Assessment Guide

Grade 10
Assessment Guide, Grade 10

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About the Formative Surveys

The two Formative Surveys in this Assessment Guide have been prepared to help you quickly assess how well your students are performing on the College and Career Readiness Standards. The surveys are divided into groups of questions that are connected to specific reading and writing passages, plus groups of questions that focus on language arts skills in general.

Each survey contains 30 questions that cover the key categories of the College and Career Readiness Standards:

- **Reading Literature**
  - Key Ideas and Details
  - Craft and Structure
  - Integration of Knowledge and Ideas

- **Reading Informational Text**
  - Key Ideas and Details
  - Craft and Structure
  - Integration of Knowledge and Ideas

- **Writing**
  - Text Types and Purposes
  - Production and Distribution of Writing
  - Research to Build and Present Knowledge

- **Speaking and Listening**
  - Comprehension and Collaboration
  - Presentation of Knowledge and Ideas

- **Language**
  - Conventions and Standard English
  - Knowledge of Language
  - Vocabulary Acquisition and Use

In the back of this Guide you will find Remediation Rubrics for the surveys. The rubrics list the survey questions, the College and Career Readiness Standard addressed by each question, and the page numbers of program materials that offer teaching and practice on the standard. For example:

<table>
<thead>
<tr>
<th>If students answer the following question incorrectly…</th>
<th>they need additional teaching and practice on…</th>
<th>which you will find in the following textbook pages…</th>
<th>and in these supplement pages…</th>
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<tr>
<td>3. The MOST apparent source of the story’s themes is…</td>
<td>Reading Literature Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</td>
<td>158–169, E112, E214–E219, 332–355</td>
<td>English Language Learning Support 93–105</td>
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<td>518–529, E254</td>
<td>Unit &amp; Selection Resources, Unit 5 27</td>
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<td>530–553, E255, 574–589</td>
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<td>590–599, E262</td>
<td>Unit &amp; Selection Resources, Unit 5 60</td>
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<td>Unit &amp; Selection Resources, Unit 6 46; Enrichment Projects &amp; Activities 32</td>
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To further customize instruction, factor in the difficulty levels and Bloom’s taxonomy ratings of the questions answered correctly by a student. For example, if a student correctly answers a variety of Moderate and Difficult questions involving analysis and synthesis but does not correctly answer any questions involving evaluation, look for selections that are rated Moderate and for supplementary materials that teach and reinforce evaluation skills.

Keep in mind that students benefit from practice and reinforcement of newly learned skills. Consider spiraling your instruction so that you challenge students with higher-level selections and activities as they become more comfortable with particular skills and concepts.

Name: __________________________________________________

Formative Survey Answer Sheet

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Formative Survey 1

Multiple Choice

Identify the choice that best completes the statement or answers the question.

Passage 1

Purple and Fine Linen
by Anna Brownell Dunaway

1  There was a 15-minute wait at the little transfer station at Junction City. Pauline begrudged every second of it. The wedding ceremony of her friend was set for 8:00. That would barely give her time to greet the family and slip into her peach taffeta bridesmaid’s gown.

2  She moved restlessly about the dingy little waiting room, nibbling a chocolate bar. There would be no time to snatch even a bite after she got there. The candy would have to sustain her until the wedding ceremony was over. The dinky little local she was about to board did not have a diner. That was what one got for traveling to out-of-the-way places like Weeping Water. Pauline smiled disdainfully as she repeated the name half aloud. What a teary sound it had, suggestive of funeral wreaths and weeping willows rather than a wedding.

3  Pauline was an Easterner and city-bred to the core. She had never lived away from the rumble of streetcars and the noise of traffic. She had a hazy idea that country folk and small-town dwellers spent their days milking cows and gathering eggs. The stares of the loungers and the sights and sounds of a village depot grated upon her sensibilities. She moved impatiently to the window and laid down her purse, ticket, and gloves for a moment, while she powdered her nose before the lid of her pigskin case.

4  “Excuse me”—it was a low voice at her elbow—”but is this your glove? I picked it up under one of the seats.”

5  Pauline snatched it with an annoyed gesture. “Why, yes, I believe it is mine, thank you.” She was proverbially careless, perhaps because things came to her
so easily that they gave her no sense of responsibility. Now reminded of her shortcomings, she took a hasty inventory of her belongings. Bag, silk umbrella, gloves, ticket, fitted traveling case—all at hand. Would the train never come? It was already overdue. She tapped the floor impatiently with her foot, clad in its immaculate mole oxford.

6  “I believe I hear the local whistling now.” It was the same friendly voice. Pauline turned and observed the girl to whom it belonged. Then she looked away with an almost imperceptible lift of her eyebrows. These familiar people in wayside stations, always trying to essay conversation! Evidently, a little native on her way to “weekend” with somebody, as the local newspapers would put it. Her plain blue serge suit had a homemade look to Pauline’s fastidious eye, and although it was the first day of September, the girl wore a straw hat.

7  If there was anything in which Pauline was not careless, it was the purple line of convention that marked the times and seasons of wearing apparel. She was smugly conscious of the becoming lines of her twill suit of mole brown, with its hat of velour to match. Pauline was an unconscious snob in the matter of dress. She was wont to measure people by a certain rigid standard, which meant for her purple and fine linen.

8  She picked up her traveling case. People were hurryng out of the station. Pauline, anxious to get a seat in the train where Pullman accommodations were not to be had for love or money, followed in their wake, counting over her belongings as she went. Yes, she had them all: traveling case, gloves, handbag, umbrella—

9  “Where to, miss?”

10  “Weeping Water,” said Pauline haughtily. She made her way down the aisle and dropped into what she mentally termed a “stuffy” red plush seat. Well, anyway, there was the consolation that it wouldn’t be long now. A few hours’ ride and then her destination, and all the fascinating excitement of a wedding.

11  And Joan’s people were real gentlefolk. Her father had given up a career as a surgeon in a big city to stay on in the little town and carry on the practice that his father had had before him. Pauline felt that she could safely approve of Joan’s family. Not that Joan could dress as she did—not on a country doctor’s salary—but she felt she could make much of nothing. She had an air that placed her in the purple-and-fine-linen class. Joan would look like a duchess in her wedding gown. Her thoughts switched to her own peach taffeta—peach, green, and lavender. What delicate shades—a regular rainbow wedding.

12  “Excuse me”—the deprecating voice again, with its friendly intonation—”is this your handkerchief? I found it in the aisle.”

13  “Why, I believe it is. Thank you.” Pauline took it frigidly. The shabby little girl at the junction waiting room again. She seemed to be a veritable Nemesis, popping up everywhere with lost articles. Pauline was annoyed that the girl still hesitated in the aisle, swaying with the jerking motion of the train.

14  “Your ticket, madam.”
Pauline recalled her eyes from the window with a start. The girl had taken her seat. The conductor stood there waiting. She had forgotten all about the ticket. Mechanically, she reached into her handbag. The ticket was not there.

The conductor cleared his throat impatiently. Pauline turned out the contents of her bag in a heterogeneous heap: handkerchiefs, powder puff, cards, small change—but no tiny square of cardboard. She went through the various pockets frantically, even though she knew, with the calmness of conviction, that her ticket reposed on the window sill in the waiting room at Junction City. Now that she was miles away from it, she saw it as clearly as when she laid it there. Slowly, she returned the things to her bag.

“I—haven't my ticket,” she said composedly, opening her purse. “I remember now that I left it in the waiting room at Junction City.”

The conductor eyed her coldly. “The fare,” he said, making a note in his book, “is three dollars and 87 cents. If you haven't your ticket or its equivalent, you will have to get off at the next stop.”

“But you don't know who I am,” gasped Pauline. “My father is William J. Sherman, of the Sherman Trust Company—”

“Can't help it.” The conductor was moving down the aisle. He pulled the bell cord. “Next stop's Pender. You get off there.”

“Pender—Pender—Pender-r-r!”

The brakeman passed down the aisle, calling the name raucously. He stopped and lifted her traveling case. The train came to a standstill. Glowering, the conductor waited on the platform. Pauline walked uncertainly down the aisle, her eyes blurred with tears. She felt the eyes of the whole car upon her.

“Wait a minute.” It was the fresh, sweet voice of the girl of the waiting room. She stood on the top step holding a blue silk parasol with ivory tips. “Isn't this yours? I was deep in a book and only just saw you getting off. Is this your station? I thought you were going to Weeping Water.”

“Conductor put’er off,” explained the brakeman laconically. “Lost her ticket—no money—”

“You lost your ticket?” cried the girl incredulously. “I remember seeing it in the window of the waiting room at Junction City.”

“All aboard,” called the conductor. The brakeman doffed his cap.

“Wait!” cried a ringing voice. “Stop!” It held an authoritative note. “Put her back on. I have money. I will pay her fare. Why, it's an outrage, putting a girl off like this!” The girl reached down her hand to Pauline, who was keeping pace with the barely creeping train. The brakeman, grinning, swept her up, suitcase and all. Pauline clung to the girl's hand as if to a lifesaver. Curiously enough, at this moment she had the sensation of being beyond her depth in a river, and that someone was holding water wings to her.
The girl loosened her hand and tendered a crisp bill to the conductor. He handed her back the change with an impervious smile.

“This way,” said the girl, leading Pauline through the rear of the car behind them. “Everybody will be craning their necks in that other one. We’ll just sit here.”

“But you don’t know me,” cried Pauline, finding her voice, and regarding the other in amazement. “How can you trust me like this—a perfect stranger? And I was so horrid!”

“I grew up on the prairies,” the girl said with a smile, “where everything is open and frank like the plains themselves. No jungles, or swamps, or hidden ugly things. And I always know intuitively whom I can trust.” She took out another crisp bill and laid it in Pauline’s hand. “You’ll need it before you get home,” she insisted.

“Your name then, and address,” said Pauline with the suspicion of a choke in her voice.

“Nellie Newton, Herington, Kansas.”

“Street and number?”

“Only that,” Nellie said with a laugh. “Oh, we don’t have to be labeled out West.”

Pauline scribbled rapidly. After all, she must have been mistaken in her vision of water wings. It must have been an angel instead. She said earnestly, “I’ll make this up to you—oh, I will!”

“Of course,” murmured the girl simply. She turned to the window with an involuntary exclamation. “Oh, see! The sun is setting over there in the west. Isn’t it beautiful?”

Pauline followed her gaze. Used as she was to city spires and skyscrapers, she was rather disappointed to see only fleecy, airy clouds tinged with blue, green, and purple, like myriads of rainbows. But there was something about its quiet beauty that held her.

“Few things,” spoke up Nellie suddenly, “can equal a prairie sunset.”

“Unless it be,” said Pauline with sincere homage, “a daughter of the prairies.”

The train thundered into the little station 35 minutes behind time. Pauline scrambled into a bus—she had written Joan not to meet her, as she had been undecided about her time of leaving. The house was in a bustle of preparation, and so she went straight to her room, stopping only for a hurried peek at the bride.

When she had slipped into the peach taffeta and had joined the wedding party at the head of the stairs, the strains of Lohengrin’s Wedding March were
floating up to them from below. Pauline fell into step beside the bridesmaid in green. Then she gave such an undignified jump as to slow for a moment the stately procession. For there, marching ahead of the bride, very erect and very sweet in her gown of lavender taffeta, was the maid of honor, and she was no other than the little traveling companion who had paid her fare!

43   Their eyes met in recognition. The bridesmaid in green intercepted the look.

44   “Isn’t Joan’s cousin a dear?” she whispered. “And doesn’t she wear lavender well?”

45   Pauline nodded absently, for she was thinking of something she had wrested from the prairies that was the nicest thing she had ever put in her memory box. It was that better far than outward apparel is the purple and fine linen of the heart and mind.

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_____ 1. Read the sentence.

“The then she looked away with an almost imperceptible lift of her eyebrows.”

What does imperceptible MOST NEARLY mean?

a. not visible  
b. not cordial  
c. concerned  
d. intended

_____ 2. The author uses the metaphor “veritable Nemesis” in Paragraph 13 to show

a. the extent of Pauline’s irritation.  
b. the depth of Nellie’s concern.  
c. the basis for Pauline’s forgetfulness.  
d. the reason for Nellie’s hesitation.

_____ 3. The MOST apparent source of the story’s themes is

a. the biblical story about the prodigal son returning home after many years.  
b. the fable “The Town Mouse and the Country Mouse.”  
c. a Russian novel about a large family wedding.  
d. the Shakespearean tragedy Romeo and Juliet.

_____ 4. The theme of this story is BEST demonstrated through

a. Pauline’s willingness to travel far for her friend’s wedding.  
b. Nellie’s willingness to shout at the conductor for his actions.  
c. Pauline’s willingness to admit her shame for acting badly.  
d. Nellie’s willingness to help Pauline despite not knowing her.

_____ 5. Suppose you are participating in a class discussion about this story.

Which statement would be MOST useful and relevant to the discussion?

a. “I wish I had lived when people took trains everywhere.”  
b. “Interesting things happen when you go to out-of-town weddings.”  
c. “The author implies that city people are distrustful while country people are honest and kind.”  
d. “This story reminds me of a book called Member of the Wedding that was made into a movie.”
6. Read this sentence from a student essay about “Purple and Fine Linen.”

Pauline thinks she is better than other people.

Which quote from the passage BEST supports the argument stated in the sentence?

a. “She had a hazy idea that country folk and small-town dwellers spent their days milking cows and gathering eggs.”
b. “The stares of the loungers and the sights and sounds of a village depot grated upon her sensibilities.”
c. “A few hours’ ride and then her destination, and all the fascinating excitement of a wedding.”
d. “Pauline was annoyed that the girl still hesitated in the aisle, swaying with the jerking motion of the train.”

Passage 2

Never Lost

1. It was clear to Dylan the moment he looked up from tying his shoes that he had lost his sister in the crowd of the bustling airport. He stood absolutely still, heart thumping, and chanced a swift glance at his watch. It was 4:45. Their plane boarded at 5:00. He had to find her quickly.

2. Panic began to overtake him. People kept bumping into him, swarming around him, and the faces and bags and all the colors of clothes blurred, and Dylan couldn't even remember what color shirt Sara was wearing.

3. When they were children, their parents had always directed them to meet at a particular spot if anybody got lost. Dylan and Sara hadn't even considered such a thing, and had planned no meeting spot in the event of a separation, which—Dylan now realized, as he scanned the faces of people rushing past—had been a grave mistake. How could he have had such a lack of foresight? He was the elder of the two, the responsible one. He could imagine what his parents would say—and none of it was good.

4. There was no way he could possibly board the plane without his sister. He'd stay at this airport until he was eighty if that's what it took. He imagined himself sleeping on the floor, serenaded by the roaring engines of jets. He had to find her; she couldn't have gone too far. Dylan calmed himself with the reminder that the airport terminal was a self-contained building. She must be somewhere, and she certainly would not have retraced her steps and taken the underground train back to the main terminal. Yes, she was definitely somewhere in the building.

5. Dylan considered all that he had ever learned about what to do if he found himself abandoned in the wild. He knew to hold onto a tree and stop walking when lost in a forest. The next step was to look for familiar landmarks. But this wasn't a forest, and he wasn't lost; he knew precisely where he was. He tried to remember what the directions were for rescue squads, but what sprang to mind wasn't at all helpful. He could look for broken twigs underfoot, or he might look for damaged brush, which could indicate a hiker's departure from the trail. Dylan shook his head. There were no trails here. There was no underbrush;
there were what seemed like miles of white linoleum floors and vast expanses of dull gray carpet, and endless rows of chrome-trimmed benches and walls of blinking display screens.

Without moving, Dylan continued to scrutinize the crowd, concentrating his powers of observation and trying to recall what his sister was wearing. A woman walked quickly past, her heels clicking on the hard floor, a red ribbon tied to the handle of her suitcase. A red sweater, he thought, it was definitely a red sweater.

The sea of people continued to flow past Dylan as he stood fast, a lighthouse on the jetty, searching desperately for a glimpse of red. He wished he were taller. Then he saw a flash of a red sweater through a break in the crowd. This mobilized Dylan, and he launched himself in that direction.

Around the corner, Sara looked over her shoulder, and then stopped. Her brother had been walking right next to her, but where had he gone? She stood still, heart thumping, and glanced at the clock on the wall. It was 4:45. Their plane boarded at 5:00. She had to find him quickly.

Buffeted by the passing hordes, Sara retraced her steps, searching for her brother. He was nowhere to be seen. He couldn't have gone too far, she thought. He was walking right next to me a moment ago.

Torn between wanting to stay put, and worried about missing their flight, Sara made a decision. She would look for him for three more minutes, and then at 4:48 she would walk to their gate. They both knew where the plane was leaving from, Sara reasoned. It made sense that they would find each other there.

Dylan followed the flash of red, but as he drew parallel to the woman, he saw she was older than Sara. He glanced at his watch again. It was 4:48. Trying not to fear the worst, Dylan made a decision. Like a ship changing course, Dylan turned sharply down the hall that led to Gate 34C, hoping that his sister had done, or was about to do, the same. And if not, well, he'd worry about that when he came to it.

At the juncture of two hallways, Sara saw Dylan walk right past her toward Gate 34C. She fell into step beside her brother. “Impeccable timing, I was worried we would be late,” she said, before he had noticed her presence.

“What did you come from?” Dylan demanded.

Sara managed not to smile. She could tell Dylan was trying to hide his relief at seeing her.

“What do you mean?” said Sara “I’ve been right behind you this whole time.”

7. **What is Dylan’s MAIN problem in the selection?**
   a. He is late for his flight.
   b. He has lost his suitcase.
   c. He takes the train to the wrong terminal in the airport.
   d. He has become separated from his traveling companion.
8. Which feature of the setting helps build tension in the selection?
   a. the walls of display screens
   b. the rows of benches
   c. the crowds of people
   d. the loud sounds of the engines

9. Read this sentence from the selection.
   “He'd stay at this airport until he was eighty if that's what it took.”

   What is the MOST LIKELY purpose for the exaggeration in this sentence?
   a. to reveal Dylan’s tendency to overreact
   b. to describe the negative effects of worrying
   c. to show Dylan’s commitment to finding his sister
   d. to explain how difficult it is to find someone who is lost

10. Suppose you are participating in a class discussion of this story. Which question would be MOST useful and relevant?
    a. “Have you ever been lost in an airport?”
    b. “What do you think the story says about contemporary life?”
    c. “Did you see the movie about the guy who was lost in the airport for weeks?”
    d. “Wouldn’t the story be more interesting if it took place in the wilderness?”

11. At the end of the selection, how are the feelings of the two characters different?
    a. Sara is calm, but Dylan is panicked.
    b. Dylan is relieved, but Sara is amused.
    c. Sara is cheerful, but Dylan is annoyed.
    d. Dylan is enthusiastic, but Sara is bored.

12. Which literary reference would be MOST relevant and accurate in a student essay about the story?
    a. Dylan seems to wish he had been as careful as Hansel and Gretel and left bread crumbs on the trail.
    b. Dylan and his sister are like the tortoise and the hare in the fable, running a race.
    c. Like Hamlet in Shakespeare’s play, Dylan is undecided about the course to take when he and his sister get separated at the airport.
    d. Dylan is like Ulysses in Homer’s epic as he desperately searches for his sister.
Skills Questions Group 1

____ 13. Read the sentences.

Lei really wanted the role of the scientist in the play because the part was important and the character was interesting. In addition, during the audition she saw how much fun the drama coach could be, and that was the icing on the cake.

What does the expression the icing on the cake refer to in the second sentence above?

a. the reason Lei made up her mind
b. the reason Lei was excited
c. the final factor in Lei’s decision
d. the main factor in Lei’s decision

____ 14. Read the sentence.

Joanna is afraid to leave her small hometown to take the new job because she is captive to her own fears.

What is that sentence saying about Joanna?

a. She has overcome her fears.
b. She is learning to control her fears.
c. She desires to overcome her fears.
d. She is controlled by her fears.

____ 15. Which word means “to judge a book or film as unacceptable”?

a. censure
b. censor
c. census
d. certainty

Passage 3

The following is a rough draft of a student’s letter. It contains errors.

Dear Principal Jones:

(1) I have just learned that due to a lack of funding, after school enrichment classes at our school may be discontinued. (2) This news is upsetting to our school community and both students and parents benefit from their programming.

(3) For students, enrichment classes offer positive group experiences and educational opportunities after school. (4) Taking afterschool classes in subjects like algebra, chemistry, and Latin makes it possible for tenth-graders to get ahead in their course work by earning class credits early on. (5) By completing some of these enrichment courses, a tenth grader can become eligible to take upper-level elective classes like art and advanced computer programming.

(6) Enrichment classes can offer students exposure to some valuable, less common activities as well. (7) The foreign language enrichment program offers languages such as German, Russian, Chinese, and American Sign Language, none of which are offered as part of the Regular Curriculum at Collier High.
School. (8) Students can take part in sports activities, like mountain biking, gymnastics, and line dancing, and unexpected arts and crafts activities, like puppet-making and plastercraft.

(9) For parents, the enrichment program provides peace of mind. (10) There is an undeniable comfort in knowing that their children will be participating in stimulating, supervised activities between the end of the school day and the time the parents return home from work. (11) Without enrichment classes, parents would have to arrange for a safe place where their kids could spend a few hours every afternoon.

(12) Those in favor of ending the enrichment program claim it costs too much. (13) Instead of offering these classes for free—why not charge a small amount of money for those who wish to join? (14) Many students might be willing to pay one dollar per day to try hands-on science experiments, to become skilled at indoor rock climbing, or learn how to paint a wall mural. (15) Perhaps local businesses would be willing to offer enrichment scholarships to students who apply themselves and do good in the program. (16) Featuring the names of contributing businesses in the program’s brochure would be good advertising for these businesses, and the scholarships would help keep the program going.

(17) People at Collier High School are really crazy about the afterschool enrichment program, (18) The program offers a wide range of educational choices and the opportunity to earn class credits, and it also provides enjoyable recreational activities. (19) It would be a mistake to drop such a valuable program without searching for new ways to obtain the funds necessary to maintain it.

Sincerely,
Treena Jarrett
Collier High School Student

16. Which sentence would BEST express the transition between the ideas in Paragraph 2 and the ideas in Paragraph 3?
   a. The benefits of these classes do not stop there, however.
   b. There are several possibilities for finding these classes.
   c. Parents profit from enrichment classes, too.
   d. Enrichment classes are not difficult to schedule.

17. Which quotation, if added to the letter, would BEST support the third paragraph?
   a. Student Edgar Bowman notes that “earning extra class credits may even help students to get accepted to colleges and universities.”
   b. Emily Mueller, whose daughter Karen is currently taking a month-long afterschool course in chemistry, said that she is “delighted by how much Karen’s understanding of the sciences has improved in such a short period of time.”
   c. Mr. Hector Gonzalez, who teaches Spanish at our school, says that since their exposure to new languages, his students have shown more enthusiasm for foreign languages in general.
   d. Mr. and Mrs. Fullman, who operate the dry cleaning service across the street from our school, say that they “would be happy to help fund the enrichment program in exchange for advertising opportunities.”
18. Read this sentence from the letter.

“(14) Many students might be willing to pay one dollar per day to try hands-on science experiments, to become skilled at indoor rock climbing, or learn how to paint a wall mural.”

Which is the BEST way to rewrite the sentence using parallel structure?

a. Many students might be willing to pay one dollar per day to try hands-on science experiments, willing to become skilled at indoor rock climbing, or be willing to learn how to paint a wall mural.
b. Many students might be willing to pay one dollar per day to try hands-on science experiments, to try to become skilled at indoor rock climbing, or try to learn how to paint a wall mural.
c. Many students might be willing to pay one dollar per day to try hands-on science experiments, become skilled at indoor rock climbing, or learn how to paint a wall mural.
d. Many students might be willing to pay one dollar per day to try hands-on science experiments, indoor rock climbing, or learn how to paint a wall mural.

19. Read the sentence from the letter.

“(17) People at Collier High School are really crazy about the afterschool enrichment program.”

Suppose the student is giving a formal presentation of the material in the letter at a school board meeting. How should this sentence be rewritten to BEST match the overall tone of the presentation?

a. Lots of people at Collier High School like the afterschool enrichment program.
b. Most people at Collier High School are big fans of the afterschool enrichment program.
c. The afterschool enrichment program is important to many people at Collier High School.
d. The afterschool enrichment program is awesome for the people at Collier High School.

20. Which inference is NOT supported by evidence in the text?

a. Some languages are part of the regular curriculum at Collier High School.
b. Instructors are paid to teach after-school classes at Collier High School.
c. School officials do not feel the after-school program is worthwhile.
d. Collier High School is being forced to make budget cuts.

21. Which sentence, if added after Sentence 16, would provide the BEST support?

a. The parents of students in the enrichment program are especially interested in the skills their children are learning in class.
b. Students in the enrichment program might even be willing to help coordinate the advertising for the brochures.
c. Local businesses are significant because they add to the personality and flavor of our town.
d. It is important that every student in the program works hard to try to earn a scholarship.
22. Which of the following research projects would MOST effectively back up the facts in the letter?
   a. Research how other schools fund after-school programs.
   b. Research classes offered in other schools' after-school programs.
   c. Research how many former students participated in after-school classes.
   d. Research how after-school programs have changed over the years.

23. Suppose the student is giving a presentation to go with the letter. Which of the following graphic aids would be LEAST effective in achieving the letter's purpose?
   a. a chart showing the enrichment class schedule
   b. a video of students telling why they like enrichment classes
   c. a slide show of students participating in enrichment classes
   d. an illustrated list of funding options

24. Which BEST describes the connotation of the word stimulating in Sentence 10?
   a. a neutral connotation meaning provoking
   b. a neutral connotation meaning awakening
   c. a positive connotation meaning inspiring
   d. a negative connotation meaning inciting

25. Suppose the student creates a video presentation to ask for support from local businesses. Which of the following should the video emphasize to be MOST effective?
   a. students enjoying after-school classes
   b. parents discussing the program's usefulness
   c. students patronizing local businesses
   d. school officials debating continuing the program

26. What is the author's MAIN purpose in the letter?
   a. to persuade students to participate in after-school enrichment classes
   b. to persuade officials to find funding for after-school enrichment classes
   c. to inform officials why students like after-school enrichment classes
   d. to describe how to fund after-school enrichment classes

Skills Questions Group 2

27. Which of the following questions would MOST effectively focus the research for a research project?
   a. What is the history of immigration in America?
   b. How many Irish people immigrated to America from 1845–1850?
   c. Why did many people immigrate to America in the early 20th century?
   d. What is the difference between immigration and emigration?

28. Which sentence demonstrates correct parallel sentence structure?
   a. The manager praised his employees for their productivity and because they met their sales quota for the week.
   b. The flag was old, faded, and it had a rip so we replaced it.
   c. My brother enjoys running, swimming, and playing soccer.
   d. The porch of the house was poorly lighted, but it also had a missing step.
29. **Read the sentence.**

   The school picnic was almost over because Mr. Chin's students began to pick up the dishes of leftover food and the badminton set.

   **Which revisions improve the logic in the sentence?**
   
   a. The school picnic was almost over, yet Mr. Chin’s students began to pick up the dishes of leftover food and the badminton set.
   
   b. The school picnic was almost over, but Mr. Chin’s students began to pick up the dishes of leftover food and the badminton set.
   
   c. The school picnic was almost over, so Mr. Chin’s students began to pick up the dishes of leftover food and the badminton set.
   
   d. The school picnic was almost over, for Mr. Chin’s students began to pick up the dishes of leftover food and the badminton set.

30. **Read the sentence from a report about Olympic sports.**

   A decathlon is a sporting contest that consists of ten different events, with five events taking place the first day of the two-day contest, and five events taking place the second day.

   **What is the BEST way to revise the sentence without changing its meaning?**

   a. A decathlon is a sporting contest that consists of ten different sporting events.
   
   b. A decathlon consists of ten different sporting events, with five events taking place the first day of the two-day contest, and five events taking place the second day.
   
   c. A decathlon consists of ten different sporting events, with five events taking place on each day of the two-day contest.
   
   d. A decathlon is a sporting contest that consists of ten different sporting events, with five events taking place on the first day and five on the second day.
Formative Survey 2

Multiple Choice

Identify the choice that best completes the statement or answers the question.

Passage 1

excerpt from Lady Eleanore’s Mantle

by Nathaniel Hawthorne

1. Not long after Colonel Shute had assumed the government of Massachusetts Bay, now nearly a hundred and twenty years ago, a young lady of rank and fortune arrived from England, to claim his protection as her guardian. He was her distant relative, but the nearest who had survived the gradual extinction of her family, so that no more eligible shelter could be found for the rich and hightborn Lady Eleanore Rochcliffe than within that Province House of a transatlantic colony. The consort of Governor Shute, moreover, had been as a mother to her childhood and was now anxious to receive her, in the hope that a beautiful young woman would be exposed to infinitely less peril from the primitive society of New England than amid the artifices and corruptions of a court. If either the Governor or his lady had especially consulted their own comfort, they would probably have sought to devolve the responsibility on other hands; since, with some noble and splendid traits of character, Lady Eleanore was remarkable for a harsh, unyielding pride, a haughty consciousness of her hereditary and personal advantages, which made her almost incapable of control . . .

2. The ship in which she came passenger had arrived at Newport, whence Lady Eleanore was conveyed to Boston in the Governor’s coach, attended by a small escort of gentlemen on horseback. The ponderous equipage, with its four black horses, attracted much notice as it rumbled through Cornhill, surrounded by the prancing steeds of half a dozen cavaliers, with swords dangling to their stirrups and pistols at their holsters. Through the large glass windows of the coach, as it rolled along, the people could discern the figure of Lady Eleanore, strangely combining an almost queenly stateliness with the grace and beauty of a maiden in her teens. A singular tale had gone abroad among the ladies of the province that their fair rival was indebted for much of the irresistible charm of her appearance to a certain article of dress—an embroidered mantle—which had been wrought by the most skillful artist in London, and possessed even magical properties of adornment . . .
The coachman reined in his four black steeds, and the whole cavalcade came to a pause in front of the contorted iron balustrade* that fenced the Province House from the public street. It was an awkward coincidence that the bell of the Old South was just then tolling for a funeral; so that, instead of gladsome peal with which it is customary to announce the arrival of distinguished strangers, Lady Eleanor Rochcliffe was ushered by a doleful clang, as if calamity had come embodied in her beautiful person.

“A very great disrespect!” exclaimed Captain Langford, an English officer, who had recently brought dispatches to Governor Shute. “The funeral should have been deferred, lest Lady Eleanor’s spirits be affected by such a dismal welcome.”

“With your pardon, sir,” replied Doctor Clarke, a physician, and a famous champion of the popular party, “whatever the heralds may pretend, a dead beggar must have precedence of a living queen.”

These remarks were interchanged while the speakers waited a passage through the crowd, which had gathered on each side of the gateway, leaving an open avenue to the portal of the Province House.

*balustrade: a railing or banister

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1. Read this excerpt from Paragraph 2 of the passage.

“A singular tale had gone abroad among the ladies of the province that their fair rival was indebted for much of the irresistible charm of her appearance to a certain article of dress—an embroidered mantle—which had been wrought by the most skillful artist in London, and possessed even magical properties of adornment . . .”

This excerpt serves all of these purposes EXCEPT

a. to provide exposition.
b. to convey a theme.
c. to enhance characterization.
d. to foreshadow potential conflict.

2. Given the description of Lady Eleanor in Paragraph 1, which universal characteristic is she MOST LIKELY to possess?

a. insecurity
b. arrogance
c. nonchalance
d. cowardice
3. **Read the sentence.**

“The consort of Governor Shute, moreover, had been as a mother to her childhood and was now anxious to receive her, in the hope that a beautiful young woman would be exposed to infinitely less peril from the primitive society of New England than amid the artifices and corruptions of a court.”

**What literary technique is used in this sentence?**

a. hyperbole  
b. irony  
c. personification  
d. symbolism

4. **In a class discussion, you are asked what the dialogue in Paragraphs 4 and 5 reveals about Doctor Clarke. What is the BEST answer?**

a. He dislikes prominent, wealthy people.  
b. He is suspicious of military men.  
c. He respects the rights of others.  
d. He especially likes Lady Eleanore.

5. **Read the sentence.**

“Through the large glass windows of the coach, as it rolled along, the people could **discern** the figure of Lady Eleanore, strangely combining an almost queenly stateliness with the grace and beauty of a maiden in her teens.”

**What does discern MOST LIKELY mean in this sentence?**

a. detect with the eyes  
b. recognize as incomplete  
c. come to know as different  
d. determine through contemplation

6. **In a student essay about the story, which literary reference would be MOST relevant and accurate?**

a. Lady Eleonore is like many other romantic female characters created by Hawthorne.  
b. Lady Eleonore’s new home will make her feel like Alice in Wonderland.  
c. Lady Eleonore is like a fairy princess in a play by Shakespeare.  
d. An orphan like Cinderella, Lady Eleonore also travels in a fancy coach and wears magical apparel.
7. **Read the sentence.**

Lady Eleonore attracts attention when she arrives in Boston.

Suppose you are asked to express the meaning of the sentence in a style that imitates the style of the story. Which interpretation is MOST like the style in the story?

a. All kinds of people stop and stare when Lady Eleonore rides her coach into Boston.
b. Since Lady Eleonore comes to Boston in an awesome coach, it’s not surprising that everyone checks her out.
c. Lady Eleonore is the recipient of much curiosity, perhaps not entirely unwarranted, when she makes her entry into the city of Boston.
d. People are fascinated by Lady Eleonore’s arrival because she is pretty and rich.

8. **Which of the following questions would MOST effectively focus the research for a research project based on the story?**

a. How many books and stories did Nathaniel Hawthorne write?
b. Which of Hawthorne’s stories and novels were set in colonial America?
c. What themes did Hawthorne develop through colonial American settings?
d. When did Hawthorne write “Lady Eleonore’s Mantle”?

**Passages 2 and 3**

**Swim Trials**

1 It was the day of time trials for the girls’ swim team, and groups of would-be swimmers milled around the Jocelyn Evans-Carver Aquatic Center, waiting impatiently for the first challenge of the season. Some clustered together by grade, others sought out friends they recognized from class, and some stood alone, but by the end of today’s practice, the current divisions would no longer apply. Each girl would have earned her place, chosen for the freshman, junior varsity, or varsity team, based on speed alone.

2 A group of freshman girls hung back nervously from the edge of the pool, whispering to each other and giggling. A girl named Luz, whom Cassandra recognized from her history class, smiled and motioned for Cassandra to join them, but she just waved and continued her stretches.

3 Across the pool, the returning varsity girls joked together amicably, stretching confidently as they prepared for the trials. Most of them were already dressed in the official team swimsuits. Cassandra tried to catch their eyes, but they were absorbed in a story a tall girl with flashing dark eyes was telling. Cassandra believed she belonged with them, and she was ready to prove it.

4 Suddenly a piercing whistle interrupted the chatter that reverberated throughout the aquatic center. Instantly, the conversation ended and the room became so quiet Cassandra could hear the water lapping at the edge of the pool.

5 “Let’s begin immediately,” Coach Henderson said briskly. “We’ll have five swimmers per heat, proceeding in alphabetical order until everyone has
had a chance to swim. Based on your time, you’ll be assigned a place on the 
JV or varsity team, or if you’re a freshman, you might make your start on our 
freshman swim team.”

6 Cassandra ventured a look in the direction of the huddle of freshman girls, 
whose nervousness was now all but tangible. By contrast, Cassandra felt herself 
growing more and more assured. “I certainly won’t be joining that group,” she 
thought to herself.

7 “When your name is called, please line up with your assigned heat. Amy, 
will you do the honors?” The tall senior Cassandra had noticed earlier strode 
confidently up to Coach Henderson and took the clipboard.

8 “Aguirre, Anderson, Blumenthal, Chin, and Evans-Carver,” Amy read, 
looking up in obvious surprise as she read Cassandra’s last name. A murmur 
passed through the crowd of assembled swimmers as Cassandra stepped 
forward. Even Coach Henderson seemed to be taking special note of Cassandra 
as she joined the others in the first heat.

9 “Any relation to Jocelyn Evans-Carver, the Olympic medalist?” Amy 
inquired.

10 “She’s my aunt,” Cassandra replied proudly.

11 “Well, I suppose we should expect great things from you, Evans-Carver,” 
Amy said with raised eyebrows, “that is, if talent runs in the family.” She didn’t 
strike Cassandra as particularly welcoming. “Stick to business, Amy,” Coach 
Henderson admonished.

12 A twinge of doubt pierced Cassandra’s mind as she took her place with the 
other swimmers: should she swim the butterfly, or the crawl? The crawl was 
undoubtedly her fastest, and it was the stroke she had planned on, but Aunt 
Jocelyn had won three gold medals with the butterfly. What better way to show 
them all who she was, and to prove that she was fully capable of living up to the 
family name?

13 The whistle blew to signal the start of the heat, and as Cassandra dove into 
the water with the others, a calming silence surrounded her. She concentrated 
on her breathing and the rhythm of the butterfly stroke. One lap . . . then 
two . . . and then Cassandra was slithering out of the pool, a moment before the 
other swimmers had completed their final lap.

14 “Fantastic swim, Cassandra!” Luz called. “Hey, maybe I’ll see you at 
freshman practice tomorrow?” “Maybe so,” Cassandra replied, smiling, as she 
headed to the locker room, but to herself she thought, “Not likely!”

15 Early next morning, before her first class, Cassandra ran to the Aquatic 
Center, where the results of the previous day’s trials were to be posted. As she 
scanned the varsity list, Cassandra felt a lump begin to form in her throat—her 
name was missing! With rising panic, she checked the list for junior varsity, 
only to find it wasn’t there, either! With a feeling of defeat, she scanned the 
freshman swim team list, and there, just after Luz Escamilla, was the name 
Cassandra Evans-Carver.
What seemed like an eternity later, the school bell signaled the end of the day, and Cassandra rushed to catch the bus, keeping her eyes downcast and hoping not to encounter any of the girls hurrying to swim practice. “If only I had used my head and swam the crawl, this disaster could have been averted,” Cassandra sighed to herself.

When she slunk through the door at home, ready to forget her long day, Cassandra was alarmed by the sight of Aunt Jocelyn sitting on the couch, reading a magazine. “What are you doing here?” Cassandra gasped.

“Thanks for the warm welcome,” Aunt Jocelyn laughed. “Your dad invited me for dinner. I wanted to congratulate you on the first day of swim practice. Now my question is, what are you doing home?”

Cassandra felt tears stinging her eyes as she said, “I can’t believe they put me on the freshman team, Aunt Jocelyn.”

Aunt Jocelyn regarded her silently a moment, and then she asked, “Doesn’t the freshman team have practice after school?”

Cassandra poured out the entire story to her aunt. “So you see, it’s absolutely humiliating to be on the freshman team when everyone knows that you’re my aunt! People expected so much more from me, and I expected more from myself,” Cassandra concluded, wiping her eyes.

“I wish I could offer you my sympathy,” Aunt Jocelyn said, “but you see, I think the freshman swim team is an excellent training ground for a young swimmer—I started there myself.”

“But Aunt Jocelyn, that’s impossible,” Cassandra gasped in disbelief, “YOU didn’t make the varsity team your freshman year?”

“And I wouldn’t have made it any other year, nor would I have gone to the Olympics if I hadn’t swallowed my pride and worked hard on the freshman team that first season. A true athlete can’t abandon her sport at the first setback,” Aunt Jocelyn said.

When Cassandra strode into practice the next day, she felt determined to take Aunt Jocelyn’s advice to heart.

“I’m delighted you could make it today,” Coach Henderson called.

“Sorry about missing practice, Coach,” Cassandra said, “I promise it won’t happen again.”

Coach smiled at her. “It better not, Evans-Carver. I have a feeling you have a bright future here.”
Heat
by Archibald Lampman

From plains that reel to southward, dim,
The road runs by me white and bare;
Up the steep hill it seems to swim
Beyond, and melt into the glare.

