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Unit organization of four topics in literature

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Thesis

UNIT ORGANIZATION OF FOUR TOPICS
IN LITERATURE

Submitted by

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In partial fulfillment of requirements for
the degree of Master of Education

1939

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CHAPTER I

PURPOSE OF THIS THESIS

Introduction

The units in this thesis are to be used in the ninth grade of a four-year high school. The class is divided into five sections of about thirty pupils each. 1A and 1B are college preparatory groups, and 1C, 1D, and 1E are commercial and general groups. There is no homogeneous grouping, and the classes contain pupils of varied degrees of intelligence and reading ability. For this reason, the unit plan of organization should be of value to the teacher as well as to the student, as it gives each individual an opportunity to work as fast or as slowly as he can, and to choose activities suited to his intelligence and interests.

Terminology Used in This Thesis

The terminology used in this thesis is the writer's interpretation of the terminology used in the course "The Unit Assignment in Secondary Education."\(^1\)

The unit is a recognizable advance in learning. It is something internal and to be thought of in terms of educative growth.

The delimitation sets a boundary to the unit, beyond

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\(^1\) Offered by Docter Roy O. Billett, in the School of Education, Boston University.
which we will not consciously teach. The unit is a broad, general concept, which the delimitation breaks down into minor concepts, the understanding of which lead to a comprehension of the major concept. Just how many of these minor concepts there will be depends in part on the age, experience, and intelligence of the class, and on the time which it is possible to give to the unit.

Other concepts, skills, and attitudes than we consciously teach for grow out of the unit. These are termed probable incidental learning products.

The unit assignment is made up of an introductory phase, a sequence of core activities, and a number of optional related activities. It is concluded with a mastery test. The student never sees the unit or its delimitation. The teacher cannot give the child a goal; he must create a situation in which the pupil finds a goal. By thinking through well planned problems given to him by the teacher, the student finally arrives at the desired goal himself. He grasps the concept which is the unit. These problems which can best be presented on the written page are printed on what is termed the guide sheet, and given to the pupil.

There should be some chance for choice as to what is to be done, when it is to be done, how it is to be done, and in what order it is to be done, in the core activities. These should be stated interrogatively, and should put the pupil into
an interrogative rather than an absorptive state of mind.

The optional related activities represent a wide range of interests, some that every child, regardless of his interest, hobby, or outside activity, may find something worthwhile to do. This is where flexibility and provision for individual differences enters to the greatest extent. The activities are printed on separate cards, and kept in a file which the pupils may consult. They should also be printed on sheets of paper, and posted conveniently around the room, so that the pupils may see them all easily.

The mastery test, which is the last activity of the unit, should be objective, and sufficiently long. It should test the items of the delimitation.
CHAPTER II

UNIT ORGANIZATION OF LIFE ON THE MISSISSIPPI IN THE DAYS OF TOM SAWYER

Unit

Samuel Clemens wrote The Adventures of Tom Sawyer mainly for the entertainment of boys and girls and adults, but he has also caught and held the spirit of the colorful and vanished frontier life in which he grew up, with its humor and its quiet loveliness, its violence and its terror, its superstitions and its witchcraft, and its great Mississippi River, which was for him and his friends the road to romance.

From other books by the same author and other authors we can get a further picture of the America of Mark Twain.

Delimitation of Unit

It is believed that Tom Sawyer is none other than Samuel Clemens himself as a boy, and because Tom is a real live boy and not a fictional character, boys of today are still able to chuckle and thrill at his adventures.

Tom introduces us to the drowsy frontier town with its quiet streets leading to the majestic Mississippi on one side and to the dense forest on the other. The boys peopled this forest with Robin Hood, Murrell's Gang, and Captain Kidd. At an early age they learned to read all the signs of nature.

Playing in the forest was not the only amusement afforded
the boys of this day, for at that time showboats floated down the river, stopping at the villages to give concerts. Strolling players entertained with melodramas periodically, and circuses and minstrels came to town in their turn.

These people nursed many superstitions concerning signs of all kinds, cures, witches, and spirits. This was due in large part to the influence of the negro. The negro music of the camp meeting affected the boys singularly. It made them want to be good for a time; a short time.

The people in Hannibal seldom travelled outside its limits and yet they were in touch with the outside world, for this world travelled down the river right by their very door. When a river boat whistled around the bend, the whole town ran down to the landing. The boats themselves were splendid and romantic but the bales and casks and travellers they carried and the pilots who ran them were even more romantic. The greatest and the most constant ambition of every boy of Tom's day was to become a pilot, who was a king of the river.

Samuel Clemens has given us a glowing account of life as a pilot on the Mississippi in *Life on the Mississippi*.

In chapters two to fifteen inclusive, of Albert Paine's *A Short Life of Mark Twain* we get a picture of Mark Twain as a boy in Hannibal and as a pilot on the river. It is interesting to compare this account with Clemens's own story.

Bernard DeVoto did not agree with all Albert Paine wrote concerning Mark Twain and he wrote his own views in a book
entitled *Mark Twain's America*. Here we find a detailed and beautifully written account of Hannibal, its people and its outlook.

*Mississippi River Boy* by Edwin L. Sabin tells the story of a boy who lived at the same time as Mark Twain, but who was less fortunate in his family and friends. This boy ran away to the river and became a pilot. In travelling with him we meet pirates, rivermen, travellers, and the man who ran the first steamboat on the Mississippi, and learn of the obstacles which this man met, both in the river itself and the people who scoffed at his idea.

Irvin Anthony has traced the evolution of river boats, as well as given a thrilling account of the adventures on the river in *Paddle Wheels and Pistols*. His explanation of the superstitions of the rivermen is of particular interest.

*Mississippi Steamboatin*! by Herbert and Edward Quick contains a full account of steamboats in the river, including excellent descriptions of steamboats, the passengers who rode on them, steamboat racing and the perils of a steamboat trip.

Joel Chandler Harris has presented a true portrait of the negro of this period in *Uncle Remus and His Friends*. In their own dialect he tells stories which bring out the character and beliefs of these folk who had such a great influence on the beliefs of the children and adults among the whites. One section is devoted to the songs and ballads of the negro. These songs Tom must have listened to as he sat in the shadow
of the negro camp meetings.

**Tentative Time Limit**

Four weeks: twenty, fifty minute periods

**The Unit Assignment**

A. Introduction.-- Before presenting the guide sheets to the pupils, a discussion will be conducted based on the David O. Selznick technicolour production "The Adventures of Tom Sawyer." The following points will be considered:

1. The amusing incidents that demonstrate that Tom was a real boy and might well have lived in this century as the last. Some of these incidents are: (1) His plan to avoid painting the fence; (2) His antics designed to attract the attention and favor of Becky Thatcher; (3) His difficulty with the schoolmaster, which arose out of the attention which he gave to drawing of caricatures instead of to his lessons.

2. The adventures peculiar to that age and locality, such as: (1) Playing pilot; (2) Playing pirates; (3) Going to the graveyard at midnight to cure warts.

3. The setting and costumes: Note especially the fact that Tom had a complete outfit for Sunday which was so different from his every-day clothes that it was uncomfortable. Notice also the great difference between Tom's school clothes and those of a modern boy. Try to recall the town itself, and the woods as Samuel Clemens loved this setting and we find many descriptions of this in our books.
Part of the next period will be spent in briefly sketching the life of Samuel Clemens in order that the pupils will start out with the knowledge that he based his books on actual experiences. Touch upon the following facts: (1) Childhood in Hannibal; (2) Schooling; (3) Environment; (4) Work in printing office; (5) Wandering typesetter (6) Pilot's cub under Captain Horace Bixby.

Last, a summary of the discussion of the day before will be held. The fact will be brought out that we get more knowledge of Tom's life and adventure from reading the book, and that by reading the book and other books we can get information about the river, pirates, boats, songs, dances, and amusements which the picture did not show.

B. Laboratory.

1. Read The Adventures of Tom Sawyer by Samuel Clemens and be prepared to discuss the following questions in class.
   a. Did the moving picture version differ from the story at any time in the matter of setting? In what ways were the facts of the story changed?
   b. Would you like to have been a boy or a girl in the days of Tom Sawyer? Consider the following points: (1) home life (2) dress (3) duties (4) parents (5) school (6) pastimes (7) river.
   c. Compare Hannibal with your own town. What features of Hannibal do you like? In what respects do you prefer your own town?
d. What amusements came to Hannibal from the outside?

e. What superstitions are mentioned in the story? Can you find any clue as to where these superstitions originated?

f. Are any of the superstitions prevalent today? What has caused people to give up many superstitious beliefs?

g. In what part of the story is the influence of the river on the boys indicated?

h. Choose one of the following assignments: (1) Read carefully the description of dawn on the island. Have you ever camped out and had a similar experience? Write a description based on this experience. If you do not recall vividly any such experience, notice your natural surroundings; winter fields, sunsets, wind storms, rain storms, snow storms, and write a description. Notice the author's other descriptions of natural scenery. Notice his choice of words, especially adverbs and adjectives. In the passage referred to above, these two phrases occur; "long lances of sunlight," and "a shrill jay, a flash of blue flame". By your wise choice of words try to make the reader see the picture you are trying to convey. (2) Aunt Polly was strict with Tom because she believed it was her duty and that to spare the rod was to spoil the child. She often tried to smother her conscience and overlook his disobedience. Notice her soliloquy on pages four and five and be ready to justify the above statement by
quoting her. (3) Make a list of the things that Tom and his friends did to amuse themselves during the summer vacation. If you lived in Tom's day what amusement that you enjoy today would you miss most? What amusement of that time would you have enjoyed most?

