

Week of April 6-10, 2020

English III - Mrs. Kile

Hello English III! Please choose two assignments for this week from the 6 choices listed below. Please email me your completed assignments no later than Monday 4/13 at 12 pm. Please feel free to email me at any time with questions you may have. I will have office hours, where I am available to reply to emails immediately, on Monday, Tuesday, and Wednesday weekly from 1-3 pm. I will email your comments on your assignments as I receive them. You should not need any materials, other than paper and a pencil. Any worksheets that you choose to do can be done on notebook paper or emailed to me. Everyone also has the option to pick up and turn in assignments in the foyer at the front of Lake Crest (see Mr. Landeck's message on Facebook or the school website). I miss you all very much! Hang in there and stay home and stay safe! I will be emailing you all very soon with details about a future Google Meet! ---Mrs. Kile

Class	Choice 1	Choice 2	Choice 3	Choice 4	Choice 5	Choice 6 (Enrichment)
English III	Complete Lesson 22 Vocabulary Worksheet	Read the article, "The Lost Generation" and complete the questions that go with it.	Complete the worksheet titled, "Lesson 77: Commas in a Series and Between..."	Journal Prompt: Write at least 14 lines about how you are coping with your time off. Do you have a schedule? Are you working? Are you communicating with friends? How? Do you miss school? Why or why not?	Complete the worksheet titled, "Subject Complements and Object Complements"	Have a better idea? Email me for approval.

Choice #1 English III - Kite - 4/6 - 4/10, pg. 1

No living thing—plant or animal—lives in isolation. Every organism depends in some way on other living and nonliving things in its environment, and no organism lives without affecting its environment in turn.

This interdependence of living organisms and their environments is perhaps best illustrated by the food chain. Green plants utilize the energy of sunlight for the manufacture of food. A mouse that eats grasses may be eaten, in turn, by a weasel. A hawk may then eat the weasel. When the last animal in the food chain dies, bacteria and fungi break its body down into simple nutrients that go back into the soil. Without the organic matter provided by living organisms, there would be fewer nutrients in the soil. The soil that develops is therefore important in determining what types of plants will grow in it and what types of animals will eat the plants, thereby renewing the cycle of life.

The words in this lesson are about nature's rich endowment of plants and animals. These words will help you to understand the interdependence that is vital to the survival of all living things.

WORD LIST

- arboreal
- burgeon
- deciduous
- fauna
- flora
- germination
- horticultural
- lichen
- sylvan
- verdant

DEFINITIONS

After you have studied the definitions and example for each vocabulary word, write the word on the line to the right.

1. **arboreal** (är-bôr'ē-əl) *adjective* a. Pertaining to or resembling a tree. b. Living in trees. (From the Latin word *arbor*, meaning "tree")

1. _____

Related Word *arbor* *noun*

Example Monkeys and squirrels are regarded as *arboreal* creatures.

2. **burgeon** (bûr'jən) *intrans. verb* a. To put forth new buds, leaves, or branches; sprout. b. To begin to grow or blossom. c. To develop rapidly; flourish. (From the Old French word *burjon*, meaning "a bud")

2. _____

Example Within four days the lettuce seeds had *burgeoned* into tiny seedlings.

3. **deciduous** (dĭ-sĭj'ōō-əs) *adjective* a. Shedding or losing foliage at the end of the growing season. b. Falling off or shed at a specific season or stage of growth: *deciduous antlers of deer*. (From the Latin *de-*, meaning "off," and *cadere*, meaning "to fall")

3. _____

Example Maples, elms, birches, and oaks are *deciduous* trees.

4. **fauna** (fô'nə) *noun* Animals collectively, especially the animals of a particular region, period, or special environment. (From the name of the Roman goddess *Fauna*, the protector of nature and fertility)

4. _____

Example Alexa looked forward to studying the *fauna* of Australia, especially the koala bear and the kangaroo.

5. **flora** (flôr'ə) *noun* Plants collectively, especially the plants of a particular region, period, or special environment. (From the name of the Roman goddess *Flora*, the protector of flowers)

5. _____

Related Word floral *adjective*

Example The *flora* of the southwestern United States is sparse because it seldom rains there.

6. **germination** (jûr'mə-nā'shən) *noun* The process of beginning to grow or develop. (From the Latin word *germen*, meaning "seed")

6. _____

Related Words germinate *verb*; germination *adjective*

Example Germination takes place when warmth and moisture cause the shell of a seed to break.

7. **horticultural** (hôr'tə-kûl'chər-əl) *adjective* a. Relating to the science or art of cultivating fruits, vegetables, flowers, and plants. b. Having to do with tending a garden. (A blend of the Latin word *hortus*, meaning "garden," and the English word *agriculture*)

7. _____

Related Words horticulture *noun*; horticulturist *noun*

Example Leonard hoped that his *horticultural* experience would help him to get a job as a landscape designer.

