sentio	_____	_____
sequor	_____	_____
solvo	_____	_____
specto	_____	_____
ad hoc	_____	_____
caveat emptor	_____	_____
pro forma	_____	_____

Vocabulary List

- | | |
|---------|--|
| ____1. | A. to ponder, to involve in an endeavor |
| ____2. | B. capable of dissolving |
| ____3. | C. a mixture of varying proportions/ an answer |
| ____4. | D. something that follows |
| ____5. | E. possessing good mental perception |
| ____6. | F. particular view or viewpoint |
| ____7. | G. one who views, an eyewitness |
| ____8. | H. to change or cause to change into a liquid |
| ____9. | I. the process of following an order |
| ____10. | J. guard, especially a soldier |

Appendix B

Vocabulary Quiz #8 continued

Use your vocabulary words to fill in the blanks. You may change the form of the word in order to make the sentence grammatically correct.

1. If you make a _____ out of water and bleach, then add food coloring the food coloring will instantly _____ and no color will be left. In this experiment the bleach acts as a _____.
2. Mme. Loisel in the story of “The Necklace” should have told Mrs. Foresteir the truth about the lost necklace, that would have been the _____ thing to do.
3. From Mme. Loisel’s _____ she married beneath her social class, she felt she belonged with the wealthy people.
4. Mme Loisel felt she had to dress up because of _____.
5. During the 1920s many people played the stock market, another word for this is to _____ on stocks.
6. World War I was the war to end all wars, but instead we had a _____ in World War II.
7. The _____ guarded the gates to the Japanese internment camps.
8. The _____ of events for WWII in America, was first Pearl Harbor was bombed and then America joined the war.
9. If you are part of the audience while watching Cyrano de Bergerac performed, you are considered a _____.
10. I am part of an _____ committee at my school, the committee was put together to rate our favorite books that we read this year.
11. When the man in the red sweater bought Buck, he did not know what kind of dog he was getting. A phrase that describes this situation is _____.

Appendix B
Answer Key
Vocabulary Quiz #8

Root	Origin	Meaning
sentio	Latin	feel (with senses), be aware
sequor	Latin	follow
solvo	Latin	loosen
specto	Latin	look at
ad hoc	Latin	concerned with a particular purpose
caveat emptor	Latin	let the buyer beware, buy at your own risk
pro forma	Latin	for the sake of form, a formality

Vocabulary List

- | | |
|---------------------|--|
| E___1. sensible | A. to ponder, to involve in an endeavor |
| J ___2. sentry | B. capable of dissolving |
| D___3. sequel | C. a mixture of varying proportions/ an answer |
| I ___4. sequence | D. something that follows |
| C___5. solution | E. possessing good mental perception |
| H___6. dissolve | F. particular view or viewpoint |
| B___7. solvent | G. one who views, an eyewitness |
| G___8. spectator | H. to change or cause to change into a liquid |
| A___9. speculate | I. the process of following an order |
| F___10. perspective | J. guard, especially a soldier |

Appendix B
Answer Key
Vocabulary Quiz #8 continued

Use your vocabulary words to fill in the blanks. You may change the form of the word in order to make the sentence grammatically correct.

1. If you make a solution out of water and bleach, then add food coloring the food coloring will instantly dissolve and no color will be left. In this experiment the bleach acts as a solvent.
2. Mme. Loisel in the story of “The Necklace” should have told Mrs. Forestier the truth about the lost necklace, that would have been the sensible thing to do.
3. From Mme. Loisel’s perspective she married beneath her social class, she felt she belonged with the wealthy people.
4. Mme Loisel felt she had to dress up because of pro forma.
5. During the 1920s many people played the stock market, another word for this is to speculate on stocks.
6. World War I was the war to end all wars, but instead we had a sequel in World War II.
7. The sentry guarded the gates to the Japanese internment camps.
8. The sequence of events for WWII in America, was first Pearl Harbor was bombed and then America joined the war.
9. If you are part of the audience while watching Cyrano de Bergerac performed, you are considered a spectator.
10. I am part an of ad hoc committee at my school, the committee was put together to rate our favorite books that we read this year.
11. When the man in the red sweater bought Buck, he did not know what kind of dog he was getting. A phrase that describes this situation is caveat emptor.

