

English Sub Plans Week, High School

Week-long sub plans: five days of print and go work for grades 9 to 12, planned Monday to Friday.

PREVIEW

What is included

- Sub binder: notes, the filled-in week plan, a blank schedule, class list, Monday opener (12 pages)
- English sets for five days (30 pages)
- Calm puzzles and reset sheets (10 pages)
- English team tasks (10 pages)
- English games (10 pages)
- Answer keys (15 pages)

How it works

1. Open the week plan. Every set already has its day and page number.
2. Each day: one English set per period (a lesson with worked examples, practice and a challenge), a calm puzzle, a team task and a game for the last 15 minutes.
3. The sub needs no subject knowledge. Every answer is in the key.
4. Print in color or ink-saver black and white, US Letter or A4.

What this preview shows: the filled-in week plan, the note to the substitute, the Monday opener, and all of Day 1 (the English set, the calm block, the team task and the game), one answer-key page and one ink-saver page. Every product page is watermarked. The full kit has 88 pages.





This Week's Plan

Filled in for you: each row is one subject, so use the row for the class you are covering. Or use the blank schedule on the next page.

WHEN	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Start of class	Meet Your Sub p. 11 · 15 min, every period	Attendance, voice level	Attendance, voice level	Attendance, voice level	Attendance, voice level
Reading classes	Reading 1 The Box That Moved the World p. 14	Reading 2 Second Chair p. 26	Reading 3 Rachel Carson and the Right to Be Told p. 38	Reading 4 The Grid Has No Warehouse p. 50	Reading 5 Argument and Rhetoric p. 62
Writing classes	Writing 1 Thesis and Evidence p. 17	Writing 2 Rhetorical Analysis p. 29	Writing 3 Argument Essay Plan p. 41	Writing 4 Narrative Writing p. 53	Writing 5 Summarize and Cite p. 65
Early finishers or a loud moment	Word Search and Reset Sheet p. 20	Sudoku and Grounding Sheet p. 32	Secret Codes and Control Sheet p. 44	Maze and Brain Dump p. 56	Word Ladders and Three Good Things p. 68
Block period or extra time	The Scrambled Essay p. 22	The Spring Issue p. 34	The Device Poem p. 46	The Unsigned Winner p. 58	Listen or Read p. 70
Last 15 minutes, if earned	Whiteboard Jeopardy p. 24	Paper Password p. 36	Class Feud p. 48	Classroom Millionaire p. 60	Mystery Box p. 72

How to use this plan

- Page numbers point to the first page of each set. Copy one per student.
- The calm block is always allowed: a period that runs short, a loud class, or anyone who finishes early.
- The game is the reward. Skip it on a day the class has not earned it.
- Only one period for this class? Use the reading set and keep the writing set for the next day.



Note to the Substitute

Grades 9 to 12 · five days · every set runs from the printout alone

Thank you for covering my classes this week

Everything you need is in this binder. The front pages (important information, weekly schedule, class list) are filled in for this week. After them come the work sets, one per day: **Reading 1** and **Writing 1** are Monday's sets, **Reading 2** and **Writing 2** Tuesday's, and so on. Run the day's set in every period you teach that day. Each set is one period (45 to 55 minutes), stands alone, and has its own answer key at the back of the binder, so you never have to make anything up or know the subject. The first page of every set tells you what to say. Every set ends with a challenge, so it stretches to a 90-minute block when you need it.

After the subject sets come the shared blocks, one of each per day. The **calm block** is always allowed: for a period that runs short, a loud class, or anyone who finishes early. The **team task** fills a period on its own. The **game** is the reward slot: fifteen minutes, from the script, when a class has earned it.

Each day has

- One reading and writing set each (one period, with a challenge to stretch it)
- A calm and quiet block: a puzzle page and a reset sheet
- A team task for groups of four
- A paper game from the script

If the class is loud

- Set a voice level with a number, 0 to 3, and use it all week (the Day 1 opener explains it).
- Switch to the calm block. Nobody needs to move.
- Every set has a challenge at the end, so fast finishers always have something.
- If a set is not working, stop it and use the calm block or the team task. Every set starts cold.