8. **lichen** (lî'kən) *noun* Any of the numerous plants consisting of a fungus in close combination with certain blue-green or green algae that form a crustlike, scaly, or branching growth on rocks or tree trunks.

8. _____

Example Because they look so much alike, moss and *lichen* are often difficult to distinguish.

9. **sylvan** (sîl'vən) *adjective* a. Abounding in trees; wooded. b. Pertaining to or characteristic of woods or forest regions. c. Located in or inhabiting a wood or forest. (From the Latin word *silva*, meaning "forest")

9. _____

Example The Black Hills of South Dakota are a *sylvan* delight after the barren stretches of the Badlands.

10. **verdant** (vûr'dnt) *adjective* a. Green with vegetation. b. Green in color. (From the Latin word *veridis*, meaning "green")

10. _____

Related Words verdancy *noun*; verdantly *adverb*

Example We drove through the fertile, *verdant* countryside.

Word History: sylvan

Latin: *silva*=woods

If you were asked to picture a *sylvan* area, trees and woods should immediately come to mind. *Sylvan* comes from the Latin word *silva*, meaning "woods," and is often used to describe places abounding in trees. *Pennsylvania* is a state whose name derives from the word *sylvan*. In 1681, King Charles II of England granted some land in the New World to William Penn. Although Penn wanted to call the area *Sylvania*, meaning "woodland," King Charles insisted that it include the name of William's illustrious father, Admiral William Penn. Thus, *Sylvania* became *Pennsylvania* which translates to "Penn's Woodland" or "Penn's Woods."

NAME _____

DATE _____

EXERCISE 1 WRITING CORRECT WORDS

On the answer line, write the word from the vocabulary list that fits each definition.

- 1. The animals of a particular region, period, or environment 1. _____
- 2. Pertaining to or resembling a tree; living in trees 2. _____
- 3. The process of beginning to grow or develop 3. _____
- 4. Shedding foliage at the end of the growing season 4. _____
- 5. To put forth new buds, leaves, or branches 5. _____
- 6. Abounding in trees; pertaining to or characteristic of woods or forest regions 6. _____
- 7. Green with vegetation 7. _____
- 8. Relating to the science or art of cultivating plants, flowers, fruits, and vegetables 8. _____
- 9. Plants that form a crustlike or scaly growth on rocks or tree trunks 9. _____
- 10. The plants of a particular region, period, or environment 10. _____

EXERCISE 2 USING WORDS CORRECTLY

Decide whether the italicized vocabulary word has been used correctly in the sentence. On the answer line, write *Correct* for correct use and *Incorrect* for incorrect use.

- 1. Glenda described the desert as a setting of *arboreal* splendor. 1. _____
- 2. The *flora* in the forest outside of town includes deer, raccoons, squirrels, and chipmunks. 2. _____
- 3. My uncle's *horticultural* skill shows in his beautiful garden. 3. _____
- 4. The texture of the *lichen*-covered tree trunk resulted in an interesting close-up photograph. 4. _____
- 5. As we walked through the *sylvan* preserve, we could see the setting sun through the trees. 5. _____
- 6. The pioneers traveled for days through the arid, *verdant* desert. 6. _____
- 7. During our camping trip in the Grand Teton mountains, we saw bears and other *fauna*. 7. _____
- 8. Already the crocuses are *burgeoning* in our garden. 8. _____
- 9. We like to have a few *deciduous* trees in the yard to produce greenery during the winter. 9. _____
- 10. The best time for *germination* is in the dead of winter when nothing grows. 10. _____

EXERCISE 3 CHOOSING THE BEST DEFINITION

For each italicized vocabulary word in the following sentences, write the letter of the best definition on the answer line.

- 1. Noah uses *lichen* as a natural dye for his woven baskets. 1. _____
a. roots b. flower petals c. algae and fungi d. seeds and fruits
- 2. Robin Hood is said to have lived in a *sylvan* area of Nottinghamshire in England. 2. _____
a. wooded b. marshy c. undeveloped d. farming

