Vocabulary and Latin Phrases integrated into the Core Knowledge Sequence

Grade Level or Special Area: Seventh Grade, Vocabulary and Latin Phrases
Written by: Rachelle Crawford, George Washington Academy, St. George, Utah
Length of Unit: This unit consists of five lessons (30 minutes each) that will be repeated for 11 weeks

I. ABSTRACT
This unit takes the vocabulary roots and Latin phrases from the Core Knowledge Sequence and teaches them using the seventh grade literature, history, science, music, art, and math. Students will use a notebook to organize the vocabulary and phrases. They will then use different activities to better understand each word or phrase. At the end of the week they will be tested on the words, using items from the knowledge they have acquired from all of the subjects taught in the Sequence. This unit is easier to teach towards the end of the year, after the students have been exposed to most of the knowledge.

II. OVERVIEW
A. Concept Objectives
   1. Students learn and use grade level vocabulary to increase understanding of the English language and be able to read fluently (Utah English/Language Arts Standard VI).
   2. Students will understand the use of Latin phrases that are commonly used in English speech and writing.

B. Content from the Core Knowledge Sequence
   1. Students should know the meaning of these Latin and Greek words that form common word roots and be able to give examples of English words that are based on them.
      a. ab, ad, amo, audio, auto, bene, circum, celer, chronos, cresco, cum, curro, demos, erro, ex, extra, facio, fero, fragilis, finis, homos, hyper, hypo, jacio, judex, juro, makros, malus, manus, morphe, neos, pan, pedis, polis, pro, pseudos, re, scribo, sentio, sequor, solvo, specto, strictus, sub, super, syn, tendo, teneo, trans, valeo, veno, voco, volvo, zoon, zoe
   2. Students should learn the meaning of the following Latin phrases that are commonly used in speech and writing.
      b. ad hoc, bona fides, carpe diem, caveat emptor, de facto, in extremis, in medias res, in toto, modus operandi, modus vivendi, persona non grata, prima facie, pro bono publico, pro forma, quid pro quo, requiescat in pace, sic transit gloria mundi, sine qua non, sub rosa

C. Skill Objectives
   1. Students use dictionaries to determine meanings of unknown words.
   2. Students illustrate vocabulary and phrases to show meaning.
   3. Students learn the spelling of words using Greek and Latin roots.
   4. Students demonstrate knowledge of seventh grade materials by using the words correctly in context.
   5. Students can identify at least one English word that comes from the Latin and Greek roots.

III. BACKGROUND KNOWLEDGE
A. For Teachers
1. Teachers need to be familiar with all of the seventh grade curriculum in the Core Knowledge Sequence.

B. 1. For Students (Identify topics introduced in previous units or grade levels that provide students with necessary prior knowledge.)
2. Students need to have covered the majority of the seventh grade curriculum in the Core Knowledge Sequence.

IV. RESOURCES
A. Every student needs a dictionary.
B. Realms of Gold Volume 2
C. The Call of the Wild by Jack London
D. Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson
E. Cyrano de Bergerac by Edmond Rostand
F. Diary of a Young Girl by Anne Frank

V. LESSONS

Lesson One: Introducing weekly vocabulary and Latin phrases

This lesson will be given each Monday, the words will change each week, but the lesson will remain the same.

A. Daily Objectives
   1. Concept Objective(s)
      a. Students learn and use grade level vocabulary to increase understanding of the English language and be able to read fluently (Utah English/Language Arts Standard VI).
      b. Students will understand the use of Latin phrases that are commonly used in English speech and writing.
   2. Lesson Content
      a. Recording vocabulary and phrases for week
      b. Students can identify at least one English word that comes from the Latin and Greek roots.
   3. Skill Objective(s)
      a. Students use dictionaries to determine meanings of unknown words.
      b. Students learn the spelling of words using Greek and Latin roots.
      c. Students can identify at least one English word that comes from the Latin and Greek roots.

B. Materials
   4. Composition Notebook for each student
   5. Dictionary for each student
   6. Copy of Appendix A for teacher reference
   7. Copy of Appendix B “week 1 vocabulary test, answer key” for teacher reference

C. Key Vocabulary
   1. See Appendix A for week one’s words and phrases.

D. Procedures/Activities
   1. Have the students open their composition notebook to the second page. Each student needs to fold the second page in half, forming two columns on that page. They should now have an open book where the left side has been divided into two columns and the right side is not folded.
2. The student needs to label the top of the left page with Vocabulary Week 1. The far left column needs to be labeled roots, the second column on the left page needs to be labeled vocabulary, and the right hand page needs to be labeled dictionary definition.

3. Each student needs to go to the first line and you need to have them write the first root, origin, and meaning. For example, have them write ab: Latin, away from Then every student moves to the right column and write the number 1. abdicate, then they go to the next line and write 2. abominable, next line 3. absence. Once all of the vocabulary words have been written then go with that root, go back to the left column and write the next root, follow this pattern until all of the roots and vocabulary has been written down. I like to spend time on how to spell the vocabulary words, because they will have to spell it correctly on Friday’s test. We break it into syllables and discuss why it is spelled the way it is (I use the Spalding rules for spelling in my discussion).

4. Once all of the roots and vocabulary are done I have the students write the foreign phrase for that week in column 1, with the definition right next to it.

5. The notebook should look like this:

<table>
<thead>
<tr>
<th>Vocabulary List 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roots</td>
</tr>
<tr>
<td>ab: Latin, away from</td>
</tr>
<tr>
<td>2. abominable</td>
</tr>
<tr>
<td>3. absence</td>
</tr>
<tr>
<td>ad: Latin to, forward</td>
</tr>
</tbody>
</table>

6. Each student then gets a dictionary and starts writing a complete definition for each vocabulary word on the right hand page.

E. Assessment/Evaluation
1. Check the notebook for completeness, give grade.
2. Optional- I grade the cursive in the notebook, it is a place where handwriting and neatness counts for me.

Lesson Two: Illustrating weekly vocabulary and Latin phrases
This lesson will be given each Tuesday, the words will change each week, but the lesson will remain the same.

A. Daily Objectives
1. Concept Objective(s)
   a. Students learn and use grade level vocabulary to increase understanding of the English language and be able to read fluently (Utah English/Language Arts Standard VI).
   b. Students will understand the use of Latin phrases that are commonly used in English speech and writing.

2. Lesson Content
   a. Illustrating vocabulary and phrases for the week.
   b. Reviewing vocabulary and phrases for the week.
   c. Reviewing spelling of vocabulary for the week.

3. Skill Objective(s).
   a. Students illustrate vocabulary and phrases to show meaning.
   b. Students review the spellings of words using Greek and Latin roots.

B. Materials
1. Composition Notebook for each student
2. Copy of Appendix A for teacher reference
3. Copy of Appendix B “week 1 vocabulary test, answer key” for teacher reference.
4. Copy of Appendix C for each student

C. **Key Vocabulary**
   1. Same vocabulary as Monday.

D. **Procedures/Activities**
   1. Have the students open their composition notebook to yesterday’s work. Spend just a couple of minutes reviewing the vocabulary and phrases, make sure they all have similar definitions.
   2. Pass out a copy of Appendix C to each student make sure you have enough boxes on each students copy for the amount of weekly vocabulary words. For example this week the students will need 13 boxes so you will need 3 copies of the page for each student. The students need to transfer the definitions from the notebook to the worksheet.
   3. When all of the definitions have been transferred then have the students draw a picture for each vocabulary word and phrase. It should be simple and something that can help them remember the word.
   4. If time permits I like to play a game, see Appendix D for a list of spelling and vocabulary games. My favorite one for today is Pictionary.

E. **Assessment/Evaluation**
   1. I wait and collect the worksheet on Friday for a grade. This way the students can continue to study off of the page all week and they will be better prepared for Friday’s test.

**Lesson Three: Defining weekly vocabulary and Latin phrases**

*This lesson will be given each Wednesday, the words will change each week, but the lesson will remain the same.*

A. **Daily Objectives**
   1. Concept Objective(s)
      a. Students learn and use grade level vocabulary to increase understanding of the English language and be able to read fluently (Utah English/Language Arts Standard VI).
      b. Students will understand the use of Latin phrases that are commonly used in English speech and writing.
   2. Lesson Content
      a. Defining vocabulary and phrases, in student’s own words for the week.
      b. Creating sentences using vocabulary and phrases for the week.
      c. Reviewing vocabulary and phrases for the week.
      d. Reviewing spelling of vocabulary for the week.
   3. Skill Objective(s).
      a. Students demonstrate knowledge of seventh grade materials by using the words correctly in context.
      b. Students review the spellings of words using Greek and Latin roots.

B. **Materials**
   1. Copy of Appendix A for teacher reference
   2. Copy of Appendix B “week 1 vocabulary test, answer key” for teacher reference.
   3. Copy of Appendix C for each student. Student’s use the same paper as yesterday.

C. **Key Vocabulary**
1. Same vocabulary as Monday.

D. Procedures/Activities
1. Have students get out their copy of Appendix C that was started yesterday. Discuss the dictionary definition of each word and help the student’s come up with 1-3 word definition that is in their own words. This will help them better understand the word and aid them in studying.
2. Using Appendix A give the students an idea of how the word might be used from something they studied this year. You can also refer to the Answer Key of the weekly test to get ideas. Have the students write a sentence using the word. I require them to write a sentence using the knowledge they have learned this year.
3. If time permits I like to play a game, see Appendix D for a list of spelling and vocabulary games.

E. Assessment/Evaluation
1. I wait and collect the worksheet on Friday for a grade. This way the students can continue to study off of the page all week and they will be better prepared for Friday’s test.

Lesson Four: Reviewing weekly vocabulary and Latin phrases
This lesson will be given each Thursday, the words will change each week, but the lesson will remain the same.