Upward half-way, or it may be
Nearer the summit, slowly steals
A hay-cart, moving dustily
With idly clacking wheels.
By his cart’s side the wagoner
Is slouching slowly at his ease,
Half-hidden in the windless blur
Of white dust puffing to his knees.
This wagon on the height above,
From sky to sky on either hand,
Is the sole thing that seems to move
In all the heat-held land.
Beyond me in the fields the sun
Soaks in the grass and hath his will;
I count the marguerites one by one;
Even the buttercups are still.

On the brook yonder not a breath
Disturbs the spider on the midge.
The water-bugs draw close beneath
The cool gloom of the bridge.

Where the far elm-tree shadows flood
Dark patches in the burning grass,
The cows, each with her peaceful cud,
Lie waiting for the heat to pass.
From somewhere on the slope near by
Into the pale depth of the noon
A wandering thrush slides leisurely
His thin revolving tune.
In intervals of dreams I hear
The cricket from the droughty ground;

The grasshoppers spin into mine ear
A small innumerable sound.
I lift mine eyes sometimes to gaze:
The burning sky-line blinds my sight:
The woods far off are blue with haze:
40 The hills are drenched in light.
   And yet to me not this or that
   Is always sharp or always sweet;
   In the sloped shadow of my hat
   I lean at rest, and drain the heat;
45 Nay more, I think some blessed power
   Hath brought me wandering idly here:
   In the full furnace of this hour
   My thoughts grow keen and clear.

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_____  9. Which theme is shared by “Heat” and the story “Swim Trial”?
   a. People might overlook what is truly valuable.
   b. At times, working hard is not enough to succeed.
   c. Even unnoticed virtuous behavior is rewarding.
   d. Who you know is as important as what you know.

_____ 10. Read the sentence from “Swim Trials.”
   “The whistle blew to signal the start of the heat, and as Cassandra dove
   into the water with the others, a calming silence surrounded her.”
   Which lines in “Heat” express the same serenity?
   a. “From plains that reel to southward, dim,
      The road runs by me white and bare;”
   b. “Beyond me in the fields the sun
      Soaks in the grass and hath his will;”
   c. “I lift mine eyes sometimes to gaze:
      The burning sky-line blinds my sight;”
   d. “In the sloped shadow of my hat
      I lean at rest, and drain the heat;”

_____ 11. The type of literature most similar to “Swim Trials” is
   a. a Greek myth in which a god-like character suffers because of his or her
      flaws.
   b. a Shakespearean comedy in which the characters end up happy at the
      end.
   c. a biblical story that teaches a universal lesson.
   d. a fable in which a character learns a lesson through mistakes.

_____ 12. Read this sentence from a student essay about the poem “Heat.”
   The poet uses figurative language sparingly but effectively.
   Which set of lines from the poem BEST supports the argument
   stated in the sentence?
   a. “In the sloped shadow of my hat/I lean at rest and drain the heat.”
   b. “In the full furnace of this hour/My thoughts grow keen and clear.”
   c. “By his cart’s side the wagoner/Is slouching slowly at his ease.”
   d. “The water-bugs draw close beneath/The cool gloom of the bridge.”
13. Suppose you are participating in a class discussion of “Swim Trials.” Which question would be MOST useful and relevant?
   a. “What is the plot of the story?”
   b. “What character traits does Cassandra have that many people her age share?”
   c. “Why was it such a big deal that Cassandra’s aunt was an Olympic athlete?”
   d. “Do you think participating in school sports is worthwhile?”

Skills Questions Group 1

14. Read the sentence.
   Just like Pandora did when she opened the box of troubles, the committee member **broached** a subject that would eventually create chaos.

   What is the meaning of the underlined word as it is used in the sentence?
   a. avoided
   b. instigated
   c. introduced
   d. disregarded

15. Read the sentence.
   When the president of the company retires next spring, Milton is hopeful because he **has a lock on the vacancy**.

   What does the phrase **has a lock on the vacancy** mean in that sentence?
   a. Milton will choose who gets the job.
   b. Milton will not likely get the job.
   c. Milton is almost certain to get the job.
   d. Milton is not interested in the job.

16. Read the sentence.
   Her first book was a dark horse, taking the author, the publisher, and the critics by surprise when it became a bestseller.

   As it is used in this sentence, the phrase “dark horse” is used to describe an
   a. unpopular person or thing that is undeserving of respect.
   b. unwise person or thing that is spoiled by its achievements.
   c. untrustworthy person or thing that seeks to do harm to others.
   d. unknown person or thing that experiences unexpected success.
Dear County Park Commissioners:

(1) Tall Pines County Park, with excellent recreational facilities and undisturbed natural areas, is a phenomenal resource for county residents. (2) All that is missing is a site for tent camping which should be set far back from the road. (3) With your permission and guidance, I, with members from my Scout troop, would happily volunteer to work on developing such a site.

(4) A major reason people visit Tall Pines County Park is to experience the peace and quiet of the forest. (5) At dawn and dusk one can often see deer grazing in the clearings. (6) Stars are visible at night. (7) The sights and sounds of nature are everywhere. (8) It, however, needs a new, secluded campground exclusively for tents.

(9) Although the existing campground near the road permits tents most of the campers arrive in large recreational vehicles. (10) Some bring bright electric lights and listen to loud radios. (11) That is one way to enjoy the park, and I am not suggesting changing anything for those campers, but a separate campsite, set far back in the woods, would provide a different experience for tent campers who want to enjoy the peacefulness of nature.

(12) A new road would not be necessary because campers would carry their gear in backpacks. (13) A simple trail through the woods, leading to an area with the underbrush cleared away, would have little impact on wildlife. (14) Such a campsite would cause very little disturbance to the plants and animals of Tall Pines County Park. (15) Trees would not have to be cut down; clearing undergrowth from the camping area would open enough space for tents. (16) Finally, when campers return home, very little trace of their visit would remain because the campers would carry everything out that they brought in.

(17) The natural forest of Tall Pines is covering more than half the 1,560 acres of Tall Pines County Park. (18) Since there is so much forestland available, the campsite would not interfere with the many other ways county residents and visitors enjoy the park. (19) A modest tent camping area would attract new park visitors and provides a new recreational opportunity for people who already use the park.

(20) At least seven other Scouts have agreed to join me in volunteering to clear a path and remove underbrush from the proposed campsite. (21) Maintenance should be simple and inexpensive. (22) I have drawn a map of a suggested route for the trail and of the location of the proposed campsite.

(23) I would welcome a chance to speak to a Park Commissioner or to attend a County Park Commission meeting to discuss this proposal. (24) I believe a tent campsite deep in the woods of Tall Pines County Park would make a great park even greater.

Sincerely,
Masato Fujimori
Eagle Scout
17. **What is the MOST effective way to combine Sentences 5 and 6?**
   a. At dawn and dusk one can often see deer grazing in the clearings, but stars are visible at night.
   b. At dawn and dusk one can often see deer grazing in the clearings; at night stars are visible.
   c. At dawn and dusk one can often see deer grazing in the clearings; when at night stars are visible.
   d. At dawn and dusk one can often see deer grazing in the clearings, stars are visible at night.

18. **Which transition for beginning Sentence 13 would BEST communicate the relationship between Sentences 12 and 13?**
   a. Therefore,
   b. Furthermore,
   c. As a result,
   d. On the other hand,

19. **What is the MOST effective way to improve the organization of Sentences 14–16?**
   a. switch Sentences 14 and 16
   b. delete Sentence 14
   c. move Sentence 14 to the beginning of the paragraph
   d. switch Sentences 15 and 16

20. **Which best describes the connotation of the word secluded in Sentence 8?**
   a. a neutral connotation meaning removed
   b. a positive connotation meaning private
   c. a negative connotation meaning isolated
   d. a negative connotation meaning lonely

21. **Read the sentence.**
    In fact, our troop will help the county save money by clearing brush four times annually.

   **If added to the sixth paragraph, where would the sentence BEST fit?**
   a. at the beginning of the paragraph
   b. after Sentence 20
   c. after Sentence 21
   d. at the end of the paragraph

22. **Read this paragraph.**
    I based my ideas for the campsite’s location on a couple of factors. One is the distance from the road. Another is the natural clearing that the forest creates. This clearing will help to ensure that campfires won’t accidentally send sparks into overhanging trees. The third factor is the evenness of the ground, which will make the tents steadier.

   **Where in the passage would this paragraph BEST be inserted?**
   a. between the first and second paragraphs
   b. between the second and third paragraphs
   c. between the fifth and sixth paragraphs
   d. just before the last paragraph
23. Which word does NOT apply to the speaker’s tone in the letter?
   a. powerful
   b. political
   c. informed
   d. reasonable

24. Which possible argument against the new campsite does the letter writer NOT address?
   a. The park already has camping areas.
   b. The park cannot afford to develop a new campsite.
   c. The park would have to monitor issues such as fire usage in the new area.
   d. Campers will have a negative effect on the park’s plants and animals.

25. Suppose the student is giving a presentation to go with the letter. Which of the following graphic aids would be LEAST effective in achieving the letter’s purpose?
   a. a graph showing the number of campers in the park in recent years
   b. a video of campers in the existing recreational vehicle area
   c. an interactive map of Tall Pines County Park
   d. a slide show of the proposed new area

Skills Questions Group 2

26. Read the sentence.
   Mr. Benson, my fifth grade teacher, he was the nicest teacher I ever had, even though he was strict.

Which is the BEST way to revise the sentence?
   a. Mr. Benson was my fifth grade teacher. Even though he was strict, and he was the nicest teacher I ever had.
   b. Even though Mr. Benson was my fifth grade teacher, he was the nicest teacher I ever had who was strict.
   c. He was strict, Mr. Benson my fifth grade teacher, even though he was the nicest teacher I ever had.
   d. Mr. Benson, my fifth grade teacher, was very strict, but he was the nicest teacher I ever had.

27. Read the sentence.
   Mr. Gilbert’s easy chair had a seat of tapestry.

What is the BEST way to rewrite the underlined part of the sentence to include more sensory details?
   a. seat that was covered with old tapestry
   b. seat made of some tapestry
   c. seat of faded and frayed cotton tapestry
   d. seat of tapestry that appeared aged rather than new
28. Suppose you want to research a 2010 discovery of pigments found in dinosaur fossils. Which of the following would be the best place to check first?
   a. an online science magazine site, using the keywords “dinosaur fossils”
   b. library books about dinosaur fossils
   c. Internet search engines, using the keywords “dinosaur pigments”
   d. library indexes on magazine articles, using the keyword “pigment”

29. Read the sentence.

   She would be successful, no doubt about it; no uncertainty, no hesitating, not failing.

   What is the correct way to rewrite the underlined part of the sentence using parallel structure?
   a. no uncertainty, hesitating, no failing.
   b. no uncertainty, hesitating, not failing.
   c. no uncertainty, no hesitating, failing.
   d. no uncertainty, no hesitating, no failing.

30. Which sentence contains a change in verb tense?
   a. The day is dry, still, and typical of the desert, a day when no creature willingly ventured out in the blazing sunlight.
   b. The local news covers many local events, but it does not appeal to viewers who want to know what is happening in the world.
   c. The importance of art to society is discussed throughout the journal, and this concern is evident from the first page.
   d. Swimming is one of the best ways to exercise, especially for those who dislike running but need an activity to help them manage daily stress.
About the Lesson Tests

The Lesson Tests align with the lessons in the Mirrors & Windows: Connecting with Literature Student Edition. In most cases, a lesson comprises the content provided for a single literary selection, including the selection and its Before Reading and After Reading sections. The Lesson Test for a single selection generally includes twelve to twenty questions: eight to ten multiple choice, five to ten matching, and one essay. Variations on this basic lesson format include the following:

- Shorter selections, such as poems, may have fewer items and often do not have matching questions.
- If any type of Connection material is included with the selection, it is considered part of the lesson. In the case of a Literature Connection, Primary Source Connection, or Informational Text Connection, at least one question about that piece is included in the Lesson Test.
- For a Comparing Literature or other grouping, all the grouped selections and the accompanying Before and After Reading are treated as a single lesson. Approximately equal numbers of multiple-choice questions about each selection are provided in the Lesson Test. Matching questions are included for just one of the selections, while the essay question addresses all the selections in the grouping.

The title of each Lesson Test indicates what selection or selections it covers, and subheads within the test identify groups of questions that relate to specific selections. Approximately equal numbers of easy, medium, and difficult questions are included in each Lesson Test. Each question has been assigned a value of one point; you may weight different types of items as you see fit. The questions in the test are also rated according to the six levels of Bloom’s taxonomy: knowledge, comprehension, application, analysis, synthesis, and evaluation.

Completing a Lesson Test should take students approximately thirty minutes. This estimate allows ten minutes for the multiple choice and matching questions and twenty minutes for the essay. Depending on the level of detail expected in the response to the essay question, you may allow students to refer to the text of the selection while they complete this part of the test. Answers to the questions are provided in the Answer Key at the end of the book.

Lesson Tests in the EXAMView® Assessment Suite for This Program

Each Lesson Test in this book includes a portion of the questions available in a bank created for the selection or selections. The full question bank, along with the Lesson Test as it is presented in this guide, is available in the EXAMView® Assessment Suite for this program. The EXAMView® question banks include details about the difficulty level and Bloom’s taxonomy level of each question. The question banks also list the key College and Career Readiness Standards addressed by each question. You may use the EXAMView® question banks to compile your own tests, or you may edit the EXAMView® Lesson Tests to adapt them for your unique needs.
The Open Window, page 5

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Open Window

1. Which of the following is a true statement about Framton Nuttel?
   A. He is ill, resting at home.
   B. He and Vera are good friends.
   C. He will return from hunting within the hour.
   D. He agrees to deliver gifts to Mrs. Sappleton from his sister.
   E. He has just moved to the area and doesn’t know many people.

2. Vera tells Framton the window is open because
   A. her aunt is waiting for her dead husband and brothers to return from hunting.
   B. her aunt likes to hear the sound of her husband and brothers hunting.
   C. her aunt’s husband died when he fell through the window three years ago.
   D. her aunt’s little brown spaniel is lost and needs a way back into the house.
   E. her aunt is waiting for her dead husband and brothers to come back from war.

3. Which of the following words is the best synonym for *conveyed* in the sentence “Mrs. Kellar conveyed her displeasure with raised eyebrows”?
   A. disguised
   B. discussed
   C. confirmed
   D. explained
   E. exhibited

4. The story suggests that Vera
   A. is a polite and studious young girl.
   B. is an honest, if annoying, young girl.
   C. is a shy and nervous young girl.
   D. is a creative, if mischievous, young girl.
   E. is a truthful and self-possessed young girl.
5. Which of the following methods of characterization is used by Saki to develop the characters in this story?
   A. showing what the characters say
   B. showing what the characters think
   C. direct comments by other characters
   D. describing the characters’ personalities
   E. All of the above

6. Why is Framton uncomfortable visiting the Sappletons?
   A. He is embarrassed because their niece knows about his fear of dogs.
   B. He knows that his sister’s letter of introduction will not be well received.
   C. He is a shy, nervous person who generally prefers to keep to himself.
   D. He has heard that their niece is neither polite nor honest towards visitors.
   E. His sister has warned him that Mrs. Sappleton’s niece is a bit peculiar.

7. Irony of situation is when an event occurs that violates the expectations of the characters, the reader, or the audience. Which of the following events from the story provides the best example of this?
   A. Vera becomes emotional as she tells Framton about the death of her aunt’s husband and brothers.
   B. Framton gives Mrs. Sappleton his letter of introduction even though she already knows his sister.
   C. Framton enjoys talking about his ailments even though Mrs. Sappleton pays him very little attention.
   D. Mrs. Sappleton’s husband and brothers come walking across the lawn towards the window.
   E. Vera tells her aunt and uncle that Framton is afraid of dogs because he once had a bad experience with them in India.

8. Which of the following best describes both Mrs. Sappleton’s and Framton’s feelings at the moment the men return to the house?
   A. Mrs. Sappleton is dismayed; Framton is excited.
   B. Mrs. Sappleton is indifferent; Framton is cautious.
   C. Mrs. Sappleton is happy; Framton is terrified.
   D. Mrs. Sappleton is overjoyed; Framton is surprised.
   E. Mrs. Sappleton is annoyed; Framton is scared.

9. When she tells her aunt and uncle about Framton’s fear of dogs, it becomes clear that Vera
   A. is not very good at keeping the secrets of others.
   B. will continue to tell made-up stories to amuse herself.
   C. strongly dislikes Framton and never wants to see him again.
   D. only enjoys lying to strangers and is always honest with her family.
   E. feels bad about deceiving Framton and wants to make it up to him.
10. What might be the cause of Vera’s rebellious behavior?
   A. the strict social conventions of the time period
   B. being told to entertain a nervous and boring guest
   C. the desire to stir things up a bit on a boring day
   D. the lack of an outlet to express her creativity
   E. All of the above

Matching

*for The Open Window*

Choose the best description for each of the following characters.

   A. Mrs. Sappleton    D. Mr. Sappleton
   B. Framton Nuttel    E. Framton Nuttel’s sister
   C. Vera

11. living in the country in order to cure nerves

12. talks cheerfully about bird hunting

13. stayed at the rectory four years ago

14. hunts birds with a brown spaniel

15. tells a story about a great tragedy

Essay

*for The Open Window*

16. The setting of a literary work is the time and place in which it occurs, together with all the details used to create a sense of a particular time and place. What is the setting of this story? Based on the events that take place in this story, what commentary does the author seem to be making about this particular setting? Support your responses using details from the selection.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

_for The Monkey’s Paw_

1. How long did Sergeant-Major Morris serve in India?
   A. seventeen years
   B. seventeen months
   C. twenty-one years
   D. twelve months
   E. twenty-one months

2. Which of the following is the best synonym for _avaricious_ in the sentence “I’m afraid it’ll turn you into a mean, _avaricious_ man, and we shall have to disown you”?
   A. cruel
   B. lonely
   C. greedy
   D. isolated
   E. desperate

3. Consider the following line from the story:
   “A fine crash from the piano greeted the words, interrupted by a shuddering cry from the old man.”
   What events are occurring at this point in the story?
   A. The father is trying to throw the paw onto the fire while the guest is playing the piano.
   B. The guest is trying to throw the paw onto the fire while the father is playing the piano.
   C. The son is playing the piano while the father is making a wish with the paw.
   D. The father is at the piano, playing, and then makes a wish with the paw.
   E. The son is at the piano, playing, and then makes a wish with the paw.

4. The setting in the beginning of the story can be best described as
   A. a sunny, bright day.
   B. a stormy winter night.
   C. a calm summer night.
   D. a cool winter day.
   E. a stormy summer night.
5. Which of the following lines is an example of the author’s use of foreshadowing in this story?
   A. “... it’s just a bit of what you might call magic, perhaps...”
   B. “The old man rose with hospitable haste...”
   C. “... a tall, burly man, beady of eye and rubicund of visage.”
   D. “At the third glass, his eyes got brighter, and he began to talk...”
   E. “It has caused enough mischief already.”

6. What aspect of W. W. Jacobs’s background most likely contributed to his creation of the character of Sergeant-Major Morris?
   A. Jacobs’s father was a sailor.
   B. Jacobs worked as a civil servant.
   D. Jacobs grew up near a Thames river wharf.
   E. Jacobs was a sailor before he became a civil servant.

7. Which line from the story shows the mother’s initial misunderstanding of the news that the mysterious man brings to her and her husband?
   A. “Oh, thank God!” said the old woman clasping her hands.”
   B. “Is he hurt?” demanded the mother wildly.”
   C. “The old woman’s face was white, her eyes staring...”
   D. “The sound of her sobs died away on his ears.”
   E. “She caught her breath, and... laid her trembling hand upon his.”

8. Which of the following is an important aspect of the story’s setting?
   A. the year in which the story occurs
   B. the country in which the story occurs
   C. the sergeant-major’s recent retirement
   D. the time between the first wish and its fulfillment
   E. the relative isolation of the cottage

9. A symbol is anything that stands for or represents both itself and something else. Which of the following elements of the setting in the last paragraph best symbolize the old couple’s feelings at the end of the story?
   A. deserted road, cold wind
   B. knocking ceased, door opened
   C. to her side, to the gate
   D. street lamp, deserted road
   E. street lamp, cold wind

10. What is the most important lesson the couple learns in this story?
    A. Even distinguished guests cannot always be trusted.
    B. Guests should be shown respect and courtesy no matter what.
    C. We should always listen carefully to the warnings of others.
    D. Do not try to change fate, the consequences can be disastrous.
    E. There is a difference between getting what we need and getting what we want.
Matching

for The Monkey’s Paw

Choose the best description for each of the following.

A. Mr. White  D. Sergeant-Major Morris
B. Mrs. White  E. the monkey’s paw
C. Herbert White  F. an old fakir

____ 11. tells stories of wild scenes, wars, and plagues
____ 12. remembers that there are still two wishes left
____ 13. wanted to show that fate rules people’s lives
____ 14. suggests that they wish for two hundred pounds
____ 15. feels the monkey’s paw move in his hand
____ 16. looks ordinary, but contains special powers

Essay

for The Monkey’s Paw

17. Irony is the difference between appearance and reality—in other words, what seems to be and what really is. In a paragraph, describe the role that irony plays in “The Monkey’s Paw.” How is what ends up happening different from what the characters think will happen? Support your response with information from the selection.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Through the Tunnel / Death of a Young Son by Drowning

1. Jerry’s mother worries about her son
   A. when he can’t make friends with the local boys.
   B. because he is too eager to please the local boys.
   C. when he disappears under the water for more than two minutes.
   D. because he won’t stay near her when they walk to the beach.
   E. because she doesn’t want to be too lax or too strict with him.

2. What happens to Jerry as he swims through the tunnel?
   A. He bangs his head and gets a bloody nose.
   B. The lenses of his goggles fracture from the pressure.
   C. He becomes dizzy and swims in the wrong direction.
   D. He bangs his head on a rock ledge as he exits the tunnel.
   E. He cuts his hands on the rocks as he tries to resist the current.

3. Which of the following is the best synonym for contrition in the sentence “The young man felt contrition when he forgot to buy a present for his fiancée on Valentine’s Day”?
   A. pity
   B. regret
   C. anxiety
   D. concern
   E. embarrassment

4. Which of the following is the best synonym for surged in the sentence “Water surged into his mouth; he choked, sank, came up”?
   A. waved
   B. seeped
   C. flooded
   D. dripped
   E. dribbled
5. Which of the following lines from the story reveals Jerry’s internal conflict?
A. “Then one smiled and waved. It was enough.”
B. “She went worrying off to her beach.”
C. “An immense swelling pain filled his head . . .”
D. “He felt he was accepted and he dived again . . .”
E. “He was trembling with fear that he would not go . . .”

6. Which of the following lines does not demonstrate Jerry’s intense desire to fit in?
A. “kept his distance at a stone’s throw.”
B. “smiling with desperate, nervous supplication.”
C. “. . . in a panic of failure, he yelled up, in English, ‘Look at me! . . .’”
D. “To be with them, of them, was a craving that filled his whole body.”
E. “. . . he began splashing and kicking in the water like a foolish dog.”

7. Which line from “Death of a Young Son by Drowning” best shows the mother’s recognition of her son’s spirit?
A. “he looked out, . . . on a landscape stranger than Uranus”
B. “After the long trip I was tired of waves.”
C. “the land I floated on but could not touch to claim.”
D. “I planted him in his country like a flag.”
E. “[he] navigated with success the dangerous river of his own birth”

8. Which of the following details contributes to the external conflict in this story?
A. Jerry is unable to talk with the local boys.
B. Jerry’s mother is a concerned young widow.
C. Jerry tells his mother that he must have goggles.
D. Jerry cries and rubs his eyes when the boys leave.
E. Jerry swims back to shore, relieved to find his mother.

9. Which event functions as a complication of the plot?
A. Jerry’s nosebleeds don’t cease.
B. Jerry must sneak off to practice diving.
C. Jerry’s mother makes him rest for a day.
D. When he dives, his goggles lose their seal.
E. Jerry’s mother won’t allow him to swim past the rock.

10. The tunnel in this story is a symbol for
A. Jerry’s change from child to youth.
B. Jerry’s mother’s fear of being alone.
C. Jerry’s acceptance of his social rank.
D. Jerry’s mother’s grief for her husband.
E. Jerry’s transition from foreigner to local.
Matching

for Through the Tunnel / Death of a Young Son by Drowning

Choose the best description for each of the following.

A. an event in the rising action  D. an example of internal conflict
B. a complication in the conflict  E. climax of the plot
C. information in the exposition

____ 11. Jerry and his mother have vacationed at this beach previously.
____ 12. Jerry’s nose bleeds at night.
____ 13. Jerry’s mother reminds herself to treat her son carefully.
____ 14. The local boys recognize Jerry as a foreigner.
____ 15. Jerry swims through the tunnel.

Essay

for Through the Tunnel / Death of a Young Son by Drowning

16. Writers use symbols to help create intellectual meaning as well as evoke emotional reactions in the reader. Compare and contrast the symbol of water in the two selections. How does its meaning differ between the two? What reactions does it evoke in the reader? Use specific details from the text to support your answer.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Lather and Nothing Else

1. What does the barber believe his customer does not know about him?
   A. that he is sympathetic to the rebels
   B. that he is part of a plot to kill the customer
   C. that he is not a real barber but an imposter
   D. that he spoke at the rally in the schoolyard
   E. that he is the brother of a recently-hanged rebel

2. The customer reveals that his purpose for coming into the barbershop was to
   A. confront the barber about his political loyalty.
   B. determine the barber’s resolution to be a killer.
   C. offer the barber a fellow rebel in a hostage exchange.
   D. interview the barber for a position in the government.
   E. get a shave prior to the public execution of the barber.

3. Which of the following words is the best synonym for indelible in the sentence, “The barber worried that the blood would leave an indelible stain on the sheet”?
   A. faint
   B. delicate
   C. accusatory
   D. permanent
   E. suspicious

4. What does the barber mean when he concludes, “Each one to his job. That’s it. Each one to his job”?
   A. He is rationalizing not killing his customer.
   B. He accepts that killing his customer is his duty.
   C. He is satisfied with the career choice he has made.
   D. He admires his customer’s dedication to his beliefs.
   E. He respects his customer and his customer’s cause.
5. Who is the barber’s customer?
   A. a soldier in the rebel forces
   B. one of the barber’s comrades, in disguise
   C. a leader in the forces the barber opposes
   D. a fellow undercover member of the rebel forces
   E. someone who is not aware of the barber’s sympathies

6. The dialogue in the story suggests that the two men live in a country that
   A. has recently lost its beloved king.
   B. is under the rule of a violent regime.
   C. is at war with a neighboring country.
   D. has been invaded by a neighboring country.
   E. has adopted a democracy and is trying to restore peace.

7. Which of the following quotations from the text best demonstrates the narrator’s internal struggle?
   A. “I had never seen him so close before.”
   B. “Torres did not know I was his enemy.”
   C. “And this indeed was a special customer.”
   D. “I am a revolutionary but not a murderer.”
   E. “Under the strokes of my razor Torres was rejuvenated . . .”

8. The narrator says, “I estimated he had four-days’ growth of beard, the four days he had been gone on the last foray after our men.” What does this detail tell the reader?
   A. The customer and the barber are on opposing sides of the conflict.
   B. The customer is comfortable with his rugged, unkempt appearance.
   C. The customer does not wish to be recognized by anyone in the town.
   D. The customer and the barber each have spies whom they trust for information.
   E. The customer enjoys his position of leadership and the recognition it brings him.

9. Which of the following quotations most clearly establishes the point of view of the story?
   A. “He came in without a word.”
   B. “‘How many did you take?’ I asked.”
   C. “And this was indeed a special customer.”
   D. “And others would say, ‘The avenger of our people . . .’”
   E. “‘But we did very well, you know. We caught the leaders.’”

10. What element of the story is best concealed by the point of view?
    A. the internal conflict of the narrator
    B. the internal motivations of the barber
    C. the external conflicts of the customer
    D. the internal motivations of the customer
    E. the conflict between the barber and the customer
Matching

_for Lather and Nothing Else_

Choose the best definition for each of the following.

A. honing
B. staunched
C. foray
D. tranquil
E. venture
F. whorls

11. stopped
12. attack, raid
13. sharpening
14. curls of hair
15. do at some risk
16. calm, serene

Essay

_for Lather and Nothing Else_

17. Internal monologue allows the reader to know the thoughts and emotions of a character. What do you learn about the narrator’s emotions in this story? Support your response with evidence or examples from the selection.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Moment Before the Gun Went Off

1. At Lucas’s funeral service, Alida Van der Vyver
   A. delivers a prayer.
   B. stands beside her husband, Marais.
   C. stands opposite her husband, Marais.
   D. speaks words of comfort to Lucas’s mother.
   E. None of the above

2. Why did Marais Van de Vyver think the gun was unloaded?
   A. His father always kept an unloaded gun in the truck.
   B. The gun belonged to Lucas, and he had checked it.
   C. He assumed Lucas had checked the gun beforehand.
   D. He had checked the gun before getting in the truck.
   E. He knew his father had always kept his guns unloaded.

3. The Afrikaner farmers communicate with one another via
   A. face-to-face visits.
   B. reliable foot messengers.
   C. regular telephone system.
   D. twenty-four-hour radio system.
   E. satellite phones and various antennas.

4. Which statement most clearly expresses Captain Beetge’s feelings about Marais Van der Vyver?
   A. Beetge thinks it is a shame that Van der Vyver has lost a good worker.
   B. Beetge believes Van der Vyver is racist and shot the young man on purpose.
   C. Beetge feels Van der Vyver is weak for showing sorrow and is embarrassed for him.
   D. Beetge provides comfort to Van der Vyver and assures him that the shooting was an accident.
   E. Beetge feels sympathy for Van der Vyver because he understands the true magnitude of Van der Vyver’s loss.
5. Who is the narrator of this story?
   A. Marais Van der Vyver
   B. Lucas, the young man who is killed
   C. Captain Beetge, the police official
   D. an unnamed person who participates in the story but does not know all the details
   E. an unnamed person who knows the details of the story but does not participate in it

6. Which of the following excerpts foreshadows, or hints at, future racial strife in the area?
   A. “The dead man’s mother and he stare at the grave . . .”
   B. “. . . it’ll be another piece of evidence in their truth about the country.”
   C. “. . . children playing a fatal game with a father’s revolver in the cities . . .”
   D. “. . . his mother says he didn’t mix well as a child . . .”
   E. “. . . and the place is burned down as many urban police stations have been.”

7. Which of the following is a statement of fact from the story?
   A. Alida Van der Vyver would like her husband to become involved in politics.
   B. A high, barbed security fence encloses the Van der Vyvers’ farmhouse and garden.
   C. The barbed security fence spoils the effect of Alida Van der Vyver’s artificial stream.
   D. If Lucas and Van der Vyver had not found a kudu, Lucas would not have been shot.
   E. The government can do nothing to prevent the black agitators from committing acts of violence.

8. Lucas’s blood gets on Van der Vyver’s clothing when the farmer carries the young man into his truck, but at the funeral, Van der Vyver does not let anyone’s clothing “make contact with him.” What is significant about this?
   A. It confirms that Van der Vyver is a cruel, racist Afrikaner.
   B. It supports the reader’s suspicion that Van der Vyver is guilty.
   C. It reveals that Van der Vyver is a deliberate, cold-hearted killer.
   D. It shows that Van der Vyver’s actions are consistent throughout the story.
   E. It shows the real nature of the relationship between Van der Vyver and Lucas.

9. The plot, or sequence of events in the story, is complicated by which of the following?
   A. Marais Van der Vyver pays the costs of an elaborate funeral for Lucas.
   B. Lucas’s mother won’t take her eyes off her son’s grave during the ceremony.
   C. Marais Van der Vyver asked Lucas to ride in the back of the truck, not the cab
   D. Marais Van der Vyver had picked up one of his father’s guns from the cupboard.
   E. Alida Van der Vyver wishes that her husband’s personality was better suited to politics.
10. Which of the following actions does not demonstrate Marais Van der Vyver’s true feelings for Lucas?
A. Van der Vyver pays for an elaborate funeral for Lucas.
B. Van der Vyver plans on teasing Lucas when he falls out of the truck.
C. Van der Vyver tells a newspaper reporter that Lucas was his “friend.”
D. Van der Vyver is physically and emotionally shaken after shooting Lucas.
E. Van der Vyver personally teaches Lucas how to do some things around the farm.

Matching

**for The Moment Before the Gun Went Off**

Choose the best description for each of the following.

A. Lucas’s mother  D. Van der Vyver’s home
B. the narrator  E. Lucas
C. Marais  F. Captain Beetge

11. hides his expression behind a thick mustache
12. surrounded by a high, barbed security fence
13. describes Marais’s photograph in the paper
14. likes to travel in the back of the truck
15. stares at the grave during the funeral
16. is ashamed to see Van der Vyver cry

Essay

**for The Moment Before the Gun Went Off**

17. This story contains facts that describe the events of the story as well as the narrator’s opinions regarding these events. How does the narrator seem to feel about the events of the story and about the politics in South Africa in general? With whom does he or she sympathize? Support your response with details from the selection.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Catch the Moon / Two Kinds

1. At the beginning of the story, Luis’s father asks him to
   A. organize the tires.
   B. repair the old lady’s window.
   C. help the girl find a matching hubcap.
   D. repair the girl’s flat tire on her VW.
   E. locate a hard-to-find car part.

2. Which of the following is the best definition for *relic* in the sentence
   “No one at the museum was able to correctly name or explain the odd relic”?
   A. fossil
   B. invention
   C. household item
   D. leftover or unused item
   E. keepsake from a past time

3. In an attempt to make her daughter famous, Jing-mei’s mother first
   A. gets her daughter a haircut.
   B. arranges for piano lessons.
   C. enters her daughter in a talent show.
   D. gives her daughter tests out of magazines.
   E. buys her some fancy silk Chinese dresses.

4. At her first musical talent show, Jing-mei
   A. hears people say, “at least she tried.”
   B. gets praise only from the ladies in the Joy Luck Club.
   C. finally pleases her mother with her talent and performance.
   D. realizes that she should have had lessons from a better teacher.
   E. becomes aware that she is a better musician than her cousin, Waverly Jong.
5. The author, Judith Ortiz Cofer, makes it clear that Luis is a dynamic character at which point in the plot?
A. when his father agrees to hand over the keys to the car
B. when Luis sees Naomi drive up in her white Volkswagen
C. when the judge orders Luis to do six months of free work
D. when Luis and his father sit at the table to eat dinner together
E. when Luis willingly sorts hubcaps for hours until it is nearly midnight

6. What does Luis and his father eating together represent?
A. their care for each other
B. their conflict with each other
C. their shared memories of Luis’s mother
D. their resolution of their internal conflicts
E. their traditions from Luis’s father’s homeland

7. Which of the following excerpts from “Two Kinds” contains a simile?
A. “. . . something inside of me began to die.”
B. “. . . I realized they were two halves of the same song.”
C. “I was a dainty ballerina girl, standing by the curtains . . .”
D. “It felt like toads and slimy things crawling out of my chest . . .”
E. “The sound . . . reminded me of the cow jumping over the moon.”

8. The reader learns the most about Luis from
A. what his father says about him.
B. the author’s use of recalled events.
C. what he recalls that his mother always said.
D. what he says to other characters in the story.
E. what he says to Naomi Ramirez at her home.

9. Which of the following details indicates that Jing-mei’s mother has forgiven her for the “magic words” she said during their fight?
A. Her mother offers to give Jing-mei the piano as a birthday gift.
B. Her mother backs out of room and never mentions the piano again.
C. Her mother says she still believes that Jing-mei can become a prodigy.
D. Her mother says that Jing-mei could have been a genius if she had tried.
E. Her mother closes up the piano and says Jing-mei no longer has to play.

10. Which of the following is the best statement of the theme of “Two Kinds”?
A. Too much focus on the past can taint the future.
B. Setting high expectations is the best way to reach goals.
C. Discovering who you are is a painful but rewarding task.
D. Expressing frustration is a reliable way to improve relationships.
E. Conflicts should be resolved quickly with those whom we love.
Matching

for Catch the Moon

Choose the best description for each of the following.

A. Luis’s pet snake
B. Naomi’s car
C. Mr. Cintron’s homeland
D. Tiburon’s first victim
E. Naomi’s family’s business
F. Luis’s father’s business
G. Senor Cintron’s car
H. home for most of the Tiburons
I. Tiburon trick
J. Luis’s school

____ 11. funeral home
____ 12. white Volkswagen
____ 13. Central High
____ 14. Save the Animals Talent Show
____ 15. Auto Parts and Salvage
____ 16. El Building
____ 17. Anita Robles
____ 18. E.S.
____ 19. old Buick
____ 20. beaches and palm trees

Essay

for Catch the Moon / Two Kinds

21. In a paragraph, explain how both Luis and Jing-mei are dynamic characters, or characters who change. Compare and contrast the struggles they experience and how they deal with them. Are there any similarities between the two characters? Support your responses with details from the selections.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Masque of the Red Death / Questions and Answers About Plague

1. Prince Prospero
   A. is terrified of the Red Death.
   B. is not aware that the Red Death exists.
   C. has accepted that he will die from the Red Death.
   D. is the owner of the only known cure for the Red Death.
   E. is not afraid of the Red Death and thinks he can avoid it.

2. According to the Informational Text Connection, what is one of the ways the bacteria that causes the plague is transmitted?
   A. dirty water
   B. mosquito bites
   C. bites from fleas
   D. bites from infected fleas
   E. bites from infected people

3. At what time of the day do the guests first notice the presence of the Red Death?
   A. at the dinner hour
   B. at the first bell of the morning
   C. just after the bells strike midnight
   D. at the stroke of the last bell of midnight
   E. at an unknown hour of the night; the clock has quit striking

4. According to the Informational Text Connection, the plague is treated in all of the following ways except
   A. by hospitalizing the patient.
   B. by giving the patient antibiotics.
   C. by medically isolating the patient.
   D. by giving the patient a series of laboratory tests.
   E. by performing surgery on the patient’s lymph gland.
5. The black room in the abbey most likely symbolizes
   A. humans’ mortality.
   B. the fatalistic attitude of the guests.
   C. the physical effects of the disease.
   D. the morbid tone of the music played in that room.
   E. humans’ failure to be of any help to one another.

6. What is the effect of repeating the word “and” at the beginnings of the last several sentences of the story?
   A. It creates a formal and final tone.
   B. It accelerates the speed of the narrative.
   C. It provides a twist at the end of the story.
   D. It makes the description of the guest even more frightening.
   E. It suggests that the guest will go on to kill even more people.

7. Which event foreshadows, or hints at, the fate of Prince Prospero?
   A. He and the guest first meet in the black chamber.
   B. He fails to greet the last guest at the entrance gates.
   C. Upon arrival, the last guest asks for Prospero by name.
   D. All the guests stop their festivities when the clock strikes.
   E. The other guests do not follow him into the black chamber.

8. What impact does the setting have on the story?
   A. It predicts the arrival of the unexpected guest.
   B. It intensifies the verbal irony of the Prince’s name.
   C. It intensifies the irony of the name of the final guest.
   D. It contrasts the futility of humans’ plans with the inevitability of fate.
   E. It underscores the luxury of the interior setting with the external poverty.

9. Which of the following best describes Prince Prospero’s feelings upon seeing the guest?
   A. fright and fury
   B. shock and surprise
   C. helplessness and hurt
   D. terror and temptation
   E. disgust and disinterest

10. The clock can best be described as a symbol for
    A. the power of the Red Death.
    B. the finite nature of human life.
    C. the prediction of how long the guests will live.
    D. the power of the supernatural over the natural.
    E. the punishment the guests will receive for their decadence.
Matching

for The Masque of the Red Death / Questions and Answers About Plague

Choose the best definition for each of the following.

