

English 9R School Closure Emergency Plans
Mrs. Marras & Mrs. Dugard - Periods 1 & 2
Mrs. Marras - Periods 3, 5 & 8

Personal Narrative Assignment:

- Finish drafting and editing your personal narrative.
 - Have someone at home edit your paper using a different color pen.
- Type and print your final draft of your personal narrative. If you are unable to type and print, handwrite your final draft using blue or black ink.
 - When we return to school, bring your rough draft **AND** your final draft in to receive a grade for each component (rough draft and final draft).

Additional Work to Complete Throughout the Next Two Weeks:

- Complete the Independent Reading Log every day.
- Complete the five Every-Day Edits provided, there is one for every other day.
- Complete the Life in Shakespeare's Time packet by reading the passages and answering the accompanying questions in complete sentences.
- On loose-leaf paper, respond to the following two journal prompts. We will tape your responses into your journals when we return to school. Please use complete sentences; each journal response should be *at least two thorough paragraphs*:
 - **Journal Prompt #7:** What would happen if animals could talk? What are some of the questions you would like to ask animals? Would you treat them differently if they could talk?
 - **Journal Prompt #8:** I wish there were a law that said _____.
This would be a good law because _____.

Name: _____

Date: _____

Book Title: _____

Author: _____

Daily Independent Reading Log

Please read your independent reading book for 20 minutes every weeknight.

Record a brief summary and the number of pages.

Have a parent/guardian initial each night.

| Day of the Week | # of pages | Summary | |
|-----------------|------------|---------|--|
| Monday | | | |
| Tuesday | | | |
| Wednesday | | | |
| Thursday | | | |

| | | | |
|------------------|--|--|--|
| Friday | | | |
| Monday | | | |
| Tuesday | | | |
| Wednesday | | | |
| Thursday | | | |
| Friday | | | |

Name: _____

Life in Shakespeare's Time Packet

Directions: Please read the passages and answer each question using complete sentences. Look up unfamiliar terms along the way.

About Marriage

Marriage was a contract that began with a *betrothal*. At a betrothal, the two people joined hands. He gave her a ring to be worn on the right hand and it changed to the left hand at the wedding. They sealed the contract with a kiss and signatures. A marriage contract included provisions both for the bride's dowry and for a jointure, or settlement, in cash and property by the husband's family, which guaranteed her welfare should her husband die first. If he broke the marriage contract without good cause, he had to give back any tokens or gifts received. Betrothals could be terminated by mutual consent. In certain circumstances, one could withdraw unilaterally if the other was:

- guilty of infidelity
- seriously disfigured
- proved to be previously (and still) married or contracted to marry
- guilty of enmity or wickedness or drunkenness
- if a long separation had occurred between them

A proper wedding was based on three things: consent, exchange of tokens (such as the ring), and consummation. A marriage could be annulled only if it was not consummated.

1. Name three betrothal and marriage traditions found in the passage above.

For noble and other propertied families, the most significant part of a wedding day was the signing of the wedding contract, which set out the terms of dowry, jointure, and other elements for the financial security of both parties. The dowry was an amount of money, goods, and property the bride would bring to the marriage, which was also called her marriage portion. The jointure was an agreement by the groom's family to guarantee specific money, property, and goods to the bride if her husband died before she did, aside from or in addition to what was in his will. Sometimes this agreement is assured by promises from the family's friends.

2. What was a dowry and a jointure?

About Food

In general, people ate two meals a day: dinner, at midday around 11:00am and supper, in the evening, around 6:00pm. Farmers and others whose work was never done would have their supper as late as 9:00pm. What today is referred to as lunch was called dinner because when you invited people to dine with you, you would ask, "Where shall we dine today?" Schoolboys, working people, and housewives woke up around 5:00am or even earlier, so these people would not wait until 11:00am to eat. Breakfast was simply a matter of breaking one's fast on arising and was not considered a formal meal; breakfast was also not considered to be "the most important meal of the day."

