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Building Background Knowledge and Supporting Vocabulary Development in English Language Learners/Multilingual Language Learners: Grade 9 Exemplars

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Franklin D. Roosevelt's Inaugural Address

http://www.bartleby.com/124/pres49.html

Overview	
Background 1: The Great Depression	American Institutes for Research (AIR) developed this activity to provide background knowledge related to Roosevelt's Inaugural Address. We suggest that students read this background information and answer the questions that accompany it prior to reading the anchor text.
Glossary of key vocabulary: *Franklin D. Roosevelt's Inaugural Address*	This glossary provides definitions and sample sentences for high frequency vocabulary drawn from Franklin D. Roosevelt's Inaugural Address. Glossed words include those identified by AIR staff as high frequency and important for understanding the text.

Background 1: The Great Depression

Guiding Question: *What was the Great Depression?*

An **economic** depression is a time when business is bad, **unemployment** is high, and **poverty** is **common**.

The **Great Depression** began in August 1929. The U.S. **economy** first went into an **economic recession**. In October 1929, the value of **stocks** dropped significantly and people lost **confidence** in the stock market. This event is called the **Wall Street** Crash of 1929. The crash was the beginning of a 10-year period of **economic depression** in the United States and many European countries. As a result of the **depression,** many people were **unemployed** and very poor, farms and businesses **struggled financially**, and the prices of **goods** and **services** dropped.

Historians have different opinions about the cause of the Great Depression. Some **economists** believe that a lack of **confidence** in the stock market caused people to stop **investing** and this led to depression. Others believe that the **Great Depression** began as a **recession**, but bad **monetary policy** decisions made the situation much worse.

Glossary

economic—having to do with money and the production of goods and services

unemployment—a number of people not having a j

poverty—being poor; not having money

common—usual

Great Depression—a period of economic hardship in the United States starting in 1929

recession—a time of slowing of the economy

stocks—the value of a company, divided into shares and sold to people

confidence—a sense of trust or faith

Wall Street—the **financial** markets of the United States; where the New York Stock Exchange is located

struggle—fight with a difficult problem

financial—having to do with money

goods—things to buy and sell

services—work a person does for other people

historian—one who writes about or studies history

economist—person who studies money, goods, and services that are produced in a country

invest—put money into use for the purpose of making more money

monetary—having to do with money

policy—plan that is used as a guide for action

Word Bank			
bad	Wall Street	struggled	goods
unemployment	common	policy	poverty
economic depression	monetary	business	unemployed
financially	confidence	services	poor

Supplementary Questions:

1. What is an economic depression? [ALL]

   It is a time in a country when _____ is _____, _____ is high, and _____ is _____. [EN, EM]

   It is a time in a country when _____. [TR]

2. What big event happened to the U.S. economy in October 1929? [ALL]

   _____ crashed, and the country went into a _____. EN, EM]

   In October 1929, _____.

3. What were the results of the Great Depression? [ALL]

   As a result of the Great Depression, many people were _____ and very _____, farms and businesses _____ _____, and the prices of _____ and _____ dropped. [EN, EM]

   As a result of the Great Depression, _____. [TR]

4. What are two opinions about the cause of the Great Depression? [ALL]

Some historians believe a lack of _____ in the stock market contributed to the depression, but others think it was bad _____ _____. [EN, EM]

Some historians believe _____. [TR]

Response To Guiding Question: *What was the Great Depression?*

Glossary of key vocabulary: Franklin D. Roosevelt's Inaugural Address

Vocabulary word	Definition	Sample sentence(s) from the text
Induction	Putting someone in an office or position, especially through a formal ceremony.	I am certain that my fellow Americans expect that on my **induction** into the Presidency I will address them with a candor and a decision which the present situation of our people impels.
Unjustified	Not demonstrated by facts or evidence; not proven to be true	Let me assert my firm belief that the only thing we have to fear is fear itself—nameless, unreasoning, **unjustified** terror which paralyzes needed efforts to **convert** retreat into advance.
Convert	Change into another form, state, or point of view	
Convinced	Confident in one's opinion or belief about something	I am **convinced** that you will again give that support to leadership in these critical days.
Income	Money you get from work that you do. Government income comes from taxes.	Government of all kinds is faced by serious curtailment of **income.**
Deny	Say that something is not true	Only a foolish optimist can **deny** the dark realities of the moment.
Primarily	Mainly; mostly	**Primarily** this is because the rulers of the exchange of mankind's goods have failed.
Rejected	Refused; not accepted; not believed	Practices of the unscrupulous money changers stand indicted in the court of public opinion, **rejected** by the hearts and minds of men.
Tradition	The beliefs and ways of doing things that are passed down from parents to children	True they have tried, but their efforts have been cast in the pattern of an outworn **tradition.**
Credit	The right or ability to buy things now but not pay until later	Faced by failure of **credit** they have proposed only the lending of more money.
Induce	Cause	Stripped of the lure of profit by which to **induce** our people to follow their false leadership, they have resorted to exhortations, pleading tearfully for **restored** confidence.
Restore/restored	Bring something back to an earlier or normal condition	
Generation	The entire group of people who were born around the same time	They know only the rules of a **generation** of self-seekers.
Vision	Ability to see; the ability to see the way you want things to be	They have no **vision,** and when there is no **vision** the people perish.
Achievement	Something that is completed with success using hard work or skill	

Vocabulary word	Definition	Sample sentence(s) from the text
Creative	Able to make or do something new or with imagination	Happiness lies not in the mere possession of money; it lies in the joy of **achievement,** in the thrill of **creative** effort.
Minister/ ministered	Take care of the wants or needs of others	These dark days will be worth all they cost us if they teach us that our true destiny is not to be **ministered** unto but to **minister** to ourselves and to our fellow men.
Abandonment	Leaving behind with no plan to return	Recognition of the falsity of material wealth as the standard of success goes hand in hand with the **abandonment** of the false belief that public office and high political position are to be valued only by the standards of pride of place and personal profit; and there must be an end to a **conduct** in banking and in business which too often has given to a sacred trust the likeness of callous and selfish wrongdoing.
Conduct	Way of doing business	
Ethics	Values and beliefs about what is right and wrong	Restoration calls, however, not for changes in **ethics** alone.
Primary	Main, most important	Our greatest **primary** task is to put people to work.
Project	Any activity that takes great effort or planning; work	It can be accomplished in part by direct recruiting by the Government itself, treating the task as we would treat the emergency of a war, but at the same time, through this employment, accomplishing greatly needed **projects** to stimulate and reorganize the use of our natural **resources.**
Resource	Materials that are found in nature, like water, minerals, forests	
Redistribution	Give or spread out again, in different ways	We must frankly recognize the overbalance of population in our industrial centers and, by engaging on a national scale in a **redistribution,** endeavor to provide a better use of the land for those best fitted for the land.
Definite	Clear or exact	The task can be helped by **definite** efforts to raise the values of agricultural products and with this the power to **purchase** the **output** of our cities.
Purchase	Buy	
Output	Something that is made or produced	
Federal	Central government of a country with many parts	It can be helped by insistence that the **Federal,** State, and local governments act forthwith on the demand that their cost be drastically reduced.

Vocabulary word	Definition	Sample sentence(s) from the text
Unify	Bring together	It can be helped by the **unifying** of relief activities which today are often scattered, **uneconomical,** and unequal.
Uneconomical	Wasteful; costing too much	
Transportation	Moving people and things by car, truck, bus, ship, airplane	It can be helped by national planning for and supervision of all forms of **transportation** and of **communications** and other **utilities** which have a **definitely** public character.
Communications	Equipment for sharing ideas and information such as telephones and computers	
Utility	Public service system for providing gas, electricity, and heating	
Definitely	Without a doubt; certainly; surely	
Finally	After everything else; at the last moment.	**Finally,** in our progress toward a resumption of work we **require** two safeguards against a return of the evils of the old order.
Require	Make something necessary	
Credit	Money added to a bank account	There must be a strict supervision of all banking and **credits** and **investments.**
Investment	Money that is put into use for the purpose of making more money	
Adequate	Enough; as much as is needed	there must be an end to speculation with other people's money, and there must be provision for an **adequate** but sound **currency.**
Currency	Money that is used in a country	
Seek	Try to find; look for	I shall **seek** the immediate **assistance** of the several States.
Assistance	Help or support	
Establishment	Start or making of something that did not exist before	Our international trade relations, though vastly important, are in point of time and necessity secondary to the **establishment** of a sound national **economy.**
Economy	System of making and spending money and producing goods and services within a certain place, such as a state or country.	
Policy	A set of rules or a plan that is used as a guide for action	I favor as a practical **policy** the putting of first things first.
Economic readjustment	Having to do with reorganizing money and the production of goods and services	I shall spare no effort to restore world trade by international **economic readjustment,** but the emergency at home cannot wait on that accomplishment.
Specific	Certain and exact	

Vocabulary word	Definition	Sample sentence(s) from the text
Recovery	Return to a normal condition	The basic thought that guides these **specific** means of national **recovery** is not narrowly nationalistic.
Element	Basic part of any whole thing	It is the insistence, as a first consideration, upon the interdependence of the various **elements** in all parts of the United States—a recognition of the old and permanently important manifestation of the American spirit of the pioneer.
Assurance	Something someone says to help other people feel certain or confident about something	It is the strongest **assurance** that the recovery will endure.
Submit	Give in to another power	We are, I know, ready and willing to **submit** our lives and property to such discipline.
Assume	Take responsibility for	I **assume** unhesitatingly the leadership of this great army of our people dedicated to a disciplined attack upon our common problems.
Image	Picture of a person or a thing; something you imagine in your mind	Action in this **image** and to this end is feasible under the form of government which we have inherited from our ancestors.
Constitution	System of basic laws that govern a nation	Our **Constitution** is so simple and practical that it is possible always to meet extraordinary needs by changes in **emphasis** and arrangement without loss of essential form.
Emphasis	Special importance or attention given to something	
Mechanism	Working or moving part or process that causes a result	That is why our constitutional system has proved itself the most superbly enduring political **mechanism** the modern world has produced.
Stress	Importance, special attention, or pressure that causes tension	It has met every **stress** of vast **expansion** of territory, of foreign wars, of bitter **internal** strife, of world relations.
Expansion	Making something larger	
Internal	Located on the inside	
Normal	Usual; average; standard	It is to be hoped that the **normal** balance of executive and **legislative authority** may be wholly adequate to meet the **unprecedented task** before us.
Legislative authority	Right of Congress to make rules and decisions affecting the American people.	
Unprecedented task	Responsibility that has never before existed	

Vocabulary word	Definition	Sample sentence(s) from the text
Temporary	Not permanent; lasting a short time	But it may be that an unprecedented demand and need for undelayed action may call for **temporary** departure from that normal balance of public **procedure.**
Procedure	Steps to take to accomplish something	
Devotion	Strong loyalty	For the trust reposed in me I will return the courage and the **devotion** that befit the time.
Registered	To have shown a preference; to have signed up for something	In their need they have **registered** a mandate that they want direct, vigorous action.

Additional Vocabulary

In addition to the general academic vocabulary words defined in the table, students also will need to acquire domain- or content-specific vocabulary. Some of these terms will require more elaborated definitions. These terms could be added to the glossary or developed through brief mini lessons.

- Terms for the concepts associated with banking: deposit, forms of credit (bonds, commercial paper, mortgages, loans), currency, assets, cash; national banks (federal reserve banks); state banks (Bank Holiday Speech)
- Terms connected to a bank run: bank run, speculation, unwise loans (Bank Holiday Speech)
- Terms associated with executive actions—proclamation, legislation, regulation (Bank Holiday Speech)

Franklin D. Roosevelt's Day of Infamy Speech

http://www.archives.gov/global-pages/larger-image.html?i=/historical-docs/doc-content/images/day-of-infamy-speech-l.jpg&c=/historical-docs/doc-content/images/day-of-infamy-speech.caption.html

Overview	
Background 1: Franklin Delano Roosevelt	American Institutes for Research (AIR) developed this activity to provide background knowledge related Roosevelt's Day of Infamy Speech. We suggest that students read this background information and answer the questions that accompany it prior to reading the anchor text.
Glossary of key vocabulary: *Franklin D. Roosevelt's Day of Infamy Speech*	This glossary provides definitions and sample sentences for high frequency vocabulary drawn from Franklin D. Roosevelt's Day of Infamy Speech. Glossed words include those identified by AIR staff as high frequency and important for understanding the text.

Background 1: Franklin Delano Roosevelt

Guiding Questions:

- *Who was Franklin Roosevelt?*
- *What is he known for?*

Franklin Delano Roosevelt (January 30, 1882–April 12, 1945), was the 32nd President of the United States (1933–1945). He is commonly called by his **initials**, FDR. He was president for 12 years until he died in 1945. He was the only president to ever have served more than two **terms**. He was elected for four terms.

President Roosevelt led the United States during a time of **economic depression** and World War II and he is known for two important **events**. These events are (1) a New Deal Coalition **developed** to offer **relief** from the Great Depression and (2) a **declaration** of war against Japan and Germany.

In 1933, during Roosevelt's first hundred days in office, he supported, through **legislation** and **executive orders**, the New Deal. The New Deal included a variety of programs designed to give **economic** relief for people and the United States. The programs focused on the **development** of government jobs for the **unemployed**, the support of **economic** growth, and **reform** of **Wall Street**, banks, and transportation.