3. Carrie did an experiment on seed *germination*, contrasting seedlings produced under artificial light with those produced under natural light.
 - a. diversion
 - b. growth
 - c. transformation
 - d. typing
 3. _____
4. Mozart's musical talent *burgeoned* when he was very young.
 - a. developed rapidly
 - b. was discovered
 - c. became evident
 - d. persisted
 4. _____
5. The Huntington Botanical Garden in San Marino, California, contains *flora* from all over the world.
 - a. plants
 - b. orchids
 - c. animals
 - d. birds
 5. _____
6. A *horticultural* expert gave a demonstration on how to prune trees.
 - a. scientific
 - b. farming
 - c. pertaining to the science of insecticides
 - d. pertaining to the science of cultivating
 6. _____
7. *Deciduous* trees shade our house during the summer but let the sun in during the winter.
 - a. evergreen
 - b. fruit-bearing
 - c. shedding foliage at the end of the growing season
 - d. shedding leaves throughout the year
 7. _____
8. The sculpture was *arboreal* in height and shape.
 - a. authentic
 - b. treelike
 - c. agreeable
 - d. ordinary
 8. _____
9. Marlene was fascinated by bats and other cave *fauna*.
 - a. plants of a particular region
 - b. animals of a special environment
 - c. dwellers
 - d. geological features
 9. _____
10. After the spring rains, the whole countryside was *verdant*.
 - a. flooded
 - b. marshy
 - c. in flower
 - d. green with vegetation
 10. _____

EXERCISE 4 USING DIFFERENT FORMS OF WORDS

Decide which form of the vocabulary word in parentheses best completes the sentence. The form given may be correct. Write your answer on the answer line.

1. The two-year-old's _____ use of language delighted his parents. (*burgeon*) 1. _____
2. "You should watch young plants carefully for signs of disease," warned the _____. (*horticultural*) 2. _____
3. _____ are an important food source for many birds and animals. (*lichen*) 3. _____
4. The hoya, or honey plant, will _____ from stem cuttings. (*germination*) 4. _____
5. The _____ of the Arctic includes moose, caribou, reindeer, polar bears, walrus, seals, and whales. (*fauna*) 5. _____
6. Arctic _____ is limited to dwarf trees, grasses, mosses, lichens, sedges, and a few flowering plants. (*flora*) 6. _____
7. The stage had been masterfully transformed into a _____ glen. (*sylvan*) 7. _____
8. Dad did not know whether the tree was _____ until autumn, when all the leaves fell. (*deciduous*) 8. _____
9. Puffins, which build nests in rock crevices, are not _____ birds. (*arboreal*) 9. _____
10. The _____ of the oasis welcomed the weary desert travelers. (*verdant*) 10. _____

Name: _____ Class: _____

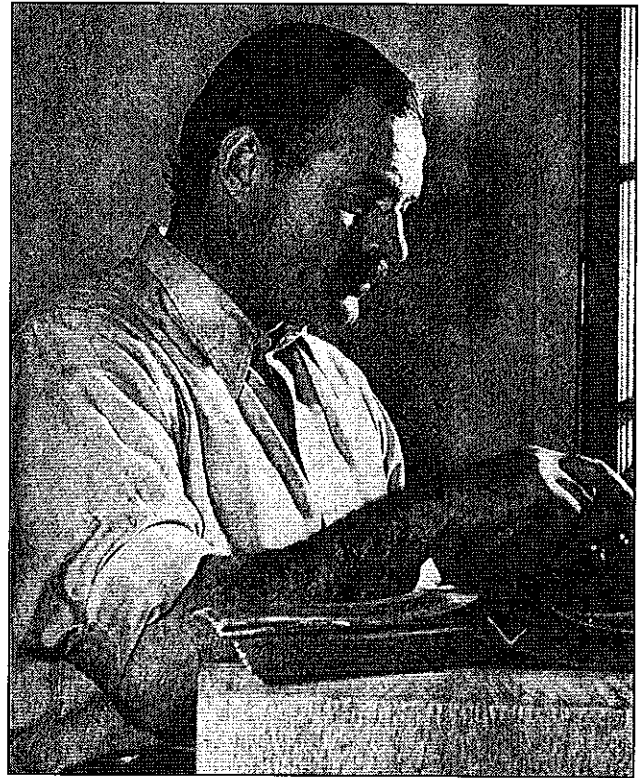
The Lost Generation

By Mike Kubic
2016

In this article, Mike Kubic, a former correspondent of Newsweek, discusses the circumstances under which America's "Lost Generation" came to be. The phrase refers to the citizens who reached maturity after World War I, and whose adolescences were thus defined by a consciousness of mass carnage and destruction. Particularly prominent artists and writers who belonged to the generation included F. Scott Fitzgerald, Ernest Hemingway, Gertrude Stein, Ezra Pound, T. S. Eliot, James Joyce, and Sherwood Anderson. As you read, take notes on the way in which members of the "Lost Generation" are characterized.

