

## Grade 6 Supplemental Learning Packets

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March 30, 2020

Dear 4J Families and Caregivers,

This packet contains paper-based home learning enrichment activities for your student. Thank you for accessing opportunities to keep kids engaged, learning, and thinking as we negotiate these changing and challenging conditions. This packet is part of Phase One for remote learning activities in 4J.

Phase Two begins April 6 when teachers will provide grade-level education activities that can be done at home. Teachers and schools will do their best to connect with each student in their classroom communities and check to see that community resources, technology, and learning activities are available for all.

In the meantime, we'd like to share some optional resources to support Reading/English Language Arts and Math.

Inside this packet, you will find:

- Math Choice Board with supporting activities
- A Happiness Graphic Organizer and eight guided reading passages with writing activities to get ideas flowing in reading and writing

If you choose to use these resources, please do so in a way that works for you and your family.

With great care for you and your loved ones,

The 4J Instruction Department

**Supplemental learning online links are recommended over paper packets at:**

<https://www.4j.lane.edu/communications/coronavirus/learning/#distance>

*The link above has a Spanish option as well as English.*



## Math 6 Supplemental Home Resources

March 30 – April 3

In this packet you'll find a "choice board" of various activities, tasks, and questions to keep your brain thinking creatively and mathematically during this time away from school. Challenge yourself to think like a mathematician and ask yourself the following questions:

- What do I notice? What do I wonder? What questions could I answer using mathematics?
- How could I explain my thinking to someone in my family?
- Do I notice any patterns?
- How does this task connect to something I have learned previously in math class?

Each of the tasks are numbered and are organized in groups below. As you complete a task, cross out or star the problem on the board below, as you work your way through the week.

<span style="font-size: 1.5em;">★</span> <b>Math 6 Choice Board</b> <span style="font-size: 1.5em;">★</span>				
Equivalent Ratios	Vitamin C	Tyler's Meal	Integer Sums and Differences	Distributive Property
Odd Pig Out Game	One Big Factor Family	Lollipops	Which One Doesn't Belong? #1	Solve the Mobile
Fraction Talk #1	Tree Pattern	<p style="margin: 0;"><b>Free Space!</b></p> <p style="margin: 0; font-size: 0.8em;">Can you find a funny math joke to share with your class?</p>	WYR: Cake	Fraction Talk #3
Eightfold	Balance	Balancing Scales	Always, Sometimes, Never: Raises	Between 2 Numbers
Decimal Addition	WYR: Restaurant	Fraction Talk #2	Which One Doesn't Belong? #2	Always, Sometimes, Never: Division

### Equivalent Ratios

(<https://www.openmiddle.com/>)

Using each of the digits 0-6 only once, make two equivalent ratios (also known as a proportion).

$$\frac{\square}{\square \square} = \frac{\square \square}{\square \square}$$

### Odd Pig Out Game

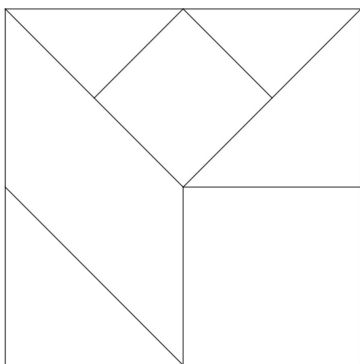
([mathforlove.org](http://mathforlove.org))

Roll two dice and multiply them. You can keep rolling as long as the product is even. If the product is odd, you lose all unbanked points for that turn, and pass the dice. Play to 500.

### Fraction Talk #1

(<http://fractiontalks.com/>)

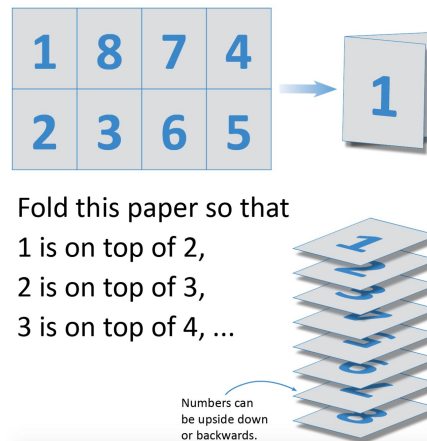
Shade in one of the regions in this square. What fraction of the big square did you shade? Explain.



### Eightfold

(<https://playwithyourmath.com/>)

Try this challenge!



Fold this paper so that  
1 is on top of 2,  
2 is on top of 3,  
3 is on top of 4, ...

### Decimal Addition

(<https://www.openmiddle.com/>)

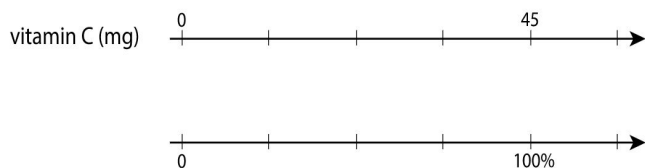
Use the digits, 0 through 9, without repeats, to complete the equation below:

$$\begin{array}{r} \square \square . \square \\ + \square \square . \square \\ \hline \square \square . \square \end{array}$$

### Vitamin C

(<https://openupresources.org/math-curriculum/>)

The daily recommended allowance of vitamin C for a sixth grader is 45 mg. 1 orange has about 75% of the recommended daily allowance of vitamin C. How many milligrams are in 1 orange? If you get stuck, consider using the double number line.

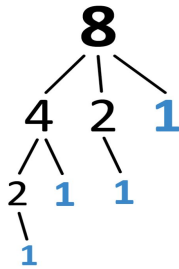


## One Big Factor Family

(<https://playwithyourmath.com/>)

Imagine that each number has a family.

- Its children are its factors that are not equal to itself.
- Some numbers have grandchildren...
- ... and great-grandchildren
- There are four 1s in the 8's family (see image)



How many 1s are in the 72's family?

## Tree Pattern

( [visualpatterns.org](http://visualpatterns.org))

Below is a pattern of trees in stages 1-3 below.

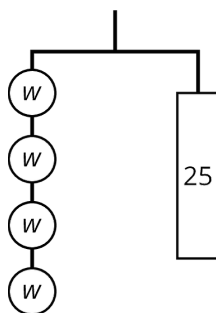


- Draw what you think stage 4 might look like.
- Draw or describe what you think stage 10 might look like.
- Label how many trees are in each stage.
- Try to write an expression to describe the relationship between the stage number  $n$  and the number of trees  $T$ .

## Balance

(<https://openupresources.org/math-curriculum/>)

Here is a balanced hanger.



- Write an equation representing this hanger.
- Find the weight of one circle. Show or explain how you found it.

## Would You Rather: Restaurant

(<https://www.wouldyourathermath.com/>)

Whichever option you choose, justify your reasoning with mathematics.

Restaurant A	Restaurant B
\$18 per hour No tipping allowed (meals range from \$8 to \$25 each)	\$10.50 per hour Tipping encouraged (meals range from \$8 to \$25 each)

### Tyler's Meal

(<https://openupresources.org/math-curriculum/>)

11. Tyler orders a meal that costs \$15.
- A. If the tax rate is 6.6%, how much will the sales tax be on Tyler's meal?
  - B. Tyler also wants to leave a tip for the server. How much do you think he should pay in all? Explain your reasoning.