At the end of each day

Please fill in that day's line on the "How it went" page. It takes two minutes and I read every word.

Did this kit work well for your class? A quick review helps other teachers find it and earns you TpT credits. Thank you!



Meet Your Sub

Day 1 opener, 15 minutes at the start of every period on Monday, before the set. Nothing to prepare.

Opener

Sub script (the same five minutes in every class)

1. **Before first period, fill in the introduction sheet** on the next page, once, for the whole day. Keep it short and honest. A high school class reads a sub in about ten seconds, so give them something real to read.
2. **Introduce yourself from the sheet** in two minutes. Then hold up the Ask the Sub list and take three questions from raised hands. Three, not ten. Say when you are done taking questions.
3. **Read the class agreement out loud** and ask this period to add one line of their own. Write that line on the board for the period. The line they wrote is the one they keep.
4. **Set the voice level with a number** from 0 to 3, using the box at the bottom of the sheet. Say which level today's set needs, and use the same numbers in every class all week.
5. **Start the set** with one sentence: this is today's work, it has a challenge at the end, and the calm block is always allowed when you are finished.

If the room is loud

- Skip the questions. Keep the agreement and the voice level, and say the number out loud.
- Start the set sooner. Work on the desk beats a speech about behavior every time.
- Name the level again after four minutes. A number is easier to follow than a lecture.

If a period runs ten minutes short

- Run Common Ground in groups of four. Six minutes of work, four minutes of reading out.
- Or hand out the reset sheet from the calm block and let the room go quiet early.
- Or have each student write one question they would ask the teacher when they get back.

Monday checklist (before first period)

- ☐ Read the Important Information page: office extension, exits, the nurse, the teacher next door.
- ☐ Check the class list for allergies, medical needs, early releases and students who carry a pass.
- ☐ Find today's set on the weekly schedule and count copies for every period, plus five spares.
- ☐ Fill in the About Your Sub sheet once and post it where the back row can read it.
- ☐ Write the voice levels 0 to 3 on the board and leave them there all week.
- ☐ Keep the answer keys inside the binder, not face up on the desk.



Reading Set 1: The Box That Moved the World

Reading • Day 1

Read the article twice. The second time, underline the sentence in each paragraph that carries the main point.

In the middle of the twentieth century, loading a ship was slow, dangerous, and expensive work. Cargo reached the pier as barrels, crates, sacks, and loose bundles, and gangs of longshoremen carried each piece into the hold by hand. A single vessel could sit in port for a week while workers stacked its cargo like a puzzle that had to be solved twice, once going in and once coming out. For many goods, more of the shipping bill was spent standing still in the harbor than crossing the ocean.

Malcolm McLean did not come from the shipping industry. He ran a trucking company in North Carolina, and he had spent years watching his drivers idle at the docks while their loads were unpacked and carried aboard one armful at a time. His question was blunt: why unpack at all? If the body of a trailer could be lifted off its wheels and set directly on a deck, nobody would have to touch the cargo inside. In April 1956, a converted tanker named the Ideal X sailed from Newark, New Jersey, to Houston, Texas, with fifty-eight loaded containers riding on its deck.

The box alone was not enough. A container saves time only if every crane, truck bed, and rail car it will ever meet can handle it. Through the 1960s, committees argued over corner fittings, lengths, and locking pins until they settled on a small family of standard sizes, most of them twenty or forty feet long. That agreement mattered more than the invention. Once the dimensions were fixed, a container packed at a factory in one country could be swung onto a ship, dropped onto a train, and hooked behind a truck on another continent without anyone opening the doors.

The change was not painless. Dockwork shifted from muscle to machinery, and a ship that had once needed a hundred men could be worked by a dozen and a crane. Longshoremen fought hard through their unions, and in several ports they won contracts that guaranteed pay or retraining for the members the cranes replaced. Harbors that were too shallow or too crowded for stacking yards lost their traffic to newer terminals, and waterfront districts that had been busy for a century emptied out within a decade.