Appendix B

Name _____ Date _____ Score _____

Vocabulary Quiz #9

Root	Origin	Meaning
strictus	_____	_____
sub	_____	_____
super	_____	_____
syn	_____	_____
bona fide	_____	_____
de facto	_____	_____

Vocabulary List

- | | |
|----------|--|
| ____ 1. | A. to occur at the same time; operate in unison |
| ____ 2. | B. surplus; exceeding what is needed |
| ____ 3. | C. an underpass; an underground railway |
| ____ 4. | D. enforcing rules; absolute |
| ____ 5. | E. to gain dominion over |
| ____ 6. | F. a word that has the same meaning as another |
| ____ 7. | G. to make smaller by squeezing |
| ____ 8. | H. considered less than human |
| ____ 9. | I. under the power of; theme or topic |
| ____ 10. | J. dominant, highest in degree |
| ____ 11. | K. surpassing others of its kind |
| ____ 12. | L. irregular use of accents on musical notes (commonly used in Jazz music) |

Appendix B

Vocabulary Quiz #9 continued

Use your vocabulary words to fill in the blanks. You may change the form of the word in order to make the sentence grammatically correct.

1. During the early 1900s America was trying to be a _____ just like England and the other important countries.
2. The czar was the _____ ruler, nobody was considered better than the czar.
3. The czars did not treat their _____ very well, this is what led to the Russian Revolution.
4. Prohibition was a set of very _____ laws forbidding the use of alcohol.
5. Jazz was one of the most popular types of music during the 1920s, the Jazz musicians would _____ the notes to make the Jazz sound.
6. When people buy stocks they assume they are getting a _____ deal, so when the stock market crashed the people were devastated by their losses
7. During World War II Hitler considered all of the Jews _____, which is why he didn't mind when they died in the concentration camps.
8. Many Americans did not know the concentration camps were _____.
9. If a Jew didn't do what was expected of them, then the guards would _____ them using force.
10. When Germany overtook France the people didn't have the freedom to travel where they wanted, this really _____ their movements.
11. While the Frank family was in hiding they needed all the supplies they had, nothing was considered _____.
12. During the invasion at Normandy the Generals had to _____ the movements of the troops, so that all of the soldiers were where they needed to be.
13. If you are traveling around New York City to see the sights, the most common form of transportation is the _____.
14. Humongous and gigantic have almost the same meaning, but are different words, this is an example of a _____.

Appendix B
Answer Key
Vocabulary Quiz #9

Root	Origin	Meaning
strictus	Latin	drawn tight, narrow
sub	Latin	under
super	Latin	above
syn	Greek	together
bona fide	Latin	good faith; sincere, involving no deceit or fraud
de facto	Latin	in reality, actually existing

Vocabulary List

- | | |
|---------------------|--|
| G___1. constricted | A. to occur at the same time; operate in unison |
| D___2. strict | B. surplus; exceeding what is needed |
| H___3. subhuman | C. an underpass; an underground railway |
| I___4. subject | D. enforcing rules; absolute |
| C___5. subway | E. to gain dominion over |
| E___6. subdue | F. a word that has the same meaning as another |
| J___7. supreme | G. to make smaller by squeezing |
| K___8. superpower | H. considered less than human |
| B___9. superfluous | I. under the power of; theme or topic |
| F___10. synonym | J. dominant, highest in degree |
| L___11. syncopate | K. surpassing others of its kind |
| A___12. synchronize | L. irregular use of accents on musical notes (commonly used in Jazz music) |

Appendix B
Answer Key
Vocabulary Quiz #9 continued

Use your vocabulary words to fill in the blanks. You may change the form of the word in order to make the sentence grammatically correct.

1. During the early 1900s America was trying to be a superpower just like England and the other important countries.
2. The czar was the supreme ruler, nobody was considered better than the czar.
3. The czars did not treat their subjects very well, this is what led to the Russian Revolution.
4. Prohibition was a set of very strict laws forbidding the use of alcohol.
5. Jazz was one of the most popular types of music during the 1920s, the Jazz musicians would syncopate the notes to make the Jazz sound.
6. When people buy stocks they assume they are getting a bona fide deal, so when the stock market crashed the people were devastated by their losses
7. During World War II Hitler considered all of the Jews subhuman, which is why he didn't mind when they died in the concentration camps.
8. Many Americans did not know the concentration camps were de facto.
9. If a Jew didn't do what was expected of them, then the guards would subdue them using force.
10. When Germany overtook France the people didn't have the freedom to travel where they wanted, this really constricted their movements.
11. While the Frank family was in hiding they needed all the supplies they had, nothing was considered superfluous.
12. During the invasion at Normandy the Generals had to synchronize the movements of the troops, so that all of the soldiers were where they needed to be.
13. If you are traveling around New York City to see the sights, the most common form of transportation is the subway.
14. Humongous and gigantic have almost the same meaning, but are different words, this is an example of a synonym.