2. Read Life on the Mississippi by Samuel Clemens. In this book the author gives an account of his life beginning with his departure from Hannibal where his adventures recounted in Tom Sawyer took place. We read of his adventures as a pilot's cub and later as a pilot. Be prepared to discuss the following questions in class.

a. What was the one permanent ambition of all the boys in the author's village?

b. If you lived then would you like to have become a pilot? In answering this question consider the following points:
(1) The task of becoming a pilot (2) The pilot's wisdom (3) The pilot's position in society (4) Pastimes when on shore.

3. In Albert Paine's A Short Life of Mark Twain, chapters two to fifteen inclusive, we get a picture of Mark Twain as a boy in Hannibal and as a pilot on the river. Compare this account given by Mark Twain himself in The Adventures of Tom Sawyer and Life on the Mississippi. Do you notice any difference in the style of the three books? Do the facts vary at all?
4. Bernard DeVoto did not agree with everything which Paine wrote regarding Mark Twain, so he wrote a similar book and called it Mark Twain's America. Chapters two to five, inclusive, of this book give us an excellent picture of Hannibal, its people and its outlook. Answer the following questions in writing.
   a. What effect did the negro and slavery have on the boys of that day?
   b. What songs were sung at that time?
   c. What amusements were described here that were not mentioned in the other books?
   d. What poet has lately revived a few of the tunes played for dances at such frolics?

5. **Mississippi River Boy** by Sabin tells the story of a boy who lived at the same time as Tom Sawyer but who was less fortunate in his family and friends. He ran away from home to the river where, after many thrilling adventures, he became an excellent pilot. Read this book keeping in mind the following questions, and carrying out the following assignments.
   a. Do you think the boy had sufficient reason to run away? Be prepared to justify your conclusion in class.
   b. Compare his adventures on the river with those of Mark Twain.
   c. Compare his home life with that of Tom Sawyer.
d. Write a theme in which you show that the boy had perseverance, courage, an open mind, and was eager to learn.

e. With what hero of the river did the boy work?

f. In what way does Sabin's novel of this period differ from Mark Twain's? Which novel did you enjoy better?

6. Read *Paddle Wheels and Pistols* in which Irvin Anthony has told us of the superstitions of the rivermen, giving an account of the evolution of river boats, and a description of how the steamboats were run. Answer these questions.

a. What men, legendary and real, were considered the greatest river heroes of the day?

b. List the superstitions concerning the river that are mentioned here.

c. Tom Sawyer and his friends were familiar with the terms relating to the running of a steamboat which you find explained here. Do you know as much about landing an airplane as they knew about landing a boat?

7. Read *Mississippi Steamboatin'* by Edward and Herbert Quick for a full account of steamboats on the river, including excellent descriptions of steamboats, the people who lived on them, steamboat racing, and the perils of a steamboat trip. Be prepared to discuss the following questions in class.

a. How did the boatmen amuse themselves ashore?

b. Why were the flatboats sold at New Orleans?
c. What made the trip home by land dangerous?

d. Choose one of the following assignments: (1) Pretend that you were a passenger on a Mississippi steamboat and write an account of your trip in diary form. Include fare, fellow passengers, amusements, dangers. (2) Pretend that you were a captain of a Mississippi steamboat trying to defend racing and that someone challenged you to a debate. List the arguments for and against racing exactly as you would for a debate. (3) Choose some classmates and write a play based on "The Old Lady and the Lard". You will be given an opportunity to present this in class.

8. Uncle Remus and His Friends by Joel Chandler Harris portrays the negro of Tom Sawyer's day. In their own dialect he tells stories which give us an insight into their character and beliefs. One section of the book contains songs and ballads which they loved. Answer these questions.

a. Which of the stories explain facts of nature?

b. Do you believe these explanations?

c. Do you think Tom and his friends believed them?

The songs and ballads in this book are probably the very ones which so affected Tom and his friends. The lines in italics were sung by the group and the others were solo lines.

e. Do you find the dialect difficult to understand? Try reading it aloud. Have you ever heard a southerner
speak? Is there any similarity?

C. Optional Related Activities.

1. Dramatizing
   a. pages five to seven, Aunt Polly quizzes Tom and Sid tattles.
   b. pages eight to eleven, Tom encounters a new boy in the village.
   c. chapter two, Tom whitewashes the fence.
   d. pages forty five to forty seven, Tom plays sick Monday morning.
   e. pages forty eight to fifty three, Huck and Tom discuss means of curing warts.
   f. pages fifty three to fifty six, Tom is late for school.
   g. pages one sixty eight to one seventy, Tom surprise witness at the trial.
   h. Prepare a radio sketch like Gang Busters based on the life of Murrell.
   i. Stage a negro camp meeting.

2. Speaking and memorizing
   a. "Work consists of what a body is obliged to do and play consists of whatever a body is not obliged to do." Give examples of things which you dislike to do and things which you like to do. Examine these examples and tell the class whether your experience bears out the above statement.
b. The ambition of almost every boy of Tom's time was to become a pilot. Compare the work necessary in preparing for this work with the work necessary for preparing for your ambition. Tell the class.
c. Memorize one of the ballads or songs of those days to present to the class.
d. Report on the life of one of the authors other than Mark Twain.

3. Singing and dancing
   a. Dramatize a barn dance. (fiddlers, dancers, and singers)
   b. Arrange a concert of songs used at that time.

4. Constructing and creating
   a. From wood or soap carve a Mississippi steamboat, a figure of Tom Sawyer, or any other character read about in one of the other books.
   b. Dress dolls as the characters in one of the books you read.

5. Drawing
   a. Sketch Tom Sawyer in his Sunday clothes.
   b. Sketch Tom in his school clothes.
   c. Sketch a Mississippi steamboat.
   d. Sketch Becky Thatcher.
   e. Illustrate a scene from one of the books.
   f. Sketch Tom's schoolhouse, exterior or interior.
6. Writing

a. Write a sketch like that on pages fourteen and fifteen in Tom Sawyer, but bring it up to date.

b. How did Tom learn that to make a boy covet a thing, it is only necessary to make the thing difficult to attain? Write an original short story proving this point.

c. Tom was punished for something he didn't do. (page twenty three) Was his reaction a common one? Is it harmful to indulge in self-pity? Write your views in the form of an editorial.

d. Write a descriptive theme on one of the following topics:
   A Sunday in Hannibal with Tom Sawyer; A Saturday with Tom Sawyer; A Day at School with Tom Sawyer; Tom Sawyer's Summer Vacation; Becky Thatcher; Mike Fink, River Hero.

e. Compose a friendly letter describing an imaginary trip on the river aboard the Robert E. Lee.

f. List the modifiers which helped make Mark Twain's descriptions colorful and clear.

7. Notebook

a. Collect sketches and pictures of steamboats.

b. Collect songs and ballads of the time.

c. Collect accounts of amusements of the day.

d. Collect pictures of this section of our country as it was then and as it is now.

e. Make a collection of superstitions prevalent at that time.
3. Original ideas

If you have anything in mind that you would like to do that is not indicated here, see your teacher and it may be arranged.

D. Mastery Test.--

In the blank space provided, place the letter of the phrase which best completes the meaning of the statement. First sentence is an example.

The Adventures of Tom Sawyer

* 1. Tom wanted to win the Sunday school prize because he
   a. had studied hard  c. wanted to please his aunt
   b. wanted to outdo Sidney  d. wanted to impress a visitor

2. Tom and Huck hesitated to confess what they saw and free Muff Potter because they
   a. were afraid of Injun Joe
   b. were afraid they would be punished for being there
   c. disliked Potter
   d. wanted to see a hanging

3. Aunt Polly ceased giving Tom the Painkiller because
   a. he recovered from his illness
   b. she didn't have any more
   c. Tom demonstrated its affect on the cat
   d. someone told her about a better remedy

* The questions below this sign simply test whether or not the pupil has read the book. This applies to all the tests in this chapter.
4. Tom left Huck and Joe the second night they were on the island to
   a. bring Sid back with him
   b. leave the note for Aunt Polly explaining his whereabouts
   c. get some more food
   d. find the raft
5. Tom decided to tell what he saw in the graveyard because
   a. Muff was so grateful when Tom visited him in jail
   b. Injun Joe died
   c. Huck asked him to
   d. he longed to take part in the trial
6. After this Tom’s nights were filled with terror because
   a. Injun Joe had escaped
   b. Huck had threatened him for telling their secret
   c. he was afraid of Sid who might hear him talking in his sleep
   d. he was afraid of Aunt Polly
**
7. Tom went to the graveyard with Huck at midnight to
   a. cure warts c. bury a cat
   b. dig up graves d. meet Muff Potter
8. Tom and Huck went to the haunted house to
   a. hunt for hidden treasure c. play hide and seek
   b. watch for ghosts d. hide from Joe Harper
9. If Tom did not want to be pursued he would