What the world gained was distance. As the cost of moving a ton of freight collapsed, geography began to matter less than it ever had. A company could buy parts made on three continents, assemble them on a fourth, and still sell the finished product cheaply. The long supply chains that shape modern economies, for better and for worse, rest on a steel box with almost no moving parts.

The container also carries an unglamorous lesson about technology. The box is not clever. It has no engine, no software, and no inventor's flourish. Its power came from the agreement built around it, from shared rules that let one company's crane lift another company's cargo without a conversation. The hardest part of an innovation is often not the object at all. It is persuading an entire industry to rearrange itself so that the object can work.

Nonfiction. An original explanatory article about the shipping container. Every answer to the questions on the next page is in this text.



Reading Set 1: Questions

Reading • Day 1

Circle the letter for 1 to 8. Write two or three sentences for 9 and 10, using evidence from the text.

1. Before containers, where did much of the cost of shipping many goods go?

- (A) Into fuel for the ocean crossing
- (B) Into time spent standing still in the harbor
- (C) Into building larger ships
- (D) Into insurance for the crew

2. Why does the author compare a ship's cargo to a puzzle that had to be solved twice?

- (A) The cargo was packed by hand at both ends of the trip
- (B) Sailors solved puzzles to pass the time in port
- (C) Two companies owned every load
- (D) The ship was loaded and then unloaded in the same port

3. What experience gave Malcolm McLean his idea?

- (A) He had designed cranes for a shipyard
- (B) He had studied engineering in Newark
- (C) He ran a trucking company and watched drivers wait at docks
- (D) He had worked as a longshoreman in Houston

4. According to the article, why did the agreement on standard sizes matter more than the invention itself?

- (A) Standard boxes were cheaper to build
- (B) The committees held the patent on the design
- (C) Larger sizes could carry more freight
- (D) A box is useful only if every crane, truck, and rail car can handle it

5. Which sentence best describes what happened to dockworkers?

- (A) A ship that once needed a hundred men could be worked by a dozen and a crane
- (B) Dockworkers moved into shipbuilding instead
- (C) Unions blocked containers in most American ports
- (D) Dockwork became safer but paid far more

6. What happened to harbors that were too shallow or crowded for stacking yards?

- (A) They were deepened by the container companies
- (B) They lost their traffic to newer terminals
- (C) They handled only the twenty foot boxes
- (D) They kept their business by lowering fees

7. What does the author mean by saying that what the world gained was distance?

- (A) Ships could finally cross open ocean
- (B) Ports were built farther from cities
- (C) Cheap freight made where a thing is made matter less
- (D) Containers were stacked farther apart for safety

8. Which statement best expresses the point of the final paragraph?

- (A) Simple objects are usually better than complicated ones
- (B) The hard part of an innovation is often getting an industry to change around it
- (C) Engineers deserve more credit than they receive
- (D) Software has replaced steel in modern shipping

9. The article calls the container a box that is "not clever." Using two details from the text, explain why something so simple changed shipping so completely.

10. The author writes that the change "was not painless." Explain who paid a cost and how some of those costs were answered.



Reading Set 1: Vocabulary and Summary

Reading • Day 1

Work out each word from the sentence it lives in. Then summarize the whole article in three sentences.

Vocabulary in context

WORD	WHERE IT APPEARS	WHAT IT MEANS HERE (YOUR WORDS)
longshoremen	<i>gangs of longshoremen carried each piece into the hold by hand</i>	
idle	<i>watching his drivers idle at the docks</i>	
dimensions	<i>Once the dimensions were fixed</i>	
retraining	<i>contracts that guaranteed pay or retraining for the members</i>	
collapsed	<i>As the cost of moving a ton of freight collapsed</i>	
unglamorous	<i>The container also carries an unglamorous lesson about technology</i>	

Summary in three sentences

Sentence 1: what shipping was like before. Sentence 2: what changed and why the standard sizes mattered. Sentence 3: who gained and who paid.