In December 1941, after the **attack** by the Japanese on Pearl Harbor (a United States naval base in Hawaii), President Roosevelt involved the United States in war with Japan and German. Roosevelt was an active **military** leader and he put into action a **comprehensive** war **strategy**. The war ended with the defeat of the **Axis powers** (including Germany, Japan, and Italy) and the **development** of the world's first **atomic bomb.**

Glossary

initials—first letters of a person's name

term—period of time a politician is in office before needing to be reelected

economic—having to do with money and the production of goods and services

depression—**economic** situation in which business is bad, many people do not have jobs, and many people are very poor

event—something that happens

develop—create or make

relief —support or assistance

declaration—formal or official statement

legislation—law or laws made by a government

executive order—rule made by the president

unemployed—people who do not have jobs

reform—improvement of; making better

Wall Street—the **financial** markets of the United States; where the New York Stock Exchange is located

financial—having to do with money

attack—action by an army to hurt or destroy

military—having to do with armies and soldiers

comprehensive—complete, thorough

strategy—plan of action

Axis Powers—the countries (including Germany, Japan, and Italy) that fought against the Allied forces (including France, Poland, the British

	Empire, and the United States) during World War II ***atomic bomb*—**a very destructive bomb

Word Bank

reform	president	military	four
depression	banks	leader	war
United States	32nd	Japan	jobs
elected	strategy	Wall Street	war
strategy	The New Deal	growth	economic
people	development	Germany	

Supplementary Questions

1. What was Franklin Roosevelt's job from 1933 to 1945? [ALL]

   He was the _____ _____ of the United States. [EN, EM]

   He was _____. [TR]

2. What was FDR the only U.S. president to do? [ALL]

   He was the only U.S. president to be _____ for _____ terms. [EN, EM]

   He was the only U.S. president to _____. [TR]

3. What two big events happened during his presidency? [ALL]

   FDR was president during _____ and

   _____. [EN, EM]

   FDR was president during _____. [TR]

4. What relief program did Franklin Roosevelt develop during his first 100 days in office and what was its purpose? [ALL]

   He developed_____. It was designed to give

   _____ relief to _____ and the

   _____. [EN, EM]

He developed _____ in order to _____. [TR]

5. What were the programs of the New Deal focused on? [ALL]

   They were focused on the _____ of _____, the support of economic _____, and _____of _____, _____, and transportation. [EN, EM]

   They were focused on _____. [TR]

6. After the attack on Pearl Harbor, with which countries did the United States go to war? [ALL]

   The United States went to war with _____ and _____.[EN, EM]

   The United States went to war _____.

7. What was President Roosevelt's role during World War II? [ALL]

   He was an active _____ _____, and he put into action a comprehensive _____ _____.[EN, EM]

   He was _____, and he put into action _____ _____. [TR]

Response to Guiding Questions:

- *Who was Franklin Roosevelt?*
- *What is he known for?*

Additional Topics

Students also may benefit from background information in the following areas to support their comprehension of the texts:

- The balance of power as defined by the Constitution because Roosevelt used executive power to deal with the consequences of the depression.
- The historical context of Japanese–American relations leading up to the attack on Pearl Harbor, including the negotiations that had occurred between the United States and Japan related to maintenance of peace in the Pacific.

- In addition, students may need to understand the meaning of the word *rhetoric* if there is a lesson standard related to rhetoric.

Glossary of key vocabulary: Franklin D. Roosevelt's Day of Infamy Speech

Vocabulary word	Definition	Sample sentence from the text
Maintenance	Keeping something alive or in existence	The United States was at peace with that Nation and, at the solicitation of Japan, was still in conversation with its Government and its Emperor looking toward the **maintenance** of peace in the Pacific.
Commence	Start	Indeed, one hour after Japanese air squadrons had **commenced** bombing in Oahu, the Japanese ambassador to the United States and his **colleague** delivered to our secretary of state a formal reply to a recent American message.
Colleague	Person who has the same job as another	
Obvious	Easy for anyone to see or understand; clear	It will be recorded that the distance of Hawaii from Japan makes it **obvious** that the attack was deliberately planned many days or even weeks ago.
Intervening	Happening between certain events or points of time	During the **intervening** time the Japanese Government had deliberately **sought** to deceive the United States by false statements and expressions of hope for continued peace.
Seek/sought	Try/tried	
Military	Having to do with soldiers or armies	The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and **military** forces.
Undertake	Start to do	Japan has, therefore, **undertaken** a surprise offensive extending throughout the Pacific area.
Implication	Possible result; meaning	The people of the United States have already formed their opinions and well understand the **implications** to the very life and safety of our Nation.
Interpret	Understand in a certain way	I believe I **interpret** the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost but will make very certain that this form of treachery shall never endanger us again.
Inevitable	Certain to happen	With confidence in our armed forces—with the unbounded determination of our people—we will gain the **inevitable** triumph—so help us God.

The Palace Thief

https://www.engageny.org/resource/grade-10-ela-module-1-unit-2

Overview	
Background 1: Boarding Schools	American Institutes for Research (AIR) developed this activity to provide background knowledge related to boarding schools. We suggest that students read this background information and answer the questions that accompany it prior to reading the anchor text.
Background 2: The Classics	AIR developed this activity to provide background knowledge related to the study of the classics. We suggest that students read this background information and answer the questions that accompany it prior to reading the anchor text.
Glossary of key vocabulary: *The Palace Thief*	This glossary provides definitions and sample sentences for high frequency vocabulary drawn from *The Palace Thief*. Glossed words include those identified by AIR staff as high frequency and important for understanding the text.

Background 1: Boarding Schools

The challenge of *The Palace Thief* for ELLs will not be a lack of background, but rather the vocabulary and sentence structure used in the text. Most of the background that is needed for understanding this text can be embedded into the instruction of the text. Prior to reading the text, however, it would be helpful to develop ELLs' understanding of boarding schools, student demographics at boarding schools, and how schools are funded.

Boarding Schools

In preparation for reading an excerpt from the short story *The Palace Thief*, we are going to learn a little about boarding schools. The narrator of the story is a teacher in a boarding school. Read the text and consider the guiding questions as you read. Then, write your answers to the questions in the spaces provided. We will review the answers together in class.

Guiding Questions:

- *What are boarding schools?*
- *How do boarding schools get money to run the school?*

Boarding Schools

Boarding schools are **private** schools in which many or all the students live at the school with their teachers. In the United States, these schools are most often for students in 7th–12th grade. Because boarding schools are often very **expensive**, many of the students come from rich families. In addition to students' **tuition fees**, the **donations** of **former** students and their families and other people who **donate** money (benefactors) help to pay for the running of the school.

Glossary

***private*—**not public; owned and run by an organization; not open for everyone

***expensive*—**cost a lot of money

***tuition fees*—**money paid to go to a school

***former*—**previous; coming before

***donation/donate*—**give money to an organization or group

Word Bank

tuition	expensive	7th	benefactors
fees	school	students	donations
rich	teachers	12th	

Supplementary Questions

1. Where do students who attend boarding schools often live? [ALL]

   They live at the _____ with their _____. [EN, EM]

   They live _____. [TR]

2. Who are the students who attend boarding schools? [ALL]

The students who attend boarding schools are often in _____ through _____ grade. They often are from _____ families because it is very _____ to go to boarding school. [EN, EM]

The students who attend boarding schools are _____. They often are _____. [TR]

3. Who gives money to help pay for the running of the school? [ALL}

_____ pay _____ and _____. Former _____ and _____ give _____ to the school. [EN, EM]

_____ give money to help pay for the running of the school. [TR]

Response to Guiding Questions:

- *What are boarding schools?*
- *How do boarding schools get money to run the school?*

Background 2: The Classics

The Classics	
In preparation for reading an excerpt from the short story *The Palace Thief*, we are going to learn a little about the study of the classics. The narrator of the story is a teacher of the classics. Read the text and consider the guiding question as you read. Then, write your answers to the questions in the spaces provided. We will review the answers together in class.	
Guiding Question: *What do people learn about when they study the classics?*	
The Classics	**Glossary**
The classics, also called classical studies, is an area of study that includes languages, **literature**, history, **philosophy**, art, **archeology**, and the **culture** of the **ancient Mediterranean** world. Especially important to this area of study is **knowledge** of **ancient Greece** and **ancient Rome** from 600 b.c.e. to 600 c.e.	***literature*—**stories, poems, plays, and other writing ***philosophy*—**the study of the nature of life, truth, knowledge, and other important human matters ***archeology*—**the study of past human life ***culture*—**the language, ideas, customs, and art of a group of people ***ancient* —**very old; from a long time ago

	Mediterranean—a large sea bordered by Europe to the north, Asia to the east, and Africa to the south ***knowledge***—understanding of ***Greece***—a country of southern Europe on the Mediterranean Sea ***Rome***—the capital city of Italy

Word Bank

600 b.c.e.	area	ancient	literature
studies	600 c.e.	philosophy	ancient
Rome	languages	study	archeology
Mediterranean	culture	Greece	history
classical	art		

Supplementary Questions

1. What are the classics? [ALL]

   The classics are an _____ of _____ also called _____ _____. [EN, EM]

   This classics are _____. [TR]

2. What are some topics included in the classics? [ALL]

   Some topics are _____, _____, _____, _____, _____, and the _____ of the ancient _____ world. [EN, EM]

   Some topics are _____. [TR]

3. What knowledge is especially important to the classics? [ALL]

   Especially important is knowledge of _____ _____ and _____ _____ from _____ to _____. [EN, EM]

   The knowledge that is _____. [TR]

Response to Guiding Question: *What do people learn about when they study the classics?*

Additional Topics

During the course of the reading, ELLs may also need background on the following topics:

U.S. Senators—The U.S. Senate is a legislative body that along with the U.S. House of Representatives makes up the U.S. Congress. Two U.S. senators, serving six-year terms, represent each state.

Robert E. Lee was a U.S. military officer who led the Confederate Army of Northern Virginia during the American Civil War.

President Harry Truman was the 33rd president of the United States from 1945 to 1953.

The sixties is a term used to represent the time period from around 1963 to 1974. This time period is known for cultural and political trends that occurred around the world, such as uprisings against racist and sexist policies, and a revolution against norms of clothing, music, drugs, and education. Although the sixties are not mentioned explicitly in the text, the time period is implied.

Glossary of key vocabulary: *The Palace Thief*

Vocabulary word	Definition	Sample sentence from the text
Incident	Something that happens; an event	I tell it only to record certain foretellable **incidents** in the life of a well-known man, in the event that the **brief** candle of his days may sometime come under the scrutiny of another student of history.
Brief	Short amount of time	
Generation	The entire group of people who were born around the same time	I gave service there to the minds of three **generations** of boys and always left upon them, if I was successful, the delicate imprint of their **culture**.
Culture	The language, ideas, customs, and art of a group of people	
Philosophy	The study of the nature of life, truth, knowledge, and other important human matters	I battled their indolence with discipline, their boorishness with **philosophy**, and the arrogance of their stations with the history of great men before them.
Response	Answer; reply	I suppose I should have recalled what kind of boy he had been at St. Benedict's forty-one years before instead of posting my **response** so promptly in the mail and beginning that evening to prepare my test.
Residence	House or place where people live; home	He, of course, was the son of Senator Sedgewick Hyram Bell, the West Virginia demagogue who kept horses at his **residence** in Washington, D.C., and had swung several southern states for Wendell Willkie.
Philosophical	Based on the study of life, truth, and knowledge	It was midway through the fall term, that term in which I brought the boys forth from the **philosophical** idealism of the Greeks into the realm of commerce, **military** might, and the law, which had given Julius Caesar his prerogative from Macedonia to Seville.
Military	Having to do with soldiers or armies	
Distinction	Something that makes someone or something different	It is a sad **distinction** of that age group, the exuberance with which the boys **abandon** the moral endeavor of Plato and embrace the powerful, pragmatic hand of Augustus.
Abandon	Leave behind with no plan to return	
Dominated	Control by the use of power	The more sensitive ones had grown silent, and for several weeks our class discussions had been **dominated** by the martial instincts of the coarser boys.
Aware	Knowing; conscious of	Of course I was sorry for this, but I was well **aware** of the import of what I taught at St. Benedict's.

Vocabulary word	Definition	Sample sentence from the text
Role	Purpose or function someone has	Our headmaster, Mr. Woodbridge, made us continually aware of the **role** our students would **eventually** play in the affairs of our country.
Eventually	At a future time	
Project	Any activity that takes great effort or planning	Above the door frame hung a tablet, made as a term **project** by Henry L. Stimson when he was a boy here, that I hoped would teach my students of the irony that history bestows upon ambition.
Respond	Answer or reply	"If it's such a serious class, then why're they all wearing dresses?" he **responded**, again to laughter, although by now Fred Masoudi had loosened the rope belt at his waist and the boys around him were **shifting** uncomfortably in their togas.
Shift	Move or change position	
Routed	Defeat or beat completely	He was a poor student and on his first exam could not even tell me who it was that Mark Antony and Octavian had **routed** at Philippi, nor who Octavian later became, although an average wood-beetle in the floor of my classroom could have done so with ease.
Furthermore	Besides; in addition;	**Furthermore**, as soon as he arrived he began a stream of capers using spitballs, wads of gum, and thumbtacks.
Element	Part	Of course it was common for a new boy to engage his comrades thusly, but Sedgewick Bell then began to add the dangerous **element** of natural leadership—which was based on the **physical** strength of his features—to his otherwise puerile antics.
Physical	Of the body	
Occur	Take place; happen	Whenever one of these antics **occurred**, I simply made a point of calling on Sedgewick Bell to answer a question.
Require	Need	General laughter usually followed his stabs at answers, and although Sedgewick himself usually laughed along with everyone else, it did not **require** a great deal of **insight** to know that the tactic would work.
Insight	Understanding of certain knowledge or truth	
Strategy	Method or plan of action	In retrospect, however, perhaps my **strategy** was a mistake, for to **convince** a boy of his own stupidity is to shoot a poisonous arrow indeed.
Convince	Cause someone to believe or accept	
Motivation	Something that causes you to do something; something that makes you work for something	Perhaps Sedgewick Bell's life would have turned out more nobly if I had understood his **motivations** right away and treated him differently at the start.