3. How many meals would people generally eat each day? What were the meals and when would they eat them?

4. What is the difference between breakfast today and breakfast many years ago?

Some food was made into self-contained packages, such as pies, that held all the food inside a crust. This allowed working people to take their food on-the-go without making a mess. Soups would have had 'sops,' which were pieces of bread or meat floating in the soup. Most people had knives and spoons, but a fork was very rare and was considered strange in most of Europe until the 1700s. Usually only the wealthy would have had their own plates and cups. Lower classes would have shared plates with another person. People would also have trenchers, thick unleavened bread about 6 x 4 inches, which was essentially a bread plate. Sometimes the leftover trencher would be given to the poor, sometimes the dogs, and sometimes eaten by the diner himself. In the late Middle Ages, the trenchers began to be replaced by a square piece of wood with a hollow spot in the middle. Most food would be eaten with the fingers, although some people would use their knives. The food would be taken from the serving plate and then placed on the trencher and then eaten.

5. If you were not wealthy enough to have a plate, what were two methods you would use to hold your food?

About Health and Medicine

Elizabethan medicine was extremely basic in an era when terrible illnesses, such as the Bubonic Plague (the Black Death), were killing nearly one third of the population. The underlying cause of many of the Elizabethan illnesses was the lack of sanitation, especially in large towns or cities, such as London. There were open sewers in the streets, which were also filled with garbage. The trash was occasionally removed and waste was dumped into the nearest river, such as the Thames. Diseases were easily spread in this unsanitary environment where fleas, lice, and rats all flourished. There was no running water, this was obtained from water pumps (a main cause of the spread of typhoid).

6. What were the sanitation/health conditions of the time period?

Elizabethan medicines were basic. Bloodletting was conducted by placing leeches on the patient or cutting the skin to let blood run out. They believed this was allowing the “bad blood” to leave the body. The medicine used to treat various illnesses were as follows:

- *Bubonic Plague* (the Black Death): Bubonic plague was treated by cutting open the boils that appeared on the body and by applying a warm mixture of butter, onion, and garlic. Various other remedies were tried including tobacco, arsenic, lily root, and dried toad.
- *Head Pains*: Head pains were treated with sweet-smelling herbs such as rose, lavender, sage, and bay.
- *Stomach Pains and Sickness*: Stomach pains and sickness were treated with wormwood, mint, and balm.
- *Lung Problems*: Lung problems were given the medical treatment of liquorice and comfrey.
- *Wounds*: Vinegar was widely used to clean wounds as it was believed that it would kill disease.

7. What were three common medical treatments and medicines?

About Crime and Punishment

In Elizabethan times, laws were harsh and crimes were severely punished. The punishments could be extremely cruel. It was believed if a criminal’s punishment was severe and painful enough, the act would not be repeated. Some of the punishments were:

- *Burning*: women found guilty of treason would be burned at the stake.
- *Boiled alive*: for attempting to murder someone.
- *Whipped*: at a whipping post, stripped down to the waist; for example, people were whipped just for stealing a loaf of bread.
- *The pillory* (while standing): a T-shaped block of wood with holes for the hands. The person being punished would have to stand in the contraption in the middle of the market to be ridiculed.
- *The stocks* (while sitting): stocks were used in the same way as the pillory, except the feet were also bound. Local people threw garbage and rotten eggs at people in the stocks.

8. There were no police during this time period, how was law and order maintained?

About Education

Not many children went to school during Elizabethan times. Those that did go to school were mainly the sons of wealthy or working families that could afford to pay the attendance fee. Boys began school at the age of 4 and moved to grammar school when they were 7. Girls were either kept at home by their parents or sent out to work to bring in money for the family. Boys were educated for work and the girls were educated for marriage and running the household. The wealthiest families hired a tutor to teach the boys at home. Many Elizabethan towns had a Parish school where the local priest taught the local boys to read and write.

