

Weeks 7 and 8

English 9<sup>th</sup> and 10<sup>th</sup>

Desoto County  
Schools

# **Distance Learning**

## **Daily Writing**

**Please write two or more paragraphs a day**, capturing your thoughts, questions, comments, and concerns about the events that are unfolding. You may also respond to the articles for the week or to your reading.

## **Daily Choice Reading**

Find a book to read. Any book that interests you. Your choice. You are asked to read this book for 30 or more minutes every school day. **You are asked to time your reading every day** and to track the time you spend reading on a self-made chart. The chart you create can be hand-written or created digitally, and it might look like this example:

Date	Book	Pages read	Time spent reading
3/18	<i>The Hate U Give</i>	22-48	35 minutes
3/19	<i>The Hate U Give</i>	48-68	30 minutes
3/20	<i>The Hate U Give</i>	68-90	40 minutes
3/23			
3/24			
3/25			

The goal here is 30 minutes a day of sustained, uninterrupted reading. I know that may be difficult for some of you, as you may face interruptions at home, but it is critical that you do your best to find uninterrupted reading time as a means to building your stamina.

If you do not have access a book, consider other types of reading (articles, newspapers, magazines, etc.) and track that reading on a chart.

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Story of An Hour

By Kate Chopin  
1894

*Kate Chopin (1850-1904) was a renowned feminist author of the late 19th century. During this period, which was also known as the Victorian Era (1837-1901), women had very little control over their own lives, and many female thinkers like Chopin fought hard for social change. As you read, take notes on how different characters react to the tragic news.*

- [1] Knowing that Mrs. Mallard was afflicted with a heart trouble, great care was taken to break to her as gently as possible the news of her husband's death.

It was her sister Josephine who told her, in broken sentences; veiled hints that revealed in half concealing. Her husband's friend Richards was there, too, near her. It was he who had been in the newspaper office when intelligence of the railroad disaster was received, with Brently Mallard's name leading the list of "killed." He had only taken the time to assure himself of its truth by a second telegram, and had hastened<sup>1</sup> to forestall<sup>2</sup> any less careful, less tender friend in bearing the sad message.

She did not hear the story as many women have heard the same, with a paralyzed inability to accept its significance. She wept at once, with sudden, wild abandonment, in her sister's arms. When the storm of grief had spent itself she went away to her room alone. She would have no one follow her.

There stood, facing the open window, a comfortable, roomy armchair. Into this she sank, pressed down by a physical exhaustion that haunted her body and seemed to reach into her soul.

- [5] She could see in the open square before her house the tops of trees that were all aquiver with the new spring life. The delicious breath of rain was in the air. In the street below a peddler was crying his wares. The notes of a distant song which some one was singing reached her faintly, and countless sparrows were twittering in the eaves.

There were patches of blue sky showing here and there through the clouds that had met and piled one above the other in the west facing her window.

1. **Hasten** (*verb*): to hurry
2. to act in advance of someone to prevent them from doing something



*"Vintage Studio Portrait of Unknown Relations"* by freeparking is licensed under CC BY-NC 2.0

She sat with her head thrown back upon the cushion of the chair, quite motionless, except when a sob came up into her throat and shook her, as a child who has cried itself to sleep continues to sob in its dreams.

She was young, with a fair, calm face, whose lines bespoke repression<sup>3</sup> and even a certain strength. But now there was a dull stare in her eyes, whose gaze was fixed away off yonder on one of those patches of blue sky. It was not a glance of reflection, but rather indicated a suspension of intelligent thought.

There was something coming to her and she was waiting for it, fearfully. What was it? She did not know; it was too subtle and elusive<sup>4</sup> to name. But she felt it, creeping out of the sky, reaching toward her through the sounds, the scents, the color that filled the air.

- [10] Now her bosom rose and fell tumultuously.<sup>5</sup> She was beginning to recognize this thing that was approaching to possess her, and she was striving to beat it back with her will — as powerless as her two white slender hands would have been. When she abandoned herself a little whispered word escaped her slightly parted lips. She said it over and over under her breath: "free, free, free!" The vacant stare and the look of terror that had followed it went from her eyes. They stayed keen and bright. Her pulses beat fast, and the coursing blood warmed and relaxed every inch of her body.