- [1] Of all the American generations, none bears a label as depressing and unhopeful as the "Lost Generation." The term, which was first used by one of its best-known members, Ernest Hemingway,¹ applies to men and women who were born in the last years of the 19th Century and reached maturity after World War I, during a period known as "The Roaring Twenties."²

There was a reason for the doomsday moniker.³ WWI was an exceptionally tragic episode in the abysmal history of warfare. It was triggered by the assassination in July, 1914 of an Austrian archduke and rapidly and almost mindlessly escalated into a four year-long carnage that cost the lives of more than ten million young Europeans.⁴ It proved nothing beyond the human capacity for committing a boundless blunder,⁵ but it deeply affected a group of American writers and poets, a few of whom — Hemingway included — witnessed the horrifying spectacle first-hand.⁶



"Ernest Hemingway" by Lloyd Arnold is in the public domain.

1. Ernest Hemingway (1899-1961) was an American novelist, short story writer, and journalist. His economical, understated style of writing had a powerful influence on 20th century fiction. Hemingway was awarded the Nobel Prize in Literature in 1954.
2. The term "The Roaring Twenties" refers to a period of sustained economic prosperity and increased wealth throughout the United States. The era was defined by a sense of cultural modernity and disregard for traditions. Jazz and dancing rose in popularity at this time.
3. name or nickname
4. World War I was a global war that originated in Europe and lasted from July 1914 until November 1918. More than 70 million military personnel were mobilized for the war effort. It was one of the deadliest conflicts in history.
5. **Blunder (noun):** a bad or stupid mistake
6. Hemingway responded to a Red Cross recruitment effort and signed on to become an ambulance driver in Italy in 1918, when he was just 18 years old. He received the Italian Silver Medal of Bravery for his efforts. Hemingway's exposure to the brutality of war at such a young age had a great influence on him as a person and as a writer.

The senseless slaughter of their European contemporaries distressed and angered these extraordinarily talented artists so profoundly that, in some ways, they lost their way. Though mostly born and raised in America's heartland,⁷ almost all left the U.S. in their youth to seek fame or at least recognition abroad, usually in Paris or London. Some drifted away completely from their roots, and some even turned against their own country and its democratic system.

And yet, these bitterly critical and frequently pessimistic⁸ creative individuals left behind a brilliant heritage that has firmly established America as a literary superpower. Their novels and poems have been translated into dozens of languages, and many have become part of every intellectual's "must-read" list. Four of the "Lost Generation" authors — Hemingway, T.S. Eliot, John Steinbeck, and William Faulkner — have been honored by the Nobel Prize for Literature, the highest acknowledgment of a literary genius.

- [5] Considering these accomplishments, the adjective "lost" is a misnomer.⁹ Hemingway used it as a fitting epithet¹⁰ for a group of hedonistic American and British expatriates¹¹ who travel from Paris to Pamplona in Spain in his book *The Sun Also Rises* to watch the running of the bulls and the bullfights. But in a way, the book counters Hemingway's gloomy descriptive and is regarded as one of his best and most enduring works.

In fact, one of the reasons for the success of the "Lost Generation" literati¹² was that they were far from "lost" in their message and the artful prose or poetry in which they delivered it. Their harshest judgment was aimed at the undeserved hardships of the poor — Steinbeck's *Grapes of Wrath* is one example — and the excesses and empty lives of the rich — such as the opulent¹³ parties in Fitzgerald's *The Great Gatsby* or his *Tales of the Jazz Age*, and the footloose life and heavy drinking of expatriates in *A Moveable Feast*.

Another striking theme of some of these disenchanting Americans was a rejection of the traditional beliefs and values of their childhood. Henry Miller verbally spat and trampled upon any and all civilized conventions and customs; Hemingway, a converted Roman Catholic, wrote in *The Movable Feast* that "All thinking men are atheists" and regarded organized religion as "a menace to human happiness..."; Gertrude Stein and Ezra Pound glorified brutal dictatorships.

The Faulty Compass of the Expatriates

Stein and Pound were extreme examples of the tendency of many of Americans writers abroad to embrace and sometimes support one or both of the two radical ideologies which, after WWI, captivated millions of followers: Communism, which became the official doctrine of the newly created Union of Soviet Socialist Republic,¹⁴ and, at the opposite end of the spectrum, Italian fascism¹⁵ and Nazism¹⁶ in Germany. It was in this, the turbulent political arena of post-WWI Europe, where several paragons¹⁷ of the "Lost Generation" were truly without a compass.

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7. the Midwest
 8. **Pessimistic (adjective):** tending to think that bad things will happen
 9. **Misnomer (noun):** a wrong or inaccurate name or designation
 10. **Epithet (noun):** an offensive word or name that is used as a way of abusing or insulting someone
 11. **Expatriate (noun):** a person who lives outside his or her native country
 12. well-educated people who are interested in literature
 13. **Opulent (adjective):** ostentatiously rich and luxurious or lavish

The oddest example of this moral blindness was Stein, who was famous as one of the most avant-garde¹⁸ writers in the English language. A Jew and a friend of Picasso, a Communist sympathizer, Stein endorsed a proposal for a Nobel Peace prize for Adolf Hitler in 1934, and after his Wehrmacht¹⁹ conquered France, she became a translator and propagandist for Marshal Pétain, the head of the pro-Nazi Vichy²⁰ government. She publicly praised Pétain for his accomplishments when, after the war, he was sentenced to death for treason.