A. Daily Objectives
1. Concept Objective(s)
   a. Students learn and use grade level vocabulary to increase understanding of the English language and be able to read fluently (Utah English/Language Arts Standard VI).
   b. Students will understand the use of Latin phrases that are commonly used in English speech and writing.
2. Lesson Content
   a. Students review the meaning of vocabulary words using Greek and Latin roots and Latin phrases commonly used in English.
   b. Students review the spellings of words using Greek and Latin roots.
3. Skill Objective(s).
   a. Students learn the spellings of words using Greek and Latin roots.
   b. Students can identify at least one English word that comes from the Latin and Greek roots.

B. Materials
1. Copy of Appendix A for teacher reference
2. Copy of Appendix B “week 1 vocabulary test, answer key” for teacher reference.

C. Key Vocabulary
1. Same vocabulary as Monday.

D. Procedures/Activities
1. Since the worksheet is complete and students have spent three days working on meanings and spellings this is a review day. If time permits I play a game one of the games found in Appendix D.

E. Assessment/Evaluation
1. I wait and collect the worksheet on Friday for a grade. This way the students can continue to study off of the page all week and they will be better prepared for Friday’s test.
Lesson Five: Test of weekly vocabulary and Latin phrases

This lesson will be given each Thursday, the words will change each week, but the lesson will remain the same.

A. Daily Objectives
   1. Concept Objective(s)
      a. Students learn and use grade level vocabulary to increase understanding of the English language and be able to read fluently (Utah English/Language Arts Standard VI).
      b. Students will understand the use of Latin phrases that are commonly used in English speech and writing.
   2. Lesson Content
      c. Students are tested on the meaning of vocabulary words using Greek and Latin roots and Latin phrases commonly used in English.
      d. Students are tested on the spellings of words using Greek and Latin roots.
   3. Skill Objective(s).
      a. Students spell the words that have Greek and Latin roots.
      b. Students can identify the meanings of English words that come from the Latin and Greek roots.
      c. Students demonstrate knowledge of seventh grade materials by using the words correctly in context.

B. Materials
   1. Copy of Appendix B “week 1 vocabulary test” for each student.
   2. Copy of Appendix B “week 1 vocabulary test, answer key” for the teacher to use while grading.

C. Procedures/Activities
   1. Before collecting Appendix C paper for grading, review vocabulary, phrases, and spelling one last time.
   2. Pass out the student tests and allow them time to complete. Remind them that they can change the form of the word on page 2 of the test, so the sentence is grammatically correct. When I grade I do not mark the answer wrong if they don’t change the word, but I try to help them understand how to do it correctly next time.

D. Assessment/Evaluation
   1. Grade the Appendix C worksheet.
   2. Grade the Test.

VI. Handouts/Worksheets
   A. Appendix A Roots, Vocabulary, and Latin Phrases to be used each week
   B. Appendix B Weekly Vocabulary, and Latin Phrases Tests and Answer Keys
   C. Appendix C Weekly worksheet to be used for Vocabulary and Latin Phrases
   D. Appendix D Spelling and Vocabulary games
I. BIBLIOGRAPHY
A. Core Knowledge Sequence, Copyright 1998 Core Knowledge Foundation, ISBN 1-890517-20-8
## Appendix A

### Vocabulary for Week 1
- ab - abdicate (Russian revolution)
- abominable (Dr. J & Mr. Hyde p20)
- absence (Dr. J & Mr. Hyde p.9)
- ad - adverb (English grammar)
- adjective (English grammar)
- amo - amorous (The Gift of the Magi)
- audio - audience (Cyrano de Bergerac)
- auto - automobile (1920s Henry Ford)
- autocracy (Russian Revolution)
- autograph (Dr. J & Mr. Hyde p32)
- bene - benefactor (Dr. J & Mr. Hyde p.9)

**Latin Phrase for week 1**
- sub rosa (The Gift of the Magi)

### Vocabulary for Week 2
- circum - circumference (Math)
- circulation (Dr. J & Mr. Hyde p40)
- circled (Call of the Wild p72)
- celer - celerity (Call of the Wild)
- accelerate (Secret Life of Walter Mitty)
- accelerando (Music terms)
- chronos - chronological (History of Earth)
- chronic (Secret Life of Walter Mitty)
- cresco - crescendo (Music term)
- decrescendo (Music term)
- cum - accumulate (Diary of Anne Frank)
-cumbersome (Call of the Wild)

**Latin Phrase for week 2**
- carpe diem

### Vocabulary for Week 3
- curro - cursive/ English (Writing)
- demos - demographic (Geography)
- democracy (Russian Revolution)
- erro - erratic (Secret Life of Walter Mitty)
- error (Dr. J and Mr. Hyde)
- ex - extinction (Evolution)
- exclusion (Dr. J & Mr. Hyde p36)
- extra - extravagant (The Necklace)
- extraordinary (Call of the Wild)
- facio - facsimile (1920s production)
- effect (Tell-Tale Heart)

**Latin Phrase for week 3**
- persona non grata (Dr. Jekyll and Mr. Hyde)

### Vocabulary for Week 4
- fero - fertile/soil (Geography)
- ferry (WWII transportation)
- confer (government)
- fragilis - fragile (The Necklace clasp)
- fragment (war, shrapnel)
- frail (Call of the Wild/ Mercedes)
- finis - finish (war/fighting)
- finite (Prohibition)
- homos - homonym/ English (grammar)
- homogenous (WWII)
- hyper - hypersensitive (Diary of Anne Frank)

**Latin Phrase for week 4**
- in extremis (The Call of the Wild)
- in medias res (The Call of the Wild)

### Vocabulary for Week 5
- hypo - hypothesis (Science)
- jacio - projector (1920 movies)
- reject (artists)
- interjections (English)
- judex - judge (1920s, The Monkey Trials)
- prejudice (1920 KKK)
- juro - jury (1920s, The Monkey Trials)
- judicial (parts of government)
- makros - macrocosm (Science/ Earth)
- malus - malice (Call of The Wild, Spitz)
- dismal (Diary of Anne Frank)

**Latin Phrase for week 5**
- in toto (WWII after Pearl Harbor)
- modus operandi (Diary of Anne Frank)

### Vocabulary for Week 6
- manus - manufacture/1920s factories
- manuscript (English/handwriting)
- manual (Dust Bowl farmers)
- morphe - morphology (vocabulary)
- metamorphosis (Evolution)
- neos - neoclassic (music)
- neology (vocabulary)
- pan - Pangaea (History of Earth)
- pandemonium (Call of the Wild)
- pedis - pedal (WWII/Jews and bikes)
- biped (Evolution)

**Latin Phrase for week 6**
- modus Vivendi (Diary of Anne Frank)
Appendix A

Vocabulary for Week 7

polis - metropolis (US Geography)
- politics (Government)
pro - production (1920s factories)
- progress (1920s)
pseudos - pseudonym (Dr. J and Mr. H)
re - reaction (Chemical bonds & Reactions)
- reduction (Chemical bonds & Reactions)
- reflected (Dr. J & Mr. Hyde p24)
scribo - scribe (Cyrano de Bergerac)
- script/ English (Writing)
- scripture (Jewish people)
- scribbler (Cyrano de Bergerac Act II, poets)
- proscribe (WWII, Jews forbidden)

Latin Phrase for week 7
quid pro quo (The Gift of the Magi)
Requiescat in Pace (Annabelle Lee)

Vocabulary for Week 8

sentio - sensible (The Necklace)
- sentry (war)
sequor - sequel
- sequence (WWII, bombing)
solvo - solution (Chemical bonds & Reactions)
- dissolve (Chemical bonds & Reactions)
- solvent (Chemical bonds & Reactions)
specto - spectator (Cyrano de Bergerac)
- speculate (Stock Market)
- perspective (The Necklace)

Latin Phrase for week 8
ad hoc
caveat emptor (Call of the Wild)
pro forma (The Necklace)

Vocabulary for Week 9

strictus - constricted (War)
- strict (Prohibition)
sub - subhuman/WWII Jews
subject (WWII Hitler subject the Jews)
- subway (NYC geography)
- subdue (WWII concentration camps)
super - supreme (Russian Revolution, Tsar)
- superpower (America as a World Power)
- superfluous (Anne Frank)
syn - synonym (English grammar)
- syncopate (Music)
- synchronize (WWII D-day invasion)

Latin Phrase for week 9
bona fides (stock market)
de facto (WWII, concentration camps)

Vocabulary for Week 10

tendo - tension (Diary of Anne Frank)
- intense (war)
- detention (Japanese internment camps)
teneo - contain (internment & concentration camps)
- content (Call of the Wild, Buck at end)
trans - transatlantic/ 1920s Charles Lindberg
- transfer (concentration camp)
valeo - prevail (war)
- valiant (war)

Latin Phrase for week 10
prima facie (WW II)
sic transit gloria mundi (WW II)

Vocabulary for Week 11

venio - convene (United Nations)
- intervene (Diary of Anne Frank)
- event (War)
voco - vocal (FDR vocal for people)
- voice (Writing traits)
Volvo - revolution/ Russian Revolution
- evolution/ Evolution
zoon, zoe – protozoa/Evolution

Latin Phrase for week 11
in terrorem (Shooting an Elephant)
in saecula saeculorum (Shooting an Elephant)

2008 Core Knowledge, Integrating Vocabulary and Latin Phrases into the Core Knowledge Sequence, R. Crawford
Vocabulary Quiz #1

<table>
<thead>
<tr>
<th>Root</th>
<th>Origin</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>bene</td>
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<tr>
<td>sub rosa</td>
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</tbody>
</table>

Vocabulary List

1. all who attend a show/a formal interview
2. a passenger car
3. hateful or horrible
4. signature
5. it modifies a noun
6. absolute rule by a single person
7. being away from a place
8. those who benefit from someone else
9. to give up a claim
10. it modifies verbs, adjectives, & adverbs
11. loving
12. a book written about your own life
Appendix B

Vocabulary Quiz #1 continued

Fill in the blanks with the vocabulary words on the list. You may change the tense of the word to make the sentence grammatically correct.