Vocabulary word	Definition	Sample sentence from the text
Somewhat	A little; an amount less than all	What was irrefutably true was that he was performing poorly on his quizzes, even if his behavior had improved **somewhat**, and therefore I called him to my office.
Estate	All the property of a person or family; the property left by someone who has died	In those days I lived in small quarters off the rear of the main hall, in what had been a slave's room when the grounds of St. Benedict's had been the **estate** of the philanthropist and horse breeder Cyrus Beck.
Inspect	Look at with care to find any problems	Immediately he began to **inspect** the premises, casting his eyes, which had the patrician set of his father's, from the desk to the shelves to the bed folded into the wall.
Encounter	Meet	Frankly, I had never **encountered** a boy like him before, who at the age of thirteen would affront his schoolmaster without other boys in audience.
Clarity	Clearness; understanding	"Young man," I said, sensing his motivations with sudden **clarity**, "we are concerned about your performance here, and I have made an appointment to see your father."
Contribute	Play a part in or add to	Indeed, that week the boys reenacted the pivotal scenes from Julius Caesar, and Sedgewick read his lines quite passably and **contributed** little that I could see to the occasional fits of giggles that circulated among the slower boys.
Plus	Slightly higher grade (for example, a C+ is higher than a C but lower than a B–)	The next week, I gave a quiz on the triumvirate of Crassus, Pompey, and Caesar, and he passed for the first time yet, with a C **plus**.
Nonetheless	Still; nevertheless	**Nonetheless**, I had told him that I was going to speak with his father, and this is what I was determined to do.
Policies	Set of principles that is used as a guide for action, especially in a government or business	On the radio his voice was a tobacco drawl that had won him populist appeal throughout West Virginia, although his **policies** alone would certainly not have done so.
Prospect	Something that is expected or very likely to happen	The man already enjoyed national stature, of course, and although any other father would no doubt have made the journey to St. Benedict's himself, I admit that the **prospect** of seeing the man in his own office intrigued me.

Vocabulary word	Definition	Sample sentence from the text
Proceeded	Continue forward after a stop	The bus followed the misty, serpentine course of the Passamic, then entered the marshlands that are now the false-brick suburbs of Washington, and at last left me downtown in the capital, where I **proceeded** the rest of the way on foot.
Constituent	Someone who gives another the power to represent him or her	He put me in a leather seat, offered me a cigar, which I refused, and then with real or contrived wonder—perhaps he did something like this with all of his visitors—he proceeded to show me an antique sidearm that had been sent to him that morning by a **constituent** and that had once belonged, he said, to the coachman of Robert E. Lee.
Challenge	Interesting or difficult problem	This was a question for which I was well prepared, fortunately, having recently written a short piece in *The St. Benedict's Crier* answering the same **challenge** put forth there by an anonymous boy.
Network	Any system of roads or lines connected to each other like a net	"When they read of the reign of Augustus Caesar," I said without hesitation, "when they learn that his rule was bolstered by commerce, a postal system, and the arts, by the reformation of the senate and by the righting of an inequitable system of taxation, when they see the effect of scientific progress through the census and the enviable **network** of Roman roads, how these advances led mankind away from the brutish rivalries of potentates into the two centuries of Pax Romana, then they understand the importance of character and high ideals."
Job	Work a person is paid to do	"It's my **job**, sir, to mold your son's character."
Found	Discovered	I was bewildered, naturally, and **found** myself in the elevator before I could even take account of what had happened.
Evidently	Apparently; clearly	Back at St. Benedict's, furthermore, I saw that my words had **evidently** had some effect on the boy, for in the weeks that followed he continued on his struggling, uphill course.
Adequate	Good enough	For his midterm project he produced an **adequate** papier-mâché rendering of Hadrian's gate, and in class he was less disruptive to the group of do-nothings among whom he sat, if indeed he was not in fact attentive.

Vocabulary word	Definition	Sample sentence from the text
Benefit of the doubt	Assume something good rather than bad	If I gave him the **benefit** of the doubt on his quizzes when he straddled two **grades**, if I began to call on him in class only for those questions I had reason to believe he: could answer, then I was merely trying to encourage the nascent curiosity of a boy who, to all appearances, was struggling gamely from beneath the formidable umbra of his father.
Grade	Number or letter given on schoolwork to show how well a student did the work	
Preliminary	Coming before, so as to prepare for something else	The fall term was by then drawing to a close, and the boys had begun the frenzy of **preliminary** quizzes for the **annual** "Mr. Julius Caesar" competition.
Annual	Happening once every year	
Tradition	Beliefs and customs passed down from one group to another	"Mr. Julius Caesar" is a St. Benedict's **tradition**, held in reverence among the boys, the kind of mythic ritual that is the **currency** of a school like ours.
Currency	Common to many	
Phase	Stage of development or of a process	It is a contest, held in two **phases**.
Emerge	Become	The first is a narrowing maneuver, by means of a dozen written quizzes, from which three boys from the first form **emerge** victorious.
Assemble	Gather into a group	The second is a public tournament, in which these three take the stage before the **assembled** student body and answer questions about ancient Rome until one alone emerges triumphant, as had Caesar himself from among Crassus and Pompey.
Obvious	Easy for anyone to see or understand; clear	That year I had three **obvious** contenders: Fred Masoudi, who, as I intimated, was a somewhat gifted boy; Martin Blythe, a studious type; and Deepak Mehta, the son of a Bombay mathematician, who was dreadfully quiet but clearly my best student.
Professional	Doing a job as a way of earning money	"Who introduced the **professional** army to Rome?"
Accurate	Free of mistakes; correct	Not only was he proving my gamble worthwhile but he was showing the twittering boys in the audience that, under fire, discipline produces **accurate** thought.
Previous	Coming just before another	The next several rounds of questions proceeded much in the same manner as had the **previous** two.
Period	Amount of time	Deepak Mehta and Fred Masoudi answered without hesitation, and Sedgewick Bell did so only after a tedious and deliberate **period** of thought.

Vocabulary word	Definition	Sample sentence from the text
Style	Way someone acts	What I realized, in fact, was that his **style** made for excellent theater.
Fund	Money collected or saved for a specific reason	The parents, I could see, were impressed, and Mr. Woodbridge next to me, no doubt thinking about the next Annual **Fund** drive, was smiling broadly.
Civil	Between different groups within one country	"Which general had the support of the aristocrats in the **civil** war of 88 B.C.?"
Vision	Way to look at things	I had come to this job straight from my degree at Carleton College at the age of twenty-one, having missed enlistment due to myopia, and carrying with me the hope that I could give to my boys the more important **vision** that my **classical** studies had given to me.
Classical	Having to do with ancient Greek and Roman culture	
Inevitably	Unavoidably; without being able to stop or change anything	I knew that a teacher who coddled them at that age would only hold them back, would keep them in the bosoms of their mothers so long that they would remain weak-minded through preparatory school and **inevitably** then through college.
Attached	Join, fasten, or connect	I peered through my glasses at the stage and knew at once that he had **attached** the "Outline of Ancient Roman History" to the inside of his toga.
Internal	Inside oneself	I don't know how long I stood there, between the school assembled behind me and the two boys seated in front, but after a period of **internal** deliberation, during which time I could hear the rising murmurs of the audience, I decided that in the long run it was best for Sedgewick Bell to be caught.
Ignore	Refuse to recognize or notice	"**Ignore** it," he whispered back.
Complex	Not simple; complicated	A headmaster's world is a far more **complex** one than a teacher's, and it is historically inopportune to blame a life gone afoul on a single incident in childhood.
Principle	Basic law or belief on which action or behavior is based	However, I myself would have stood up for our **principles** had Mr. Woodbridge not at that point said, "Ignore it, Hundert, or look for another job."
Finally	After a long time or a long wait; at last	In a few moments, however, from within the subsiding din, I heard the thin, accented voice of a woman speaking Deepak Mehta's name; and it was the presence of his mother, I suppose, that **finally** brought me to my senses.

Vocabulary word	Definition	Sample sentence from the text
Briefly	For a short period of time	He **briefly** widened his eyes at me—in recognition? in gratitude?
Sustained	Continuing for a while	Then I put the same question to Deepak Mehta, who answered it correctly, of course, and then received a round of applause that was polite but not **sustained**.
Pursuit	Trying to get or have something	By the next morning, our calligraphers would add Deepak Mehta's name to the plaque outside Mr. Woodbridge's office, and young Sedgewick Bell would begin his lifelong **pursuit** of missed glory.
Attribute	Believe to be the result of something	What he did next I have thought about many times over the years, the labyrinthine wiliness of it, and I can only **attribute** the precociousness of his maneuvering to the bitter education he must have received at home.
Acknowledge	Recognize something	Every teacher knows a score of boys who do their best to be expelled; this is a cliché in a school like ours, but as soon as I closed the door to his room and he **acknowledged** the act with a feline smile, I knew that this was not Sedgewick Bell's intention at all.
Committed	Done; performed	What transpires in an act of omission like the one I had **committed**?
Enforce	Follow; make obey	What had happened was that instead of **enforcing** my own **code** of morals, I had allowed Sedgewick Bell to sweep me summarily into his.
Code	Set of rules or laws	
Pursue	Follow up; continue to talk about	He knew also, of course, that I would not **pursue** the matter, although I spent the ensuing several days contemplating a disciplinary action.
Resolve	Decision; determination	Each time I summoned my **resolve** to submit the boy's name to the honor committee, however, my conviction waned, for at these times I seemed to myself to be nothing more than one criminal turning in another.
Instructor	Teacher	In fact, the only teacher I decided to trust with my situation was Charles Ellerby, our new Latin **instructor** and a kindred lover of antiquity.
Assure	Cause someone to feel certain or say something to make someone feel certain	"I'm sure it is complex," Senator Bell said, "But I **assure** you, there are situations more complex.
Evidence	Something that gives proof of or a reason to believe something	For Charles Ellerby and me, he became a symbol, **evidence** of the first tendrils of moral rot that seemed to be twining among the posts and timbers of our school.

Vocabulary word	Definition	Sample sentence from the text
Physically	Having to do with the body	He had grown **physically** larger as well, and now when I chanced upon him on the campus, he held his ground against my disapproving stare with a dark one of his own.
Despite	Without being changed or stopped by	To complicate matters, he had cultivated, **despite** his boorish character, an impressive popularity among his schoolmates, and it was only through the subtle **intervention** of several of his teachers that he had failed on two occasions to win the presidency of the student body.
Intervention	Get involved in a situation and change what is happening	
Physical	Having to do with the body	His favor among the other boys, of course, had its origin in the strength of his **physical features**, in the precocious evil of his manner, and in the bellowing timbre of his voice, but unfortunately such crudities are all the more impressive to a group of boys living out of sight of their parents .
Features	Parts of the body	
Odds	The chance that something will happen	Indeed, a teacher's career is punctuated with difficult students like him, and despite the **odds** one could not help but root for his **eventual** rehabilitation.
Eventual	Sure to happen in the future	
Corporation	Organization formed by a group of people to operate a business	It came as a surprise, then, when I learned in *the Richmond Gazette* thirty-seven years later, of Sedgewick Bell's ascension to the chairmanship of EastAmerica Steel, at that time the second-largest **corporation** in America.
Assistant	Person who helps another person do their job	I chanced upon the news one morning in the winter of 1987, the year of my great problems with St. Benedict's, while reading the newspaper in the east-lighted breakfast room of the **assistant** headmaster's house.
Aspect	Part	St. Benedict's, as everyone knows, had fallen upon difficult times by then, and an unseemly **aspect** of my job was that I had to **maintain** a lookout for possible donors to the school.
Maintain	Keep	
Assume	Think something is true without knowing the facts or asking about them	This was unusual, of course, as St. Benedict's makes a point of keeping abreast of its graduates, and I can only **assume** that his absence in the yearly alumni notes was due to an act of will on his own part.

Vocabulary word	Definition	Sample sentence from the text
Decade	Ten years	Ten years after Sedgewick Bell's departure I had moved from dean of seniors to dean of the upper school, and after a **decade** there to dean of **academics**, a post that some would consider a demotion but that I seized with reverence because it afforded me the chance to make inroads on the minds of a **generation**.
Academics	Having to do with school or what you learn in school	
Generation	The entire group of people who were born around the same time	
Rejection	Refusing to accept	At the time, of course, the country was in the throes of a violent, peristaltic **rejection** of tradition, and I felt a particular urgency to my mission of staying a course that had led a century of boys through the rise and fall of ancient civilizations.
Alter	Change	In those days our meetings of the faculty and trustees were rancorous affairs in which great pressure was exerted in attempts to **alter** the time-tested curriculum of the school.
Assembled	Gathered into a group	A meeting ensued in which my friend and this other man spoke to the **assembled** faculty and trustees, and though I will not go into detail, I will say that the outside candidate felt that, because of the advances in our society, history had become little more than a relic.
Controversy	Disagreement; something people have different opinions about	The **controversy** quickly became a forum concerning the **relevance** of the past.
Relevance	Importance or connection to	
Debate	Discuss the different sides of a subject or issue	Teacher after teacher **debated** the import of what we in history had taught for generations, and assertion after assertion was met with boos and applause.
Challenge	Invite to join a fight or competition	One powerful member of the board had come to the meeting in blue jeans and a tie-dyed shirt, and after we had been arguing for several hours and all of us were exhausted, he took the podium and **challenged** me personally, right then and there, to debate with him the merits of Roman history.
Behalf	Representation of someone who is not present (used with "on" and followed by "of")	He was not an ineloquent man, and he chose to speak his plea first, so that by the time he had finished his attack against antiquity, I sensed that my battle on **behalf** of Charles Ellerby, and of history itself, was near to lost.