A. blasphemous        D. eccentric
B. countenance        E. sagacious
C. disconcert         F. wanton

_____ 11. odd or unusual in behavior or appearance
_____ 12. wise
_____ 13. face
_____ 14. agitate; fluster
_____ 15. showing disrespect for something sacred
_____ 16. without appropriate restraint or shame

Essay

for The Masque of the Red Death / Questions and Answers About Plague

17. A motivation is a force that moves a character to think, feel, or behave in a certain way. In a paragraph, identify the motivations of Prince Prospero. How do these motivations help to illustrate the theme of the story? Support your response with details from the story.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Two Friends

_____ 1. What has happened to Paris?
   A. It has been devastated by a fire.
   B. It is surrounded by enemy forces.
   C. It is experiencing an economic crisis.
   D. It has been burned and looted by rioters.
   E. It has been devastated by France’s civil war.

_____ 2. How do the two men get past the frontlines?
   A. They fight their way out.
   B. They just wander past, unheeded.
   C. They don’t make it past the frontlines.
   D. Sauvage knows the colonel in command.
   E. Morrisot knows a secret route that will get them through unnoticed.

_____ 3. Which of the following is the best definition for *respite* in the sentence, “The shady glen offered respite from the sun”?
   A. casual shade
   B. mutual benefit
   C. sweet revenge
   D. temporary relief
   E. soothing warmth

_____ 4. Which word best completes the following sentence?
   She felt rejuvenated and ________.
   A. hurt
   B. tired
   C. fresh
   D. angry
   E. loved

_____ 5. How did Sauvage and Morissot become good friends?
   A. They went to school together.
   B. They served in the war together.
   C. They fished together every Sunday.
   D. They helped find food for their families together.
   E. They played cards together at the community center.
6. A symbol is anything that stands for or represents both itself and something else. Which of the following images from the story best symbolizes the two men and their friendship?
   A. “A ray of sunlight fell on the heap of glittering fish, which were still quivering with life.”
   B. “They curved through the air, then plunged upright into the river, with the stones dragging them down, feet first.”
   C. “The little building which once housed the restaurant was closed and shuttered, and looked as though it had been abandoned for years.”
   D. “A sort of hairy giant who was sitting astride a chair and smoking a large clay pipe . . .”
   E. “. . . the mountain spat out its deadly breath, exhaled its clouds of milky vapor, which rose slowly into the calm sky above.”

7. The theme of the selection could best be described as questioning the purpose of
   A. war.
   B. pain.
   C. loyalty.
   D. friendship.
   E. arguments.

8. The Prussian commander could best be described as a
   A. wicked and cruel leader.
   B. cowardly and uncivil man.
   C. thoughtful and kindly man.
   D. disturbingly comfortable man
   E. straightforward, considerate man.

Read the following passage. Then answer the question(s) below.

On the opposite bank they could see the village of Argenteuil, which looked deserted and dead. The hills of Orgemont and Sannois dominated the horizon, and the great plain which stretches as far as Nanterre was empty, completely empty, with nothing to be seen but its leafless cherry trees and gray earth.

9. The mood, or atmosphere, created by this passage is one of
   A. chaos.
   B. rebirth.
   C. despair.
   D. concern.
   E. confidence.

10. This passage indicates that the siege on Paris has
    A. benefitted many people.
    B. finally resulted in peace.
    C. cost many Prussian lives.
    D. confused the invading armies.
    E. destroyed the surrounding area.
Matching

for Two Friends

Choose the best definition for each of the following.

A. atrocity
B. fanatical
C. indulge
D. pensive
E. unperturbed

11. interested to the point of obsession
12. thoughtful
13. cruel, horrible act
14. take pleasure freely
15. not bothered

Essay

for Two Friends

16. The setting of a literary work is the time and place in which it occurs, together with all the details used to create a sense of that particular time and place. Describe the two primary settings in the story. How do the many images of beauty contrast with the conditions under which the characters live and the events that take place in the story? For example, what is happening on Mont Valérien as the characters seek relief from stress in its shadow? Support your response with details from the story.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Everyday Use

1. What caused Maggie’s scars?
   A. a fire
   B. a gunshot
   C. a mugging incident
   D. an accident at work
   E. a fight with her sister

2. The narrator’s education ended after
   A. high school.
   B. second grade.
   C. junior high school.
   D. sixth grade.
   E. one year of trade school.

3. Which of the following is the best definition for *doctrine* in the sentence “To become a member of the church, I had to learn its doctrine”?
   A. schedule of dates
   B. set of beliefs
   C. customs and habits
   D. list of clergy and staff
   E. list of hymns and prayers

4. Which of the following is the best definition for *recompose* in the sentence “Bianca had to recompose herself after the heated debate on welfare reform”?
   A. grow restless
   B. become firm
   C. restore calm
   D. regain sensitivity
   E. establish certainty

5. The climax of the story occurs when
   A. Dee and Hakim-a-barber drive away.
   B. Dee drops something in the kitchen.
   C. Maggie goes outside to get a dip of snuff.
   D. the mother drops the quilts into Maggie’s lap.
   E. Dee grabs two quilts from the mother’s trunk.
6. Which of the following excerpts from the story contains a simile?
   A. “She washed us in a river of make-believe . . .”
   B. “She talked a blue streak over the sweet potatoes.”
   C. “Her eyelids would not flicker for minutes at a time.”
   D. “There are yellows and oranges enough to throw back the light of the sun.”
   E. “… pigtails that rope about like small lizards disappearing behind her ears.”

7. Why might the narrator hesitate to accept Dee’s new name at first?
   A. She is unfamiliar with the name and has trouble pronouncing it.
   B. She feels it is disrespectful to the relative Dee was named after.
   C. She doesn’t totally understand Dee’s reasons for changing it.
   D. All of the above
   E. None of the above

8. Irony is the difference between appearance and reality—in other words, what seems to be and what really is. What is ironic about Dee (Wangero) telling her mother and Maggie that they “don’t understand” their heritage?
   A. Maggie and her mother actually do understand their heritage, they just express it in a different way than Dee (Wangero) does.
   B. Dee (Wangero) wants to take the quilts because she doesn’t understand that they are really meant for Maggie.
   C. Dee (Wangero) seems to understand most things better than her mother and Maggie, who are not as educated.
   D. Maggie has always felt she doesn’t understand her heritage, and that is why she doesn’t want to take the quilts from her mother.
   E. Maggie and her mother don’t understand why Dee (Wangero) would want to take the quilts from them.

9. The conflict in the story is resolved when
   A. Hakim-a-barber says that he does not eat pork.
   B. Maggie and her mother quietly sit on the porch.
   C. Dee (Wangero) puts on her sunglasses and leaves.
   D. Dee (Wangero) collects the quilts from the mother’s trunk.
   E. the narrator announces that Maggie will marry John Thomas.

10. Which of the following best states the theme of this story?
    A. Patience and compromise cannot solve every problem.
    B. There is more than one way to connect with one’s heritage.
    C. It is important to strive for things your ancestors did not have.
    D. It is better to be true to yourself than to follow family traditions.
    E. Family traditions can sometimes make it harder to move forward.
Matching

*for Everyday Use*

Choose the best description for each of the following characters.

A. Mama  
B. Maggie  
C. Dee  
D. John Thomas  
E. Jimmy T

11. one of Dee’s boyfriends

12. has nice hair and better figure

13. better at a man’s job

14. reads, but not well

15. has bad teeth

Essay

*for Everyday Use*

16. What do the quilts in this story symbolize? How do you know? How does Alice Walker use this symbol to enhance the message of her story? Support your responses with details from the selection.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Leap / Her Flying Trapeze

1. What surprising thing does Anna say one can do while falling?
   A. talk
   B. feel
   C. pray
   D. think
   E. remember

2. Which of the following words is the best synonym for constricting in the sentence “After many years of traveling, she found life in the small town to be constricting”?
   A. dull
   B. insane
   C. serene
   D. limiting
   E. different

3. The title of the story, “The Leap,” serves
   A. to connect the narrator to her half-sister.
   B. to unite anecdotes in the mother’s and daughter’s lives.
   C. as the only connection between the mother and daughter.
   D. as a symbol for the daughter’s ability to forgive her mother.
   E. to explain the risk the mother took in redirecting her life after the tragedy.

4. The narrator’s feelings toward her dead half-sister can best be described as
   A. loving.
   B. jealous.
   C. resentful.
   D. emotional.
   E. indifferent.
5. A *simile* is a comparison of two seemingly unlike things using the word *like* or *as*. Which of the following lines from “Her Flying Trapeze” is an example of a simile?
   A. “Some feel like fools in their gasoline mules”
   B. “Some see the world through rose colored glasses”
   C. “Some drive an 18 wheeler”
   D. “Alone on her flying trapeze”
   E. “Others see it as mostly empty”

6. Louise Erdrich builds her story around three anecdotes, or smaller stories, from Anna’s life. What is the repeated theme of those anecdotes?
   A. Anna’s favorite thing was to seek new thrills.
   B. Anna valued her circus career over her family life.
   C. Anna’s daughter is grateful to her mother for her life.
   D. Anna continually sought to have a fulfilling family life.
   E. Anna was always looking for an escape from a dangerous life.

7. One difference between the narrator’s mother and father is the indication that her father
   A. felt sorry for her mother.
   B. was not as brave as her mother.
   C. was proud of his wife’s rescuing their child.
   D. would have preferred to leave the town and the farm.
   E. would have preferred having a son rather than a daughter.

8. In “Her Flying Trapeze,” the poet’s use of clichés in the first three lines of each stanza and figurative language in the last two lines of each stanza
   A. confirms the speaker’s lack of creative spark.
   B. echoes the woman’s attitude toward the circus life.
   C. establishes the speaker’s lack of regard for the woman.
   D. connects the imaginative world with the world of reality.
   E. differentiates the conformists and individualists of the world.

9. The narrator’s attitude toward her mother can best be described as one of
   A. awe and pity.
   B. fear and wariness.
   C. love and sympathy.
   D. caution and hesitancy.
   E. respect and admiration.

10. Which of the following can the reader infer, based on the information in the story?
    A. The narrator preferred her father’s company to her mother’s.
    B. The narrator’s father stayed in their town to please his wife.
    C. The narrator’s father was jealous of his wife’s first marriage.
    D. The narrator feels only resentment at having to move back home.
    E. Anna was restless in her second marriage and read to escape boredom.
Matching

for The Leap

Choose the best description for each of the following.

A. Anna’s first husband   D. the circus act
B. Anna’s second husband  E. cause of Anna’s first accident
C. Anna’s affliction

11. cataracts
12. the Flying Avalons
13. Harold
14. lightning
15. worked as a doctor

Essay

for The Leap / Her Flying Trapeze

16. Compare and contrast Anna in “The Leap” and the woman Nikki Giovanni describes in “Her Flying Trapeze.” How are they similar and how are they different? How do you know? Support your response with details from both selections.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Cranes

1. What event triggers Sôngsam’s first flashback to his childhood with Tôkchae?
   A. seeing the white gourds
   B. lighting and smoking a cigarette
   C. filling his pockets with chestnuts
   D. handing a lit cigarette to Tôkchae
   E. thinking about the man who owned the chestnut tree

2. Sôngsam’s first words in the story
   A. are to his old friend.
   B. are to a police officer.
   C. are to his father’s ghost.
   D. are met with shock by the officer.
   E. are met with hostility by his friend.

3. The story is set during
   A. a brief interlude of truce.
   B. a specific battle in the war.
   C. an invasion by a foreign country
   D. a civil war that divides the country.
   E. a negotiation for the end of the war.

4. What is the meaning of capital offense in the sentence “In some cultures, theft is classified as a capital offense”?
   A. punishable by fine
   B. punishable by a jury
   C. punishable by death
   D. punishable by life sentence
   E. punishable by fine and imprisonment
5. The reader sees a crueler side of Sôngsam when he
   A. traps the injured crane.
   B. ridicules Tôkchae for his choice of bride.
   C. criticizes Tôkchae for his political decision.
   D. teases Tôkchae for deciding to have a family.
   E. can barely keep himself from laughing aloud.

6. The author’s choice of third-person point of view
   A. increases the verbal irony of Sôngsam’s last words.
   B. prevents the reader from being sympathetic to Tôkchae.
   C. allows the reader to understand Tôkchae’s inner thoughts.
   D. allows the reader to understand Sôngsam’s inner thoughts.
   E. prevents the reader from making objective judgments about
      the men.

7. The author’s personal experiences are reflected in his decision to
   A. have no female characters.
   B. set the story in centuries past.
   C. personalize a political conflict.
   D. limit the story to a just few characters.
   E. portray Sôngsam as the instigator of the conflict.

8. The flashbacks about the crane and chestnut tree help the reader to
   A. sympathize with Sôngsam.
   B. understand the choice Tôkchae makes.
   C. understand the choice Sôngsam makes.
   D. understand the men’s connection to their fathers.
   E. contrast the young Tôkchae with the adult Tôkchae.

9. The title of the story
   A. refers only to Tôkchae.
   B. refers only to Sôngsam.
   C. makes it clear that Sôngsam will regret his actions.
   D. refers only to the crane from the men’s childhood.
   E. emphasizes that both men have been trapped by circumstances.

10. The author reveals Tôkchae’s character
    A. by describing his thoughts.
    B. through dialogue and his thoughts.
    C. by relating his childhood memories.
    D. through dialogue and Sôngsam’s memories.
    E. by making him appear to be antagonistic to Sôngsam.
Matching

for Cranes

Choose the best definition for each of the following.

A. tilling     D. extensively
B. averted     E. nationalism
C. evacuating

11. emptying, departing
12. turned aside, redirected
13. devotion to a country
14. plowing, preparing for seeds or plants
15. widely or lengthily

Essay

for Cranes

16. Describe the ending of the story. Why do you think Sôngsam makes the choice that he makes? How do his actions help to support the theme of the story? Support your response with meaningful details from the selection.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for On the Rainy River

1. The reader knows that O’Brien struggled with his decision because he
A. could not remember how to drive home.
B. could not recall how he ended up at Elroy’s lodge.
C. wrote to his parents about his conflicted emotions.
D. did not want to listen to the advice that Elroy gave him.
E. experienced physical discomfort such as nausea, insomnia, and sweating.

2. When O’Brien arrived at the lodge, Elroy wondered why O’Brien
A. smelled odd.
B. would not talk.
C. would not use the phone.
D. would not get out of the boat.
E. decided to hide out at the lodge.

3. Which of the following is the best antonym for tedious in the sentence
“I composed a few tedious, uninspired editorials for the campus newspaper”?  
A. angry
B. boring
C. terrible
D. exciting
E. intelligent

4. O’Brien recalls the details of his job at the packing plant so the reader can understand
A. why he would leave home.
B. how much he needed the job.
C. his ability to do something unpleasant.
D. how hard he worked to earn money.
E. that he was uncomfortable with the sight of blood.
5. The character Elroy Berdahl
   A. worked at the lodge.
   B. ran a fishing service.
   C. was a Canadian widower.
   D. never questioned O’Brien.
   E. was an American widower.

6. Which of the following quotes from the selection contains a paradox, or a seemingly contradictory statement, idea, or event?
   A. “I was a coward. I went to war.”
   B. “Intellect had come up against emotion.”
   C. “My whole life seemed to spill out into the river . . .”
   D. “Even now as I write this, I can still feel that tightness.”
   E. “The man who opened the door that day is the hero of my life.”

7. If Elroy had questioned O’Brien about what he was doing, O’Brien would likely have
   A. answered with lies, half-truths, or denials.
   B. told the truth and then headed for the border.
   C. engaged in conversation and then returned home.
   D. hung around for awhile and then gone across the border.
   E. engaged in conversation and reached his same final decision.

8. Based on the events in this story, O’Brien would define courage as the ability to
   A. think and act quickly.
   B. follow your conscience.
   C. explain your decisions to others.
   D. abide by the values of your family.
   E. put the needs of others before your own.

9. By writing the story in first-person point of view, O’Brien
   A. restricts his commentary of people.
   B. increases readers’ empathy for him.
   C. diminishes readers’ trust in his accuracy.
   D. limits the freedom he has to recall details.
   E. ensures he has the objectivity needed to tell his story.

10. O’Brien cannot escape the smell of the packing plant any easier than he can escape
    A. his feeling of shame.
    B. defending his country.
    C. Elroy’s peaceful lodge.
    D. obeying his conscience.
    E. making his family proud.
Matching

_for On the Rainy River_

Choose the best definition for each of the following.

A. giddy  
B. tedious  
C. cryptic  
D. finite  
E. acquiescence

_____ 11. silly with happiness  
_____ 12. difficult to understand  
_____ 13. reluctant agreement  
_____ 14. boring or dull  
_____ 15. having defined limits

Essay

_for On the Rainy River_

16. A _theme_ is a central message or perception about life that is revealed through a literary work. One of the main themes of this story is courage. How do you define courage? How do you think courageous people behave? Compare and contrast your definition of courage with the way O’Brien defines it. Do you agree or disagree with him? Support your responses.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Kite Runner / The Kite Runner: A Servant’s Son

1. Hassan and Amir construct their kites
   A. from discarded newspapers and balsa sticks.
   B. from shaved bamboo sticks and tissue paper.
   C. from shaved branches and thin pieces of cloth.
   D. with the help and guidance of Amir’s father, Baba.
   E. with the other boys who are dismissed from school.

2. Which of the following is the best definition for *bazaar* in the sentence, “The tourist couple spent hours in the bazaar searching for just the right souvenirs to buy”?
   A. town streets
   B. rows of shops
   C. museum shops
   D. unusual buildings
   E. offices of the town

3. According to the Informational Text Connection, part of the initial interest in “The Kite Runner” was due to
   A. the timeliness of its setting.
   B. its unnecessary use of violence.
   C. the lovely art work on the cover.
   D. the controversy the setting created.
   E. its immediate transformation into a movie.

4. In his review, Edward Hower clearly
   A. is confused by the book’s shifting settings.
   B. faults the book for simplifying political problems.
   C. believes the book was focused too heavily on violence.
   D. respects the author’s honesty in dealing with complexities.
   E. would prefer that the story be told in a different point of view.
5. The author’s reference to “a good iron stove” suggests that
   A. the family cannot afford heat.
   B. many families in Kabul live in poverty.
   C. Amir’s father spends money carefully.
   D. Amir is not aware of issues like poverty.
   E. Amir takes his family’s comfort for granted.

6. The author of the book, Khaled Hosseini, is
   A. a physician in Paris.
   B. a famous kite maker.
   C. a physician in America.
   D. a member of the Taliban.
   E. a physician in Afghanistan.

7. The point of view from which this story is told allows the reader to
   A. observe Amir’s actions.
   B. understand Amir’s thoughts.
   C. remain objective about Amir.
   D. remain objective about Baba.
   E. remain objective about Hassan.

8. Edward Hower notes that toward the end of the book, “the novel’s canvas turns dark.” This observation could also be described as a shift in
   A. mood.
   B. setting.
   C. point of view.
   D. internal conflict.
   E. characterization.

9. The author demonstrates that prejudice exists in Kabul by
   A. referring to iron stoves.
   B. showing the actions of Baba.
   C. telling the story about the “Hindi kid.”
   D. describing Hassan and Amir’s conversations.
   E. describing how the kite dropped into Hassan’s hands.

10. Edward Hower’s review appreciates the complexity added to the book by the
    A. short time span it covers.
    B. justice supplied by the Taliban rule.
    C. symbolism of the galloping horsemen.
    D. mixture of personal and political conflicts.
    E. many digressions into Amir’s family’s tale.
Matching

for The Kite Runner

Choose the best description for each of the following.

A. voluntary classes  D. last fallen kite
B. Baba  E. kite season
C. pieces of glass  F. Hassan

___ 11. winter
___ 12. a winning device
___ 13. naturally athletic
___ 14. for unfortunate children
___ 15. the highest honor
___ 16. Amir’s father

Essay

for The Kite Runner / The Kite Runner: A Servant’s Son

17. Characterization is the act of creating or describing a character. Writers create characters using three major techniques: showing what characters say, do, or think; showing what other characters say or think about them; and describing what physical features, dress, and personalities the characters display. In a paragraph, describe the character of Hassan and note the techniques used by Husseini to reveal Hassan’s character in this story.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Who Said We All Have to Talk Alike / Employment Contract for a Nanny

_____ 1. Beryl consistently criticizes and corrects Neffie’s
   A. cooking.
   B. work ethic.
   C. pronunciation.
   D. style of dressing.
   E. stories about her home state.

_____ 2. Pat and Penny
   A. are initially resistant to accepting Neffie.
   B. don’t like Neffie because she is different.
   C. enjoy Neffie’s stories as much as her cooking.
   D. enjoy Neffie’s company but report her faults to their mother.
   E. are relieved to be in Neffie’s company and not their mother’s.

_____ 3. Which of the following is the best synonym for grievance in the sentence, “The lack of convenient parking was their major grievance regarding the location of the store”?
   A. topic
   B. praise
   C. violation
   D. complaint
   E. advertisement

_____ 4. Which detail makes Beryl a little bit likeable?
   A. Beryl works long, hard hours to support her daughters.
   B. Beryl makes sure the girls tell Neffie they appreciate her.
   C. Beryl has had a hard time finding a trustworthy caregiver.
   D. Beryl enjoys Neffie’s cooking just as the Pat and Penny do.
   E. Beryl keeps Neffie all summer to see if things will get better.
5. One of the ways the author makes the reader feel more sympathy for Neffie than for Beryl is by
A. making Beryl’s speech clear and accurate.
B. making Neffie’s speech colorful and personal.
C. showing that Beryl compliments Neffie on her character.
D. showing that Beryl enjoys Neffie’s stories as much as the girls do.
E. explaining that Neffie is a widow and Beryl is married to a wealthy man.

6. Which of the following elements of the story was most likely affected by Wilma Elizabeth McDaniel’s life and background?
A. Neffie takes a job as a nanny for two girls.
B. Neffie moves to California from the Great Plains.
C. Neffie experiences difficulty in trying to fit in in a new place.
D. both A and B
E. both B and C

7. Which of the following is a possible reason that information in documents such as “Employment Contract for a Nanny” is organized using headings, numbers, and letters?
A. to increase the clarity of the information in the document
B. to give the employer an advantage by confusing the employee
C. to make finding specific information within the document quicker and easier
D. both A and C
E. both B and C

8. Which of the following lines from the story is an example of dialect?
A. “A widder worman is a free worman. . . .”
B. “I was hired to take care of the two little girls.”
C. “They were as secretive as little private detectives . . .”
D. “. . . the bus pulled out of the depot and I lost sight of them.”
E. “I tell you, I wouldn’t have heard Gabriel blow his horn that night.”

9. What does Neffie mean when she references the biblical story of the Tower of Babel?
A. It is best for people to stick with what they know.
B. People are often afraid of what they do not know.
C. People’s differences should be accepted, respected, and valued.
D. It is important to know the facts before entering any new situation.
E. It can be isolating when you are unable to communicate with others.

10. Neffie’s statement at the end of the story comparing Beryl’s actions to a sharp knife
A. makes the character of Grandma Meade more likeable.
B. reveals the deep cruelty of Beryl’s manner toward Neffie.
C. shows that Neffie was not well-suited for work as a nanny.
D. makes the reader understand the depth of Neffie’s character.
E. shows how hurt Pat and Penny were by their mother’s decision.
Matching

*for Who Said We All Have to Talk Alike*

Choose the best description for each of the following.

- A. Pike
- B. Grandma Meade
- C. Snowball
- D. Bug Harrison
- E. Pat and Penny
- F. expensive chocolates

_____ 11. gift from Beryl
_____ 12. gave Neffie encouragement
_____ 13. listens to Neffie’s stories
_____ 14. Neffie’s last name
_____ 15. Neffie’s hometown
_____ 16. Beryl’s daughters

Essay

*for Who Said We All Have to Talk Alike*

17. *Tone* is the emotional attitude toward the reader or toward the subject implied by a literary work. What is Neffie’s tone as she tells her story? What is her tone at the end of the story? What does this tell you about her feelings toward her experiences in California? Support your response with details from the text.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Chee’s Daughter / Freeway 280

1. What is Chee doing at the beginning of the story?
   A. He is traveling to his new job.
   B. He is returning to his parent’s hogan.
   C. He is riding out on the mesa to think.
   D. He is riding out to check on the sheep.
   E. He is traveling to visit his wife’s grave.

2. What plants used to grow near the casitas in “Freeway 280”?
   A. roses and geraniums
   B. honeysuckle and roses
   C. geraniums and white corn
   D. white corn and turnip greens
   E. turnip greens and honeysuckle

3. How does the construction of the new bypass benefit Chee?
   A. It forces his in-laws and his daughter to move closer to him.
   B. It allows him to leave his old home and its painful memories.
   C. It helps him make enough money to hire a lawyer to sue Old Man Fat.
   D. It provides easier travel to his in-laws so he can see his daughter more often.
   E. It causes financial problems for his in-laws and they give his daughter back to him.

4. Which word best completes the following sentence?
   Chee’s family had always _________ in the same hogan.
   A. lived
   B. eaten
   C. prayed
   D. farmed
   E. believed
5. Irony is the difference between appearance and reality—in other words, what seems to be and what really is. What is ironic about Chee’s in-laws insistence on keeping his daughter?
A. They do not have time or money to care for a small child.
B. They are known in the community as people who do not like children.
C. They could not wait to get rid of their own daughter when she lived with them.
D. They ignore many other Navajo traditions, but are adamant about following this one.
E. They are not actually Navajo people, yet they insist on following Navajo traditions.

6. In the poem “Freeway 280,” what literary technique is used in the phrase “the wild mustard remembers”?
A. simile
B. refrain
C. rhythm
D. alliteration
E. personification

7. Chee’s lips tighten when a tourist sees his daughter and exclaims, “Isn’t she cunning!” This physical reaction reveals his
A. respect for Old Man Fat.
B. exhaustion after traveling.
C. anger at the tourist’s words.
D. controlled joy at seeing the Little One.
E. restrained pleasure at the tourist’s compliment.

8. Chee proves himself to be
A. determined and wise.
B. appreciative of others’ values.
C. anxious to change tribal customs.
D. willing to adapt to others’ expectations.
E. dedicated to respecting his in-laws’ wishes.

9. Which of the following best describes the theme of “Freeway 280”?
A. Old ways of living are better than new ways of living.
B. Modern inventions destroy all traces of the old ways of life.
C. Modern inventions are not worth the personal loss they create.
D. The human spirit is strong and can survive changes and damage.
E. Social improvements are worth the temporary destruction they cause.
10. Chee believes in all of the following except
A. money.
B. integrity.
C. the land.
D. tradition.
E. hard work.

Matching

for Chee's Daughter

Choose the best description for each of the following.

A. Navajo farmer  E. Little Canyon
B. Chee’s father-in-law  F. making money
C. Chee’s daughter  G. respect for tradition
D. long-haired farmer  H. Red Sands Trading Post

11. makes money off tourists
12. Old Man Fat’s term for Chee
13. Chee’s home
14. Chee
15. Old Man Fat’s standard
16. Little One
17. Chee’s wife’s home
18. Chee’s standard

Essay

for Chee’s Daughter

19. The climax is the high point of interest and suspense in a literary work. When does the climax of this story occur? What does the way Chee handles himself in this situation tell you about his character? What does it tell you about Old Man Fat’s character? Support your response with details from the selection.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

For Civil Peace

1. The first miracle after the war that Jonathan Iwegbu discovers is that
   A. he can sell palm wine.
   B. he still has his bicycle.
   C. his taxi service thrives.
   D. his house survived the war.
   E. his entire family survived the war.

2. Jonathan Iwegbu does all of the following to survive except
   A. bury his bike.
   B. sell palm wine.
   C. provide a taxi service.
   D. rent out beds in his home.
   E. rebuild parts of his old home.

3. Jonathan is sure that the leader of the thieves has at least ____________ other people with him.
   A. two
   B. three
   C. four
   D. five
   E. six

4. Where did Jonathan bury his bike?
   A. next to his daughter’s grave
   B. beside the road to the camp
   C. behind the remains of his house
   D. next to the Coal Corporation offices
   E. where the dead of the camp were buried

5. Which of the following phrases has the same meaning as Jonathan’s phrase, “Nothing puzzles God”?
   A. Man should seek to understand God.
   B. Man can not understand God’s world.
   C. God can understand what man cannot.
   D. God does not intend for man to understand.
   E. God’s world does not intersect with man’s world.
6. Why is Jonathan surprised that his house is still standing?
   A. He was told that it had burned to the ground.
   B. Everything else in the village has been demolished.
   C. He never expected it to stand longer than a few months.
   D. A much larger, stronger building nearby is completely destroyed.
   E. He assumed that others would have dismantled it and stolen the pieces.

7. *Irony* is the difference between appearance and reality—in other words, what seems to be and what really is. Why can the title of this story be considered ironic?
   A. The war has not ended, it has just gone underground.
   B. Money is still hard to come by, even in times of peace.
   C. Even though the war is over, there is still a lot of danger.
   D. Soldiers still patrol the streets, even though the war is over.
   E. People are protesting the government and are not behaving peacefully.

8. *Foreshadowing* is the act of presenting hints to events that will occur later in a story. The thieves’ arrival is foreshadowed when
   A. the thieves fire off their automatic rifles.
   B. Jonathan bribes the officer to save his bike.
   C. Jonathan carefully puts his money in his left pocket.
   D. his wife, Maria, calls for help before Jonathan does.
   E. Jonathan opens a bar where he sells palm wine to make money.

9. *A dialect* is a version of a language spoken by the people of a particular time, place, or social group. Which of the following lines from the story is an example of dialect?
   A. “Nothing puzzles God.”
   B. “'Make we help you small. Oya, everybody!'”
   C. “'What do you want from me? I am a poor man.'”
   D. “The silence that followed the thieves’ alarm vibrated horribly.”
   E. “As soon as the pound notes were placed in his palm Jonathan simply closed it . . .”

10. One aspect of Jonathan’s personality that helps him to survive is that
    A. he is extraordinarily brave.
    B. he keeps his wits about him.
    C. he struggles to remain positive.
    D. he dwells on the impact of loss.
    E. he spends his resources grieving.
Matching

*for Civil Peace*

*Choose the best answer for each of the following questions.*

A. How does Jonathan use his bicycle?
B. How does Jonathan add to his income?
C. How many years did the war last?
D. How many of Jonathan’s children survived the war?
E. How do Jonathan’s children help to earn money?
F. What was Jonathan’s job before the war?

_____ 11. selling palm wine
_____ 12. selling mangoes
_____ 13. coal miner
_____ 14. three
_____ 15. taxi service
_____ 16. one

Essay

*for Civil Peace*

17. Authors use titles to create interest in the reader as well as to deepen the meaning of a story. Consider the effect of the title “Civil Peace.” What does this title mean? In a brief paragraph, explain how the title creates interest or deepens the meaning of the story. Use information from the selection to support your answer.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for A White Heron

1. What is Sylvia doing at the beginning of the story?
   A. returning home with the cow
   B. walking to meet her grandmother
   C. introducing herself to the young man
   D. waiting at the doorway for her mother
   E. searching the swamp for Mistress Moolly

2. Why does Sylvia live with her grandmother?
   A. Her grandmother’s health is failing.
   B. She is a burden to her father and mother.
   C. She does not get along with her brothers and sisters.
   D. Her health was suffering from living in a crowded city.
   E. Her grandmother needs her help with work and chores.

3. How does Sylvia feel about living on her grandmother’s farm?
   A. She enjoys the outdoors and the animals.
   B. She misses living in a busy, interesting city.
   C. She enjoys the farm but does not understand her grandmother.
   D. She feels that her grandmother does not appreciate her hard work.
   E. She likes the farm but misses going to school with her brothers and sisters.

4. Which of the following is the best synonym for demure in the sentence, “The young woman responded with a demure greeting when the young man waved to her”?
   A. cold
   B. loud
   C. quick
   D. warm
   E. bashful
5. Sylvia does not tell the stranger where to find the heron because she
   A. hates guns.
   B. is afraid of him.
   C. cannot find the bird.
   D. does not want money.
   E. wants to protect the bird.

6. In an external conflict, a character struggles against another character, against the forces of nature, against society or social norms, or against fate. Which of the following is an example of an external conflict in this story?
   A. Sylvia is afraid of keeping secrets.
   B. Sylvia and her grandmother are poor.
   C. Sylvia likes living in the country better than living in the city.
   D. Sylvia's grandmother welcomes the stranger into their home.
   E. Sylvia cannot decide if she should tell the stranger about the heron.

7. What is the effect of the author's use of figurative language in the line, “Sylvia's face was like a pale star, if one had seen it from the ground when the last thorny bough was past, and she stood trembling and tired but wholly triumphant, high in the treetop”?
   A. The reader appreciates Sylvia's dilemma.
   B. The reader more readily sides with the stranger.
   C. The reader becomes more sympathetic to the grandmother.
   D. The reader becomes more sympathetic to Sylvia's later choice.
   E. The reader comes to appreciate the strength of the wild woods.

8. Which detail does not help reinforce Sylvia's character?
   A. the wandering cow
   B. the ornithologist's charming nature
   C. the toad that wished to find its hole
   D. the clean and comfortable farmhouse
   E. the whipporwills singing on the doorstep

Read the following passage. Then answer the question(s) below.

“... look, look! a white spot of him like a single floating feather comes up from the dead hemlock and grows larger...”

9. This line is an example of which type of figurative language?
   A. simile
   B. metaphor
   C. alliteration
   D. personification
   E. onomatopoeia
10. In this line, why might the author have chosen to contrast the image of the heron with the image of the dead hemlock?
A. to emphasize the fragility of nature
B. to create a sense of confusion in the reader
C. to remind the reader of the heron’s mortality
D. to emphasize the heron’s beauty and significance
E. to remind the reader of Sylvia’s apprehension regarding nature

Matching

*for A White Heron*

Choose the best description for each of the following.

A. the ornithologist
B. a white oak
C. Sylvia sees the white sails of ships
D. the milk cow
E. Sylvia’s mother
F. the white heron
G. the stranger

11. from the pine tree
12. did not come when called
13. gave Sylvia a knife
14. grew next to the pine tree
15. allowed Sylvia to go with her grandmother
16. offers money for information
17. was not native to the area

Essay

*for A White Heron*

18. A *theme* is a central message or perception about life that is revealed through a literary work. What is the theme of this story? What details does the author use to reveal this theme? Support your response with information from the text.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Enchanted Garden

1. What is one reason that Giovannino likes Serenella?
   A. She never cries.
   B. She is not afraid of anything.
   C. She goes along with his ideas.
   D. All of the above
   E. Both A and C

2. Serenella and Giovannino take a swim after
   A. they play ping pong.
   B. they see the boy inside the villa.
   C. Giovannino picks a bouquet for Serenella.
   D. they throw seaweed in each other’s faces.
   E. the tea and cake are brought out by the manservants.

3. How do the children react when the trays of food are brought by the manservants?
   A. They eat the food, but are unable to really enjoy it.
   B. They are suspicious of the food and decide not to eat it.
   C. They eat every last bite of the food because it is so good.
   D. They leave the garden for fear that they will be discovered.
   E. They eat the cake, but they don’t like the strong taste of the tea.

4. What does the word *pergola* mean, as used in the sentence, “Each fall, the gardener cleaned the dying vine from the pergola”?
   A. roof
   B. patio
   C. arbor
   D. cabana
   E. cottage
5. The first element of fantasy in the story occurs when Giovannino and Serenella
A. enter a beautiful and deserted villa.
B. take a dip in a magical swimming pool.
C. enter a garden after slipping into a hole.
D. find a garden growing next to the railroad tracks.
E. gather a bouquet of flowers beside the train tracks.

6. How does seeing the pale boy affect Giovannino and Serenella?
A. He scares them away.
B. He makes them feel inferior.
C. He makes them feel annoyed.
D. He makes them to feel jealous.
E. He comforts and welcomes them.

7. What do the pale boy and Giovannini and Serenella have in common?
A. They all enjoy reading.
B. They all feel uncomfortable.
C. They all act older than they are.
D. They leave the villa at the same time.
E. They all have strange ways of communicating.

8. Why is the setting important to this story?
A. It is the source of the conflict.
B. The resolution happens in the garden.
C. The point of view depends on the setting.
D. The characters can exist only in this setting.
E. All of the above

9. Which of the following elements most strongly contributes to the fantastical nature of this story?
A. setting
B. dialogue
C. internal conflict
D. character motivation
E. character description

10. Which of the following is not an element of fantasy in this story?
A. the garden is very beautiful
B. the children go looking for crabs
C. the children are alone in the garden
D. the children enter the garden through a hole
E. the garden contains many things the children enjoy
Matching

*for The Enchanted Garden*

*Match each event with the order in which it occurred.*

A. The children play ping pong.
B. Giovannino accidentally hits the gong.
C. The children see the pale boy wandering around his room.
D. Giovannino tells Serenella that a train is coming.
E. The children have a seaweed fight.

____ 11. 1st
____ 12. 2nd
____ 13. 3rd
____ 14. 4th
____ 15. 5th

Essay

*for The Enchanted Garden*

16. Fantasy stories contain elements that are highly unrealistic. Which aspect of this story makes the most use of fantasy elements: the plot, the characters, or the setting? Include specific details from the text to support your answer.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Like the Sun

1. Sekhar decides to set aside __________ to “give and take absolute truth.”
   A. one day
   B. two days
   C. one week
   D. three days
   E. one weekend

2. Who first asks Sekhar for his opinion?
   A. his wife
   B. a colleague
   C. his neighbor
   D. the headmaster
   E. the music teacher

3. After Sekhar gives his review, the headmaster
   A. says the review was cruel and tells Sekhar he is fired.
   B. says the review was useful and tells Sekhar he is going to receive a raise.
   C. says the review was useful, but tells Sekhar he must grade the papers in two days.
   D. says the review was useful, but tells Sekhar he must grade his papers by the next day.
   E. says the review was cruel, but tells Sekhar he can still have ten days to grade the papers.

4. Which of the following words is the best synonym for sermonize in the sentence, “Sekhar grew weary of hearing the headmaster sermonize about the necessity of dressing in a precise manner”?
   A. moan
   B. lecture
   C. ramble
   D. criticize
   E. instruct
5. Which of the following words is the best antonym for *shirked* in the sentence, “. . . he had shirked this work for weeks, feeling all the time as if a sword were hanging over his head”?

A. tried
B. loved
C. feared
D. ignored
E. confronted

6. How does the headmaster attempt to influence Sekhar to give a good review of his musical talent?

A. He offers Sekhar a raise.
B. He takes Sekhar to a fancy restaurant.
C. He introduces Sekhar to his drummer and violist.
D. He does not criticize Sekhar for his poor teaching.
E. He feeds Sekhar delicacies and gives him special treatment.

7. What detail indicates to the reader that the violinist and drummer do not enjoy the headmaster’s music?

A. They tell Sekhar their opinions.
B. The headmaster demands that they leave.
C. They tell the headmaster’s wife their opinions.
D. Sekhar overhears their criticism as they are leaving.
E. They seem relieved when the headmaster finishes singing.

8. How is Sekhar’s decision to tell the truth to everyone a kind of test or experiment?

A. He recorded the results in his daily journal.
B. He wanted to prove his theory that lies are damaging.
C. He based his decision on a theory, as a scientist would.
D. He measured the results of his truth, as a scientist measures things.
E. He wanted to write about his findings on the effects of telling the truth.

9. The title of the story refers to

A. the time of day.
B. the reaction to the truth.
C. the harshness of the truth.
D. the phrase Sekhar often uses.
E. the way humans hide from the truth.