9. Who was able to attend school during this time period and why?

10. What kind of education did girls receive?

About Daily Life

Life during Elizabethan times was harsh. The average life expectancy was just 35 years. Most Elizabethan people lived in the countryside, but some people lived in towns or big cities like London, Bristol, or Norwich. There were none of the comforts we have today. Water was collected from village pumps, wells, or streams, but was often polluted. Toilets were called 'privies,' and were not very private at all. They were often just a piece of wood over a bowl or a hole in the ground. People would wipe their bottoms with leaves or moss, and wealthier people would use soft lamb's wool.

11. What was the life expectancy for the average person during this time and WHY?

12. Using information from earlier passages, as well as this passage, describe five ways that life was different during Elizabethan times compared to today.



Name: _____

Date: _____

Harry Houdini

The paragraph below tells about a special person born in March. Can you find and mark ten errors in the paragraph? You might look for errors of capitalization, punctuation, spelling, or grammar.

One of the worlds most famous magishuns and escape artists was Harry Houdini. He was born Erich Weiss in Budapest, Hungry, on March 24, 1874. In 1878, his family moved to the United States. It was their, in 1883, that he put on his first magic show. He was nine years old and called himself the Prince of the Air.” Seven years later, he changed his name to Harry Houdini and became an professional magician. He was most famous for escaping from handcuffs and locked trunk. Once a blacksmith in England spent five years creating a pair of unescapable handcuffs and asked Houdini to try them. He was able to brake free from them in an our. Houdini was a master magician

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Name: _____

Date: _____

The Pig

The paragraph below tells about a special date in March history. Can you find and mark ten errors in the paragraph? You might look for errors of capitalization, punctuation, spelling, or grammar.

Oink! Oink! From Wilbur in *Charlottes Web* to movie hero *babe*, the pig is recognized on March 1, which is National Pig Day. Often thought of as slow and dirty animals, pigs is actually clean smart creatures that many people welcome into there homes as pets. Pigs are easier to train then cat's and dog's! Pigs cant sweat, so they wallow in mud to stay cool. They are one of a few large mammals that live in every parts of the world.

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Name: _____

Date: _____

Pocahontas

The paragraph below tells about a special date in March history. Can you find and mark ten errors in the paragraph? You might look for errors of capitalization, punctuation, spelling, or grammar.

Captain John Smith of Jamestown, Virginia once said that Pocahontas saved his colony from death and famine. Pocahontas was the daughter of an Algonquin indian cheif. As a young girl, she is said to have saved Smiths life. No one nose for sure if the story is true, but she did help to keep piece between the colonists and Indians. Later, Pocahontas married a colonist name John Rolfe she dyed at age 22 on March 21, 1617.

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Name: _____

Date: _____

Larsen B Ice Shelf

The paragraph below tells about a special date in March history. Can you find and mark ten errors in the paragraph? You might look for errors of capitalization, punctuation, spelling, or grammar.

On March 7, 2002 scientists discover that part of Antarcitas Larsen Ice Shelf had broke away and sent iceberg's into the Weddell Sea. Experts have different views about what might have caused the collapse of the ice shelf. All there explanations involve a warming trend in temperatures in that region. The broken chunks of the ice shelf was a whopping 650 feet thick and 1,300 square mile. That's larger then the state of Rhode island!

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Name: _____

Date: _____

The Roller Coaster

The paragraph below tells about a special date in March history. Can you find and mark ten errors in the paragraph? You might look for errors of capitalization, punctuation, spelling, or grammar.

On March 8, 1848, the buildor of the worlds first roller coaster was born. La Marcus Thompson who is often called the “Father of the Gravity Ride, created the first gravity-powered roller coaster in the U.S. at Coney island New York. La Marcus was a natural mechanic. At the age of 12, he design a butter churn and an oxcart his roller coaster paved the way for future rides such as Space Mountain at Disney world.