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Challenge

Pick a standard you rely on every day: paper sizes, charging cables, lane markings on a road, the layout of a keyboard. In six sentences, explain what would break if every company used its own version, who would have to agree to fix it, and why that agreement would be harder than the invention.

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Writing Set 1: Thesis and Evidence

Writing • Day 1

Sub: read the lesson box aloud, then students work alone. Ten minutes on Task A, then page 2.

The lesson (3 minutes)

A **thesis** is the one sentence your whole piece has to defend. It passes three tests: someone could **disagree** with it, it is **specific** enough to name what should happen, and there is **evidence** you could point at. A fact fails the first test, a question is not a claim yet, and "Technology has changed the world" fails the last two.

Under the thesis, every body paragraph does the same four jobs, in this order:

Claim (C)

the point this paragraph proves

Evidence (E)

the exact fact, number or moment

Explanation (X)

how that evidence proves the point

Link (L)

close it, do not repeat the claim

Claim (C) The club fair belongs in the courtyard, not in the gym.

Evidence (E) Last fall forty-one clubs were given eighteen tables in the gym, so eleven clubs had to share a table with another club.

Explanation (X) A shared table means a club gets half the space to show what it does, so a student walking past sees one poster where there should be two and keeps walking.

Link (L) A fair exists so that every club gets seen, and the courtyard is the only space on campus with room for forty-one tables.

Most writing loses points on the X. Evidence never explains itself.

Task A: is it a thesis?

Write one letter in each box. **A** arguable and specific, **F** a fact, **B** too broad, **Q** a question. Two statements get each letter.

STATEMENT	A	F	B	Q
1. The school library closes at four o'clock on Fridays.	☐	☐	☐	☐
2. Every student should have to pass a personal finance course before graduating.	☐	☐	☐	☐
3. Is homework worth the hours students put into it?	☐	☐	☐	☐
4. Technology has changed the world.	☐	☐	☐	☐
5. Our school should cut passing time from ten minutes to eight and add those minutes to lunch.	☐	☐	☐	☐
6. There are four lunch periods at this school.	☐	☐	☐	☐
7. Should the cafeteria serve breakfast after first period instead of before it?	☐	☐	☐	☐
8. Education matters to people everywhere.	☐	☐	☐	☐



Writing Set 1: Match and Sharpen

Task B and Task C. Work alone. Every answer to Task B is on this page.

Writing • Day 1

Task B: which evidence proves which claim?

Write the letter of the best evidence next to each claim. Two fit no claim; leave those out.

CLAIM	LETTER
1. The courtyard needs more shade.	<input type="text"/>
2. The school store should take cards, not only cash.	<input type="text"/>
3. The library should stay open for one hour after the last bell.	<input type="text"/>
4. The bus loop is not safe at dismissal.	<input type="text"/>

THE EVIDENCE

- A Between 3:10 and 3:25 about two hundred walking students and forty-two cars use the same driveway, and no part of it is marked for walkers.
- B The three benches under the oak tree fill within two minutes of the lunch bell while the eleven benches in full sun stay empty.
- C Of the ninety-six students who tried to buy something at the store in one week, thirty-one left with nothing because they carried no cash.
- D Fifty-eight students signed a list asking for a quiet room to work in between three and four o'clock, and no other room in the building is quiet then.
- E The school colors have been blue and white since the building opened.
- F The yearbook staff meets on Tuesdays in room 214.

Task C: sharpen the claim

Rewrite each as a claim you could defend in one essay: name who should do what, and where.

- 1 **School sports are good.**
.....
- 2 **Phones are a problem.**
.....
- 3 **Our school should change the schedule.**
.....
- 4 **The library could be better.**
.....

One more step

Pick the rewrite you like best and name the one piece of evidence you would go and find. Be exact.

