Grade 8 Week 2

Pandora's BOX

Retold by Louis Untermeyer

P rometheus had thought about mankind with such sympathy that he had dared to steal the needed fire from Olympus,[1] and for this he was grievously punished by Zeus.[2] But the lord of Olympus did not think this cruelty was enough. Prometheus had a brother, Epimetheus, and though he was harmless and slow-witted, Zeus extended his displeasure to him. He did not punish Epimetheus as brutally as he had done his brother; he had a more **subtle** plan. It was a scheme which would not only affect Epimetheus but also the whole race of human beings whom Prometheus had dared to help and who were living happily and untroubled. **A**

10   Zeus ordered Hephaestus, the smith and artisan of the gods, to make a woman out of the materials of earth. Hephaestus took some river clay that had flakes of gold in it and began to make a lovely girl. In with the clay he mixed the fragrance of a river rose, the sweetness of Hymettus[3] honey, the smoothness of a silver dolphin, the voices of larks and lake-water, the color of sunrise on snow, the warmth of a sunny morning in May. Then he summoned

subtle (sŭt'l) *adj.* slight; difficult to detect

A READING A MYTH
Think about the gods you have met so far. What human characteristics do they have? Add this information to your chart.

ANALYZE VISUALS
Based on the woman's expression and body language, what can you **infer** about her attitude toward the box?

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1. **Olympus** (ə-lĭm′pəs): home of the mythical Greek gods.
2. **Zeus** (zo͞os): father of the Greek gods; ruler of the heavens.
3. **Hymettus** (hī-mĕt′əs): a mountain ridge near Athens, Greece.

Pandora, Helen Stratton. From *A Book of Myths* by Jean Lang.
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the Four Winds to breathe life into the new creation. Finally he called upon the goddesses to complete the work and grant the glowing figure a touch of their own powers.

"Hephaestus has given her beauty," said Aphrodite,[4] "but I shall make
20 her more beautiful by adding the spark of love. It will shine in her eyes, and everyone that looks on her will be enchanted."

"I shall make her wise," said Athene.[5] "She shall be able to choose between false and true, between what men value and what she must know is worthless."

"I shall make her a woman, a puzzle to every man," said Hera, the wife of Zeus. "I shall make her a real woman, for I shall give her the gift of curiosity." **B**

Smiling, the goddesses **adorned** her, and when Zeus beheld her grace, her garland of gold, and the glory of her endowments, he was as charmed as though he had been a mortal. "We will call her Pandora," he said, "Pandora,
30 the All-Gifted. She shall become the bride of Epimetheus. But she shall not go empty-handed. She shall bring with her a casket, a box of magic as her dowry.[6] And Hermes, my messenger, shall conduct her to earth."

Epimetheus could not understand why the gods had become concerned about him. He was dazzled by Hermes, and it was some time before he could believe that the exquisite creature brought by the messenger god was meant for him. Even after Hermes departed in a flashing cloud and Pandora stood blushing beside him, he was perturbed. He remembered how often his brother Prometheus had warned him, "Do not trust the gods. And beware especially of Zeus and anything he may send you." However, when Pandora looked in his
40 eyes and smiled, he was, as Aphrodite had predicted, enchanted and **ensnared.** Yet, even as he took her in his arms, he cautioned her.

"We have reason to fear the gods," said Epimetheus, "and also their gifts," he added, pointing to the casket.

"But this is my dowry," murmured Pandora. "Zeus himself filled it with magic as a present for us. See how beautifully it is carved and painted. Look at the silver hinges and the great gold clasp that fastens it." **C**

"Keep it well fastened," said Epimetheus, "otherwise I shall never rest easy. I do not know what the casket may contain, and I do not want to know. Promise me one thing. Never open the box. It is, I grant, a beautiful thing, too
50 beautiful to destroy, and we will keep it. But hide it. Put it not only out of your sight but out of your mind. Then we shall both be content."

Happy that she could keep her dowry, Pandora put it under the bed and turned to her husband with love. And so for a long time nothing disturbed their married life and their continual joy in each other.