**The questions following, test for the concepts of the delimitation. This applies to all tests in this chapter.
10. When Tom played hooky in Cardiff Wood he planned to become a
   a. pilot          c. soldier
   b. captain        d. pirate

11. Joe Harper and Tom pretended Cardiff Wood was
   a. Sherwood forest c. a circus ground
   b. the wild West   d. their estate

12. As Tom started his task of whitewashing the fence he looked longingly toward
   a. Ben Roger's house c. Cardiff Hill
   b. the schoolhouse   d. his friends nearby

13. Tom wanted to go to the town pump for water because he
   a. was contrary     c. could throw water at Sid
   b. could have a swim d. meet a crowd of boys and girls

14. When Ben Rogers appeared he was
   a. personating the Big Missouri  c. singing
   b. whistling                   d. carrying water

*Life on the Mississippi*

15. The Mississippi that the pilot had to learn was in length
   a. 1200 or 1300 miles   c. 160 miles
   b. 50 miles              d. 500 miles

16. Mark Twain was a term used in
   a. measuring the depth of the river
b. signaling to other boats
c. landing a boat
d. announcing the approach of pirates

17. After Mark had learned the river
   a. it became more beautiful to him
   b. it lost its romance and beauty for him
   c. he decided to leave it
   d. piloting was very easy

18. Horace Bixby played a joke on Mark Twain, the pilot's cub
   a. to make the passengers think he didn't know much
   b. because he was a practical joker
   c. to break his spirit
   d. to teach him to have courage and confidence in himself

19. Mark Twain gave up piloting because
   a. his eyesight was poor
   b. he wanted to become a writer
   c. the steamboat was replaced
   d. he wanted to travel on land

20. The permanent ambition of every boy in Mark Twain's time was to
   a. become a pirate           c. join the circus
   b. become a steamboatman     d. be a lawyer

21. When a steamboat approached a town the people
   a. looked out the windows   c. ran to the landing
   b. continued their work     d. gathered in their yards
Mark Twain loved piloting better than any profession he followed after because
a. it was easy to learn
b. the wages were high
c. a pilot was the only unfettered and entirely independent human being in the land
d. the work wasn't laborious

Mississippi River Boy

Tony Lee's locket was almost stolen by
a. a pedlar  c. Sam Cross
b. another boy  d. Lizzie

Tony escaped from Sam the first time with the help of
a. the schoolmaster  c. an Indian
b. a peddler  d. Mike Fink

The man who promised to make a keel boatman out of Tony was
a. Billy Earthquake  c. Captain Morgan
b. Mike Fink  d. Nat Juniper

Tony was separated from the crew of the Nancy Lee
a. when he fell overboard
b. by Murrell
c. when a woman saved him from the pirates
d. at New Orleans
27. Tony was saved from the river by
   a. Captain Morgan   c. Ike Simpson
   b. Nicholas Roosevelt d. Mike Fink

28. Tony's first successful land fight occurred when
   a. Mike Fink's crew fought the pirates
   b. he escaped from the cave
   c. Billy Earthquake appeared
   d. his mother needed protection

29. When Tony reached New Orleans business was dull because
   a. a fight was on between the French and British
   b. pirates were hovering around
   c. the weather was bad
   d. there was a depression

30. Before fighting an opponent the challenger would call out
   a. cock-a-doodle-do   c. I'm a better man than you are
   b. come and fight     d. take your coat off

31. When Tony fled from the camp meeting he met
   a. the peddler         c. another boatman
   b. a tall wild looking woman d. an Indian

**
32. The best fighters among the boatmen were called
   a. champions            c. red feathers
   b. cocks of the walk    d. winners

33. The talk of the rivermen was of
   a. the river, the Injuns, and pirates
   b. the cargo
   c. their homes          d. money
34. With the boatmen there was no crime like
   a. failure to deliver goods   c. bothering the Indians
   b. fighting on shore       d. racing

35. Natchez Trace was
   a. the pack road taken by boatmen who sold their boats
      at New Orleans and travelled back home by land
   b. a part of the river near Natchez
   c. the town
   d. a boat

36. The Indians said that the comet was
   a. a lamp set in the sky as a signal of a coming war
   b. some beautiful Indian maiden
   c. the Great Spirit
   d. simply a sign of changing weather

37. Tony differed from the other boatmen in that he
   a. was not able to fight   c. had faith in the steamboat
   b. did not love the river   d. was lazy

38. The people believed the comet was
   a. a sign of better times   c. forerunner of a flood
   b. an evil omen             d. of no consequence

39. What the terrified people took for a falling comet was
   a. a house on fire
   b. the first steamboat on the river
   c. another keelboat
   d. Indians with flares
40. On the cabin roof of the first steamboat could be seen
   a. many passengers   c. a woman hanging out a wash
   b. the crew          d. the captain

**Mississippi Steamboatin**

* 41. The first steamboat down the river was accompanied by
    a. an earthquake       c. show boats
    b. bands of enthusiastic keelboaters    d. Indians

42. The first steamboat to travel up the river was the
    a. Comet                  c. New Orleans
    b. Enterprise            d. Natchez

43. Steamboat fares were about
    a. three cents a mile   c. one dollar a mile
    b. ten cents a mile    d. fifty cents a mile

44. The steamboat champion of the Mississippi was
    a. New Orleans          c. Robert E. Lee
    b. Natchez              d. Queen City

** 45. At New Orleans the flat boats were
    a. overhauled for the trip back   c. burned
    b. sold                           d. sunk

46. The trip back overland was dangerous because
    a. bandits lay in waiting
    b. the trail lay through mountains
    c. floods often swept over the route
    d. paths were hard to follow
47. According to Quicks' account Mike Fink was a
   a. great hero  c. practical joker
   b. criminal    d. gambler

48. An ill omen of almost unparalleled force on board a river
   boat was
   a. a corpse   c. music
   b. gamblers   d. a white horse

49. The life of most steamboats was
   a. one year    c. thirty years
   b. ten years   d. five years

50. The Itasca and the Grey Eagle raced to Saint Paul to
   a. beat each other to the business
   b. thrill the passengers
   c. be the first with the cable message
   d. win a trophy

51. A riverman who was important but little noticed was the
   a. pilot       c. deck hand
   b. captain     d. engineer

52. Boats raced to New Orleans primarily to
   a. get the business first c. thrill the passengers
   b. show off their boats d. make the pilots earn their
      money

53. One old lady used her lard to
   a. help a charitable cause c. save a boat from sinking
   b. win a steamboat race   d. pay her way up the river
54 The greatest risk of all in racing was
   a. boiler explosion  c. striking a sawyer
   b. fire  d. collision

Paddle Wheels and Pistols

55 The one officer on board a steamboat who had no hours was the
   a. steward  c. pilot
   b. captain  d. bartender

56 The discovered of the Mississippi was
   a. deSoto  c. Marquette
   b. Champlain  d. Joliet

57 A calumet was
   a. a sacred town  c. type of canoe township
   b. Indian chief  d. peace pipe

58 The United States acquired this territory around the Mississippi by
   a. purchasing it from Napoleon
   b. warfare with the Indians
   c. wresting it from the Indians
   d. discovering it

59 The greatest land pirate and the greatest river pirate was
   a. Mike Fink  c. Colonel Plug
   b. John Murrell  d. Wilson
60. Murrell's greatest weakness was
   a. boastfulness  
   b. cowardice  
   c. carelessness  
   d. envy

61. A sawyer was
   a. a snag  
   b. wreck  
   c. dead logs  
   d. tree growing in the river

62. An American statesman who schemed to become emperor of the Mississippi region was
   a. Hamilton  
   b. Burr  
   c. Jefferson  
   d. Jackson

63. The saviour of New Orleans was
   a. Jackson  
   b. Boone  
   c. Lincoln
   d. Burr

A Short Life of Mark Twain

*64. John Clemens and his wife were not prospering in their home in Tennessee and decided to move to
   a. Virginia  
   b. Kentucky  
   c. Missouri  
   d. California

65. They finally settled in
   a. Hannibal  
   b. Florida  
   c. Pall Mall  
   d. Louisville

66. When his father died Sam Clemens
   a. was overwhelmed with remorse  
   b. was too young to miss him  
   c. rejoiced that his father's suffering was at an end  
   d. became very sick
67 After this Sam
   a. became an apprentice    c. ran away
   b. continued his schooling  d. became a river pilot

68 The companions of all the small children of Samuel Clemens' time were
   a. just their brothers and sisters
   b. small negroes
   c. children of the rivermen
   d. pirates and robbers

69 Once Sam saw
   a. an Indian shoot his friend
   b. his father shoot an Indian
   c. a runaway slave captured
   d. a pirate

70 The original of Aunt Polly was
   a. Sam's aunt              c. just in the author's imagination
   b. a neighbor             d. his mother

71 Sam's mother paid for his schooling
   a. one hundred dollars a year
   b. one dollar a day
   c. twenty five cents a week
   d. nothing