10. Which of the following quotations from the story best captures its theme?

A. “Otherwise life is not worth living.”
B. “. . . his ambition in life was to forget himself in music.”
C. “He felt very unhappy that he could not speak more soothingly.”
D. “It was a quiet resolve, a secret pact between him and eternity.”
E. “. . . the essence of human relationships consisted in tempering the truth . . .”
Matching

_for Like the Sun_

Choose the best description for each of the following.

A. Sekhar’s punishment
B. Sekhar
C. the headmaster
D. Sekhar’s wife
E. the headmaster’s wife

___ 11. peeks in from the kitchen
___ 12. working through the night
___ 13. has many papers to grade
___ 14. wants to forget himself in music
___ 15. is still sullen at dinner

Essay

_for Like the Sun_

16. _Irony_ is the difference between appearance and reality—in other words, what seems to be and what really is. In a paragraph, describe an ironic event in this story. Be sure to explain how the event fits the definition of irony. Support your answer with specifics from the text.
Montgomery Boycott, page 121

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Montgomery Boycott

1. Why did Rosa Parks refuse to give up her seat on the bus?
   A. She wanted to start a movement.
   B. There were many other seats open.
   C. She was very tired and wanted to sit.
   D. She did not want to listen to the driver.
   E. She was determined to fight for equality.

2. Prior to Rosa Parks refusing to give up her seat on the bus, who else had refused to give up a seat?
   A. a teenage girl
   B. a Pullman Porter
   C. a man and his son
   D. Coretta Scott King
   E. a group of college students

3. Which of the following phrases best completes the sentence?
   A letter to the editor is most effective when it is clear, specific, and ________ faulty logic.
   A. devoid of
   B. replete with
   C. explicit in its
   D. marked with
   E. noted for its

4. An interesting feature of the Montgomery boycott is that
   A. it was led by Rosa Parks.
   B. it was planned years in advance.
   C. the start of the movement was sudden.
   D. people were reluctant to participate at first.
   E. many conflicting personalities worked together.
5. How much time did Dr. Martin Luther King, Jr. have to prepare his speech to the Holt Street Baptist Church?
   A. one day
   B. one hour
   C. ten minutes
   D. one afternoon
   E. twenty minutes

6. The outrage of the white-owned newspapers had what ironic effect?
   A. Newspapers supported the boycott.
   B. Whites were encouraged to feel outrage.
   C. Whites began attending boycott meetings.
   D. African Americans were able to find out about the boycott.
   E. Whites and blacks found out about organization meetings.

7. Why was Dr. King especially welcoming to the ministers that attended the meeting at the Dexter Avenue Church?
   A. He knew their influence would help to motivate many people.
   B. He knew they would be able to bring financial funding to the cause.
   C. He was happy to see them express interest and concern for social issues.
   D. All of the above
   E. both A and C

8. Why did Dr. King experience an internal struggle regarding the bus boycott?
   A. He worried that the boycott was basically unchristian.
   B. He felt it would place him in too much personal danger.
   C. He worried about the time he had to spend away from his family.
   D. He was concerned about the inconvenience it could cause for people.
   E. He was concerned about the division it could cause in the community.

9. The point of view from which this memoir is written
   A. is too biased to be of much value.
   B. offers unique insight into Dr. King’s thoughts and feelings.
   C. helps the reader to understand Rosa Parks’s inner thoughts.
   D. gives the reader facts, without involving emotions or opinions.
   E. tells the reader what it was like to be an outside observer of the boycott.

10. Which of the following is a major detail of the memoir?
    A. Dr. King and his wife had coffee and toast for breakfast.
    B. Coretta Scott King’s doctor told her not to leave the house for a month.
    C. Dr. King and his wife wanted to get to bed early the night before the boycott.
    D. Dr. King was elected the leader of the Montgomery Improvement Association.
    E. The meeting at the Holt Street Baptist Church took place on a Monday evening.
Matching

for Montgomery Boycott

Choose the best description for each of the following people.

A. Coretta Scott King
B. Claudette Colvin
C. E. D. Nixon
D. Rosa Parks
E. Dr. Martin Luther King, Jr.

_____ 11. was convicted of disobeying the segregation laws
_____ 12. was handcuffed for refusing to give up her seat in March 1955
_____ 13. kept busy answering telephones during the organization of the boycott
_____ 14. thought of the boycott as “an act of massive noncooperation”
_____ 15. “a fiery Alabamian” who was active in civil-rights activities

Essay

for Montgomery Boycott

16. Based on what you read in “Montgomery Boycott,” describe and analyze Dr. Martin Luther King, Jr.’s character. What aspects of his character made him a good leader for the bus boycott and the Civil Rights movement as a whole? What do you learn about his character in this memoir that you might not be able to learn from other sources? Support your responses with details from the text.
My Left Foot / The Diving Bell and the Butterfly, page 132

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

_for My Left Foot / The Diving Bell and the Butterfly_

1. In “My Left Foot,” Brown says his breakthrough moment occurred when
   A. he grabbed a pencil from his sister with his left foot.
   B. his brothers and sisters were inside doing homework.
   C. his brothers and sisters were playing outside with him.
   D. he said the name of the letter “A” for his sister, Mona.
   E. his mother showed him the letter “A” in a picture book.

2. According to “My Left Foot,” Christy’s mother based her belief in his intelligence on
   A. what the doctors told her.
   B. nothing more than her determination.
   C. the encouragement her husband gave her.
   D. research she had done into his condition.
   E. the faith she gained from her daily prayers.

3. In “The Diving Bell and the Butterfly,” does Bauby recall what his old life and job were like?
   A. Yes, and his recollections are vivid.
   B. No, he recalls only his childhood years.
   C. Yes, but the memory is becoming dimmer.
   D. Yes, but he loses more memories each day.
   E. No, trauma has erased all but two or three facts.

4. How does Christy Brown’s situation differ from Jean-Dominique Bauby’s?
   A. Brown was able to leave his house, while Bauby could not.
   B. Brown was able to speak, while Bauby was only able to write.
   C. Brown was born with his handicap, while Bauby’s came along later in his life.
   D. Brown was handicapped by a stroke, while Bauby was born with cerebral palsy.
   E. Brown was able to understand English, while Bauby had to use a special language.
5. Which of the following lines from “My Left Foot” contains a metaphor?
   A. “... my queer hand reached up and grasped one of the dark curls that fell in a thick cluster ...”
   B. “Mother was ... patientiy penetrating beyond the thick curtains that hung over my mind ...”
   C. “She had nothing in the world to go by, not a scrap of evidence to support her conviction ...”
   D. “... the water tap dripping in the pantry, the loud ticking of the clock on the mantelshelf ...”
   E. “... the big kitchen fire that lit up the little room with a warm glow and made giant shadows dance on the walls and ceiling.”

6. Which of following phrases from “The Diving Bell and the Butterfly” reveals the influence of Bauby’s former career?
   A. “... but for me it was still winter ...”
   B. “... dance for me to a Charles Trenet tune ...”
   C. “The streets were decked out in summer finery ...”
   D. “... the corner cafe where I used to drop in for a bite ...”
   E. “Filmmakers call the process ‘a rear screen projection’ ...”

7. According to “My Left Foot” and “The Diving Bell and the Butterfly,” both Christy Brown and Jean-Dominuque Bauby experienced a strong sense of
   A. rage.
   B. loss.
   C. triumph.
   D. isolation.
   E. belonging.

8. In “My Left Foot,” why might Brown have chosen to describe the setting on the day of his breakthrough in so much detail before he explains what happened?
   A. to explain the conflict in his family
   B. to emphasize his mother’s dedication
   C. to create a feeling of suspense for the reader
   D. to increases the reader’s understanding of his condition
   E. to show the difference in attitude between his mother and father

9. In “My Left Foot,” Christy’s attitude after his mother asks him if he likes the pictures in the book could best be described as one of
   A. rage.
   B. hope.
   C. defeat.
   D. gratitude.
   E. boredom.
10. In “The Diving Bell and the Butterfly,” Bauby’s description of how different types of people handle using his code shows that he is
A. clever and witty.
B. impatient and sarcastic.
C. annoyed by most of his visitors.
D. visited mostly by medical personnel.
E. a solitary person who prefers being alone.

Matching
for My Left Foot / The Diving Bell and the Butterfly

Choose the best definition for each of the following words.
A. contention  E. meticulous
B. conviction  F. momentous
C. haphazard  G. obtuseness
D. impertinence

11. very important
12. marked by lack of order or direction
13. dullness
14. argument
15. inappropriate action
16. marked by extreme attention to details
17. strong belief

Essay
for My Left Foot / The Diving Bell and the Butterfly

18. Recall and explain some of the various metaphors used by both authors to describe living with a disability. Do these metaphors have any similarities to each other? What do they tell you about how both authors experience the world? Finally, explain how these metaphors contribute to the themes of the selections. Use details from the text to support your response.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Desert Exile / Proclamation 4417

1. Uchida’s family was transported to the camp by
   A. car.
   B. bus.
   C. train.
   D. cart.
   E. boat.

2. Which phrase best completes the following sentence?
   _______ her best friend helped to assuage the woman’s worries.
   A. Spying on
   B. Talking with
   C. Arguing with
   D. Running from
   E. Complaining about

3. Based on their preference of a soaking tub, the older generation of Japanese are likely more
   A. private.
   B. devout.
   C. flexible.
   D. hygienic.
   E. traditional.

4. In “Proclamation 4417” what does President Ford say was the sole purpose of Executive Order 9066?
   A. to start a war with Europe
   B. to end the war with the Axis powers
   C. to become involved in a war with Japan
   D. to engage in a war with the Axis powers
   E. to move Japanese families into internment camps
5. What was Tanforan used for before it was converted into a camp?
   A. a sports arena
   B. a car-racing track
   C. a horse-racing track
   D. a horse-training facility
   E. a horse-breeding farm

6. How long were Uchida and her family at the camp before they learned that her father would be joining them?
   A. a year
   B. a week
   C. a month
   D. five weeks
   E. more than a year

7. Which of the following lines from the story does not contain sensory details?
   A. “Shivering in the cold, we pressed close together . . .”
   B. “Our card-playing neighbor scoured the camp for a container . . .”
   C. “having known the luxury of soaking in deep, pine-scented tubs . . .”
   D. “The latrines were crude wooden structures containing eight toilets . . .”
   E. “Once we got inside the gloomy, cavernous mess hall, I saw hundreds of people . . .”

8. The incident where Uchida wakes up the neighbor’s son with a broom demonstrates that
   A. the families got very sick of living so close to each other.
   B. the families in the camps often helped and relied on each other.
   C. the government should have provided the people with alarm clocks.
   D. there was not much to do in the camps, so people often slept all day.
   E. the stress of living in the camps caused the families to turn on each other.

9. Proof that the world outside the camps knew what was happening inside the camps is supported by the fact that
   A. the families could send telegrams daily.
   B. mail arrived at the camp two times a day.
   C. the author received food packages from friends.
   D. internees were allowed to attend church services.
   E. one woman was able to get a barrel for a soaking tub.

10. In “Proclamation 4417,” why might President Ford have chosen to consistently use the word we?
    A. to distinguish between Europeans and Americans
    B. to give Japanese-Americans individual recognition
    C. to remove some of the blame from the government
    D. to make the audience listen objectively to his speech
    E. to unite the American public and reaffirm their values
Matching

for Desert Exile / Proclamation 4417

Choose the best definition for each of the following words.

A. admonish  E. inclination
B. baser        F. indignity
C. commemorate  G. statute
D. erratic       H. unwieldy

11. less decent
12. tendency to do something
13. hard to manage because of weight or shape
14. remember by having a celebration
15. law
16. humiliating treatment
17. express disapproval
18. having no fixed purpose

Essay

for Desert Exile

19. Mood, or atmosphere, is the emotion created in a reader by part or all of a literary work. Describe the mood at the beginning of the selection. How and why does the mood change throughout the time Uchida and her family are living in the camp? Support your response with details from the selection.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Harriet Tubman: The Moses of Her People / Go Down, Moses

1. Harriet Tubman’s exact age is not known because
   A. a record was never made of her birth.
   B. records of slaves’ births were destroyed.
   C. there are few accurate records of her life.
   D. as an infant she was not expected to live.
   E. her family’s Bible, which held her birth date, was lost.

2. The term “Underground Railroad” was
   A. used only by Tubman.
   B. created after the Civil War.
   C. created by Harriet Tubman.
   D. created before the Civil War.
   E. created by Frederick Douglass.

3. Which of the following is the best synonym for *falter* in the sentence, “If the group faltered, their leader encouraged them forward”?
   A. fell
   B. rejoiced
   C. escaped
   D. hesitated
   E. conversed

4. Which of the following is the best definition for *countenance* in the sentence, “The crowd knew from the speaker’s countenance that a tragedy had occurred”?
   A. words and voice
   B. tone and phrasing
   C. notes and gestures
   D. tolerance and support
   E. expression and appearance
5. Tubman’s ability to think was not damaged when she was hit in the head, yet she let her master go on thinking she was “half-witted.” What is the most likely reason she did this?
A. so he would sell her to another master
B. so he would give her easier jobs to do
C. so she would be able to slack off on her work
D. so he would not suspect her of trying to escape
E. so she could explain why she was always “going to sleep”

6. Although “Go Down, Moses” describes the words and actions of Moses and his people, the reader must infer
A. Pharoah’s reaction.
B. Moses’s motivation.
C. Moses’s threat to Pharaoh.
D. the problems of Moses’s people.
E. the plea Moses hears from his people.

7. Tubman’s belief in equal rights for all people reveals its depth and breadth in the way she
A. gave all the money from her books to former slaves.
B. fought for the pay owed to her by the Union military.
C. fought for women’s suffrage as well as to end slavery.
D. spoke easily and comfortably in front of large crowds.
E. started schools and hospitals for the newly-freed slaves.

8. In “Go Down, Moses,” Moses’s line, “Let them come out with Egypt’s spoil,” introduces an element of
A. pride and justice.
B. justice and revenge.
C. violence and danger.
D. strength and justice.
E. pride and determination.

9. Based on his letter to Harriet Tubman, it is clear that Frederick Douglass felt
A. their talents were different but equally valuable.
B. Harriet’s speaking could benefit from his advice.
C. she inspired him to start his work for equal rights.
D. his contributions were more valuable than Harriet’s.
E. her contributions had been more widely recognized than his.

10. The repetition of the refrain in “Go Down, Moses” helps emphasize
A. Egypt’s fear of Israel.
B. the plight of the slaves.
C. Moses’s determination.
D. Egypt’s power over Israel.
E. Pharoah’s resistance to Moses’s commands.
Matching

for Harriet Tubman: The Moses of Her People

Choose the best definition for each of the following words.

A. bondage D. contingent
B. capacity E. multitude
C. compensation F. petition

____ 11. payment for service
____ 12. large number of people
____ 13. group forming part of a larger group
____ 14. slavery
____ 15. ability; qualification
____ 16. formal document containing a request

Essay

for Harriet Tubman: The Moses of Her People / Go Down, Moses

17. Langston Hughes wrote this biography in a style that makes use of anecdotes, or short stories, about Harriet Tubman, as well as quotations from Tubman herself. What do these anecdotes and quotations tell you about Tubman’s character? What qualities made her especially qualified to be the “conductor” of the Underground Railroad, as well as to serve the Union and America in various other ways? Support your responses with details from the selection.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Trouble with Television

1. MacNeil thinks one problem with television is that it
   A. contains too much advertising.
   B. tries to sell people faulty products.
   C. damages the physical health of viewers.
   D. simplifies things that are actually complex.
   E. is the most popular form of entertainment.

2. MacNeil believes that concentration is necessary for the maintenance of a
   A. stable society.
   B. literate society.
   C. wealthy society.
   D. family structure.
   E. complex society.

3. The average American watches how many hours of television in ten years?
   A. five thousand
   B. ten thousand
   C. fifteen thousand
   D. twenty thousand
   E. twenty-five thousand

4. Which of the following is the best synonym for *imperative* in the sentence, “Since I didn’t have a good grade in the class, studying hard for the final was an imperative”?
   A. obstacle
   B. nuisance
   C. prospect
   D. conclusion
   E. requirement
5. Which word best completes the following sentence?
She was such a good worker because her ________ was inherent.
A. brain
B. confusion
C. dedication
D. frustration
E. complexity

6. MacNeil believes that to counter the effects television has had on our society, we must
A. set limits on how much TV people can watch per day.
B. make a commitment to address the issue of television addiction.
C. examine the issues it has created and determine how to resist them.
D. attempt to decrease the influence that advertising has over our daily lives.
E. increase literacy rates by encouraging Americans to learn new languages.

7. MacNeil’s tone in this essay can best be described as
A. critical but hopeful.
B. amused but critical.
C. excited and hopeful.
D. anxious and defeated.
E. desperate but thoughtful.

8. Which of the following arguments does not support MacNeil’s thesis?
A. Television has had a decivilizing effect on our society.
B. Television teaches new and innovative ways of thinking.
C. Television has contributed to the crisis of literacy in our country.
D. Television has caused people’s attention spans to become shorter.
E. Television teaches people that visual stimulation is a substitute for thought.

9. Why does MacNeil think television has made communication in our society inefficient?
A. Television distracts people and impairs their ability to listen.
B. Television provides people with a great deal of false information.
C. Television simplifies ideas so they do not require too much attention.
D. Television delivers broad, general messages rather than accurate, precise ones.
E. Television places too much focus on entertainment and not enough on information.
Read the following passage. Then answer the question below.

“It is simply the easiest way out. But it has come to be regarded as a given, as inherent in the medium itself: as an imperative, as though General Sarnoff, or one of the other august pioneers of video, had bequeathed to us tablets of stone commanding that nothing in television shall ever require more than a few moments concentration.”

10. In this passage, the author’s biblical reference to “tablets of stone” emphasizes the
   A. respect the author has for religion.
   B. value of broadcast church services.
   C. power and control of television ads.
   D. devotion that programs create in people.
   E. deep connection people have to television.

Matching

for The Trouble with Television

Choose the best definition for each of the following words.

A. bequeath  E. perpetual
B. fluently    F. skeptically
C. gratification G. stimulus
D. inalienable H. usurp

11. satisfaction
12. something that causes action
13. hand down; pass on
14. continuing forever
15. smoothly; easily
16. take away without the right to do so
17. critically; with doubt
18. not able to be taken away

Essay

for The Trouble with Television

19. Describe MacNeil’s thesis in this essay. Do you agree with his viewpoint? Do you think his logic is sound? Why or why not? Support your response with logical reasoning and information from the text.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for How Reading Changed My Life

1. Quindlen remembers some of the stories about her childhood only because
   A. they are funny.
   B. they were traumatic.
   C. she heard them told.
   D. she tells them to her children.
   E. her children have done the same things.

2. The unifying element of the stories about Quindlen’s childhood is
   A. reading.
   B. discontent.
   C. grandparents.
   D. running away.
   E. playing outside.

3. When Quindlen visited her childhood neighborhood as an adult, she was
   A. disappointed she could not find her old house.
   B. shocked by how it had changed over the years.
   C. surprised that it looked the way she remembered.
   D. disappointed that it did not look like she remembered.
   E. pleased with the improvements that had been made over the years.

4. What does the word abated mean, as used in the following sentence?
   When the winds finally abated, we were able to emerge and check on our elderly neighbors.
   A. lessened
   B. stopped
   C. changed
   D. intensified
   E. postponed
5. Which of the following is the best antonym for *raucous* in the sentence, “The boys had to play outside since they were always so raucous”?
A. loud
B. calm
C. gentle
D. boisterous
E. concerned

6. As a child, how did Quindlen satisfy her “sense that [she] ought to be somewhere else”?
A. by reading books
B. by looking at maps
C. by taking long walks
D. by running away often
E. by creating imaginary friends

7. How did Quindlen’s mother feel about her daughter’s dedication to reading?
A. She supported it by driving Quindlen to the library.
B. She actively discouraged it by hiding Quindlen’s books.
C. She accepted it but urged Quindlen to try other activities.
D. She accepted it and tried to get her husband to do so too.
E. She was proud of it and always brought her daughter new books.

8. Quindlen references Oprah Winfrey and the young “bookworm” who wrote to her
A. to prove that reading can change lives.
B. to illustrate that others share her feelings.
C. to show how friendships develop from mutual interests.
D. as examples of readers of different ages and backgrounds.
E. because she never would have met them if it weren’t for reading.

9. Quindlen believes that our culture values
A. words and ideas.
B. internal reflection.
C. reflection and solitude.
D. action and socialization.
E. reflection and exploration.

10. With which statement would Quindlen most strongly agree?
A. All reading should serve a practical purpose.
B. Aimless reading is as important as reading with a purpose.
C. It is unhealthy to lose oneself in stories about other people.
D. Self-improvement can be gained only from reading nonfiction.
E. Fiction from previous centuries is not relevant to modern readers.
Matching

for How Reading Changed My Life

Choose the best definition for each of the following words.

A. corollary    E. exclusivity
B. covert       F. invincible
C. eloquent     G. plummeting
D. ethos        H. sustenance

11. result
12. quality of being limited
13. dropping sharply
14. marked by fluent expression
15. not openly shown
16. nourishment
17. incapable of being conquered
18. distinguishing beliefs of a group or person

Essay

for How Reading Changed My Life

19. What do you think Quindlen’s purpose was in writing this essay? Why
does she include anecdotes such as her childhood stories and other people’s
statements about reading? What does she want the reader to take away from
this essay? Support your response with information from the text.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Keep Memory Alive / No News from Auschwitz

1. Wiesel feels that he does not have the right to
   A. personally speak out against tormentors.
   B. identify with the dreams of so many people.
   C. try to understand why he was given an award.
   D. accept an award on behalf of so many people.
   E. continue to be frightened by the horrors of the past.

2. According to “No News from Auschwitz,” Brzezinka is located in
   A. Berlin.
   B. Poland.
   C. Birkenau.
   D. Germany.
   E. Auschwitz.

3. In “No News from Auschwitz,” Rosenthal says it would be fitting if Auschwitz
   A. was left to decay into rubble.
   B. was fenced off and prohibited visitors.
   C. was converted into a beautiful memorial.
   D. never saw the sun and all its plants withered.
   E. became a museum with exhibits and guided tours.

4. In “No News from Auschwitz,” why does Rosenthal say people come to Auschwitz?
   A. to remind themselves not to forget
   B. to see with their own eyes that it is true
   C. to recognize and mourn for the people who died there
   D. All of the above
   E. None of the above
5. Given its use in the following sentence, what does the word *transcend* mean?

Dreams are a way for humans to transcend reality and hope for the future.

A. to deny
B. to clarify
C. to change
D. to plan for
E. to rise above

6. Which word best completes the following sentence?

The party’s hosts were _________ at one guest’s presumptuous request to take the flowers home as a party favor.

A. pleased
B. worried
C. flattered
D. shocked
E. frightened

7. Referring to his experiences as a young boy helps Wiesel to establish

A. a deeply personal tone.
B. a formal yet nostalgic tone.
C. a strong emotional connection to his audience.
D. the connection between his past and the present.
E. a personal connection to the children of the world.

8. The image of children playing at the beginning of “No News from Auschwitz” serves as

A. a reminder that life goes on even after a tragedy.
B. an eerie reminder that we must not forget the past.
C. a sharp contrast to the horrors that took place in the camp.
D. an example of why visitors should not be allowed to tour the camp.
E. a superfluous detail that probably did not need to be included in the article.

9. What term best describes the tone of the title “No News from Auschwitz”?

A. ironic
B. realistic
C. didactic
D. moralistic
E. instructive

10. What might Wiesel mean when he says, “… if we forget, we are guilty, we are accomplices”?

A. Only when we forget can we really move on from guilt.
B. It is wrong to feel happy when so many people have suffered.
C. If we forget our mistakes, it is likely we will make them again.
D. Only the people who commit crimes try to forget that they happened.
E. If we forget what is good about people, we will only make things worse.
Matching

for No News from Auschwitz

Choose the best definition for each of the following words.

A. compulsion  D. grisly
B. encompass  E. homage
C. grievous

_____  11. enclose or include
_____  12. display of honor
_____  13. overwhelming urge
_____  14. serious or grave
_____  15. horrifying

Essay

for Keep Memory Alive / No News from Auschwitz

16. Compare and contrast the tones and themes of “Keep Memory Alive” and “No News from Auschwitz.” How are they similar and how are they different? Support your response with information from the text.
Yonder Sky That Has Wept Tears of Compassion, page 192

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Yonder Sky That Has Wept Tears of Compassion

1. Chief Seattle is aware that
   A. his nation is declining.
   B. the proposal is unfair.
   C. the youth will follow him.
   D. the government will listen to him.
   E. his words will be received as a challenge.

2. Chief Seattle hopes that the hostilities between the white man and the red man
   A. will never return.
   B. will eventually be resolved.
   C. will last for only a few more winters.
   D. will be resolved in the red man’s favor.
   E. will come back to haunt the white man.

3. One of the chief’s promises is that long after his tribe is gone
   A. the land will retain its memories.
   B. the land itself will remember justice.
   C. the white man will become powerless.
   D. his tribe’s invisible dead will still be present.
   E. his tribe’s invisible dead will dole out justice.
4. Which word best completes the following sentence?
   In the preparing for battle, a warrior must remain stolid and show little ________.
   A. fury  
   B. emotion  
   C. purpose  
   D. fearlessness  
   E. compassion

5. Given its use in the following sentence, what does the word *verdant* mean?
   In the spring, the sun would shine and the hills would become verdant.
   A. full of life  
   B. full of light  
   C. ready to bloom  
   D. green with plants  
   E. covered with flowers

6. Chief Seattle’s ability to describe valleys, rivers, mountains, lakes, bays, and shores demonstrates his tribe’s
   A. deep love for the land.  
   B. adamant refusal to leave.  
   C. fierce reluctance to leave.  
   D. many ways of using the land.  
   E. intense conflict with the white man.

7. Chief Seattle does not hide his recognition that
   A. his tribe’s youth have caused great trouble.  
   B. he has limited power against the white man.  
   C. old men must relinquish their power eventually.  
   D. the white man will eventually pay for his mistakes.  
   E. the white man and the red man have the same God.

8. One of the differences between the red man and the white man is
   A. the worth of their word.  
   B. their definition of power.  
   C. their treatment of the dead.  
   D. the trouble that their youth may cause.  
   E. their level of respect for sacred places.
Matching

*for Yonder Sky That Has Wept Tears of Compassion*

Choose the best definition for each of the following words.

A. disfigure  
B. exempt  
C. impulsive  
D. molestation  
E. receding  
F. remnant  
G. reproach  
H. sequestered

9. excused; released  
10. secluded  
11. small remaining part  
12. disguise  
13. likely to act without thought  
14. gradually moving away  
15. the disturbance of with hostile intent  
16. accuse; blame

Essay

*for Yonder Sky That Has Wept Tears of Compassion*

17. Chief Seattle uses specific images in his speech to support his point. In a paragraph, explain how the images he uses deepen the chief’s purpose. Be sure to support your point with specific text.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for We Heard It Before We Saw Anything / Like Being Spun in a Giant Washer

____ 1. Before Sri Lanka was hit by a giant wave, the coast experienced
   A. a large tremor.
   B. a warning siren.
   C. radio station warnings.
   D. warnings from the government.
   E. bells from emergency officials.

____ 2. In “Like Being Spun in a Giant Washer,” Becky Ralph says the two things that saved her life were
   A. luck and her training.
   B. luck and her air tank.
   C. her air tank and her training.
   D. a fisherman and her training.
   E. her boyfriend and her air tank.

____ 3. After the tsunami struck, the president of Sri Lanka requested the help of
   A. the Red Cross.
   B. foreign countries.
   C. the United States.
   D. the United Nations.
   E. the country’s citizens.

____ 4. Given its use in the following sentence, what does the word nestle mean?
   The packing cotton allowed the pearl to nestle in its soft layers.
   A. stand out
   B. hide away
   C. be shipped
   D. settle snugly
   E. be displayed
5. Given its use in the following sentence, what does the word *hamper* mean?

   The ice and rain will be certain to hamper the flow of traffic on the highway.
   A. to alter the direction of
   B. to decrease the quantity
   C. to interfere with the quality
   D. to increase the efficiency of
   E. to interfere with the operation of

6. According to “We Heard It Before We Saw It,” one reason the tsunami was so damaging is the fact that
   A. there was no warning.
   B. no one heeded the warnings.
   C. the warning sirens malfunctioned.
   D. the roads were bad and crowded.
   E. too many tourists crowded the beaches.

7. The fact that all the interviews in “Like Being Spun in a Giant Washer,” were with British travelers is most likely due the fact that
   A. the journalist is British.
   B. most victims were British.
   C. the article’s audience is British.
   D. the local people did not wish to speak.
   E. the local government did not permit other interviews.

8. According to “We Heard It Before We Saw It,” other than the force of the storm, which factor contributed most to the amount of damage that occurred in Sri Lanka?
   A. the bad roads
   B. the tourist season
   C. the scattered villages
   D. the depth of the sand
   E. the absence of high-density cities

9. In “We Heard It Before We Saw It,” what is the effect of Julian West’s choice to use quotations from survivors?
   A. The reader trusts West’s objectivity.
   B. The reader understands the human impact of the event.
   C. Foreign readers will urge their governments to supply aid.
   D. The reader understands the opinions of the local residents.
   E. The reader sympathizes with the locals, who suffered more than visitors.

10. In the days after the tsunami, the number of deaths reported continued to rise most likely because communication
    A. didn’t exist.
    B. was damaged.
    C. was unreliable.
    D. improved slowly.
    E. improved rapidly.
Matching

for Like Being Spun in a Giant Washer

Choose the best description for each of the following.

A. Becky Ralph  
B. Amy Harding  
C. Christos Angelides  
D. Tim Acton  
E. Amy Harding’s boyfriend

_____ 11. diving instructor on Ko Phi Phi  
_____ 12. said he or she felt a tremor two hours before the wave hit  
_____ 13. was on a trip around the world  
_____ 14. was about to eat breakfast when the wave hit  
_____ 15. still missing after the tsunami

Essay

for We Heard It Before We Saw Anything / Like Being Spun in a Giant Washer

16. The author of a news article must accurately report the facts of an event and take care not to inject opinion or interpretation. Evaluate how well the authors of both articles achieved this purpose. Did either article include any bias? Explain. Be sure to use information from the text to support your response.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

For Short Assignments / How to Write a Short Story

1. When Lamott is in the midst of her worrying, she compares herself to
   A. a painter.
   B. an iceberg.
   C. her brother.
   D. a dog with a chew toy.
   E. a soldier in his barracks.

2. The plot shape that the article “How to Write a Short Story” recommends is a
   A. circle.
   B. pyramid.
   C. U-shape.
   D. simple line.
   E. elongated oval.

3. The two stories Lamott often tells are about
   A. writing and painting.
   B. her brother and a movie.
   C. her dentist and her agent.
   D. her students and her family.
   E. her finances and her family.

4. What does the word leered mean, as used in the following sentence?
   Some of the people in the restaurant leered at the celebrity who stumbled out the door.
   A. glanced knowingly
   B. stared long and hard
   C. looked sympathetically
   D. looked shocked and amazed
   E. glanced harshly and judgmentally
5. Lamott’s repeated references to “orthodontia” help to create a sense of
   ______ in her writing.
   A. irony
   B. unity
   C. humor
   D. shock
   E. surprise

6. Lamott establishes a colloquial tone
   A. by addressing the reader as “you.”
   B. by relating some of her family memories.
   C. by choosing to use first-person point of view.
   D. with her use of metaphor and personification.
   E. when she mentions the family cabin in Bolinas.

7. The overall tone of the essay is
   A. clever and ironic.
   B. personal and casual.
   C. classic and restrained.
   D. controlled and balanced.
   E. profound and thoughtful.

8. In the article “How to Write a Short Story,” each step begins with a
   verb. What is the effect of this pattern?
   A. The writer understands how each step is related to the next.
   B. The writer better understands the purpose of writing a story.
   C. The writer knows exactly what to do to complete each step.
   D. The writer feels like he or she has received personalized help.
   E. The writer has room to interpret each step however he or she
     wants to.

Read the following passage. Then answer the question(s) below.

What I do at this point, as the panic mounts and the jungle drums
begin beating and I realize that the well has run dry and that my future
is behind me and I’m going to have to get a job only I’m completely
unemployable, is to stop.

9. In this passage, Lamott makes use of what literary technique when she
   describes “the jungle drums”?
   A. metaphor
   B. metonymy
   C. alliteration
   D. parallelism
   E. personification
10. In this passage, the repeated use of the word *and*
   A. leaves the reader as frantic and confused as Lamott herself.
   B. joins together past and present anecdotes from Lamott’s life.
   C. distracts the reader from the real purpose of Lamott’s writing advice.
   D. helps the reader to get to know Lamott as a person as well as a writer.
   E. helps to convey the frantic nature of Lamott’s thoughts as she attempts to write.

**Matching**

*for How to Write a Short Story*

Choose the best description for each of the following.

A. protagonist
B. antagonist
C. climax
D. first-person point of view
E. third person limited point of view
F. third person omniscient point of view

11. narrator uses “I,” not “he” or “she”
12. detached narrator presents the thoughts of several characters
13. the main character
14. detached narrator presents the thoughts of one character
15. resolves the tension
16. provides conflict

**Essay**

*for Short Assignments / How to Write a Short Story*

17. Lamott uses a variety of colloquialisms in “Short Assignments.” Why might she have chosen to do this? What mood, or atmosphere, do these colloquialisms help to create? What do you think Lamott wants readers to take away from her writing? Support your response with details from the selection.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for A Choice of Weapons

1. Gordon Parks’s boss, Roy Stryker, told Parks to
   A. get to know the city.
   B. get to know the new staff.
   C. invest in some new cameras.
   D. buy a new overcoat for the job.
   E. get a new bag for his camera gear.

2. Parks returned to Stryker’s office, not in a few days as Stryker had suggested, but
   A. at the end of the first day.
   B. before lunch on the first day.
   C. at the end of the second day.
   D. before lunch the second day.
   E. on the morning of the second day.

3. Although Parks and the manager of the coat department at the store had a long conversation, the manager still
   A. would not show Parks a coat.
   B. asked Parks to leave the store.
   C. would not discuss coats with Parks.
   D. would not let Parks leave the couch.
   E. asked Parks to leave the coat department.

4. The racial resentment that Parks encountered on the streets of the city
   A. reminded him of his old office.
   B. was not present in his new office.
   C. was also present in his new office.
   D. was matched by his new boss, Stryker.
   E. was unlike any he had ever experienced.
5. Stryker wanted Parks to learn to use his
   A. self-control and his mind.
   B. training to promote justice.
   C. eyes as well as his cameras.
   D. heart, language, and cameras.
   E. language as well as his camera.

6. Parks’s reaction to the discrimination he encountered on the first day
   shows that he
   A. had a temper that was easy to ignite.
   B. anticipated encountering discrimination.
   C. was unprepared to encounter discrimination.
   D. did not know how to recognize discrimination.
   E. was not inclined to speak out against discrimination.

7. Based on his actions and conversation with Parks, it is clear that Stryker
   believes a good photographer should
   A. articulate issues.
   B. work with a journalist.
   C. always remain objective.
   D. not be personally involved.
   E. start at the bottom by developing pictures.

8. Why might Parks have chosen to photograph the charwoman “Grant
   Wood style”?
   A. to expose the racism behind the painting “American Gothic”
   B. to try to please Stryker by imitating one of Stryker’s favorite artists
   C. to pay tribute to the artist who had inspired him most over the years
   D. to show his audience how difficult it is to do hard labor for very little
   pay
   E. to show that she was an American, just like the people in “American
   Gothic”
Matching

_for A Choice of Weapons_

Choose the best answer for each of the following questions.

- A. to follow the cleaning woman
- B. to wait for what he wanted
- C. what the cleaning woman had done for him
- D. to go to the back door
- E. to use his camera against intolerance
- F. to look at pictures in the office

____ 9. What did the waiter at the drugstore tell Parks?
____ 10. What did Parks realize was not going to be easy?
____ 11. What did Parks decide to do at the department store?
____ 12. What was the second task that Stryker gave to Parks?
____ 13. What was the third task that Stryker assigns to Parks?
____ 14. What did Stryker hope Parks understood?

Essay

_for A Choice of Weapons_

15. An author chooses a title that helps support his or her work. How does the title of Gordon Parks's memoir deepen its meaning? In a paragraph, analyze how the title adds to the meaning of his work. Be sure to support your point with specific information from the text.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Getting It Right at Ground Zero / Land of the Living

1. Giuliani states that the original images of ground zero in his mind have not been altered by
   A. time.
   B. grief.
   C. distance.
   D. recovery.
   E. forgiveness.

2. Giuliani reveals that in addition to being a politician, he has also been a
   A. sailor.
   B. judge.
   C. marine.
   D. lawyer.
   E. teacher.

3. “Land of the Living” begins and ends with images of people
   A. crying.
   B. talking.
   C. praying.
   D. fighting.
   E. remembering.

4. How much area does Ground Zero cover?
   A. twelve acres
   B. sixteen acres
   C. twelve blocks
   D. sixteen blocks
   E. one square mile
5. The use of the word “she” in the refrain of “Land of the Living” most likely refers to
A. all women.
B. all mothers.
C. Lady Liberty.
D. Kaplansky’s mother.
E. the cab driver’s wife.

6. Which of the following lines from “Getting It Right at Ground Zero” is an example of a fact?
A. “Our way is the way of the future.”
B. “Because . . . we’re right and they’re wrong.”
C. “A soaring structure should dominate the site . . .”
D. “I’ve also attended many memorials and funerals . . .”
E. “It should symbolize our survival and our triumph.”

7. The speaker in “Land of the Living” clearly feels
A. isolated in her grief.
B. connected to the city’s grief.
C. disconnected from the city’s fear.
D. eager to escape the city’s confusion.
E. unable to understand the city’s grief.

8. Why does Giuliani describe how Ground Zero has changed over the twelve months following the attack?
A. to emphasize the degree of damage and loss
B. to help his audience to move on from the tragedy
C. to describe how much he misses the Twin Towers
D. to emphasize the healing that has occurred in that time
E. to contrast these changes with his feelings, which have not changed
Matching

for Getting It Right at Ground Zero

Choose the best answer for each of the following questions.

A. dwarf the site of the tragedy  
B. fly over the site  
C. how to memorialize the tragedy  
D. find comfort with others  
E. provide inspiration

_____ 9. What does Giuliani think a memorial should do?
_____ 10. What debate has not been resolved?
_____ 11. What does Giuliani say an office building should not do?
_____ 12. What lesson did Giuliani’s father teach him?
_____ 13. What did Giuliani and President Bush do together after the tragedy?

Essay

for Getting It Right at Ground Zero / Land of the Living

14. A writer’s purpose is his or her aim, or goal. What was Rudy Giuliani’s purpose in writing his essay? How was his purpose different from that of Lucy Kaplansky in writing “Land of the Living”? What details does each author use to support his or her purpose? Be sure to support your response with information from the text.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

For When Heaven and Earth Changed Places / Thoughts of Hanoi

1. As a girl, Le Ly Hayslip was impressed that she came from a family of female
   A. pastors.
   B. farmers.
   C. leaders.
   D. warriors.
   E. merchants.

2. Hayslip’s father survived
   A. several invasions.
   B. but lost a son in a war.
   C. but lost his parents in a war.
   D. the war with north Vietnam.
   E. because he bought his freedom with gold.

3. Hayslip’s mother’s favorite indulgence was
   A. smoking cigars.
   B. chewing tobacco.
   C. eating betel seeds.
   D. growing soy plants.
   E. chewing betel seeds.

4. Hayslip’s father inherited the biggest share of land from his parents because they
   A. felt sorry for him.
   B. respected him and his wife.
   C. pitied his hardworking wife.
   D. were required to pay him back.
   E. wanted to take care of their grandchildren.