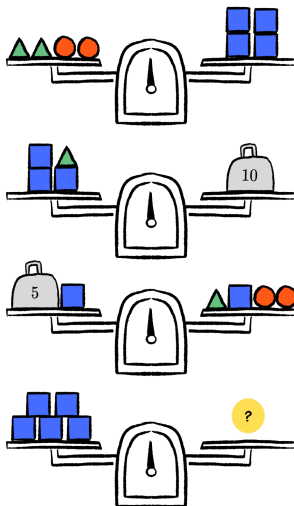
### Lollipops

Joe bought 7 green lollipops. There are 3 fewer yellow lollipops than green lollipops. There are 2 more red lollipops than yellow lollipops. How many lollipops are there? Show how you got your answer.

### Balancing Scales

(brilliant.org)

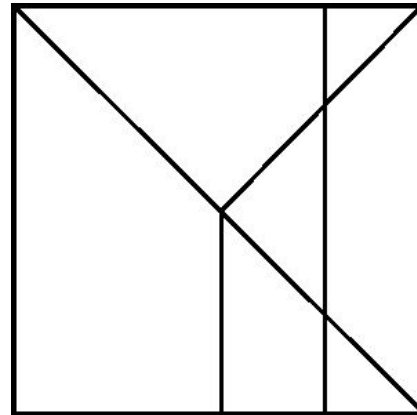
Given the balance scales below, which combination would balance five squares?



### Fraction Talk #2

( <http://fractiontalks.com/>)

Shade in one of the regions in this square. What fraction of the big square did you shade? Explain.



### Integer Sums and Differences

(<https://www.openmiddle.com/>)

Using the integers -3 to 3, at most one time each, fill in the blanks to make each equation true.

$$\square + \square = \square$$

$$\square - \square = \square$$

### Which One Doesn't Belong? #1

(Source: [wodb.ca](http://wodb.ca))

17	26
44	65

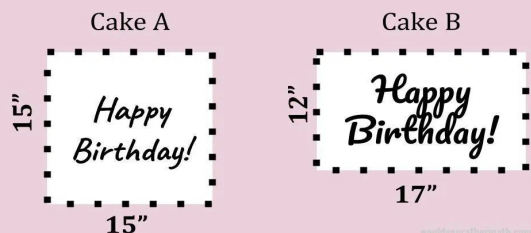
Choose a number in this picture that you don't think belongs with the rest. Explain why. Can you pick another number and give a different reason?

### Would You Rather: Cake

(<https://www.wouldyourathermath.com/>)

Whichever option you choose, justify your reasoning with mathematics.

Share equal slices of cake from pan A with 8 friends OR share equal slices of cake from pan B with 6 friends?



### Always, Sometimes, Never: Raises

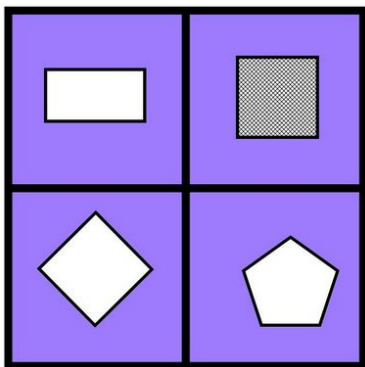
(<http://fawnnguyen.com/always-sometimes-never/>)

Max gets a pay raise of 30%. Jim gets a pay raise of 25%. So Max gets the bigger pay raise.

Is this statement always true? Sometimes true? Or never true? Justify your response using calculations, diagrams, examples, etc.

### Which One Doesn't Belong? #2

(Source: [wodb.ca](http://wodb.ca))



Choose a shape in this picture that you don't think belongs with the rest. Explain why. Can you pick another shape and give a different reason?

### Distributive Property

(<https://www.openmiddle.com/>)

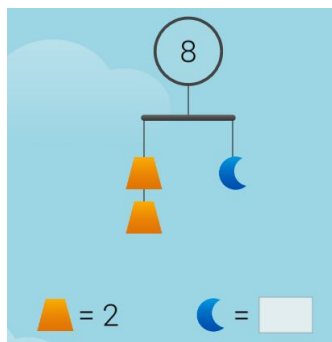
Directions: Fill in the boxes below using all the digits 0 through 9 at most one time each to make the statement true.

$$\square(\square + \square) = \square\square + \square\square = \square\square$$

### Solve the Mobile

(<https://solve.me.edc.org/mobiles/#play>)

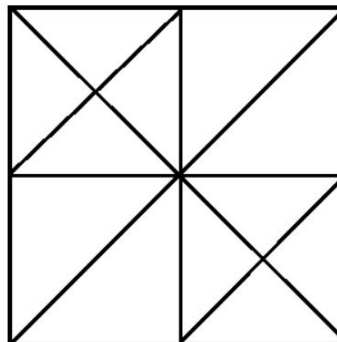
Can you solve the mobile? The number in the circle at the top tells you the total value of the mobile.



### Fraction Talk #3

(<http://fractiontalks.com/>)

Shade in one of the regions in this square. What fraction of the big square did you shade? Explain.



## Between 2 Numbers

(<http://www.between2numbers.com/>)

Make a guess about the answer to this question. Then do a little research to check your answer.



One million seconds is about \_\_\_\_.

- 7 days
- 12 days
- 25 days
- 2 months

## Always, Sometimes, Never: Division

(<http://fawnnguyen.com/always-sometimes-never/>)

If you divide 12 by a number, the answer will be less than 12.

Is this statement always true? Sometimes true? Or never true? Justify your response using calculations, diagrams, examples, etc.



## Middle School Reading and Writing

Keep a writing journal throughout your at-home learning. Respond to each day's reading using the graphic organizer below. Read the passages provided each day and answer the critical reading questions provided at the end of each passage.

On days 9 and 10, you will be asked to complete a small art project.

## Happiness Unit: Graphic Organizer

	Text	Significant details about happiness	In the context of this text, how do we achieve happiness?
Day 1	<a href="#">Study: "High Incomes Don't Bring you Happiness"</a>		
Day 2	<a href="#">You can Buy Happiness if it's an Experience</a>		
Day 3 Writing	Journal Entry: What criteria for happiness do the authors of both "You can Buy Happiness if it's an Experience" and "Study: 'High Incomes Don't Bring you Happiness'" agree on?		
Day 4	<a href="#">Truth</a>		
Day 5	<a href="#">I Wandered Lonely as a Cloud</a>		
Day 6	<a href="#">From Blossoms</a>		

Day 6 Writing	What claim do both poets make about the connection between nature and happiness?		
Day 7	<a href="#">Can We Cultivate Our Own Happiness?</a>		
Day 8	<a href="#">The Keys to Happiness: Partly Genetic, But You Control the Rest</a>		
Day 9/10	<p style="text-align: center;"><b>How can we achieve happiness?</b></p> <p style="text-align: center;"><b>Project Choice: Choose one or do both</b></p> <p>A. Create a collage that makes you happy. You may include photographs, drawing, magazine pictures, small objects (like movie or concert tickets). Combine all of these to create a picture of what happiness means to you.</p> <p>B. Draw a one-pager that symbolizes happiness. Think about the articles you have read as you create the one-pager. See directions for one-pager below.</p>		

### One-Pager

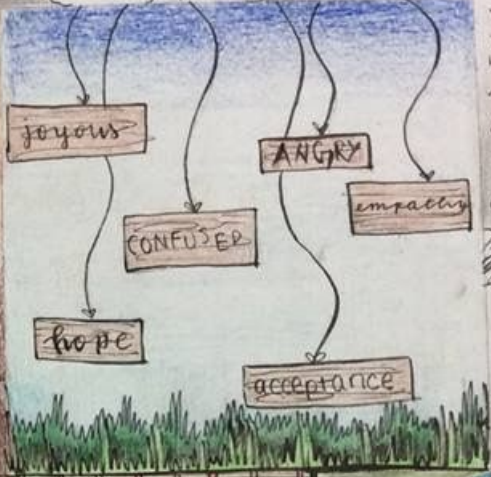
A One-Pager is a creative response to your learning experience. It allows you to respond imaginatively while being brief and concise in making connections between words and images. We think about what we see and read differently when we are asked to do something with what we have seen or read. We learn best when we create our own ideas. Your personal thinking about what you have experienced should be understood by the audience that views the One-Pager. Follow this format for your One-Pager.