1. I will be part of the ____________ when I go to see Cyrano de Bergerac.

2. In 1916 an ________________ , designed by Henry Ford, cost $360.

3. Mr. Utterson and his secretary compared the ______________ of Dr. Jekyll and Mr. Hyde.

4. Czar Nicholas tried to _________________ his throne to his brother.

5. Mr. Hyde is an ________________person.

6. In the case of Dr. Jekyll’s disappearance or unexplained ________________ all of his possessions are to pass into the hands of his friend and ________________ Edward Hyde.

7. Before the Russian Revolution the country was ruled by an ________________ form of government.

8. The Diary of Anne Frank is an ________________.

9. In The Gift of the Magi Della and Jim’s gift giving was very ________________.

10. All of Della and Jim’s shopping was done ________________.

Use the following sentence to answer questions 10 and 11.

Della quickly cut of her long hair in order to make enough money to buy Jim a present.

11. Quickly is being used as an ________________.

12. Long is being used as an ________________.
Appendix B

Answer Key

Vocabulary Quiz #1

<table>
<thead>
<tr>
<th>Root</th>
<th>Origin</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ab</td>
<td>Latin</td>
<td>away from</td>
</tr>
<tr>
<td>ad</td>
<td>Latin</td>
<td>to, forward</td>
</tr>
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<td>amo</td>
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<td>audio</td>
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<td>bene</td>
<td>Latin</td>
<td>good, well</td>
</tr>
<tr>
<td>sub rosa</td>
<td>Latin</td>
<td>secretly</td>
</tr>
</tbody>
</table>

Vocabulary List

I ___ 1. abdicate   A. all who attend a show/ a formal interview
C ___ 2. abominable  B. a passenger car
G ___ 3. absence    C. hateful or horrible
J ___ 4. adverb      D. signature
E ___ 5. adjective    E. it modifies a noun
K ___ 6. amorous     F. absolute rule by a single person
A ___ 7. audience    G. being away from a place
B ___ 8. automobile   H. those who benefit from someone else
F ___ 9. autocracy    I. to give up a claim
L ___ 10. autobiography J. it modifies verbs, adjectives, & adverbs
D ___ 11. autograph   K. loving
H ___ 12. benefactor  L. a book written about your own life
Appendix B

Answer Key

Vocabulary Quiz #1

Fill in the blanks with the vocabulary words on the list. You may change the tense of the word to make the sentence grammatically correct.

1. I will be part of the __audience____ when I go to see Cyrano de Bergerac.

2. In 1916 an ____automobile____, designed by Henry Ford, cost $360.

3. Mr. Utterson and his secretary compared the ___autograph__ of Dr. Jekyll and Mr. Hyde.

4. Czar Nicholas tried to _____abdicate_____ his throne to his brother.

5. Mr. Hyde is an ____abominable______ person.

6. In the case of Dr. Jekyll’s disappearance or unexplained ___absence_____ all of his possessions are to pass into the hands of his friend and ____benefactor____ Edward Hyde.

7. Before the Russian Revolution the country was ruled by an ____autocratic______ form of government.

8. The Diary of Anne Frank is an ___autobiography______.

9. In The Gift of The Magi Della and Jim’s gift giving was very ____amorous______.

10. All of Della and Jim’s shopping was done ___sub rosa________.

Use the following sentence to answer questions 10 and 11.

_Della quickly cut of her long hair in order to make enough money to buy Jim a present._

11. Quickly is being used as an ___adverb______.

11. Long is being used as an ______ adjective____.
Appendix B

Name___________________ Date _________  Score________

Vocabulary Quiz #2

<table>
<thead>
<tr>
<th>Root</th>
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<th>Meaning</th>
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<td>celer</td>
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<td>chronus</td>
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<td>cresco</td>
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<tr>
<td>cum</td>
<td>______</td>
<td>______</td>
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<tr>
<td>carpe diem</td>
<td>______</td>
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</tbody>
</table>

Vocabulary List

____1.   A. to play the music louder
____2.   B. habitually, continually happening
____3.   C. to move around freely as in blood through the veins.
____4.   D. to play the music quietly
____5.   E. to get faster
____6.   F. a fixed order of events
____7.   G. to revolve or move in a circle
____8.   H. to amass, gather up, or compile
____9.   I. the perimeter of a circle
_____10.  J. quickness of action
_____11.  K. Playing the music faster
_____12.  L. unwieldy, difficult to maneuver because of size or shape; awkward
Appendix B

Vocabulary Quiz #2 continued

Fill in the blanks with the vocabulary words on the list. You may change the tense of the word to make the sentence grammatically correct.

1. When Mercedes, Hal, and Charles packed the sled it looked very __________________ to pull.

2. Buck went after Spitz with great ____________________.

3. “Buck _________________ just beyond the range of the club, snarling with bitterness and rage….”

4. Walter Mitty had a tendency to __________________________ in his car.

5. Walter Mitty had ______________________ daydreams that didn’t allow him to function normally.

6. When the sheet music tells you to play while gradually getting louder, the music has a ______________________ sign.

7. When the sheet music tells you to play while gradually getting softer, the music has a ______________________ sign.

8. When the sheet music tells you to play gradually get faster, then you need to ____________________________.

9. Another word for the __________________________ of a circle is perimeter.

10. “You stay too much indoors,” said Mr. Utterson. “You should be out, whipping up the ___________________ like Mr. Enfield.”

11. Scientists have organized the earth’s history into four ____________________ eras.

12. The Frank family had to ____________________________ a lot of materials before they went into hiding.

13. ____________________________ is another way to say, enjoy every moment and get the most out of life.
Appendix B

Answer Key

Vocabulary Quiz #2

<table>
<thead>
<tr>
<th>Root</th>
<th>Origin</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>circum</td>
<td>Latin</td>
<td>around</td>
</tr>
<tr>
<td>celer</td>
<td>Latin</td>
<td>swift</td>
</tr>
<tr>
<td>chronus</td>
<td>Greek</td>
<td>time</td>
</tr>
<tr>
<td>cresco</td>
<td>Latin</td>
<td>grow</td>
</tr>
<tr>
<td>cum</td>
<td>Latin</td>
<td>with</td>
</tr>
<tr>
<td>carpe diem</td>
<td>Latin</td>
<td>seize the day</td>
</tr>
</tbody>
</table>

Vocabulary List

I ___ 1. circumference  A. to play the music louder
C ___ 2. circulation  B. habitually, continually happening
G ___ 3. circled  C. to move around freely as in blood through the veins.
J ___ 4. celerity  D. to play the music quietly
E ___ 5. accelerate  E. to get faster
K ___ 6. accelerando  F. a fixed order of events
F ___ 7. chronological  G. to revolve or move in a circle
B ___ 8. chronic  H. to amass, gather up, or compile
A ___ 9. crescendo  I. the perimeter of a circle
D ___ 10. decrescendo  J. quickness of action
H ___ 11. accumulate  K. Playing the music faster
L ___ 12. cumbersome  L. unwieldy, difficult to maneuver because of size or shape; awkward
Appendix B

Answer Key

Vocabulary Quiz #2

Fill in the blanks with the vocabulary words on the list. You may change the tense of the word to make the sentence grammatically correct.

1. When Mercedes, Hal, and Charles packed the sled it looked very __cumbersome_____ to pull.

2. Buck went after Spitz with great ____celerity_____________.

3. “Buck __circled_______ just beyond the range of the club, snarling with bitterness and rage…."

4. Walter Mitty had a tendency to ______accelerate___________ in his car.

5. Walter Mitty had ____chronic_____________ daydreams that didn’t allow him to function normally.

6. When the sheet music tells you to play while gradually getting louder, the music has a _____crescendo____________ sign.

7. When the sheet music tells you to play while gradually getting softer, the music has a ____decrescendo____________ sign.

8. When the sheet music tells you to play gradually get faster, then you need to _____accelerando__________.

9. Another word for the ____circumference___________ of a circle is perimeter.

10. “You stay too much indoors,” said Mr. Utterson. “You should be out, whipping up your __circulation_____ like Mr. Enfield.”

11. Scientists have organized the earth’s history into four ____chronological_____ eras.

12. The Frank family had to ___accumulate____________ a lot of materials before they went into hiding.

13. ____Carpe diem_____________ is another way to say, enjoy every moment and get the most out of life.
Appendix B

Name___________________ Date _________  Score________

Vocabulary Quiz #3

<table>
<thead>
<tr>
<th>Root</th>
<th>Origin</th>
<th>Meaning</th>
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<tbody>
<tr>
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<td>_______________________________________________________________________</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>demos</td>
<td>_______________________________________________________________________</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>erro</td>
<td>_______________________________________________________________________</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>ex</td>
<td>_______________________________________________________________________</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>extra</td>
<td>_______________________________________________________________________</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>facio</td>
<td>_______________________________________________________________________</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>persona non grata</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Vocabulary List

_____1. A. political control that is shared by the people
_____2. B. a mistake
_____3. C. to put out or leave out
_____4. D. unusual, out of the ordinary
_____5. E. something brought about, influence
_____6. F. a handwriting where the letters are connected
_____7. G. a reproduction
_____8. H. extra spending
_____9. I. no longer in existence
_____10. J. deviating from the expected
_____11. K. the study of vital & social statistics in a population
Appendix B

Vocabulary Quiz #3 Continued

Use your vocabulary words to fill in the blanks. You may change the form of the word in order to make the sentence grammatically correct.

