

I, Juan de Pareja – Study Guide Chapters 1-4

Directions: Type all answers in MLA format. Use Times New Roman 12 Point Font, Double spaced. The heading should look like this:

Student Name

Mrs. Champagne

Comp and Lit

DD Month YYYY

I, Juan Study Guide Ch 1-4

Vocabulary

Directions: Write a definition for each term as it relates to the context of the book. You must find the word in the book (pages listed) and ensure that your chosen definition applies! You do not have to write out the entire dictionary definition- just a simple explanation of what the word means in the story. Make sure to include the word!

Capricious (5, 10)

Taciturn (12)

Cortege (12)

Derelict (21)

Austere (40)

Cipher (24)

Scrivener (51)

Ignominy (24)

Directions: Write a brief answer to each question as you read the book. Support your answers with material from the text, and do not consult the internet in order to answer any of the questions. All answers must be in complete sentences. The answer should make sense without the reader seeing the original question. You are not required to turn in the question sheet with your answer sheet for this study guide. Remember to double-space!

1. Describe at least two events in the story that support what Brother Isidro says, "I know the magistrate and his kind. They mean no harm, they are not actively cruel, but they simply do not see. They look at a black boy, and they see only a slave who is capable of doing work." When do people treat Juan as merely a slave capable of doing work?

2. When Juan complains that he's only a slave, Brother Isidro responds, "Who is not?" What does he mean? How is everyone a slave? Hint: Read John 8:31-36 and Luke 16:13

3. After the first day of the journey with Don Carmelo, why does Juan say he "now realized" he had been protected and loved? Why did he not recognize love when he saw it?

4. What attitude does Juan have toward his slavery?

5. How does the author describe Don Diego and his house? Include all five senses if given.

Parent checklist:

- MLA format (heading, double spaced, 12 pt. Times New Roman Font)
- Definitions apply to the context of the story
- Questions are fully answered in complete sentences (make sure names are used, not just pronouns!)

Grading Rubric:

MLA Format: 10 points
Definitions: 5 points each
Questions: 10 points each

I, Juan de Pareja – Study Guide Chapters 5-8

Directions: Type all answers in MLA format. Title the assignment: I, Juan Study Guide 5-8

Vocabulary: Write a definition for each term as it relates to the context of the book. (Remember to find it in the story before choosing a definition!).

Swart (56)
Obeisance (57)
Corpulence (60)

Florid (61)
Tremulous (69)
Majordomo (71)

Melee (82)
Cosset (83)
Arduous (84)

Questions: Write a brief answer to each question as you read the book. Support your answers with material from the text, and do not consult the internet in order to answer any of the questions. Answers must be in complete sentences (except #1) and should make sense without the reader seeing the question. Remember to double-space!

1. Copy three quotes that Diego Velasquez has said about art so far in the book. Include the page numbers with each quote. Look especially in Chap. 5.
2. Music is another kind of art. How can Juan understand the slave girl Miri's singing even though he does not understand the words?
3. In Chapter 7, what events happen which show that Juan is not just a slave, but a friend to the Velasquez family? Note at least two.
4. Why does Juan think that the king is so quiet and why has the king slowly grown to trust Don Diego?
5. From the book so far, does a character's station in life (slave, free, king, duke, tradesman, etc.) seem to determine the character's happiness and nobility? Explain your answer.

Grading Rubric:

MLA: 5 pts

Definitions: 5 pts each

Questions: 10 pts each

I, Juan de Pareja – Study Guide Chapters 9-12

Directions: Type all answers in MLA format. Title the assignment: I, Juan Study Guide 9-12

Vocabulary: Write a definition for each term as it relates to the context of the book.

Feign (107)

Insolent (142)

Indefatigable (120)

Subdued (109)

Adulation (120)

Scrupulous (126)

Purge (110)

Fervor (134)

Somber (115)

Questions: Write a brief answer to each question as you read the book. Support your answers with material from the text, and do not consult the internet in order to answer any of the questions. All answers must be in complete sentences and should be understood without the question.