5. It was unheard of for Hayslip’s father to teach his daughter
   A. to read.
   B. how to farm.
   C. how to cook.
   D. how to make things.
   E. that dowries were not important.
6. Hayslip’s father’s wish for revenge was not as strong as his wish
   A. for life.
   B. for justice.
   C. for grandchildren.
   D. to reunite his family.
   E. for his daughter to remain at home.

7. The tone of the poem “Thoughts of Hanoi” can best be described as
   A. proud.
   B. cautious.
   C. desperate.
   D. combative.
   E. melancholy.

8. It is surprising that Hayslip’s father is gentle and peaceful, considering
   the
   A. horrors of war he has endured.
   B. training his family provided for him.
   C. beatings he suffered to preserve his farm.
   D. lessons of revenge he teaches his daughter.
   E. punishments he suffered from his countrymen.

9. Which pair of words from “Thoughts of Hanoi” best demonstrates the
   speaker’s conflicted feelings?
   A. deep, chill
   B. yearn, fear
   C. jubilant, running
   D. stumbling, strolling
   E. ploughing, transplanting

10. How does the speaker in “Thoughts of Hanoi” seem to feel about the
    future?
    A. He fears the future but still longs to take revenge on his enemy.
    B. He looks forward to a bright and peaceful future for his country.
    C. He fears the future and wishes things could be the way they once
        were.
    D. He feels proud that he will be able to help shape the future of his
        country.
    E. He dreads the future because he does not want to go on without his
        old friend.
Matching

for When Heaven and Earth Changed Places

Choose the best description for each of the following.

A. Da Nang  E. Phung Thi Chinh
B. Bon       F. Huong
C. Bay Li     G. Khmer
D. Chinese

____ 11. the narrator’s brother
____ 12. native of Cambodia
____ 13. woman warrior
____ 14. seaport in central Vietnam
____ 15. the narrator’s childhood name
____ 16. the narrator’s uncle
____ 17. the narrator’s ancestors’ captors

Essay

for When Heaven and Earth Changed Places

18. A motivation is a force that moves a character to think, feel, or behave in a certain way. In a brief paragraph, identify the motivations of Hayslip’s father in “When Heaven and Earth Changed Places.” At the end of your paragraph, state what these motivations tell the reader about the father’s character. Be sure to support your response with specific text.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Something Could Happen to You / On Loan to the Lonely

1. The girl that Esmeralda Santiago meets outside the apartment building teaches Esmeralda
   A. how to jump rope.
   B. how to understand English.
   C. how she will be labeled in America.
   D. how America is different from her home country.
   E. to be careful, and explains that something could happen to her.

2. One difference that Santiago immediately notices between Puerto Rico and New York is
   A. the foods.
   B. the noises.
   C. the safety.
   D. the shapes.
   E. the families.

3. Barbara Gutierrez, the author of “On Loan to the Lonely,” is originally from
   A. Cuba.
   B. Macun.
   C. Mexico.
   D. the U.S.
   E. Puerto Rico.

4. In school, Santiago did not understand
   A. “The Star Spangled Banner.”
   B. “The Pledge of Allegiance.”
   C. “The Star Spangled Banner” or “The Pledge of Allegiance.”
   D. “The Pledge of Allegiance,” so she didn’t have to learn it.
   E. “The Star Spangled Banner,” but she did understand “The Pledge of Allegiance.”
5. In “On Loan to the Lonely,” Gutierrez describes the incident at the welfare office as
   A. a turning point in Santiago’s life.
   B. a terrifying time in Santiago’s life.
   C. a triumphant point in Santiago’s life.
   D. the saddest moment of Santiago’s life.
   E. the most discouraging moment in Santiago’s life.

6. The sensory details used to describe Tata demonstrate that she is
   A. a frail but happy person.
   B. a strict but caring woman.
   C. a shy and cautious person.
   D. a warm and vibrant woman.
   E. an interesting but selfish caregiver.

7. The anecdote about the gym uniform helps to emphasize
   A. Santiago’s natural athletic and leadership abilities.
   B. the cruelty that Santiago experienced during her years in school.
   C. the fact that Santiago’s family was forced to get by on very little money.
   D. how hard Santiago worked to overcome the obstacles she faced in America.
   E. the uncertainty and self-consciousness that Santiago often felt as she was growing up.

8. It is clear that one obstacle Santiago was able to overcome was
   A. the language barrier.
   B. her personal insecurity.
   C. being torn between two cultures.
   D. the oppressive nature of her family.
   E. her problems with the new neighborhood.

9. Based on “On Loan to the Lonely,” which of the following best describes why Gutierrez appreciates Esmerelda Santiago’s memoir?
   A. It is an excellent source of factual data.
   B. It is written with a unique and captivating flourish.
   C. It is a personal story, but many people can relate to it.
   D. Its rich style makes use of many different literary techniques.
   E. It is an inspirational tale for young girls from many different backgrounds.

10. Foreshadowing is the act of presenting hints to events that will occur later in a story. The conversation that Santiago has with the girl outside the apartment building foreshadows that Santiago will
   A. have to adapt to many changes.
   B. have difficulty making new friends.
   C. have a bad experience in her neighborhood.
   D. feel overwhelmed on her first day of school.
   E. eventually decide to reinvent herself completely.
Matching

_for Something Could Happen to You_

Choose the best description for each of the following.

A. Edna  
B. Raymond  
C. Don Julio  
D. Tata  
E. Mami  
F. Chico

___ 11. makes café con leche  
___ 12. needs special medical care  
___ 13. Tata’s boyfriend  
___ 14. the narrator’s sister  
___ 15. has a tall and lanky frame  
___ 16. worries about her children

Essay

_for Something Could Happen to You_

17. Authors try to choose titles that will explain or deepen the meaning of their work. Think about the title of this excerpt from Santiago’s memoir: “Something Could Happen to You.” How does this title help explain Santiago’s experience of growing up as a Puerto Rican immigrant in New York City? Support your response with evidence or examples from the selection.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for An Encounter with an Interviewer

1. Twain identifies the person in the portrait on the wall as
   A. his father.
   B. Aaron Burr.
   C. his twin brother.
   D. himself in younger years.
   E. someone he doesn’t know.

2. Twain never tells the interviewer
   A. his accurate age
   B. his brother’s name.
   C. how he met Aaron Burr.
   D. his brother’s cause of death.
   E. why he wanted to see a dictionary.

3. The first event that disturbs the interviewer is confusion over
   A. a word.
   B. a funeral.
   C. Aaron Burr.
   D. Twain’s age.
   E. Twain’s brother.

4. Twain’s accounts of which two deaths serve to further confuse the interviewer?
   A. his own and the interviewer’s
   B. his mother’s and his brother’s
   C. his mother’s and Aaron Burr’s
   D. his brother’s and Aaron Burr’s
   E. the interviewer’s and Aaron Burr’s

5. Why does the narrator give such cryptic and nonsensical answers to the journalist’s questions?
   A. He is not very smart.
   B. He wants to play a joke on the journalist.
   C. He is testing a theory he has come up with.
   D. He does not wish to divulge details about his private life.
   E. He wants the journalist to write a humorous article about him.
6. Twain makes use of hyperbole, or excessive exaggeration, in his sketch. Which of the following is an example of hyperbole?
   A. “I would give whole worlds to know.”
   B. “. . . he said he wanted to take a last look at the scenery . . .”
   C. “He was very pleasant company, and I was sorry to see him go.”
   D. “But I was a good deal interested in that account of Aaron Burr’s funeral.”
   E. “One of us had a peculiar mark—a large mole on the back of his left hand.”

7. Which phrase best describes the interviewer’s reaction to the narrator?
   A. shock and surprise
   B. outrage and irritation
   C. annoyance and anger
   D. disbelief and irritation
   E. humor and appreciation

8. Satire is humorous writing or speech intended to point out errors, falsehoods, foibles, or failings. What is Twain satirizing in this sketch?
   A. the arrogant nature of authors
   B. the importance of personal details
   C. the nature of journalists and the press
   D. the serious way in which most people treat death
   E. the boring answers commonly given by interviewees

9. Which of the following best describes the way Twain characterizes the journalist in this sketch?
   A. sweet and trusting
   B. stupid but boastful
   C. adoring but gullible
   D. arrogant and gullible
   E. arrogant but admirable

10. Irony is the difference between appearance and reality—in other words, what seems to be and what really is. What is ironic about the narrator’s final statement, “He was very pleasant company, and I was sorry to see him go”?
    A. The narrator actually kicked the interviewer out of his house.
    B. The interviewer was actually very rude towards the narrator.
    C. The narrator’s behavior is what caused the interviewer to leave.
    D. The narrator’s behavior was much more pleasant than the interviewer’s.
    E. The interviewer wanted to stay, but the narrator refused to speak to him.
Matching

_for An Encounter with an Interviewer_

Choose the best description for each of the following.

A. One of us was drowned.
B. Spell what?
C. How old are you?
D. Said he wanted to take a last look at the scenery.
E. You don’t look as intelligent as I had expected.

_____ 11. a comment the interviewer makes
_____ 12. a detail about the brother
_____ 13. the first official interview question
_____ 14. a detail about Aaron Burr
_____ 15. the interviewer’s first question to the narrator

Essay

_for An Encounter with an Interviewer_

16. *Tone* is the emotional attitude toward the reader or toward the subject implied by a literary work. How would you describe the tone of this selection? What details help to create this tone? Is the tone consistent throughout the work? Support your response with evidence or examples from the selection.
Multiple Choice

Identify the choice that best completes the statement or answers the question.

for I Am Offering This Poem

1. The speaker compares the gift of the poem to all of the following items except
   A. food.
   B. a hat.
   C. socks.
   D. a coat.
   E. a house.

2. What does the speaker say is the only thing anyone needs to live?
   A. love
   B. warmth
   C. freedom
   D. direction
   E. company

3. Which of the following best describes the speaker’s audience?
   A. The audience is just one person.
   B. The audience is the speaker’s family.
   C. The audience is the speaker’s enemy.
   D. The audience is a group of the speaker’s friends.
   E. The audience is someone who is not interested in the speaker.

4. All of the following are visual images from the poem except
   A. “in dense trees . . .”
   B. “. . . pot full of yellow corn”
   C. “. . . a scarf for your head . . .”
   D. “a warm hand on your back . . .”
   E. “. . . in the corner of your drawer”

5. How does the speaker in this poem want the person who reads it to feel?
   A. loved, envied, and desired
   B. safe, comforted, and loved
   C. sad, wistful, and comforted
   D. safe, controlled, and mature
   E. wild, loved, and overwhelmed
6. Which of the following phrases was most likely influenced by Baca’s cultural heritage?
   A. “and to go on living inside”
   B. “Keep it like a warm coat”
   C. “to warm your belly in winter”
   D. “tucked away like a cabin or hogan”
   E. “in the wilderness life becomes when mature”

7. The tone of this poem can best be described as
   A. artistic and cryptic.
   B. formal and proper.
   C. distant and intellectual.
   D. instructive and cautious.
   E. intimate and conversational.

8. Which of the following is an example of a simile?
   A. “or like a thick pair of socks”
   B. “it is a scarf for your head . . .”
   C. “it is a pot full of yellow corn”
   D. “if you were lost, needing direction”
   E. “and I will answer, give you directions”

9. The words socks, corn, scarf, and belly from the beginning of the poem differ from the words lost, rest, safe, and live later on in the poem. Which of the following best describes how these word sets differ?
   A. The first set uses figurative language, and the second uses literal language.
   B. The first set uses a rhyming pattern, and the second has no rhyming pattern.
   C. The first set deals with concrete images, and the second with abstract images.
   D. The first set has positive connotations, and the second has negative connotations.
   E. The first set refers to internal conflicts, and the second refers to external conflicts.

10. Which of the following lines from the poem shows the influence of Baca’s living situation when he wrote it?
    A. “rest by this fire, and make you feel safe, / I love you”
    B. “Keep it like a warm coat / when winter come to cover you”
    C. “tucked away like a cabin or hogan / in dense trees, come knocking”
    D. “and to go on living inside, / when the world outside / no longer cares . . .”
    E. “Keep it, treasure this as you would / if you were lost, needing direction”

Essay

for I Am Offering This Poem

11. A poet’s background and personal situation often influences his or her work. Consider Jimmy Baca Santiago’s background as well as his life situation when he wrote this poem. How did these factors likely influence his choice of details and imagery in this poem? Be sure to support your response with specific details from the text.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Making a Fist

_____ 1. The poem’s structure can best be described as
   A. regular rhyme and rhythm.
   B. three stanzas and a refrain.
   C. three stanzas and no rhyme.
   D. three stanzas and regular rhyme.
   E. short stanzas and regular rhythm.

_____ 2. What is the setting of the first two stanzas?
   A. a visit to the desert
   B. a car ride to school
   C. a childhood car trip
   D. a bus trip to see family
   E. the speaker’s first plane ride

_____ 3. What is the source of the poem’s title?
   A. the advice given to the speaker
   B. the speaker’s favorite travel game
   C. the speaker’s general attitude as a child
   D. a favorite phrase of the speaker’s mother
   E. a favorite phrase of the speaker as a child

_____ 4. Which of the following is the best description of the speaker’s physical condition?
   A. She is pretending to feel ill.
   B. She is feeling ill with nerves.
   C. She had been feeling ill for several days.
   D. She feels ill after traveling for a few days.
   E. She feels ill with dread for the end of the trip.

_____ 5. Where does the poem show a shift in time?
   A. in the final line
   B. within the second stanza
   C. at the start of the third stanza
   D. in the middle of the final stanza
   E. between the first and second stanza
6. To describe her feelings, the speaker compares her stomach to
A. a fist.
B. a melon.
C. swirling palm trees.
D. a drum in the desert.
E. a pattern on the glass.

7. What theme of this poem does the title help to establish?
A. loss of innocence
B. defiance and conflict
C. confusion and humor
D. fury and determination
E. determination and strength

8. The reader can infer that the speaker is a strong person because she
A. did not die.
B. continues to make a fist.
C. had a strange confidence.
D. listens to her mother’s advice.
E. smiles when recalling the incident.

9. A symbol is anything that stands for or represents both itself and
something else. The speaker sees the childhood experience she
describes in this poem as a symbol for
A. the unfailing guidance of her mother.
B. the hardships she must overcome throughout her life.
C. the pain she feels at having to be separated from her mother.
D. the questions that will likely remain unanswered for the rest of her
life.
E. the trivial nature of her problems in comparison with the problems
of others.

Essay

for Making a Fist

10. Consider what you learn about the speaker in “Making a Fist.” How does
Naomi Shihab Nye show the change in the speaker? In a paragraph, explain
how this change in the speaker is linked to the poem’s theme. Be sure to
support your response with specific text.
Remember, page 248

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Remember

1. The speaker says that the “strongest point of time” is the
   A. sun at dusk.
   B. sun at noon.
   C. sun at dawn.
   D. solar eclipse.
   E. moon at dusk.

2. The speaker believes that
   A. only people are poems.
   B. the earth itself is a poem.
   C. only certain people are poems.
   D. animals and people are the only poems.
   E. the skies, stars, moon, and sun are the strongest poems.

3. The speaker wants the reader to remember
   A. his or her birth.
   B. his or her mother and father.
   C. the plants, trees, and animal life.
   D. the wind and her voice.
   E. All of the above

4. One important element of this poem is that the speaker
   A. is compelled to advise the audience.
   B. feels connected to a specific location.
   C. feels connected to a particular season.
   D. wants the audience to value connections.
   E. weaves personal memories into the present.

5. The poet’s Native American background is demonstrated by
   A. her love of song.
   B. the value she places on certain colors.
   C. her repeated use of the word “remember.”
   D. her detailed knowledge of the stars and their stories.
   E. the value she places on heritage and the natural world.
6. What does the line that references the colors of the earth suggest about the speaker?
   A. The speaker is judgmental and harsh.
   B. The speaker is unaware and innocent.
   C. The speaker believes all people are equal.
   D. The speaker is biased towards her own heritage.
   E. The speaker is ignorant of some groups of people.

7. The tone of this poem can best be described as
   A. joyful.
   B. gloomy.
   C. cautious.
   D. respectful.
   E. suspicious.

8. What structural element unifies or binds the poem together?
   A. refrain
   B. couplets
   C. regular rhyme
   D. regular rhythm
   E. regular stanza length

Essay

for Remember

9. Describe what you learn about the speaker in “Remember.” How does Joy Harjo develop the speaker’s voice and show his or her values? Be sure to support your response with specific details from the text.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Eating Alone / The Floral Apron

1. The speaker in the poem “Eating Alone” is
   A. an older man recalling his past.
   B. a young man describing the present.
   C. a son mourning the loss of his family.
   D. a father recalling life with his son and family.
   E. a young man describing the present and recent past.

2. Which of the following phrases establishes the time of day in the poem “Eating Alone”?
   A. “. . . I turn, a cardinal vanishes.”
   B. “then drink from the icy metal spigot.”
   C. “The garden is bare now. The ground is cold.”
   D. “. . . What is left of the day flames / in the maples . . .”
   E. “It was my father I saw this morning / waving to me from the trees . . .”

3. Who wears the floral apron in the poem “The Floral Apron”?
   A. the speaker
   B. the speaker’s mother
   C. the girl cutting the squid
   D. the girl watching the woman
   E. the woman cutting the squid

4. In the poem “The Floral Apron,” the barbaric act to which the speaker refers is
   A. cutting the squid.
   B. a lesson on courage.
   C. wincing at the spurting ink.
   D. teaching about the plight of Asians.
   E. the rigid alignment of the squid into a row.

5. In the poem “Eating Alone,” what unites the cardinal, the hornet, and the speaker?
   A. solitude
   B. eternity
   C. simplicity
   D. confidence
   E. awareness
6. A symbol is anything that stands for or represents both itself and something else. What does the image of the shovel symbolize in the poem “Eating Alone”?
   A. the father’s death
   B. the father’s ethical strength
   C. the father’s emotional distance
   D. the father’s helpful and hardworking nature
   E. the rigid relationship between the father and the son

7. What is the best description of the speaker’s attitude toward the woman cutting the squid in “The Floral Apron”?
   A. dutiful
   B. maternal
   C. disgusted
   D. respectful
   E. unchanging

8. In the poem “Eating Alone,” which of the following best describes the tone of the last line, “What more could I, a young man, want”?
   A. bitter
   B. neutral
   C. grateful
   D. boastful
   E. desperate

9. The poem “Eating Alone” contains many details about nature, but few details about people. This helps to emphasize
   A. the theme of loss and loneliness.
   B. the speaker’s love of the outdoors.
   C. the theme of innocence and rebirth.
   D. the value of nature in the lives of humans.
   E. the speaker’s respect for his heritage and history.

10. What does the apron in “The Floral Apron” symbolize?
    A. skill
    B. cruelty
    C. heritage
    D. courage
    E. the village

Essay

for Eating Alone / The Floral Apron

11. Mood, or atmosphere, is the emotion created in a reader by part or all of a literary work. Compare and contrast the moods of “Eating Alone” and “The Floral Apron.” How are the moods different? Do they have any similarities? Support your response with evidence or examples from the selections.
“Shall I compare thee to a summer’s day?” / “I know I am but summer to your heart” / Well-Versed Approach Merits Poetry Prize, page 258

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for “Shall I compare thee to a summer’s day?” / “I know I am but summer to your heart” / Well-Versed Approach Merits Poetry Prize

1. What is the structure of “Shall I compare thee to a summer’s day?”?
   A. one stanza with couplets
   B. two stanzas with one couplet
   C. fourteen regularly rhyming lines
   D. one stanza with irregular rhyme
   E. seven couplets in fourteen lines

2. What does the word temperate mean, as used in the following sentence?
   The temperate climate made the conditions perfect for hiking.
   A. chilly
   B. sunny
   C. shady
   D. pleasant
   E. moderate

3. What does the speaker in “I know I am but summer to your heart” say about her departure?
   A. It is necessary.
   B. It is permanent.
   C. It will end the relationship.
   D. It is unfair to the relationship.
   E. It is not what she wants to do.

4. The judge of the Henry Wadsworth Longfellow poetry-writing competition, Herb Coursen, chose the winning poems based on
   A. their sense of energy.
   B. their lovely language.
   C. the poet’s interviews.
   D. their controlled rhythm.
   E. the topics of the poems.
5. Which image from “Shall I compare thee to a summer’s day?” is an example of **personification**, a figure of speech in which an animal, a thing, a force of nature, or an idea is described as if it were human or given human characteristics?

A. “... this gives life to thee.”
B. “So long as men can breathe...”
C. “... too hot the eye of heaven shines,”
D. “... thy eternal summer shall not fade,”
E. “Rough winds do shake the darling buds...”

6. In “I know I am but summer to your heart,” what do the lines “Else you will seek, at some not distant time, / Even your summer in another clime” mean?

A. Summer cannot last forever, and neither can love.
B. The speaker’s love will most likely find another love interest.
C. Summer will come again soon and the lovers will be reunited.
D. The speaker’s love will realize that love is not the most important thing.
E. The speaker’s love will realize that there are other seasons better than summer.

7. Based on the article “Well-Versed Approach Merits Poetry Prize,” both Herb Coursen and Nancy Merrow believe that

A. control can create superior poetry.
B. students need instruction to succeed.
C. modern poetry lacks structure and form.
D. Maine poets produce exceptional sonnets.
E. Petrarchan sonnets are superior to Shakespearian sonnets.

8. How does the speaker in “Shall I compare thee to a summer’s day?” seem to feel about nature?

A. He prefers it to his love.
B. He praises its eternal qualities.
C. He struggles to conquer its power.
D. He respects its power and mystery.
E. He sees it as changing and unreliable.

9. In “I know I am but summer to your heart,” what is the best description of the speaker’s attitude toward the topic of love?

A. The speaker is jealous of the competition for love.
B. The speaker is aware of the changing nature of love.
C. The speaker is tolerant of the other’s lack of faithfulness.
D. The speaker is unwilling to share true feelings with the other.
E. The speaker is accepting of competition for the other’s affection.
10. In “I know I am but summer to your heart,” which of the following best describes the speaker’s attitude toward the future?
   A. doubtful but open
   B. hopeful but worried
   C. overjoyed and excited
   D. uncertain but accepting
   E. pessimistic and depressed

**Essay**

*for “Shall I compare thee to a summer’s day?” / “I know I am but summer to your heart”*

11. Compare and contrast the speakers in “Shall I compare thee to a summer’s day?” and “I know I am but summer to your heart.” What are their outlooks on the people they love and on love in general? With which view of love do you most strongly identify? Why? Support your response with details from the poems.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Ex-Basketball Player

1. Who is the speaker in this poem?
   A. Flick Webb
   B. Flick’s former coach
   C. someone who admires Flick
   D. Berth, who owns the gas station
   E. Mae, who owns the luncheonette

2. Which of the following is an accurate statement about Flick?
   A. He is no longer respected in his town.
   B. He spends his time off shooting baskets.
   C. He would prefer to be coaching basketball.
   D. He can no longer play basketball because of an injury.
   E. He still holds the county record for most points scored in a season.

3. Why does Flick work at the gas station?
   A. He likes the work.
   B. He knows the owner.
   C. He can’t play or coach.
   D. He has no other job skills.
   E. He would like to own it one day.

4. Who has replaced Flick’s former admiring crowds?
   A. Mae
   B. the speaker
   C. rows of candy
   D. Mae and Berth
   E. gas station customers

5. Which of the following best describes the theme of “Ex-Basketball Player”?
   A. There is a sadness in faded glory.
   B. There is comfort in old memories.
   C. There is pride in accomplishments.
   D. There is joy in remembering the past.
   E. There is no point in recalling the past.
6. What two things are compared in the line “Their rubber elbows hanging loose and low”?
A. Flick and the crowd
B. the gas pumps and Flick
C. the players and the crowd
D. the crowd and the gas pumps
E. the players and the gas pumps

7. Which of the following elements of the poem was most likely influenced by John Updike’s background?
A. the setting
B. the topic of sports
C. the character names
D. the figurative language
E. the tone of the speaker

8. Which of the following best describes the speaker’s tone toward the subject of “Ex-Basketball Player”?
A. pity
B. envy
C. respect
D. contempt
E. admiration

9. How can the reader tell that Flick still fondly recalls his high school experiences?
A. He handles lug wrenches skillfully.
B. He hangs around Mae’s luncheonette.
C. He imagines that he still has an audience.
D. He imagines that the gas pumps are his team.
E. He recalls stories of his games to Mae and Berth.

**Essay**

*for Ex-Basketball Player*

10. *Tone* is the emotional attitude toward the reader or toward the subject that is implied by a literary work. John Updike establishes his poem’s tone with his choice of images. Consider the details in his images. In a paragraph, explain how the details in the images establish and develop the poem’s tone. Be sure to support your response with specific text.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Marching Through a Novel

1. Who must obey the speaker’s orders?
   A. the writer
   B. the editor
   C. the reader
   D. the audience
   E. the characters

2. Among the many hazards that the speaker describes, one is that
   A. the characters are deprived of sleep.
   B. the pages are marshes of quicksand.
   C. the characters are chained to the page.
   D. one of the characters becomes the general.
   E. the pages know how to attack the speaker.

3. The speaker tries to be kind by
   A. creating new settings often.
   B. giving one character a lasting love.
   C. finding the best solution to the plot.
   D. doing what he can for the characters.
   E. giving the characters a happy ending.

4. The speaker implies that
   A. a writer needs control.
   B. his characters are victims.
   C. his characters are in control.
   D. he waits for inspiration daily.
   E. readers do not understand writers.

5. The speaker in this poem
   A. struggles to write each day.
   B. takes pride in the task of writing.
   C. does not enjoy the task of writing.
   D. has a sense of humor about writing.
   E. feels guilty about using the characters.
6. The concept that underlies the poem is that
   A. writing is militaristic task.
   B. writers must be cruel leaders.
   C. characters are just cartoon figures.
   D. a novel becomes a world of its own.
   E. the writer must allow the characters to come alive.

7. Among the military terms the speaker uses are
   A. order, march
   B. chilled, handcuffs
   C. traitor, quicksand
   D. skeletal, bandages
   E. maneuvers, cartoon

8. The speaker’s attitude toward the topic is
   A. critical and cruel.
   B. bitter and realistic.
   C. humorous and sympathetic.
   D. unforgiving and demanding.
   E. sympathetic and apologetic.

Essay

for Marching Through a Novel

9. Mood, or atmosphere, is the emotion created in the reader by part or all of a literary work. Describe the mood of this poem. What details help to create this mood? What seems to be the speaker’s attitude toward writing a novel? Support your response with details from the selection.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Holidays

1. The setting of the prose poem
   A. is a store.
   B. is a beach.
   C. is a house.
   D. is an isolated island.
   E. is in the speaker’s imagination.

2. The speaker
   A. takes a walk to a store.
   B. imagines writing a letter.
   C. has a conversation with her toes.
   D. writes a letter but doesn’t send it.
   E. watches some butterflies and moths.

3. The time of day in the poem is
   A. night.
   B. noon.
   C. late evening.
   D. mid-morning.
   E. early evening.

4. Which of the following does the speaker do in the poem?
   A. eats a peach
   B. finishes reading a book
   C. makes lunch for herself
   D. takes a nap on the porch
   E. takes a short stroll, barefoot

5. The beginning and the ending of the selection are unified by the
   A. speaker’s mood.
   B. reference to the taste of peaches.
   C. presence of moths and butterflies.
   D. speaker’s waking and falling asleep.
   E. reference to the porch facing the mountains.
6. An identifying trait of the writer’s style is her use of
   A. dialogue.
   B. metaphor.
   C. repetition.
   D. flashback.
   E. personification.

7. The use of questions in the poem helps to convey the speaker’s tone of
   A. curiosity.
   B. insecurity.
   C. fearfulness.
   D. confidence.
   E. indecisiveness

8. One element of the setting that is necessary for the speaker to be able to
   think and act as she does in the poem is
   A. her solitude.
   B. the natural beauty.
   C. the warmth and sun.
   D. the view of the water.
   E. the water and warmth.

Essay

for Holidays

9. Jamaica Kincaid wrote this poem in a stream-of-consciousness style. Do you
   think this was a good style to use considering what the poem is about? Why or
   why not? How does the style the poem is written in help to enhance its mood?
   Explain. Support your response with details from the selection.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Poetry / Introduction to Poetry / Elizabeth Farnsworth Talks to Billy Collins

1. The speaker in “Poetry” says that poets want their poems to create
   A. love.
   B. peace.
   C. solitude.
   D. loneliness.
   E. controversy.

2. What is the ultimate message of any poem, according to the speaker of “Poetry”?
   A. Poetry is song.
   B. Life is precious.
   C. Poetry is pure energy.
   D. Delight the heart and ear.
   E. Ignore logic and accept emotion.

3. In “Introduction to Poetry,” which of the following is the best explanation of who “they” are?
   A. the speaker’s fans
   B. the speaker’s family
   C. the speaker’s students
   D. the speaker’s audience
   E. the speaker’s fellow poets

4. How does “Introduction to Poetry” explain the different ways to read a poem?
   A. through the title
   B. through the setting
   C. through the imagery
   D. through the structure
   E. through the point of view

5. Which of the following lines from “Poetry” is an example of a paradox?
   A. “pulling loneliness around us”
   B. “if it does not sing discard the ear”
   C. “gentle as a teardrop / strong like the eye”
   D. “ignoring the weary wariness / of our own logic”
   E. “it only says ‘i am’ and therefore / i concede that you are too”
6. Which of the following words best describes the speaker’s attitude toward “them,” in “Introduction to Poetry”?
   A. resentful
   B. frustrated
   C. humorous
   D. perplexed
   E. appreciative

7. Based on the interview with Billy Collins, Collins would probably say that if the reader does not understand a poem, then the
   A. poet has failed.
   B. poet has succeeded.
   C. reader needs training.
   D. reader should keep trying.
   E. reader should consult some reviews.

8. A simile is a comparison of two seemingly unlike things using the word “like” or “as.” Which of the following lines from “Introduction to Poetry” is an example of a simile?
   A. “or press an ear against its hive.”
   B. “. . . water-ski / across the surface of a poem”
   C. “or walk inside the poem’s room”
   D. “. . . hold it up to the light / like a color slide”
   E. “. . . drop a mouse into a poem / and watch him probe his way out,”

9. In “Poetry,” what is the speaker’s attitude toward poets?
   A. critical and sarcastic
   B. grateful and admiring
   C. awed and appreciative
   D. superior and judgmental
   E. connected and respectful

10. Which of the following literary elements is the most important in “Introduction to Poetry”?
    A. setting
    B. imagery
    C. structure
    D. characters
    E. rhyme and rhythm

**Essay**

for Poetry / Introduction to Poetry

11. Describe the ways Nikki Giovanni and Billy Collins make use of personification in their poems. What are the similarities and differences between the two? What does the way they each use personification tell you about how they see poetry? Do their views seem to complement each other? Why or why not? Support your response with details from the poems.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Bean Eaters / Dream Variations

1. How does the reader learn about the couple in “The Bean Eaters”?
   A. from the setting
   B. from their actions
   C. from their dialogue
   D. both B and C
   E. both A and B

2. The phrase “twinklings and twinges” tells the reader that the old couple’s memories are
   A. all they have left.
   B. both happy and painful.
   C. difficult for them to recall.
   D. mostly sad and sorrowful.
   E. something that gives them great joy.

3. The speaker in “Dream Variations”
   A. likes to sing.
   B. likes to dance.
   C. fears nighttime.
   D. has unrealistic dreams.
   E. has two very different dreams.

4. In “Dream Variations,” which two words are used to describe the day?
   A. white and pale
   B. quick and pale
   C. white and black
   D. white and quick
   E. quick and black

5. Which of the following best describes the mood, or atmosphere, of “The Bean Eaters”?
   A. simple and wistful
   B. joyful and fulfilling
   C. warm and indulgent
   D. eccentric and offbeat
   E. poor and depressing
6. A symbol is anything that stands for, or represents, both itself and something else. What do the beans in “The Bean Eaters” symbolize?
   A. the couple’s old age
   B. the couple’s humble lifestyle
   C. the couple’s many memories
   D. the couple’s pessimistic attitude
   E. the couple’s desperate poverty

7. Which of the following best describes the structure of “Dream Variations”?
   A. The poem uses internal rhyme only.
   B. The poem rhymes only with couplets.
   C. The poem has irregular rhyme in the stanzas.
   D. The poem uses both end rhyme and internal rhyme
   E. The poem has two stanzas with identical rhyme patterns.

8. Why might Brooks have chosen to capitalize “Mostly Good” in “The Bean Eaters”?
   A. to show that the old people have tried their best to live moral lives
   B. to show that the old people have made many mistakes in their lives
   C. to show the high moral standards that others have set for the couple
   D. to show that the old people publicly praise themselves for their morals
   E. to show the labels that others have placed on the old couple over the years

9. Which of the following words best describes the speaker’s tone in “Dream Variations”?
   A. bitter
   B. hopeful
   C. combative
   D. supportive
   E. cooperative

10. The speaker in “Dream Variations” seems to identify more strongly with
    A. night than with day.
    B. day than with night.
    C. heat than with coolness.
    D. dancing than with resting.
    E. the sun than with the trees.

Essay for The Bean Eaters / Dream Variations

11. Examine the rhyme schemes in “The Bean Eaters” and “Dream Variations.” How do the rhyme schemes affect the experience of reading the poems? Do they help to enhance their meanings? Explain the effects of the rhyme schemes on both poems. Be sure to support your response with specific references from the text.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for We Real Cool / Teacher

1. Who is the speaker in “We Real Cool”?
   A. a group of pool players
   B. a member of a different group
   C. a former member of the group
   D. a potential member of the group
   E. someone watching the pool players

2. Which of the following is not one of the actions described in “We Real Cool”?
   A. “Sing sin”
   B. “Lurk late”
   C. “Jazz June”
   D. “Honk horns”
   E. “Strike straight”

3. The speaker in “Teacher”
   A. is alive.
   B. is dead.
   C. fears death.
   D. yearns to be a star.
   E. wants only to forget.

4. Which of the following best describes what the speaker fears?
   A. The speaker fears that he will die before ever realizing his dreams or goals.
   B. The speaker fears that the stars have lied and he has taught the wrong ideals.
   C. The speaker fears that he will forget his dreams and they will no longer matter.
   D. The speaker fears that everything he believed and taught in his life means nothing.
   E. The speaker fears that death is painful and he will be punished for the way he lived.
5. Where in the poem “We Real Cool” does a shift in mood, or atmosphere, occur?
   A. in the last stanza
   B. in the first stanza
   C. in the second stanza
   D. in the first line of each stanza
   E. there is no shift in mood

6. Irony is the difference between appearance and reality—in other words, what seems to be and what really is. What is ironic about the title of “We Real Cool”?
   A. The pool players should realize that their choices are not very smart and go back to school.
   B. No one actually thinks the pool players are very cool since they are so mean to everyone.
   C. Although the pool players think they are cool, their choices will likely have negative consequences.
   D. The speaker actually does not think the pool players are cool, even though everyone else realizes that they are.
   E. The actions described in the poem are not cool in reality, but the speaker makes it seem like they are.

7. Which of the following best describes the tone of “Teacher”?
   A. lost
   B. angry
   C. proud
   D. fulfilled
   E. carefree

8. In “We Real Cool,” what literary techniques does Brooks use to give weight and substance to the actions she describes?
   A. rhythm and rhyme
   B. simile and metaphor
   C. alliteration and simile
   D. rhyme and alliteration
   E. repetition and metaphor

9. Which of the following best describes the theme of “We Real Cool”?
   A. Doing what is cool is not always the smartest decision.
   B. It is a good idea to find friends who share your interests.
   C. People sometimes have to do crazy things in order to fit in.
   D. There are many different ways a person can be considered cool.
   E. Hanging around with a large crowd can help a person discover who they are.
10. The title of the poem “Teacher”
   A. refers to daytime.
   B. symbolizes death.
   C. emphasizes its tone.
   D. refers only to the speaker.
   E. helps emphasize its theme.

**Essay**

*for We Real Cool / Teacher*

11. Examine the structure and rhyme scheme of both poems. How do these elements relate to the speakers of the poems? How do the structure and rhyme scheme of each poem enhance or detract from the theme of the poem? Support your response with evidence from the text.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Jazz Fantasia

_____ 1. The speaker in this poem is
   A. playing jazz.
   B. leading the band.
   C. listening to the jazz band.
   D. writing music for the band.
   E. fighting on the stairs of the club.

_____ 2. To which of the following does the speaker compare the sound of the jazz music?
   A. long cool rivers
   B. the moaning wind
   C. cars on the highway
   D. people walking on stairs
   E. the red sun rising over the hills

_____ 3. To what does the speaker compare the smoothness of the music?
   A. race cars
   B. riverboats
   C. happy tin pans
   D. swaying treetops
   E. sliding on sandpaper

_____ 4. How does the speaker establish a closeness to the jazz musicians?
   A. by imitating their music
   B. by using figurative language
   C. by addressing them directly
   D. by pretending to be one of them
   E. by listing the names of their instruments

_____ 5. The lines “let your trombones ooze and go husha-/husha-hush with the slippery sand-paper” are examples of
   A. alliteration.
   B. onomatopoeia.
   C. personification.
   D. All of the above
   E. A and B only
6. Which of the following words best describes the tone of the poem?
   A. jubilant
   B. imitative
   C. reflective
   D. analytical
   E. instructive

7. Which of the following lines from the poem is an example of alliteration?
   A. “Drum on your drums, batter on your banjoes”
   B. “make two people fight at the top of a stairway”
   C. “the green / lanterns calling to the high soft stars”
   D. “Sling your knuckles on the bottoms of the happy/tin pans . . .”
   E. “a Mississippi steamboat pushes up the night river with a hoo-hoo-hoo-oo . . .”

8. In what way does the title of the poem, “Jazz Fantasia,” help to enhance its meaning?
   A. It contains sound devices that will be repeated later on in the poem.
   B. It gives the readers freedom to interpret the poem however they like.
   C. It helps to explain the speaker’s dreams of becoming a jazz musician.
   D. It emphasizes the ability of jazz to evoke images in the mind of the listener.
   E. It sets the stage for the rhyme scheme that Sandburg uses throughout the poem.

**Essay for Jazz Fantasia**

9. Sandburg makes use of both onomatopoeia and alliteration in “Jazz Fantasia.” In a paragraph, explain why these techniques are particularly effective in this poem. Be sure to support your point with specific reference to the text.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Three Tanka

1. All three tanka involve
   A. a different season of the year.
   B. a person experiencing nature.
   C. dangerous elements in natural settings.
   D. the idea that man is more powerful than nature.
   E. the idea that man can change but nature cannot.

2. The structure of a tanka is based on
   A. rhyme and rhythm.
   B. syllables and theme.
   C. subject matter and theme.
   D. number of lines and rhyme.
   E. syllables and number of lines.

3. Which of the following is not an image from one of the three tanka?
   A. leaf of gold
   B. orchard in bloom
   C. cold spring evening
   D. mountain pass at dawn
   E. smell of green tomatoes

4. One difference between tanka and haiku is that
   A. tanka are often more philosophical than haiku.
   B. haiku are often more philosophical than tanka.
   C. tanka are usually written about nature and haiku are not.
   D. the haiku is of Japanese origin and the tanka is of African origin.
   E. the number of syllables per line is important in haiku, but does not matter in tanka.