But, though Pandora benefited from the goddesses' gifts of beauty and wisdom, the gift of Hera had not been given in vain. For quite a while,

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B **READING A MYTH**
What supernatural beings were involved in the creation of Pandora?

adorn (ə-dôrn') v. to enhance or decorate

ensnare (ĕn-snâr') v. to take or catch in something

C **THEME**
What can you **infer** about the contents of the box based on Zeus' desire for revenge?

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4. **Aphrodite** (ăf'rə-dī'tē): Greek goddess of love and beauty.

5. **Athene** (ə-thē'nē): Greek goddess of wisdom; sometimes spelled *Athena*.

6. **dowry** (dou'rē): money or property a bride brings to a marriage.

Pandora **restrained** her curiosity about the wonderful casket. But with the passing of time she could not help wondering what it might contain. After all, it was *her* dowry, and she had a right to see what the greatest of the gods had 60 conferred upon her. Then, ashamed of her weakness, she put the idea from her, and thought only of her delight in her home with Epimetheus.

One day, however, the curiosity, so long stifled, overmastered her. "I shall only lift the lid," she said to herself, "and snatch a moment's glimpse of what may be inside. No matter what I see, I won't touch a thing. Surely there can be no harm in that." **D**

Anxiously, as though she were being watched, she tiptoed to her room. Gently getting down on her hands and knees, she drew the casket from under the bed. Half fearfully and half eagerly she lifted the lid. It was only a moment and the lid was up only an inch, but in that moment a swarm of horrible 70 things flew out. They were noisome,[7] abominably colored, and evil-looking, for they were the spirits of all that was evil, sad, and hurtful. They were War and Famine, Crime and Pestilence, Spite and Cruelty, Sickness and Malice, Envy, Woe, Wickedness, and all the other disasters let loose in the world.

Hearing Pandora's scream, Epimetheus rushed in. But it was too late. He and Pandora were set upon and stung, and the evil spirits flew off to attack the rest of mankind. **E**

"It is all my fault," cried Pandora. "If I had thought more about your warning and less about my own desires, I could have controlled my curiosity."

"The fault is mine," said Epimetheus. "I should have burned the box." Then 80 he added, for the poison of Malice was already taking effect, "After all, you are what you are—only a woman—and what else could one expect of a woman."

Disconsolate[8] that she had brought so harmful a dowry to Epimetheus as well as to all other men and women, Pandora wept. It was hours before she let her husband comfort her. Finally, after she grew quiet, they heard a faint sound inside the box.

"Lift the lid again," said Epimetheus. "I think you have released the worst. Perhaps something else, something better, is still there."

He was right. At the bottom of the box was a quivering thing. Its body was small; its wings were frail; but there was a radiance about it. Somehow Pandora 90 knew what it was, and she took it up, touched it carefully, and showed it to Epimetheus. "It is Hope," she said.

"Do you think it will live?" asked Epimetheus.

"Yes," answered Pandora. "I am sure it will. Somehow I know that it will outlive War and Sickness and all the other evils. And," she added, watching the shining thing rise and flutter about the room, "it will never leave us for long. Even if we lose sight of it, it will be there." **F**

She was no longer downhearted as Hope spread its wings and went out into the world. ∿

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7. **noisome** (noi′səm): offensive.
8. **disconsolate** (dĭs-kŏn′sə-lĭt): gloomy.

restrain (rĭ-strān′) v.
to hold back; to control

D READING A MYTH
What prompts Pandora to look inside the box?

E READING A MYTH
What happens to humanity as a result of Pandora's actions?

F THEME
How does the winged creature relate to the other things in the box?

Close Read: "Pandora's Box"
Grade 8, Unit 4

INTRODUCTION: This is a Greek myth. A myth is a traditional story that reveals part of the world view of a people or explains a practice, belief, or natural phenomenon.

You will *close read* this text and answer the questions on the following pages. Make sure to follow each of the directions below.

DIRECTIONS:

(1) **Get a sense of the gist.** Read the whole text from beginning to end one time to get a sense of what it's about.