Vocabulary word	Definition	Sample sentence from the text
Secured	Get	Although the resultant split among the faculty was an egregious one, Charles Ellerby **secured** the appointment, and together we were able to do what I had always dreamed of doing: We redoubled our **commitment** to classical education.
Commitment	Strong support for something	
Minor	Less important or less serious	Our boys won sporting events and prizes, endured **minor** scandals and occasional tragedies, and then passed on to good colleges.
Declined	Grow weaker or smaller gradually	Senator Bell **declined** from prominence, and within a few years I read that he had passed away.
Investment	Money that is put into use for the purpose of making more money	Indeed it was not until a few years ago that anything out of the ordinary happened at all, for it was then, in the late 1980s, that some ill-advised **investments** were made and our endowment suffered a decline.
Succession	Coming after something or someone else in time	Immediately there occurred a Byzantine struggle for **succession**.
Underestimating	Think something is of less value or not as good as it is	I was, of course, no longer a young man. I suppose, in fact, that I lost my advantage here by **underestimating** my opponents, who indeed were younger, as Caesar had done with Brutus and Cassius.
Principal	Main; primary	I should not have been surprised, then, when after several days of maneuvering, my **principal** rival turned out to be Charles Ellerby.
Conduct	Do or carry out	For several years, I discovered, he had been **conducting** his own internecine campaign for the position, and although I had always counted him as my ally and my friend, in the first meeting of the board he rose and spoke accusations against me.
Method	Way of doing something	He said that I was too old, that I had failed to change with the times, that my **method** of pedagogy might have been **relevant** forty years ago but that it was not today.
Relevant	Appropriate; pertinent	
Professionally	Having to do with a certain job or work	I was wounded, of course, both **professionally** and in the hidden part of my heart in which I had always counted Charles Ellerby as a companion in my lifelong search for the magnificence of the past.
Confer	Meet to talk about something	After dinner I returned to the assistant headmaster's house in order to plot my course and **confer** with those I still considered allies, but before I could begin my preparations, there was a knock at the door.

Vocabulary word	Definition	Sample sentence from the text
Submission	Giving in to	At that point, in fact, as his eyes fell in **submission** to my determined gaze, I believe the headmastership became mine.
Initiative	The power, energy, or ability to organize or accomplish something	Instead of opening the desk and brandishing the weapon, however, which of course meant nothing to me but no doubt would have seized the **initiative** from Ellerby, I **denied** to him its existence.
Deny	Say that something is not true	
Margin	Edge or the area near it; border	A **margin** of rust had appeared along the filigreed handle, and despite the ornate workmanship I saw clearly now that in its essence the weapon was ill-proportioned and blunt, the crude instrument of a violent, historically meager man.
Drama	When something happens and people have strong feelings at the time	I suppose I had always imagined firing it someday in a moment of **drama**.
Remove	Take something off or away	That night I took it from the drawer again, hid it in the pocket of my overcoat, and walked to the far end of the campus, where I crossed the marsh a good mile from my house, **removed** my shoes, and stepped into the babbling shallows of the Passamic.
Filed	Walk past in a line	In the hall outside the faculty room, most of the teachers **filed** by without speaking to me, and once inside, I became obsessed with the idea that I had missed this most basic lesson of the past, that conviction is the alpha and the omega of **authority.**
Authority	The right or power to make decisions and rules that affect other people	
Trace	Very small amount of something	It was well written, which I noted with pleasure, and contained no **trace** of rancor, which is what every teacher hopes to see in the maturation of his disagreeable students.
Sum	Amount	After small talk, including my condolences about his father, he told me that the reason he had replied to my letter was that he had often dreamed of holding a rematch of "Mr. Julius Caesar," and that he was now willing to donate a large **sum** of money to St. Benedict's if I would agree to administer the event.
Assume	Think something is true without knowing the facts or asking about them	Naturally, I **assumed** he was joking and passed off the idea with a **comment** about how funny it was, but Sedgewick Bell repeated the invitation.
Comment	Saying something	

Vocabulary word	Definition	Sample sentence from the text
Precisely	Exactly	I suppose I should not have been surprised, for it is **precisely** this sort of childhood slight that will drive a great figure.
Imply	Suggest	Then he said that at this station in his life he could afford whatever he wanted materially—with all that this **implied,** of course, concerning his donation to the Annual Fund—but that more than anything else, he desired the chance to reclaim his intellectual honor.
Finances	Things having to do with money	Although I had until then led a life in which **finances** were never more than a distant concern, I was keenly aware that my time in the school's houses and dining halls was coming to an end.
Files	Place for keeping documents or other objects safe	I stopped here and there among the **files.**
Abstract expressionism	Movement in American art	Among the art projects I found John Updike's reproduction of the Obelisk of Cleopatra and a charcoal drawing of the Baths of Caracala by the **abstract** expressionist Robert Motherwell, unfortunately torn in two and no longer worth anything.
Task	Piece of work to be done; a small job	It took me only two evenings to gather enough material for the **task,** although in order not to appear eager, I waited several days before sending off another letter to Sedgewick Bell.
Confirm	Check on something	The morning after talking to Sedgewick Bell I received calls from two of his secretaries, a social assistant**,** and a woman at a New York travel agency, who **confirmed** the arrangements for late July, two months **hence.**
Hence	From this moment; in the future	
Intervene	Occur between certain other events or points of time	I was not prepared, however, for the days of retirement that **intervened.**
Final	Happening at or being the end of something; last	What little remained of that school year passed speedily in my preoccupation, and before I knew it, the boys were taking their **final** exams.
Commencement	Graduation from a school or college	At the **commencement** exercises in June a small **section** of the ceremony was spent in my honor, but it was presided over by Charles Ellerby and gave rise to a taste of copper in my throat. "And thus we bid adieu," he began, "to our beloved Mr. Hundert."
Section	Part	

Vocabulary word	Definition	Sample sentence from the text
Goal	The area in certain sports into which a player must move a ball or other object in order to score	The next day, of course, parents began arriving to claim their children; jitney buses ferried students to airports and train stations; the groundsman went around pulling up lacrosse **goals** and baseball bleachers, hauling the long black sprinkler hoses behind his tractor into the fields.
Chart	Plan	We negotiated a monthly rent, and I went upstairs to set about **charting** a new life for myself.
Objectively	Not influenced by personal feelings or opinions	**Objectively** speaking, the start of that summer should have been no different from the start of any other; yet it was.
Contact	Communicate with	The thought would occur to me in the midst of the long path along the outskirts of town; and as I reached the Passamic, took my break, and then started back again toward home, I would battle with my urge to **contact** the man.
Circumstance	Fact connected with a situation	Why would he go through all the trouble just to mock me, I thought; but then I would recall the **circumstances** of his tenure at St. Benedict's, and a darker gloom would descend upon me.
Channel	Long, narrow body of water that joins two larger bodies of water	One does not remain at St. Benedict's for five decades without gaining a certain familiarity with privilege, yet as it lifted me off the pad in Charlotte, hovered for a moment, then lowered its nose and turned eastward over the gentle hills and then the chopping slate of the sea **channel**, I felt a headiness that I had never known before; it was what Augustus Caesar must have felt millennia ago, carried head-high on a litter past the Tiber.
Policy	Set of rules or a plan that is used as a guide for action	I stood at the window of my room and watched the helicopter ferry back and forth across the channel**,** disgorging on the island a Who's Who of America's largest corporations, universities, and organs of **policy.**
Hearing aid	Small electronic device that makes sound louder and is worn to make poor hearing better	But of course it was Sedgewick Bell who commanded everyone's attention: He had grown stout across the middle and bald over the crown of his head, and I saw in his ear, although it was artfully concealed, the flesh-colored bulb of a **hearing aid;** yet he walked among the men like a prophet.
Approach	Come or go near to	Their faces grew animated when he **approached,** and at the tables I could see them competing for his attention.

Vocabulary word	Definition	Sample sentence from the text
Revelation	Learning or knowing something that was not known before	It was not the type of thing one talked about with a student, however, so I let his **revelation** pass without comment.
Confirmation	Something that proves something	The **confirmation** of his suspicions was enough to satisfy him, it seemed, so I said nothing more.
Shift	Change	I asked Sedgewick Bell about Caesar's battles at Pharsalus and Thapsus, about the **shift** of power to Constantinople, and about the war between the patricians and the plebeians; I asked Deepak Mehta about the Punic wars, the conquest of Italy, and the fall of the Republic.
Straightforward	Clear	Deepak of course had an advantage, for certainly he had studied this material at university, but I must say that the **straightforward** determination of Sedgewick Bell had begun to win my heart.
Unintelligent	Not smart; stupid	It does not happen as often as one might think that an **unintelligent** boy becomes an **intelligent** man, for in my own experience the love of thought is rooted in an age long before adolescence; yet Sedgewick Bell now seemed to have done just that.
Intelligent	Having a great ability to learn, think, and understand.	
Device	Invention or machine used for a specific purpose	Man's character is his fate, says Heraclitus, and at that moment, as he brushed his hand down over his temple, I realized that the flesh-colored **device** in his ear was not a hearing aid but a transmitter through which he was receiving the answers to my questions.
Grant	Admit or accept	I cannot say, but after I had paused as long as I could bear to in front of that crowd, I cleared my throat and **granted** that he was right.
Partner	Person who shares in an activity with another person	I knew it was my duty as a teacher to bring him clear of the moral dereliction in which I myself had been his **partner,** yet at the same time I felt myself adrift in the tide of my own vacillation and failure.
Significant	Very important	We were guests now of a **significant** man on his splendid estate**,** and to **expose** him would be a serious act indeed.
Expose	Make known something negative, such as personal secrets or illegal activities	

Vocabulary word	Definition	Sample sentence from the text
Volume	The amount of sound	He had the orator's gift of dropping his **volume** at the moment when a less gifted man would have raised it.
Presumption	Belief that is taken for granted but not proved	He already wielded a potent role in the affairs of our county; he enjoyed the **presumption** of his family name; he was blindly **ignorant** of history and therefore did not fear his role in it.
Ignorant	Without knowledge or education	
Resolve	Decide firmly or reach a conclusion	Needless to say, I **resolved** to avoid Sedgewick Bell for the remainder of my stay.
Conclusion	Opinion that you form after thinking about many things	Amid the distant celebrations of the night, my **conclusion** began to seem farfetched, and by the quiet of the morning I was muddled.
Comment	Give an opinion	As boy after boy stopped by my rooms to wish me well, I assiduously avoided **commenting** on either Sedgewick Bell's performance or on his announcement for the Senate.
Discretion	Judgment	On the beach that day I endeavored to walk by myself, for by then I trusted neither my judgment of the incident nor my **discretion** with the boys.
Analyze	Think about	As the craft lifted off and turned westward toward the bank of clouds that hid the distant shoreline, I **analyzed** the situation with some care.
Relax	Be calm	I **relaxed** a bit in my seat.
Legal	Having to do with law	One could say that in this case I indeed had acted properly, for is it not the glory of our **legal** system that acquitting a guilty man is less heinous than convicting an innocent one?
Deny	Say something is not true	I was revolted by the spectacle, but of course I was also intrigued, and I cannot **deny** that although I was rooting for the incumbent, a part of me was also cheered at each bit of news chronicling Sedgewick Bell's assault on his lead.
Challenger	One who joins a fight or competition	Sedgewick Bell had drawn himself up from underdog to **challenger.**

Vocabulary word	Definition	Sample sentence from the text
Pose	Position	Of course, it makes no difference in the course of history that as I tried to hold up the coat Sedgewick Bell moved swiftly across the podium, took it from my grip, and raised my arm high in his own, and that this **pose,** of all things, sent the miners into jubilation; it makes no difference that by the time I spoke, he had gestured with his hand so that one of his aides had already shut off my microphone.
Route	Road or way of travel from one place to another	I still live in Woodmere, and I have found a **route** that I take now and then to the single high hill from which I can see the St. Benedict's steeple across the Passamic.
Liberally	Generously	I had poured the brandy **liberally,** and whenever Sedgewick Bell leaned into the microphone and asked a question of the witness, Deepak would mimic his **affected** southern drawl.
Affected	Imitated; pretend	

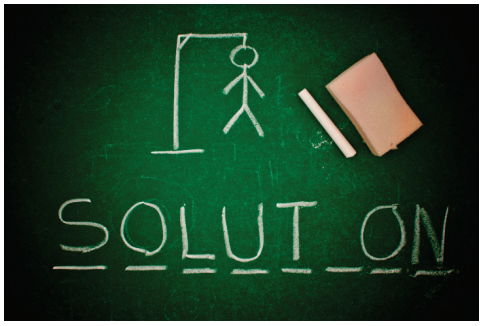
Black Swan Green

https://www.engageny.org/resource/grade-9-ela-module-1-unit-2-lesson-5

Overview	
Background 1: Hangman	American Institutes for Research (AIR) developed this activity to provide background knowledge related to Hangman. We suggest that students read this background information and answer the questions that accompany it prior to reading the anchor text.
Background 2: British English Versus American English	AIR developed this activity to provide background knowledge related to the differences between British English and American English in general. We suggest that students read this background information and answer the questions that accompany it prior to reading the anchor text.
Glossary of key vocabulary: *Black Swan Green*	This glossary provides definitions and sample sentences for high frequency vocabulary drawn from *Black Swan Green.* Glossed words include those identified by AIR staff as high frequency and important for understanding the text.