5. What two things are being compared in the metaphor, “If I were to stand / with roots in the ground”?
   A. a flower to fog
   B. a soul to a plant
   C. a tree to a flower
   D. a person to a flower
   E. a tomato to a flower
6. Which of the following describes an idea that all three tanka share?
   A. Both nature and human life have mysterious qualities.
   B. The beauty of nature enhances the beauty of human life.
   C. Thinking about nature is more enlightening than experiencing it.
   D. All of the above
   E. A and B only

7. The images in all three tanka appeal to the sense of
   A. smell.
   B. sight.
   C. touch.
   D. All of the above
   E. A and B only

8. Why do the authors of these three tanka choose to blend concrete and abstract ideas?
   A. in order to connect images and emotions
   B. in order to connect the readers to each other
   C. in order to examine the importance of emotions
   D. in order to blur the line between man and the natural world
   E. in order to explain the differences between humans and nature

Essay

for Three Tanka

9. Tone is the emotional attitude toward the reader or toward the subject implied by a literary work. Examine the imagery in the three tanka. In a paragraph, explain the connection that the images in the poems have to the tone of the poems. Be sure to support your response with specific text.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

1. What is Miss Rosie doing at the beginning of the poem?
   A. She is sitting.
   B. She is standing.
   C. She is waiting in line.
   D. She is talking to the speaker.
   E. She is waiting in the grocery store.

2. Which words did poet Lucille Clifton capitalize in the poem?
   A. the subject’s name
   B. the speaker’s name
   C. the poet’s nickname
   D. the subject’s nickname
   E. the speaker’s nickname

3. What item of clothing does the speaker describe in detail?
   A. Miss Rosie’s hat
   B. Miss Rosie’s shoes
   C. Miss Rosie’s dress
   D. Miss Rosie’s coat
   E. Miss Rosie’s scarf

4. What meaning could be derived from the fact that the state of Georgia is not capitalized in the poem, but another name is?
   A. It implies that Miss Rosie’s past is not real, but entirely made up.
   B. It sympathizes with what Miss Rosie has lost and what she hopes to gain.
   C. It indicates that the state of Georgia has no meaning to Miss Rosie.
   D. It implies that Miss Rosie hated the state of Georgia and never returned.
   E. It implies that the only important detail is that Miss Rosie was somebody.
5. Consider the following line of the poem.

“you wet brown bag of a woman”

What is implied by this line?
A. Miss Rosie is worn out.
B. Miss Rosie used to work hard.
C. The speaker has no respect for Miss Rosie.
D. The speaker thinks of Miss Rosie as useless.
E. Miss Rosie has behaved rudely to the speaker.

6. What emotional reaction makes the speaker decide to stand up?
A. pity
B. fear
C. respect
D. jealousy
E. admiration

7. What is the best description of the tone, or emotional attitude toward the reader or toward the subject, of the poem?
A. deep grief
B. sorrowful pity
C. resigned reality
D. twisted confusion
E. controlled respect

8. What is significant about Miss Rosie’s nickname?
A. It indicates that she has friends.
B. It suggests that she once was famous.
C. It implies that she made poor choices.
D. It suggests that she used to be beautiful.
E. It indicates that she has no one to help her.

9. What intention might the author have had for capitalizing some words and not others?
A. to balance the poem visually
B. to emphasize important images
C. to show disrespect for some ideas
D. to confuse the reader of the poem
E. to create a musical effect

Essay

for miss rosie

10. The speaker of a poem is the character who narrates in the poem. How does the speaker change during the course of the poem? How does Lucille Clifton show the change in the speaker? In a paragraph, explain how this change in the speaker is linked to the poem’s theme. Be sure to support your point with examples from the poem.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Simple Song

1. The speaker says that “when we are going toward” one another, our thoughts are like
   A. sisters.
   B. brothers.
   C. devils.
   D. angels.
   E. rain.

2. The poem mainly describes or analyzes
   A. anger
   B. distrust
   C. knowledge
   D. relationships
   E. technology

3. Which of the words below best describes how the poem portrays the relationship of people who do not agree or don’t communicate well?
   A. hilarious
   B. draining
   C. violent
   D. ridiculous
   E. relaxing

4. What appears to be the writer’s purpose?
   A. to describe a person
   B. to describe an idea or belief
   C. to explain how to do something
   D. to narrate a story or event as it occurs
   E. to settle an argument between two people

5. Which statement best describes the relationship between the first and second stanza?
   A. The two stanzas contradict each other.
   B. The two stanzas develop the same idea.
   C. The two stanzas show the two sides of an idea.
   D. The two stanzas reveal the conflict between people.
   E. The two stanzas show the cause of conflicts between people.
6. Tone is the emotional attitude toward the reader or toward the subject implied by a literary work. Which of the following best describes the tone of the poem.
   A. friendly
   B. ironic
   C. humorous
   D. irritated
   E. reflective

7. In the final stanza, what does the phrase “sealed in his skin” emphasize?
   A. our ability to overcome obstacles
   B. man’s estrangement from one another
   C. mankind’s ability to protect each other
   D. the individuality necessary to each of us
   E. the difference that draws us to each other

8. What is a possible theme of the poem?
   A. We underestimate our differences.
   B. We should accept our differences as deal breakers.
   C. We should understand our similarities.
   D. We let our similarities overshadow our differences.
   E. We need to face one another with open minds.

Essay

for Simple Song

9. A metaphor is a comparison in which one thing is spoken about as if it were another. Consider the last line of the poem: “the door in the chest standing open.” In a paragraph, explain how this metaphor deepens the theme or meaning of the poem. Support your opinion with evidence or examples from the selection.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Stopping by Woods on a Snowy Evening

1. Which of the following is the most accurate description of the poem’s setting?
   A. a snowstorm at night
   B. a clear winter morning
   C. a winter evening by the woods
   D. a snowy and cold winter’s night
   E. a winter evening in the mountains

2. What action does the speaker make at the start of the poem?
   A. to stop near the woods
   B. to stop at the next house
   C. to ride to the next village
   D. to dismount his horse and walk
   E. to ride from the village to the lake

3. What is the speaker watching?
   A. the stars above the treetops
   B. his or her horse run through the woods
   C. the snow collecting on the seat
   D. the woods filling with snow
   E. the trees bending in the storm

4. Based on the details within the poem, what is an accurate statement about the speaker?
   A. He or she has to calm their horse.
   B. He or she is anxious to arrive home.
   C. He or she can hear only two sounds.
   D. He or she has lost their way in the woods.
   E. He or she is uncomfortable in the woods.

5. For the speaker, what do the woods symbolize, or represent?
   A. love
   B. inner peace
   C. past mistakes
   D. dreams and hopes
   E. fears and concerns
6. Which is the best description of the speaker’s mood?
   A. depressed and fatigued
   B. calm at first then joyful
   C. irritated and anxious
   D. restless and concerned
   E. calm and reflective

7. *Alliteration* is the repetition of beginning consonant sounds. Consider the use of alliteration in the following line:
   “The only other sound’s the sweep / of easy wind and downy flake”
   What sound effect does Frost appear to create with the use of alliteration in this line?
   A. the sound of feet walking
   B. the sound of bells shaking
   C. the sound of snow falling
   D. the sound of blustering wind
   E. the sound of trees bending

8. This poem could be used to support which statement?
   A. Spending time alone with your loved ones is an activity that enriches the lives of all involved.
   B. Trespassing is a crime that people do not consider very serious, nor enforceable.
   C. People should take more time out of their day to enjoy the world around them.
   D. The environment needs our help and as humans we should be doing all we can to preserve it.
   E. If travelers paid any attention to road signs and traffic laws, we would have fewer accidents on the road.

9. Based on the description of the woods, what emotion might the writer be trying to create in the reader?
   A. wonder
   B. anxiety
   C. confusion
   D. understanding
   E. foreboding

**Essay**

for *Stopping by Woods on a Snowy Evening*

10. The *setting* of a work is the time and place in which it occurs, together with the details used to create a sense of particular time and place. In a paragraph, identify the details in Frost’s poem that best create this sense of time and place. Be sure to support your view with specific text and logical reasoning.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Those Winter Sundays

1. What did the speaker’s father do each Sunday morning?
   A. got ready for work in the dark
   B. stoked the fire for the family
   C. got the kids ready for school
   D. made breakfast and woke everyone
   E. started each morning singing

2. The detail of “blueblack cold” implies that the family home was
   A. painfully cold in the morning.
   B. almost bearable but bleak.
   C. dark and dreary everyday.
   D. painted blue and black.
   E. surrounded by shadows.

3. Which is the accurate statement about the speaker’s father?
   A. He wakes up early only on Sundays.
   B. He wakes up early every day of the week.
   C. He wakes up the speaker early on Sundays.
   D. He wakes up the speaker early, but not on Sundays.
   E. He wakes up after the speaker on all days except Sundays.

4. What can the reader infer about the father’s weekday job?
   A. The father’s job was a night job.
   B. The father only worked during winter.
   C. The father’s job required physical labor.
   D. The father’s job had only irregular hours.
   E. The father’s job started early in the morning.

5. What line from the poem contains a contradiction, or a paradox?
   A. “. . . No one ever thanked him.”
   B. “Speaking indifferently to him,”
   C. “who had driven out the cold”
   D. “. . . with cracked hands that ached”
   E. “. . . love’s austere and lonely offices?”
6. Which line from the poem suggests the speaker’s emotional state as a child?
A. “. . . with hands that ached”
B. “who had driven out the cold”
C. “. . . slowly I would rise and dress,”
D. “I’d wake and hear the cold splintering, breaking.”
E. “fearing the chronic angers of that house,”

7. Consider the last two lines of the poem:
   “What did I know, what did I know / of love’s austere and lonely offices?”
   In these two lines, what is the speaker’s tone, or emotional attitude toward the topic?
A. angry and resentful
B. puzzled and curious
C. confused and innocent
D. regretful and anguished
E. pleased and supportive

8. What image below is used as a symbol of the care that the father shows his son?
A. polished shoes
B. lonely offices
C. chronic angers
D. blueblack cold
E. cold splintering

9. Which of the following lines from the poem functions as the shift in the speaker’s attitude?
A. “What did I know, . . .”
B. “fearing the chronic angers . . .”
C. “. . . No one ever thanked him.”
D. “Speaking indifferently to him,”
E. “. . . polished my good shoes as well.”

Essay

for Those Winter Sundays

10. A theme is a central idea in a literary work. In a paragraph, identify the theme of the poem and explain how the images within the poem supports this theme. Finally, argue whether this theme, or message, could be applied to your own life.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Eight Puppies

_____ 1. In addition to puppies, to what other animal does the speaker refer?
   A. cats
   B. deer
   C. eagles
   D. ponies
   E. monkeys

_____ 2. At what point in the puppies' lives does the speaker begin describing them?
   A. after she adopts one
   B. from the moment of birth
   C. as they go to new homes
   D. over the course of months
   E. a few weeks after their birth

_____ 3. What is one image that the puppies see?
   A. their house
   B. other dogs
   C. a wild coyote
   D. the speaker's son
   E. the eyes of a deer

_____ 4. What detail establishes a rural, tropical setting?
   A. a deluge of light
   B. riddled with sun
   C. dog, coyote, deer
   D. a clump of banana plants
   E. squirrels and azaleas

_____ 5. When does the poem shift or change?
   A. when the speaker leaves the topic of puppies
   B. when the speaker mentions the puppies' mother
   C. when the speaker describes the "deluge of light"
   D. when the speaker describes what the puppies see
   E. when the speaker mentions the banana plants
6. Which of the following best describes the speaker’s tone or emotional attitude toward the puppies?
A. quiet sorrow
B. mild irritation
C. deep respect
D. cheerful envy
E. slow bitterness

7. The poem is a celebration of
A. friendship.
B. families.
C. innocence.
D. education.
E. strength.

8. The poem indicates that joy can be found in
A. new experiences.
B. growing older.
C. running with animals.
D. having children.
E. collecting bananas.

Essay

for Eight Puppies

9. A theme is a central message or perception about life that is revealed through a literary work. In a paragraph, identify the theme of the poem and explain, using examples from the text, how the author created this theme. Support your view.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Immigrants / Family Ties / Immigration Statistics

1. In the poem, “Immigrants,” what is the color of hair and eyes on the dolls that the immigrant parents buy?
   A. blonde and blue
   B. brown and blue
   C. black and brown
   D. brown and brown
   E. blonde and brown

2. What did the speaker in “Family Ties” receive as presents?
   A. frilly blouses
   B. brand new jeans
   C. handfuls of dollar bills
   D. uniforms in the wrong size
   E. white blouses in pink boxes

3. According to the article, “Immigration Statistics,” how is a permanent resident different from an immigrant?
   A. immigrants have not declared a state of intended
   B. permanent residents have the same rights as citizens
   C. permanent residents have nearly the same rights as citizens
   D. permanent residents have been in the US longer than immigrants
   E. residence immigrants have been in the US less time than permanent residents

4. In the poem, “Immigrants,” what worries the immigrant parents?
   A. how their children will be educated
   B. how their children will make a living
   C. whether their children will be accepted
   D. whether their children will have an accent
   E. whether their children will retain their heritage

5. In “Immigrants,” why do the parents whisper in their native languages while the babies sleep?
   A. they want to mask their fears
   B. their children can’t speak their native language
   C. they want the children to grow up speaking English
   D. they know their children dream in their native language
   E. they want their children to dream in their native language
6. Which is an accurate statement about the characters in the poem “Family Ties”?
A. They have a loving relationship.
B. They are a mother and daughter.
C. They have only a business relationship.
D. They have a conflicted personal relationship.
E. They are a grandmother, mother and daughter.

7. Which of the following best describes the speaker’s attitude or tone, toward the immigrant parents in “Immigrants”?
A. detailed pity
B. scornful criticism
C. respectful empathy
D. pained understanding
E. confused misunderstanding

8. For the speaker in “Family Ties,” the white uniform may symbolize
A. unspoken pride.
B. love and connection.
C. hard work.
D. family heritage and tradition.
E. All of the above

9. The two poems are similar in that they both contain
A. grandmothers who care for their grandchildren.
B. a character who refuses to assimilate to a new culture.
C. images, or symbols, of America and American culture.
D. speakers who would like to rebel against what their families do.
E. an admonishing tone and sarcastic atmosphere.

10. Which description would best describe the speaker’s grandmother in “Family Ties”?
A. A thoughtless woman, one who cared little for others, including her family.
B. A loving woman, one who tried to give her granddaughter everything she desired.
C. A selfish woman, one who wanted to save all of her money to buy things for herself.
D. A proud woman, one who wanted her granddaughter to suffer as much as she had.
E. A strong woman, one who showed her love by cooking and through work.

Essay
for Immigrants / Family Ties / Immigration Statistics

11. A theme is a central message or perception about life that is revealed through a literary work. In a paragraph, identify the theme of each poem. Support your views with examples from the text. Finally, argue whether these two themes are similar in any way. Use logical reasoning to support your argument.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Waking

1. According to the speaker, with what do people think?
   A. their minds
   B. their words
   C. their actions
   D. their feelings
   E. their experiences

2. How does the speaker describe his “waking”?
   A. hard
   B. slow
   C. clear
   D. groggy
   E. miraculous

3. What does the “lowly worm” climb?
   A. a brown rock
   B. a tall cliff
   C. a bright tree
   D. a winding stair
   E. a beached whale

4. What phrase below from the poem is an example of a paradox, a seemingly contradictory statement?
   A. so take the lively air
   B. What is there to know?
   C. This shaking keeps me steady.
   D. I learn by going where I have to go.
   E. Great Nature has another thing to do to you and me.

5. What might the capitalization of Great Nature indicate?
   A. The speaker’s worships nature.
   B. The speaker thinks nature is cruel.
   C. The speaker knows God values nature.
   D. The speaker feels respect for nature.
   E. The speaker struggles to overpower nature.
6. What word best describes the speaker’s tone?
   A. anxious
   B. fatigued
   C. optimistic
   D. emotional
   E. thoughtful

7. The overall mood, or atmosphere, of the poem could best be described as
   A. overwhelming.
   B. foreboding.
   C. peaceful.
   D. chaotic.
   E. lazy.

8. The poem indicates that humans
   A. are the strongest being in the world.
   B. are the lowliest being in the world.
   C. have a strong desire to rule.
   D. are not masters of their world.
   E. cannot take a joke.

9. Based on the poem, the speaker would probably agree with which of the following statements?
   A. Earning money is very important.
   B. Finding love is a worthy goal.
   C. Loyalty is more important than knowledge.
   D. Personal growth is very rewarding.
   E. A man’s strength is immeasurable.

10. Which of the following is the best description of the speaker?
    A. a person who accepts the odd twists in life
    B. a person who struggles to find his source of power
    C. a person who is unhappy with the choices he has made
    D. a person who accepts that he cannot have what he wants
    E. a person who does not enjoy contemplating the meaning of life

Essay

for The Waking

11. *Imagery* is language that creates pictures by appealing to the senses of sight, sound, touch, taste, and smell. Consider the images included in “The Waking.” How do these images deepen and reveal the theme of the poem? In a paragraph, explain what you learn about the theme from the images Roethke uses. Support your point with specific references to the text.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for A Marriage Proposal

_____ 1. The quarrel over the oxen meadows
   A. goes back a few generations.
   B. is between Lomov and Chubukov.
   C. could easily be resolved with marriage.
   D. arises only between Natalia and Lomov.
   E. has existed longer than anyone remembers.

_____ 2. As used in the following sentence, what does the word impudence mean? “The host of the party was shocked by the guest’s impudence in taking home some of the dessert.”
   A. hastiness
   B. alertness
   C. rudeness
   D. slowness
   E. obviousness

_____ 3. The humor in the play comes, in part, from its use of
   A. word play.
   B. ongoing action.
   C. surprising events.
   D. misunderstandings.
   E. Lomov’s speech patterns.

_____ 4. What is funny about the discussion Chubukov has with his daughter, Natalia, just before telling her that Lomov is going to propose?
   A. They are deciding whether to speak to Lomov.
   B. They have been talking about mowing the meadows.
   C. They have been quarrelling over who was rude to Lomov.
   D. They have both agreed that Lomov is a villain or rascal.
   E. They are discussing Natalia’s other proposal of marriage.
5. Given its use in the following sentence, what does the word *affable* mean? “The affable waiter earned generous tips due to his personality.”
   A. funny
   B. timid
   C. serious
   D. pleasant
   E. nervous

6. Which of the following is most important to the plot, or the series of events that happen in the play?
   A. Natalia’s agrees to please her father.
   B. Chubukov’s leaves prior to Natalia’s arrival.
   C. Lomov’s declares his intentions to Chubukov.
   D. Chubukov’s is reluctant to promise Natalia’s hand.
   E. Lomov’s hunting dog, Guess, survives a serious injury.

7. The resolution of the plot, or the point at which the conflict is settled, occurs when
   A. Lomov faints.
   B. Lomov comes to.
   C. Chubukov insults Lomov’s family.
   D. Lomov insults his host’s hunting skills.
   E. Natalia refuses Lomov’s marriage proposal.

8. What personality trait do the characters have in common?
   A. conceit
   B. gratitude
   C. empathy
   D. quick temper
   E. sense of humor

9. What is Chubukov’s reason for shouting at the end of the play?
   A. To show his displeasure at the engagement.
   B. To prove his point and win the argument about the dogs.
   C. To call a city official to come and make the marriage legal.
   D. To make it clear, once and for all, that Lomov is a scoundrel.
   E. To drown out the argument and attempt some form of celebration.

10. Which of the following features of the play make it easy to stage?
    A. It has a limited cast.
    B. It has few plot twists.
    C. It happens in one room.
    D. both A and B
    E. both A and C
Matching

for A Marriage Proposal

Choose the best definition for each of the following.

A. disputed
B. embezzlement
C. hypochondriac
D. malicious
E. palpitation
F. pompous

____ 11. self-important
____ 12. person who suffers from imagined illness
____ 13. throbbing or rapid beating of the heart
____ 14. subject to disagreement or debate
____ 15. stealing money or property entrusted to one’s cause
____ 16. desiring to cause pain, injury, or distress to another; being mean or spiteful

Essay

for A Marriage Proposal

17. Analyze the use of details within the play. In a paragraph, identify the details that are important and explain why they are important to your understanding of a character. Be sure to include specific references to the text.
The Tragedy of Julius Caesar, Act I, page 332

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Tragedy of Julius Caesar, Act I

1. Describe the action that occurs as the play opens (Act I, Scene i).
   A. A cobbler, acting as a spokesperson for the commoners celebrating Caesar’s victory in Spain, protests Flavius’ politics and is removed from the city.
   B. Flavius and Murellus meet commoners celebrating Caesar’s victory in Spain and scheme with them about how to incriminate Caesar.
   C. Flavius and Murellus come across workers celebrating Caesar’s victory in Spain; they argue with a cobbler and send the commoners home.
   D. Flavius and Murellus order commoners celebrating Caesar’s victory to remove all costumes from statues of Caesar before the feast of Lupercal.
   E. Flavius and Murellus, conspiring with the commoners who wish to weaken the political system, recruit Brutus to make Caesar king.

2. Why does Caesar ask Antony to touch Calphurnia?
   A. to reassure Calphurnia that Caesar is all right
   B. to prove Antony’s loyalty to Caesar and Rome
   C. to show that Antony is his favored confidante
   D. to avoid speculation that they are fighting
   E. to lift the curse that has kept Calphurnia childless

3. Choose the word below that is an antonym for the word cull, as used in the following sentence. “He had worked in the orchard for many years and knew which apples to cull for the king’s dining pleasure.”
   A. select
   B. consider
   C. cook
   D. transfer
   E. discard

4. At the end of Act I, Cassius, Casca, and Cinna are
   A. planning how to persuade Brutus to join their cause.
   B. conspiring to exile Caesar’s allies, Cicero and Brutus.
   C. trying to decide how to convince Caesar to be king.
   D. proposing a raid on Pompey and his sons in Spain.
   E. plotting against Brutus by bringing him a petition.
5. What does Caesar do to cause the crowd in the marketplace to cheer for him? What does he offer the people?
A. He agrees to wear the crown and offers to lead with Pompey and Crassus.
B. He bows before the people and offers them a model of servile leadership.
C. He denies the crown three times, then offers the people Antony’s service.
D. He refuses the crown three times, then offers to let the people cut his throat.
E. He gives the crown back to the people, offering to share authority with them.

6. Which of the following events does not reflect the motif of disorder in nature?
A. a lion is seen roaming near the Capitol
B. a runner at the Lupercal feast can heal infertility
C. a frightening tempest drops fire from the sky
D. a man’s hand is on fire but does not burn
E. the bird of night, an owl, hoots at midday

7. Caesar’s reaction to the soothsayer’s warning in Act I, scene ii, reveals what about him?
A. He is dismissive of superstition and believes he is invincible.
B. He is careful to heed superstition and knows he is vulnerable.
C. He is overly anxious and interprets the warning politically.
D. He is supremely confident that the gods will protect him.
E. He is grateful for the concern and care others extend to him.

8. Compare and contrast the motivations of Brutus and Cassius in Act I.
A. Brutus reveals that he is motivated to honor the public good while Cassius is motivated to keep Caesar from becoming king.
B. Brutus is motivated by personal gain while Cassius seeks to remove Caesar from office to honor the ideals of democracy.
C. Brutus and Cassius have similar political ambitions and both desire to serve the Republic without Caesar’s blessing.
D. Brutus is motivated to do anything for his friend Caesar and Cassius will do anything to undermine his enemy Caesar.
E. Brutus secretly plans to rule Rome with Caesar and Cassius is motivated by his love of Rome to stop this plan.

Read the following passage. Then answer the question(s) below.

“Men at some time are masters of their fates;
The fault, dear Brutus, is not in our stars,
But in ourselves, that we are underlings.”

9. Which statement best illustrates Cassius’s advice to Brutus in the above quotation?
A. You are your own worst enemy.
B. Marry ambition with astrology.
C. Don’t blame the stars for your problems.
D. You can’t always get what you want.
E. You must create your own destiny.
10. Based on Brutus’ actions in Act I, choose the statement below that best synthesizes his attitude about Caesar and power.

A. No man, especially not Caesar with his schemes, should override the ideals of democracy.
B. Caesar is my good friend, but he should not undermine the democracy by becoming king.
C. I am Caesar’s equal, and the people will support the idea that I am destined to lead Rome.
D. Caesar is my friend and nothing will lead me to forsake my loyalty or deny him power.
E. Power has corrupted Caesar and Cassius; I must safeguard the democracy from them.

Matching

for The Tragedy of Julius Caesar, Act I

Match each of the following quotes with the character who said them.

A. Brutus \hspace{1cm} D. the soothsayer
B. Caesar \hspace{1cm} E. Cassius
C. the cobbler

11. “If it be aught toward the greater good, Set honor in one eye and death i’ th’ other, And I will look on both indifferently; For let the gods so speed me as I love The name of honor more than I fear death.”

12. “Truly, sir, all that I live by is with the awl: I meddle with no tradesman’s matters, nor women’s matters; but withal I am indeed, sir, a surgeon to old shoes; when they are in great danger, I recover them.”

13. “Why, man, he doth bestride the narrow world Like a Colossus, and we petty men Walk under his huge legs, and peep about To find ourselves dishonorable graves.”

14. “Beware the ides of March.”

15. “Let me have men about me that are fat, Sleek-headed men and such as sleep a-nights. Yond Cassius has a lean and hungry look, He thinks too much; such men are dangerous.”

Essay

for The Tragedy of Julius Caesar, Act I

16. Caesar’s popularity with the common people makes the Roman aristocrats uneasy. Assess Caesar’s character traits, as revealed in Act I, and evaluate whether they make him an effective or ineffective leader. Make sure to support your evaluation with specific evidence from the text.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Tragedy of Julius Caesar, Act II

1. Brutus fears that if Caesar becomes king, he might
   A. be assassinated by the people.
   B. turn against Brutus and Cassius.
   C. refuse to fight on behalf of Rome.
   D. no longer confide in him.
   E. be corrupted by his power.

2. How does Brutus interpret the letter he receives in Act II, Scene i?
   A. He reads it as a warning of the planned assassination.
   B. He believes his own life is in danger along with Caesar's.
   C. He thinks the people of Rome are asking for his help.
   D. He assumes that it is a declaration of war on Rome.
   E. He thinks that plans to kill Caesar have been cancelled.

3. Why does Brutus say the conspirators should not share their secret with Cicero?
   A. Cicero would not join a movement initiated by others.
   B. Cicero is a close friend of Caesar and will not change.
   C. Brutus does not believe Cicero is a loyal Roman.
   D. Brutus fears that Cicero wants to overthrow Brutus.
   E. Brutus has seen Cicero talking with Mark Antony.
4. In Act II, Scene iv, Portia says, “Set a huge mountain ’tween my heart and tongue! / I have a man’s mind, but a woman’s might.” Explain what she is afraid she might do, and how she regards herself.
A. She is afraid she will follow Brutus to the Capitol and create a scene because she is so emotional.
B. She is afraid she will reveal the secret Brutus has shared with her because she is a woman and believes women to be weak.
C. She is afraid her intellect will overpower her emotions and that this imbalance will ruin her marriage.
D. She is afraid she will be unable to bear Brutus’ actions and that her weak nature will cause her to flee.
E. She is afraid her intellect will not be understood if her weakness as a woman betrays Caesar’s appointment.

5. When he admits to himself that Caesar is dangerous, Brutus uses a simile that compares Caesar to a serpent’s egg. What thing below most closely matches the type of danger a serpent’s egg represents?
A. a lion finishing a kill
B. a brick through a window
C. a burning taper
D. a ticking time bomb
E. a crown denied three times

6. Considering all the conflicting advice Caesar receives, which saying best reflects his eventual decision to leave his house and go to the Capitol?
A. My duty to Rome comes first.
B. Calphurnia knows best.
C. I came, I saw, I conquered.
D. I do what I want when I want.
E. I am led where I would not go.

7. Assess how Brutus regards Antony in Act II of the play. Which statement below best reflects his perspective?
A. Antony, as Caesar’s “limb,” will try to assume power after Caesar dies; therefore, he must also die.
B. Antony is a threat whom we must get on our side in order to ensure the security of Rome.
C. Antony is no threat because he is secretly on our side and waiting for us to protect the democracy.
D. Antony is wild and undisciplined, and he will mourn Caesar’s death so much he will be powerless.
E. Antony is so loyal to Caesar that, if Caesar is the head and Antony is the limb, he will hide his loyalty and seek revenge.
Read the following lines from Act II, Scene ii. Then answer the question below.

Calphurnia here, my wife, stays me at home:
She dreamt tonight she saw my statue,
Which, like a fountain with an hundred spouts,
Did run pure blood; and many lusty Romans
Came smiling and did bathe their hands in it.

8. Compare and contrast the way Calphurnia and Decius interpret Calphurnia’s dream.
A. Calphurnia believes Caesar will be killed and Decius says the vision signals that Caesar’s blood will revive Rome.
B. Calphurnia believes Caesar must go to war and Decius says the vision means Caesar’s blood will bring sorrow.
C. Calphurnia and Decius both tell Caesar he will be killed, but Calphurnia sees it as tragic and Decius sees it as positive.
D. Calphurnia and Decius both believe the dream shows Caesar’s sacrifice for the people and their appreciation.
E. Calphurnia fears for Caesar’s life and Decius tells Caesar he must sacrifice for the Republic regardless of outcome.

Read the following passage from Act II, Scene ii. Then answer the question below.

Cowards die many times before their deaths,
The valiant never taste of death but once.

9. Which of the verses below does not match the iambic pentameter in the lines above?
A. I would it were my fault to sleep so soundly.
B. Sir, March is wasted fifteen days.
C. You shall not stir out of your house today
D. And graves have yawned and yielded up their dead
E. The gods do this in shame of cowardice

Read the following passage from Act II, Scene i. Then answer the question below.

Let’s kill him boldly, but not wrathfully;
Let’s carve him as a dish fit for the gods,
Not hew him as a carcass fit for hounds . . .

. . .
We shall be called purgers, not murderers.

10. Considering Brutus’s character, which statement below best reflects his motivation in stating how Caesar should be killed?
A. Brutus wants to minimize Caesar’s suffering and honor him even in death.
B. Brutus wants to show this killing as a noble correction for the good of Rome.
C. Brutus wants Portia not to condemn him for a senseless assassination.
D. Brutus wants to establish that he is blameless so he himself can be king.
E. Brutus wants to give Caesar a death fitting a leader of valor and nobility.
Matching

for The Tragedy of Julius Caesar, Act II

Choose the best description for each of the following.

A. Antony  F. Cicero
B. Artemidorus  G. Decius
C. Brutus  H. Lucius
D. Caesar  I. Portia
E. Calphurnia  J. Ligarius

11. senator not invited to help kill Caesar
12. believes murder can be honorable
13. interprets a bloody dream as a bad omen
14. stakes out a place to warn Caesar
15. consults a soothsayer, then ignores him
16. a conspirator who will do anything Brutus asks
17. worries about being too weak to keep a secret
18. may become the second in a double murder
19. interprets a bloody dream as a good omen
20. identifies the day and lights a candle

Essay

for The Tragedy of Julius Caesar, Act II

21. Think of the impact Brutus has on the conspiracy. Why is it important to Brutus to be considered “purgers, not murderers”? Does he use his influence for good or evil? In a short essay, describe Brutus and his character, his motivations, and his reasons for joining the conspiracy. Are his decisions justified? Is he a sympathetic character? Draw from the text to support your assessment.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

1. What happens when Artemidorus asks Caesar to read his request?
   A. Caesar asks him to wait as he reads Metellus Cimber’s request first.
   B. Caesar is reading Artemidorus’ warning when he is stabbed.
   C. Caesar asks the conspirators to remove Artemidorus from his sight.
   D. Caesar thinks Artemidorus is mad and does not read his warning.
   E. Caesar reads the plea but thinks it is the work of an insane person.

2. Identify the word below that best describes the way Brutus regards Antony when Antony asks to speak at Caesar’s funeral.
   A. honorable
   B. despicable
   C. untrustworthy
   D. valiant
   E. emotional

3. Which of the options below is the best synonym for the word puissant in the following sentence? “Although he had been weak as a child, when he came king he held puissant rule over the country.”
   A. servile
   B. compassionate
   C. powerful
   D. inept
   E. effective
4. In the poem “The Ides of March” by Constantine Cavafy, which of the following is not part of the advice the speaker gives?
A. Beware of becoming too grandiose.
B. Be careful about how ambitious you are.
C. Gain the support of people with influence.
D. Be careful when you reach a high position.
E. Always listen to the warnings of others.

5. Distinguish the event in Act III that is the climax, and the event that is the crisis.
A. The climax is the meeting between Caesar and the conspirators at the Capitol. The crisis is Caesar’s murder.
B. The crisis is Caesar’s murder. The climax is the funeral and includes both Brutus’s and Antony’s speeches.
C. The crisis is Caesar’s murder. The climax is Mark Antony’s speech, which turns the crowd against Brutus.
D. The climax is Caesar’s murder. The crisis is Cinna’s death, which shows the dangers of crowd rule.
E. The climax is Caesar’s murder. The crisis is Antony’s speech, which turns the crowd against Brutus.

6. A metaphor is a comparison in which one thing is spoken or written about as if it were another. Determine which line(s) from Act III includes a metaphor.
A. “Be not fond / To think that Caesar bears such rebel blood”
B. “But I am constant as the northern star”
C. “To you our swords have leaden points, Mark Antony”
D. “Pardon me, Julius! Here wast thou bay’d, brave hart”
E. “Friends, Romans, countrymen, lend me your ears!”

7. Considering Calphurnia’s dream in Act II, predict what she would most likely tell Caesar if she were able to talk to him after his death.
A. I told you so, but you just didn’t listen.
B. You were right, I was wrong.
C. Decius knew my dream better than I did.
D. Brutus knew what he was talking about.
E. I’m sorry I caused you so much concern.
8. Choose the summary that best characterizes the Plebians (or townspeople).
   A. They are influenced by their own political factions and in-fighting, just as the senators and political leaders are.
   B. They are intelligent participants of Roman democracy and hold Brutus and Antony to high standards.
   C. They are easily persuaded to switch support from Brutus to Antony, depending on how their interests are served.
   D. They are a crowd influenced by violence to the extent that Caesar’s murder leads them to attack Cinna the poet.
   E. They are individuals with their own ideas and Brutus can’t get their consensus, while Antony barely attains it.

9. Suppose you are Cinna the poet meeting the plebeians at the end of Act III, Scene iii. Given the outcome, what could you have done to save your life?
   A. Stay inside that day.
   B. Answer their questions.
   C. Ignore your dream.
   D. Say your name was Cinna.
   E. Go to Caesar’s funeral.

Read the following passage from Act III, Scene i. Then answer the question(s) below.

CAESAR. I could be well mov’d, if I were as you; If I could pray to move, prayers would move me; But I am constant as the northern star, Of whose true-fix’d and resting quality There is no fellow in the firmament.

10. Assess the flaw or strength that these lines reveal about Caesar’s character.
   A. Caesar is too proud to pray. If he had appealed to the gods, his life may have been spared.
   B. Caesar is inflexible, proud, and arrogant. If he had listened to others, he may have avoided death.
   C. Caesar believes he is godlike and above everyone else. This belief is a strength that helped him rule.
   D. Caesar compares himself to the north star, which is a strength that allows him to govern consistently.
   E. Caesar sees his own flaw of being inflexible; it is a strength that he wants to be more like Cassius.
Matching

for The Tragedy of Julius Caesar, Act III

Choose the best description for each of the following:

A. Julius Caesar  F. Soothsayer
B. Octavius Caesar  G. Cinna the poet
C. Mark Antony  H. Metellus Cimber
D. Brutus  I. Artemidorus
E. Cassius  J. Plebeian

11. tries to warn Caesar but is ignored—again
12. is bequeathed drachmas and public land
13. pointed out the Ides of March were still here
14. on his way to Rome at Antony’s invitation
15. masterminds Caesar’s assassination
16. compares himself to the north star
17. flees Rome after Caesar’s funeral
18. mourns Caesar and gets the crowd on his side
19. wants his brother returned from exile
20. is in the wrong place at the wrong time

Essay

for The Tragedy of Julius Caesar, Act III

21. Antony’s speech is an excellent example of persuasion. How does he appeal to emotion, to logic, and to greed? How well does he know his audience? In a short essay, analyze how he shapes his speech, and the various reactions he elicits from his audience. Use examples from the text to support your analysis.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Tragedy of Julius Caesar, Act IV

1. Which of the phrases below best completes the following sentence? “No amount of chastisement _______________.”
   A. led the man to find a better job offer
   B. helped their daughter find the restaurant
   C. reinforced the good will of the townspeople
   D. was a virtue too great for me to bear
   E. caused the young child to behave better

2. What is the best antonym for the word corporal in the following sentence? “His corporal activities greatly affected his well-being.”
   A. cerebral
   B. immaterial
   C. physical
   D. intangible
   E. spiritual

3. In Act IV, Scene ii, whom does Brutus describe as “a hot friend cooling” and what does he imply about this person?
   A. Lucius; his servant and confidante is overly tired.
   B. Cassius; he can no longer trusts him as a friend.
   C. Antony; he is still shocked by Antony’s betrayal.
   D. himself; he can no longer abide Cassius’s dishonesty
   E. Caesar; he recalls his hot temper was worse than Cassius’s

4. What vision in Act IV represents Brutus’s guilty conscience?
   A. He dreams of Caesar as a bloody statue.
   B. He is visited by the ghost of Caesar.
   C. He dreams that his wife kills herself.
   D. He sees himself being put to death.
   E. He dreams he is trampled at Philippi.
5. A foil is a character whose attributes, or characteristics, contrast with, and therefore highlight, the attributes of another character. Which of the following does not illustrate how Cassius serves as a foil for Brutus?
A. Cassius expresses shock and grief about Portia, highlighting Brutus’s stoicism.
B. Cassius accepts bribes, emphasizing Brutus’s honor and sense of justice.
C. Cassius wishes to wait for Antony’s army, contrasting Brutus’s aim to act quickly.
D. Cassius says he is an abler soldier, while Brutus maintains that he is superior.
E. Cassius feels justified in killing Caesar; Brutus wishes things could be “undone.”

6. Analyze what Antony’s comments about Lepidus reveal about Antony’s character.
A. Antony is treacherous and will undermine a fellow Roman for his cause.
B. Antony is skillful at persuasion in the way he convinces Lepidus to sacrifice himself.
C. Antony is a savvy judge of character and realizes Lepidus’s hidden motives.
D. Antony is fair by making sure Lepidus can rule equally with him and Octavius.
E. Antony is patient in the way he encourages Lepidus to desire to do his bidding.

7. Which of the following best describes how Brutus and Cassius want to respond as Antony and Octavius march toward Philippi?
A. Cassius wants to bribe Antony’s followers to change sides; Brutus wants to disarm Antony’s army with an appeal to reason and honor.
B. Cassius favors peaceful negotiations led by Brutus; Brutus believes only a well-fought battle led by Cassius will succeed against Antony.
C. Cassius wants to recruit more members at Sardis; Brutus wants to recruit members in Rome and surprise Antony with new strength at Philippi.
D. Cassius wants to wait at Sardis and save their army’s strength. Brutus wants to launch their army now before Antony can recruit more members.
E. Cassius wants to march immediately and thwart Antony’s army at Philippi. Brutus wants to wait at Sardis for better conditions.
8. The falling action of Brutus in Act IV includes many events that document Brutus’s own fall. What theme, or central message, does Act IV seem to express?
   A. When there is disorder in nature, there is disorder in politics and people.
   B. Choose your friends wisely, because they will build you up or destroy you.
   C. A deadly crime, even if committed with noble intentions, will not go unpunished.
   D. If you fail to act at the right time, all the best intentions will not help you.
   E. When your spouse dies of grief for your actions, you must be dispassionate.

9. At the end of Act III, Antony appears to be a hero to the people, but in Act IV he begins to seem like a villain. In which of the following events does he seem least villainous?
   A. Antony wants protection from the hidden mischief of Brutus and Cassius.
   B. Antony and Octavius make a list of Romans they want killed.
   C. Messala reports Octavius and Antony have killed a hundred senators.
   D. Antony wants to use Lepidus like a beast of burden, then discard him.
   E. Antony asks to review Caesar’s will and reduce the money the people get.