1. Why does Diego say he paints unpleasant things as they are instead of subduing or hiding all that is not beautiful? Do you agree or disagree?
2. Why does Juan feel that he is sinning and why does Bartolomé say that he is not? How do we know that Juan's conscience is not yet clear, that he's not fully convinced?
3. Why are Juan and Don Diego so scared when Diego's hand becomes infected?
4. Why does Don Diego think that the pope will not be offended by his portrait?
5. What are the differences between Lolis and Miri, and why does Juan find himself falling in love with Lolis?

Grading Rubric:

MLA: 5 pts

Definitions: 5 pts each

Questions: 10 pts each

***I, Juan de Pareja* – Study Guide Chapters 13-end**

Directions: Type all answers in MLA format. Title the assignment *I, Juan Study Guide 13-end*

Vocabulary: *Write a definition for each term as it relates to the context of the book.*

Paroxysms (159)

Cloyingly (167)

Facile (171)

Manumission (160)

Induced (170)

Bower (167)

Proxy (165, 166)

Miasma (166)

Pining (166)

Convalescence (170)

Questions: Write a brief answer to each question as you read the book. Support your answers with material from the text, and do not consult the internet in order to answer any of the questions. All answers must be in complete sentences!

1. Why does Lolis at first refuse to marry Juan?
2. Who are Don Diego's two closest friends who mourn his death? Do you find anything interesting about the pair?
3. Why doesn't Juan tell Bartolomé right away that he is free?
4. The afterword tells which events from the life of Diego Velazquez and Juan de Pareja are historical fact. Much of *I, Juan de Pareja* was based on Elizabeth Barton de Treviño's interpretation of Diego Velazquez's paintings. Below you can find some of the paintings referenced in the book. Spend some time looking at them. Choose your favorite one and write the title of the painting, the date it was painted, and why it is your favorite one. (You may need to copy and paste the links into your web browser).

Grading Rubric:

MLA: 10 pts

Definitions: 5 pts each

Questions: 10 pts each

Paintings:

Juan de Pareja

http://en.wikipedia.org/wiki/File:Retrato_de_Juan_Pareja,_by_Diego_Vel%C3%A1zquez.jpg

Felipe IV

http://en.wikipedia.org/wiki/File:Felipe_IV_de_casta%C3%B1o_y_plata,_by_Diego_Vel%C3%A1zquez.jpg

Duke Olivares

http://en.wikipedia.org/wiki/File:Conde-Duque_de_Olivares.jpg
http://en.wikipedia.org/wiki/File:Velazquez_-_condedqolivares03.jpg

The dwarf Francisco Lezcano

http://en.wikipedia.org/wiki/File:Retrato_del_bufo%C3%B3n_don_Diego_de_Acedo,_el_Primo,_by_Diego_Vel%C3%A1zquez.jpg

Pope Innocent X

http://en.wikipedia.org/wiki/File:Retrato_del_Papa_Inocencio_X._Roma,_by_Diego_Vel%C3%A1zquez.jpg

Las Meninas- Don Diego is on the left looking from behind the large canvas- notice the cross on his chest.

http://en.wikipedia.org/wiki/File:Las_Meninas,_by_Diego_Vel%C3%A1zquez,_from_Prado_in_Google_Earth.jpg

Portrait of a monk by Juan de Pareja- Could it be Brother Isidro?

<http://www.wga.hu/frames-e.html?/html/p/pareja/index.html>

The Miracle Worker – Study Guide Act I

Directions: Type all answers in MLA format. Title the assignment: MW Study Guide Act 1

Vocabulary

Directions: Write a definition for each term as it relates to the context of the book.

Facetiously (8)

Precocious (13)

Wry (24)

Deftly (31)

Inexorably (11)

Desiccated (23)

Incensed (31)

Questions

Directions: Write a brief answer to each question as you read the play. Support your answers with specific details and examples from the text.

All answers must be a minimum of 3 complete sentences!

Act I introduces us to all the main characters.

#1-5: ***Describe*** at least 3 different personality traits of each character.

Then, copy at least 2 quotes from the play that contain evidence of one or more of those personality traits. Copy the words of the quote *exactly* inside quotation marks. List the page number after each quote.