She did not stop to ask if it were or were not a monstrous joy that held her. A clear and exalted<sup>6</sup> perception enabled her to dismiss the suggestion as trivial. She knew that she would weep again when she saw the kind, tender hands folded in death; the face that had never looked save<sup>7</sup> with love upon her, fixed and gray and dead. But she saw beyond that bitter moment a long procession of years to come that would belong to her absolutely. And she opened and spread her arms out to them in welcome.

There would be no one to live for during those coming years; she would live for herself. There would be no powerful will bending hers in that blind persistence with which men and women believe they have a right to impose a private will upon a fellow-creature. A kind intention or a cruel intention made the act seem no less a crime as she looked upon it in that brief moment of illumination.

And yet she had loved him — sometimes. Often she had not. What did it matter! What could love, the unsolved mystery, count for in the face of this possession of self-assertion which she suddenly recognized as the strongest impulse of her being!

"Free! Body and soul free!" she kept whispering.

- [15] Josephine was kneeling before the closed door with her lips to the keyhole, imploring for admission. "Louise, open the door! I beg; open the door — you will make yourself ill. What are you doing, Louise? For heaven's sake open the door."

"Go away. I am not making myself ill." No; she was drinking in a very elixir of life through that open window.

3. **Repress (verb):** to restrain or subdue (someone or something)

4. **Elusive (adjective):** difficult to find, catch, or achieve

5. **Tumultuous (adjective):** excited, confused, or disorderly

6. an old-fashioned usage of this word meaning "in a state of extreme happiness"

7. but, except

Her fancy was running riot along those days ahead of her. Spring days, and summer days, and all sorts of days that would be her own. She breathed a quick prayer that life might be long. It was only yesterday she had thought with a shudder that life might be long.

She arose at length and opened the door to her sister's importunities.<sup>8</sup> There was a feverish triumph in her eyes, and she carried herself unwittingly like a goddess of Victory. She clasped her sister's waist, and together they descended the stairs. Richards stood waiting for them at the bottom.

Some one was opening the front door with a latchkey. It was Brently Mallard who entered, a little travel-stained, composedly carrying his grip-sack and umbrella. He had been far from the scene of the accident, and did not even know there had been one. He stood amazed at Josephine's piercing cry; at Richards' quick motion to screen him from the view of his wife.

- [20] When the doctors came they said she had died of heart disease — of the joy that kills.

*"Story of An Hour" by Kate Chopin (1894) is in the public domain.*

8. begging or pleas

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following best describes a major theme of the text?
  - A. Men and women should be equal, but they are too different to get along properly.
  - B. Death can be unexpected and can cause anyone to feel sorrow, even for someone they did not love.
  - C. True happiness comes from within rather than from circumstances outside of one's control.
  - D. Newfound independence can bring the promise of freedom and happiness into a person's life.
  
2. PART B: Which of the following quotes best supports the answer to Part A?
  - A. "But now there was a dull stare in her eyes... It was not a glance of reflection, but rather indicated a suspension of intelligent thought." (Paragraph 8)
  - B. "There would be no one to live for during those coming years; she would live for herself. There would be no powerful will bending hers" (Paragraph 12)
  - C. "And yet she had loved him — sometimes. Often she had not. What did it matter!" (Paragraph 13)
  - D. "There was a feverish triumph in her eyes, and she carried herself unwittingly like a goddess of Victory." (Paragraph 18)
  
3. How does the news of her husband's death affect Mrs. Mallard?
  - A. She is at first overcome with grief, but soon she realizes that his death will allow her to lead an independent life.
  - B. She pretends to mourn her husband, but she is privately happy to rid herself of the man whom she never loved.
  - C. She is physically upset by the news, and this distress triggers her heart condition and kills her.
  - D. She is at first happy to hear that he is dead, but she comes to realize that she will still miss him.
  
4. What do paragraphs 15-16 reveal about Josephine's and Louise's different points of view in the passage?
  - A. Josephine misunderstands Louise and believes she is sick with grief, but in reality, Louise feels freed by her husband's death.
  - B. Josephine believes that Louise is too frail to be left alone, but Louise knows that she is healthier than everyone believes her to be.
  - C. Josephine worries that Louise's imagination is worsening her heart condition, but Louise is too distracted by her fantasies to notice her erratic heart rate.
  - D. Josephine cannot understand why Louise wants to be alone while grieving, but Louise actually wants to be alone to celebrate the death of her husband.



5. How does Mrs. Mallard's death in the conclusion contribute to the story's overall meaning?  
Cite evidence in your answer.