Background 1: Hangman

The title of the chapter is "Hangman," and ELLs will need to know what the game Hangman is.

Hangman	
In preparation for reading an excerpt from *Black Swan Green*, we are going to learn a little about Hangman. "Hangman" is the title of the chapter we will read and also is the name of a game. Read the text and consider the guiding question as you read. Then, write your answers to the questions in the spaces provided. We will review the answers together in class.	
Guiding Question: *What is Hangman?*	
Hangman  Hangman is a written **guessing** game for two or more players. One player thinks of a word, **phrase**, or sentence. The other player tries to guess it by saying letters to spell the word or phrase. The word or phrase is **represented** by a **row** of **dashes**, which gives the number of letters. If the guessing player says a letter that **occurs** in the word or phrase, the other player writes the letter in all its correct **positions**. If the letter that was **suggested** does not occur in the word or phrase, the other player draws one part of a **hanged stick figure**. The diagram looks like a person who is hanging. The game is over when the guessing player completes the word, guesses the whole word correctly, or the other player completes the hanging person **diagram**.	**Glossary** ***guessing*—**giving an answer or opinion without enough information to be sure ***phrase*—**group of words that form part of a sentence but not having both a subject and a verb ***represent*—**be a symbol of something ***row*—**group of things or people that are in a straight line side by side ***dashes*—**punctuation marks (—) ***occurs*—**is found, happens ***suggest***—tell someone something you think is a good idea ***position***—exact place where a person or thing is ***hang*—**attach to a point or place with no support from below ***stick figure*—**basic representation of a human that is drawn using a single straight line for the body, straight lines for the arms and legs, and a circle for the head ***diagram*—**drawing or plan that shows the parts of something or how the parts work together

Word Bank			
phrase	hanging person diagram	stick figure	letter
number	dashes	word	spell
Row	hanging	correctly	one part
person	word	letters	two
writes			

Supplementary Questions

1. How many people play Hangman? [ALL]

   _____or more players play Hangman. [EN, EM]

   _____ play Hangman. [TR]

2. How do you begin to play Hangman? [ALL]

   One player thinks of a _____. The other player tries to guess it by saying _____ to _____ the word or phrase. [EN, EM]

   One player _____. The other player _____. [TR]

3. How are the words or phrases represented? [ALL]

   The word or phrase is represented by _____ of _____, which gives the _____of _____. [EN, EM]

   The word or phrase is _____. [TR]

4. What happens if the guessing player says a letter that occurs in the word or phrase? [ALL]

   If the guessing player says a letter that occurs in the word or phrase, the other player writes _____ in all its correct _____. [EN, EM]

   If the guessing player says a letter that occurs in the word or phrase, _____. [TR]

5. What happens if the player suggests a letter that does not occur in the word or phrase?

   If the letter that was suggested does not occur in the word or phrase, the other player draws _____ of a hanged person _____. [EN, EM]

If the letter that was suggested _____. [TR]

6. What does the diagram look like? [ALL]

   The diagram looks like a _____ who is _____. [EN, EM]

   The diagram looks like _____. [TR]

7. When is the game over? [ALL]

   The game is over when the guessing player completes the _____, guesses the whole word _____, or the other player completes the _____. [EN, EM]

   The game is over when _____. [TR]

Response to Guiding Question: *What is Hangman?*

Background 2: British English Versus American English

ELLs will need to know that there are differences between British and American English in general. Some ELLs schooled within a British system will already be aware of these differences, but other ELLs will not.

British English Versus American English	
In preparation for reading an excerpt from *Black Swan Green*, we are going to learn a little about the differences between British and American English. *Black Swan Green* uses British English, which you may not be familiar with. Read the text and consider the guiding question as you read. Then, write your answers to the questions in the spaces provided. We will review the answers together in class.	
Guiding Question: *What are some general differences between British English and American English?*	
British English Versus American English	**Glossary**
British English and American English are two forms of English. There are differences between British English and American English. General differences between the two forms of English that **appear** in *Black Swan Green* include spelling, vocabulary and **slang**, and **grammatical structure**. One example of the difference between the two forms of English at the spelling level is **defense** (American) versus defence (British). Some examples of the differences between the two forms of English at the vocabulary or slang	***British***—of or having to do with Great Britain (or the main island of the United Kingdom) or its people or language ***versus***—as compared with ***appear***—become easy to notice ***slang***—informal spoken language that is made up of new words or new meanings of old words

level are mom versus Mum, think versus **reckon**, and trash can versus **bin**. Example of the differences between the two forms of English at the grammatical structure level is have versus have got.	***grammatical*—**having to do with the way the words of a language are put together and used for communication ***structure*—**a thing that is made up of different parts that are connected in a particular way ***defense*—**the act of protecting or guarding ***reckon*—**to think ***bin*—**garbage can or trash can

Word Bank

English	defence	think	bin
have	spelling	vocabulary and slang	mom
reckon	have got	defense	trash can
Mum	grammatical structure	forms	

Supplementary Questions

1. What are British English and American English? [ALL]

   British English and American English are two _____ of _____. [EN, EM]

   British English and American English are

   _____. [TR]

2. What are some differences in English that appear in *Black Swan Green*? [ALL]

   Some differences in English that appear in *Black Swan Green* are _____, _____, and _____. [EN, EM]

   Some differences in English that appear in *Black Swan Green* are

   _____. [TR]

3. What is one example of the difference between the two forms of English at the spelling level? [ALL]

One example of the difference between the two forms of English at the spelling level is _____ (American) versus _____ (British). [EN, EM]

One example of the difference between the two forms of English at the spelling level is _____.[TR]

4. What are some examples of the differences between the two forms of English at the vocabulary or slang level? [ALL]

   Some examples of the differences between the two forms of English at the vocabulary or slang level are _____ versus _____, _____versus _____, and _____versus _____. [EN, EM]

   Some examples of the differences between the two forms of English at the vocabulary or slang level are _____. [TR]

5. What is an example of the differences between the two forms of English at the grammatical structure level? [ALL]

   An example of the differences between the two forms of English at the grammatical structure level is _____ versus _____. [EN, EM]

   An example of the differences between the two forms of English at the grammatical structure level is _____[TR]

Response to Guiding Question: *What are some general differences between British English and American English?*

Use of Contractions

ELLs will need to know that the narrator in this text is a teenager who uses a lot of slang and contractions when he speaks. The contractions are not always correct English, but they represent how he speaks. ELLs will need to know what the contractions stand for.

Examples of contractions:

- I'd've told her no
- But I don't either, I s'pose
- the hospital in Worcester'd had

Glossary for key vocabulary: *Black Swan Green*[1]

Vocabulary word	Definition	Sample sentence from the text
Visibility	The state of being visible; the furthest distance from which something can be seen	Through this car-wash **visibility** I only just made out the two **Ministry** of Defense radars spinning at their incredible speed.
Ministry	Administration department of a state	
Creative	Able to make or do something new or with imagination	I asked her if she'd had a good day too and she said, "Oh, sparkling **creative** and deeply fulfilling, thank you."
Found	Past tense and past particle of *find* (to discover)	Ant Little **found** out that Nick Yew'd got twenty.
Link	Anything that joins or connects	So anyway, Mum dropped me at Malvern **Link** traffic lights by the clinic.
Couple	Group of two	Outside the clinic were a **couple** of second or third years from the Dyson Perrins School.
Uniform	Special suit of clothing worn by all members of a particular group	They saw my enemy **uniform.**
Apparently	Judging by appearances; seemingly	Three years ago, **apparently,** Pluto Noak'd hit their hardest kid so hard that the hospital in Worcester'd had to sew his jaw back on.
Area	Place or region	The waiting **area** smells of Dettol and warm plastic.
Section	Part	Look at any dictionary and see which **section**'s the thickest: it's S.
Nuclear	Created from the center of atoms and used in bombs	Apart from the Russians starting a **nuclear** war,
Alter	Change	**Alter** your sentence so you won't need to use it.
Adult	Grown up; not a child	Kids aren't s'posed to use **adult** words.
Strategy	Method; plan	Another **strategy** is to buy time by saying "er…."
Label	Be called something	Anything's better than getting **labeled** "School Stutterboy."
Substitute	Use something in the place of another thing	There will be dozens of stammer-words in reading which I can't **substitute.**

[1] The vocabulary pertains to pages 24–35.

Vocabulary word	Definition	Sample sentence from the text
Grades	Number or letter given on schoolwork to how well a student did the work	He had these parents from hell who'd put him under massive pressure to get a whole raft of A **grades.**
Reverse	Opposite direction	But come November Hangman wakes up again, sort of like John Barleycorn in **reverse.**
Job	Work	If you don't agree that colored people should be kept herded off in mud and straw huts in big reservations with no schools, no hospitals, and no **jobs.**
Normal	Usual; average; standard	I can speak like a **normal** person.
Annual	Happening once every year	Dad phoned Mrs. de Roo to say that given my **"annual** tendency to relapse," he thought extra "homework" was **appropriate.**
Appropriate	Right for a certain time and place	
Chart	Sheet that gives information in a table or graph	More of a **chart,** then," Mrs. de Roo said.
Classical	Traditional; usual	Than a diary in the **classical mode,** as such.
Mode	Way of doing something	
Despite	Without being changed by	Maybe Mrs. de Roo suggested I read this to make me feel luckier than Ann **despite** my stammer.
Assembly	Student coming together at school for a certain reason (for example, to perform or to watch something)	When the session was over, Mrs. de Roo asked me if I felt any more confident about my form **assembly.**
Involve	Have a necessary part; include	There are seventy-two muscles **involved** in the production of human speech.
Complex	Not simple; complicated	Speech therapy is as imperfect a science, Jason, as speaking is a **complex** one.
Percent	One part of each hundred	Little wonder one study put the **percentage** of people with some kind of speech disorder at twelve **percent.**
Percentage	Some part of a whole based on a total of one hundred parts	
Majority	Number that is more than half	In the vast **majority** of cases, progress doesn't come from trying to kill a speech defect.
Accommodation	Adapt to	No, it's a question—and this might sound nutty—of understanding it, of coming to a working **accommodation** with it, of respecting it, of not fearing it.

Vocabulary word	Definition	Sample sentence from the text
Goal	Something a person works for; a purpose	That's my **goal.** To help people change from being stammering stammerers into nonstammering stammerers.
Comment	Something said	Her **comment** that it was "most informative" fueled his good mood.
Data	Information	Any operator is only as good as his **data.**
Principle	Basic law or belief	The **principle,** O daughter of mine, is a universal **constant.**
Constant	Something that does not change	
Assessment	Evaluation; measure of how you are moving toward a goal	If you don't keep records, you can't make progress **assessments.**
Military	Having to do with soldiers or armies	True for retailers, true for educators, true for the **military,** true for *any* systems operator.
Crucial	Very important	It was minus a **crucial** packet of screws.
Panel	Group of people	If they guess the same as the **panel** of celebrities they win crap prizes like a mug tree with mugs.
Manual	Not electric	I typed it out on my Silver Reed **manual** typewriter.
Plus	Added to	Muffled laughter **plus** pause.
Professional	Making money from doing a certain job	So I can't be a **professional** poet.

Raleigh Was Right

https://www.engageny.org/resource/grade-10-ela-module-1-lesson-5

Overview	
Background 1: Poems of Marlowe, Raleigh and Williams	American Institutes for Research (AIR) developed this activity to provide background knowledge related to the poems written by Marlowe, Raleigh and Williams. We suggest that students read this background information and answer the questions that accompany it prior to reading the anchor text.
Background 2: Pastoral Poetry	AIR developed this activity to provide background knowledge related to pastoral poetry. We suggest that students read this background information and answer the questions that accompany it prior to reading the anchor text.
Glossary of key vocabulary: *Raleigh Was Right*	This glossary provides definitions and sample sentences for high frequency vocabulary drawn from *Raleigh Was Right.* Glossed words include those identified by AIR staff as high frequency and important for understanding the text.

Background 1: Poems of Marlowe, Raleigh and Williams

Poems of Marlowe, Raleigh and Williams

In preparation for reading the poem "Raleigh Was Right" by William Carlos Williams, we are going to learn a little about why he wrote the poem. Read the text and consider the guiding question as you read. Then, write your answers to the questions in the spaces provided. We will review the answers together in class.

Guiding Question: *Why did Williams write the poem "Raleigh Was Right"?*

"Raleigh Was Right"

In the late 1500s, a poet named Christopher Marlowe wrote a poem called "The Passionate Shepherd to His Love." This poem is a very **well-known** love poem. In his poem, the **shepherd** invites his lover to come live with him in the country and describes the life they will have there.

Another famous poet, Sir Walter Raleigh, wrote a poem in **response** to "The Passionate Shepherd to His Love." His poem was called "The **Nymph's** Reply to the Shepherd." In his poem, Sir Walter Raleigh **criticized** Marlowe for being young and **naïve** in his way of writing and his ideas about love.

Many years later, William Carlos Williams wrote "Raleigh Was Right" as a **response** to the poems by Raleigh and Marlowe.