REWRITE NUMBER EVIDENCE I WOULD NEED



Writing • Day 1

MY CLAIM IS ABOUT

READER

Evidence

A number, an example, or something you have watched happen. Be exact.

Link

Close the idea. Do not copy the claim back word for word.

Now write it as one paragraph, in the order of the boxes. No headings, no letters, just the sentences.

Challenge

- On the back, write the paragraph a second time for a reader who already disagrees with you. Same claim, different evidence, and one sentence that admits what the other side gets right before you answer it.



Calm Block, Day 1: Word Search

Calm • Day 1

Find all 12 literature words. Any direction, including backward and diagonal. Pencils only, voices at 0.

Q	O	T	Q	A	J	H	I	J	R	M	U	I	I
L	U	M	D	I	N	O	I	T	C	I	D	N	S
S	D	A	M	V	B	F	O	B	L	V	L	J	O
C	O	T	T	M	S	I	L	O	B	M	Y	S	J
W	Z	N	Y	R	D	R	T	R	A	G	E	D	Y
M	D	H	N	I	A	O	D	O	V	B	O	M	B
A	S	M	B	E	R	I	P	U	G	B	E	Z	M
L	F	V	O	T	T	E	N	H	X	T	U	A	Y
L	N	A	R	R	A	T	O	R	A	W	B	N	N
U	D	T	K	P	F	H	L	P	T	W	N	P	O
S	M	H	O	D	R	D	H	O	N	U	Y	O	R
I	B	E	S	N	S	O	W	Z	Y	M	R	K	I
O	U	M	X	A	R	H	N	S	S	H	T	B	X
N	W	E	E	N	E	R	I	T	A	S	E	C	A

METAPHOR

NARRATOR

ALLUSION

QUATRAIN

SYMBOLISM

DICTION

TRAGEDY

SONNET

SATIRE

SYNTAX

IRONY

THEME

Faster than reading every square

- Hunt the rare letters first. Only one word in the list has a Q in it, so every Q in the grid is worth a second look.
- Scan one row at a time for a word's first two letters, then check all eight directions from that square.
- Cross a word off the list the second you circle it, or you will search for it twice.



Calm Block, Day 1: Reset Sheet

For one person, at your own pace. Nobody collects this and nobody reads it but you.

Calm • Day 1

Two minutes, then back to it

This is not a mood test and it is not therapy. It is a short routine for the moments when your head is somewhere else and the work in front of you is going nowhere: slow the breath, put a name on the feeling, pick the next five minutes. Work down the page and stop at the bottom.

Step 1: make the breath out longer

Breathe in through your nose while you count to four, then out through your mouth while you count to six. The long breath out is the part that slows your heart rate down. Six rounds, then stop.

Tick a box for each round so you are not counting in your head.

□ □ □ □ □ □

Step 2: name it

A feeling you can name gets smaller. Tired, annoyed, behind, worried, bored, flat, wired. One word is enough, and it does not have to be the right word.

Write yours on the first line below.

Name it in one word, then write the sentence your head keeps repeating

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.....

What is actually true right now, in this room, that I could check in ten seconds

.....

.....

The next five minutes: what I will do the moment I put this sheet down

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What usually helps me

- ☐ Water and a real breath of air
- ☐ Writing the thing down instead of holding it
- ☐ Two minutes of a puzzle or a doodle
- ☐ Starting the smallest piece of the work
- ☐ Standing up and stretching my shoulders
- ☐ Putting my phone face down in my bag
- ☐ Asking one person one question
- ☐ Deciding to deal with it after school

My own line

Something that works for you that is not on that list.

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Right now I feel (circle one)

1 2 3 4 5 6 7 8 9 10

1 = settled, 10 = about to boil over. Check the same number again in ten minutes. Down by one is the whole point.



Team Task, Day 1: The Scrambled Essay

Groups of four. Voice level 2. One sheet per group, one person writes, and no number goes down until all four agree.