1. All of the dinosaurs have gone into _________________.
2. Our government is set up to be a ________________, Russia was set up to be an autocracy.
3. When Dr. Jekyll ordered supplies from the pharmacy, they made an ________________ with the quality of supplies of they sent.
4. Mr. Hyde was not a very good person to be around, he was a _________________________.
5. When Utterson returned home he sat down and wrote to Jekyll complaining of his ________________ from the house and asked the cause of this unhappy break with Lanyon.
6. When you were in third grade you learned to write in _________________.
7. After the 2010 census we will have a better understanding of our local ___________________.
8. Madame Loisel had very ________________ taste, which is why she was never satisfied with her lot in life.
9. After Buck was able to pull the heavy sled and won the bet, everyone agreed that he was an ________________ dog.
10. The __________ of the old man’s evil eye looking at the narrator is what ‘caused’ him to be killed in the story “The Tell-Tale Heart.”
11. During art class I made a ________________ of the painting, The Boating Party, by Mary Cassatt.
12. While Walter Mitty was driving his car and thinking he was an airplane pilot, his driving was very _________________.

Appendix B

Answer Key

Vocabulary Quiz #3

<table>
<thead>
<tr>
<th>Root</th>
<th>Origin</th>
<th>Meaning</th>
</tr>
</thead>
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<tr>
<td>curro</td>
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<td>run</td>
</tr>
<tr>
<td>demos</td>
<td>Greek</td>
<td>people</td>
</tr>
<tr>
<td>erro</td>
<td>Latin</td>
<td>wander, stray</td>
</tr>
<tr>
<td>ex</td>
<td>Latin</td>
<td>from, out of</td>
</tr>
<tr>
<td>extra</td>
<td>Latin</td>
<td>outside</td>
</tr>
<tr>
<td>facio</td>
<td>Latin</td>
<td>make</td>
</tr>
<tr>
<td>persona non grata</td>
<td>Latin</td>
<td>an unacceptable person</td>
</tr>
</tbody>
</table>

Vocabulary List

1. cursive  A. political control that is shared by the people
2. demographic  B. a mistake
3. democracy  C. to put out or leave out
4. erratic  D. unusual, out of the ordinary
5. error  E. something brought about, influence
6. extinction  F. a handwriting where the letters are connected
7. exclusion  G. a reproduction
8. extravagant  H. extra spending
9. extraordinary  I. no longer in existence
10. facsimile  J. deviating from the expected
11. effect  K. the study of vital & social statistics in a population
Appendix B

Answer Key

Vocabulary Quiz #3

Use your vocabulary words to fill in the blanks. You may change the form of the word in order to make the sentence grammatically correct.

1. All of the dinosaurs have gone into __extinction________
2. Our government is set up to be a ___democracy_____, Russia was set up to be an autocracy
3. When Dr. Jekyll ordered supplies from the pharmacy, they made an ______error_________ with the quality of supplies of they sent.
4. Mr. Hyde was not a very good person to be around, he was a ___________persona non grata__________________ .
5. When Utterson returned home he sat down and wrote to Jekyll complaining of his __exclusion________ from the house and asked the cause of this unhappy break with Lanyon.
6. When you were in third grade you learned to write in _____cursive____ .
7. After the 2010 census we will have a better understanding of our local _____demographics________.
8. Madame Loisel had very ___extravagant__ taste, which is why she was never satisfied with her lot in life.
9. After Buck was able to pull the heavy sled and won the bet, everyone agreed that he was an ______extraordinary_____ dog.
10. The _effect___ of the old man’s evil eye looking at the narrator is what ‘caused’ him to be killed in the story “The Tell-Tale Heart.”
11. During art class I made a _____facsimile_____ of the painting, The Boating Party, by Mary Cassatt.
12. While Walter Mitty was driving his car and thinking he was an airplane pilot, his driving was very _____erratically__ .
Appendix B

Vocabulary Quiz #4

<table>
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<th>Origin</th>
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</thead>
<tbody>
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<td></td>
<td></td>
</tr>
<tr>
<td>fragilis</td>
<td></td>
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</tr>
<tr>
<td>finis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>homos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hyper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in extremis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in medias res</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Vocabulary List

1. A. to meet for discussion
2. B. words that sound the same, but differ in meaning and/or spelling
3. C. similar kind or type, uniform
4. D. the end or conclusion
5. E. a part or piece
6. F. to convey things by boat or aircraft
7. G. excessively tense or delicate
8. H. having limits that are clearly defined
9. I. easily damaged, feeble or weak
10. J. easily damaged, delicate
11. K. productive, rich in natural resources
Appendix B

Vocabulary Quiz #4 continued

Use your vocabulary words to fill in the blanks. You may change the form of the word in order to make the sentence grammatically correct.

1. A _____________________ of a bullet lodged in Vladimir Lenin’s neck.
2. Prohibition had very _____________________ limits.
3. On the morning of D-Day the army used boats to _____________________
   the soldiers to the beaches of Normandy.
4. When we _____________________ fighting in Europe, we still had to
   continue fighting against the Japanese.
5. The Frank family had to be _____________________ about making
   noises during the day while the business was open below them.
6. Many of the Jews became _____________________ at the concentration
   camp, because they were forced to work so hard.
7. Hitler believed that all the people should be _____________________
   of the Aryan race.
8. The Generals had to get together often in order to _____________________
   about the troop movements.
9. There, their, and there are examples of _____________________.
10. Mercedes thought she was _____________________, which is why she
    insisted on riding the sled.
11. Whenever there was a dog fight Buck was very involved, in other words he
    was _____________________.
12. When Buck was trying to save John Thornton from the river, John was
    _____________________.
13. The Midwest has very _____________________ soil, that is why the corn
    and wheat belt are there.
Appendix B

Answer Key

Vocabulary Quiz #4

<table>
<thead>
<tr>
<th>Root</th>
<th>Origin</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>fero</td>
<td>Latin</td>
<td>bring, bear</td>
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<td>fragilis</td>
<td>Latin</td>
<td>breakable</td>
</tr>
<tr>
<td>finis</td>
<td>Latin</td>
<td>end</td>
</tr>
<tr>
<td>homos</td>
<td>Greek</td>
<td>same</td>
</tr>
<tr>
<td>hyper</td>
<td>Greek</td>
<td>over, beyond</td>
</tr>
<tr>
<td>in extremis</td>
<td>Latin</td>
<td>in extreme circumstances</td>
</tr>
<tr>
<td>in medias res</td>
<td>Latin</td>
<td>in the midst of things</td>
</tr>
</tbody>
</table>

Vocabulary List

K____1. fertile  A. to meet for discussion
F____2. ferry  B. words that sound the same, but differ in meaning and/or spelling
A____3. confer  C. similar kind or type, uniform
J ____4. fragile  D. the end or conclusion
E____5. fragment  E. a part or piece
I_____6. frail  F. to convey things by boat or aircraft
D____7. finish  G. excessively tense or delicate
H____8. finite  H. having limits that are clearly defined
C____9. homogeneous  I. easily damaged, feeble or weak
B____10. homonym  J. easily damaged, delicate
G____11. hypersensitive  K. productive, rich in natural resources
Appendix B

Answer Key #4 continued

Use your vocabulary words to fill in the blanks. You may change the form of the word in order to make the sentence grammatically correct

1. A _____ fragment _______ of a bullet lodged in Vladimir Lenin’s neck.
2. Prohibition had very _____ finite __________ limits.
3. On the morning of D-Day the army used boats to ____ ferry ____________ the soldiers to the beaches of Normandy.
4. When we ___ finished ______ fighting in Europe, we still had to continue fighting against the Japanese.
5. The Frank family had to be ____ hypersensitive ______ about making noises during the day while the business was open below them.
6. Many of the Jews became _____ frail _____________ at the concentration camp, because they were forced to work so hard.
7. Hitler believed that all the people should be ____ homogeneous ____________ of the Aryan race.
8. The Generals had to get together often in order to _____ confer ___________ about the troop movements.
9. There, their, and there are examples of ______ homonyms ______________.
10. Mercedes thought she was _____ fragile ______, which is why she insisted on riding the sled.
11. Whenever there was a dog fight Buck was very involved, in other words he was ______ in media res ____________________.
12. When Buck was trying to save John Thornton from the river, John was __________ in extremis ____________________.
13. The Midwest has very ____ fertile __________ soil, that is why the corn and wheat belt are there.
Vocabulary Quiz #5

<table>
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<th>Origin</th>
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<td></td>
<td></td>
</tr>
<tr>
<td>jacio</td>
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<td>juro</td>
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<td>makros</td>
<td></td>
<td></td>
</tr>
<tr>
<td>malus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in toto</td>
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</tr>
<tr>
<td>modus operandi</td>
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</table>

Vocabulary List

1. A. opinion founded on bias
2. B. desire to deliberately harm
3. C. a guess
4. D. dreary, bleak
5. E. a group that makes a decision
6. F. one that has been rejected
7. G. form an opinion/ make a decision
8. H. an object that sends a picture onto another surface
9. I. the universe
10. J. a word/phrase that shows emotion
11. K. relating to a court of law
Appendix B

Vocabulary Quiz #5 continued

Use your vocabulary words to fill in the blanks. You may change the form of the word in order to make the sentence grammatically correct.

1. Steamboat Willie was the first animated movie shown using a __________________________.

2. In the Monkey trials the lawyers had to make their arguments to the __________________________, but the __________________________ listened to everything the lawyers said.

3. Many of the impressionists had their artwork stamped with __________________________, when they tried to show their artwork in the galleries.

4. Our government is divided into three branches, the executive branch, the __________________________ branch and the legislative branch.

5. The KKK was very __________________________ against the black people.

6. Spitz showed a lot of __________________________ towards Buck in *The Call of the Wild*.

7. When planning an experiment in science, you start by making a __________________________, which is an educated guess.

8. The Generals that planned the invasion at Normandy had a __________________________ __________________________ for the troops to follow.

9. Being trapped in a small amount of space was a __________________________ experience for Anne in the Diary of Anne Frank.

10. After the bombing of Pearl Harbor the Japanese-Americans were gathered __________________________ and put in internment camps.