(2) **Read Section 1 closely**. Reread just pages 456 to the top of page 458.
- Mark your starting and stopping points: Start at the beginning of the text. Stop after "And Hermes, my messenger, shall conduct her to earth."
- **While you reread**, circle any words that you don't know. Try to figure out what the words mean. Can you tell from context clues? Can you look it up? Can you ask someone?
- **After you reread**, write 1-2 sentences of what the section is mostly about. Write this in the space labeled "Section 1 Gist."
- **After you reread,** answer the Section 1 Questions. Write your answers in the chart.

(3) **Read Section 2 closely**. Reread just pages 458 to 459.
- Mark your starting and stopping points: Start at "Epimetheus could not understand why the gods had become concerned about him." Read to the end of the text.
- **While you reread**, circle any words that you don't know. Try to figure out what the words mean. Can you tell from context clues? Can you look it up? Can you ask someone?
- **After you reread**, write 1-2 sentences of what the section is mostly about. Write this in the space labeled "Section 2 Gist."
- **After you reread,** answer the Section 2 Questions. Write your answers in the chart.

(4) **Write about the text**. Read the question at the top of page 8.
- Complete the graphic organizer.
- Write your essay.
- Use the rubric to assess your rubric and write an explanation of why you graded it the way you did.

Section 1: pp. 456 – 458

What is the GIST of this section? (1-2 sentences)

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(1) Why was Prometheus "grievously punished by Zeus?	
(2) Why does Prometheus steal the fire?	
(3) Why does Zeus extend his displeasure to Epimetheus (page 456, lines 4-9)?	
(4) What human characteristic does Zeus display in lines 3-9 (page 456)?	

(5) Why does Hephaestus make a woman, and what are the materials he uses?	
(6) Why does Hephaestus summon the Four Winds?	
(7) How does Aphrodite make the woman more beautiful?	
(8) What virtues do the gods give the woman? Why?	
(9) Who is Pandora? Why is her name significant?	

Section 2: pp. 458-459

What is the GIST of this section? (1-2 sentences)

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(10) Explain the range of Epimetheus experienced when Pandora was presented to him.	
(11) What does the author mean by "Yet, even as he took her in his arms, he cautioned her" (page 458, line 41)?	
(12) What does line 47, "Keep it fastened, said Epimetheus, otherwise I shall never rest easy" _foreshadow_?	
(13) What does the author mean by "… the gift of Hera had not been given in vain" (page 458, line 56)?	

(14) What does the author mean by "but in that moment a swarm of horrible things flew out" (page 459, lines 69-70)?	
(15) Why does the author use the words "quivering" and "frail" to describe the being (page 459, lines 88 and 89)?	
(16) Why does the author include "radiance" in the description of the frail, quivering being (page 459, line 89)?	
(17) How did the release of the small, quivering, frail being at the bottom of the box impact Pandora?	
(18) Explain Zeus' "subtle plan."	

Write About the Text

DIRECTIONS: Use the chart to record your ideas about the text in response to the prompt on page 9, as well as the evidence from the text that you will use to support your ideas.

Idea	Evidence

"Pandora's Box"

Prompt: Write an essay in which you analyze the theme of "Pandora's Box," as well as what the text reveals about the relationships of the characters, setting, and plot. Use evidence from the text.

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"Pandora's Box"

DIRECTIONS: Use the rubric below to *assess* (grade) your essay. Mark the grade you would give yourself in each row. Then, write an explanation for why you assessed yourself the way you did.

Grades 6-8 English Language Arts Essay Rubric

Idea Development	
• **QUALITY AND DEVELOPMENT OF CENTRAL IDEA *** • **SELECTION AND EXPLANATION OF EVIDENCE AND/OR DETAILS *** • **ORGANIZATION** • **EXPRESSION OF IDEAS** • **AWARENESS OF TASK AND MODE**	
5	• Central idea is insightful and fully developed • Skillful selection and explanation of evidence and/or details • Skillful and/or subtle organization • Rich expression of ideas • Full awareness of the task and mode
4	• Central idea is clear and well-developed • Effective selection and explanation of evidence and/or details • Effective organization • Clear expression of ideas • Full awareness of the task and mode
3	• Central idea is general and moderately developed • Appropriate selection and explanation of evidence and/or details • Moderate organization • Adequate expression of ideas • Sufficient awareness of the task and mode
2	• Central idea may be present and is somewhat developed • Limited selection and explanation of evidence and/or details • Limited organization • Basic expression of ideas • Partial awareness of the task and mode
1	• Central idea is not developed • Insufficient evidence and/or details • Minimal organization • Poor expression of ideas • Minimal awareness of the task and mode
0	• The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.