- [10] Another fervent²¹ admirer of the far right was Pound, whose Cantos²² are regarded as immortal poetry. A brilliant wordsmith who was widely admired for the clarity, precision, and economy of his language, Pound was a virulent²³ anti-Semite who blamed the First World War on the Jews and international capitalism.

After the war, he admired both Adolf Hitler and the fascist doctrines of Italy's Benito Mussolini. In 1924, Idaho-born Pound moved to Italy and, after WWII broke out, became the most prominent American traitor by working for the fascist government and delivering hundreds of broadcasts denouncing the U.S. democracy, President Franklin Delano Roosevelt and, of course, the Jews.

Not as lucky as Stein, who escaped all retribution,²⁴ Pound was arrested by the U.S. Army in 1945, charged with treason, and eventually spent more than 12 years in an American psychiatric hospital. Upon his release in 1958, he returned to Italy, where he lived until his death.

T.S. Eliot,²⁵ another major "Lost Generation" poet of rare talent (and a friend of Pound, who was his mentor) had his own reason for pursuing a career far from Missouri, where he was born. Oxford- and Harvard-educated, Eliot found his intellectual and artistic home in London, where he won a glittering reputation as a poet, essayist, publisher, playwright, and critic.

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14. Communism is a political theory derived from the works of Karl Marx, who advocated class war and presented as an ideal a society in which property is publicly owned and each person works and is paid according to his/her abilities and needs.
 15. Fascism is an authoritarian and nationalistic right-wing system of government and social organization. Italian Fascism is the original fascist ideology, which originated in Italy, and rose to prominence with the National Fascist Party under the rule of Benito Mussolini. Mussolini ruled Italy constitutionally until 1925, at which point he dropped all pretense of democracy and set up a legal dictatorship. He was ousted from power in 1943.
 16. Nazism, also known as National Socialism, is the ideology and practice associated with the 20th-century German Nazi party and the Nazi state. It is usually characterized as a form of fascism that incorporates pseudoscientific racism and anti-Semitism.
 17. **Paragon (noun):** a person or thing regarded as a perfect example of a particular quality
 18. favoring or introducing experimental or unusual ideas
 19. The Wehrmacht, literally translated to "Defense Force," was the unified armed forces of Nazi Germany from 1935 to 1946.
 20. Vichy is a city in central France. Between 1940 and 1944, it was the seat of France's Nazi-compliant government.
 21. **Fervent (adjective):** having or displaying a passionate intensity
 22. The Cantos is a long, incomplete poem in 116 sections, each of which is a canto, or a section into which certain long poems are divided. It is the masterpiece of celebrated American poet and literary critic Ezra Pound (1885-1972), who was a major figure in the early Modernist literary movement.
 23. **Virulent (adjective):** bitterly hostile
 24. **Retribution (noun):** punishment
 25. T.S. Eliot (1888-1965) was an American-born British poet, writer, and literary critic. He produced some of the best-known poems in the English language, including *The Waste Land* and "The Lovesong of J. Alfred Prufrock," which were viewed as masterpieces of the Modernist literary movement. He was awarded the Nobel Prize in Literature in 1948.

Praised as "one of the twentieth century's major poets" for his book-length poem *The Waste Land*, Eliot did not long remain an American expatriate. After 14 highly successful years in London, he formally renounced his U.S. citizenship and, at the age of 39, became a British subject.

- [15] What set most "Lost Generation" expatriate writers apart from their contemporaries in the U.S. was their fascination with the revolutionary creed of Karl Marx — the "dictatorship of the proletariat"²⁶ — that after 1917 was formally (though not in fact) established in the Soviet Union. Angered by the real or perceived unfairness of the capitalist system and the exploitation of the working classes, a significant number of highly talented American expatriates became enamored²⁷ of the Communist Party propaganda pouring out of Moscow.

Hemingway was one of them. Although he never joined the Communist Party, he — according to recently released Soviet archives — "repeatedly expressed his desire and willingness to help" the KGB, the virulently anti-American and anti-Western Soviet spy agency. But there is no record that he actually became a KGB spy and, like other expatriates, he eventually responded to the sobering facts about the real nature of the Soviet regime. In the 1930s, Hemingway prominently supported President Franklin Delano Roosevelt's socially progressive (but democratic) "New Deal."²⁸

Another early admirer of communism was John Dos Passos,²⁹ who was so impressed by Marxism that in 1928 he traveled to the Soviet Union to study socialism. Two years later, he wrote the first novel — *The 42nd Parallel* — of his most famous but deeply pessimistic trilogy about his country, *The U.S.A.* He later became a leading member of the Communist League of American Writers.