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COMMONLIT

## Discussion Questions

**Directions:** Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. Why do you think Mrs. Mallard married Brently? Do you think Mrs. Mallard loves her husband? Explain your answer.
  2. Were the moments before Mrs. Mallard's death happy? What do you think is significant about the last line? Explain your answer.
  3. How is this text a critique of Victorian social norms? What, if any, reform does it suggest? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
  4. In the context of this text, what are the effects of discrimination against women? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

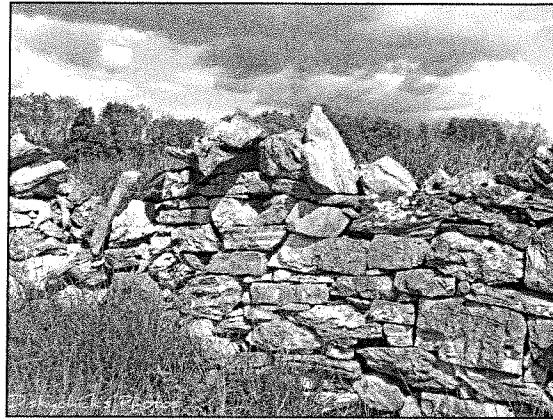
Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Mending Wall

By Robert Frost  
1919

*Robert Frost (1874-1963) was one of the most popular and critically respected American poets in recent history. His poems often employ rural scenes from the New England countryside. In "Mending Wall," published in 1919, a speaker contemplates the time each year in which he and his neighbor come together to repair the wall dividing their land. As you read, take notes on Frost's use of form, and the speaker's point of view throughout the poem.*

- [1] Something there is that doesn't love a wall,  
That sends the frozen-ground-swell under it,  
And spills the upper boulders in the sun;<sup>1</sup>  
And makes gaps even two can pass abreast.<sup>2</sup>
- [5] The work of hunters is another thing:  
I have come after them and made repair  
Where they have left not one stone on a stone,  
But they would have the rabbit out of hiding,  
To please the yelping dogs. The gaps I mean,
- [10] No one has seen them made or heard them  
made,  
But at spring mending-time we find them there.  
I let my neighbor know beyond the hill;  
And on a day we meet to walk the line  
And set the wall between us once again.
- [15] We keep the wall between us as we go.  
To each the boulders that have fallen to each.  
And some are loaves and some so nearly balls  
We have to use a spell to make them balance:  
'Stay where you are until our backs are turned!'
- [20] We wear our fingers rough with handling them.  
Oh, just another kind of outdoor game,  
One on a side. It comes to little more:  
There where it is we do not need the wall:  
He is all pine and I am apple orchard.
- [25] My apple trees will never get across  
And eat the cones under his pines, I tell him.  
He only says, 'Good fences make good neighbors.'  
Spring is the mischief in me, and I wonder  
If I could put a notion in his head:
- [30] 'Why do they make good neighbors? Isn't it  
Where there are cows? But here there are no cows.  
Before I built a wall I'd ask to know



"Rock wall" by diskychick is licensed under CC BY-ND 2.0.

1. A possible reference to the way that water expands when frozen, and contracts when melting, sometimes creating fissures in stone.
2. **Abreast** (*adverb*): side by side; beside

- What I was walling in or walling out,  
And to whom I was like<sup>3</sup> to give offense.
- [35] Something there is that doesn't love a wall,  
That wants it down.' I could say 'Elves' to him,  
But it's not elves exactly, and I'd rather  
He said it for himself. I see him there  
Bringing a stone grasped firmly by the top
- [40] In each hand, like an old-stone savage armed.  
He moves in darkness as it seems to me,  
Not of woods only and the shade of trees.  
He will not go behind his father's saying,  
And he likes having thought of it so well
- [45] He says again, 'Good fences make good neighbors.'

*Mending Wall* by Robert Frost is in the public domain.

3. In this context, "like" means "likely."

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. Explain how the speaker's point of view shifts throughout the poem. Cite evidence [RL.6] from the poem in your response.