Glossary

***well-known*—**that many people know about; famous

***shepherd*—**person who takes care of and watches over sheep

***lover*—**person who loves another person

***nymph*—**goddess in Greek or Roman mythology who lives in rivers, mountains, or trees

***response*—**spoken or written answer; reply

***criticize*—**to find problems or mistakes in

***naïve*—**simple, without enough experience

Word Bank

love	writing	criticized	Raleigh
lover	young	country	described
love	well-known	naïve	Marlowe
shepherd			

Supplementary Questions

6. What kind of poem is "The Passionate Shepherd to His Love"? [ALL]

   It is a _____ _____ poem. [EN, EM]

   It is a _____. [TR]

7. What did Christopher Marlowe write about in his poem called "The Passionate Shepherd to His Love"? [ALL]

   He wrote about a _____ who invited his _____ to live with him in the _____ and _____what they will do there. [EN, EM]

   He wrote about _____. [TR]

8. 3. Sir Walter Raleigh wrote "The **Nymph's** Reply to the Shepherd" in response to Marlowe's poem. What was the purpose of his poem? [ALL]

   Sir Walter Raleigh _____Marlowe for being _____ and _____ in his way of _____ and his ideas about _____. [EN, EM]

   Sir Walter Raleigh **criticized** Marlowe for _____. [TR]

9. 4. What is "Raleigh Was Right" about?

   It is a response to the poems by _____ and _____. [EN, EM]

   It is a response to _____. [TR]

Response to Guiding Question: *Why did Williams write the poem "Raleigh Was Right"?*

Background 2: Pastoral Poetry

Pastoral Poetry	
In preparation for reading the poem "Raleigh Was Right" by William Carlos Williams, we are going to learn a little about pastoral poetry. Read the text and consider the guiding question as you read. Then, write your answers to the questions in the spaces provided. We will review the answers together in class.	
Guiding Question: *What is pastoral poetry?*	
Pastoral Poetry	**Glossary**
Poems that **idealize country** life and **scenery** are called **pastoral**. Marlowe's poem "The Passionate Shepherd to His Love" is a pastoral because the speaker in the poem describes the beautiful **landscape** as a way of making his lover interested in coming to live with him in the **country**. It is interesting that many	***pastoral*—**related to living in the country; rural ***idealize*—**imagine something as the perfect or best way ***country*—**land outside of cities and towns

pastoral poets lived in cities and had **misconceptions** about what it was like to live in the **country**.	***scenery*—**the way the land looks ***landscape*—**the earth and the sky you can see from one place ***misconception*—**wrong idea about something

Word Bank

country	misconceptions	idealize
country	cities	describe
landscape	scenery	country

Supplementary Questions

1. What do pastoral poems do? [ALL]

   They _____ _____ life and _____. [EN, EM]

   They _____. [TR]

2. Why is Marlowe's poem "The Passionate Shepherd to His Love" an example of a pastoral?[ALL]

   It is a pastoral because the speaker _____beautiful _____ to encourage his lover to move to the _____ with him. [EN, EM]

   It is a pastoral because _____. [TR]

3. What is interesting about many pastoral poets? [ALL]

   Many pastoral poets lived in _____ and had _____ about what life was like in the _____. [EN, EM]

   Many pastoral poets _____. [TR]

Response To Guiding Question: *What is pastoral poetry?*

Glossary of key vocabulary: *Raleigh Was Right*

None of the words in this poem are included in the Academic Word List. However, a glossary with the following terms will support student comprehension.

Vocabulary word	Definition	Sentence from Text
Country	Land outside of towns and cities	We cannot go into the **country**
Peace	A quiet or calm situation	The country will bring us no **peace**
Violet	A small plant with purple, white, blue, or yellow flowers	What can the small **violets** tell us that grow on **furry stems**
Furry	Like fur (the coat of animals)	
Stem	The main part of a plant that supports the leaves and flowers	
Amoung (Today we write this as among.)	In the middle of	In the long grass **amoung lance shaped** leaves
Lance shaped	Looking like a weapon that has a pointed head	
Praise	To speak well of; say good things to someone	Though you **praise** us
Plow	To cut or turn over land to get it ready for planting	When country people would **plow** and **sow**
Sow	To plant seeds	
Root	The part of the plant that grows under the ground	With **roots** in a **parched ground**.
Parched	Very dry	
Ground	Land; earth's surface	
Empty	Nothing inside	**Empty pockets** make empty heads.
Pocket	A place in clothes used to hold things	
Cure	Something that makes a sick person better or well	**Cure** it if you can

Columbus' Journal

http://www.americanjourneys.org/pdf/AJ-062.pdf

Overview	
Background 1: European Colonialism	American Institutes for Research (AIR) developed this activity to provide background knowledge related to European Colonialism. We suggest that students read this background information and answer the questions that accompany it prior to reading the anchor text.
Glossary of key vocabulary: *Columbus' Journal*	This glossary provides definitions and sample sentences for high frequency vocabulary drawn from *Columbus' Journal.* Glossed words include those identified by AIR staff as high frequency and important for understanding the text.

Background 1: European Colonialism

Students need background development related to European Colonialism and Christopher Columbus and his voyages. For background on Christopher Columbus, see the Impact of the Encounters on the Americas and Europe section.

European Colonialism
In preparation for reading Columbus' Journal, we are going to learn a little about European colonialism. Read the text below and consider the guiding question as you read. Then, write your answers to the questions in the spaces provided. We will review the answers together in class.
Guiding Question: *What was European colonialism?*

European Colonialism	**Glossary**
Colonialism is when people from one place **establish** and **maintain colonies** in a place that was previously independent. The colonists (the people who live in the colonies) and the **governing** country (the country that controls the colonies) often **exploit** the **indigenous resources** and people for their own **gain**. European colonialism began **extensively** in 1492 when Christopher Columbus led a Spanish expedition west looking for a new **trade route** to the **Far East**. Instead, he found the Americas. This was the beginning of European **exploration** and colonization of the Americas. European colonialism led to great changes in the **population** of the Americas and plant and animal life. Millions of people moved from Europe to the Americas during the time of European colonialism. There was also a **significant exchange** of animals, plants, **culture**, people (including slaves), **disease**, and ideas between Europe and their colonies.	***previously*** – before ***independent*** –not ruled or controlled by another person or government ***establish*** – to start or make something ***maintain*** – to keep in existence ***colony*** – a place under the control of a distant country ***govern*** – to rule or lead ***exploit*** – to use for one's own gain in a way that is unfair to the thing or person being used ***indigenous*** – native to; being from a certain place ***resource*** – something in a place that is valuable ***gain*** – something good that someone gets; benefit ***extensive*** – far reaching; great amount ***trade route*** – a path that many people follow to buy, sell, or exchange things with other people ***Far East*** – a term used to describe parts of Asia and Russia ***exploration*** – traveling to look for something new ***population*** – the number of people living in a certain area ***significant*** – considerable; a lot

	exchange – to give something in return for something else; trade ***culture*** – the language, ideas, customs, and art of a group of people ***disease*** – sickness; illness

Word Bank

maintain	resources	Americas	animal
disease	establish	population	ideas
colonies	people	culture	gain
indigenous	Christopher Columbus	people	plant

Supplementary Questions

1. What is colonialism? [ALL]

   It is when people from one place _____ and _____ _____ in another place. [EN, EM]

   Colonialism is when _____. [TR]

2. What do colonists and the governing country often exploit? [ALL]

   They often exploit _____ _____ and _____. [EN, EM]

   They often exploit _____. [TR]

3. Why do they exploit them? [ALL]

   They exploit them for their own _____. [EN, EM]

   They exploit them _____. [TR]

4. What event started the beginning of extensive European colonialism? [ALL]

   When _____ found the _____ extensive European colonialism began. [EN, EM]

   Extensive colonialism began when _____. [TR]

5. How did European colonialism change the Americas? [ALL]

   It led to great change in the _____ of the Americans and _____ and _____ life. [EN, EM]

   It led to great change in _____. [TR]

6. What was exchanged between Europe and their colonies? [ALL]

Animals, plants, _____, _____, _____, and _____ were exchanged. [EN, EM]

_____ were exchanged. [TR]

Response to Guiding Question: *What was European colonialism?*

Glossary of key vocabulary: *Columbus' Journal*

Vocabulary word	Definition	Sample sentence from the text
Whereas	Because	**Whereas**, Most Christian, High, Excellent, and Powerful Princes, King and Queen of Spain and of the Islands of the Sea, our Sovereigns, this present year 1492, after your Highnesses had **terminated** the war with the Moors reigning in Europe, the same having been brought to an end in the great city of Granada, where on the second day of January, this present year, I saw the royal banners of your Highnesses planted by force of arms upon the towers of the Alhambra, which is the fortress of that city, and saw the Moorish king come out at the gate of the city and kiss the hands of your Highnesses, and of the Prince my Sovereign; and in the present month, in **consequence** of the information which I had given your Highnesses respecting the countries of India and of a Prince, called Great Can, which in our language **signifies** King of Kings, how, at many times he, and his predecessors had sent to Rome soliciting **instructors** who might teach him our holy faith, and the holy Father had never **granted** his request, **whereby** great numbers of people were lost, believing in idolatry and doctrines of perdition.
To terminate	To end	
Consequence	A result	
To signify	To mean	
Instructor	Teacher	
To grant	To give what is asked for	
Whereby	By what or which	
To promote	To help something grow	Your Highnesses, as Catholic Christians, and princes who love and **promote** the holy Christian faith, and are enemies of the doctrine of Mahomet,
Method	A regular way of doing something	

Vocabulary word	Definition	Sample sentence from the text
To convert	To change to a different religion	and of all idolatry and heresy, determined to send me, Christopher Columbus, to the above-mentioned countries of India, to see the said princes, people, and territories, and to learn their disposition and the proper **method** of **converting** them to our holy faith; and **furthermore** directed that I should not **proceed** by land to the East, as is customary, but by a Westerly **route**, in which direction we have hitherto no certain **evidence** that any one has gone.
Furthermore	In addition	
To proceed	To go	
Route	A way of traveling from one place to another	
Evidence	Something that gives proof	
Sufficient	Enough	So after having expelled the Jews from your dominions, your Highnesses, in the same month of January, ordered me to proceed with a **sufficient** armament to the said **regions** of India, and for that purpose granted me great favors, and ennobled me that thenceforth I might call myself Don, and be High Admiral of the Sea, and perpetual Viceroy and Governor in all the islands and continents which I might discover and acquire, or which may hereafter he discovered and acquired in the ocean; and that this dignity should be inherited by my eldest son, and thus descend from degree to degree forever.
Region	An area	
Occurrence	Something that happened	Moreover, Sovereign Princes, besides describing every night the **occurrences** of the day, and every day those of the **preceding** night, I intend to draw up a nautical **chart**, which shall contain the several parts of the ocean and land in their proper situations; and also to compose a book to represent the whole by picture with latitudes and longitudes, on all which accounts it behooves me to abstain from my sleep, and make many trials in navigation, which things will demand much **labor**.
To precede	To come before	
Chart	A sheet that gives information	
Labor	Hard work or effort	
To find	To discover	The Admiral says he had **found** them in an unfavorable disposition before setting out.
Assistance	To give aid or support	He was in much anxiety at not being able to afford any **assistance** in this case, but says that it **somewhat** quieted his apprehensions to know that Martin Alonzo Pinzon, Captain of the Pinta, was a man of courage and **capacity**.
Somewhat	Kind of; rather	
Capacity	Power or ability	

Vocabulary word	Definition	Sample sentence from the text
Finally	After everything else	The Admiral afterwards returned to Grand Canary, and there with much labor repaired the Pinta, being assisted by Martin Alonzo and the others; **finally** they sailed to Gomera.
To alter	To change	The Pinta, which before had carried latine sails, they **altered** and made her square-rigged. Returned to Gomera, Sunday, 2 September, with the Pinta repaired.
To assure	To say something to make someone feel certain	The Admiral says that he was **assured** by many respectable Spaniards, inhabitants of the island of Ferro, who were at Gomera with Dona Inez Peraza, mother of Guillen Peraza, afterwards first Count of Gomera, that every year they saw land to the west of the Canaries; and others of Gomera affirmed the same with the like assurances.
Similar	Alike	He also says that he remembers the same was said by the inhabitants of the Azores and described as in a **similar** direction, and of the same shape and size.
Apparently	According to what can be seen; seemingly	Steered their course west and sailed above twenty leagues; saw a large fragment of the mast of a vessel, **apparently** of a hundred and twenty tons, but could not pick it up.
To vary	To be different from another thing	The pilots took the sun's amplitude, and found that the needles **varied** to the northwest a whole point of the compass; the seamen were terrified, and dismayed without saying why.
Alternate	To move back and forth between two conditions	Steered west by north, varying with **alternate** changes of the wind and calms; made seven or eight leagues' progress.
Indication	A sign	Saw a whale, an **indication** of land, as they always keep near the coast.
To trace	A mark the path of	The Admiral directed him to return the chart, when he **traced** their course upon it in presence of the pilot and sailors.

Vocabulary word	Definition	Sample sentence from the text
Intelligence	The ability to learn, reason, and understand	At sunset Martin Alonzo called out with great joy from his vessel that he saw land, and demanded of the Admiral a reward for his **intelligence**.
To shift	To move or change position	They remained all night repeating these affirmations, and the Admiral ordered their course to be **shifted** from west to southwest where the land appeared to lie.
To abandon	To leave behind with no plan to return	Towards evening seeing nothing of the land which the Nina had made signals for, and observing large flocks of birds coming from the North and making for the southwest, whereby it was rendered probable that they were either going to land to pass the night, or **abandoning** the countries of the north, on account of the **approaching** winter, he determined to alter his course, knowing also that the Portuguese had discovered most of the islands they possessed by attending to the flight of birds.
To approach	To go near to	
Resolution	Strong purpose or determination	The Admiral accordingly shifted his course from west to west-southwest, with a **resolution** to continue two days ill that direction.
To encounter	To meet or come upon suddenly or by chance	Steered west-southwest; and **encountered** a heavier sea than they had met with before in the whole voyage.