He only changed his politics after he arrived in Spain in 1937 to support the government forces fighting the rightist insurgents³⁰ led by General Francisco Franco. A reportedly Moscow-ordered murder of José Robles, Dos Passos' close friend and translator, angered him so deeply that he broke up with leftist friends and wrote a series of scathing articles denouncing³¹ communist doctrines.

From then on, Dos Passos gravitated to the political right. In the 1960s, he campaigned for Republican presidential candidates Barry Goldwater and Richard M. Nixon.

- [20] Another famous expatriate who made a political about-face was John Steinbeck. The author of twenty-seven books, including his famous novels *Of Mice and Men*, *The Grapes of Wrath*, and *East of Eden*, Steinbeck made no secret of his membership in the Communist Party. In 1939, he signed a letter supporting the Soviet invasion of Finland and the establishment of a Soviet-controlled puppet government.³²

26. The term "proletariat," often used in the context of Marxist philosophy, refers to workers or working-class people, regarded collectively.

27. **Enamor (adjective):** to have a liking or admiration for

28. Franklin D. Roosevelt's "New Deal" was a series of social liberal programs enacted in the United States between 1933 and 1938. They served as a response to the Great Depression and focused on relief for the unemployed and poor, recovery of the economy to normal levels, and reform of the financial system to prevent another economic depression.

29. John Dos Passos (1896-1970) was an American novelist and artist who was active in the first half of the 20th century.

30. **Insurgent (noun):** a rebel or revolutionary

31. **Denounce (verb):** to point out as wrong or evil

32. A "puppet government" refers to a government that is officially autonomous, but which, in practice, is controlled by another nation. Puppet governments are usually kept in power by military force provided by the occupying country.

Documents released in 2012, however, show that in 1952 Steinbeck secretly offered his services to the CIA; its director, Walter Bedell Smith, was eager to take him up on the offer. In later years, Steinbeck became a personal friend of President Lyndon Johnson, a progressive Democrat and, in 1967, he confirmed his political conversion by writing a report praising the U.S. troops in Vietnam.

What was perhaps the most complete personal reversal was made by Henry Miller.³³ A native New Yorker, Miller played no politics while living abroad. "I regard politics as a thoroughly foul, rotten world," he told an interviewer. But as an author, he was a ruthless iconoclast,³⁴ an intellectual rebel in an all-out war on societal restraints and traditional values.

His novels so overflowed with obscenities, explicit sexual descriptions, derision, and personal insults that a critic characterized one of them as a "libel,³⁵ slander, defamation of character. This is not a book, in the ordinary sense of the word. No, this is a prolonged insult, a gob of spit in the face of Art, a kick in the pants to God, Man, Destiny, Time, Love, Beauty... what you will."

Miller's most highly prized works — *Tropic of Cancer*, *Black Spring*, *Tropic of Capricorn*, and *The Rosy Crucifixion* trilogy — had the distinction of being banned in the United States until 1961 for obscenity. And yet in 1972, nearing the end of his career, Miller wrote three essays, one of which testifies to the strength of the conventional emotions and yearnings against which he had railed and raged for decades.

- [25] "If at eighty you're not a cripple or an invalid,"³⁶ he wrote, "if you have your health, if you still enjoy a good walk, a good meal (with all the trimmings), if you can sleep without first taking a pill, if birds and flowers, mountains and sea still inspire you, you are a most fortunate individual and you should get down on your knees morning and night and thank the good Lord for his savin' and keepin' power."

No longer "lost," Miller ended his crusade against conventions the same way some of his fellow expatriates shed their revolutionary politics: by embracing the values of their home in America.

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33. Henry Miller (1891-1980) was an American writer best known for breaking with existing literary forms and using the form of a semi-autobiographical novel to blend character study, social criticism, philosophical reflection, explicit language, and surrealist free association.

34. **Iconoclast** (*noun*): a person who attacks cherished beliefs or institutions

35. **Libel** (*noun*): the publication of a false statement that hurts a person's reputation

36. **Invalid** (*noun*): a person made weak or disabled by illness or injury

Text-Dependent Questions

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

1. PART A: Which TWO of the following best identify the central ideas of this article? [RI.2]
 - A. Members of this particular generation were sometimes so disillusioned with the United States that they lent their support to violent and ideologically reprehensible regimes.
 - B. Great aid was offered to the United States government by expatriates-turned-patriotic citizens of the country, who provided intelligence about various European regimes.
 - C. Henry Miller's works most effectively encapsulated the spirit of the "Lost Generation," which revolved around rejecting tradition through the use of obscenities.
 - D. The United States government was especially harsh in its treatment of treasonous authors who abandoned America in favor of living in Europe.
 - E. Many of the artists and creative geniuses who turned against their home country later abandoned radical ideals in favor of supporting the United States.
 - F. American writers who came of age during World War I were influenced by the carnage such that their work was universally gloomy and depressing.