1. Helen
2. Annie
3. Kate Sullivan
4. Captain Keller
5. James Keller

6. Why is Captain Keller so doubtful of Annie Sullivan's ability to work with Helen? (There are multiple reasons.)

7. List the 3 reasons that Annie states as to why she believes she has a chance of success with Helen. Then, give one or two additional reasons of your own that Annie might be successful.

Rubric:

MLA format: 10 points

Definitions: 5 points

Questions 1-5: 7 points (3 traits, 2 quotes, 2 page numbers)

Questions 6-7: 10 points each

***The Miracle Worker* – Study Guide Act II**

Directions: Type all answers in MLA format. Title the assignment: MW Study Guide Act 2

Vocabulary

Directions: Write a definition for each term as it relates to the context of the book.

Unkempt (41)

Proffer (42)

Subsided (52)

Crone (60)

Inarticulate (43)

Indignantly (45)

Unavailing (52)

Scuttled (63)

Questions

Directions: Write a brief answer to each question as you read the play. Support your answers with specific details and examples from the text. All answers must be a minimum of 3 complete sentences!

1. On pp. 52-56, there is almost no dialogue. Instead, Gibson has staged an elaborate, nearly silent scene between Helen and Annie. In 3-4 sentences, briefly describe what happens in the scene and why it could be important.
2. What is the greatest hindrance or obstacle to Helen's learning? Why?
3. What request does Miss Sullivan make in order to overcome this obstacle? Do you think her plan is wise or unwise? Why?
4. What attributes does Helen have that will help her succeed in learning from Annie?

Rubric:

MLA 5 points

Definitions: 5 points

Questions: 10 points each

(Score will be out of 85 total points)

***The Miracle Worker* – Study Guide Act III**

Directions: Type all answers in MLA format. Title the assignment: MW Study Guide Act 3

Vocabulary

Directions: Write a definition for each term as it relates to the context of the book.

Interminable (84)

Boon (85)

Contention (85)

Questions

Directions: Write a brief answer to each question as you read the play. Support your answers with specific details and examples from the text. All answers must be a minimum of 3 complete sentences!

1. Captain Keller is content to have an obedient daughter, but Annie Sullivan wants to awaken Helen's soul, to teach her to use language, which is unique to being human. What does Annie mean when she says, "I think God must owe me a resurrection" (p. 97)? Think of Annie's past, especially what happened to her brother.
2. Much of the play is wrapped up in an unspoken way. Think of all that keys and locks have represented throughout this play. What is signified by Helen's action of giving Annie the keys at the very end?
3. What is significant about the fact that "there are no voices" (p. 112) for Annie at the end of the play because her flashbacks about her little brother have stopped? What does this show us has changed?
4. What is the primary conflict of *The Miracle Worker*? (Man vs. ?) Explain how you know this is the case.
5. Fill out a Story Chart for *The Miracle Worker* on a separate page. (Printable chart available on Weebly.) This can be neatly handwritten. Staple it to your study guide answer sheet(s).

Rubric:

MLA 5 points

Definitions: 5 points

Questions 1-4: 10 points

Question 5 (Story Chart): 20 points

(total will be out of 80 points)

The Endless Steppe – Study Guide Chapters 1-5

Directions: Type all answers in MLA format. Title: Endless Steppe Study Guide 1-5

Note: These chapters are lengthy and may take 2+ hours to read. Plan your time accordingly.

Vocabulary

Directions: Write a definition for each term as it relates to the context of the book.

Aberration (5)

Benignly (22)

Cataclysm (38)

Raucously (44)

Surreptitiously
(17)

Sardonic (31)

Questions

Directions: Write a brief but thorough answer to each question as you read the book. Support your answers with material from the text such as specific details, examples, and quotes. All answers must be a minimum of 3 complete sentences!

1. What made the morning the soldiers came to Esther's house more terrifying than the bombing had been?
2. Esther never says they were treated like animals, but from her description, how can you tell that their treatment is less than humane?
3. Explain what Esther means when she says in Chapter 4, "we needed to laugh as much as we needed bread." Do you think this is true?
4. Why was Esther so happy to go to the Baracholka in Chapter 5?
5. Do you think that you would like to live in Siberia if you were not a prisoner? Why or why not?

Rubric:

MLA: 5 points

Definitions: 5 points each

Questions: 10 points each

(total will be out of 85)