72 The Clemens family were saddened when it was necessary to raise money because they had to
   a. sell a horse
   b. take a mortgage on their house
c. sell their land in Tennessee

d. sell Jennie, their slave

73___ Sam was often punished for the wrong-doings of

a. his companions           c. brother Henry

b. sister                   d. best friend

Uncle Remus and His Friends

**

74___ According to Uncle Remus, the hawk learned to catch

chickens

a. one day when he saw a farmer kill a chicken

b. when he found a dead chicken

c. because of what the sun told him

d. because nature ordered it so

75___ The originator of the hurricanes was

a. Sis Owl                  c. the wolf

b. the hawk                 d. the rabbit

76___ Uncle Remus said that the foxes had black legs because

a. the sun scorched them

b. they fell in tar

c. Brother Rabbit painted them

d. to distinguish them from other animals

77___ Simmy Sharp's mind was responsible for

a. the fact that the bull growls

b. Brer Rabbit's ducking

c. Brother Bull's death

d. the death of the wild cattle
The moon's face is smutty because

a. it is so far away from the sun
b. she fell over a bag of charcoal
c. the clouds surround it
d. the spirits hover around it.
CHAPTER III

UNIT ORGANIZATION OF JULIUS CAESAR

Unit

In the sixteenth century, William Shakespeare wrote a play concerning a selfish dictator who ruled over an unthinking citizenry and scheming politicians who were envious of his power. Because this playwright was gifted with an understanding of human nature, Julius Caesar is as timely today as if written in the twentieth century.

Delimitation of Unit

Since many of the people of Shakespeare’s time did not have access to books and could not read, the theater took the place of reading. The greatest playwright of his day, or any day before or since, was William Shakespeare.

Because the populace enjoyed tales of kings and rulers Shakespeare wrote several plays of this type, one of the best of which is Julius Caesar. Here is an historical drama of ancient Rome in which we see Caesar as a dictator working for his own ends, trying to rule over a greedy citizenry who do not act intelligently, but whose emotions are played upon by every ambitious politician who speaks to them.

Shakespeare emphasizes the weakness of Caesar. In this respect he departs from what most historians have written, and yet H. G. Wells and Shakespeare seem to be in accord.
In Brutus we see an idealist, a theorizer, who though unfitted for action, was forced to act.

The superstitions and customs of the Romans of this period are shown as the story unfolds.

Times and manners may change, and customs vary, but in all countries and at all times, human nature remains the same. Shakespeare had a real understanding of human nature, of how individuals react, and of how crowds react. Because of this gift he could write plays set in any country, although he had never been out of England. Because of this understanding he could write Julius Caesar in the days of Elizabeth and we can read it in this century and enjoy and understand it. It is as timely today as the day it was written.

Tentative Time Limit

Four weeks: twenty, fifty minute periods

The Unit Assignment

A. Introduction.--

One period will be spend in discussing what the pupils had read of Julius Caesar in the ancient history class. Discussion would take place around the following topics: 1. Caesar's youth; 2. His career; 3. His personality; 4. The government of Rome under Caesar; 5. The citizens of Rome; a. Classes; b. Intelligence; c. Their part in the government.

The next period the teacher will describe the theater of Shakespeare's day, including the following points:
1. Character of theater goers; 2. Description of typical Elizabethan theater, using wooden model constructed by a former pupil, and pictures; 3. Actors and scenery. Here last year's production of Julius Caesar in modern costume would be described.

At the beginning of the third period, before the guide sheets are presented to the class, the teacher will indicate the necessity of knowing something of Shakespeare's life in order to understand how he, an Englishman of the sixteenth century, could write such a play about ancient Rome. The remainder of the period would find the teacher reading as much of Act I as time would allow.

B. Laboratory.--

1. Read one of the following references and be prepared with the following information.
   a. The Facts about Shakespeare
   b. Introduction to Shakespeare

   (1) Why was Shakespeare's England called "merry England"?
   (2) What was Saint Paul's churchyard used for?
   (3) How is the importance of the court in the Elizabethan days reflected in Shakespeare's plays?
   (4) List the type of thing which theater-goers of Shakespeare's day liked to see in a play. After you have read the play you can turn back to this list to see how he conformed to the wishes of his audience when he wrote this play.
(5) What did Shakespeare do as he mingled in the crowds and listened to the people arguing about the controversial questions of his day?

(6) What makes his plays stand out above all others in this very day?

2. Plays were written to be acted, but before a character takes a part he must study the entire play in order to understand the type of person he is to be, and the setting in which he is to act. Read Act I of Julius Caesar; this act serves as an introduction. We are introduced to the main characters and the plot is started. Answer the following questions.

a. What do you discover about the character of the Roman mob in the opening scene?

b. What do you learn about the character of Caesar?

c. What do you learn about his popularity?

d. How do Brutus and Antony differ in character and personality?

e. In what way did Caesar show physical weakness in this scene?

f. What is your opinion of Cassius' statement which follows: "-------therefore it is meet

That noble minds keep ever with their likes;

For who so firm that cannot be seduced?"

g. Start a notebook of the superstitious beliefs prevalent among the Romans.
h. Who seems to be the instigator of the conspiracy against Caesar?

i. List the various arguments he used to convince Brutus and the others that Caesar should be halted in his career.

j. Why were the conspirators so anxious to have Brutus join them?

3. Read Act II. In this act the action starts rising and the plot suggested in Act I is carried out. Be ready to discuss the following questions in class.

a. In what way did Brutus differ from the other conspirators?

b. What relationship existed between Brutus and Caesar?

c. Why did Brutus join the conspirators?

d. Why did Brutus refuse to allow the conspirators to swear an oath to be faithful to the cause?

e. What were the reasons for and against asking Cicero to join the conspirators?

f. On what issue did Cassius and Brutus first disagree? Which do you think was right?

g. How was Caesar persuaded to go to the Senate even though omens ill-favored his going?

h. "Cowards die many times before their deaths;
The valiant never die but once."

Try to remember these lines. Who said them? On what occasion. What do you think is meant by them?
1. Make a list of adjectives describing Caesar as represented in this scene. Indicate the page and lines, by number, which prompted you to choose each adjective.

j. Choose one of the following assignments:

(1) Prepare the front page of a newspaper that might have been printed just after the assassination of Caesar, if newspapers existed at that time.

(2) Draw a sketch illustrating the death of Caesar.

(3) Prepare a radio talk that might have been given by a radio commentator after the death of Caesar if radios existed.

(4) Learn Antony's speech at the funeral of Caesar. Find a classmate who would like to learn Brutus' speech. Arrange a scene for class presentation.

(5) Write a letter to a friend describing the assassination of Caesar as if you were an eyewitness. Be sure to include the immediate result of the action upon the crowd.

k. In what did Cassius and Brutus disagree the second time? What would you have done?

l. What were Caesar's last words? Have you ever heard these words used before?

m. How did Antony's and Brutus' speeches differ? Which had the greater affect on the mob? Were the citizens thinking? Do citizens of today ever act like this?
n. What injustice was done by the mob? What do you think of the actions of these people? What do you think they thought of their own actions? Would you join a crowd of lynchers?

o. What prophecy did Antony make over Caesar's body?

4. Read Acts IV and V. Answer the questions found below.

a. To what did Brutus attribute the failure of the conspirators on the battlefield?

b. Why did Brutus kill himself? How does our idea of honor differ from the ancient Roman idea?

c. What difficulties did the triumvirate meet?

d. What proof do you find that they were no more interested in the welfare of the people than the conspirators had been?

e. What was the last question on which Cassius and Brutus disagreed?

f. "There is a tide in the affairs of men,
Which, taken at the flood, leads on to fortune;
Omitted, all the voyage of their life
Is bound in shallows and in miseries."
What did Brutus mean by the above lines? Do you agree? Memorize these lines if you wish.

g. What was the real cause of Brutus' losing his temper with Cassius?

h. In your opinion, who was the noblest Roman of them all?
C. Optional Related Activities--

1. Writing
   a. Describe the games which Caesar attended.
   b. Contrast Portia and Calpurnia.
   c. Set forth the part played by the soothsayer in the story.
   d. Prepare a scenario for a moving picture production of the play.
   e. Compose a short story based on the play.
   f. Try writing a poem inspired by the play, some character in it or some incident.
   g. What might have happened if the conspirators had failed in their attempt to kill Caesar? Base a short story on this assumption.
   h. Compare Rome and the Romans as described in Julius Caesar with the Rome of Ben Hur or Rome as the Pompeians saw it in The Last Days of Pompeii.

2. Drawing
   a. Sketch properties necessary for the presentation of the play.
   b. Draw costumes worn by the various soldiers in the army, the people of the upper classes, the people of the lower classes.
   c. Draw a map showing the scene of the play and the movements of the characters.
d. Draw a map of the battlefield.
e. Sketch an Elizabethan theater.
f. Sketch a Roman house, theater, or public building.
g. Sketch Saint Paul’s Cathedral and Yard.