Standard English Conventions

	• **SENTENCE STRUCTURE** • **GRAMMAR, USAGE, AND MECHANICS**
3	• Consistent control of a variety of sentence structures relative to length of essay • Consistent control of grammar, usage and mechanics relative to complexity and/or length of essay
2	• Mostly consistent control of sentence structures relative to length of essay • Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay
1	• Little control and/or no variety in sentence structure and/or • Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length
0	• Sentences are formed incorrectly with no control of grammar, usage and mechanics and/or insufficient length.

Explain why you assessed (graded) yourself the way you did. Make sure to give examples from your essay to back up your assessment.

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2.3 Making Candles
Volumes of Cylinders, Cones, and Spheres

Rocky Middle School is sponsoring a charity event. They plan to make and sell candles at the outdoor market in the city.

Andy's committee is in charge of designing the candles. They designed three different shapes of candles: a sphere, a cone, and a cylinder. The molds for the three types of candles have the same radius and height.
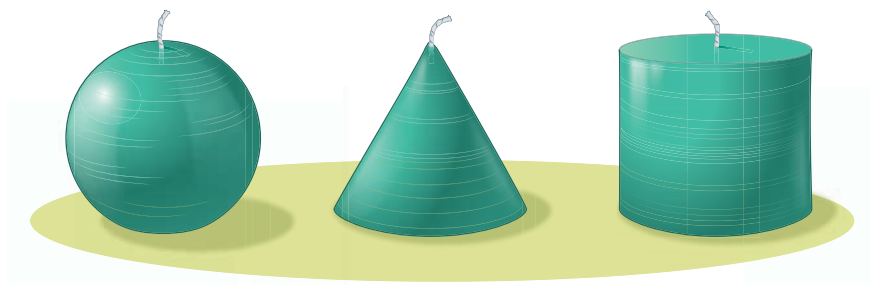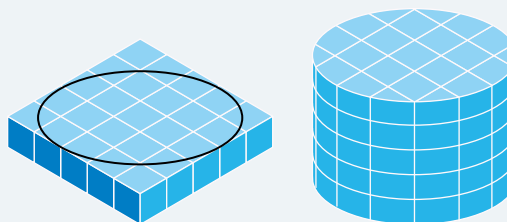
? What is the relationship among the volumes of these three candles?

Problem 2.3

A Isaiah tried to figure out how much wax to buy to make the cylindrical candle, but he forgot the formula for the volume of a cylinder. Noah claims that to find the volume of a rectangular prism, you need to know the number of unit cubes in one layer of the prism and the prism's height. He thinks the same idea works for finding the volume of a cylinder.

1. Is Noah correct? Write an expression to find the volume of a rectangular prism.

**2.** Will this method work for finding the volume of a cylinder? Explain why or why not.

Problem **2.3** *continued*

B Andy decided to explore the relationship among the volumes of the three candle designs. He used plastic containers in the shape of a cylinder, cone, and sphere. The containers have the same height h and inside radius r, which means that the inside diameter of the sphere is equal to the height. Andy tried to find relationships among the three containers.
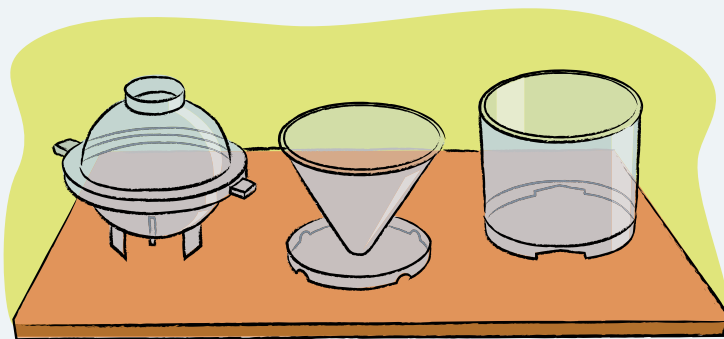
1. Write the relationships among the three containers in words and then as algebraic equations.