11. Wow! Ouch! Cool! These are just three __________________________.

12. We live in the __________________________ called the Milky Way.
## Appendix B

### Answer Key

### Vocabulary Quiz #5

<table>
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<tr>
<th>Root</th>
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<td>Greek</td>
<td>under, beneath</td>
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<td>Latin</td>
<td>throw</td>
</tr>
<tr>
<td>judex</td>
<td>Latin</td>
<td>judge</td>
</tr>
<tr>
<td>juro</td>
<td>Latin</td>
<td>swear</td>
</tr>
<tr>
<td>macros</td>
<td>Greek</td>
<td>long, large</td>
</tr>
<tr>
<td>malus</td>
<td>Latin</td>
<td>bad</td>
</tr>
<tr>
<td>in toto</td>
<td>Latin</td>
<td>altogether, entirely</td>
</tr>
<tr>
<td>modus operandi</td>
<td>Latin</td>
<td>a method or procedure</td>
</tr>
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</table>

### Vocabulary List

<p>| | | | | | | | | | |</p>
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<th></th>
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<tbody>
<tr>
<td>C</td>
<td>1. hypothesis</td>
<td>A. opinion founded on bias</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>2. projector</td>
<td>B. desire to deliberately harm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>3. reject</td>
<td>C. a guess</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J</td>
<td>4. interjections</td>
<td>D. dreary, bleak</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>G</td>
<td>5. judge</td>
<td>E. a group that makes a decision</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>A</td>
<td>6. prejudice</td>
<td>F. one that has been rejected</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>7. jury</td>
<td>G. form an opinion/ make a decision</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>8. judicial</td>
<td>H. an object that sends a picture onto another surface</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>9. macrocosm</td>
<td>I. the universe</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>10. malice</td>
<td>J. a word/phrase that shows emotion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>11. dismal</td>
<td>K. relating to a court of law</td>
<td></td>
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</table>
Appendix B

Answer Key

Vocabulary Quiz #5 continued

Use your vocabulary words to fill in the blanks. You may change the form of the word in order to make the sentence grammatically correct.

1. Steamboat Willie was the first animated movie shown using a ______ projector _______.
2. In the Monkey trials the lawyers had to make their arguments to the ________ judge __________________, but the ________ jury ________ listened to everything the lawyers said.
3. Many of the impressionists had their artwork stamped with ______ reject _______, when they tried to show their artwork in the galleries.
4. Our government is divided into three branches, the executive branch, the _______ judicial ________ branch and the legislative branch.
5. The KKK was very ______ prejudiced ________ against the black people.
6. Spitz showed a lot of ______ malice ________ towards Buck in The Call of the Wild.
7. When planning an experiment in science, you start by making a ______ hypothesis ________, which is an educated guess.
8. The Generals that planned the invasion at Normandy had a ______ modus operandi ________ for the troops to follow.
9. Being trapped in a small amount of space was a ______ dismal ________ experience for Anne in the Diary of Anne Frank.
10. After the bombing of Pearl Harbor the Japanese-Americans were gathered ______ in toto ________ and put in internment camps.
11. Wow! Ouch! Cool! These are just three ______ interjections ________.
12. We live in the ______ macrocosm ________ called the Milky Way.
### Vocabulary Quiz #6

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<thead>
<tr>
<th>Root</th>
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<th>Meaning</th>
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<td>___________________________</td>
</tr>
<tr>
<td>morphe</td>
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<td>___________________________</td>
</tr>
<tr>
<td>neos</td>
<td></td>
<td>___________________________</td>
</tr>
<tr>
<td>pan</td>
<td></td>
<td>___________________________</td>
</tr>
<tr>
<td>pedis</td>
<td></td>
<td>___________________________</td>
</tr>
<tr>
<td>modus vivendi</td>
<td></td>
<td>___________________________</td>
</tr>
<tr>
<td>pro bono publico</td>
<td></td>
<td>___________________________</td>
</tr>
<tr>
<td>sine qua non</td>
<td></td>
<td>___________________________</td>
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</tbody>
</table>

**Vocabulary List**

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________
9. ____________
10. ____________
11. ____________

- **A.** work performed by hand
- **B.** an animal with two feet
- **C.** a small pad for the foot used on a bicycle
- **D.** to assemble by hand or with machinery
- **E.** text written by hand/unpublished text
- **F.** noisy confusion
- **G.** the study of the forming of words
- **H.** when the earth was all one continent
- **I.** a transformation, typically miraculous
- **J.** a new word
- **K.** classical music or literature
Appendix B

Vocabulary Quiz #6 continued

Use your vocabulary words to fill in the blanks. You may change the form of the word in order to make the sentence grammatically correct.

1. The farmers in Oklahoma were considered _______________ laborers.
2. During wartime many women got jobs in factories, they were helping to _______________ the needed war supplies.
3. Charles Darwin spent time studying the birds on the Galapagos Islands, these animals are considered _______________.
4. When a caterpillar changes to a butterfly this is considered _______________ not evolution.
5. Before the Diary of Anne Frank was published it was still in _______________ form.
6. After the Jews had to turn in their bicycles during the Holocaust, they missed _______________ around town. (the word needs to end in –ing)
7. While the Franks were in hiding they had to do without many things, but food was _______________.
8. Sometimes the Franks, the Van Daams, and Mr. Dussel had a hard time getting along, a phrase that describes this is _______________.
9. When the wild dogs broke into the camp, it was complete _______________.
10. Cyrano de Bergerac is an example of _______________ literature.
11. When Cyrano made up this phrase describing his nose, “When it bleeds, ‘tis the Red Sea,” that was an example of _______________.
12. If somebody studies the forming of words then they are a _______________. (change the form of the word so it ends in –ologist)
13. Many people thought that the Monkey Trial was being done _______________.
14. Before the land broke apart into the seven continents it is referred to as _______________.
## Appendix B

### Answer Key

### Vocabulary Quiz #6

<table>
<thead>
<tr>
<th>Root</th>
<th>Origin</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>manus</td>
<td>Latin</td>
<td>Hand</td>
</tr>
<tr>
<td>morphe</td>
<td>Greek</td>
<td>Form</td>
</tr>
<tr>
<td>neos</td>
<td>Greek</td>
<td>new</td>
</tr>
<tr>
<td>pan</td>
<td>Greek</td>
<td>all</td>
</tr>
<tr>
<td>pedis</td>
<td>Latin</td>
<td>foot</td>
</tr>
<tr>
<td>modus vivendi</td>
<td>Latin</td>
<td>a way of living, getting along</td>
</tr>
<tr>
<td>pro bono publico</td>
<td>Latin</td>
<td>for the public good</td>
</tr>
<tr>
<td>sine qua non</td>
<td>Latin</td>
<td>something absolutely indispensable</td>
</tr>
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</table>

### Vocabulary List

<table>
<thead>
<tr>
<th>Letter</th>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>1. manufacture</td>
<td>A. work performed by hand</td>
</tr>
<tr>
<td>E</td>
<td>2. manuscript</td>
<td>B. an animal with two feet</td>
</tr>
<tr>
<td>A</td>
<td>3. manual</td>
<td>C. a small pad for the foot used on a bicycle</td>
</tr>
<tr>
<td>G</td>
<td>4. morphology</td>
<td>D. to assemble by hand or with machinery</td>
</tr>
<tr>
<td>I</td>
<td>5. metamorphosis</td>
<td>E. text written by hand/ unpublished text</td>
</tr>
<tr>
<td>K</td>
<td>6. neoclassic</td>
<td>F. noisy confusion</td>
</tr>
<tr>
<td>J</td>
<td>7. neology</td>
<td>G. the study of the forming of words</td>
</tr>
<tr>
<td>H</td>
<td>8. Pangaea</td>
<td>H. when the earth was all one continent</td>
</tr>
<tr>
<td>F</td>
<td>9. pandemonium</td>
<td>I. a transformation, typically miraculous</td>
</tr>
<tr>
<td>C</td>
<td>10. pedal</td>
<td>J. the creation of a new word or expression</td>
</tr>
<tr>
<td>B</td>
<td>11. biped</td>
<td>K. classical music or literature</td>
</tr>
</tbody>
</table>
Appendix B

Answer Key

Vocabulary Quiz #6 continued

Use your vocabulary words to fill in the blanks. You may change the form of the word in order to make the sentence grammatically correct.

1. The farmers in Oklahoma were considered ____ manual _______ laborers.
2. During wartime many women got jobs in factories, they were helping to ____ manufacture _______ the needed war supplies.
3. Charles Darwin spent time studying the birds on the Galapagos Islands, these animals are considered ____ bipeds _______.
4. When a caterpillar changes to a butterfly this is considered ____ metamorphosis ____ not evolution.
5. Before the Diary of Anne Frank was published it was still in ____ manuscript ______ form.
6. After the Jews had to turn in their bicycles during the Holocaust, they missed ____ pedaling _______ around town. (the word needs to end in –ing)
7. While the Franks were in hiding they had to do without many things, but food was ____ sine ____ qua ____ non _____.
8. Sometimes the Franks, the Van Daams, and Mr. Dussel had a hard time getting along, a phrase that describes this is ____ modus vivendi _______.
9. When the wild dogs broke into the camp, it was complete ____ pandemonium __________.
10. Cyrano de Bergerac is an example of ____ neoclassic ______ literature.
11. When Cyrano made up this phrase describing his nose, “When it bleeds, ‘tis the Red Sea,” that was an example of ____ neology _______.
12. If somebody studies the forming of words then they are a ____ morphologist ____________. (change the form of the word so it ends in –ologist)
13. Many people thought that the Monkey Trial was being done ____ pro ____ bono ____ publico _______.
14. Before the land broke apart into the seven continents it is referred to as ____ Pangaea _________.