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2. PART A: Which TWO of the following best identify the central themes of this poem? [RL.2]
- A. Human connection
  - B. The importance of boundaries
  - C. Violence and war
  - D. Familial love
  - E. Questioning the status quo
  - F. The indifference of nature
3. PART B: Which TWO phrases from the text best support the answers to Part A? [RL.1]
- A. "And makes gaps even two can pass abreast." (Line 4)
  - B. "There where it is we do not need the wall: / He is all pine and I am apple orchard." (Lines 23-24)
  - C. "Good fences make good neighbors." (Line 27)
  - D. "Spring is the mischief in me, and I wonder / If I could put a notion in his head" (Lines 28-29)
  - E. "Before I built a wall I'd ask to know / What I was walling in or walling out, / And to whom I was like to give offense." (Lines 32-34)
  - F. "He moves in darkness as it seems to me, / Not of woods only and the shade of trees." (Lines 41-42)
4. PART A: What does the word "spell" most closely mean as it is used in line 18? [RL.4]
- A. Command
  - B. Hex
  - C. Moment
  - D. Fascination



5. PART B: Which phrase from the text best supports the answer to Part A? [RL.1]
- A. "To each the boulders that have fallen to each" (Line 16)
  - B. "And some are loaves and some so nearly balls" (Line 17)
  - C. "to make them balance" (Line 18)
  - D. "Stay where you are until our backs are turned!'" (Line 19)
6. How does the poem's form relate to its meaning? Cite evidence from the poem in your response. [RL.5]

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## Discussion Questions

**Directions:** Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. Do you think the speaker's attitude toward the wall changes throughout the poem, or does he question its necessity from the beginning? Why?
  2. Why does the neighbor believe that "Good fences make good neighbors?" Do you agree with him?
  3. Have you ever questioned anything you were raised to believe? Why?
  4. The speaker says that his neighbor "will not go behind his father's saying" that "Good fences make good neighbors." In the context of this poem, what are the effects of being a follower? In your opinion, is it a good thing to follow the crowd, or to stick to the status quo? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
  5. Despite the speaker's insistence toward the end of the poem that they do not need a fence, the neighbor refuses to consider change. In the context of this poem, why do people resist change? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.



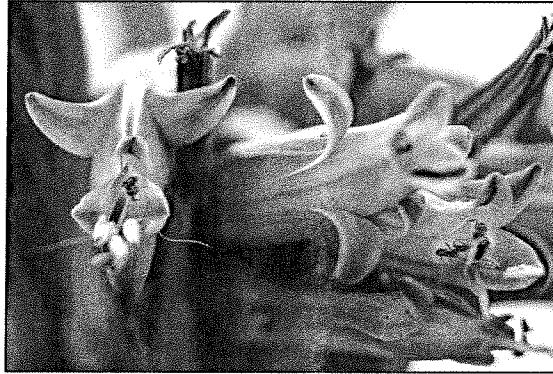
Name: \_\_\_\_\_ Class: \_\_\_\_\_

## This World

By Mary Oliver  
2004

*Mary Oliver is an American poet born in 1935. She has won the National Book Award, as well as the Pulitzer Prize. In this poem, a speaker describes the nature that surrounds them. As you read, take notes on the figurative language the poet uses to describe nature.*

- [1] I would like to write a poem about the world that  
    has in it  
    nothing fancy.  
    But it seems impossible.  
    Whatever the subject, the morning sun
- [5] glimmers it.  
    The tulip feels the heat and flaps its petals open  
        and becomes a star.  
    The ants bore into the peony<sup>1</sup> bud and there is a  
        dark  
        pinprick well of sweetness.  
    As for the stones on the beach, forget it.
- [10] [10] Each one could be set in gold.  
    So I tried with my eyes shut, but of course the  
        birds  
        were singing.  
    And the aspen trees were shaking the sweetest music  
        out of their leaves.
- [15] [15] And that was followed by, guess what, a momentous<sup>2</sup> and  
        beautiful silence  
        as comes to all of us, in little earfuls, if we're not too  
        hurried to hear it.  
    As for spiders, how the dew hangs in their webs
- [20] [20] even if they say nothing, or seem to say nothing.  
    So fancy is the world, who knows, maybe they sing.  
    So fancy is the world, who knows, maybe the stars sing too,  
        and the ants, and the peonies, and the warm stones,  
        so happy to be where they are, on the beach, instead of being
- [25] [25] locked up in gold.