2. Use the relationships in part (1) to write an expression for finding the volume of

   a. a cone with height h and radius r.

   b. a sphere with radius r.

C The price of each candle is based on the cost of wax plus markup for profit. If the cylindrical candle sells for $12, what should the prices of the other two candles be?

D Andy decides to sell cylindrical candles with a radius of 3 inches and a height of 1.25 feet.

   1. How much liquid wax does Andy need to make the candle?

   2. Describe the dimensions of a rectangular candle that uses the same amount of wax.

A C E Homework starts on page 34.

2.4 Selling Ice Cream
Solving Volume Problems

Rocky Middle School also plans to sell ice cream at the charity event. They expect to sell about 100 scoops of ice cream. The ice cream comes in cylindrical cartons. Ester's committee must decide how many cartons to buy for the event.
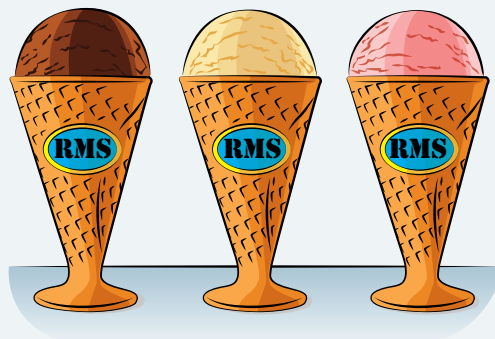
Problem 2.4

A Use the formulas from Problem 2.3 and the following information.

- A carton of ice cream has a radius of 11 centimeters and a height of 30 centimeters.

- A scoop of ice cream has a radius of 3 centimeters.

How many cartons of ice cream should Ester order to make 100 scoops?

B Ester finds 50 souvenir glass cups left over from the last charity event. The cup is cone-shaped and has a height of 16 centimeters and a radius of 3 centimeters. The cup is filled and then topped with half a scoop of ice cream.

1. How much ice cream do you need to make 50 cups?

2. If the 50 cups are in addition to the 100 scoops from Question A, how many more cartons of ice cream must Ester order?

A C E Homework starts on page 34.

3

Solving Equations

A problem often requires finding solutions to equations. In previous Units, you developed strategies for solving linear and quadratic equations. In this Investigation, you will use the properties of real numbers to extend these strategies.

3.1 Selling Greeting Cards
Solving Linear Equations

▶ The steps below show one way to solve $100 + 4x = 25 + 7x$ for x.

$$100 + 4x = 25 + 7x$$

(1) $100 + 4x - 4x = 25 + 7x - 4x$

(2) $100 = 25 + 3x$

(3) $100 - 25 = 25 + 3x - 25$

(4) $75 = 3x$

(5) $\dfrac{75}{3} = \dfrac{3x}{3}$

(6) $25 = x$

Common Core State Standards

8.EE.C.7a Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions . . .

8.EE.C.8b Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.

Also 8.EE.A.2, 8.EE.C.7, 8.EE.C.7b, 8.EE.C.8, 8.EE.C.8a, 8.EE.C.8c, 8.F.A.1, N-Q.A.1, N-Q.A.2, A-SSE.A.1, A-SSE.A.1a, A-SSE.A.1b, A-SSE.A.2, A-SSE.B.3, A-SSE.B.3a, A-CED.A.1, A-CED.A.2, A-REI.A.1, A-REI.B.3, A-REI.B.4, A-REI.B.4b, A-REI.C.6, A-REI.D.10, A-REI.D.11

- How could you explain Steps 1, 3, and 5 in the solution?

- The solution begins by subtracting $4x$ from each side of the equation. Could you begin with a different first step? Explain.

- How can you check that $x = 25$ is the correct solution?

- Can you describe another method for finding the solution to the equation?

The preceding example uses the **properties of equality** that you learned in the Grade 7 Unit *Moving Straight Ahead.*

- You can add or subtract the same quantity from each side of an equation to write an equivalent equation.