2. PART B: Which TWO phrases from the text best support the answers to Part A? [RI.1]
 - A. "It proved nothing beyond the human capacity for committing a boundless blunder, but it deeply affected a group of American writers" (Paragraph 2)
 - B. "It was in this, the turbulent political arena of post-WWI Europe, where several paragons of the 'Lost Generation' were truly without a compass." (Paragraph 8)
 - C. "Not as lucky as Stein, who escaped all retribution, Pound was arrested by the U.S. Army in 1945, charged with treason" (Paragraph 12)
 - D. "Steinbeck secretly offered his services to the CIA; its director, Walter Bedell Smith, was eager to take him up on the offer" (Paragraph 21)
 - E. "But as an author, he was a ruthless iconoclast, an intellectual rebel in an all-out war on societal restraints and traditional values." (Paragraph 22)
 - F. "the same way some of his fellow expatriates shed their revolutionary politics: by embracing the values of their home in America." (Paragraph 26)

3. PART A: What does the word "hedonistic" most closely mean as it is used in Paragraph 5? [RI.4]
 - A. engaged in the selfish pursuit of pleasure; self-indulgent
 - B. empty; unconcerned with meaning
 - C. directionless
 - D. compelling; captivating

4. PART B: Which of the following phrases from paragraph 5 of the text best supports the answer to Part A? [RI.1]
 - A. "a fitting epithet"
 - B. "watch the running of the bulls and the bullfights"
 - C. "Hemingway's gloomy descriptive"
 - D. "one of his best and most enduring works"



5. How are the details presented about the various European political ideologies and regimes the American-born writers supported important in supporting the main idea of the passage? [RI.3]

Lesson 77

Commas in a Series and Between Coordinate Adjectives

Use commas to separate three or more words, phrases, or clauses in a series.

Josh caught the pass, dodged a tackler, and sprinted for the goal line.

No commas are necessary when all of the items are connected by conjunctions.

She was the kindest and wisest and gentlest person I have ever known.

Nouns that are used in pairs (*bread and butter*, *sweet and innocent*, *bacon and eggs*) are usually considered single units and should not be separated by commas. If such pairs appear with other nouns or groups of nouns in a series, they must be separated from the other items in the series.

The storm is expected to cause *thunder and lightning*, heavy rains, and gusting winds.

Place a comma between coordinate adjectives that precede a noun. **Coordinate adjectives** modify a noun equally. To determine whether adjectives are coordinate, try to reverse their order or put the word *and* between them. If the sentence still sounds natural, the adjectives are coordinate.

The sergeant ordered a slow (and) cautious (and) orderly approach.

The sergeant ordered a slow, cautious, orderly approach.

► **Exercise 1** Add commas where necessary. Delete (✓) unnecessary commas. Some sentences may be correct.

The weather today will be warm, sunny, and windy.

1. Her pen rolled off her desk onto the floor and under the cabinet.
2. Sheep cattle poultry and swine are all raised in Ohio.
3. My mouth is watering just thinking about those big juicy tomatoes!
4. Darnay wanted to borrow my best. red pen for the interview.
5. Would you like mashed potatoes. or baked potatoes. or scalloped potatoes?
6. The audience loved the movie cheered at the end and left happy and satisfied.
7. The Montinis have just put in a new. wooden deck.
8. He often said that people could either lead follow or get out of the way.
9. The little, brown house on Adams Street is for sale again.
10. Logging, cattle farming, and mining all pose a threat to the Amazon basin's rain forest.
11. Rita looked out on the playground saw the child fall and ran out to help him.
12. Thomas enjoys both hiking, and fishing.