Read the following passage from Act IV, Scene iii. Then answer the question below.

BRUTUS. There is a tide in the affairs of men,
Which taken at the flood, leads on to fortune;
Omitted, all the voyage of their life
Is bound in shallows and in miseries.
On such a full sea are we now afloat,
And we must take the current when it serves,
Or lose our ventures.

10. Which statement below illustrates what Brutus is talking about?
   A. There will never be a good time to act; jump in anyway.
   B. When the time is right, you must seize its opportunities.
   C. Listen to the advice of others or risk drifting without purpose.
   D. In order to succeed, you must work with the right factors.
   E. It’s better to be safe than sorry; you can’t be too careful.
Matching

for The Tragedy of Julius Caesar, Act IV

Match each of the following quotes with the character from Julius Caesar who said it.

A. Cassius  D. Octavius
B. Poet  E. Brutus
C. Mark Antony

11. “And in some taste is Lepidus but so:
He must be taught, and train’d, and bid go forth;
A barren-spirited fellow . . . Do not talk of him
But as a property.”

12. “Let us do so; for we are at the stake,
And bay’d about with many enemies,
And some that smile have in their hearts, I fear,
Millions of mischiefs.”

13. “Remember March, the ides of March remember:
Did not great Julius bleed for justice’ sake?
What villain touch’d his body, that did stab
And not for justice?”

14. “. . . You forget yourself
To hedge me in. I am a soldier, I,
Older in practice, abler than yourself
To make conditions.”

15. “For shame, you generals! what do you mean?
Love, and be friends, as two such men should be,
For I have seen more years, I’m sure, than ye.”

Essay

for The Tragedy of Julius Caesar, Act IV

16. The motif of disorder, both in the natural world and in the political state, is woven throughout the play. What might the disorder represent? What role do the characters play in this disorder? Are they fated to experience it or do their own actions help create this disorder? In a brief essay, explain the motif of disorder as it has been developed so far in the play and what it might foreshadow. Use examples from the text as you synthesize your ideas.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Tragedy of Julius Caesar, Act V / The Prince / Brutus on Broadway

1. Why does Brutus ask his servant to kill him?
   A. to avenge Julius Caesar’s death
   B. to preserve his honor in the face of defeat
   C. because he has been mortally wounded
   D. to join his beloved Portia in death
   E. to fulfill a pact made with Cassius

2. In “Brutus on Broadway,” Denzel Washington makes all of the statements below except the following:
   A. Brutus is usually boring because he is so stoic and cerebral.
   B. Acting in a Shakespeare play is more challenging than doing a movie.
   C. Theater pays far less than films even though it is far more grueling.
   D. Fans feel closer to an actor onscreen than watching an actor on stage.
   E. Shakespeare is too often seen only by upper-class, educated people.

3. Which of the phrases below best completes the following sentence? “Because I misconstrued the homework assignment, ______.”
   A. I was able to finish the work three days early
   B. it took me days before I found it in my locker
   C. my teacher held it up as a model for others
   D. I wrote my essay on an entirely wrong topic
   E. I had to pay the consequences for plagiarism

4. Define the emerging relationship between Antony and Octavius in Act V, Scene i.
   A. Antony and Octavius, having stirred distrust among their soldiers, find they cannot trust each other.
   B. Antony and Octavius argue about which battle position to take and Octavius wins out of spite.
   C. Antony wants a different battle position and Octavius defers, allowing Antony to take full command.
   D. Antony wants a different battle position but Octavius prevails and Antony thereafter calls him Caesar.
   E. Antony and Octavius argue for the sake of arguing but hold to their position as equal leader.
5. Whose armies are fighting during the battle and what happens to Antony, Octavius, Brutus, and Antony?
A. Brutus’s troops defeat Octavius and Antony defeats Cassius. Cassius, believing falsely that Brutus is defeated, commits suicide. Brutus falls on his sword and dies.
B. Brutus and Cassius fight side by side against Octavius and Antony. When Brutus and Cassius realize they have lost, they kill themselves to avoid humiliation in Rome.
C. Brutus fights Cassius and goes on to win in battle against Octavius but not Antony. Cassius commits suicide and Brutus follows suit, wishing to preserve his honor.
D. Brutus’s troops win a skirmish against Octavius but Cassius’s troops begin to desert and mutiny, allowing Antony and Octavius to come back and win the battle.
E. Brutus and Cassius fight Octavius and Antony. Cassius is killed by his servant Titinius who secretly favors Antony. Brutus asks his servant Strato to help him die.

6. In his treatise The Prince, Machiavelli makes the following points except:
A. A ruler is wise to be generous instead of stingy, as favors will be remembered.
B. A successful ruler should not be too concerned with being a good person.
C. If a ruler avoids vices that will lead to loss of power, other vices can be indulged.
D. A prince should learn how not to be good in order to understand bad people.
E. The end justifies the means since people remember only appearances and results.

7. In Act V, which of the following does not reflect flawed thinking?
A. Cassius believes Titinius has been taken prisoner when he is actually victorious.
B. Brutus believed he could trust Antony and did not kill him with Caesar.
C. Cato loudly lets everyone know his true identity and is immediately killed.
D. Antony says Brutus killed Caesar because he desired the common good.
E. When Cassius’s army begins to desert him, he fights them and not the enemy.

8. In Act V, Scene i, Antony tells Octavius to lead his battle on the left while Antony takes the right. Octavius wants to do the opposite. When Antony asks, “Why do you cross me in this exigent?,” Octavius says, “I do not cross you; but I will do so.” Determine which line below most closely paraphrases Octavius’s response.
A. I don’t want to anger you, but I’ll do what I want.
B. I’m not contradicting you; you just think I am.
C. You won’t be cross with me once you see the results.
D. I’m not going to defy you, but then again, maybe I will.
E. I won’t go against you except when I truly must.
9. Considering the advice given in *The Prince*, which character from *Julius Caesar* would Machiavelli have admired most?

A. Julius Caesar since he was more generous than miserly and was unyielding in his decision-making
B. Antony since he achieved his ends through persistence, manipulation, and a knowledge of human nature
C. Brutus since he was good and strove always for honor in order to build Rome via his good example
D. Cassius because he was always conniving and had no regard for appearing merciful, faithful, and sincere
E. Portia because she saw the folly of emotion over intellect and did her best to be stoical like Brutus

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Read the following passage from Act V, Scene i. Then answer the question(s) below.

CASSIUS. Two mighty eagles fell, and there they perch’d,
Gorging and feeding from our soldiers’ hands,
Who to Philippi here consorted us.
This morning are they fled away and gone,
And in their steads do ravens, crows, and kites
Fly o’er our heads, and downward look on us
As we were sickly prey. Their shadows seem
A canopy most fatal, under which
Our army lies, ready to give up the ghost.

10. The motif of disorder in nature has appeared throughout *Julius Caesar*. How does this passage reflects this motif, and what does it mean?

A. Cassius’s dream shows why trust is impossible in this disordered world: even when Cassius and Brutus appear as eagles, their soldiers turn on them and allow birds of prey to eliminate them.
B. Cassius’s dream shows benevolent elements of nature losing to the malevolent. Two eagles (Cassius and Brutus) perch on their army’s flag but are replaced by birds of prey, foretelling doom and ruin.
C. Cassius’s dream shows the natural order restored with the arrival of two eagles (Octavius and Antony); once Cassius and Brutus are eliminated as sickly prey, their army will be ready to surrender.
D. Cassius’s dream reveals that his guilty conscience has caught up with him and that Caesar’s murder is a wrong that may never be righted; when the birds of prey replace the eagles, he will die on his birthday.
E. Cassius’s dream shows the good intentions of Brutus winning out over Cassius’s greed-fueled conspiracy. The eagles represent Brutus’s loyalty and honor, and the birds of prey represent Cassius’s wickedness.
Matching

_for The Tragedy of Julius Caesar, Act V_

Match each plot part with the description below. Note that there are two acceptable answers for the inciting incident.

A. catastrophe  F. falling action  
B. central conflict  G. inciting incident 1  
C. climax  H. inciting incident 2  
D. crisis  I. resolution  
E. exposition  J. rising action  

_____ 11. Commoners celebrate Caesar’s return to Rome  
_____ 12. Caesar returns from Spain triumphant, leading to worries that he will be king  
_____ 13. Cassius invites Brutus to join a conspiracy against Caesar  
_____ 14. Signs of disorder in the natural world build; Calphurnia warns Caesar of a dream and Portia worries about Brutus  
_____ 15. Caesar is murdered by Brutus, Cassius, and other conspirators at the Capitol  
_____ 16. Antony turns the crowd against the conspirators during his funeral speech  
_____ 17. Portia dies; Brutus’s army lacks money; Brutus argues with Cassius as Octavius and Antony are preparing to fight them; Brutus sees Caesar’s ghost  
_____ 18. Antony declares that they will bury Brutus with honor  
_____ 19. Brutus realizes all is lost and dies by falling on his own sword  
_____ 20. Caesar is seen as a threat to the Republic

Essay

_for The Tragedy of Julius Caesar, Act V_

21. Compare and contrast the characters of Caesar and Antony with Brutus and Cassius. Then write a brief essay analyzing their roles as soldiers and leaders of Rome. Which pair is more self-serving, and which pair sincerely wants to create a better Rome? Consider the actions and motivations of all four men in your analysis. Be sure to support your response with examples from the text.
Antigone: Prologue, Scene 1, and Scene 2, page 448

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Antigone: Prologue, Scene 1, and Scene 2

1. Antigone commits a crime by
   A. sprinkling dust on her brother’s dead body.
   B. bribing the Sentry to bury Polyneices.
   C. accusing the king, Creon, of foolishness.
   D. helping to plan the overthrow of Creon.
   E. insulting the gods for their burial laws.

2. The decree announced by King Creon as the play begins is that
   A. Antigone may not marry his son Haimon.
   B. Antigone must be locked in a vault.
   C. Antigone’s brother must not be buried.
   D. Antigone must die for defying the gods.
   E. Antigone and Ismene must be exiled.

3. Which of the options below is the best antonym for the word *lithe* in the following sentence?
   Only the most lithe dancers were accepted for roles in “Swan Lake.”
   A. limber
   B. willowy
   C. poised
   D. clumsy
   E. rough

4. A *foil* is a character whose attributes, or characteristics, contrast with and therefore throw into relief the attributes of another character. In what way does Ismene serve as a foil to Antigone?
   A. Ismene with her weak, timid nature emphasizes Antigone’s strength and courage.
   B. Ismene offsets her sister by forcefully arguing why Creon must be obeyed.
   C. Ismene counters Antigone by favoring their brother Eteocles and not Polyneices.
   D. Ismene’s strong personality helps Antigone overcome her own fears to do right.
   E. Ismene is an equal to Antigone in terms of bravery, logic, and moral integrity.
5. The Chorus provides all of the following except:
   A. the background of the problem Antigone is facing as the play begins.
   B. the understanding that laws must be followed, or cities will fall.
   C. comic relief as tragedies unfold and fatal flaws like hubris are revealed.
   D. figurative language and imagery to dramatize the brothers’ battle.
   E. dialogue between the Choragos and Creon to analyze important ideas.

6. When the Choragos wonders whether the gods themselves have buried Polyneices, what does Creon’s reaction reveal about him?
   A. His temper reveals an ability to see things only one way; his arrogance makes any other possibility seems ridiculous.
   B. His anger reveals that he has a difficult time finding competent people to advise him at a time he sorely needs good counsel.
   C. His sharp rebuke shows his great need for privacy and for such sensitive information to be confided, not broadcast widely.
   D. Creon’s stunned surprise at this suggestion reveals his humility as he realizes he needs to consider new perspectives.
   E. Creon’s reluctant willingness to explore the truth in this possibility signals a guarded attempt to learn about other options.

7. Which of the following statements reflects the attitude of hubris?
   A. I'm so cool I can get into the party on my good looks.
   B. I've got to work twice as hard to be recognized.
   C. The honor shouldn’t go to me alone; many people helped.
   D. I've trained months for this event and I think I’m ready.
   E. I am so infatuated that I spend every moment thinking of her.

Consider the opening lines in the Prologue. Then answer the question below.

Ismene, dear sister,
You would think that we had already suffered enough
For the curse on Oedipus:
I cannot imagine any grief
That you and I have not gone through. . . .

8. Which of the options below best summarizes the curse on Oedipus?
   A. Oedipus, a hero for solving the riddle of the Sphinx, lost his kingdom in a violent overthrow by his brother Creon, and he lost his life defending his children.
   B. Oedipus, the former King of Thebes, was falsely accused by Creon of marrying his mother and killing his father, losing his inheritance and the crown.
   C. Oedipus, who did not believe in fate, was predestined to marry his mother and kill his father. He sought revenge by asking his sons to challenge Creon.
   D. Oedipus, Antigone and Ismene’s father, accidentally killed his father and married his mother. After blinding himself, he was led into exile by Antigone.
   E. Oedipus, the adopted son of Polybus, extended his suffering to his own children, who never knew the true identity of their parents or grandparents.
Read the following passage from the Prologue. Then answer the question(s) below.

ANTIGONE. If that is what you think,
I should not want you, even if you asked to come.
You have made your choice and you can be what you want to be.
But I will bury him; and if I must die,
I say that this crime is holy: I shall lie down
With him in death, and I shall be as dear
To him as he to me.

9. Assess which statement best explains Antigone’s thoughts about whether Ismene can help.
   A. Antigone doesn’t want Ismene’s help because she has shown that she is easily moved by rumors, not the truth.
   B. Antigone doesn’t want Ismene’s help because she knows Ismene doesn’t believe in her cause.
   C. Antigone is furious with her sister’s lack of support and refuses her help although she secretly wants it.
   D. Antigone is disappointed that Ismene is so timid and emotional; she fears Ismene will later accuse her.
   E. Antigone thinks that even if Ismene begged to help, she would make too many mistakes.

10. Consider the passage above and other passages spoken by Antigone, Creon, and the Chorus about the laws of men and the laws of gods. Choose the statement below that best expresses how Antigone can say “this crime is holy.”
   A. Although all of Thebes is against me burying my brother, I will do it. My support of Polyneices’s cause makes this act holy, although Creon would find it a crime.
   B. Because I believe so fervently in the importance of burying my brother, I will lie down in death to pay for this action, and my own death will make this crime holy.
   C. The laws of the gods must be kept in order to help Thebes survive the wrath of the gods; therefore, I will bury my brother even if it means defying Creon.
   D. The crime of burying my brother can only be judged by the gods, not Creon; if I am wrong, may the gods put me to death; if I am right, let me live.
   E. The gods require me to bury my brother. Even if Creon forbids it, I must follow the higher law of the gods. To Creon this act might be a crime, but to the gods it is holy.
Matching

*for Antigone: Prologue, Scene 1, and Scene 2*

*Match the quote with the character who said it.*

A. Antigone  
B. Ismene  
C. Creon  
D. Sentry  
E. Chorus

11. “How dreadful it is when the right judge judges wrong!”
12. “We are only women; / We cannot fight with men . . . !”
13. “When the laws are kept, how proudly his city stands! / When the laws are broken, what of his city then?”
14. “There’s nothing in the world so demoralizing as money. / Down go your cities, / Homes gone, men gone, honest hearts corrupted, . . .”
15. “. . . This death of mine / Is of no importance; but if I had left my brother / Lying in death unburied, I should have suffered.”

Essay

*for Antigone: Prologue, Scene 1, and Scene 2*

16. In this first part of *Antigone*, the character of Creon is developed through his words and actions. What kind of leader and judge does he reveal himself to be? In a brief essay, assess Creon’s priorities, motivations, and character. Use examples from the text to support your evaluation.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Antigone: Scenes 3, 4, and 5 / Pride

1. All of the following occurs by the end of *Antigone* except the following.
   A. Creon and the Messenger prepare Polyneices’s body and respectfully burn it.
   B. Antigone is locked in a vault and hangs herself.
   C. Haimon mourns Antigone’s death, tries to kill his father, and kills himself.
   D. Creon, overcome by grief, ends his life with the Choragos’s assistance.
   E. Creon’s wife Eurydice, cursing Creon for Haimon’s death, kills herself.

2. Who is Teiresias, and what role does he play in *Antigone*?
   A. He is Creon’s special military adviser who also advises in matters of the heart.
   B. He is a blind prophet who tells Creon he has offended the gods and must obey them.
   C. He is Haimon’s special confidante who rushes to the King at Haimon’s plea for help.
   D. He counseled Oedipus and warns Creon the curse will continue unless he holds firm.
   E. He is an augurer who believes that Creon must give up the throne to his son Haimon.

3. The person who is finally able to convince Creon to change his mind about Antigone is
   A. Haimon.
   B. the Choragos.
   C. Teiresias.
   D. Eurydice.
   E. the Messenger.
4. As Antigone is placed in the stone vault, what does she wish for Creon?
A. She says Creon must rule as he sees fit, and wishes him no harm.
B. She wishes that he will be able at last to break the curse of Oedipus.
C. She wants him to know the sorrow of losing his own child, Haimon.
D. She says that if Creon is guilty, his punishment should equal hers.
E. She appeals to the gods to send Teiresias to reason with him.

5. An *allusion* is a reference to a person, an event, an object, or a work from history or literature. Which of the following is not an example of an allusion?
A. “How often I have heard the story of Niobe / . . . how the stone / Clung fast about her, . . .”
B. “All Danaë’s beauty was locked away / In a brazen cell where the sunlight could not come;”
C. “And Dryas’s son also, that furious king, / Bore the god’s prisoning anger for his pride:”
D. “Reverence is a virtue, but strength / Lives in established law: that must prevail.”
E. “Her father was the god of the North Wind / And she was cradled by gales,”

6. Based on the poem “Pride” by Dahlia Ravikovitch, how do rocks represent “a kind of pride” in people?
A. People keep their pride hidden, like cracks in a rock. These cracks will surface unexpectedly, just as pride suddenly breaks people down.
B. Like rocks, people break down from age, even though their pride keeps them strong for a long time; no one knows what the upset will be.
C. People learn from rocks to be stoic and passive, enduring injustice like bad weather until pride breaks them down.
D. If people could learn from rocks, they would know the importance of hiding their imperfections and practicing pride.
E. Despite all the ways people protect themselves, eventually they break down like rocks, and are humbled in their efforts.

7. Choose the answer that best explains why the poem “Pride” might apply to Creon more than Antigone.
A. Antigone is not passive and lying through the heat and cold like a rock; she actively takes charge while Creon is as immovable as a boulder.
B. Creon is destroyed by his rocklike refusal to change, while Antigone admits pride is her weakness and begs the gods to forgive her.
C. Antigone may have just as much pride as Creon, but she dies before realizing the consequences of her flaw, while Creon is shattered by his pride.
D. Creon and Antigone are both ruined by the end of the play, but only Creon has an awareness that his tragic flaw of pride has led to his undoing.
E. Creon breaks suddenly at the end of the play, going from stony strength to a shattered man, while Antigone even in death retains her integrity.
Read the following passage from Antigone, scene 3. Then answer the question below.

CHORAGOS. These girls?
You have sentenced them both?
CREON. No, you are right.
I will not kill the one whose hands are clean.
CHORAGOS. But Antigone?
CREON. [Somberly] I will carry her far away
Out there in the wilderness, and lock her
Living in a vault of stone. She shall have food,
As the custom is, to absolve the State of her death.
And there let her pray to the gods of hell:
They are her only gods:
Perhaps they will show her an escape from death,
Or she may learn,

though late,
That piety shown the dead is piety in vain.

_____ 8. What does Creon plan to do to Antigone and Ismene?
A. He plans to lock them up in a vault but not kill them, so that the State may not be blamed for their deaths.
B. He will lock only Antigone in a vault and have her killed, since Ismene has proven she is blameless in her opinions.
C. He will lock only Antigone in a vault and provide food for her so the State cannot be blamed directly for her death.
D. He plans to put both Antigone and Ismene to death, thus ending the curse of their father Oedipus once and for all.
E. He plans to lock only Antigone in a vault and keep her alive to see if the gods will rescue her from death.

Read the following passage from Antigone, scene 3. Then answer the question on the next page.

HAIMON. In flood time you can see how some trees bend,
And because they bend, even their twigs are safe,
While stubborn trees are torn up, roots and all.
And the same thing happens in sailing:
Make your sheet fast, never slacken—and over you go,
Head over heels and under: and there’s your voyage.
Forget you are angry! Let yourself be moved!
9. An analogy is a comparison of two things that are alike in some respects. What analogies does Haimon use, and what is he trying to persuade Creon to realize?
   A. Haimon uses the analogies of a flood and a rough sea voyage to show Creon that he must not lose his temper.
   B. Haimon uses the analogies of an uprooted tree and a shipwreck to warn Creon of the plots against him.
   C. Haimon uses the analogies of a rigid tree and a tight sail to show Creon that he must stay strong to survive.
   D. Haimon uses the analogies of a bending tree and a loosened sail to show Creon there is value in being flexible.
   E. Haimon uses the analogies of a tree that keeps its twigs safe and a sailor who knows to slacken his sails to argue for peace.

Read the following passage from Antigone, Scene 4. Then answer the question below.

ANTIGONE. You have touched it at last: that bridal bed
Unspeakable, horror of son and mother mingling:
Their crime, infection of all our family!
O Oedipus, father and brother!
Your marriage strikes from the grave to murder mine.
I have been a stranger here in my own land:
All my life
The blasphemy of my birth has followed me.

CHORUS. Reverence is a virtue, but strength
Lives in established law: that must prevail.
You have made your choice,
Your death is the doing of your conscious hand.

10. In this exchange between Antigone and the Chorus, to what extent will fate be responsible for Antigone’s death?
   A. Antigone and the Chorus both believe that her death was inevitable based on the unforgivable blasphemy of Oedipus’s crime.
   B. Antigone believes she has undergone a battle between fate and free will, while the Chorus says that her death is completely her choice.
   C. Antigone believes she is fated to die because of her father’s curse, while the Chorus reminds her that she has also freely made a choice.
   D. Antigone believes she is fated to die and fulfill the rest of the family curse, while the Chorus believes she can live if she so chooses.
   E. Antigone has until this point taken responsibility for her freedom to choose, but the Chorus maintains that she cannot escape the family curse.
Matching

for Antigone: Scenes 3, 4, and 5

Match the name of the character with that character’s lines from the play.

A. Antigone  D. Teiresias
B. Haimon  E. Eurydice
C. Creon

11. “You have no right to trample on God’s right.”

12. “Fate has brought all my pride to a thought of dust.”

13. “But speak again: whatever it is, I can bear it: / Grief and I are no strangers.”

14. “You will remember / What things I suffer, and at what men’s hands, / Because I would not transgress the laws of heaven.”

15. “But come, child: lead me home. / Let him waste his fine anger upon younger men. / Maybe he will learn at last / To control a wiser tongue in a better head.”

Essay

for Antigone: Scenes 3, 4, and 5

16. One theme of Antigone is that the laws of the gods are superior to those made by rulers on earth. What are the attitudes of Antigone, Creone, Ismene, the Chorus, Haimon, and Teiresius toward these laws? Write a brief essay comparing and contrasting the attitudes of these characters toward both divine law (law of the gods) and earthly law (law of kings). Which attitude do you think was closest to that of Sophocles or his audience? Use examples from the text as you synthesize your findings.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Still Alarm

1. In “The Still Alarm,” who are Ed and Bob?
   A. hotel staff
   B. businessmen
   C. firemen
   D. arsonists
   E. violinists

2. “The Still Alarm” is a sketch from George S. Kaufman’s musical revue The Little Show. A revue in a theater is
   A. a collection of literary works which professional theater critics review.
   B. a series of one-act plays that include both tragedies and comedies.
   C. a theater show of several short, humorous, loosely-connected skits.
   D. a number of sequential plays performed for fringe festival audiences.
   E. a variety show that displays acting and musical talent on television.

3. How do the opening stage directions instruct the actors to deliver their lines?
   A. The entire play must be acted calmly and politely; no actor must raise his voice.
   B. The play is open to the interpretation of each actor and may vary broadly.
   C. Early lines must be read calmly, while closing lines must reflect hysteria.
   D. All lines except for the Second Fireman’s should be sung in flat, lifeless voices.
   E. Ed and Bob must give their lines calmly to contrast with the Firemen’s agitation.

4. When the bellboy announces that the hotel is on fire, how to Bob and Ed react?
   A. They decide to stay and try to help other guests.
   B. They decide to leave, but take their time.
   C. They decide to leave as fast as they can.
   D. They decide to stay and see what happens.
   E. They are immobilized because they are in shock.
5. **Irony of situation** occurs when events violate the expectations of the characters, the reader, or the audience. Which of the following does not reflect irony of situation?

A. The First Fireman refers to his boss as Chiefie.
B. The Second Fireman wants to practice his violin.
C. The characters never seem worried about the fire.
D. Bob and Ed think the crowd has come to see an accident.
E. Ed and Bob have met prior to their meeting that night.

6. **Comedy of the absurd** defies logic, reason, or common sense. Which choice below best demonstrates that “The Still Alarm” is a comedy of the absurd?

A. the title of the play itself
B. the good manners and civility of the characters
C. Ed calling room service for ice water
D. Ed using the fire to light his cigar
E. All of the above

7. **Satire** is humorous writing or speech intended to point out errors, falsehoods, foibles, or failings. Considering all the things that are made fun of in the play, what is the overall focus of the satire?

A. the businessmen’s sense of self-importance and their need to have everyone cater to their needs
B. the competition between businesspeople and service people over who can be most heroic
C. the characters’ self-absorption and their need for everything to be as routinely normal as possible
D. the extreme incompetence of the firefighters and hotel management in risking guests’ lives
E. the ongoing conflict between commerce (Ed and Bob) and art (the firefighter with the violin)

8. Considering what you know of Ed and Bob and their priorities, they would most like which event to occur, and why?

A. They would like the fire to stop in order to avoid loss of life and other tragedy.
B. They would like preferred treatment from the Fire Chief to confirm their status.
C. They would like the fire to stop in order to continue business as usual.
D. They do not care what happens with the fire as long as everyone is safe.
E. They want the fire to burn the hotel so they can collect the insurance money.

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Read the following passage. Then answer the question(s) on the next page.

ED. Wait a minute, I can do better than that for you. [To the boy.]
Ring through to the Chief, and tell him that Ed Jamison told you to telephone him. [To BOB.] We went to school together, you know.
9. What makes Ed’s instruction to the bellboy ridiculous?
   A. Ed does not really know the fire chief; he is just showing off.
   B. Ed is in a strange town and does not even know the fire chief’s name.
   C. Ed’s personal connection to the fire chief is unimportant in an emergency.
   D. The bellboy has already called the fire chief and he is on his way.
   E. The bellboy is the fire chief’s son so of course he is rushing to the fire.

Read the following passage. Then answer the question below.

BELLOBOY. The lower part of the hotel is about gone, sir.
BOB. [still looking out—looks up.] Still right up above, though.

10. For these two lines of dialogue, which literary term is best exemplified?
   A. irony of situation
   B. characterization
   C. tone
   D. mood
   E. falling action

Matching

for The Still Alarm

Choose the best description for each of the following characters.

A. Ed  D. Second Fireman
B. Bob  E. Bellhop
C. First Fireman

11. tries to capitalize on who he knows

12. is given a coin for his services

13. plays music and does not talk

14. has plans to build a house

15. explains why his friend plays on the job

Essay

for The Still Alarm

16. Satire is often written for the purpose of reforming human behavior or human institutions. What about society do you think playwright George Kaufman would like to change? In a brief essay, consider what social elements Kaufman makes fun of and reconstruct the world he might prefer to see. Use examples from the play as you synthesize your response.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Trifles / Glaspell’s Trifles

1. Susan Glaspell’s play Trifles is
   A. an award-winning musical staged on Broadway.
   B. inspired by the playwright’s friendships with rural women.
   C. influenced by Greek, Roman, and Norse drama.
   D. a vehicle for exploring the ideas of naturalism and fatalism.
   E. based on a murder trial she covered as a journalist.

2. Susan Glaspell’s work is especially known for
   A. cultural clashes between urban sophistication and rural simplicity.
   B. concern about women’s struggle against a male-dominated society.
   C. thematic explorations of racial inequality at the turn of the century.
   D. a passionate drive to bring aesthetic beauty to the Midwest region.
   E. a keen examination of legal issues, including law, order, and ethics.

3. The Sheriff brings his wife to the farmhouse because
   A. he needs her to act as a female witness to the alleged crime.
   B. he wants her to bring some of Minnie Wright’s things to her in jail.
   C. he values her opinion and hopes she will help solve the case.
   D. she can support Mrs. Hale, who is grief-stricken over the tragedy.
   E. she has an amazing ability to see large truths in small trifles.

4. What theory do Mrs. Peters and Mrs. Hale develop about the motivation for the murder?
   A. Mr. Wright’s death was a suicide that they might have prevented if they had been more neighborly.
   B. Mr. Wright, an abusive man, felt remorse after killing his wife’s canary and ended his own life.
   C. Mr. Wright threatened to kill his wife unless she gave up her canary and Mrs. Wright killed him in self-defense.
   D. Mr. Wright killed his wife’s canary and Mrs. Wright went mad with the loss and killed her husband.
   E. Mr. Wright’s cause of death is inconclusive, if perhaps justified; they cannot imagine Minnie murdering anyone.
5. The setting for the entire play is the kitchen of a rural farmhouse during winter in the Midwestern United States. Which statement below best describes the significance of the setting?
   A. The kitchen “trifles” reflect deep truths about Mrs. Wright’s troubled life.
   B. The bread, quilt, sewing box, and birdcage all reflect Minnie’s instability.
   C. The kitchen is simply where women in the early 1900s spent their time.
   D. The kitchen activities reflect the values of a married couple in the Midwest.
   E. The kitchen overflows with evidence of the crime until the women hide it.

6. Mrs. Peters especially sympathizes with Millie Wright about the dead canary because
   A. she realizes Millie had no children, only the bird for company.
   B. when Mrs. Peters was a girl, a boy brutally killed her kitten.
   C. she remembers that Millie used to sing as brightly as a songbird.
   D. the lifeless house has been unable to sustain even a small bird.
   E. she herself recently lost a child and the bird is like a child to Millie.

7. Dramatic irony occurs when the audience or reader is aware of something of which a character is unaware. There is dramatic irony in everything except which of the statements below?
   A. “‘He died of a rope round his neck,’ says she, and just went on pleatin’ at her apron.”
   B. “We think she was going to—knot it.”
   C. “We think the—cat got it.”
   D. “Oh, I guess they’re not very dangerous things the ladies have picked out.”
   E. “No, Mrs. Peters doesn’t need supervising. For that matter, a sheriff’s wife is married to the law.”

8. “Glaspell’s Trifles,” the literary criticism by Judith Kay Russell, compares the women in “Trifles” to the three Fates in Greek mythology because
   A. the crime that Mrs. Wright has committed is of mythic proportion, with Mrs. Hale and Mrs. Peters to cover for her.
   B. despite their temporary power, at the end of the play three women struggle unequally to deal with one man.
   C. Mrs. Hale weaves the story, Mrs. Peters weighs evidence to determine justice, and Mrs. Wright carries out the verdict.
   D. Mrs. Hale suggests that others besides Mrs. Wright are guilty for the murder of John Wright, including herself.
   E. by the end of the play, the women clearly control the fates of men, just as their mythic counterparts do.
9. Considering Judith Kay Russell’s five-paragraph literary criticism in its entirety, the author’s purpose is to
   A. inform readers about a Greek myth and Russell’s interest in the Fates.
   B. describe the Greek Fates and the philosophy behind their story.
   C. persuade readers that the women in the play are like the Greek Fates.
   D. convince readers that inequality between women and men is devastating.
   E. retell the story of “Trifles” in more universal terms as a Greek myth.

10. After Mrs. Peters states, “The law is the law,” she and Mrs. Hale hide evidence related to Mrs. Wright’s motive. What does this reveal about their moral character?
   A. Their sense of morality has become more complex, since they realize Mrs. Wright’s spirit was killed and no law prohibits that crime.
   B. Their moral character has become more confused, as they know Mrs. Wright killed her husband but still sympathize with her.
   C. Their moral sense has experienced a shattering reversal as they confess they would have committed murder as Mrs. Wright did.
   D. Their moral sense diverges as Mrs. Peters concedes that she is married to the law while Mrs. Hale feels called to help Mrs. Wright.
   E. Their moral awareness sharpens as they realize all men, including the sheriff, abide by a narrow law that has outlived its purpose.

Matching

for Trifles

Choose the best description for each of the following characters.

A. Mrs. Wright  B. Mrs. Hale  C. Mrs. Peters  D. The Sheriff  E. Mr. Wright

11. said to be “married to the law”

12. says there’s “nothing here but kitchen things”

13. whose presence is “like a raw wind that gets to the bone”

14. who was described as “like a bird herself—real sweet and pretty, but kind of timid and—fluttery”

15. “I stayed away because it weren’t cheerful”

Essay

for Trifles / Glaspell’s Trifles

16. Assess the amount of responsibility or blame each of these people had in what happened at the Wright household: Mrs. Wright, Mr. Wright, and Mrs. Hale. Write a paragraph that describes the judgment you would give each character. Support your evaluation with logical reasoning and evidence from the play.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Magic Words

1. What does the poet say that animals and people used to share?
   A. friends
   B. a home
   C. clothing
   D. a weapon
   E. a language

2. What time is the speaker of the poem talking about?
   A. yesterday
   B. the present
   C. a few years ago
   D. the earliest times
   E. one hundred years ago

3. According to the speaker, what strange consequences used to result from a word “uttered by chance”?
   A. it would float
   B. it would come alive
   C. it would be repeated
   D. it would burn in the air
   E. it would harm the speaker

4. What miraculous or magical elements can be found in the selection “Magic Words”? 
   A. words that were like magic
   B. animals could change into humans
   C. humans could change into animals
   D. humans communicated with animals
   E. All of the above

5. Mood, or atmosphere, is the emotion created in the reader by part or all of a literary work. The mood of this poem is one of 
   A. joy.
   B. anger.
   C. regret.
   D. longing.
   E. apprehension.
6. According to the poem, in the earliest days one had to be careful not to
   A. anger the animals.
   B. upset the ancestors.
   C. say the wrong thing.
   D. disgrace one’s family.
   E. believe too strongly in magic.

7. Which of the following best describes a possible theme of the poem?
   A. Hope is catching.
   B. Nature is overrated.
   C. Words are powerful.
   D. Knowledge is elusive.
   E. Animals are important.

8. The speaker of the poem would agree with which of the following statements?
   A. Our past is best forgotten.
   B. It is best not to accept changes.
   C. It is better to strive for the future.
   D. There is no need to defend the truth.
   E. Sometimes it’s easy to avoid conflict.

Essay

for Magic Words

9. Why was transcription and translation necessary in order to share “Magic Words” with an audience outside of the Netsilik Inuit culture? What must transcribers and translators be careful to do, and why must they be so careful? Write a paragraph or two about the transcription and translation of “Magic Words” and how you think the poem may have been affected by this process, as well as by its having been retold throughout many generations of Netsilik Inuit people.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Orpheus / Tree Telling of Orpheus

1. Orpheus was a gifted
   A. chef.
   B. poet.
   C. artist.
   D. orator.
   E. musician.

2. Who is the speaker of the Literature Connection?
   A. a tree
   B. a muse
   C. Orpheus
   D. Dionysus
   E. the author

3. Why was Dionysus angry with Orpheus?
   A. Orpheus was annoyingly frank.
   B. Orpheus refused to drink wine.
   C. Orpheus would not honor him.
   D. Orpheus was Apollo’s favorite.
   E. Orpheus enchanted his Maenads.

4. In the Literature Connection, what is described in the line “and the head that’s crowned by brown or gold grass”?
   A. Orpheus’s hair
   B. Orpheus’s eyes
   C. Orpheus’s music
   D. Orpheus’s voice
   E. Orpheus’s crown
5. Given its use in the following sentence, what does the word *reverently* mean?

“Orpheus . . . preached the evil of sacrificial murder to the men of Thrace, who listened reverently.”

A. ruefully
B. fearfully
C. carelessly
D. respectfully
E. surprisingly

6. Orpheus was tested by Hades when he came to free Eurydice from the underworld. Hades was testing Orpheus’s

A. skills.
B. patience.
C. bravery.
D. reliability.
E. friendship.

7. *Tone* is the emotional attitude toward the reader or toward the subject implied by a literary work. Which of the following best describes the tone of “Orpheus”?

A. angry
B. playful
C. cautious
D. sarcastic
E. reflective

8. The myth indicates that musical talent

A. should not be ignored.
B. will not raise the dead.
C. can please many people.
D. brings great responsibility.
E. can be used only for good.

9. Based on the selection, Dionysus could best be described as

A. greedy.
B. vengeful.
C. fun-loving.
D. courteous.
E. admirable.

10. The Literature Connection could be described as a celebration of

A. life.
B. music.
C. dancing.
D. movement.
E. All of the above
Matching

for Orpheus

Choose the best description for each of the following.

A. Dionysus  D. the Muses
B. the Maenads  E. Helicorn
C. Apollo  F. Eurydice

____ 11. buried Orpheus’s limbs at Leibethra
____ 12. ordered Orpheus’s death
____ 13. a River-god who refused to clean the hands of murderers
____ 14. stepped on a snake and was killed
____ 15. another name for Helius, whom Orpheus honored above all
____ 16. tore Orpheus limb from limb

Essay

for Orpheus / Tree Telling of Orpheus

17. What elements of “Orpheus” make it a myth? What does it explain about the world? Why do you think such stories were told in so many cultures around the world? Write a paragraph explaining why “Orpheus” is considered a myth and what the purpose of this myth was. Also explain why you think myths are so prevalent around the world.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Sundiata: An Epic of Old Mali / The Once and Future King / Le Morte d’Arthur

____ 1. In “Sundiata: An Epic of Old Mali,” Sogolon Djata was unlike the other children because he
   A. was selfish.
   B. could not hear.
   C. could not walk.
   D. would not speak.
   E. did not respect his parents.

____ 2. Which word best completes the following sentence? He was acting petulantly, that is, he was behaving in a(n) _________ manner.
   A. curious
   B. irritable
   C. innocent
   D. repentant
   E. distracting

____ 3. According to “Le Morte d’Arthur,” the knights and the nobility delayed Arthur from becoming king because they
   A. wanted Sir Ector to be the king.
   B. were frightened of his cruel nature.
   C. knew the common people would not respect him.
   D. thought they were being deceived by their enemy.
   E. could not believe a lowly boy should be their king.

____ 4. In “Sundiata: An Epic of Old Mali,” Farakourou’s father forged an iron rod and saved it for a specific day. This is significant in that it shows that Farakourou and his father could
   A. forge iron.
   B. see the future.
   C. keep a secret.
   D. harm the chief.
   E. be dependable.
5. In “Sundiata: An Epic of Old Mali,” why does Sassouma make Sogolon and Sogolon Djata live in her old lumber-room?
   A. to perpetuate the notion that Sogolon’s son is unfit to rule
   B. because she is jealous that Naré Maghan preferred Sogolon to her
   C. to make it clear that she will not give Sogolon preferential treatment
   D. All of the above
   E. A and B only

6. Wart and Sogolona Djata are similar in that they
   A. are initially quite rude.
   B. have powerful fathers.
   C. expect a life of servitude.
   D. are destined for greatness.
   E. must overcome their fears.

7. Tone is the emotional attitude toward the reader or toward the subject implied by a literary work. Which of the following best describes the tone of “The Once and Future King”?
   A. playful
   B. formal
   C. anxious
   D. sarcastic
   E. academic

8. Which of the following is a theme that “Sundiata: An Epic of Old Mali” and “The Once and Future King” share?
   A. Trusting others is often a terrible mistake.
   B. One’s destiny cannot be avoided nor changed.
   C. Family is not as important as wealth or leadership.
   D. Respect is not something that must be fought for and earned.
   E. No one can make your life miserable without your permission.