2008 Core Knowledge, Integrating Vocabulary and Latin Phrases into the Core Knowledge Sequence, R. Crawford
Appendix B

Name___________________ Date _________  Score________

Vocabulary Quiz # 7

<table>
<thead>
<tr>
<th>Root</th>
<th>Origin</th>
<th>Meaning</th>
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<td>___________</td>
<td>_____________________________</td>
</tr>
<tr>
<td>pro</td>
<td>___________</td>
<td>_____________________________</td>
</tr>
<tr>
<td>pseudos</td>
<td>___________</td>
<td>_____________________________</td>
</tr>
<tr>
<td>re</td>
<td>___________</td>
<td>_____________________________</td>
</tr>
<tr>
<td>scribo</td>
<td>___________</td>
<td>_____________________________</td>
</tr>
<tr>
<td>quid pro quo</td>
<td>________</td>
<td>________________________________</td>
</tr>
<tr>
<td>requiescat in pace</td>
<td></td>
<td>_____________________________</td>
</tr>
</tbody>
</table>

Vocabulary List

___1. A. to condemn or forbid
___2. B. how two things respond to each other
___3. C. an artist’s fictitious name
___4. D. the text of a play
___5. E. to write hastily
___6. F. a major urban area, a city
___7. G. the science of government (originally of a Greek city)
___8. H. a clerk or public writer
___9. I. to mirror or cast back an image
____10. J. output, yield
____11. K. moving forward, advancement
____12. L. a holy book of writing
____13. M. an object that has been diminished or decreased
Appendix B

Vocabulary Quiz #7 continued

Use your vocabulary words to fill in the blanks. You may change the form of the word in order to make the sentence grammatically correct.

1. When Jim and Della exchange gifts, this is an example of _______________ _____________.
2. When Dr. Jekyll changes personalities he goes by the _______________ of Mr. Hyde.
3. Mr. Utterson ________________ ; and then raised his head before answering. (Sentence is from Dr. Jekyll and Mr. Hyde, chapter 4, The Carew Murder Case)
4. During the early 1900s women made a lot of _______________ in their fight to get the right to vote, in 1920 they finally got to vote.
5. The factories picked up _______________ in 1943, which helped turn the tide of the war.
6. The Jews were _______________ from having a bike, going to regular schools, playing sports, or being out after curfew.
7. After the Holocaust there was a great _______________ in the number of Jewish people.
8. The Jewish people believe in the Torah as their holy _______________.
9. If you get to play the part of Roxanne in Cyrano de Bergerac, then you better study your _______________ and memorize your lines.
10. Cyrano acted as _______________ for Christian whenever a letter was written to Roxanne.
11. In Act II of Cyrano de Bergerac, Lise rudely refers to the poets as _______________, because she thinks they just hastily _______________ down their poems.
   (Both lines use the same vocabulary word, just different forms.)
12. In United States geography we learn details about the _______________ of New York City.
13. In sixth grade you learned about Greek city-states, when a person was in the city government they had a part in the city _______________.
14. When water, oxygen, and metal come into contact a chemical _______________ will occur.
15. In the poem “Annabelle Lee” by Edgar Allen Poe if Annabelle Lee had been buried in a grave, not a cave, her tombstone might say _______________ _____________.

Appendix B

Answer Key

Vocabulary Quiz # 7

<table>
<thead>
<tr>
<th>Root</th>
<th>Origin</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>polis</td>
<td>Greek</td>
<td>city</td>
</tr>
<tr>
<td>pro</td>
<td>Latin</td>
<td>before, forward</td>
</tr>
<tr>
<td>pseudos</td>
<td>Greek</td>
<td>a lie</td>
</tr>
<tr>
<td>re</td>
<td>Latin</td>
<td>back, again</td>
</tr>
<tr>
<td>scribo</td>
<td>Latin</td>
<td>write</td>
</tr>
<tr>
<td>quid pro quo</td>
<td>Latin</td>
<td>something given or received in exchange for something else</td>
</tr>
<tr>
<td>requiescat in pace</td>
<td>Latin</td>
<td>may he/she rest in peace</td>
</tr>
</tbody>
</table>

Vocabulary List

F____1. metropolis   A. to condemn or forbid
G____2. politics      B. how two things respond to each other
J____3. production    C. an artist’s fictitious name
K____4. progress      D. the text of a play
C____5. pseudonym     E. to write hastily
B____6. reaction      F. a major urban area, a city
M____7. reduction     G. the science of government (originally of a Greek city)
I____8. reflected      H. a clerk or public writer
H____9. scribe        I. to mirror or think back on a subject
D____10. script       J. output, yield
L____11. scripture     K. moving forward, advancement
E____12. scribble      L. a holy book of writing
A____13. proscribe    M. an object that has been diminished or decreased
Appendix B
Answer Key
Vocabulary Quiz #7 continued

Use your vocabulary words to fill in the blanks. You may change the form of the word in order to make the sentence grammatically correct.

1. When Jim and Della exchange gifts, this is an example of ___quid___ pro ___quo_____.

2. When Dr. Jekyll changes personalities he goes by the ___pseudonym_____ of Mr. Hyde.

3. Mr. Utterson ___reflected_____; and then raised his head before answering. (Sentence is from Dr. Jekyll and Mr. Hyde, chapter 4, The Carew Murder Case)

4. During the early 1900s women made a lot of ___progress_____ in their fight to get the right to vote, in 1920 they finally got to vote.

5. The factories picked up ___production_____ in 1943, which helped turn the tide of the war.

6. The Jews were ___proscribed______ from having a bike, going to regular schools, playing sports, or being out after curfew.

7. After the Holocaust there was a great ___reduction_____ in the number of Jewish people.

8. The Jewish people believe in the Torah as their holy ___scripture____.

9. If you get to play the part of Roxanne in Cyrano de Bergerac, then you better study your ___script_____ and memorize your lines.

10. Cyrano acted as ___scribe______ for Christian whenever a letter was written to Roxanne.

11. In Act II of Cyrano de Bergerac, Lise rudely refers to the poets as ___scribblers_____, because she thinks they just hastily ___scribble______ down their poems. (Both lines use the same vocabulary word, just different forms.)

12. In United States geography we learn details about the ___metropolis_____ of New York City.

13. In sixth grade you learned about Greek city-states, when a person was in the city ___government___ they had a part in the city ___politics_____.

14. When water, oxygen, and metal come into contact a chemical ___reaction______ will occur.

15. In the poem “Annabelle Lee” by Edgar Allen Poe if Annabelle Lee had been buried in a grave, not a cave, her tombstone might say ___requiescat______ in ___pace_____.

2008 Core Knowledge, Integrating Vocabulary and Latin Phrases into the Core Knowledge Sequence, R. Crawford
Vocabulary Quiz #8

<table>
<thead>
<tr>
<th>Root</th>
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<th>Meaning</th>
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</thead>
<tbody>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>sequor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>solvo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>specto</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ad hoc</td>
<td></td>
<td></td>
</tr>
<tr>
<td>caveat emptor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pro forma</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Vocabulary List

1. A. to ponder, to involve in an endeavor
2. B. capable of dissolving
3. C. a mixture of varying proportions/ an answer
4. D. something that follows
5. E. possessing good mental perception
6. F. particular view or viewpoint
7. G. one who views, an eyewitness
8. H. to change or cause to change into a liquid
9. I. the process of following an order
10. J. guard, especially a soldier
Appendix B

Vocabulary Quiz #8 continued

Use your vocabulary words to fill in the blanks. You may change the form of
the word in order to make the sentence grammatically correct.

1. If you make a __________________ out of water and bleach,
then add food coloring the food coloring will instantly
______________ and no color will be left. In this experiment
the bleach acts as a __________________.

2. Mme. Loisel in the story of “The Necklace” should have told Mrs.
Foresteir the truth about the lost necklace, that would have been
the ______________ thing to do.

3. From Mme. Loisel’s _______________ she married
beneath her social class, she felt she belonged with the wealthy
people.

4. Mme Loisel felt she had to dress up because of _____ ________.

5. During the 1920s many people played the stock market, another
word for this is to __________________ on stocks.

6. World War I was the war to end all wars, but instead we had a
______________ in World War II.

7. The __________________ guarded the gates to the Japanese
internment camps.

8. The __________________ of events for WWII in America,
was first Pearl Harbor was bombed and then America joined the
war.

9. If you are part of the audience while watching Cyrano de Bergerac
performed, you are considered a ________________.

10. I am part of an _____ ________ committee at my school,
the committee was put together to rate our favorite books that we
read this year.

11. When the man in the red sweater bought Buck, he did not
know what kind of dog he was getting. A phrase that describes
this situation is _______________ ________________.
Appendix B

Answer Key

Vocabulary Quiz #8

<table>
<thead>
<tr>
<th>Root</th>
<th>Origin</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>sentio</td>
<td>Latin</td>
<td>feel (with senses), be aware</td>
</tr>
<tr>
<td>sequor</td>
<td>Latin</td>
<td>follow</td>
</tr>
<tr>
<td>solvo</td>
<td>Latin</td>
<td>loosen</td>
</tr>
<tr>
<td>specto</td>
<td>Latin</td>
<td>look at</td>
</tr>
<tr>
<td>ad hoc</td>
<td>Latin</td>
<td>concerned with a particular purpose</td>
</tr>
<tr>
<td>caveat emptor</td>
<td>Latin</td>
<td>let the buyer beware, buy at your own risk</td>
</tr>
<tr>
<td>pro forma</td>
<td>Latin</td>
<td>for the sake of form, a formality</td>
</tr>
</tbody>
</table>

Vocabulary List

E____1. sensible   A. to ponder, to involve in an endeavor
J____2. sentry     B. capable of dissolving
D____3. sequel      C. a mixture of varying proportions/ an answer
I____4. sequence    D. something that follows
C____5. solution    E. possessing good mental perception
H____6. dissolve    F. particular view or viewpoint
B____7. solvent     G. one who views, an eyewitness
G____8. spectator   H. to change or cause to change into a liquid
A____9. speculate   I. the process of following an order
F____10. perspective I. guard, especially a soldier
Appendix B

Answer Key

Vocabulary Quiz #8 continued

Use your vocabulary words to fill in the blanks. You may change the form of the word in order to make the sentence grammatically correct.