Animals in Translation
(Chapter 1, pp. 1–26)

https://www.engageny.org/resource/grade-9-ela-module-3-unit-1

Overview	
Background 1: What is Autism: Short Text Option	American Institutes for Research (AIR) developed this activity to provide background knowledge related to autism.
Background 2: What is Autism: Website Option (English)	AIR developed this activity to provide background knowledge related to autism.
Background 3: What is Autism: Gathering Background Knowledge from the Anchor Text	AIR developed this activity to provide background knowledge related to autism. This activity is different than the previous four background building activities because it uses selected sentences from the text itself to enhance student's background knowledge.
Glossary of key vocabulary: *Animals in Translation*	This glossary provides definitions and sample sentences for high frequency vocabulary drawn from *Columbus' Journal.* Glossed words include those identified by AIR staff as high frequency and important for understanding the text.

Background 1: What is Autism: Short Text Option

There several options for supporting ELL's understanding of autism prior to reading an excerpt from *Animals in Translation*: short text with questions, website about autism with questions, website about autism in Spanish with questions in English, and working with the text (gaining meaning from contextual clues).

What Is Autism?
(also known as Autism Spectrum Disorder)

In preparation for reading an excerpt from the book *Animals in Translation*, we are going to learn a little about autism. Read the text below and consider the guiding question as you read. Then, write your answers to the questions in the spaces provided. We will review the answers together in class.

Guiding Question: *How does autism influence development?*

About Autism

Autism is a disorder that influences development. People with autism may have difficulty in three areas: social interactions, communication, and behavior. For example, someone who is autistic may have a hard time understanding other people's emotions.

People with autism also may have difficulty with language. Children who are not autistic usually begin saying single words around the age of one year. Children who are not autistic usually begin saying two-word phrases around the age of two years. Some children who are autistic may start talking later than children their age who are not autistic.

Some people with autism sometimes repeat words or phrases again and again or have unusual behaviors like flapping or rocking.

Some people with autism have special gifts or talents. They may be very good at music, mathematics, or art.

Glossary

***disorder*—**physical or mental sickness or ailment

influence—affect; cause differences

***development*—**way someone grows and matures

***social interactions*—**actions of one person with another

communication—sharing or exchange of information or ideas

behavior—typical actions of a person, animal, thing, or group

***emotion*—**feeling such as love, hatred, or fear

***repeat*—**say or produce sound a second time

***phrase*—**group of words

unusual—not usual or ordinary

flap—move or beat quickly up and down

rock—move forward and back or side to side

Word Bank

mathematics	repeat	social interactions
difficulty with language	repeat words or phrases	music
communication	behavior	art

Supplementary Questions
1. What are three areas that may be difficult for people with autism? [ALL] People with autism may have difficulty with _____ _____, and _____. [EN, EM] People with autism may _____. [TR] 2. What are some examples of things that may be difficult for people with autism? [ALL] People with autism may _____. [EN, EM, TR] They may also _____. [EN, EM, TR] 3. What special gifts or talents may people with autism have? [ALL] People with autism may have a special gift or talent in _____ or _____. [EN, EM] People with autism may _____. [TR]
Guiding Question Revisited: *How does autism influence development?* [ALL]
Response To Guiding Question
1. Autism influences brain development in three ways: _____, _____, and _____. For example, a person with autism may _____. [EN, EM] 2. Autism influences development _____. [TR]

Background 2: What Is Autism: Website Option (English)

This option can be adapted for all proficiency levels. But if the language is too complex or there is too much text on the page, this option may be too challenging for beginning students.

What Is Autism? (also known as Autism Spectrum Disorder)

In preparation for reading an excerpt from the book *Animals in Translation*, we are going to learn a little about autism. Read the guiding questions and supplementary questions. Then, go to the following link: http://www.autismspeaks.org/what-autism. Consider the guiding question as you read. Write your answers to the questions in the spaces provided. We will review the answers together in class.

Guiding Question: *What is autism?* [ALL]

Word Bank

repetitive behaviors	three million	art
social interaction	math	autism spectrum disorder
visual skills	music	2 and 3
verbal and nonverbal communication		

Supplementary Questions

1. What is another name for autism? [ALL]

   Another name for autism is _____. [EN, EM, TR]

2. In what areas may people with autism have difficulties? [ALL]

   People with autism may have difficulties in _____,

   _____, and _____. [EN, EM]

   People with autism may have difficulties in _____. [TR]

3. In what areas may some people with autism excel? [ALL]

   Some people with autism may excel in _____,

   _____, _____, and _____. [EN, EM]

   Some people with autism may excel in _____. [TR]

4. Usually at what age do the first signs and symptoms of autism emerge or appear? [ALL]

   The first signs and symptoms of autism usually emerge between ages _____. [EN, EM]

   The first signs and symptoms of autism _____. [TR]

5. How many individuals in the United States have been diagnosed with autism? [ALL]

More than _____individuals in the United States have been diagnosed with autism. [EN, EM] _____ have been diagnosed with autism. [TR]
Guiding Question Revisited: *What is autism? [ALL]*
Response To Guiding Question
Write a short paragraph summarizing what you know about autism. [ALL]

Background 3: What Is Autism: Gathering Background Knowledge from the Anchor Text

This option can be used with all proficiency levels. The level of support needed will depend on language ability. This option gives students the opportunity to build background by working directly with the text.

What Is Autism? (also known as Autism Spectrum Disorder)	
In preparation for reading an excerpt from the book *Animals in Translation*, we are going to learn a little about autism. The author of the book is autistic. Read the following quotes from the text, and then answer the questions that follow.	
Guiding Question: *People with autism are different from people without it in many ways. Summarize some of the ways they are different. There are also ways that they are the same. Describe some of the ways they are the same (e.g., school and social life can be hard; love of animals).*	
Text Excerpts	**Glossary**
"People who aren't autistic always ask me about the moment I realized I could understand the way animals think" (p. 1). "Animals are like autistic savants. In fact, I'd go so far as to say that animals might actually *be* autistic savants. Animals have special talents normal people don't; the same way autistic people have special talents normal people don't; and at least some animals have special forms of genius normal people don't, the same way some autistic savants have special forms of genius" (p. 8). "It took me a long time to figure out that I see things about animals other people don't.… Autism made	***savants*—**people with extraordinary intellectual skill in a limited area or areas despite cognitive disability in other areas ***genius*—**intelligence much greater than what most people have ***figure out*—**begin to understand something ***gifted***—having special talent or ability ***phrase*—**group of words forming part of a sentence ***conversation***—talk between people ***visual***—having to do with sight or seeing

school and social life hard, but it made animals easy" (p. 1). "I started to fall in love with animals in high school when my mother sent me to a special boarding school for gifted children with emotional problems. Back then they called everything 'emotional problems'" (p. 1). They called me Tape Recorder because I'd stored up a lot of phrases in my memory and I used them over and over again in every conversation. Plus there were only a few conversations I liked to have" (pp. 1–2). When I say I'm a visual thinker I don't mean just that I'm good at making architectural drawings and designs…. I actually think in pictures. During my thinking process I have no words in my head at all, just pictures (p. 17).	***process***—actions taken to make or do something ***tape recorder***—mechanical device for recording sounds on magnetic tape and usually for playing back the recorded material

Supplementary Questions

After reading the quotes above, what do you think it means to be autistic? Complete the following sentences.

1. What could the girl in the chapter (Temple) understand? [ALL]

   The girl in the chapter (Temple) could understand _____. [EN, EM, TR]

2. How is this different from most people? [ALL]

   Most people _____. [EN, EM, TR]

3. How does Temple compare animals and autistic savants? [ALL]

   Both animals and autistic savants _____. [EN, EM, TR]

4. What was hard for her? [ALL]

   _____and _____were hard for her. [EN, EM, TR]

5. Why was the girl sent to a boarding school for girls? [ALL]

   She was _____but had _____problems. [EN, EM]

   She was sent to a boarding school because _____. [TR]

6. Why was she called Tape Recorder? [ALL]

   She was called Tape Recorder because _____. [EN, EM, TR]

7. How is this different from the way most people interact? [ALL]

   Most people _____. [EN, EM, TR]

8. What kind of thinker was she? [ALL]

   She was _____. [EN, EM, TR]

9. What details tell you what this means? [ALL]

   The details are _____. [EN, EM, TR]

10. How is this different from most people? [ALL]

    Most people _____. [EN, EM, TR]

Response to Guiding Question: *People with autism are different from people without it in many ways. Summarize some of the ways they are different. There are also ways that they are the same. Describe some of the ways they are the same.*

Additional Topics

Students also may benefit from background information in the following areas to support their comprehension of the text: (1) visual thinking, (2) B.F. Skinner and behaviorism, (3) Ole Ivar Lovaas, and (4) feedlots. The following summaries provide key information on these topics that could be used as a starting place for developing activities for students that build their background knowledge of these topics.

Visual thinking is the phenomenon of thinking through visual processing. Visual thinking uses the right side of the brain (the side that is emotional and creative) to organize information. It has been described as seeing words as a series of pictures. It is thought that approximately 30 percent of the population strongly uses visual or spatial thinking. Temple Grandin makes a connection between visual thinkers and autism.

Behaviorism is an approach to psychology that emerged in the early twentieth century as a reaction against "mentalistic" psychology that often had difficulty making predictions that could be tested with rigorous experimental methods. The primary tenet of behaviorism, as expressed in the writings of John B. Watson, B. F. Skinner, and others, is that psychology should concern itself with the observable behavior of people and animals, not with unobservable events that take place in their minds. Behaviorists believe that behaviors can be explained scientifically without

making connections to either to internal physiological events or to hypothetical constructs such as thoughts and beliefs.

Burrhus Frederic (B.F.) Skinner (March 20, 1904–August 18, 1990) was a U.S. psychologist, author, and inventor. He believed that human will was an illusion and that individuals acted on the basis of the consequences of their actions. If the consequences were bad, it was unlikely that the behavior would be repeated, but if the consequences were good, there was a good chance that the behavior would be repeated. He called this idea the principle of reinforcement. Skinner followed the Behaviorist school of thought.

Variable reinforcement is a reinforcement schedule in which the timing and or delivery of the reinforcer is unpredictable.

Intermittent reinforcement is a reinforcement schedule in which certain behavior results in desirable consequences only some of the time.

Delayed reinforcement is a reinforcement schedule in which a delay occurs between the conditioned response and the delivery of the reinforcement.

Ole Ivar Lovaas (May, 8 1927–August, 2 2010) was a Norwegian-American clinical psychologist at the University of California at Los Angeles. He is considered to be one of the fathers of applied behavior analysis. This was formerly called behavior modification. Dr. Lovaas was one of the first to prove that the behavior of autistic children could be changed through teaching.

Feedlots or feed yards are places where large numbers of animals such as cows, pigs, turkeys, and chickens are kept and fed before they are killed and sold for their meat.

Glossary of key vocabulary: *Animals in Translation*

Vocabulary word	Definition	Sample sentence from the text
Finally	After everything else	And it wasn't until I was in my forties that I **finally** realized I had one big advantage over the feedlot owners who were hiring me to manage their animals: being autistic.
Expertise	Knowledge or skill in an area	That was pretty much the extent of my **expertise** when I was five.
Tape/tape recorder	Special plastic used to record sounds and pictures; a machine used to record sound on magnetic tape	They called me **Tape Recorder** because I'd stored up a lot of phrases in my memory and I used them over and over again in every conversation.
Plus	Added to	**Plus** there were only a few conversations I liked.
React	Respond to something that happened	The kids would tease me, so I'd get mad and smack 'em. That simple. They always started it, they liked to see me **react.**
Stable	Building where people keep horses	The school had a **stable** and horses for the kids to ride, and the teachers took away horseback riding privileges if I smacked somebody.
Psychological	Having to do with the mind or feelings	Half the horses in the barn had serious **psychological** problems.
Constantly	Continually; not stopping	She would rear, and **constantly** jump around and prance; you had to hold her back with the bridle or she'd bolt to the barn.
Obvious	Easy for anyone to see or understand; clear	You could walk her on a lead, you could groom her, you could do anything you liked and she was perfectly behaved just so long as you didn't try to ride her. That sounds like an **obvious** problem for any nervous horse to have, but it can go the other way, too.
Design	Draw plans for the building of something	Half the cattle in the United States and Canada are handled in humane slaughter systems I've **designed.**
Thesis	Long essay or piece of writing based on research	It was the same level of anxiety I felt later on when I was defending my dissertation in front of my **thesis** committee, only I felt that way all day long and all night, too.
Manual	Book of instructions	Autism has a lot in common with obsessive-compulsive disorder, which is listed as an anxiety disorder in the Diagnostic and Statistical **Manual.**

Vocabulary word	Definition	Sample sentence from the text
Structure	Thing that is made up of different parts that are connected	You might think cattle would get really scared when all of a sudden this big metal **structure** clamps together on their bodies, but it's exactly the opposite.
Evolve	Develop, change, or improve	We spent quite a long time **evolving** together, and we used to be **partners.**
Partner	Person who shares in an activity with another person	
Parallel	Going in the same direction and being the same distance apart at every point.	My sense of balance was so bad I could never learn to **parallel** ski no matter how hard I tried, though I did reach the advanced snowplow stage.
Team	Group or pair that work together for a shared goal	Riding becomes instinctual after a while; a good rider and his horse are a **team**.
Respond	Answer	Horses are super sensitive to their riders and are constantly **responding** to their riders' needs.
Military	Having to do with soldiers or armies	For years people always said you needed to send difficult kids to **military** school or the army.
Structured	Controlled way of doing something without a lot of personal choice	A lot of times that works because those places are so highly **structured.**
Professional	Having to do with a job or work	I'm different than every other **professional** who works with animals.
Normal	Usual, average	We aren't that different from **normal** humans.
Published	Printed and made available to people	Today I've **published** over three hundred scientific papers, my Web **site** gets five thousand visitors each month, and I give thirty-five lectures on animal management a year.
Site	Location on the World Wide Web (Internet)	Today I've published over three hundred scientific papers, my Web **site** gets five thousand visitors each month, and I give thirty-five **lectures** on animal management a year. Today I've published over three hundred scientific papers, my
Lecture	Talk on a specific topic presented to an audience	
Perspective	The way things are seen from a particular point of view	Autism has given me another **perspective** on animals most professionals don't have, although a lot of regular people do, which is that animals are smarter than we think.