- a. Use unlined white paper.
- b. Title the One-Pager appropriately to reflect the content.
- c. Use colored pens, pencils, or markers to add color
- d. Fill the entire page. Be purposeful about the arrangement of your One-Pager. For example, have a reason for using a certain color or for placing an object in a certain place. Write two quotations from the reading or activity. Use the proper grammatical format.
- e. Use three visual images, either drawn or cut out from magazines, to create a central focus to your page.
- f. Place five essential vocabulary words/phrases around the images. These terms/words/phrases should express the main ideas, your impressions, feelings, or thoughts about what you have seen or read.

AT THE END, AS THERE IS...

# acceptance

Just because something isn't happening for YOU right now doesn't mean it will never HAPPEN

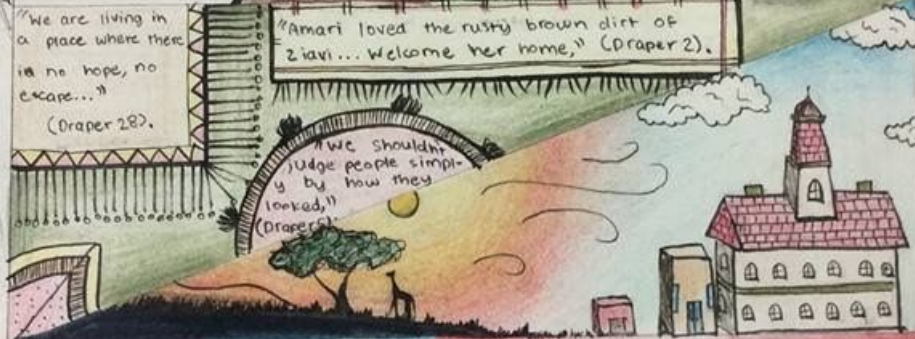


determination

"We are living in a place where there is no hope, no escape..." (Draper 28).

"Amari loved the rusty brown dirt of Ziavi... Welcome her home," (Draper 2).

"We shouldn't judge people simply by how they looked," (Draper 6).



## AUTHOR USED...

- 2 povs
- emotion
- makes you feel what characters are feeling
- people could relate
- example of what happened in real life



You need

You have

It started with

# SUFFERANCE

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

## Happiness Unit: Graphic Organizer

Text	Significant details about happiness	In the context of this text, how do we achieve happiness?
<a href="#">Study: "High Incomes Don't Bring you Happiness"</a>		
<a href="#">You can Buy Happiness if it's an Experience</a>		
<a href="#">An Overview of the Great Depression</a>		
<a href="#">Truth</a>		
<a href="#">I Wandered Lonely as a Cloud</a>		
<a href="#">From Blossoms</a>		

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

# You Can Buy Happiness, If It's An Experience

By Maanvi Singh  
2014

*This NPR article discusses the findings of a study published in Psychological Science focused on how different purchases affect happiness. This article was published on Shots, NPR's Health News blog. As you read, take notes on how people are affected by purchasing material goods and experiences.*

- [1] We humans spend a lot of time waiting in lines: People queue up for days in order to get their hands on the latest iPhone, or what feels like eons<sup>1</sup> for a table at that hip new brunch place.

You may be better off spending time and money on the latter.<sup>2</sup> A growing body of research has shown that experiences tend to make people happier than material possessions.

And even anticipating an experience like a concert, a ski trip or what better be a really great brunch makes us happier than purchasing the latest gadgets, according to a study published Tuesday in Psychological Science.



*"Venice gondola" by lle\_wu is licensed under CC BY-ND 2.0.*

The study, cleverly titled *Waiting for Merlot: Anticipatory Consumption of Experiential and Material Purchases*, tracked how about 100 college students and over 2,200 randomly selected adults felt about material goods and experiences.

- [5] People got excited about both things and events. But they tended to feel more positive about experiential purchases, and their feelings about material purchases were more likely to be tinged with feelings of impatience.

"I think one aspect of that has to do with the nature of imagination," says Amit Kumar, a doctoral student of psychology at Cornell University and one of the researchers behind the paper.

"If you're waiting to buy an iPhone, you know exactly how many megapixels the camera on the new phone will have," Kumar told Shots. People often get really creative while planning out a future vacation, he says, and just thinking about all the things they'll be doing and all fun they'll be having can boost their mood.

Plus when it comes to experiences, money isn't as much of an issue, the researchers hypothesize. People may be competitive when it comes to keeping up with the Joneses,<sup>3</sup> but tend to be less competitive about spending on experiences.

1. an indefinite and very long period of time  
2. referring to the second or last mentioned of things

And as people age, they tend to find more joy in ordinary, everyday experiences like walking or gardening, compared to that trip to Fiji, another recent study found.

- [10] One reason may be that experiences give people the opportunity to bond and socialize, Kumar says. Even when you aren't guaranteed a ticket to a concert or a taco from the cool new food truck, people often enjoy waiting in line. "While waiting for concert tickets, people reported singing songs together, or people would be playing games with each other while they're waiting," he says.

And we've got proof of that right here at Shots. Editor Scott Hensley says he could buy tickets online for the Old Ebbitt Grill's annual Oyster Riot, but he much prefers going downtown first thing in the morning and waiting in line with his fellow oyster aficionados.<sup>4</sup>

That sounds a lot more fun than those Black Friday scuffles over flat screens and Xboxes. Indeed, Kumar and his colleagues compared news reports about people waiting in line and found that long waits for material purchases were more likely to end in violence.

We bet nobody's gotten into a fight while waiting for that oyster party.

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3. "Keeping up with the Joneses" is an idiom referring to the pattern of comparing oneself to one's neighbor as a benchmark for social class or the accumulation of material goods.

4. a person who is very knowledgeable and enthusiastic about an activity, subject, or pastime

## Text-Dependent Questions

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

1. PART A: Which of the following best describes the central idea of the article?
  - A. People gain just as much joy from buying temporary experiences as they do from buying lasting products.
  - B. People like buying experiences and products, but they gain more joy from the experiences they purchase than the products.
  - C. People feel negatively about buying products and positively about buying experiences.
  - D. People gain more joy from buying experiences than buying products, but scientists have no explanation for why this happens.
  