Team • Day 1

The situation

A student at Marlow Bend High wrote a short argument essay for the town newspaper. On the way to the printer, the twelve sentences got cut into strips and shuffled. The editor needs them back in order by the end of the period.

Your job: number the sentences from 1 (first in the essay) to 12 (last). Work alone for five minutes in the "My order" column, then argue it out and agree on one set of numbers as a group. Every number from 1 to 12 is used exactly once. When every group is done, the sub reads out the English department's order and you score the difference.

Group of three: one person both writes and keeps time. Group of five: the fifth person reads the finished essay aloud in your order before you hand it in. If it sounds wrong out loud, fix it.

Clues writers leave

- **Transitions** ("The first reason", "In the end") show where a sentence sits. **Pointing words** ("That", "Those") need something earlier.
- **Evidence before explanation:** a sentence that explains a number comes after the number.

- A** Some residents argue that a town with a tight budget cannot afford to pay staff for two more days a week.
- B** In a survey of 300 Marlow Bend High students, 64 percent said they had no quiet place at home to study on weekends.
- C** The second reason is that weekday hours shut out the people who work those hours.
- D** Marlow Bend should reopen its public library on Saturdays and Sundays, because students need a place to study and working adults need a time they can actually visit.
- E** Where do you go to study on a Saturday when the only quiet building in town is locked?
- F** In the end, a library that is closed whenever people are free is a library in name only, and Marlow Bend deserves better than that.
- G** That concern is real, but the Friends of the Library group has already offered volunteers to cover half of the weekend shifts.
- H** The first reason is that students have nowhere else to do focused work on weekends.
- I** Since the 2019 budget cut, the Marlow Bend Public Library has been open only from 9 a.m. to 5 p.m. on weekdays.
- J** When nearly two out of three students lack a quiet space, the library is not a luxury for them; it is the only option they have.
- K** The town's own records show that library cards issued to adults fell by half in the two years after weekend hours ended.
- L** Those adults did not stop wanting to read; they simply lost the only hours they had free to walk through the door.



Team Task, Day 1: Order and Score

Fill in the order first. The Expert column stays empty until the sub reads it out.

Team • Day 1

SENTENCE	STARTS WITH	MY ORDER	GROUP ORDER	EXPERT	DIFFERENCE
A	Some residents argue that ...				
B	In a survey of ...				
C	The second reason is ...				
D	Marlow Bend should reopen ...				
E	Where do you go ...				
F	In the end, a ...				
G	That concern is real, ...				
H	The first reason is ...				
I	Since the 2019 budget ...				
J	When nearly two out ...				
K	The town's own records ...				
L	Those adults did not ...				
Total difference (lower is better)					

Scoring

For each row: group order minus expert order, and drop the minus sign. Add the twelve numbers up.

- **10 or less:** excellent
- **11 to 20:** good
- **21 to 32:** fair
- **Over 32:** read the essay aloud in your order and listen for where it stops making sense.

Defend one choice

Pick the sentence your group placed furthest from the expert. Which clue in that sentence did you use, and which clue did you miss?

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Label the parts

Once the expert order is read out, write the job of each numbered sentence (hook, background, thesis, topic sentence, evidence, explanation, counterclaim, rebuttal, conclusion).

1. 2. 3. 4.
 5. 6. 7. 8.
 9. 10. 11. 12.

Challenge

Write one more sentence of evidence for Reason 2 and say exactly where in the order it belongs.

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Game, Day 1: Whiteboard Jeopardy

Sub script and questions. 15 minutes at the end of the period, or whenever the class has earned it.

Game • Day 1

Set up (2 minutes)

1. Draw a 5 by 5 grid on the board, or tape up the board sheet. Write the five category names across the top and the values 100 to 500 down each column.
2. Teams of four to six. Team 1 picks a category and a value.
3. Read the question. The team gets 15 seconds and one answer. Right: they take the points and pick again. Wrong: the next team may steal, then play moves on.
4. Cross the square off. Highest total when time is up wins.