*"The Cactus Flower and The Ants - 2017.02.19.F02"* by jonix\_k is  
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*From Why I Wake Early by Mary Oliver, Published by Beacon Press Boston. Copyright © 2004 by Mary Oliver. Used herewith by permission of The Charlotte Sheedy Literary Agency Inc.*

1. a flower
2. **Momentous** (*adjective*): of great importance or significance

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: In line 7 of "This World," what does the phrase "bore into" mean?
  - A. dig a hole in
  - B. intensely stare at
  - C. quickly break apart
  - D. build small nests in
  
2. PART B: Which word from "This World" helps the reader understand the meaning of the phrase "bore into"?
  - A. star (Line 6)
  - B. bud (Line 7)
  - C. well (Line 8)
  - D. sweetness (Line 8)
  
3. PART A: In "This World," what technique does the poet use to emphasize the central idea?
  - A. similes comparing plants to animals
  - B. personification of objects in nature
  - C. a vivid description of the speaker
  - D. the creation of a solitary mood
  
4. PART B: Which TWO pieces of evidence support the answer in Part A?
  - A. "The tulip feels the heat" (Line 6)
  - B. "becomes a star." (Line 6)
  - C. "bore into the peony bud" (Line 7)
  - D. "the birds / were singing." (Lines 11-12)
  - E. "a momentous and / beautiful silence" (Lines 15-16)
  - F. "and the warm stones, / so happy to be where they are" (Lines 23-24)
  
5. PART A: How does the poet reveal the speaker's attitude about life?
  - A. by including advice on how to complete creative work
  - B. by listing plans that ensure one's time is well spent
  - C. by providing a description of how to study the behaviors of plants and animals
  - D. by showing the benefits of slowing down and appreciating one's surroundings
  
6. PART B: Which phrase from the poem best supports the answer in Part A?
  - A. "I would like to write a poem" (Line 1)
  - B. "of course the birds / were singing." (Lines 11-12)
  - C. "And that was followed by" (Line 15)
  - D. "if we're not too / hurried to hear it." (Lines 17-18)

7. PART A: What is a central theme of "This World"?
- A. People sometimes destroy nature.
  - B. People should study nature.
  - C. Nature is wonderfully complex.
  - D. Nature is ancient.
8. PART B: Which evidence from "This World" best supports the answer in Part A?
- A. "I would like to write a poem" (Line 1)
  - B. "So I tried with my eyes shut" (Line 11)
  - C. "as comes to all of us" (Line 17)
  - D. "So fancy is the world" (Line 21)
9. PART A: Read line 9 from the poem. "As for the stones of the beach, forget it." How does the line reflect a shift in tone in the poem?
- A. The line is informal, but the tone of the poem is formal.
  - B. The line is vague, but the tone of the poem is specific.
  - C. The line is joyful, but the tone of the poem is frustrated.
  - D. The line is humorous, but the tone of the poem is serious.
10. PART B: What other line from the poem has a similar shift in tone?
- A. "Each one could be set in gold." (Line 10)
  - B. "the Aspen trees were shaking" (Line 13)
  - C. "that was followed by, guess what" (Line 15)
  - D. "even if they say nothing, or seem to say nothing." (Line 20)



COMMONLIT

## Discussion Questions

**Directions:** Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. Have you ever felt captivated by nature in the same way as the speaker? Cite examples from the text, your own experience, and other literature, art, or history in your answer.

2. In the context of the poem, how do we define beauty? What does the speaker find beautiful about the natural world? Does this align with what you find beautiful about nature?

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## The Value of Being Confused

By Barrett Smith  
2018

*No one likes to feel confused, but could there actually be benefits to confusion? In this informational text, Barrett Smith explores why feeling confused is actually a good thing. As you read, take notes on how people respond to confusion.*

- [1] We've all felt confused before, and it can be one of the most frustrating feelings to deal with. Students might be confused about how to do a math problem or finish a project. Young people might be confused about who they are and what to do in the future. No matter what is making us confused, the feeling of not knowing what the answers or solutions are can make us feel useless, stupid, and cause us to worry.

A lot of people are hard on themselves and others when there's a lack of understanding. People often tend to think the person who has all of the answers is smarter than the one who asks a lot of questions. Because of the negative judgment that surrounds confusion, people often try to hide their confusion in a variety of ways. Instead of admitting or accepting that they don't have the solution, people sometimes try to pretend they have the answers. At other times, people make educated guesses or create an answer even if they know it isn't right.

Students are often guilty of hiding their lack of understanding. If confused about a topic in school, they might pretend to know the answers. They can sometimes be embarrassed to ask questions. As young individuals, they can be confused about who they are, and might try harder to behave in a particular way. They can be too embarrassed to explore other groups or identities, afraid perhaps of being called a "wanna-be". They can be afraid people will know they're confused.