2. PART B: Which paragraph from the text best supports the answer to Part A?
  - A. Paragraph 5
  - B. Paragraph 6
  - C. Paragraph 11
  - D. Paragraph 12
  
3. PART A: According to the information in the article, what is the relationship between happiness and anticipating experiences?
  - A. The longer people have to wait to experience something, the more anxious and less happy they become.
  - B. When people know more about what to expect from a product they anticipate buying, they experience more joy buying it.
  - C. People are less likely to try to outspend one another on experiences than products, which leads to increased happiness for those who buy experiences.
  - D. While anticipating future experiences, people often imagine what they will be like, which increases their joy and excitement.
  
4. PART B: Which of the following quotes from the text supports the answer to Part A?
  - A. "their feelings about material purchases were more likely to be tinged with feelings of impatience." (Paragraph 5)
  - B. "If you're waiting to buy an iPhone, you know exactly how many megapixels the camera on the new phone will have,' Kumar told Shots" (Paragraph 7)
  - C. "just thinking about all the things they'll be doing and all fun they'll be having can boost their mood." (Paragraph 7)
  - D. "People may be competitive when it comes to keeping up with the Joneses, but tend to be less competitive about spending on experiences." (Paragraph 8)

5. How does the final sentence of the article contribute to the meaning of the text?: "We bet nobody's gotten into a fight while waiting for that oyster party."

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

# Study: 'High Incomes Don't Bring You Happiness'

By Caitlin Kenney  
2010

*People often have conflicting ideas about whether or not money can buy happiness. Some believe that the lifestyle that money can offer is equivalent to happiness, while others fear that money can lead to greediness that can never be satisfied. In this study, psychologist Daniel Kahneman and economist Angus Deaton seek the answer to this question. As you read, take notes on the different definitions of happiness that exist and how they are affected by money.*

- [1] How much money do you think it would take to make you happy? Would an extra \$10,000 a year do it or would it take a \$100,000 salary bump to improve your mood?

A new study from Princeton economist Angus Deaton and psychologist Daniel Kahneman suggests that number depends on how you define happiness. The authors draw a distinction<sup>1</sup> between emotional well-being, "the quality of a person's everyday experience such as joy, fascination, anxiety, sadness, anger, and affection," and life evaluation, "a person's thoughts about his or her life (on a longer time scale)."



*"Money Wallet" by 401(K) 2012 is licensed under CC BY-SA 2.0*

Their study of data from the Gallup-Healthways Well-Being Index found that while "life evaluations rise steadily with income," emotional well-being drops off at about \$75,000 a year.

Beyond \$75,000, money is important for life evaluation but does nothing for happiness, enjoyment, sadness, or stress. Both factors are important; it is good to have high emotional well-being, but it is also good to think your life is going well.

- [5] According to the most recent census<sup>2</sup> data, the median U.S. household income was \$52,000 in 2008, with about a third of households making above \$75,000.

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1. **Distinction (noun):** a difference or contrast between similar things  
2. an official count or survey of the population

## Text-Dependent Questions

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

1. PART A: What statement best identifies the central idea of the text?
  - A. Money makes people happy above anything else.
  - B. Emotional well-being is solely dependent on wealth.
  - C. Money plays only a very minor role in people's overall happiness.
  - D. Money is able to influence people's happiness to an extent.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "would it take a \$100,000 salary bump to improve your mood?" (Paragraph 1)
  - B. "Beyond \$75,000, money is important for life evaluation, but does nothing for happiness" (Paragraph 4)
  - C. "it is good to have high emotional well-being, but it is also good to think your life is going well." (Paragraph 4)
  - D. "the median U.S. household income was \$52,000 in 2008, with about a third of households making above \$75,000." (Paragraph 5)
  
3. PART A: What does paragraph 5 suggest about the "emotional well-being" of an individual with the median household income in 2008?
  - A. The average household in the U.S. would be happier with a higher income.
  - B. Only life evaluation would increase with a higher income.
  - C. Some people in the United States make too much money, which is harmful to average Americans.
  - D. Increasing the average household's income would decrease the country's overall emotional well-being.
  
4. PART B: Which section from the text best supports the answer to Part A?
  - A. "that number depends on how you define happiness." (Paragraph 2)
  - B. "life evaluations rise steadily with income" (Paragraph 3)
  - C. "emotional well-being drops off at about \$75,000 a year." (Paragraph 3)
  - D. "Beyond \$75,000, money is important for life evaluation" (Paragraph 4)

5. What is the main difference between “emotional well-being” and “life evaluation” as discussed in paragraph 2?

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

# An Overview of the Great Depression

By Jessica McBirney  
2017

*From 1929 to 1939, America experienced the Great Depression: the worst economic downturn in its history. In this informational text, Jessica McBirney explores the causes and effects of the Great Depression, as well as how America's economy began to recover. As you read, take notes on the causes and effects of the Great Depression.*

- [1] On a fateful Tuesday in October 1929, American citizens experienced the beginning of the worst economic disaster in the country's history. The day marked the beginning of the Great Depression, a severe<sup>1</sup> economic crisis that lasted for more than ten years and hurt millions of people around the country.

## Why Did it Happen?

The Great Depression had many causes. In fact, economists still debate over all the factors that led to the crisis. The following are some of the most important causes:



*"Huts and unemployed in West Houston and Mercer St. by Berenice Abbott in Manhattan in 1935" by Berenice Abbott is in the public domain.*

### **The Stock Market**

Maybe you have heard your parents or news commentators talk about the stock market. Essentially, it is where people can buy stocks, or very small pieces, of big companies like Walmart or Facebook. If the company makes money, the stock-holder gets also gets a small profit. Investing in a stock is like taking a gamble, because the company could earn a lot of money, or it could lose money.

In the years before 1929 the stock market was an extremely popular way for everyday people to earn some extra money. Because of this, the prices of stocks kept getting higher and higher. By 1929, many prices were much higher than the actual values of companies.

- [5] Some people started getting skeptical. Prices could not keep going up forever. So they started selling their stocks while they were still at high prices. More and more people started catching on, until everyone was scrambling to sell their stocks at once. There was no one left to buy all these available stocks, so the prices dropped steeply.

This caused what is known as a stock market crash. In just one day, on October 29, 1929, the whole stock market lost over \$14 billion.

1. **Severe (adjective):** very great, intense, or harsh

## **Bank Failures**

During the popularity of the stock market, most banks had very few rules about loaning out money. They would loan money to customers so those customers could go use it to buy more stocks.

When the stock market lost so much money, suddenly all those customers had no way to pay back their loans. But when people heard about the crash, they started to panic and wanted to pull the money out of their savings accounts just to keep it safe.

With no money back from all the loans they had given out, the banks did not have enough money supply to also pay out everything from everyone's savings. The bank failures rippled throughout the nation, causing even more economic problems and panic for average Americans.

## **The Dust Bowl**

- [10] A record-setting drought hit the middle states, especially Oklahoma, around the same time. The timing could not have been worse. Farmers, who usually remained stable during economic uncertainty because they could at least grow their own food, were suddenly in just as much trouble as the rest of the country.

The drought brought hot, dry winds sweeping across the plains, blowing huge clouds of dust across the plains and into many peoples' houses and lungs. Families could not stay in the area. They packed up and left the Great Plains,<sup>2</sup> heading west to places like California to find work. Unfortunately, other states already had their own unemployment problems; there were not enough jobs for the newcomers.