1. If you make a ____solution_________ out of water and bleach, then add food coloring the food coloring will instantly _____dissolve____ and no color will be left. In this experiment the bleach acts as a ____solvent____________.

2. Mme. Loisel in the story of “The Necklace” should have told Mrs. Foresteir the truth about the lost necklace, that would have been the ____sensible_____ thing to do.

3. From Mme. Loisel’s _____perspective_____ she married beneath her social class, she felt she belonged with the wealthy people.

4. Mme Loisel felt she had to dress up because of _pro__ _forma__.

5. During the 1920s many people played the stock market, another word for this is to ___speculate_____ on stocks.

6. World War I was the war to end all wars, but instead we had a ____sequel_______ in World War II.

7. The _____sentry_________ guarded the gates to the Japanese internment camps.

8. The ____sequence________ of events for WWII in America, was first Pearl Harbor was bombed and then America joined the war.

9. If you are part of the audience while watching Cyrano de Bergerac performed, you are considered a ____spectator______.

10. I am part an of __ad____ ___hoc_____ committee at my school, the committee was put together to rate our favorite books that we read this year.

11. When the man in the red sweater bought Buck, he did not know what kind of dog he was getting. A phrase that describes this situation is ____caveat_____ ____emptor______.
Appendix B

Name___________________ Date_________ Score_______

Vocabulary Quiz #9

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<th>Root</th>
<th>Origin</th>
<th>Meaning</th>
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<td>________________________________</td>
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<tr>
<td>super</td>
<td></td>
<td>________________________________</td>
</tr>
<tr>
<td>syn</td>
<td></td>
<td>________________________________</td>
</tr>
<tr>
<td>bona fide</td>
<td></td>
<td>________________________________________________</td>
</tr>
<tr>
<td>de facto</td>
<td></td>
<td>________________________________</td>
</tr>
</tbody>
</table>

Vocabulary List

_____ 1. A. to occur at the same time; operate in unison
_____ 2. B. surplus; exceeding what is needed
_____ 3. C. an underpass; an underground railway
_____ 4. D. enforcing rules; absolute
_____ 5. E. to gain dominion over
_____ 6. F. a word that has the same meaning as another
_____ 7. G. to make smaller by squeezing
_____ 8. H. considered less than human
_____ 9. I. under the power of; theme or topic
_____10. J. dominant, highest in degree
_____11. K. surpassing others of its kind
_____12. L. irregular use of accents on musical notes (commonly used in Jazz music)
Appendix B

Vocabulary Quiz #9 continued

Use your vocabulary words to fill in the blanks. You may change the form of the word in order to make the sentence grammatically correct.

1. During the early 1900s America was trying to be a __________________ just like England and the other important countries.
2. The czar was the _______________ ruler, nobody was considered better than the czar.
3. The czars did not treat their __________________ very well, this is what led to the Russian Revolution.
4. Prohibition was a set of very _______________ laws forbidding the use of alcohol.
5. Jazz was one of the most popular types of music during the 1920s, the Jazz musicians would _______________ the notes to make the Jazz sound.
6. When people buy stocks they assume they are getting a ________ ________ deal, so when the stock market crashed the people were devastated by their losses.
7. During World War II Hitler considered all of the Jews __________________, which is why he didn’t mind when they died in the concentration camps.
8. Many Americans did not know the concentration camps were _____ ________.
9. If a Jew didn’t do what was expected of them, then the guards would __________________ them using force.
10. When Germany overtook France the people didn’t have the freedom to travel where they wanted, this really _______________ their movements.
11. While the Frank family was in hiding they needed all the supplies they had, nothing was considered ________________.
12. During the invasion at Normandy the Generals had to ______________ the movements of the troops, so that all of the soldiers were where they needed to be.
13. If you are traveling around New York City to see the sights, the most common form of transportation is the ________________.
14. Humongous and gigantic have almost the same meaning, but are different words, this is an example of a ________________.
Appendix B
Answer Key
Vocabulary Quiz #9

<table>
<thead>
<tr>
<th>Root</th>
<th>Origin</th>
<th>Meaning</th>
</tr>
</thead>
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<td>strictus</td>
<td>Latin</td>
<td>drawn tight, narrow</td>
</tr>
<tr>
<td>sub</td>
<td>Latin</td>
<td>under</td>
</tr>
<tr>
<td>super</td>
<td>Latin</td>
<td>above</td>
</tr>
<tr>
<td>syn</td>
<td>Greek</td>
<td>together</td>
</tr>
<tr>
<td>bona fide</td>
<td>Latin</td>
<td>good faith; sincere, involving no deceit or fraud</td>
</tr>
<tr>
<td>de facto</td>
<td>Latin</td>
<td>in reality, actually existing</td>
</tr>
</tbody>
</table>

Vocabulary List

G____1. constricted   A. to occur at the same time; operate in unison
D____2. strict        B. surplus; exceeding what is needed
H____3. subhuman      C. an underpass; an underground railway
I____4. subject       D. enforcing rules; absolute
C____5. subway        E. to gain dominion over
E____6. subdue        F. a word that has the same meaning as another
J____7. supreme       G. to make smaller by squeezing
K____8. superpower    H. considered less than human
B____9. superfluous   I. under the power of; theme or topic
F____10. synonym      J. dominant, highest in degree
L____11. syncopate    K. surpassing others of its kind
A____12. synchronize   L. irregular use of accents on musical
                        notes (commonly used in Jazz music)
Appendix B

Answer Key

Vocabulary Quiz #9 continued

Use your vocabulary words to fill in the blanks. You may change the form of the word in order to make the sentence grammatically correct.

1. During the early 1900s America was trying to be a superpower just like England and the other important countries.
2. The czar was the supreme ruler, nobody was considered better than the czar.
3. The czars did not treat their subjects very well, this is what led to the Russian Revolution.
4. Prohibition was a set of very strict laws forbidding the use of alcohol.
5. Jazz was one of the most popular types of music during the 1920s, the Jazz musicians would syncopate the notes to make the Jazz sound.
6. When people buy stocks they assume they are getting a bona fide deal, so when the stock market crashed the people were devastated by their losses.
7. During World War II Hitler considered all of the Jews subhuman, which is why he didn’t mind when they died in the concentration camps.
8. Many Americans did not know the concentration camps were de facto.
9. If a Jew didn’t do what was expected of them, then the guards would subdue them using force.
10. When Germany overtook France the people didn’t have the freedom to travel where they wanted, this really constricted their movements.
11. While the Frank family was in hiding they needed all the supplies they had, nothing was considered superfluous.
12. During the invasion at Normandy the Generals had to synchronize the movements of the troops, so that all of the soldiers were where they needed to be.
13. If you are traveling around New York City to see the sights, the most common form of transportation is the subway.
14. Humongous and gigantic have almost the same meaning, but are different words, this is an example of a synonym.
Appendix B

Vocabulary Quiz #10

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<td>trans</td>
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<tr>
<td>valeo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>prima facie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sic transit gloria mundi</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Vocabulary List

___1. A. extreme as in force; high emotions
___2. B. strong and courageous
___3. C. mental strain or anxiety; the act of stretching
___4. D. satisfied
___5. E. to move from one person (or place) to another
___6. F. period of temporary custody
___7. G. to overcome
___8. H. to go across the Atlantic
___9. I. to hold or keep within certain limits
Appendix B

Vocabulary Quiz #10 continued

Use your vocabulary words to fill in the blanks. You may change the form of the word in order to make the sentence grammatically correct.

1. After Buck answered the Call of the Wild and he made his peace with John Thornton’s death he was ________________ with his new life.

2. In 1927 Charles Lindberg was the first man to make a successful ________________ flight.

3. Because the Franks and the Van Daans were constantly worried about being discovered, there was a lot of ________________ in the house.

4. At __________ ______________ the Jewish people thought the concentration camps weren’t too bad, then they realized how horrible they really were.

5. During the D-Day invasions the battle for control of the beaches was very ________________. The soldiers fought ________________ and were able to ________________ over the German forces.

6. After the bombing of Pearl Harbor many Japanese-Americans were put in ________________ at an internment camp. If the camp got too big to ________________ all of the ‘prisoners’ then some would be ________________ to a different camp.

7. After Hitler and the Nazi party became so powerful, many people thought _______ ________ ________ ________.
Appendix B

Answer Key

Vocabulary Quiz #10

<table>
<thead>
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<th>Root</th>
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<th>Meaning</th>
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<tbody>
<tr>
<td>tendo</td>
<td>Latin</td>
<td>stretch</td>
</tr>
<tr>
<td>teneo</td>
<td>Latin</td>
<td>hold, keep</td>
</tr>
<tr>
<td>trans</td>
<td>Latin</td>
<td>across</td>
</tr>
<tr>
<td>valeo</td>
<td>Latin</td>
<td>come</td>
</tr>
<tr>
<td>prima facie</td>
<td>Latin</td>
<td>at first view, apparently; self-evident</td>
</tr>
<tr>
<td>sic transit gloria mundi</td>
<td>Latin</td>
<td>thus passes away the glory of the world</td>
</tr>
</tbody>
</table>

Vocabulary List

C____1. tension A. extreme as in force; high emotions
A____2. intense B. strong and courageous
F____3. detention C. mental strain or anxiety; the act of stretching
I ____4. contain D. satisfied
D____5. content E. to move from one person (or place) to another
H____6. transatlantic F. period of temporary custody
E____7. transfer G. to overcome
G____8. prevail H. to go across the Atlantic
B____9. valiant I. to hold or keep within certain limits
Appendix B

Answer Key

Vocabulary Quiz #10 continued

Use your vocabulary words to fill in the blanks. You may change the form of the word in order to make the sentence grammatically correct.

1. After Buck answered the Call of the Wild and he made his peace with John Thornton’s death he was ___content________ with his new life.