Read this out

"One voice per team: pick a captain who says the final answer. Shouted answers do not count and the square is dead. Team 1, choose a category and a value."

Keep the running score in a corner of the board. If a team argues a call, the script wins and the game moves on. The bold answer is the one to accept, but take a clear equivalent too (Ahab for Captain Ahab, Duncan for King Duncan).

Lit Terms

- 100 What is the time and place of a story called?
The setting
- 200 What is the main character of a story called?
The protagonist
- 300 What is a hint about events that will happen later?
Foreshadowing
- 400 The audience knows what a character does not. What irony is this?
Dramatic irony
- 500 What is a story whose characters stand for abstract ideas?
An allegory

Poetry

- 100 What is a word that imitates a sound, like buzz?
Onomatopoeia
- 200 How many lines does a haiku have?
Three
- 300 What is a group of lines in a poem called?
A stanza
- 400 What is the repetition of beginning consonant sounds?
Alliteration
- 500 What is unrhymed iambic pentameter called?
Blank verse

Grammar

- 100 What part of speech names a person, place, thing or idea?
A noun
- 200 What mark can join two independent clauses with no conjunction?
A semicolon
- 300 What error joins two sentences with only a comma?
A comma splice
- 400 In 'Maya threw the ball,' what is the direct object?
The ball
- 500 What is an -ing verb form used as a noun called?
A gerund

Classics

- 100 Who wrote the play Hamlet?
William Shakespeare
- 200 Who wrote the novel Frankenstein?
Mary Shelley
- 300 In The Odyssey, what island is Odysseus trying to reach?
Ithaca
- 400 Who wrote The Scarlet Letter?
Nathaniel Hawthorne
- 500 Who is the captain who hunts the white whale in Moby-Dick?
Captain Ahab

Vocabulary

- 100 What is a word with the opposite meaning called?
An antonym
- 200 What does the prefix pre- mean?
Before
- 300 What does the Latin root bene mean, as in benefit?
Good or well
- 400 What does the Greek root chron mean?
Time
- 500 What is a mild word used in place of a harsh one?
A euphemism

Final Wager: Shakespeare

Play this when the board is clear, or when two minutes are left. Announce the category, then every team writes a secret wager of up to the points it already has. Read the question. Teams get 60 seconds of silent writing, then hold their answers up together.

In Shakespeare's play Macbeth, which Scottish king does Macbeth murder so that he can take the throne?

King Duncan

Right: add the wager. Wrong: subtract it. That is the final score.



Game, Day 1: The Board

Tape this to the whiteboard or copy it. Cross squares off as they are played.

Game • Day 1

LIT TERMS	GRAMMAR	VOCABULARY	POETRY	CLASSICS
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Scores

Team 1

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Team 2

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Team 3

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Team 4

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Team 5

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Team 6

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Final Wager: Shakespeare

Write your wager before you hear the question. A team may bet any amount up to the points it already has. Right answer: add the wager. Wrong answer: subtract it.

Team 1

WAGER

ANSWER

Team 2

WAGER

ANSWER

Team 3

WAGER

ANSWER

Team 4

WAGER

ANSWER

Team 5

WAGER

ANSWER

Team 6

WAGER

ANSWER



Answer Keys (1 of 15)

Teacher copy. Keep these pages out of the student sets.

Reading Set 1: The Box That Moved the World

1. B 2. A 3. C 4. D 5. A 6. B 7. C 8. B

9. Accept any two: the cargo inside is never touched again once the doors are shut, so loading time collapses; standard sizes let any crane, truck bed, or rail car handle the same box; a container can move ship to train to truck across continents without being opened; the cost of moving freight fell so far that distance stopped mattering.

10. Dockworkers lost jobs as work shifted from muscle to machinery, and older harbors without room for stacking yards lost their traffic and their waterfront districts emptied. Longshoremen fought through their unions and in several ports won contracts guaranteeing pay or retraining for members the cranes replaced.