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13. The man had a black, and blue bruise on his leg a cut on his forehead and a scratch on his hand.
14. Don't eat the food, don't drink the water, and don't breathe the air—then you'll be fine!
15. My dad put the new lamp in our dining room.
16. The spring beauty is a little pink and white flower that blooms in early March.
17. Alaska is the biggest state Rhode Island is the smallest and California has the most people.
18. The character was pictured as a rough-and-ready ornery, and argumentative frontiersman.
19. Her favorite vegetables are carrots, green beans, and zucchini.
20. Raymont was having a hard time choosing between the Toyota, and the Mercury, and the Pontiac.
21. They took a trip to Vermont to see the beautiful fall colors.
22. The woods echoed with the sounds of birds, insects, and different kinds of small mammals.
23. We went on the roller coaster, the Ferris wheel, and the bumper cars.
24. The strange bird we saw was yellow, and blue.
25. He had never been on an airplane a bus, or a train!
26. Wait in this line get your ticket and take it to the cashier.
27. My birthday was a cold and drizzly and miserable day.
28. He yelled that he was sick, and tired of the way they treated their cat.
29. The bus stopped in Dayton Springfield Columbus and Zanesville.
30. I presented my report, asked if there were any questions, and then turned the meeting over to the president.
31. It was so hot that we took off our shoes and socks hats and jackets.
32. The people of the community are its most valuable important resource.
33. The political candidate solicited money, bought TV time and ran newspaper ads, for his campaign.
34. The members of the Spanish Club always served ham and bean chicken and noodle and vegetable beef soups on election night.
35. The red, velvety coals from the campfire were glowing in the dark.
36. The long winding steep trail was the cause of a hot dusty and exhausting hike.
37. Teri wanted the small spotted puppy, but her sister liked the big golden retriever.
38. That new restaurant makes the juiciest, and tastiest, and biggest hamburgers in town.

Lesson 17

Subject Complements and Object Complements

Certain words in sentences complete the meaning of linking verbs. These words are called subject complements because they further identify or describe the subject. The linking verbs used in such sentences include all forms of the verb *be*, as well as the verbs *become*, *seem*, *remain*, *feel*, *taste*, *smell*, *appear*, *look*, *grow*, *stay*, and *sound*.

The two kinds of subject complements are predicate nominatives and predicate adjectives. A predicate nominative is a noun or pronoun that follows a linking verb and identifies or renames the subject.

Harold is our **quarterback**. (What word identifies Harold?)

Reggie Lee remains my **friend**. (What word identifies Reggie Lee?)

A predicate adjective is an adjective that follows a linking verb and describes the subject.

Her paintings look **mysterious**. (What word describes the paintings?)

The swimmer was **powerful**. (What word describes the swimmer?)

► **Exercise 1** Identify the italicized word(s) in the following sentences as either a predicate nominative, *P.N.*, or a predicate adjective, *P.A.*

P.A. The new car was *bright* and *shiny*.

- _____ 1. Mr. Kravitz may become our new science *teacher*.
- _____ 2. That object in the tree is a *pineapple*.
- _____ 3. That train robbery remains an unsolved *mystery*.
- _____ 4. This book on whales is a *gift* from my sister.
- _____ 5. Jayelle and Simon are the best *performers* in the play.
- _____ 6. These old apples smell *rotten*.
- _____ 7. Both Tanya and Rick seemed *cheerful* after the exam.
- _____ 8. Tika's favorite reptiles are *crocodiles*, *lizards*, and *turtles*.
- _____ 9. These pears don't appear *fresh*.
- _____ 10. The runners look *weary* but *triumphant*.
- _____ 11. Stella became *chairwoman* of the committee.
- _____ 12. The soaked and exhausted scouts looked *miserable*.
- _____ 13. Red, yellow, and blue are primary *colors*.
- _____ 14. The cut flowers looked *dry* and *lifeless*.
- _____ 15. My uncle has been *ill*.

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- _____ 16. The sculpture in the park remains his greatest *accomplishment*.
- _____ 17. First prize in the contest will be a *trip* to Grand Canyon.
- _____ 18. The runners felt *jubilant* after the race.
- _____ 19. Her orchard's main crops were *apples* and *cherries*.
- _____ 20. The Conways and the Hopes seem good *friends*.

Object complements are words that identify or describe a direct object in a sentence. They answer the question *what?* after a direct object in order to complete the meaning of the direct object. An object complement may be a noun, a pronoun, or an adjective.

The mayor appointed Ken **treasurer**. (Noun)
The dog considers the sofa **his**. (Pronoun)
Residents think the new structure **ugly**. (Adjective)

► Exercise 2 Draw one line under the direct object. Draw two lines under the object complement.

I find school elections good experience.

1. Our science club chose Gayle the chairperson.
2. Gayle considers astronomy the most compelling science.
3. We, on the other hand, consider her starstruck.
4. I, for example, find botany fascinating.
5. I named my science project "Fabulous Flowers."
6. Other club members call me silly.
7. I will make them botanists by next year.
8. My fellow members will never elect me president.
9. However, they may appoint me lowly notetaker.
10. Several scientists in the club make geology a priority.
11. They call earthquakes and volcanoes marvelous.
12. But then, they consider liquid lava an occasion for celebration.
13. Horace declared Mount Saint Helens his favorite volcano.
14. Of course, the chemistry fans think chemistry a treat.
15. They consider all test tubes theirs.
16. Lena and Ty will make chemistry their major.