2. In 1927 Charles Lindberg was the first man to make a successful __transatlantic________ flight.

3. Because the Franks and the Van Daans were constantly worried about being discovered, there was a lot of ____tension____ in the house.

4. At __prima____ __facie____ the Jewish people thought the concentration camps weren’t too bad, then they realized how horrible they really were.

5. During the D-Day invasions the battle for control of the beaches was very ____intense_________. The soldiers fought ____valiantly____ and were able to ____prevail_____ over the German forces.

6. After the bombing of Pearl Harbor many Japanese-Americans were put in ______detention________ at an internment camp. If the camp got too big to ___contain________ all of the ‘prisoners’ then some would be __transferred____ to a different camp.

7. After Hitler and the Nazi party became so powerful, many people thought __sic__ __transit__ __gloria______ __mundi______.
Appendix B

Name___________________ Date_________ Score_______

Vocabulary Quiz #11

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<thead>
<tr>
<th>Root</th>
<th>Origin</th>
<th>Meaning</th>
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<tr>
<td>venio</td>
<td>_______________</td>
<td>______________________________</td>
</tr>
<tr>
<td>voco</td>
<td>__________________</td>
<td>___________________________</td>
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<tr>
<td>Volvo</td>
<td>__________________</td>
<td>___________________________</td>
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<tr>
<td>zoon, zoe</td>
<td>_______________</td>
<td>______________________________</td>
</tr>
<tr>
<td>in terrorem</td>
<td>_______________</td>
<td>__________________________________</td>
</tr>
<tr>
<td>in saecula saeculorum</td>
<td>_______________</td>
<td>__________________________________</td>
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</tbody>
</table>

Vocabulary List

____ 1. A. to overthrow one government in favor of a different government
____ 2. B. a process of change in a certain direction
____ 3. C. to come in between or to interfere
____ 4. D. to come together in a group
____ 5. E. the study of animal life
____ 6. F. uttered by a voice, specifically for a voice
____ 7. G. a single cell organism
____ 8. H. sound produced by humans
____ 9. I. something that happens
Appendix B

**Vocabulary Quiz #11 continued**

Use your vocabulary words to fill in the blanks. You may change the form of the word in order to make the sentence grammatically correct.

1. The writing trait of ______________ shows your style and emotion toward the piece.
2. A major ______________ like a war can change a country.
3. When Russia had their ______________ the country went from a czar system to a dictatorship.
4. When Franklin Delano Roosevelt became the President, he was very ____________ for the people.
5. The United Nations, which was established after World War II, ______________ in New York City.
6. Mr. Kraler, Mr. Koophius, Miep, and Elli all _______________ in behalf of the Frank family. They didn’t sit idly by and watch what happened to the Jewish people.
7. People who study ______________ need to be able to classify animals.
8. A zoologist may even study a _______________ to learn more about single celled organisms.
9. Charles Darwin is known as the Father of ________________.
10. In “Shooting an Elephant” the police officer felt that British tyranny has been enforced on the people for ___ ______________
11. The police officer knew his gun would be too small to kill the elephant, but he hoped the noise might be useful __ ____________.
Appendix B

Vocabulary Quiz #11

<table>
<thead>
<tr>
<th>Root</th>
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<tbody>
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<td>voco</td>
<td>Latin</td>
<td>call</td>
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<tr>
<td>volvo</td>
<td>Latin</td>
<td>revolve</td>
</tr>
<tr>
<td>zoon, zoe</td>
<td>Greek</td>
<td>animal, life</td>
</tr>
<tr>
<td>in terrem</td>
<td>Latin</td>
<td>a way of threatening or intimidating, for terror</td>
</tr>
<tr>
<td>in saecula saeculorum</td>
<td></td>
<td>for ages and ages; forever</td>
</tr>
</tbody>
</table>

Vocabulary List

D____ 1. convene    A. to overthrow one government in favor of a different government
C____ 2. intervene   B. a process of change in a certain direction
I ____ 3. event       C. to come in between or to interfere
F____ 4. vocal        D. to come together in a group
H____ 5. voice        E. the study of animal life
A____ 6. revolution    F. uttered by a voice, specifically for a voice
B____ 7. evolution     G. a single cell organism
G____ 8. protozoa      H. sound produced by humans
E____ 9. zoology       I. something that happens
Appendix B

Answer Key

Vocabulary Quiz #11 continued

Use your vocabulary words to fill in the blanks. You may change the form of the word in order to make the sentence grammatically correct.

1. The writing trait of __voice______ shows your style and emotion toward the piece.
2. A major ____event______ like a war can change a country.
3. When Russia had their ____revolution_____ the country went from a czar system to a dictatorship.
4. When Franklin Delano Roosevelt became the President, he was very __vocal____ for the people.
5. The United Nations, which was established after World War II, __convenes_______ in New York City.
6. Mr. Kraler, Mr. Koophius, Miep, and Elli all ____intervened____ in behalf of the Frank family. They didn’t sit idly by and watch what happened to the Jewish people.
7. People who study _____zoology________ need to be able to classify animals.
8. A zoologist may even study a ____protozoa_______ to learn more about single celled organisms.
9. Charles Darwin is known as the Father of __Evolution_______.
10. In “Shooting an Elephant” the police officer felt that British tyranny has been enforced on the people for __in __saecula____ saeculorum__.
11. The police officer knew his gun would be too small to kill the elephant, but he hoped the noise might be useful __in __terrorem__. 
Appendix C
Weekly work for Vocabulary List

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2008 Core Knowledge, Integrating Vocabulary and Latin Phrases into the Core Knowledge Sequence, R. Crawford
Appendix C
Weekly work for Vocabulary List____ continued

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<td>Definition in your own words: _____________</td>
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Appendix D
Spelling and Vocabulary Games

Pictionary
Divide the students into teams of 3-5 students. Have one student come up from each group. I tell them the word and give them a sheet of paper. They go back to their group and wait for my signal. Once I say go they must draw a picture, using no words or hand gestures. When their group guesses the word then they must write the word by the picture (spelling it correctly), then they raise the paper in the air. I give 2 points to the first group and 1 point to every group that finishes in the next 30 seconds. If there is no picture or just scribbles I will not give them any points, this eliminates random guessing. A variation of this game is to have a student draw the picture on the marker board, when a student guesses the vocabulary word then they write the answer on their paper and raise it for me to see. The first person to get it right becomes the next “artist”.

Bingo
Give each student a blank sheet of paper, have them fold the paper in half and then in half again. Then have the students fold the paper in half the other direction. There should now be 8 squares. Then each student can pick 8 vocabulary words/ Latin phrases of their choice and place the words in any square they want. Then I call out the definitions, if the student has that vocabulary word or phrase on their paper then they may cross it off. When they call bingo I check the spelling, if it is wrong it does not count.

Vocabulary/ Phrase Baseball
This game is a combination of a spelling bee and baseball. Divide the class into two teams. One team stays seated and other comes to the front of the room. The teacher is the “pitcher”. The pitcher either gives the student a word to spell or a word/phrase to define. If the student gets the word correct they can go to the side of the room, to first base. If they get the word wrong then the team has their first out. Continue having students come up to “bat” until you have three outs. The other students can continue traveling to bases until they make a “run”, which equals 1 point. Once the team has three outs they go sit down and team 2 takes their place. The game continues until you have had an equal number of innings and you are out of time.

Make-A-Word
This game only helps review spelling, it won’t review definitions. Each student needs a lined piece of paper and a pencil. I tell them all one of the words/ phrases (pick the longer words). Then the student gets two minutes to make as many words as possible using only the letters in the given word. They can mix the letters up, but they can only use each letter once in the new word. At the end of the time have the students count up how many words they made up. Let them read the words to the class so that non-words can be crossed off. The person with the most words wins.
Appendix D

Cooperative Paper Spelling
Divide the students into teams of approximately 5 students each. Give the front student a piece of paper on a clipboard, each student in the group will need a pencil. When I say the word the first person writes the first letter, then the second person writes the second letter, etc. The paper goes back and forth on the row until the word has been spelled completely. If a student puts the wrong letter down and the next person notices, they may change it, but that counts as their turn. The person to write the last letter raises the paper in the air. I give 2 points to the first group and 1 point to every group that finishes in the next 30 seconds. I typically combine this game with golf, basketball or football which are explained below.

Cooperative Oral Spelling
Divide the students into two teams. Have them sit in a row. I say the word and the first person says the first letter, then the next person says the next letter, this continues until a student says the last letter, and then the next student says done. If the team gets the word correct they get a point. If at any point somebody gets a letter wrong, then I move on to the next team and give them the same word. This continues until I have had every vocabulary word spelled. Most of the time I combine this game with golf, basketball or football which are explained below.

Team Vocabulary
Divide the students into teams. This game requires some sort of a ring in system. I have six buzzers, so I divide the students into 6 teams. If you are using ringers or bells, I would only have two teams. I read the definition and the first one to ring in with the correct vocabulary word/Latin Phrase gets the point. Then the next team member moves up to the front of the line to try for the next words. I continue playing until I have been through all of the words/phrases at least once. I often combine this game with golf or basketball which are explained below.

Golf
This game requires a child’s golf set or a real golf club, ball, and “hole”. When a team wins a point, they can try to golf for extra points. They have a chance for 5 more points. They start wherever I have put the line (about 15 feet from the “hole”). If they get a hole in one they get all 5 points, for every stroke they take they lose a point. They only get 5 tries before no extra points are given to their team.

Basketball
When a team wins a point, they can try to make a basket for extra points. I just use a bucket and a basketball. I make a 3 point, 2 point, and 1 point line. If they make the basket then I add the points to their teams score.

Football
This game is run simultaneously with the cooperative spelling. Pick one team that will not participate in the spelling, they need to send two players to the front of the room. Those two players will throw the football back and forth while counting. If they drop the ball they have to start over. They start when you tell the other teams go and they stop when the first team finishes. Their team gets that many points. The next round a different team gets to play football, while everyone else spells the word.