But confusion might actually be a good thing. When we jump to an answer, we don't have time to explore and understand the thing we're confused about. Fighting confusion ends up making us more confused. Instead of fighting or trying to ignore your confusion, accepting it and taking the opportunity to analyze what's confusing can benefit our learning. In fact, scientific studies show that confusion actually leads to deeper understanding. A 2004 study explored six moods that people feel while learning, including frustrated, bored, and confused. They found that students who spent more of the lesson confused learned the most. In another study, published in 2014, scientists tried to confuse students by giving them contradicting<sup>1</sup> information. Students who expressed confusion during the lesson did better on the final test. Based on these studies, scientists believe being confused is a step to learning. Not knowing the answer to a problem gives us space to look at different ways to solve it. The feeling of confusion also motivates us to look more deeply into the problem. In the end, this helps us understand the topic on a deeper level.



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1. **Contradicting** (*noun*): something that is opposite to something else

- [5] Confusion isn't just an important step to learning in school, it's also important for learning who you are. Psychologists call that sense of who you are identity. Your identity can involve being part of groups like race, gender, subcultures.<sup>2</sup> Identity is also made up of your values and goals. People figure out their identity in two steps. The first step is exploration, where you try out different groups and values and see what fits. The next step is commitment, when you decide firmly about some parts of your identity. Exploring your identity can feel very confusing. You might be afraid that people will judge you for going through different phases or not committing to a group. But phases are completely natural. A study published in the International Journal of Behavioral Development found that people who do the most exploring about who they are have better outcomes such as higher self-esteem later in life. Confusion gives us the space to try new things and be creative. Allowing ourselves to be confused and ask questions leads to deeper understanding, more learning, and higher self-confidence. So, try not to be embarrassed when you're confused about something. Instead of trying to hide or fight your confusion, try to resolve it by trying new things. Embrace the confusion and explore different solutions to your problem. Sometimes being confused is hard, not just because we judge ourselves, but because it can be frustrating. When we try over and over to understand something without making any progress, we can feel defeated and stop caring, and eventually give up. Trying a new method, asking for help, or researching different ways to approach the problem online can all be great resources to work through your confusion. Before you give up, make sure you have someone to help you and the resources you need to resolve your confusion.

*"The Value of Being Confused" by Barrett Smith. Copyright © 2018 by CommonLit, Inc. This text is licensed under CC BY-NC-SA 2.0.*

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement best expresses the central ideas of the text?
  - A. Allowing yourself to feel confused is a necessary part of developing your brain and understanding yourself.
  - B. Confusion is more important to intellectual growth than it is to understanding your identity.
  - C. It takes a certain degree of self-confidence and maturity to admit that you don't have all the answers.
  - D. Feeling confused is something that will fade with time and experience as you acquire all of the answers.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "No matter what is making us confused, the feeling of not knowing what the answers or solutions are can make us feel useless, stupid, and cause us to worry." (Paragraph 1)
  - B. "Instead of admitting or accepting that they don't have the solution, people sometimes try to pretend they have the answers." (Paragraph 2)
  - C. "Students are often guilty of hiding their lack of understanding. If confused about a topic in school, they might pretend to know the answers." (Paragraph 3)
  - D. "Confusion isn't just an important step to learning in school, it's also important for learning who you are." (Paragraph 5)
  
3. PART A: Which of the following describes the author's main purpose in the text?
  - A. to provide readers with tools to overcome their confusion
  - B. to reassure readers that it's completely normal to feel confused
  - C. to encourage readers to work through their confusion, rather than avoid it
  - D. to explore why teenagers are more susceptible to confusion than adults
  
4. PART B: Which quote from the text best supports the answer to Part A?
  - A. "We've all felt confused before, and it can be one of the most frustrating feelings to deal with." (Paragraph 1)
  - B. "As young individuals they can be confused about who they are, and might try harder to behave in a particular way." (Paragraph 3)
  - C. "A 2004 study explored six moods that people feel while learning, including frustrated, bored, and confused." (Paragraph 4)
  - D. "Instead of trying to hide or fight your confusion, try to resolve it by trying new things." (Paragraph 5)



5. Explain the relationship between confusion and growth in the text. Cite evidence from the text to support your response.

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## Discussion Questions

**Directions:** Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. According to the text, confusion is an important part of growth. Why do people resist it? How do you feel when you are confused?
  2. Psychologists found that struggling through multiple phases in your life helps you decide who you are. What makes you who you are? Have you ever been confused by your identity or gone through a phase that didn't seem true to yourself? Has a friend? Describe the experience.
  3. Smith claims that working through confusion leads to deeper understanding. How do we understand the world around us? Describe a time when you worked through your confusion to learn something new.