- You can multiply or divide each side of an equation by the same nonzero quantity to write an equivalent equation.

You can use these properties as well as the Distributive and Commutative properties to solve equations.

Problem 3.1

A The school choir is selling boxes of greeting cards to raise money for a trip. The equation for the profit in dollars P in terms of the number of boxes sold s is

$$P = 5s - (100 + 2s)$$

1. What information do the expressions $5s$ and $100 + 2s$ represent in the situation? What information do 100 and $2s$ represent?

2. Use the equation to find the number of boxes the choir must sell to make a $200 profit. Explain.

3. How many boxes must the choir sell to break even? Explain.

4. Write a simpler expression for profit. Explain how your expression is equivalent to the original expression for profit.

5. One of the choir members wrote the following expression for profit: $5s - 2(50 + s)$. Explain whether this expression is equivalent to the original expression for profit.

B Describe how to solve an equation that has parentheses such as $200 = 5s - (100 + 2s)$ without using a table or graph.

Problem 3.1 *continued*

C Solve each equation for x when $y = 0$. Check your solutions.

1. $y = 5 + 2(3 + 4x)$ **2.** $y = 5 - 2(3 + 4x)$

3. $y = 5 + 2(3 - 4x)$ **4.** $y = 5 - 2(3 - 4x)$

A C E

3.2 Comparing Costs
Solving More Linear Equations

Ms. Lucero wants to install tiles around her square swimming pool. She finds the following two advertisements for tile companies.

COVER *and* SURROUND IT

$1,000 for design and delivery

$25 per tile after 12 tiles

TILE and Beyond

• $740 for design and delivery

• $32 per tile after 10 tiles

The equations below show the estimated costs C (in dollars) of buying and installing N border tiles.

Cover and Surround It: $C_C = 1{,}000 + 25(N - 12)$

Tile and Beyond: $C_T = 740 + 32(N - 10)$

You can use *subscripts* to show different uses for a variable: C_C means cost for *Cover and Surround It*; C_T means cost for *Tile and Beyond*.

• Do the equations make sense, given the description above for each company's charges? Explain.

• Is the cost of *Tile and Beyond* always cheaper than the cost of *Cover and Surround It*? Explain.

Ms. Lucero wants to know when the costs of each company were equal.

• How can Ms. Lucero use the equation $C_C = C_T$ to answer her question?

Problem **3.1** continued

C Solve each equation for x when $y = 0$. Check your solutions.

1. $y = 5 + 2(3 + 4x)$ **2.** $y = 5 - 2(3 + 4x)$

3. $y = 5 + 2(3 - 4x)$ **4.** $y = 5 - 2(3 - 4x)$

A C E Homework starts on page 55.

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Problem 3.2

A 1. Without using a table or graph, find the number of tiles for which the two costs are equal.

2. How can you check that your solution is correct?

3. How can you use a graph or table to find the number of tiles for which the two costs are equal?

4. For what numbers of tiles is *Tile and Beyond* cheaper than *Cover and Surround It* ($C_T < C_C$)? Explain your reasoning.

B Use the strategies that you developed in Problem 3.1 and in Question A to solve each equation for x. Check your solutions.

1. $3x = 5 + 2(3 + 4x)$

2. $3x = 5 - 2(3 + 4x)$

3. $10 + 3x = 2(3 + 4x) + 5$

4. $7 + 3(1 - x) = 5 - 2(3 - 4x)$

5. For what values of x is the inequality $10 + 3x > 2(3 + 4x) + 5$ true?

C For each pair of equations,

- Find the values of x that make $y_1 = y_2$ without using a table or graph.

- State whether the linear equation $y_1 = y_2$ has a finite number of solutions, an infinite number of solutions, or no solutions.

- Graph the pair of equations.

- Use the graph to help explain your solution.

1. $y_1 = 3(2x - 5)$ and $y_2 = 2(3x - 1) + x$

2. $y_1 = 3(2x - 5)$ and $y_2 = 2(3x - 1) + 7$

3. $y_1 = 3(2x - 5)$ and $y_2 = 2(3x - 1) - 13$

A C E Homework starts on page 55.