## **Effects of the Depression**

At the beginning of the financial problems few people predicted the crisis would last over a decade. But the problems were more extensive and much deeper than analysts realized at first.

One of the most important effects of the Great Depression was unemployment. At its peak in 1933 around 25% of adults were unemployed — this means 1 in 4 adults did not have jobs.

Without steady income, many families were forced out of their homes. Some found other family members to live with, while others had to take to the streets. Some people moved into small shanty<sup>3</sup> towns called Hooverilles, named after the president at the time Herbert Hoover. These people often had to rely on charity soup kitchens to get enough food to eat.

## **Political Interventions**

- [15] In 1932, near the worst of the Depression, President Franklin D. Roosevelt was elected. He immediately started working to fix the problems. The set of policies and government programs he instituted are known as the New Deal.<sup>4</sup>

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2. the grassland prairie region of North America

3. A "shanty" is a small, crudely built shack.

To address the banking issues, he temporarily closed all banks to give them a chance to restructure themselves. He set guidelines for future bank operations. He also made more rules for how investors on the stock market could buy and sell stocks more responsibly.

To help families affected by unemployment, he created many employment programs. Groups like the Civilian Conservation Corps (CCC) and Works Progress Administration (WPA) used government funds to pay young men for services like building roads and cleaning parks. This gave families some money to start buying necessities again.

President Roosevelt started dozens of programs during his time in the White House. Not all of them were successful, and a few were even deemed unconstitutional, but many did have positive results.

## Culture Amid Crisis

Even though Americans faced one of the greatest challenges in our nation's history during the 1930s, they were able to produce art and entertainment to raise everyone's spirits.

- [20] Radio became a central aspect of many people's home lives. They could listen for free to comedy shows like *Amos 'n' Andy* and *The Jack Benny Show*. President Roosevelt also made regular speeches on the radio, known as his fireside chats, to reassure the American people and explain his newest New Deal policies.

Movies continued to grow in popularity. Many movies featured tough gangsters and witty city-dwellers with exciting plots. Viewers could escape into this world for a few hours any time they watched a movie.

Music portrayed a more complex, and for many people more relatable, view of society during the Great Depression. Some songs recalled the better days of the 1920s when the country was happy. The mid 1930s introduced swing music and the big band genre, full of upbeat and exciting melodies. The dancing that accompanied it was fast paced. But other artists, like Bing Crosby, did not shy away from writing music that reflected the hard times. His song "Brother, Can You Spare a Dime?" became popular.

## Recovery

Even though the worst of the Great Depression came in 1933, its negative effects and high unemployment continued throughout the 1930s.

When the United States entered World War II in 1941, things began to change. The military needed new equipment and supplies, so thousands of new manufacturing jobs opened to support the war effort. This cut down on the still-soaring unemployment rates. Living standards still remained relatively low, because so many factories built war materials instead of everyday goods for households. Still, Americans began to regain their sense of hope for the future. After the war ended, their hopes were realized as living standards rose and economic prosperity spread across the country.

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4. a series of programs that were enacted between 1933 and 1938 in the United states as a response to the Great Depression



[25] The Great Depression lives on through famous literature like John Steinbeck's novel *The Grapes of Wrath*,<sup>5</sup> published in 1939. But the Great Depression's legacy may best be seen in the Social Security Act, which was passed by Congress in 1935. Since then the government has provided Americans with pensions<sup>6</sup> for the retired, as well as assistance to the unemployed and those with disabilities.

*"An Overview of the Great Depression" by Jessica McBirney. Copyright © 2017 by CommonLit, Inc. This text is licensed under CC BY-NC-SA 2.0*

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5. a novel about the hardships of an American farm family in the Dust Bowl during the Great Depression  
6. a regular payment made during a person's retirement from an investment fund to which that person or their employer has contributed during their working life

## Text-Dependent Questions

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

1. PART A: Which of the following identifies the central idea of the text?
  - A. The Great Depression was a very difficult time for America, and the government took action to help the economy recover.
  - B. The Great Depression could have easily been avoided if Americans had been more informed on how the stock market and banks operated.
  - C. The Great Depression could not have been prevented, as the previous decades had experienced nothing but growth.
  - D. The Great Depression was a horrible economic time for America, but the government's violation of citizens' rights while helping the economy recover was much worse.
  
2. PART B: Which section from the text best supports the answer to Part A?
  - A. "Because of this, the prices of stocks kept getting higher and higher. By 1929, many prices were much higher than the actual values of companies." (Paragraph 4)
  - B. "In 1932, near the worst of the Depression, President Franklin D. Roosevelt was elected. He immediately started working to fix the problems. The set of policies and government programs he instituted are known as the New Deal." (Paragraph 15)
  - C. "Music portrayed a more complex, and for many people more relatable, view of society during the Great Depression. Some songs recalled the better days of the 1920s when the country was happy." (Paragraph 22)
  - D. "Even though the worst of the Great Depression came in 1933, its negative effects and high unemployment continued throughout the 1930s." (Paragraph 23)
  
3. How does the section regarding entertainment in America contribute to the development of ideas in the text?
  - A. It shows how hard the Great Depression was on all businesses.
  - B. It emphasizes how the Great Depression affected all aspects of life.
  - C. It proves Americans were unable to afford even basic necessities.
  - D. It shows how the entertainment industry used the Great Depression to their advantage.
  
4. How did President Roosevelt influence the recovery from the Great Depression?
  - A. He pumped money into the economy to inflate it.
  - B. He encouraged women to join the workforce.
  - C. He allowed the economy to recover on its own.
  - D. He created programs that helped citizens find work.

5. How does the description of the government's intervention in the Great Depression contribute to the development of ideas in the text?

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

## Truth

By Nikki Grimes  
2017

*Nikki Grimes is an African American author, poet, and journalist. Grimes is well known for her award-winning books written for children and young adults. This poem appeared in her book One Last Word, a collection inspired by poems from The Harlem Renaissance that follow the "Golden Shovel" form. In this poetic form, the poet takes a "striking line" from an inspirational poem and uses words from that inspirational line in a new poem. The striking line then appears, word for word, at the end of the lines in the new poem. This poem uses the first line of Jean Toomer's "Storm Ending" as its striking line. As you read, identify the alliteration and the effect it has on the poem.*

- [1] The truth is, every day we rise is like **thunder** —  
a clap of surprise. Could be echoes of trouble, or  
**blossoms**  
of blessing. You never know what garish<sup>1</sup> or  
**gorgeously**  
disguised memories-to-be might rain down from  
**above.**
- [5] So, look up! Claim that cloud with the silver lining.  
**Our**  
job, if you ask me, is to follow it. See where it  
**heads.**



*"Rain Storm Colorado Springs Colorado" by David is licensed under CC BY 2.0*

*"Truth" from One Last Word: Wisdom from the Harlem Renaissance by Nikki Grimes. Copyright © 2017 by Bloomsbury Publishing Inc.*

1. **Garish (adjective):** excessively vivid, showy, or bright

## Text-Dependent Questions

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

1. PART A: Which of the following identifies the theme of the poem?
  - A. Honesty is the key to a good life.
  - B. The weather can help predict the future.
  - C. You can choose to be positive and embrace uncertainty.
  - D. Any day can be a bad day, depending on how you look at it.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "The truth is, every day we rise is like thunder — / a clap of surprise." (Lines 1-2)
  - B. "Could be echoes of trouble, or blossoms / of blessing." (Lines 2-3)
  - C. "gorgeously / disguised memories-to-be might rain down from above" (Lines 3-4)
  - D. "Our / job, if you ask me, is to follow it. See where it heads." (Lines 5-6)
  
3. PART A: How does the author's word choice contribute to the tone of the poem?
  - A. It conveys how it is better to approach the future with humor.
  - B. It stresses that the future is not always predictable.
  - C. It portrays a sense of anxiety about the future.
  - D. It emphasizes how ominous the unknown is.
  