3. Construction
   a. Construct a model of a Roman house, theater.
   b. Make relief map of the battlefield.
   c. Construct wooden or cardboard model of a Roman arena.
   d. Construct a stage, settings, marionettes, in miniature.
   e. Make weapons used at that time

6. Reading
   Lay's of Ancient Rome  Thomas Babington Macaulay
   Book of Ancient Romans  Dorothy Mills
   Story of the Roman People  Eva March Tappan
   A Slave of Cataline  Paul Lewis Anderson
   Swords in the North  Paul Lewis Anderson
   Master Skylark  John Bennett
   A Friend of Caesar  William Stearns Davis
   Julius Caesar  John Buchan
   Queen Elizabeth  John Ernest Neale
   An Introduction to Shakespeare  Ebenezer Charlton Black,
   Agnes Knox Black, and Jennie Y. Freeman
   A History of Everyday Things in England  Marjorie and
   C. H. B. Quennell
4. Notebook
   a. Collect what you think are some of the best similes in
      the play.
   b. Collect quotations you wish to remember.
   c. Collect pictures of Rome, its buildings, its streets, its
      famous people.
   d. Collect clippings about the Rome of today to compare
      with the happenings that took place in the days of
      Julius Caesar. Collect clippings of the men in the
      public eye today to compare with the various characters
      who were the leaders in Caesar's time.

5. Oral
   a. Explain how flattery, greed, and jealousy brought about
      a tragic ending in this play and in any other stories
      that you have read.
   b. Choose moving picture actors and actresses whom you would
      have play the parts if you were to produce a moving
      picture version of the play. Defend your choice.
   c. Consult various histories and read about Caesar and
      the Romans. See how these accounts differ from each
      other and from the play. See how they are alike.
   d. Read sections of the play to the class.
   e. Present any passages you have memorized to the class.
   f. Describe your favorite character in this play.
   g. Review any book which you have read concerning Caesar's
      Rome of Queen Elizabeth's England.
h. Describe the assassination of Caesar.

i. Pretend you are a radio announcer broadcasting an event taking place in the Roman arena.

j. Pretend you are a Roman politician speaking to the Roman politician speaking to the Roman citizens.

D. Mastery Test.

Study the following situations carefully and then check the responses which you think are best. The first sentence is an example.

1A. A crowd of Roman citizens were standing in a public square discussing the assassination of Caesar, when Antony appeared accompanied by Brutus. Brutus and Antony, in turn, spoke to them concerning the death of Caesar. The crowd reacted in the following way:

a. They would not be swayed by anything the men said.

b. They refused to listen to Antony.

c. They listened to Brutus and remembered his words.

d. They were swayed by Antony and forgot what Brutus had said.

1B. This reaction was due to the fact that

a. Antony appealed to their emotions and they did not stop to think of about what he was saying and ponder it over in their minds.

b. They had more respect for Antony than they had for Brutus.
c. Antony was Caesar's friend. Brutus was older than Antony and they had more faith in him.

2A The men who were conspiring against Caesar wanted to swear an oath of allegiance to the cause when they met at Brutus' house one night. Brutus said that
a. this was unnecessary
b. This was very necessary
c. secrecy was very necessary
d. to wait until they had added to their numbers.

2B He said this because
a. he was clever at deception.
b. he knew the treachery of the men.
c. his aim was noble and he judged others by himself.
d. he knew it was customary.

3A Brutus and Cassius disagreed as to whether Antony should speak to the people concerning the death of Caesar. Finally Cassius gave way and allowed Antony to speak. He did this reluctantly because:
a. He did not like Brutus and hated to let him have his way.
b. he knew Antony would try to turn the people against the conspirators.
c. he wanted to dictate to every one himself.
d. he wanted to imprison Antony.

3B The decision resulted in
a. The defeat of the conspirators
b. a general revolution  
c. the death of Antony  
d. the triumph of the conspirators.

4A The conspirators were afraid that Caesar would not go to the capitol on the Ides of March because a soothsayer told him to beware of this day. They decided to let Decius take care of this matter because he promised to get him there by:
   a. flattery  
   b. force  
   c. kidnapping  
   d. blackmail

4B This showed that they believed Caesar to be:
   a. strongwilled  
   b. proud  
   c. susceptible to flattery  
   d. afraid

In the space provided write the letter of the phrase which best completes the statement.

5 Except on a holiday, the Roman commoners could not walk on the street
   a. without the sign of their profession  
   b. without a pass  
   c. except under supervision of a guard  
   d. except to and from work  
   e. after dark.

6 Caesar was popular
   a. the upper classes  
   b. the commoners  
   c. the soldiers  
   d. some from each class  
   e. no one
7. Before the conspirators spoke to him Brutus was
   a. at peace with himself
   b. worrying about Portia's health
   c. troubled about conditions in Rome
   e. jealous of Caesar

8. Cassius persuaded Brutus to join the conspirators by
   a. making him believe they were working for the betterment of Rome
   b. flattering him
   c. showing him that the personal gain would be great
   d. arousing his hatred of Caesar
   e. threatening him

9. The conspirators were anxious to win Brutus because
   a. he was rich
   b. they could shift the blame to him
   c. he was learned and well respected
   d. they thought he would make an honest ruler
   e. they needed his brain to carry out their plans.

10. Brutus joined against Caesar because
    a. he was jealous of him
    b. he believed Caesar to be too ambitious
    c. Portia was jealous of Calpurnia
    d. Caesar had wronged him
    e. he wanted to apprehend the conspirators.

11. Caesar thought Cassius to be dangerous because
    a. he thought too much
b. he was thin

c. he was an excellent marksman

d. he had too many friends

e. he was the leader of the conspirators

12. The Romans believed the thunderstorm to be
   a. signs from the angry gods
   b. caused by the movements of air
   c. indicative of changing weather
   d. mythical characters bowling in the hills
   e. caused by the moon.

13. Rather than meet disgrace or defeat the Roman honor sanctioned
   a. flight from the country
   b. self-inflicted death
   c. making offerings to the gods
   d. retreating to a temple
   e. poisoning one’s opponent.

14. Brutus advised the conspirators to
   a. swear an oath of allegiance to the cause
   b. mask themselves and sneak in the dark
   c. smile and act as if nothing untoward were in their minds
   d. keep within doors until the time arrived
   e. prepare the people by hinting their intention

15. Brutus and Cassius first disagreed about whether they should
   a. wear masks
   b. swear an oath
   c. kill Antony
   d. tell Portia
   e. kill Caesar
16. The only one of the conspirators who liked Caesar was
   a. Cassius  
   b. Decius  
   c. Cinna  
   d. Brutus  
   e. Trebonius

17. Caesar was undecided about going to the capitol on the Ides of March because of
   a. various superstitions  
   b. Calpurnia's health  
   c. the weather  
   d. his fear of the conspirators  
   e. a sleepless night

18. Antony as a ruler was
   a. Devoted to helping the common people  
   b. anxious to better conditions in Rome  
   c. bent on getting all he could for himself  
   d. trying to win the conspirators to his way of thinking  
   e. reorganizing the governmental system.

19. Brutus and Cassius disagreed the second time as to
   a. which one should have more power  
   b. whether Antony should speak over Caesar's dead body  
   c. how the government should be run  
   d. how the people should be treated  
   e. what should be done with Caesar's friends

20. The defeat of the conspirators was due to
   a. lack of military knowledge  
   b. lack of agreement among the leaders  
   c. Caesar's spirit  
   d. Cassius' rashness
e. Brutus' sorrow over Portia's death

In the blanks on the left side place the letter of the word on the right side which is most closely related to the word following that blank.

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<th>21</th>
<th>Roman mob</th>
<th>a. superstitious</th>
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<tr>
<td>22</td>
<td>Brutus</td>
<td>b. understanding</td>
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<tr>
<td>23</td>
<td>Caesar</td>
<td>c. ambitious</td>
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<td>24</td>
<td>Caesar's ghost</td>
<td>d. the games</td>
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<td>25</td>
<td>the Romans</td>
<td>e. changeable and unthinking</td>
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<td>26</td>
<td>Shakespeare</td>
<td>f. refused by Caesar</td>
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<td>27</td>
<td>Antony</td>
<td>g. leader of conspirators</td>
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<td>28</td>
<td>pastime</td>
<td>h. offered to Caesar</td>
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<td>29</td>
<td>Cassius</td>
<td>i. the noblest</td>
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<td>30</td>
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<td></td>
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<td>k. athletic</td>
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CHAPTER IV

UNIT ORGANIZATION OF SILAS MARNER

Unit

In *Silas Marner* George Eliot presents a story of old-fashioned village life in the English midlands during the last years of the reign of George the Third. As a young man, Silas Marner was respected and well liked in the little English town in which he lived in the nineteenth century, but through no fault of his own, he lost this place among his superstitious and narrowminded friends. His best friend betrayed him, his God forsook him, and he left for the country, where he lived apart from his fellowmen and became known as the miserdly weaver. Having lost his faith in God and his fellowman, gold became his friend and his solace. In the story of his redemption we are shown the "remedial influences of pure, natural human relations."¹

Delimitation of the Unit

When George Eliot was still very young she learned much about the country and country folk as she took leisurely drives with her father. She has given us here a sympathetic and penetrating account of this country which she knew and loved.

The town in which Silas grew up was very different from

---

Raveloe, where he went to be away from the friends who forsok
him. The villagers here looked askance at strangers, as they
were not in touch with the outside world and seldom travelled
outside their own little village. They were very superstitious,
and believed cleverness was a gift of the Evil One.