Appendix B

Name _____ Date _____ Score _____

Vocabulary Quiz #10

Root	Origin	Meaning
tendo	_____	_____
teneo	_____	_____
trans	_____	_____
valeo	_____	_____
prima facie	_____	_____
sic transit gloria mundi	_____	_____

Vocabulary List

- | | |
|--------|--|
| ____1. | A. extreme as in force; high emotions |
| ____2. | B. strong and courageous |
| ____3. | C. mental strain or anxiety; the act of stretching |
| ____4. | D. satisfied |
| ____5. | E. to move from one person (or place) to another |
| ____6. | F. period of temporary custody |
| ____7. | G. to overcome |
| ____8. | H. to go across the Atlantic |
| ____9. | I. to hold or keep within certain limits |

Appendix B

Vocabulary Quiz #10 continued

Use your vocabulary words to fill in the blanks. You may change the form of the word in order to make the sentence grammatically correct.

1. After Buck answered the Call of the Wild and he made his peace with John Thornton's death he was _____ with his new life.
2. In 1927 Charles Lindberg was the first man to make a successful _____ flight.
3. Because the Franks and the Van Daans were constantly worried about being discovered, there was a lot of _____ in the house.
4. At _____ the Jewish people thought the concentration camps weren't too bad, then they realized how horrible they really were.
5. During the D-Day invasions the battle for control of the beaches was very _____. The soldiers fought _____ and were able to _____ over the German forces.
6. After the bombing of Pearl Harbor many Japanese-Americans were put in _____ at an internment camp. If the camp got too big to _____ all of the 'prisoners' then some would be _____ to a different camp.
7. After Hitler and the Nazi party became so powerful, many people thought _____.

Appendix B
Answer Key
Vocabulary Quiz #10

Root	Origin	Meaning
tendo	Latin	stretch
teneo	Latin	hold, keep
trans	Latin	across
valeo	Latin	come
prima facie	Latin	at first view, apparently; self-evident
sic transit gloria mundi	Latin	thus passes away the glory of the world

Vocabulary List

- | | |
|----------------------|--|
| C___1. tension | A. extreme as in force; high emotions |
| A___2. intense | B. strong and courageous |
| F___3. detention | C. mental strain or anxiety; the act of stretching |
| I___4. contain | D. satisfied |
| D___5. content | E. to move from one person (or place) to another |
| H___6. transatlantic | F. period of temporary custody |
| E___7. transfer | G. to overcome |
| G___8. prevail | H. to go across the Atlantic |
| B___9. valiant | I. to hold or keep within certain limits |

Appendix B
Answer Key
Vocabulary Quiz #10 continued

Use your vocabulary words to fill in the blanks. You may change the form of the word in order to make the sentence grammatically correct.

1. After Buck answered the Call of the Wild and he made his peace with John Thornton's death he was content with his new life.
2. In 1927 Charles Lindberg was the first man to make a successful transatlantic flight.
3. Because the Franks and the Van Daans were constantly worried about being discovered, there was a lot of tension in the house.
4. At prima facie the Jewish people thought the concentration camps weren't too bad, then they realized how horrible they really were.
5. During the D-Day invasions the battle for control of the beaches was very intense. The soldiers fought valiantly and were able to prevail over the German forces.
6. After the bombing of Pearl Harbor many Japanese-Americans were put in detention at an internment camp. If the camp got too big to contain all of the 'prisoners' then some would be transferred to a different camp.
7. After Hitler and the Nazi party became so powerful, many people thought sic transit gloria mundi.

Appendix B

Name _____ Date _____ Score _____

Vocabulary Quiz #11

Root	Origin	Meaning
venio	_____	_____
voco	_____	_____
Volvo	_____	_____
zoon, zoe	_____	_____
in terrorem	_____	_____
in saecula saeculorum	_____	_____

Vocabulary List

- | | |
|---------|---|
| ____ 1. | A. to overthrow one government in favor of a different government |
| ____ 2. | B. a process of change in a certain direction |
| ____ 3. | C. to come in between or to interfere |
| ____ 4. | D. to come together in a group |
| ____ 5. | E. the study of animal life |
| ____ 6. | F. uttered by a voice, specifically for a voice |
| ____ 7. | G. a single cell organism |
| ____ 8. | H. sound produced by humans |
| ____ 9. | I. something that happens |

Appendix B

Vocabulary Quiz #11 continued

Use your vocabulary words to fill in the blanks. You may change the form of the word in order to make the sentence grammatically correct.