4. PART B: Which quote from the text best supports the answer to Part A?
  - A. "The truth is, every day we rise is like thunder —" (Line 1)
  - B. "Could be echoes of trouble, or blossoms / of blessing." (Lines 2-3)
  - C. "So look up! Claim that cloud with the silver lining." (Line 5)
  - D. "Our / job, if you ask me, is to follow it." (Lines 5-6)
  
5. Alliteration is the repetition of the same letter or sound at the beginning of a word. How does the poet develop the poem's tone through the use of alliteration?

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

# The Keys to Happiness: Partly Genetic, But You Control the Rest

By ABC News  
May 10, 2012

*Happiness and how it is achieved is a popular area of study for psychologists. This ABC news article addresses how genetic inheritance influences happiness. As you read, take notes on what contributes to a person's happiness.*

- [1] Is there a "set point" that determines your level of happiness, regardless of your status in life? Is it something you have little power to change?

For several decades psychologists have wrestled with that question, and in recent years many, if not most, have embraced the idea that we are born with a tendency to be happy, or sour, and it doesn't have much to do with our surroundings or lifestyle. One researcher compared it to height. Try as you may, you probably aren't going to get any taller.



*"Happy to have a twin brother" by Colleen Proppe is licensed under CC BY-NC-ND 2.0.*

But a new study contends that happiness is very different from height or other genetically-determined characteristics. The study concludes that the "set point" is really a range, and we can move up and down on the happiness scale within that range.

All we have to do is keep our lives interesting, and be satisfied with what we already have.

- [5] Sounds easy, and psychologist Kennon Sheldon of the University of Missouri, Columbia, argues that it is — although most of us may not succeed.

"We all have good things happen to us, and they lift us for a while and then we kind of fall back where we started," Sheldon, lead author of a study published in the Personality and Social Psychology Bulletin, said in a telephone interview. "We're trying to figure out how people can get more out of the good things that happen to them."

Sheldon and his coauthor, psychologist Sonja Lyubomirsky of the University of California, Riverside, have collaborated on several research projects over the last couple of decades. They have come up with a program that they think could help us inch our way up the happiness scale, and stay there longer, although there will always be a tendency to drop back to our personal "set points."



Their effort is an attempt to deal with an idea that has been kicking around for four decades, called "Hedonic Adaptation," or the "Hedonic Treadmill." That theory suggests that good things may move us up on the happiness scale, but in time the glow dims and we return to a point established chiefly by genetics. Bad things may move us down on the scale, but the impact of even traumatic<sup>1</sup> experiences also diminishes over time, although some research suggests it's harder to forget the bad than remember the good.

We deal as best as we can with bad things as a way of avoiding depression, and that forces us back up the happiness scale. And as for the good things, as soon as we get them, we want more, thus pushing us back down toward the median.

- [10] Sheldon and Lyubomirsky argue that simple lifestyle changes can help keep us a bit happier, "despite pessimism<sup>2</sup> from the current literature that the pursuit of happiness may be largely futile,"<sup>3</sup> as Lyubomirsky puts it.

It all comes down to two words: variety and appreciation.

There's a new love in your life? Keep it alive by introducing new experiences and variety. That will keep the relationship fresh and rewarding, and, well, happy. Appreciate what you've got.

"To appreciate something is to savor it, to feel grateful for it, to recognize that one might never have gotten it, or might lose it," the study says.

Without that, you're likely going to lose interest and cast about for something better, whether it's a new mate or a new car. It seems we are never satisfied, and that brings the happiness barometer<sup>4</sup> down.

- [15] The researchers tested 481 students over two semesters to measure their level of happiness and determine if savoring a good thing could last even a few weeks. In most cases, it didn't. The participants quickly returned to their regular levels of happiness.

But some participants were able to maintain that elevated level of happiness by keeping the memory alive and appreciating what they already had.

## How to Find Happiness. Is It Genetic?

Case closed? Not exactly.

There's still the question of how much our happiness depends on genetics, and how much it is affected by our lifestyles and possessions.

The researchers have come up with a formula that they have used in a number of publications. It's 50 percent genetics. The circumstances we find ourselves in — like where we live, the quality of our love lives, whether we have a few bucks in the bank — account for only about 10 percent. The remaining 40 percent is "within our control, how we think and behave."

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1. **Traumatic** (*adjective*): emotionally disturbing or distressing
  2. **Pessimism** (*noun*): a lack of hope or confidence in the future
  3. **Futile** (*adjective*): pointless
  4. something that reflects changes in circumstances or opinions

[20] But where did those numbers come from?

"Basically, we kind of made them up," Sheldon said, adding quickly, "but not entirely."

The 50 percent genetics is based on other research of identical twins who were separated at birth and had no contact with each other. A huge study in Germany found that separated twins ranked almost exactly the same on the happiness scale, regardless of their personal experiences.

"And if you look at studies of various superficial circumstances, like income, where you live, how many cars you have, those are pretty small," Sheldon said. "They don't seem to account for more than about 10 percent."

"So that left 40 percent that we conclude, although not everybody would agree with this conclusion, is the percent that is affected by what you do."

[25] That certainly indicates that our happiness can be greatly influenced by what we do, and if the number is anywhere near correct, simple changes, like appreciating what we already have, can make a significant difference in our level of happiness.

But if that number is way off, as many psychologists would contend, then there isn't a lot we can do to make us keep smiling. Still, it may be worth a try.

*["The Keys to Happiness: Partly Genetic, But You Control the Rest"](#) from abcnews.com, © ABC News. Reprinted with permission, All rights reserved.*

## Text-Dependent Questions

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

1. PART A: Which of the following identifies the main claim of the text?
  - A. Genetics do not have any detectable impact on a person's individual happiness, as scientists previously believed.
  - B. By actively attempting to be happier more often, people can improve their set point of happiness.
  - C. While genetics may determine a person's range of happiness, individual choices have a significant impact on happiness levels.
  - D. Individual choices can influence a person's happiness levels, but the effects they have on overall happiness are insignificant in comparison to the effects of genetics.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "For several decades psychologists have wrestled with that question, and in recent years many, if not most, have embraced the idea that we are born with a tendency to be happy, or sour" (Paragraph 2)
  - B. "But some participants were able to maintain that elevated level of happiness by keeping the memory alive and appreciating what they already had." (Paragraph 16)
  - C. "And if you look at studies of various superficial circumstances, like income, where you live, how many cars you have, those are pretty small" (Paragraph 23)
  - D. "So that left 40 percent that we conclude, although not everybody would agree with this conclusion, is the percent that is affected by what you do." (Paragraph 24)
  
3. How does the detail about the study of twins contribute to the text (Paragraph 22)?
  - A. It proves that environment has a significant impact on a person's happiness, as twins do not the same level of happiness after being separated.
  - B. It shows that happiness is greatly determined by genetics, so even separated twins are likely to have the same level of happiness.
  - C. It shows how twins' happiness levels are affected when separated at birth.
  - D. It proves that there is no accurate way to determine what impacts a person's level of happiness.