Silas' grief and loss of faith kept him from seeking the
friendship of the villagers, and this withdrawal was aided by
the feeling which the villagers held concerning strangers and
their superstitious beliefs.

This man's return to contact with, and interest in his
fellowman through Eppie, brings him happiness and peace in
his old age.

In the same story we have an account of deterioration in
character. Godfrey Cass' lack of ability to face things, and
his willingness to put things off and trust to chance, brings
him sorrow, worry, and disappointment throughout his life.

**Tentative Time Limit**

Three weeks: fifteen, fifty minute periods

**The Unit Assignment**

A. Introduction. -- A bulletin board will be displayed con-
sisting of pictures of George Eliot, and sketches of characters
and setting done by other classes.

During the first period a pupil from one of the divisions
which have already studied this unit will lecture on the life
of George Eliot. The points considered will be
1. Her drives
around the countryside with her father. Her love for reading.

In the second period, the teacher will read the first few chapters from The Mill on the Floss as this is supposed to present a picture of the author's early life, and will at the same time introduce the class to her style of writing.

B. Laboratory

1. Read Part I of Silas Marner as far as Chapter 5. Be prepared to discuss the following questions in class. Take notes if necessary.

a. When do the events of Part I take place?
b. Why was the world outside their own experience, a region of vagueness and mystery to the peasants of old?
c. Why was a clever stranger looked upon with suspicion?
d. How did Marner invite such suspicion?
e. What did Silas' poor eyesight have to do with the attitude of the villagers toward him?
f. How far from the nearest turnpike was Raveloe?
g. What relationship existed between Silas and William Dane?
h. What part did religion play in the early life of Silas?
i. What affect did the casting of lots have on Silas?
j. In what ways did Lantern Yard differ?
k. How did this difference help to estrange Silas and make him withdraw within himself?
l. Show how gold gradually began to take the place of human friendship and love.
m. Why was there little danger of robbery in Raveloe?

n. What attitude did the poor people of Raveloe have toward the rich? Compare this with the attitude of the poor toward the rich today?

o. How did Squire Cass treat his sons? What affect did this type of upbringing have on Godfrey? on Dunsey?

p. Why didnot Godfrey tell his father about his marriage?
   What did he hope? What affect did this indecision have on his character? on his happiness?

2. Finish Part I. Here we begin to see a change in the attitude of the villagers toward Silas. The author describes a New Year's celebration, as it was held in the England she knew.

a. What made the entrance of Silas into the Rainbow so dramatic?

b. Why did the attitude of the villagers toward Silas change after he had been robbed?

c. Why did Silas retract his accusation of Jem Rodney?

d. How did the theory that the peddler stole the money grow?
   Do you think such a situation could occur today? In what respects are we not too much in advance of the peasants of Raveloe?

e. In what way was Eppie responsible for bringing Silas into contact with Raveloe life?

f. Why did the New Year's party in Raveloe last so long?
   Would you like to have attended such a party? How does this description compare with the usual celebration of
the same kind today?
g. Why did Godfrey begin to think he was doing right? Have you ever had this experience or feeling?

3. Read Part II
a. In what way was Godfrey punished for his wrong doing?
b. How many years had elapsed between the first and second parts?
c. In your own words explain how Nancy's beauty had a heightened interest when she had almost reached the age of forty. Do you know of any person of whom you could say the same?
d. What had Godfrey Cass done to help Silas and Eppie?
e. What does Silas' home show us of the change in his character?
f. How had the attitude of the villagers changed toward him?
g. How did Silas now feel about the misfortune of his early life?
h. What changes had Nancy brought about in the Cass home?
i. What did Nancy's continual refusal to adopt a child show us about her character?

j. What caused Godfrey to tell Nancy about his youthful marriage?
k. What error did he find he had made in not telling her before?
l. What was Marner's attitude toward the recovered gold?
m. Why was Godfrey so agitated over his unsuccessful attempt
to adopt Eppie?
n. "There's debts we can't pay like money debts, by paying extra for the years that have slipped by!" Explain what Godfrey meant by the above statement. What is your reaction?

C. Optional Related Activities.

1. Reading
a. George Eliot's Life as Related in Her Letters and Journal by John Walter Cross
b. The Mill on the Floss by George Eliot
c. Brother and Sister by George Eliot (poem)
d. Markheim by Robert Louis Stevenson (a short story showing a change in attitude and outlook)

2. Drawing and constructing
   a. hand-loom
   b. manor house
c. The Rainbow
d. tankard
e. any of the characters
f. Silas' cottage either before or after Eppie had lived with him.
g. Costumes
h. stage properties that would be needed to produce this in play form, a country scene.

3. Singing and dancing
a. The Red Rover
b. Sir Roger de Coverley
c. The Flaxen-headed Ploughboy
d. Over the Hills and Far Away
4. Oral or Written
   a. A Bad Attitude I Am Outgrowing
   b. What Companionship Means To Me.
   c. My Family
   d. My Environment
   e. Silas and Eppie
   f. Chance
   g. My Community and Raveloe
   h. Science Vs. Superstition
   i. Nancy and Priscilla
   j. Two Sisters I Know

To be included under reading activities in the optional related activities.

Iron Duke John R. Tunis
Captains Courageous Rudyard Kipling
That Year at Lincoln High Joseph Gollomb
The Cricket on the Hearth Charles Dickens
The Rime of the Ancient Mariner Samuel Coleridge
The Oxford Book of Ballads Sir Arthur Quiller-Couch
D. Mastery Test.--

In the space provided, place the letter of the phrase which best completes the meaning of the statement. The first sentence is an example.

1. a. The people of Silas Marner's time believed that clever people
   a. were possessed by an evil spirit
   b. were to be honored
   c. were weak
   d. were criminal
   e. were snobbish

2. The boys were afraid of Marner because
   a. of his eyes
   b. of his loud voice
   c. of his dog
   d. he chased them from his yard
   e. he aimed a gun at them

3. The villagers of Raveloe failed to persecute Marner because
   a. due to his knowledge of curing with herbs and his fits, they believed him possessed by the Evil One
   b. they knew he was clever and could outwit them
   c. he was rich and they needed his taxes
   d. although he was a stranger, he was stupid and harmless
   e. they didn't get an opportunity

4. Silas was found guilty of the theft of the deacon's money by
a. a police investigation
b. praying and drawing of lots
c. detective work on the part of the church members
d. his own confession
e. his refusal to talk

5. After the condemnation Silas
a. sobbed and cried
b. knelt in prayer
c. begged forgiveness of his fellowmen
d. accused William Dane
e. threatened to take this case to court

6. Marner's attitude was not improved in Raveloe because
a. he lived like a hermit
b. there was nothing there to remind him of his past life and make him think
c. he was afraid of the villagers
d. he had to work too hard
e. the villagers disliked him

7. Marner came to love his gold because he
a. wanted to return rich to Lantern Yard
b. wanted to buy a better home
c. craved luxuries
d. had nothing else to love
e. wanted to start a factory

8. After Silas cured Sally Oates the villagers
a. began to respect him
b. became more convinced that he had the aid of the Evil One
c. asked him to teach them the value of herbs
d. told the doctor to beware of him
e. told him to keep away from him

9. There was no danger of robbery in Raveloe because
   a. anyone who suddenly had money to spend would be looked upon with suspicion
   b. the police were too efficient
   c. the people were too honest
   d. after the curfew no one was out
   e. the doors and windows were well barred

10. The attitude of the poor toward the rich was
    a. that they had a right to lead a jolly life
    b. the poor should have more luxuries
    c. their wealth should be divided
    d. the rich were a bad influence
    e. the doings of the rich would lead them to destruction

11. Open house was held among the rich in the winter because
    a. there was not much work to be done in that season
    b. in the summer they were scattered at seaside resorts
    c. the villagers couldn't watch them
    d. the children were away at school
    e. the servants worked better then

12. Squire Cass reared his sons
a. with indifference except when something unusual happened
b. with gentle but firm guidance
c. with strictest discipline
d. as a counsellor and friend
e. with the aid of an understanding aunt

13. Godfrey Cass' fault was
   a. lack of determination
   b. dishonesty
   c. pride
   d. an uncontrollable temper
   e. carelessness with money

14. When Silas discovered that his gold has been stolen he
   a. had one of his spells
   b. notified the police
   c. ran to the Rainbow
   d. sat mourning in his cottage
   e. told Dolly Winthrop

15. Silas retracted his accusation of Jem Rodney because
   a. he remembered his experience in Lantern Yard
   b. the men were all on Jem's side
   c. Jem said he would sue him for libel
   d. he proved himself innocent

16. After the robbery the villagers looked more kindly on
   Marner because
   a. they felt that if the Evil One was really his ally
   he wouldn't have allowed his money to be stolen
b. they thought he had been punished enough
c. they didn't want to see him in need
d. they were sorry they had neglected him in the past
e. he was now poor like themselves

17. **Silas thought Eppie was sent to him**
   a. in place of his lost gold
   b. to remind him of his little sister
   c. as a recompense for his years of loneliness
   d. to give him someone to love
   e. to give him additional work