1. The writing trait of _____ shows your style and emotion toward the piece.
2. A major _____ like a war can change a country.
3. When Russia had their _____ the country went from a czar system to a dictatorship.
4. When Franklin Delano Roosevelt became the President, he was very _____ for the people.
5. The United Nations, which was established after World War II, _____ in New York City.
6. Mr. Kraler, Mr. Koophius, Miep, and Elli all _____ in behalf of the Frank family. They didn't sit idly by and watch what happened to the Jewish people.
7. People who study _____ need to be able to classify animals.
8. A zoologist may even study a _____ to learn more about single celled organisms.
9. Charles Darwin is known as the Father of _____.
10. In "Shooting an Elephant" the police officer felt that British tyranny has been enforced on the people for _____.
11. The police officer knew his gun would be too small to kill the elephant, but he hoped the noise might be useful _____.

Appendix B
Vocabulary Quiz #11

Root	Origin	Meaning
venio	Latin	come
voco	Latin	call
volvo	Latin	revolve
zoon, zoe	Greek	animal, life
in terrorem	Latin	a way of threatening or intimidating, for terror
in saecula saeculorum		for ages and ages; forever

Vocabulary List

- | | |
|-------------------|---|
| D___1. convene | A. to overthrow one government in favor of a different government |
| C___2. intervene | B. a process of change in a certain direction |
| I___3. event | C. to come in between or to interfere |
| F___4. vocal | D. to come together in a group |
| H___5. voice | E. the study of animal life |
| A___6. revolution | F. uttered by a voice, specifically for a voice |
| B___7. evolution | G. a single cell organism |
| G___8. protozoa | H. sound produced by humans |
| E___9. zoology | I. something that happens |

Appendix B
Answer Key
Vocabulary Quiz #11 continued

Use your vocabulary words to fill in the blanks. You may change the form of the word in order to make the sentence grammatically correct.

1. The writing trait of voice shows your style and emotion toward the piece.
2. A major event like a war can change a country.
3. When Russia had their revolution the country went from a czar system to a dictatorship.
4. When Franklin Delano Roosevelt became the President, he was very vocal for the people.
5. The United Nations, which was established after World War II, convenes in New York City.
6. Mr. Kraler, Mr. Koophius, Miep, and Elli all intervened in behalf of the Frank family. They didn't sit idly by and watch what happened to the Jewish people.
7. People who study zoology need to be able to classify animals.
8. A zoologist may even study a protozoa to learn more about single celled organisms.
9. Charles Darwin is known as the Father of Evolution.
10. In "Shooting an Elephant" the police officer felt that British tyranny has been enforced on the people for in saecula saeculorum.
11. The police officer knew his gun would be too small to kill the elephant, but he hoped the noise might be useful in terrorem.

Appendix C
Weekly work for Vocabulary List_____

Name_____ Date_____ Score_____

Word: _____	Origin: _____	Root: _____
Picture: _____	Dictionary definition: _____ _____	
	Definition in your own words: _____	
Sentence: _____ _____		

Word: _____	Origin: _____	Root: _____
Picture: _____	Dictionary definition: _____ _____	
	Definition in your own words: _____	
Sentence: _____ _____		

Word: _____	Origin: _____	Root: _____
Picture: _____	Dictionary definition: _____ _____	
	Definition in your own words: _____	
Sentence: _____ _____		

Word: _____	Origin: _____	Root: _____
Picture: _____	Dictionary definition: _____ _____	
	Definition in your own words: _____	
Sentence: _____ _____		

Appendix C
Weekly work for Vocabulary List____ continued

Word: _____	Origin: _____	Root: _____
Picture: _____	Dictionary definition: _____ _____	
	Definition in your own words: _____ _____	
Sentence: _____ _____		

Word: _____	Origin: _____	Root: _____
Picture: _____	Dictionary definition: _____ _____	
	Definition in your own words: _____ _____	
Sentence: _____ _____		

Word: _____	Origin: _____	Root: _____
Picture: _____	Dictionary definition: _____ _____	
	Definition in your own words: _____ _____	
Sentence: _____ _____		

Word: _____	Origin: _____	Root: _____
Picture: _____	Dictionary definition: _____ _____	
	Definition in your own words: _____ _____	
Sentence: _____ _____		