4. What does the phrase “level of happiness” reveal about how researchers consider happiness to work (Paragraph 15)?

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5. How does the author’s claim regarding happiness compare to previous understandings of happiness?

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

# I Wandered Lonely as a Cloud

By William Wordsworth  
1802

*William Wordsworth (1770-1850) was a major English Romantic poet who helped launch the Romantic Age in English literature. In this poem, the speaker describes seeing a field of daffodils. As you read, take notes on the figurative language in the poem and what feelings it develops in the poem.*

- [1] I wandered lonely as a cloud  
That floats on high o'er vales<sup>1</sup> and hills,  
When all at once I saw a crowd,  
A host, of golden daffodils;
- [5] Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.



*"Daffodils" by Andrew Wilkinson is licensed under CC BY-SA 2.0*

- Continuous as the stars that shine  
And twinkle on the milky way,  
They stretched in never-ending line
- [10] Along the margin of a bay:  
Ten thousand saw I at a glance,  
Tossing their heads in sprightly<sup>2</sup> dance.

- The waves beside them danced; but they  
Out-did the sparkling waves in glee:
- [15] A poet could not but be gay,<sup>3</sup>  
In such a jocund<sup>4</sup> company:  
I gazed — and gazed — but little thought  
What wealth the show to me had brought:

- For oft, when on my couch I lie
- [20] In vacant<sup>5</sup> or in pensive<sup>6</sup> mood,  
They flash upon that inward eye  
Which is the bliss of solitude;  
And then my heart with pleasure fills,  
And dances with the daffodils.

*"I Wandered Lonely as a Cloud" (1802) by William Wordsworth is in the public domain.*

1. a valley
2. **Sprightly** (*adjective*): lively; full of energy
3. lighthearted and carefree
4. **Jocund** (*adjective*): marked by high spirits and liveliness
5. **Vacant** (*adjective*): lacking thought, reflection, or expression
6. **Pensive** (*adjective*): engaged in deep or serious thought

## Text-Dependent Questions

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

1. PART A: Which of the following identifies the theme of the poem?
  - A. The beauty of nature brings people pleasure.
  - B. Nature reflects the variety of emotions that humans feel.
  - C. Humans rarely appreciate the beauty of nature that surrounds them.
  - D. Nature is the best inspiration for hopeful artists.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "I wandered lonely as a cloud / That floats on high o'er vales and hills," (Lines 1-2)
  - B. "A poet could not but be gay, / In such a jocund company:" (Lines 15-16)
  - C. "I gazed — and gazed — but little thought / What wealth the show to me had brought:" (Lines 17-18)
  - D. "In vacant or in pensive mood, / They flash upon that inward eye" (Lines 20-21)
  
3. How does the poet's use of sound influence the mood of the poem?
  - A. The poet uses a predictable rhyme scheme to create a cheerful mood.
  - B. The poet uses free verse to create a serious mood.
  - C. The poet uses repetition to develop the feeling that nature is constant.
  - D. The poet emphasizes the pleasures of nature through alliteration.

4. How do the words describing nature in lines 12-14 contribute to the tone of the passage?

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

## From Blossoms

By Li-Young Lee  
1986

*Li-Young Lee is an American poet who was born in Indonesia to Chinese parents. His family eventually settled in the United States after fleeing anti-Chinese attitudes. In this poem, the speaker describes the experience of biting into a peach. As you read, take note of how the speaker describes peaches and the experience of eating one.*

[1] From blossoms comes  
this brown paper bag of peaches  
we bought from the boy  
at the bend in the road where we turned toward  
[5] signs painted *Peaches*.

From laden<sup>1</sup> boughs,<sup>2</sup> from hands,  
from sweet fellowship<sup>3</sup> in the bins,  
comes nectar at the roadside, succulent<sup>4</sup>  
peaches we devour, dusty skin and all,  
[10] comes the familiar dust of summer, dust we eat.

O, to take what we love inside,  
to carry within us an orchard, to eat  
not only the skin, but the shade,  
not only the sugar, but the days, to hold  
[15] the fruit in our hands, adore it, then bite into  
the round jubilation<sup>5</sup> of peach.

There are days we live  
as if death were nowhere  
in the background; from joy  
[20] to joy to joy, from wing to wing,  
from blossom to blossom to  
impossible blossom, to sweet impossible blossom.



*"Untitled" by Jongjit Pramchom is licensed under CC0.*

*Li-Young Lee, "From Blossoms," from Rose. Copyright © 1986 by Li-Young Lee. Used with the permission of The Permissions Company, Inc., on behalf of BOA Editions, Ltd., [www.boaeditors.org](http://www.boaeditors.org).*

1. loaded with something heavy, carrying a lot of weight
2. a main branch of a tree
3. **Fellowship** (*noun*): the company of equals or friends
4. **Succulent** (*adjective*): juicy flavor, full of juice
5. great joy, triumph, or satisfaction

## Text-Dependent Questions

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

1. PART A: Which of the following best identifies the theme of the poem?
  - A. People can find boundless joy in unexpectedly simple moments.
  - B. People should appreciate every moment because some opportunities may never come again.
  - C. Living in the moment can help drive away fears of the future.
  - D. Even the simplest actions can be meaningful with friends and family.
  
2. PART B: Which quote from the poem best supports the answer to Part A?
  - A. "From blossoms comes / this brown paper bag of peaches / we bought from the boy" (Lines 1-3)
  - B. "From laden boughs, from hands, / from sweet fellowship in the bins, / comes nectar at the roadside" (Lines 6-8)
  - C. "peaches we devour, dusty skin and all, / comes the familiar dust of summer, dust we eat." (Lines 9-10)
  - D. "to hold / the fruit in our hands, adore it, then bite into / the round jubilation of peach." (Lines 14-16)
  
3. PART A: What do peaches represent for the speaker?
  - A. a way to remember those who are gone
  - B. gratitude for all life
  - C. time together with family
  - D. the unavailability of death
  
4. PART B: Which quote from the text best supports the answer to Part A?
  - A. "peaches / we bought from the boy / at the bend in the road where we turned toward / signs painted Peaches" (Lines 2-5)
  - B. "From laden boughs, from hands, / from sweet fellowship in the bins, / comes nectar at the roadside" (Lines 6-8)
  - C. "O, to take what we love inside, / to carry within us an orchard" (Lines 11-12)
  - D. "There are days we live / as if death were nowhere" (Lines 17-18)

5. How does the final stanza contribute to the development of the poem's theme?

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## Discussion Questions

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

1. In your opinion, are the moments of happiness that the speaker finds by chance or does he seek them out? Are we in control of deciding which moments bring us happiness?
2. In your opinion, how do simple things provide powerful experiences? Is this something that only nature is capable of doing?
3. In the context of the poem, what is good and how do we know it? How do we know if something is beautiful or good? Why does the speaker think the peaches are good? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
4. In the context of the poem, who is in control: man or nature? Is the speaker responsible for the beautiful experience he describes or is nature? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

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

# Can We Cultivate Our Own Happiness?

By ABC News  
2002

*Martin Seligman coined the term “positive psychology” to describe his exploration of how people can improve their own happiness. In this report from 2002, ABC News explains Seligman’s research and findings in the field of positive psychology. As you read, take notes on how Seligman defines happiness.*

- [1] If you want to be happy, forget about winning the lottery, getting a nose job, or securing a raise.