Vocabulary: longshoremen = dockworkers who load and unload ships; idle = wait around doing nothing; dimensions = the agreed measurements of something; retraining = teaching workers a different set of job skills; collapsed = fell suddenly and very far; unglamorous = plain and unexciting, not impressive.

Summary: answers vary; look for the three parts (hand loading was slow and most of the cost was in port; the standard sized box let ship, train and truck pass the same load along untouched; freight got cheap and global, while dockworkers and old harbors lost out).

Challenge: answers vary; accept any real standard, a clear description of what fails without it (equipment that will not fit together, wasted time, duplicated stock), a named group that would have to agree (manufacturers, an industry body, governments), and one sentence on why agreement is the hard part.

Writing Set 1: Thesis and Evidence

Task A: 1 F; 2 A; 3 Q; 4 B; 5 A; 6 F; 7 Q; 8 B. (A = arguable and specific, F = fact, B = too broad, Q = question.)

Task B: 1 B; 2 C; 3 D; 4 A. Fits nothing: E, F. E and F are true statements about the school that prove none of the four claims.

Tasks C and D: answers vary. Accept a rewrite that is arguable, names who should do what, and could be proved with evidence a student could get ("Our school should plant four shade trees along the courtyard walk"). For the paragraph, score one point per checklist line; a paragraph whose explanation only repeats the evidence in other words cannot score above 3.



Reading Set 1: Questions

Reading • Day 1

Circle the letter for 1 to 8. Write two or three sentences for 9 and 10, using evidence from the text.

1. **Before containers, where did much of the cost of shipping many goods go?**
 - (A) Into fuel for the ocean crossing
 - (B) Into time spent standing still in the harbor
 - (C) Into building larger ships
 - (D) Into insurance for the crew
2. **Why does the author compare a ship's cargo to a puzzle that had to be solved twice?**
 - (A) The cargo was packed by hand at both ends of the trip
 - (B) Sailors solved puzzles to pass the time in port
 - (C) Two companies owned every load
 - (D) The ship was loaded and then unloaded in the same port
3. **What experience gave Malcolm McLean his idea?**
 - (A) He had designed cranes for a shipyard
 - (B) He had studied engineering in Newark
 - (C) He ran a trucking company and watched drivers wait at docks
 - (D) He had worked as a longshoreman in Houston
4. **According to the article, why did the agreement on standard sizes matter more than the invention itself?**
 - (A) Standard boxes were cheaper to build
 - (B) The committees held the patent on the design
 - (C) Larger sizes could carry more freight
 - (D) A box is useful only if every crane, truck, and rail car can handle it
5. **Which sentence best describes what happened to dockworkers?**
 - (A) A ship that once needed a hundred men could be worked by a dozen and a crane
 - (B) Dockworkers moved into shipbuilding instead
 - (C) Unions blocked containers in most American ports
 - (D) Dockwork became safer but paid far more
6. **What happened to harbors that were too shallow or crowded for stacking yards?**
 - (A) They were deepened by the container companies
 - (B) They lost their traffic to newer terminals
 - (C) They handled only the twenty foot boxes
 - (D) They kept their business by lowering fees
7. **What does the author mean by saying that what the world gained was distance?**
 - (A) Ships could finally cross open ocean
 - (B) Ports were built farther from cities
 - (C) Cheap freight made where a thing is made matter less
 - (D) Containers were stacked farther apart for safety
8. **Which statement best expresses the point of the final paragraph?**
 - (A) Simple objects are usually better than complicated ones
 - (B) The hard part of an innovation is often getting an industry to change around it
 - (C) Engineers deserve more credit than they receive
 - (D) Software has replaced steel in modern shipping
9. **The article calls the container a box that is "not clever." Using two details from the text, explain why something so simple changed shipping so completely.**

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10. **The author writes that the change "was not painless." Explain who paid a cost and how some of those costs were answered.**

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answer checked

Thank you! If this works for your class, a quick review helps other teachers find it, and earns you TpT credits.