Appendix D

Spelling and Vocabulary Games

Pictionary

Divide the students into teams of 3-5 students. Have one student come up from each group. I tell them the word and give them a sheet of paper. They go back to their group and wait for my signal. Once I say go they must draw a picture, using no words or hand gestures. When their group guesses the word then they must write the word by the picture (spelling it correctly), then they raise the paper in the air. I give 2 points to the first group and 1 point to every group that finishes in the next 30 seconds. If there is no picture or just scribbles I will not give them any points, this eliminates random guessing. A variation of this game is to have a student draw the picture on the marker board, when a student guesses the vocabulary word then they write the answer on their paper and raise it for me to see. The first person to get it right becomes the next “artist”.

Bingo

Give each student a blank sheet of paper, have them fold the paper in half and then in half again. Then have the students fold the paper in half the other direction. There should now be 8 squares. Then each student can pick 8 vocabulary words/ Latin phrases of their choice and place the words in any square they want. Then I call out the definitions, if the student has that vocabulary word or phrase on their paper then they may cross it off. When they call bingo I check the spelling, if it is wrong it does not count.

Vocabulary/ Phrase Baseball

This game is a combination of a spelling bee and baseball. Divide the class into two teams. One team stays seated and other comes to the front of the room. The teacher is the “pitcher”. The pitcher either gives the student a word to spell or a word/phrase to define. If the student gets the word correct they can go to the side of the room, to first base. If they get the word wrong then the team has their first out. Continue having students come up to “bat” until you have three outs. The other students can continue traveling to bases until they make a “run”, which equals 1 point. Once the team has three outs they go sit down and team 2 takes their place. The game continues until you have had an equal number of innings and you are out of time.

Make-A-Word

This game only helps review spelling, it won't review definitions. Each student needs a lined piece of paper and a pencil. I tell them all one of the words/ phrases (pick the longer words). Then the student gets two minutes to make as many words as possible using only the letters in the given word. They can mix the letters up, but they can only use each letter once in the new word. At the end of the time have the students count up how many words they made up. Let them read the words to the class so that non-words can be crossed off. The person with the most words wins.

Appendix D

Cooperative Paper Spelling

Divide the students into teams of approximately 5 students each. Give the front student a piece of paper on a clipboard, each student in the group will need a pencil. When I say the word the first person writes the first letter, then the second person writes the second letter, etc. The paper goes back and forth on the row until the word has been spelled completely. If a student puts the wrong letter down and the next person notices, they may change it, but that counts as their turn. The person to write the last letter raises the paper in the air. I give 2 points to the first group and 1 point to every group that finishes in the next 30 seconds. I typically combine this game with golf, basketball or football which are explained below.

Cooperative Oral Spelling

Divide the students into two teams. Have them sit in a row. I say the word and the first person says the first letter, then the next person says the next letter, this continues until a student says the last letter, and then the next student says done. If the team gets the word correct they get a point. If at any point somebody gets a letter wrong, then I move on to the next team and give them the same word. This continues until I have had every vocabulary word spelled. Most of the time I combine this game with golf, basketball or football which are explained below.

Team Vocabulary

Divide the students into teams. This game requires some sort of a ring in system. I have six buzzers, so I divide the students into 6 teams. If you are using ringers or bells, I would only have two teams. I read the definition and the first one to ring in with the correct vocabulary word/ Latin Phrase gets the point. Then the next team member moves up to the front of the line to try for the next words. I continue playing until I have been through all of the words/phrases at least once. I often combine this game with golf or basketball which are explained below.

Golf

This game requires a child's golf set or a real golf club, ball, and "hole". When a team wins a point, they can try to golf for extra points. They have a chance for 5 more points. They start wherever I have put the line (about 15 feet from the "hole"). If they get a hole in one they get all 5 points, for every stroke they take they lose a point. They only get 5 tries before no extra points are given to their team.

Basketball

When a team wins a point, they can try to make a basket for extra points. I just use a bucket and a basketball. I make a 3 point, 2 point, and 1 point line. If they make the basket then I add the points to their teams score.

Football

This game is run simultaneously with the cooperative spelling. Pick one team that will not participate in the spelling, they need to send two players to the front of the room. Those two players will throw the football back and forth while counting. If they drop the ball they have to start over. They start when you tell the other teams go and they stop when the first team finishes. Their team gets that many points. The next round a different team gets to play football, while everyone else spells the word.