In his new book, *Authentic Happiness*, psychologist Martin Seligman argues that overall lifetime happiness is not the result of good genes, money, or even luck.

Instead, he says we can boost our own happiness by capitalizing<sup>1</sup> on the strengths and traits that we already have, including kindness, originality, humor, optimism, and generosity. He has christened<sup>2</sup> the discipline “Positive Psychology,” arguing that we would be better off building on our own strengths rather than bemoaning,<sup>3</sup> and, hence, trying to repair, our weaknesses.



*"Little Gardener" by ionea. is licensed under CC BY-NC 2.0.*

By frequently calling upon their strengths, people can build up natural buffers against misfortune and negative emotions, he said.

## **An Epidemic of Depression?**

- [5] Seligman is leading the charge in what might be called Happiness Revolution in psychology.

Since World War II, psychologists have focused on fixing what is broken — repairing psychosis,<sup>4</sup> and neurosis.<sup>5</sup> Research has piled up steadily when it comes to looking at patients who are neurotic or dysfunctional, while the happy or joyful people among us have received little scientific scrutiny.<sup>6</sup>

When Seligman did a search to find academic articles about such “positive psychology” he found only 800 out of 70,000.

1. to benefit by turning something to advantage
2. to give something a name
3. **Bemoan (verb):** to express distress or grief over something
4. a severe mental disorder characterized by loss of contact with reality
5. a mild mental illness involving symptoms of stress, but not a loss of contact with reality
6. **Scrutiny (noun):** critical observation or examination

“Psychologists tend to be concerned with taking a negative 8 person, and helping him get to negative 2,” said Seligman, a University of Pennsylvania psychology professor. “My aim is to take a plus 2 person and boost him to a plus 6.”

In the last 50 years, statistics have shown that we are less happy as a people.

- [10] “While our quality of life has increased dramatically over that time, and we’ve become richer, we’re in an epidemic of depression,” Seligman said. “Depression is 10 times more common now, and life satisfaction rates are down as well.”

Seligman argues that the new science he writes about is shifting psychology’s paradigm<sup>7</sup> away from its narrow-minded focus on pathology,<sup>8</sup> victimology,<sup>9</sup> and mental illness towards positive emotion, virtue and strength, and positive institutions that increase people’s happiness quotient.

## Three Roads to Happiness

Science has shown that there are three distinct roads to being a happy person — though happy might not mean what you think. Material goods — even simple ones like ice cream cones, and massages — are only stimuli,<sup>10</sup> things that fleetingly give people a boost.

Research found that lottery winners are no happier years after their windfall than they had been before, and that paraplegics<sup>11</sup> tended to be no less happy in the years after their misfortune than they were before.

“We used to think that a happy person was just someone who giggled a lot,” Seligman said. “But if you define it solely by how much you laugh, you confine yourself to one category.”

- [15] Here are the three happy people categories that Seligman has set forth in the book:

The Good Life: Some happy people are low on pleasure, but high on “absorption and immersion,” meaning they take great pleasure in the things that they do.

“Think of these people as hobbyists who become so immersed in their work that time ceases to exist,” Seligman said. “A person who enjoys gardening discovers that the day has gone by without notice, for example.”

The Pleasant Life: This is someone who laughs a lot, and thrives on pleasures, such as eating good food. These are people who seem surrounded with contentment, pleasure and hope.

The Meaningful Life: Those who apply their highest strengths and virtues for the greater good, as through charities and volunteer work, religion or politics.

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7. **Paradigm (noun):** a theory or group of ideas about how something should be done

8. the science of the causes and effects of diseases

9. the study of victims of crime and how their experience psychologically affects them

10. **Stimuli (noun):** a thing or event that evokes activity or energy in someone

11. a person affected by paralysis of the legs and lower body

[20] There are vast benefits to leading a happier life, Seligman said. A study of cloistered nuns<sup>12</sup> found that those scoring high on happiness tests at age 20 lived the longest. (Cloistered nuns make for good research subjects, since variables such as environment and financial status are the same for all.)

To cultivate happiness, you must first identify which of the aforementioned happiness categories you fall into, then ascertain<sup>13</sup> your individual strengths and virtues. Next, apply the qualities in such a way as to enhance your happiness-generating category.

For example a student of Seligman's who fell into the "good life" category was a grocery bagger and did not like it. Further testing identified that one of his key strengths was excelling in social interaction. So Seligman advised the student to try to make the check-out process the social highlight of each of his customers' day.

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12. a nun who doesn't leave her religious community or interact with the outside world  
13. **Ascertain** (*verb*): to find something out for certain

## Text-Dependent Questions

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

1. PART A: Which of the following statements best summarizes Seligman's ideas about happiness? [RI.2]
  - A. It's easier to achieve happiness by breaking down what keeps you from being happy, such as stress or mental illness.
  - B. Seligman's research has found that an increased quality of life has negatively impacted people's level of happiness.
  - C. Happiness can be achieved if you focus on and develop the characteristics that you value about yourself.
  - D. People who are able to appreciate the small joys of life tend to be happier overall.
  
2. PART B: Which detail from the text best supports the answer to Part A? [RI.1]
  - A. "By frequently calling upon their strengths, people can build up natural buffers against misfortune and negative emotions" (Paragraph 4)
  - B. "Psychologists tend to be concerned with taking a negative 8 person, and helping him get to negative 2" (Paragraph 8)
  - C. "While our quality of life has increased dramatically over that time, and we've become richer, we're in an epidemic of depression" (Paragraph 10)
  - D. "Think of these people as hobbyists who become so immersed in their work that time ceases to exist" (Paragraph 17)
  
3. Which quote from the text is the least relevant piece of evidence used to support Seligman's ideas about how people become happy? [RI.8]
  - A. "Instead, he says we can boost our own happiness by capitalizing on the strengths and traits that we already have, including kindness, originality, humor, optimism, and generosity." (Paragraph 3)
  - B. "Material goods — even simple ones like ice cream cones, and massages — are only stimuli, things that fleetingly give people a boost." (Paragraph 12)
  - C. "A study of cloistered nuns found that those scoring high on happiness tests at age 20 lived the longest." (Paragraph 20)
  - D. "To cultivate happiness, you must first identify which of the aforementioned happiness categories you fall into, then ascertain your individual strengths and virtues." (Paragraph 21)
  
4. How does the text describe most previous scientific research in the field of psychology? [RI.3]
  - A. It prioritized determining why happy people are happy.
  - B. It focused on improving the lives of very depressed people.
  - C. It neglected to study the happiness of people with neurosis.
  - D. It was centered on improving the moods of already happy people.



5. How do paragraphs 16-19 contribute to the main idea of the text? [RI.5]

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