18. **Eppie brought Silas into natural relationship with the villagers because**
   a. they loved the little girl
   b. they were curious
   c. he had to inquire how to raise her according to their standards
   d. she brought all her friends home
   e. he had to take her to school every day

19. **Godfrey began to think that he had not acted so foolishly when**
   a. his father did not disown him
   b. Warner took Eppie
   d. Dunsey disappeared
   d. things turned out better than he had expected
   e. Molly died

20. **Godfrey decided not to claim Eppie because**
a. he thought Marner would enjoy her
b. he was afraid of what the villagers would think
c. he thought both he and Eppie would be happier
d. he was afraid Dunsey might return
e. he was afraid the child might not like him

21. Marner's greatest help in rearing Eppie was
   a. Nancy Lammater
   b. Dolly Winthrop
   c. Sally Oates
   d. Priscilla Lammater
   e. Mrs. Osgood

22. Silas liked Dolly's advise better because
   a. it was given without any show of bustling instruction
   b. she knew more than the other women
   c. she understood him better
   d. she didn't talk much
   e. she didn't ask for any pay

23. The one who helped Silas financially was
   a. Squire Cass
   b. Dunsey
   c. Godfrey
   d. Aaron
   e. Mr. Lammater

24. Nancy was beautiful in middle age because
   a. she never had to work hard
   b. she had no worries
c. her nature had been tested and had kept its highest qualities

d. she could afford beauty treatments

e. she had kept her youthful appearance

25. When the stone pit dried up the villagers found in it
   a. Dunsey's skeleton and the money bags which were
      stolen from Silas
   b. Molly's body
   c. William Dane's body
   d. the deacon's money
   e. Godfrey's and Molly's marriage certificate

26. Godfrey told Nancy about his early marriage because
   a. he wanted to adopt Eppie
   b. the discovery of Dunsey's crime after so long made
      him realize that "murder will out".
   c. his father insisted
   d. Silas asked him to
   e. Eppie begged him to

27. His punishment was doubly bitter when he discovered
   that
   a. Nancy planned to leave him
   b. Nancy had known all along
   c. Nancy would have adopted Eppie and forgiven him if
      she had known
   d. Nancy intended to ignore Eppie
   e. the shock impaired Nancy's health
28. Godfrey and Nancy misjudged Silas in that they thought he
   a. being poor had no real love for his adopted daughter
   b. loved gold better than Eppie
   c. would not want Eppie when he learned she was the
      niece of the man who stole his gold
   d. would urge Eppie to take a life of luxury even if
      she did have to leave him
   e. wouldn't allow them in his house

29. Eppie wouldn't go to live with Nancy and Godfrey because
   a. she didn't like Nancy
   b. she wanted to marry Aaron
   c. Silas wouldn't let her
   d. she thought they were just asking her because they
      felt it was the right thing to do
   e. she loved Silas dearly and couldn't look on anyone
      else as a father

30. Silas' redemption was complete when he
   a. saw Eppie married to Aaron
   b. had his gold returned
   c. learned who Eppie's father was
   d. returned to Lantern Yard for a visit
   e. finished the garden in front of his little cottage
CHAPTER V
UNIT ORGANIZATION OF THE LAST OF THE MOHICANS

Unit

James Fenimore Cooper "had been a part of America in the making and had breathed in the wonder and poetry of her early life and legends. The Last of the Mohicans is an historical novel of 1757; a story of the struggle between the French, the Indians, and the English for our North American continent. "The action takes place in the strategic district along the waterway formed by Lake Champlain and Lake George."¹

Delimitation of the Unit

As a boy, Cooper lived in the little pioneer settlement of Cooperstown, on Ostego Lake, observed the varied life of the border, listened to and partook of its adventures, and felt the mystery of the dark forest around him. This rich and colorful background of America's unexplored woods and lakes furnished Cooper with his vital early experiences. The Last of the Mohicans is a tale of the frontier life which had so impressed him as to become part of his very body and soul.

After the Revolution, only vague notions prevailed regarding the Indians. Cooper could write a story essentially Indian in character and incidents, as he had had contact with

various clans in his youth, and later as a midshipman on Lake Ontario, he met the red men in large numbers and in a more wild condition.

All the incidents of the story revolve around the siege by the French of Fort William Henry, and his treatment of this incident is known to be historically correct, although he had not intended to write an historical novel, but rather to tell a tale of the forest, and certain individual white men and Indians.

Tentative Time Limit  Unit Assignment
Three weeks  15 - 55 minute

A. Introduction.--

A large map of the United States will be placed in the front of the classroom. A lecture will be given by the teacher during which the territory of the Mohicans will be marked out on the map. The historical background of the story will be discussed, and Fort William Henry and Fort Edward will be indicated on the map.

A brief outline of the author's life will be presented and his birthplace pointed out on the map. The pupils will be encouraged to tell of trips taken to this locality and books read about it. They will also be asked to bring pictures of this locality to class.

Since the class has read The Song of Hiawatha, a discussion concerning the traits of the Indians, their legends, their knowledge of nature, will be held using this poem as a source.
Any child who saw the moving picture version of this story will be asked to relate the most interesting scenes.

**B. Laboratory**

1. Read chapters one to eight inclusive. As you read keep in mind Longfellow's portrayal of the Indian in *The Song of Hiawatha* for the sake of comparison. Also keep in mind the attitude of historians. Be prepared to discuss the following questions in class.
   a. How was it possible that an English leader, selected for his rare military endowments, could be disgracefully overcome by a handful of French and Indians?
   b. Draw a map of the area of the story.
   c. How far apart were Fort William Henry and Fort Edward?
   d. List the various types of information given in Chapter I.
   e. What reasons did Alice give for distrusting the Indian guide?
   f. What was Cora's attitude?
   g. What was brought out concerning the Indian and the white man in chapter three?
   h. Why did Hawkeye act surprised when he was told that an Indian had lost his way in the woods?
   i. Why would not Hawkeye let Heyward jump from his saddle and accuse Magua of treachery?
   j. Indicate on your map the path of Heyward and his companions from Fort Edward to Glenn's Fall.
k. Why did not Hawkeye want the wolves howling around their retreat?

l. What made the Mohican's decision to take Heyward to the retreat a noble one?

m. How did Uncas impress Heyward and his friends?

n. How was Uncas' attitude toward Alice and Cora in contrast to an Indian's attitude toward his women?

o. What did Chingachgook's name signify?

p. Why did Hawkeye and the Mohicans decide to leave the party?

2. Read chapters nine to twelve. Be prepared to discuss questions in class.

a. Who discovered the hiding place?

b. What makes this an interesting chapter?

c. What is the meaning of "La Longue Carabine"?

d. Why were the Maguas so anxious to capture Hawkeye?

e. What reason did Heyward give for not going with the others for help?

f. Why was Magua's feeling toward Alice's father so bitter?

g. What was Magua's attitude toward the white man?

h. Do you think it was justifiable?

i. Why did Magua want Cora to remain with him?

j. Were the Indians more savage in their fighting than white men?

k. Trace on your map the route on which Magua started with his prisoners?
3. Read chapters thirteen to seventeen. Be prepared to discuss the following questions in class.
   a. Indicate on your map the course which Hawkeye took as he led the party back toward Fort William Henry.
   b. How were the girls finally united with their father?
   c. Why was not use made of the heights when building fortresses?
   d. How did the attitude of the English differ from that of the French?
   e. What was the cause of Munro's surrender to Montcalm?
   f. What was the cause of the massacre at Fort William Henry? How could it have been avoided?

4. Finish the story and be prepared to discuss the following questions in class.
   a. Why would not Hawkeye start after Magua and his prisoners immediately?
   b. In what direction had Magua gone?
   c. What new picture does Cooper give us of Chingachgook and his son?
   d. What guided Hawkeye and the Indians through the pathless woods?
   e. Why did not Uncas speak of the trail without permission from his father? What would a boy of today have done?
   f. Compare Magua's speech to the Hurons with the speeches of Antony and Brutus at the funeral of Caesar. Compare it with speeches by any men you have heard on the radio
around election time. Why did his speech stir his listeners so?

g. Why did Hawkeye refuse to take Alice and Heyward to the Delaware settlement? Do you think he was justified in this decision?

h. At whose expense did Hawkeye and Uncas escape from the Hurons? What do you think of this?

i. What Indian law protected Magua as he departed from the Delaware camp with Cora? Why could not Uncas save Cora?

j. How does Cooper's attitude toward the Indians compare with Longfellow's? How does it compare with the accounts you have read in your histories?