Vocabulary word	Definition	Sample sentence from the text
Researcher	Person who studies something	There are plenty of pet owners and animal lovers out there who'll tell you "little Fluffy can think," but animal **researchers** have mostly dismissed this kind of thing as wishful thinking.
Intelligence	The ability to learn, think, and understand	Following both fields at the same time led me to see a connection between human **intelligence** and animal intelligence the animal sciences have missed.
Prime	Numbers that cannot be divided evenly by any whole number except itself and one; 3 and 5 are examples	Autistic savants are people who can do things like tell you what day of the week you were born based on your birth date, or calculate in their heads whether your street address is a **prime** number or not.
Mentally	In the mind	They usually have IQs in the **mentally** retarded **range**, though not always, yet they can *naturally* do things no normal human being can even be *taught* to do, no matter how hard he tries to learn or how much time he spends practicing.
Range	The distance between two end points or limits	
Invisible	Not able to be seen	Animal genius is **invisible** to the naked eye.
Predict	Say ahead of time that something will happen	I'm starting to accurately **predict** animal talents nobody can see based on what I know about autistic talent.
Psychology	The study of the mind and of the ways that people feel and act. Psychology also includes the study of how to treat problems of the mind and behavior.	That was the 1960s, and the whole field of **psychology** was B. F. Skinner and behaviorism.
Motive	Idea, need, reason a person does something	You weren't supposed to speculate about what was inside a person's or an animal's head because you couldn't measure all the stuff inside the black box—intelligence, emotions, **motives**.
Environment	Conditions in a place that affect how people feel and develop	For the behaviorists this was no great loss, since, according to them, **environment** was the only thing that mattered.
Positive	Good	Animals only had behavior, which was *shaped* by rewards, punishments, and **positive** and negative reinforcements from the environment.
Negative	Bad; harmful	Animals only had behavior, which was *shaped* by rewards, punishments, and positive and **negative** reinforcements from the environment.

Vocabulary word	Definition	Sample sentence from the text
Reinforcement	Something that strengthens or supports	Animals only had behavior, which was *shaped* by rewards, punishments, and positive and negative **reinforcements** from the environment.
Concept	Idea	Behaviorists thought these basic **concepts** explained everything about animals, who were basically just stimulus–response machines.
Topic	Ssomething to talk or write about	I guess he was ahead of his time, since motivation is a hot **topic** in autism research today.
Specific	Certain and exact; particular	We were sitting there talking, and he started asking really personal questions. I don't remember what they were, because I almost never remember **specific** words and sentences from conversations.
Image	Picture of a person or thing.	That's because autistic people think in pictures; we have almost no words running through our heads at all. Just a stream of **images**.
Focus	The greatest area of attention	Behaviorists made a big mistake declaring the brain off-limits, but their **focus** on the environment was a huge step forward and is to this day.
Equipment	Anything made for a certain use. Jobs and sports often require special equipment.	People want the equipment that I install, but they don't realize that *the **equipment** won't work if the environment is bad.*
Physical	Things that can be seen and touched	Ina plant, the environment means the **physical** environment, and it also means the way the employees handle the animals.
Restrain	Hold back or control	My **restraining** system is a conveyor belt that goes under the animal's chest and belly.
Innovation	New idea, product, or way to do something	My design **innovation** wasn't technological, it was behavioral.
Complex	Not simple	If you wanted to teach a really **complex** behavior, all you had to do was break it down into its **component** parts and teach each little, tiny step separately, giving rewards along the way.
Component	Part of something	
Task	Piece of work to be done	A supposedly simple thing like getting your clothes on in the morning might involve twenty or thirty different steps or more, and a **task analysis** lists each one, and you teach each one separately.
Analysis	Careful study of parts of something in order to understand about the whole	

Vocabulary word	Definition	Sample sentence from the text
Aware—knowing or conscious		Doing a task analysis isn't as easy as it sounds, because non-handicapped people aren't really **aware** of the very small, separate movements that go into an action like tying your shoe or buttoning your shirt.
Sequence	The order in which things follow one another	If you've ever tried to teach shirt buttoning to a person who has absolutely no clue how to do it, you soon realize that you don't really know how to do it, either-not in the sense of knowing the **sequence** of tiny, separate motions that go into successfully buttoning a button.
Intensive	Strong or very deep	In his most famous study he took a group of very young autistic kids and gave one half of the children **intensive** *behavior therapy* while the other half got much less intensive treatment.
Classical/classic	Something that remains popular or well used for a long period of time	Behavior therapy just meant ***classical*** *operant conditioning,* having the kids go over and over the behaviors.
Controversy	Disagreement; debate	There've been years of **controversy** over whether Dr. Lovaas did or didn't cure anybody, but to me, the fact that he brought those kids so far there could be an argument about it is what matters.
Capable	Able to do something	Behaviorism gave parents and teachers a reason to think that autistic people were **capable** of a lot more than anybody thought.
Major	Very important	The other **major** contribution behaviorists made is that they were, and still are today, fantastically close observers of animal and human behavior.
Contribution	Something that adds to an area of study	The other major **contribution** behaviorists made is that they were, and still are today, fantastically close observers of animal and human behavior.
Instance	Example	For **instance**, both the ethologists and the behaviorists were in total agreement that practically the worst thing anyone could possibly do was to *anthropomorphize* an animal.
Stress	Emphasize	To a large degree they were right to **stress** this because humans just naturally treat their pets as if they're four-legged people a lot of the time.

Vocabulary word	Definition	Sample sentence from the text
Stress	Pressure that causes something to almost break or become injured. It may be physical pressure or mental pressure from problems of life	With animals there's no ambiguity: **stress** is horrible for growth, period, which means **stress** is horrible for profits.
Assume	Think that something is true without knowing the facts or asking about them	Professional trainers are constantly telling people not to **assume** their pets think and feel the same way they do, but people keep on doing it anyway.
Find out	Discover; to learn	He **found out** differently when a more experienced trainer had him try an experiment.
Principle	Basic law or belief	If Mr. Ross had stuck to behaviorist principles and thought about Jason's environment instead of about his "psychology," he wouldn't have made this mistake.
Category	Particular type of thing within a larger group	But since the other dog had made the poop, her owner realized that the whole **category** of poop-on-living-room-floor was just plain bad news, **period.**
Period	Final point	
Illegal	Against the laws or rules	That kind of thinking was **illegal** for behaviorists, however, and wasn't really encouraged by the ethologists, either.
Environmentalist	Someone who works to protect the natural environment	Both groups were **environmentalists** when you came right down to it, the big difference being which environment the animal was in while the researchers were studying him.
Involve	Have a necessary part; include	I was not **involved** in any of the nasty experiments.
Schedule	List of times when certain events will happen	Dr. Skinner wrote a lot about **schedules** of reinforcement, which is how often and how consistently the animal receives a reward for a particular behavior, and they were running every different schedule of reinforcement they could think of.
Consistently	Regularly	Dr. Skinner wrote a lot about schedules of reinforcement, which is how often and how **consistently** the animal receives a reward for a particular behavior, and they were running every different schedule of reinforcement they could think of.

Vocabulary word	Definition	Sample sentence from the text
Variable	Something that can change	**Variable** reinforcement, intermittent reinforcement, delayed reinforcement; you name it, they were running it.
Process	Actions taken to do something	During my *thinking* **process** I have no words in my head at all, just pictures.
Economics	Study of how money, goods, and services are produced and used within a country	That's why I can't understand **economics** or algebra; I can't picture it **accurately** in my mind.
Accurately	Correctly; accurately	
Computer	Electronic machine that is used to work with information	During the 1990s I knew all the dot-corns would go to hell, because when I thought about them the only images I saw were rented office space and **computers** that would be obsolete in two years.
Collapse	Fall down; give way;	I see images of my design going together smoothly, images of problems and sticking points, or images of the whole thing **collapsing** if there's a major design flaw.
Final	Not to be changed	My **final** judgment comes out in words, but not the process that led up to the judgment.
Commentary	Things said to explain or comment on	I'll also do some extremely simple running **commentary** in words. I'll say, "Let's try this," or, "Oh boy! I figured it out." The language is always simple.
Response	Feeling or action that immediately follows something else and is caused by it; reaction	When they talked about the environment rewarding or punishing an animal in **response** to something it did, they usually meant food and electric shocks.
Indicator	Something that shows or points out	There was nothing in it except a lever and maybe some **indicator** lights that went on or off when a reward was available.
Project	Activity that takes great effort or planning	The people at the feed yards thought my whole **project** was ridiculous.
Facility	Building made or used for a particular activity	I remember one situation in particular, where the owner of a cattle-handling facility hired me as a last resort before they tore the whole place down and built it back up from the ground.
Anticipate	Expect and prepare for something in advance	Some vets say that's the difference between a dog, who isn't **anticipating** pain, and a person, who is. Thinking about a shot makes it worse.

Vocabulary word	Definition	Sample sentence from the text
Option	Choice	He needed to fix the situation fast, too, because skipping vaccinations isn't an **option.**
Percent	One part of each hundred	If they don't get their shots, infectious disease will sweep through the herd and kill 10 **percent** of the animals.
Evidence	Something that gives proof of or a reason to believe something	Stress dwarfism is pretty rare, but there's **evidence** that stressed children, just like stressed animals, can grow more slowly than calmer children.
Eventually	At a future time; in the end; finally	My guess is that **eventually** we'll find out anxious boys are smaller, too.
Job	Work	Then a natural experiment happened when the government gave the children living with the nice lady extra rations—at the very same moment that the nice lady quit her **job** and left, and *the mean lady was hired in her place.*
Ambiguity	Uncertainty; things that are not clear	With animals there's no **ambiguity**: stress is horrible for growth, period, which means stress is horrible for profits.
Financial	Having to do with money	So even a feedlot owner who doesn't care about an animal's feelings doesn't like using prods, because a stressed animal means **financial** loss.
Area	Place	To get to the squeeze chute, first the animals had to walk inside the barn door into a round holding **area** called a crowd pen.
Procedure	Steps that must be taken in order to do something	That part of the **procedure** went off without a hitch.
Contrast	Difference between light and dark colors	The cattle were supposed to walk from broad daylight into an unlit indoor alley, and the **contrast** in illumination was too sharp.
Temporarily	Lasting a short time; not permanent	They don't like any kind of experience that **temporarily** blinds them, and that includes looking into a bright light when they're standing in relative darkness.
Confirm	Prove or show to be true	As soon as I saw the setup I figured that was the problem, and I **confirmed** my guess when I asked the owner how the cattle behaved at different times of the day, and in different kinds of weather.

Vocabulary word	Definition	Sample sentence from the text
Vision	Ability to see; sight	Cattle have excellent night **vision**, and are used to seeing well in the dark.
Expand	Make larger or wider	So the experience of going temporarily blind in the seconds before their irises **expand** which is something people take for granted, probably makes them panic.
Adjust	Adapt; to become used to	Also, cows don't live in houses with electricity and drive around in cars at night the way we do, so they don't develop a mental category called "eyes **adjusting** to an abrupt change in illumination."
Intensely	Very; extremely	Last but not least, animals are so **intensely** sensitive to the visual world that I wouldn't be surprised to find out that sudden huge changes in illumination are **physically** painful in some way.
Physically	Having to do with the body	
Reaction	Feeling or action that occurs as a response to something else	They might have been having the same **reaction** you or I would have if we were driving down the street and suddenly went blind every time we drove through an underpass.
Exposure	Experience	There are lots of things that can upset an animal—smells, changes in routine, **exposure** to things he hasn't experienced before—and you should consider all of them.
Couple	Small number	But they got a **couple** of guys to put their shoulders up against the door, and after a few minutes of straining and grunting they got the thing open.
Consultation	Meeting to give or receive advice	That feedlot **consultation** was the kind of thing that started to give me a reputation for having practically a magical connection to animals.
Register	The two end points between which something can differ, or the distance between these two limits	Autistic people and animals are *seeing* a whole **register** of the visual world normal people can't, or don't.
Theory	Statement that explains why something happens but has not been proven	The experimenters tested out their **theory** with another video in which an actor suddenly changes into a whole different person, wearing a completely different set of clothes.
Interact	Respond to one another in a social situation	Seventy-five percent of the students had no idea they'd just **interacted** with two different people.

Vocabulary word	Definition	Sample sentence from the text
Approach	Come or go near to	But on some of the landing **approaches** the experimenters added the image of a large commercial airplane parked on the runway, something a pilot would never see in real life (at least, let's hope not).
Contractor	Person who signs an agreement to complete a certain job at a certain price	The worst thing that can happen to an interior designer is to work with a sloppy **contractor**.

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