C. Optional Related Activities.--

1. Reading

a. The Leatherstocking Tales give a continuous story of the life and adventures of Hawkeye of whom you read in The Last of the Mohicans. They should be read in the following order. (1) The Deerslayer (2) The Last of the Mohicans (3) The Pathfinder (4) The Pioneers (5) The Prairie.

b. Reread The Song of Hiawatha

c. Traits of Indian Character Washington Irving

d. Montcalm and Wolfe Parkman chapters one, eleven, fourteen and fifteen.
e. The Redskin at Home  Starr
f. Handbook of American Indians  Starr
g. Off to Arcady (contains poems by Indians and about Indians) Max. J. Herzberg
h. Book of Indian Crafts and Indian Lore  Julian Harris Solomon
i. Indian How Book  Arthur Caswell Parker
j. American Indians  Frederick Starr
k. Indian Scout Talks  Charles Alexander Eastman
l. Kaga's Brother  Margaret I. Ross
m. Seven Beads of Wampum  Elizabeth Gale
n. Mocassins on the Trail  Wolfe Thompson
o. With the Indians in the Rockies  James Willard Schultz
p. Drums in the Forest  Allan Dwight
q. Indian Brother  Hubert V. Coryell
r. Shadow of the Long Knives  Thomas Boyd
s. Indian Boyhood  Charles Alexander Eastman
t. Warpath  Stanley Vestal
u. The American Rhythm  Mary Austin Hunter
v. Slow Smoke  Lew Sarett
w. Wings Against the Moon  Lew Sarett
x. Northwest Passage  Kenneth L. Roberts
y. The Life and Traditions of the Red Man  Joseph Nicolai
2. Drawing
   a. Sketch one of the characters in the story
   b. Illustrate exciting incidents
   c. Make large colored map for bulletin board
   d. Sketch Indian utensils
   e. Sketch Indian costumes
   f. Sketch French general
   g. Sketch English general
   h. Sketch English fort
   i. Draw Indian village
   j. Sketch forest scene

3. Constructing, carving or modeling
   a. Construct a wigwam
   b. Construct an Indian village
   c. Construct a fort
   d. Make marionettes and dress them as characters in the story
   e. Make tomahawk
   f. Make firearms used by the French and English
   g. Make bow and arrow
   h. Make a miniature canoe and paddles

4. Singing and dancing
   a. Arrange a program of songs of the American Indian
   b. Arrange a series of dances of the American Indian
   c. Collect songs of the French
   d. Collect songs of the English
e. Learn French dances
f. Learn English dances

5. Oral
   a. Review any of the books you have read in connection
      with this unit
   b. Arrange a debate, Resolved: That the treatment of the
      Indian by the white man was unjustifiably cruel
   c. Retell an Indian legend

6. Written
   a. Write a review of any of the books read in connection
      with this unit
   b. Write an original play based on an incident in The Last
      of the Mohicans,
   c. Compose the front page of a newspaper as it would have
      appeared after the massacre at Fort William Henry, or
      after the surrender of the fort by Munro.
   d. Write an editorial on one of the following:
      (1) The Massacre of Fort William Henry
      (2) The surrender of Fort William Henry
      (3) The capture of Cora and Alice
      (4) The attitude of the English leaders
D. Mastery Test

In the blank space provided place the letter of the phrase which best completes the meaning of the statement. The first sentence is an example.

1. a. Cooper learned much about the Indian through
   a. actual contact and reading
   b. reading
   c. moving pictures
   d. study in college
   e. playing with them as a boy

2. Cooper's first attempt at fiction was not a success because
   a. he was too young when he wrote it
   b. he had not learned enough about writing
   c. he took a subject not suited to his genius
   d. the critics were prejudiced
   e. his mind was not on his work

3. The Last of the Mohicans was one of his finest novels because
   a. he had mastered the art of writing
   b. it was a story of the frontier life which he knew and loved
   c. he was determined that it would be
   d. he spent much time in writing it
   e. he visited and studied the scene of the story
4. The Last of the Mohicans is an historical romance, the central point of which is:
   a. the struggle between Magua and the Mohicans
   b. the siege of Fort William Henry
   c. the death of Uncas
   d. the kidnapping of Alice and Cora
   e. the death of Cora

5. Colonel Munro's actual gallantry at Fort William Henry deserves special credit because:
   a. other English commanders at the time were afraid of the French and Indians and gave in easily
   b. he lost his life in the effort
   c. his men were outnumbered
   d. his daughters were in the fort
   e. he could have surrendered without dishonor

6. This novel was inspired by:
   a. early boyhood recollections
   b. a history of the French and Indian wars
   c. a fit of homesickness while in Europe
   d. the desire to write a sequel to *The Spy*
   e. a trip on the Hudson

7. The twelfth chapter was written from:
   a. a story told by an old settler
   b. an account from a history
   c. a rude sketch dictated while the author was seriously ill
d. a scene witnessed while on a trip up the Hudson
e. an essay on Americanism

8. The Mohicans belonged to the
   a. Iroquois
   b. Algonquins
   c. Muskoki
   d. Incas
   e. Aztecs

9. The attempt of Munro to save the fort failed because
   a. his men would not cooperate
   b. Montcalm was tricky
   c. Magua lead the opposing forces
   d. Webb was afraid to come to his aid
   e. the fort caught fire

10. When an Indian receives an injury he
    a. forgives
    b. forgets
    c. is revengeful for a short time and then forgets
    d. hates but does not try to avenge himself
    e. never forgets

11. The Mohicans were the first to be dispossessed because they were
    a. fewest in number
    b. the most cowardly
    c. possessors of the land first occupied by the Europeans in this part of the country
d. most troublesome to the whites

e. possessors of territory wanted for forts

12. The action of *The Last of the Mohicans* takes place
   a. near the Great Lakes
   b. around Lake Champlain
   c. in Quebec
   d. in Montreal
   e. in New England

13. By wampum is meant
   a. beads made of shell and used by the Indians as money and ornaments
   b. an Indian war dance
   c. a term of endearment
   d. the name given the whites by the Indians
   e. another name for papoose

14. "Great lake" meant to the Indians
   a. any large lake
   b. Lake Superior
   c. Lake George
   d. the sea
   e. any large river

15. By Great Spirit the Indians meant
   a. the oldest chief
   b. the bravest warrior
   c. their God
   d. their sachem
   e. the king
16. A war-post was used by the Indians to
   a. tie their horses to
   b. tie their prisoners to
   c. stick their hatchets into before going to war
   d. attach their captured scalps to
   e. wave signals from

17. A common signal used by Indians and backwoodsmen was
   a. smoke
   b. waving flags from a hilltop
   c. reflecting the sun's rays with glass
   d. beating drums
   e. blowing a horn

18. The English found fighting the Indians difficult because
   the
   a. Indians fought from ambush
   b. English were terrified by the hideous warpaint of the Indians
   c. Indians outnumbered the English
   d. English did not have forts enough
   e. climate was harmful to the English

19. Indians were led through the pathless woods by
   a. compasses
   b. animal tracks
   c. tracks made by former travellers
   d. various signs of nature
   e. blazed trails
20. Magua was determined to take revenge on Munro because
   a. Munro had captured him once
   b. Munro had flogged him publicly and broken his spirit
   c. he hated all white chiefs and centered this hate on Munro
   d. he was an ally of Montcalm
   e. Montcalm was paying him for his work

21. Heyward stayed with the girls when the others went for aid because
   a. the white men thought it cowardly to leave women in danger
   b. he was afraid of being shot if he left the cave
   c. he knew the others could never get aid
   d. he distrusted the Indians and Hawkeye
   e. the girls begged him not to go

22. Magua believed that the bad the Indians did was
   a. inherited and could not be helped
   b. taught to them by the white man
   c. shameful and should be wiped out
   d. non-existent
   e. exaggerated

23. The massacre at Fort William Henry was due to the
   a. boldness of the English
   b. indifference of Montcalm
   c. treachery of Chingachgook
   d. weather
   e. firewater
24 Magua could sway the Indians by his speeches because he
   a. told them the truth
   b. reasoned with them
   c. appealed to their emotions
   d. gave them presents before he spoke
   e. was respected because of his illustrious forbears

25 Magua was allowed to depart unharmed from the Delaware
   camp because of
   a. his eloquent speech
   b. the gifts he had distributed
   c. the fear he was held in
   d. an Indian law of hospitality
   e. Uncas' generosity

26 Chingachgook attributed the downfall of his tribe to
   a. their weakness
   b. cowardice
   c. firewater given to them by the Dutch
   d. defiance of the Great Spirit
   e. lack of united action

27 Hawkeye did not believe Magua lost his way in the wood
   because
   a. he taught Magua all the paths
   b. Indians are too wise in the knowledge of nature's signs
   c. Magua looked suspicious
   d. he knew Magua was a villain
   e. Uncas had heard and reported Magua's actions
28. The retreat to which the Mohicans brought Heyward and his party was
   a. the Delaware camp
   b. a cavern at Glenn's Falls
   c. a hilltop near Fort William Henry
   d. an island on Lake Champlain
   e. a hideout in the deep woods

29. Magua would release the party if
   a. ransom money could be obtained
   b. he would not be punished
   c. Cora would stay with him
   d. Heyward would fight with him man to man
   e. Fort William Henry would surrender to Montcalm

30. Hawkeye gained entrance to the Huron camp and caused the escape of Alice and Heyward by
   a. killing the guards
   b. dressing in a bear skin
   c. painting himself as a medicine man
   d. impersonating a Huron
   e. setting fire to the settlement
Appendix

KEY TO MASTERY TESTS

The Adventures of Tom Sawyer

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Bode, Boyd H., Conflicting Psychologies of Learning, D.C. Heath and Company, N.Y., 1929. Excellent as a background for students of unit planning.