9. “Sundiata: An Epic of Old Mali” indicates that people should
   A. ignore those who are less fortunate.
   B. not wait for a prophecy to be fulfilled.
   C. treat others as they wish to be treated.
   D. accept that things happen in their own time.
   E. acknowledge a higher power in everything they do.

10. In “Sundiata: An Epic of Old Mali,” Sassouma Bérété could best be described as
    A. hateful, murderous, and sly.
    B. caring, giving, and sarcastic.
    C. cautious, conniving, and patient.
    D. motherly, supportive, and kind.
    E. jealous, malicious, and ambitious.
Matching

_for Sundiata: An Epic of Old Mali_

Choose the best definition for each of the following.

A. diabolical  
B. innuendo  
C. intrigue  
D. malicious  
E. taciturn

___  11. not willing to talk much
___  12. mean-spirited
___  13. indirect remark or hint; usually negative or suggestive
___  14. devilish; inhumanly cruel or wicked
___  15. secret or underhanded plot

Essay

_for Sundiata: An Epic of Old Mali / The Once and Future King_

16. A *theme* is a central message or perception about life that is revealed through a literary work. In paragraph, identify the themes of “Sundiata: An Epic of Old Mali” and “The Once and Future King.” Are they similar in any way? How might the themes you’ve identified from these two legends apply to modern life? Support your response with details from the selections.
Naked Truth and Resplendent Parable, page 558

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Naked Truth and Resplendent Parable

1. Truth assumes that people are avoiding him because he is
   A. old.
   B. rude.
   C. ugly.
   D. hungry.
   E. friendly.

2. What did the Vilna Gaon notice in his synagogue when he would tell a parable?
   A. no one would question him
   B. the synagogue would be full
   C. children would pay attention
   D. people would leave their seats
   E. All of the above

3. What is personified in this folk tale?
   A. fear
   B. truth
   C. hope
   D. death
   E. justice

4. People like to be around Parable because he
   A. dresses very well.
   B. cannot keep a secret.
   C. is known to hold grudges.
   D. is generous with his wealth.
   E. flatters them with compliments.

5. Based on the folk tale, one can deduce that prior to Parable and Truth’s friendship, Parable was less
   A. honest.
   B. friendly.
   C. creative.
   D. accepted.
   E. extravagant.
6. Tone is the emotional attitude toward the reader or toward the subject implied by a literary work. Which of the following best describes the tone of the selection?
   A. cold
   B. familiar
   C. skeptical
   D. deceptive
   E. cautionary

7. Folk tales usually reflect the culture that created them. Based on this folk tale, the culture that created it probably values
   A. humor.
   B. beauty.
   C. friendship.
   D. community.
   E. All of the above

8. Which of the following is the best restatement of Parable’s advice for Truth?
   A. Be bold and blatant.
   B. Don’t accept friendship.
   C. Presentation is important.
   D. Worrying gives you wrinkles.
   E. None of the above

9. This folk tale would support which of the following statements?
   A. Subtlety is a virtue.
   B. Old age is to be pitied.
   C. Only fools tell the truth.
   D. Lies are not always bad.
   E. All of the above

10. Which of the following characters could be viewed as the most witty?
    A. Truth
    B. Parable
    C. the Vilna Gaon
    D. the Preacher of Dubno
    E. None of the above

Essay

for Naked Truth and Resplendent Parable

11. In a paragraph, explain whether you agree or disagree with the following statement: “No one likes to be faced with the truth.” Support your views with logical reasoning.
Mother Holle / The Wonderful Hair, page 562

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Mother Holle / The Wonderful Hair

1. In “Mother Holle,” why does the widow prefer the lazy daughter?
   A. The lazy daughter is the prettiest of the two.
   B. The lazy daughter is the widow’s own child.
   C. The lazy daughter stays at home and entertains.
   D. The pretty daughter is rude and spiteful to everyone.
   E. The industrious daughter is too serious to be any fun.

2. A distinctive feature of Mother Holle’s is/are her
   A. wiry hair.
   B. soft voice.
   C. front teeth.
   D. long claws.
   E. missing eye.

3. Which of the following phrases best completes the sentence?
   I tried to summon her, but she _________________.
   A. ran angrily toward us
   B. was content by my side
   C. is calling me on the phone
   D. slapped him across the face
   E. was already gone from sight

4. In “Mother Holle,” when the widow sends her lazy daughter into the well, she is motivated by
   A. fear.
   B. love.
   C. anger.
   D. greed.
   E. loneliness.
5. In “The Wonderful Hair,” the poor man sees the idea of killing his own children as
   A. cruel.
   B. merciful.
   C. enjoyable.
   D. unavoidable.
   E. None of the above

6. In “Mother Holle,” how might one describe the mood, or atmosphere, of the world down in the well?
   A. dull
   B. dreary
   C. chaotic
   D. peaceful
   E. glamorous

7. Both of these tales are similar in that they
   A. encourage people to follow directions.
   B. warn children against talking to strangers.
   C. persuade people to investigate deep wells.
   D. teach children to obey their mothers and fathers.
   E. None of the above

8. In “The Wonderful Hair,” the merchants’ actions in regard to the strand of hair illustrate what concept?
   A. All salesmen are tricksters.
   B. All men want what they can’t have.
   C. You can’t buy something for nothing.
   D. An object’s worth is based on supply and demand.
   E. You can lead a horse to water but you can’t make it drink.

9. The selection “Mother Holle” indicates that
   A. curiosity can be harmful.
   B. people are never satisfied.
   C. hard work will be rewarded.
   D. strength is not always a physical quality.
   E. All of the above

10. How might one describe the Vila in “The Wonderful Hair”?
    A. shy
    B. vain
    C. giving
    D. violent
    E. caring
Matching

*for The Wonderful Hair*

*Match the event with the correct order in which it occurred.*

A. 1st  
B. 2nd  
C. 3rd  
D. 4th  
E. 5th  
F. 6th  

_____ 11. the Tsar discovers a scroll containing secrets of nature  
_____ 12. the poor man does not respond to the Vila  
_____ 13. the poor man drops the mirror  
_____ 14. the poor man combs the Vila’s hair  
_____ 15. the Vila picks up the red handkerchief  
_____ 16. the poor man is visited by an angel  

Essay

*for Mother Holle / The Wonderful Hair*

17. In a paragraph, identify the *theme*, or central message, of each selection. Why were these fairy tales told? What do they help the reader to learn? Explain how the central messages of these selections might apply to your own life.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Drowned Maid / In the Blue Woodland / Lord of the Rings: Inspired by an Ancient Epic

____ 1. Why was Aino supposed to marry Väinämöinen?
   A. because it would cure her illness
   B. because she wanted to be queen
   C. because her brother lost a contest
   D. because her parents wanted her to
   E. because he could pay for the family farm

____ 2. Which word best completes the following sentence?
   Don’t lament, they don’t want to see you ______.
   A. eat
   B. sad
   C. leave
   D. angry
   E. terrified

____ 3. What does the word detain mean, as used in the following sentence?
   He was detained after kicking the door down and yelling at his friend.
   A. let go
   B. harmed
   C. overruled
   D. held back
   E. pushed out

____ 4. Aino does not like Väinämöinen because
   A. he is old.
   B. he is ugly.
   C. he is dead.
   D. he is ruthless.
   E. he is shallow.

____ 5. Why does Aino remove her beads?
   A. to hurt her brother
   B. to honor her mother
   C. to disown her father
   D. to spite Väinämöinen
   E. to acknowledge Väinämöinen
6. Based on what you know from the main selection, who is the speaker of “In the Blue Woodland”?
A. Aino  
B. Sunsister  
C. Moonmaid  
D. Väinämöinen  
E. Aino’s mother

7. The Literature Connection, “In the Blue Woodland,” emphasizes what idea within the main selection?
A. Don’t marry for anything other than love.  
B. A mother wants what is best for her daughter.  
C. We don’t always want what others want for us.  
D. Value your family, but make your own decisions.  
E. None of the above

8. The Informational Text Connection supports the idea that
A. language never dies.  
B. language never changes.  
C. oral traditions should be preserved.  
D. the greatest stories are not yet written.  
E. authors shouldn’t use other works for inspiration.

9. The main selection indicates that
A. most people are liars.  
B. love cannot be forced.  
C. parents are worrisome.  
D. marriage can save a life.  
E. daughters are ungrateful.

Read the following passage. Then answer the question[s] on the next page.

“Better it would be for me
and better it would have been
had I not been born, not grown
not sprung to full size
in these evil days
in this joyless world.
Had I died a six-night-old
and been lost an eight-night-old
I would not have needed much—
a span of linen
a tiny field edge
a few tears from my mother
still fewer from my father
not even a few from my brother.”
She wept one day, she wept two.
10. According to this passage, what does Aino assume?
   A. that her brother will miss her the most
   B. that she would be happier had she been born a boy
   C. that her father does not love her and wished her to die
   D. that she is a burden on her family now that she has grown
   E. that her parents wish she had died young instead of her other sister

**Essay**

*for The Drowned Maid*

11. *Parallelism* is a rhetorical device in which a writer emphasizes the equal value or weight of two or more ideas by expressing them in the same grammatical form. Write a short essay describing the author’s use of parallelism in “The Drowned Maid.” Support your response with examples from the selection.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Ingenious Hidalgo Don Quixote de la Mancha

1. Prior to becoming a “knight errant” Don Quixote could be described as a
   A. wise leader and family man.
   B. murderous thief and outlaw.
   C. shabby man with some wealth.
   D. common man with great wealth.
   E. curious youth with no education.

2. What causes Don Quixote to become a knight errant?
   A. losing his home in a fire
   B. reading books of chivalry
   C. losing his love to an illness
   D. being challenged by pirates
   E. seeing knights in a great duel

3. Which phrase best completes the following sentence?
   “Enough of your fabrications—_____________________!”
   A. now tell me the simple truth
   B. this dress needs to be made
   C. I need you to spare me the details
   D. I don’t want you to be a seamstress
   E. None of the above

4. Given its use in the following sentence, what does the word *enmity* mean?
   Although Natasha may dislike me, I feel no enmity toward her.
   A. evil
   B. love
   C. hatred
   D. anxiety
   E. jealousy
5. What is Don Quixote’s attitude toward himself?
A. He thinks very highly of himself and his capabilities.
B. He sees himself as a king trapped in a farmer’s life.
C. He thinks he is lowly and seeks to improve himself.
D. He thinks he is a terrible tyrant who commands many men.
E. He sees himself as a lost religious man in need of a congregation.

6. Tone is the emotional attitude toward the reader or toward the subject implied by a literary work. Which of the following best describe the tone of this selection?
A. ironic
B. fearful
C. sincere
D. serious
E. humorous

7. Based on your reading of this selection and what you know about literature in general, Don Quixote could best be described as what type of character?
A. fool
B. hero
C. villain
D. trickster
E. damsel in distress

8. The selection indicates that
A. all adventures are imaginary.
B. people are dull and unimaginative.
C. an inflated self-worth can be comical.
D. All of the above
E. None of the above

9. What event in a person’s life might the story of Don Quixote most closely resemble?
A. one’s birth
B. falling in love
C. quitting a job
D. getting married
E. a mid-life crisis

10. Sancho Panza’s responses to Don Quixote could best be described as
A. frank.
B. violent.
C. indulgent.
D. self-serving.
E. mean-spirited.
Matching

for The Ingenius Hidalgo Don Quixote de la Mancha

Choose the best definition for each of the following.

A. arduous  E. ingenious
B. eminence  F. redress
C. enamored  G. sonorous
D. grievance  H. vanquish

____ 11. set right
____ 12. complaint
____ 13. extremely clever
____ 14. high importance
____ 15. impressive in effect or style
____ 16. consumed with love
____ 17. defeat
____ 18. extremely difficult, usually physically

Essay

for The Ingenius Hidalgo Don Quixote de la Mancha

19. In a paragraph, evaluate Don Quixote’s choices. Is he simply foolish, or is there something noble about his desire to lead an adventurous life? Support your views with evidence from the text and logical reasoning.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Mu-lan

1. What is contained on the “list” mentioned at the start of the poem?
   A. groceries to buy
   B. requests for donated goods
   C. the names of the emperor’s enemies
   D. the names of those who have not paid taxes
   E. the names of those who will be drafted to fight in the war

2. Mu-lan feels the need to serve
   A. so she can be a hero.
   B. so she can see the world.
   C. so that her father doesn’t have to.
   D. because her life has been very dull.
   E. because she does not want to get married.

3. What does Mu-lan request from the Ruler of China at the end of her service?
   A. a pair of servants
   B. a monetary reward
   C. a position of power
   D. to return to her home
   E. to lead her own army

4. Why were Mu-lan’s actions significant?
   A. Women did not serve in the army.
   B. She was supposed to keep weaving.
   C. She had been disowned by her family.
   D. Her brother was supposed to serve instead.
   E. None of the above

5. At the beginning of the poem, why does Mu-lan’s family think she is sighing?
   A. because she is in love
   B. because she is restless
   C. because she tired of weaving
   D. because she hears the shuttle’s sound
   E. because she is thinking of going to fight in the war
6. Based on Mu-lan’s actions throughout the poem, what does she value most?
   A. fame
   B. family
   C. power
   D. money
   E. independence

7. Based on the actions of Mu-lan’s family when they hear her arriving, what are their feelings toward her?
   A. fear
   B. pride
   C. anger
   D. concern
   E. resentment

8. What does the description of Mu-lan’s “cloudlike hair” imply?
   A. that she is a ghost
   B. that she is imaginative
   C. that she has grown older
   D. that she is happy to be home
   E. that she has experienced the horrors of war

Essay

for Mu-lan

Consider the following lines of the ballad.
At dawn she takes leave of the Yellow River,
In the evening she arrives at Black Mountain.
She doesn’t hear the sound of Father and Mother calling,
She only hears Mount Yen’s nomad horses cry tsiu tsiu.

In a paragraph, analyze why Mu-lan “doesn’t hear the sound of Father and Mother calling” but hears other sounds. What might be the purpose of this detail? Support your response with logical reasoning.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Love of Cupid and Psyche

1. Psyche was known for her
   A. beauty.
   B. wisdom.
   C. singing ability.
   D. cooking skills.
   E. weaving skills.

2. The oracle of Apollo describes Psyche’s future husband as a
   A. god.
   B. beast.
   C. mortal.
   D. shadow.
   E. monster.

3. Psyche accepts her fate because she feels she and her family are guilty of
   A. murder.
   B. angering Venus.
   C. spreading gossip.
   D. breaking the law.
   E. swindling the poor.

4. While Psyche’s sisters are motivated by jealousy when they tempt her to disobey her husband, they are able to use _______ to motivate her.
   A. joy
   B. fear
   C. greed
   D. desire
   E. hatred
5. Based on Psyche’s actions when she hears the oracle’s prediction, the reader can assume that Psyche would agree with which of the following statements?
A. Love conquers all.
B. Fate is not concrete.
C. Fate cannot be avoided.
D. Pleading for mercy is expected.
E. No one can force you to do anything.

6. The voices of the attendants in Cupid’s palace help to create a mood of
A. fear.
B. concern.
C. confusion.
D. relaxation.
E. suspicion.

7. After his identity is revealed, Cupid is upset with Psyche because
A. she burned him.
B. she now fears him.
C. she disobeyed him.
D. she disobeyed her family.
E. she only loves him because he is a god.

8. The selection indicates that happiness
A. must be earned.
B. can be deceiving.
C. is vastly overrated.
D. is impossible to obtain.
E. comes to those who wait.

9. The demise of Psyche’s sisters indicates that, in this culture, people who
A. are generous will be recognized.
B. are greedy will not be rewarded.
C. are rude will be killed by the gods.
D. have lost something will find it again.
E. are supportive will be supported in return.

10. Cupid could best be described as
A. paranoid and afraid.
B. carefree and spoiled.
C. dutiful and suspicious.
D. sinister and conniving.
E. trusting and independent.
Matching

*for The Love of Cupid and Psyche*

*Choose the best description for each of the following.*

A. Cerberus  
B. Ceres  
C. Charon  
D. Cupid  
E. Proserpina  
F. Psyche  
G. Venus  
H. Zephyrus

11. three-headed dog that guards the underworld
12. goddess of farming
13. married to Pluto, ruler of the underworld
14. god of the west wind
15. ferryman, carries the dead over the river Styx
16. goddess of beauty and love
17. allowed to drink ambrosia, the drink of the gods
18. wounded himself with his own arrow

Essay

*for The Love of Cupid and Psyche*

19. Consider the following quote from the poem: “Love cannot dwell with suspicion.” In a paragraph, explain what this means and whether you agree or disagree with the idea. Support your response with examples from the text and logical reasoning.
**Lesson Test**

**Multiple Choice**

*Identify the choice that best completes the statement or answers the question.*

**for Damon and Pythias**

1. In a plot, the *exposition* provides background information, often about characters, setting, or conflict. What is revealed in the exposition of this story?
   
   A. Damon’s hope to sacrifice himself for Pythias.
   B. The god’s disappointment in Dionysius’s ruling style.
   C. Dionysius’s tyrannical rule and penchant for executions.
   D. Pythias’s determination to overthrow the tyrant Dionysius.
   E. Dionysius’s jealousy in regards to Pythias and Damon’s friendship

2. Dionysius accused Pythias of trying to
   
   A. flee the island.
   B. overthrow him.
   C. murder his family.
   D. cheat the nobility.
   E. destroy the castle.

3. A *motivation* is a force that moves a character to think, feel, or behave in a certain way. What motivates Pythias to return to Dionysius?
   
   A. greed
   B. heroism
   C. jealousy
   D. friendship
   E. confusion

4. Dionysius is surprised that Damon accepts Pythias’s request because Dionysius
   
   A. knows no one who would have done the same for him.
   B. would not have accepted a similar request from a friend.
   C. is shocked by the idea that a person would die for another.
   D. cannot believe that someone would trust Pythias with his or her life.
   E. All of the above
5. The **climax** is the high point of interest and suspense in a literary work. Which of the following actions occurs during the climax of the story?
   A. Dionysius sentences Pythias to death.
   B. The time comes for Damon to be executed.
   C. Dionysius asks to be friends with the two men.
   D. Damon explains his faith in Pythias to Dionysius.
   E. Pythias asks Damon to replace him for a short time.

6. **Mood**, or atmosphere, is the emotion created in the reader by part or all of a literary work. Which of the following best describes the mood when Pythias “rushed headlong through the crowd and flung himself” at Damon?
   A. joy
   B. rage
   C. despair
   D. confusion
   E. foreboding

7. **Mood**, or atmosphere, is the emotion created in the reader by part or all of a literary work. Which of the following best describes how the mood of the story evolves as the plot progresses?
   A. terror, confusion, relief, and despair
   B. happiness, sadness, joy, and despair
   C. despair, apprehension, joy, and relief
   D. sorrow, fear, apprehension, and confusion
   E. None of the above

8. The relationship between Damon and Pythias indicates that a friend can be
   A. untrustworthy and cruel.
   B. made to forget their loyalty.
   C. the greatest ally in one’s life.
   D. loyal under the right circumstances.
   E. a great burden as well as a great help.

9. Dionysius’s reaction to Pythius’s arrival indicates that
   A. Dionysius was only pretending.
   B. friends can become disheartened.
   C. true friendship can work miracles.
   D. Dionysius was a feeble-minded ruler.
   E. people can be tricked into doing the right thing.

10. What causes Dionysius to pardon both Damon and Pythius?
    A. the jealousy he feels regarding their friendship
    B. his realization that devoted love and faithfulness do exist
    C. the overwhelming outpouring of emotion from his people
    D. his realization that they have no intention of overthrowing him
    E. None of the above
Matching

_for Damon and Pythias_

Match the event with the correct order in which it occurred.

A. 1st  B. 2nd  C. 3rd  D. 4th  E. 5th  F. 6th

____ 11. The townspeople rejoice.
____ 12. Dionysius executes a man because of a dream.
____ 13. Dionysius questions Damon and his loyalty.
____ 14. Pythius requests time to put his business in order.
____ 15. Pythius races back to Damon.
____ 16. Pythius asks Damon to take his place in prison.

Essay

_for Damon and Pythias_

17. In a paragraph, explain how it was that Damon and Pythias rescued one another from Dionysius. Explain how the two friends affected Dionysius and how the rest of the kingdom will likely change as a result. Support your response with details from the story.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Savitri and Satyavant

1. Why were eligible princes refusing to come forward to seek Savitri’s hand in marriage?
   A. They thought she was unattractive.
   B. They thought she was too intelligent.
   C. They thought that she was unfit as a bride.
   D. They thought she was a reincarnated goddess.
   E. They thought she had had a curse placed upon her.

2. The name Satyavant means
   A. “lost soul.”
   B. “hero killer.”
   C. “most loved.”
   D. “wise leader.”
   E. “truth speaker.”

3. The princes do not ask for Savitri’s hand in marriage out of
   A. spite.
   B. pity.
   C. curiosity.
   D. boredom.
   E. deference.

4. Savitri was able to save her husband because of her
   A. charm.
   B. beauty.
   C. sneakiness.
   D. intelligence.
   E. All of the above

5. Narada’s reaction to Savitri’s determination to marry Satyavant reveals that he is
   A. a pushover and too polite for his own good.
   B. unreasonable and cruel in matters of the heart.
   C. a considerate man who honestly hopes for the best.
   D. an attention-loving man who dislikes being ignored.
   E. a silly and rather obnoxious man who seeks only joy.
6. Based on Yama’s reaction to Savitri, choose the statement below that best summarizes his attitude toward flattery.
   A. Flattery will get you everywhere.
   B. Flattery can be both helpful and harmful.
   C. Flattery may allow you to connect with people.
   D. Flattery is the poison that ruins all relationships.
   E. Flattery is false and should be ignored every time.

7. The interaction between Yama and Savitri indicates that good things come to those who are
   A. brave.
   B. patient.
   C. intelligent.
   D. persistent.
   E. All of the above

8. Which of the following characters shows the most devotion?
   A. Yama
   B. Savitri
   C. Narada
   D. Satyavant
   E. Dyumatsena

Read the following passage. Then answer the question(s) below.

All was still, the birds silent, the monkeys hidden. Savitri felt a shadow draw near. She looked up and saw a dark green man with red eyes, gravely scowling as he strode toward them. In his hand he held a small noose of braided silver thread. Then she knew: “You are Death himself. You are called Yama, and have come to take my husband’s soul.”

9. The mood, or atmosphere, in this passage can best be described as
   A. joyful.
   B. neutral.
   C. chaotic.
   D. ominous.
   E. peaceful.

10. Based on this passage, which of the following best describes Yama?
    A. loud and brazen
    B. fearful and cautious
    C. kind and slow to anger
    D. confident and menacing
    E. generous and misunderstood
Matching

for Savitri and Satyavant

Match the event with the correct order in which it occurred.

A. 1st
B. 2nd
C. 3rd
D. 4th
E. 5th
F. 6th
G. 7th
H. 8th

12. Savitri finds Satyavant’s family in the woods.
13. Satyavant’s soul is taken by Yama.
15. Satyavant’s father is given back his eyesight.
16. Savitri and her father attempt to find her a husband.
17. Satyavant and Savitri have children.

Essay

for Savitri and Satyavant

19. Myths often embody the religious beliefs and values of a particular culture. In a paragraph, explain what the reader can infer about the culture that produced “Savitri and Satyavant.” Consider Savitri’s words and actions as well as how others respond to her. How might this illustrate what the culture values? Support your responses with evidence from the selection.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Death of Balder

1. Balder knew something bad was going to happen to him because
   A. he had wronged a great king.
   B. Loki was determined to kill him.
   C. his love had placed a curse on him.
   D. he began having disturbing dreams.
   E. a prophet told him that he would die.

2. Who threw the dart that killed Balder?
   A. Loki
   B. his wife
   C. his father
   D. his mother
   E. his brother

3. Balder could best be described as
   A. a trickster.
   B. a crazy man.
   C. everyone’s favorite.
   D. lovable but careless.
   E. a cautious and worried man.

4. The actions of Hermod, the messenger of the Aesir, could best be described as
   A. heroic.
   B. cautious.
   C. disturbing.
   D. cowardly.
   E. passionate.
5. Based on the events that followed Balder’s death, one can assume that
   A. went into hiding.
   B. also wept for Balder.
   C. asked for forgiveness.
   D. was avoided by everyone.
   E. celebrated Balder’s death.

6. The old giant woman who wept dry tears might represent
   A. faith.
   B. spite.
   C. foresight.
   D. intelligence.
   E. compassion.

7. Which character could best be described as patient and sincere, yet frightening?
   A. Hel
   B. Loki
   C. Odin
   D. Frigga
   E. Balder

8. A theme is a central message or perception about life that is revealed through a literary work. Which of the following is one of the themes of this myth?
   A. Death will not wait.
   B. Only the dead can truly see.
   C. Love can do amazing things.
   D. Dishonesty will bring destruction.
   E. Love from family is the greatest love.

9. The story of Balder’s death indicates that death
   A. can be fooled.
   B. comes to everyone.
   C. can’t defeat kindness.
   D. only comes to the wicked.
   E. None of the above

10. Based on Loki’s actions, choose the statement below that best synthesizes his attitude toward life.
    A. The only thing more tragic than death is a chaotic life.
    B. Everyone should strive for a carefree and peaceful life.
    C. Life is at its best when it is chaotic, surprising, and tragic.
    D. Life is more enjoyable when you have lots of friends to share it with.
    E. All of the above
Matching

for The Death of Balder

Choose the best description for each of the following.

A. Garm E. Odin
B. Hodur F. Peace Stead
C. Nanna G. Sleipnir
D. Niflheim

_____ 11. chief of the gods
_____ 12. Balder’s home
_____ 13. Odin’s eight-legged horse
_____ 14. Balder’s wife
_____ 15. Balder’s blind brother
_____ 16. the land of the dead
_____ 17. a hellhound

Essay

for The Death of Balder

18. In a paragraph, argue who is responsible for Balder’s death: Frigga (his mother), Loki (the trickster), Hodur (his brother), or Thokk (the old woman)? Use all of your knowledge of myths and gods and support your response with logical reasoning.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Iliad

1. In this selection, Achilles is mainly supported by
   A. the god Ares
   B. the god Zeus
   C. the god Apollo
   D. the goddess Hera
   E. the goddess Athena

2. Whose image is used to fool Hector?
   A. Zeus’s
   B. Apollo’s
   C. Achilles’s
   D. Potroclus’s
   E. Deiphobus’s

3. The main motivation behind Achilles’s pursuit of Hector is
   A. pity.
   B. greed.
   C. respect.
   D. revenge.
   E. friendship.

4. Hector is __________ when he believes that someone has come from behind the safety of the walls to stand beside him.
   A. fearful
   B. shocked
   C. infuriated
   D. suspicious
   E. encouraged
5. What does Achilles’s reaction to Hector’s dying wish reveal about Achilles?
   A. He hates death.
   B. He holds grudges.
   C. He hides his true emotions.
   D. He believes in forgiveness.
   E. He is empathetic to all creatures.

6. The fact that Achilles refused to wash his clothing until his friend Patroclus was buried shows that Achilles
   A. smells.
   B. enjoys being filthy.
   C. respects both his dead friend and burial customs.
   D. does not respect Patroclus as much as Agamemnon.
   E. does not respect Agamemnon, the commander of the Greeks.

7. Based on Achilles’s hatred for Hector and his hope that dogs and birds will feast on Hector’s body, select the statement below that best describes his attitude toward death.
   A. A man’s body should be given the same respect as one would have given him when he was alive.
   B. A body is just a vessel and no one needs to worry about what happens to it when a person dies.
   C. A man’s body is best left for the earth and its inhabitants; let the body be used to sustain other life.
   D. A man’s body must be honored as a god’s; this is the only way to show the gods you respect life.
   E. A body should be given all the respect in the world, it is a creation of the gods and should be treated as such.

8. The appearance of Patroclus’s ghost illustrates what cultural belief of the Greeks?
   A. There is life after death.
   B. Death turns men to dust.
   C. Tricksters must be endured.
   D. Heroes cannot outwit death.
   E. The gods favor all who obey them.
Read the following passages. Then answer the question(s) below.

Come, we’ll swear to the gods, the highest witnesses—the gods will oversee our binding pacts. I swear I will never mutilate you—merciless as you are—if Zeus allows me to last it out and tear your life away. But once I’ve stripped your glorious armor, Achilles, I will give your body back to your loyal comrades. Swear you’ll do the same.”

A swift dark glance and the headstrong runner answered, “Hector, stop! You unforgivable, you... don’t talk to me of pacts. There are no binding oaths between men and lions—wolves and lambs can enjoy no meeting of the minds—they are all bent on hating each other to the death. So with you and me. No love between us. No truce till one or the other falls and gluts with blood...

9. Which of the following ideas might be deduced based on the passage above?
   A. Achilles views Hector as a savage beast.
   B. Achilles respects Hector as a brave warrior.
   C. Hector values Achilles’s life more than he values his own.
   D. Hector believes that the gods won’t care about such a pact.
   E. Achilles had once wanted to form a pact, but no longer does.

10. By refusing to agree to Hector’s pact, Achilles
   A. refuses to acknowledge any connection with Hector.
   B. shows that he has no regard for gods and goddesses.
   C. attempts to lure Hector into believing that they won’t fight.
   D. is proclaiming himself to be more civil and respectful than Hector.
   E. None of the above

Matching
for The Iliad

Choose the best description for each of the following.

A. Agamemnon  D. Athena
B. Apollo  E. Deiphobus
C. Ares  F. Patroclus

11. god of savage war
12. Achilles’s best friend
13. goddess of wisdom and war
14. Hector’s brother
15. commander of the Greeks during the Trojan War
16. god of music, healing, and archery
17. Consider the following passage:

   yes and Hector knew the truth in his heart
   and the fighter cried aloud, “My time has come!
   At last the gods have called me down to death.
   I thought he was at my side, the hero Deiphobus—
   he’s safe inside the walls, Athena’s tricked me blind.
   And now death, grim death is looming up beside me,
   no longer far away. No way to escape it now. This,
   this was their pleasure after all, sealed long ago—
   Zeus and the son of Zeus, the distant deadly Archer—
   though often before now they rushed to my defense.
   So now I meet my doom. Well let me die—
   but not without struggle, not without glory, no,
   in some great clash of arms that even men to come
   will hear of down the years!”

In a paragraph, analyze the message within this excerpt. According to the passage, how does Hector feel about death? What consoles him in his final hour?
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Geraldine Moore the Poet

1. Who takes care of Geraldine during the time in which the story occurs?
   A. her mother
   B. her older sister, Anita
   C. she takes care of herself
   D. her neighbor, Miss Gladys
   E. Mrs. Watson down the street

2. Why is Anita crying when Geraldine comes home for lunch?
   A. Their apartment has been vandalized.
   B. They are being evicted from their apartment.
   C. She has received bad news about their mother.
   D. She always gets emotional watching soap operas.
   E. The Army has given her bad news about her husband.

3. Considering how Mrs. Scott responds she writes Geraldine's poem on the chalkboard, what can you conclude about her?
   A. She has learned to expand her idea of poetry.
   B. She has decided to help Geraldine and Anita.
   C. She whimpers because she also grew up poor.
   D. She has been very moved by Geraldine's poem.
   E. She has realized her students can write better poems than she can.

4. Mrs. Scott introduces the poetry-writing assignment by saying, “Try expressing what it is like to be . . . to be alive in this . . . this glorious world.” What can you infer about her from this statement?
   A. She thinks her students have a much easier life than she does.
   B. She does not have very original ideas when it comes to writing poetry.
   C. She has a negative outlook on life, but she does her best to cover it up.
   D. She has a positive outlook on life, and is able to find beauty in all aspects of it.
   E. She is a sarcastic and bitter person who likes to joke by calling the world “glorious.”
5. Which of the following details from the story does not indicate that Geraldine is poor?
A. "Nobody’s got hot-dog money around here."
B. "She was glad she didn’t have to eat the free lunches in high school any more."
C. "So she’d sit through social studies class, scraping her feet to cover up the noise of her stomach growling."
D. "... anything was better than the noisy school lunchroom where monitors kept pushing you into a straight line or rushing you to the tables."
E. "Just the rain comes, and the bills come, / And the men to move out our furniture."

6. A conflict is a struggle between two forces in a literary work. Sometimes a conflict is internal, taking place within the mind of a character. Which of the following best describes the internal conflict Geraldine faces in this story?
A. She faces apprehension at having to move in with Miss Gladys.
B. She worries her mother coming home and seeing that they are evicted.
C. She worries about her family’s situation and not being able to write a poem.
D. She argues with the landlord to move their belongings back in the apartment.
E. She struggles with the superintendent, Mrs. Watson, and her destructive dog.

7. A theme is a central message or perception about life that is revealed through a literary work. Which statement best expresses a possible theme for this story?
A. If you ask for help and patiently wait for it, it will come to you.
B. It’s a difficult world, and you must be tough enough to survive it.
C. When faced with hardship, it is better to be practical than hopeful.
D. Enlightened teachers can empower students to believe in their dreams.
E. Even in difficult circumstances, it is possible to discover a powerful gift.
8. Compare and contrast Mrs. Scott’s growth as a teacher before and after Geraldine’s poem.

A. Mrs. Scott first teaches students that poems should express the wonders of their world; after Geraldine’s poem she sees that a poem can be beautiful without being about beautiful things.

B. Mrs. Scott first teaches students that everyone can find beauty in their lives; she grows as a teacher by learning that some students must imagine wonderful things they have not lived.

C. Mrs. Scott first demonstrates that poetic techniques can make even harsh reality beautiful; she learns to teach additional techniques to bring out this ability in her best student, Geraldine.

D. Mrs. Scott encourages students to write their own poems but doesn’t have much faith in their abilities until Geraldine defies her expectations and writes the best poem they will ever hear.

E. Mrs. Scott inspires her students with her unwavering belief in them, and then stands back and is amazed by what the power of poetry does for her students, especially Geraldine.

**Read the following passage. Then answer the question(s) below.**

Geraldine started to raise her hand to ask what all these squares and angles had to do with solving real problems, like the ones she had. Better not, she warned herself, and sat on her hands. Your big mouth got you in trouble last term.

9. What statement best summarizes the characteristics that are revealed about Geraldine in this passage?

A. Geraldine is self-centered but calm.

B. Geraldine is a class clown who craves attention.

C. Geraldine is easily frustrated and quick to give up.

D. Geraldine is realistic and has a good sense of self-control.

E. Geraldine doesn’t waste time on things that are not useful to her.

10. Which quote from the selection most closely matches Geraldine’s attitude in this passage?

A. “I’m sorry, but I can’t write no pretty poem.”

B. “That stupid dog. First he chews up my gym suit and gets me into trouble, and now my socks.”

C. “She thought about saying that her father doesn’t even come to visit any more, but she changed her mind.”

D. “Three guys before you had to pack up and forget it. Nobody’s got hot-dog money around here.”

E. “How does my body know what it will need, when I don’t even know what I’ll need to get through tomorrow?”
Matching

for Geraldine Moore the Poet

Choose the best description for each of the following.

A. Geraldine  B. Anita  C. Mrs. Moore
D. Miss Gladys  E. Mrs. Watson’s dog

11. rips holes in stockings and furniture
12. is overcome by emotion after hearing a poem
13. makes tomato soup, making a bad day worse
14. talks to the superintendent about people’s troubles
15. dreams and draws pictures of houses in the country

Essay

for Geraldine Moore the Poet

16. What kind of teacher is Mrs. Scott? In a brief essay, describe the person you believe her to be, and how you think her response to Geraldine’s poem will affect the way Geraldine regards herself in the future. Also assess how Geraldine’s poem will affect Mrs. Scott’s future definition of poetry. Use examples from the text to support your evaluation.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Geraldo No Last Name

1. “Geraldo No Last Name” is
   A. an episodic short story from Sandra Cisneros’ third novel.
   B. a prose poem from a poetry anthology by Sandra Cisneros.
   C. creative nonfiction based on an incident the author witnessed.
   D. a vignette, or literary sketch, from The House on Mango Street.
   E. a short drama alternating between the voices of Geraldo and Marin.

2. Which of the following is not a piece of information that Maron knew about Geraldo?
   A. Geraldo was his first name.
   B. He worked in a restaurant.
   C. He was from another country.
   D. He was proud to dance with her.
   E. He wore green pants and a Saturday shirt.

3. What is the significance of the title “Geraldo No Last Name”?
   A. It demonstrates how hard it is to really get to know a person in the world.
   B. It indicates that no one in this country knew much about Geraldo, not even his last name.
   C. It shows Marin’s callous attitude and how quickly she wants to forget about Geraldo.
   D. It emphasizes it was impossible for anyone to learn more about Geraldo, even while he was alive.
   E. It reveals that Geraldo, an illegal worker from Mexico, didn’t want anyone to know his full identity.
4. What injustices did Geraldo and Marin face in the hospital?
A. Geraldo’s pockets were emptied of all his belongings and Marin did not get to keep anything but aspirin.
B. The police questioned Geraldo with Marin serving as a translator, but people didn’t believe either of them.
C. Geraldo was accused of being an undocumented worker and Marin was criticized for being out too late.
D. No attempt was made to contact Geraldo’s family, and the police repeatedly shouted questions at Marin.
E. Only an intern, not a surgeon, worked on Geraldo, and Marin was questioned repeatedly about the situation.

5. How were Marin’s expectations different from what actually happened that night?
A. She and Esperanza wanted to go to a dance; she ended up falling in love.
B. She wanted to go out dancing; she ended up being the last person to see Geraldo alive.
C. She was looking forward to a date with Geraldo; she ended up being interrogated by the police.
D. She thought the night would involve dancing; she ended up being mistaken for an illegal worker.
E. She expected a night of dancing; instead she was stalked by a stranger who mysteriously died.

6. If you were acting as an objective bystander at the hospital, what would you construct from Marin’s testimony?
A. Marin never saw Geraldo until the moment of the accident.
B. Marin had just met Geraldo that night and barely knew him.
C. Marin had met Geraldo previously and was getting to know him better.
D. Marin had just met Geraldo but there was something special between them.
E. Marin was also an illegal worker, like Geraldo, but she pretended not to know him.

7. Consider the use of language in “Geraldo No Last Name.” What overall effect does Cisneros achieve by using colloquialisms?
A. The colloquialisms lend a humorous note to the tone of the story.
B. Colloquialisms allow Cisneros to reveal that Esperanza is highly educated.
C. The colloquialisms make it clear that Marin had strong feelings for Geraldo.
D. Colloquialisms allow Cisneros to make Esperanza’s voice vivid and memorable.
E. Cisneros’s use of language shows Esperanza relates more to Geraldo than Marin.
Read the following quote from the author, Sandra Cisneros. Then answer the question below.

“I knew I was a Mexican woman, but I didn’t think it had anything to do with why I felt so much imbalance in my life, whereas it had everything to do with it. . . . That’s when I decided I would write something my classmates couldn’t write about.”

8. What did the decision that Cisneros describes in this passage allow her to do?
A. develop her own voice
B. fit in better with her peers
C. gain acceptance as a writer
D. accept the imbalance in her life
E. appreciate the stories of others

for Geraldo No Last Name

Read the following passage. Then answer the question(s) below.

What does it matter?
They never saw the kitchenettes. They never knew about the two-room flats and sleeping rooms he rented, the weekly money orders sent home, the currency exchange. How could they?

His name was Geraldo. And his home is in another country. The ones he left behind are far away, will wonder, shrug, remember. Geraldo—he went north . . . we never heard from him again.

9. Who are “they,” as referenced in this passage?
A. Marin, Esperanza, and their friends at the dance
B. the restaurant staff where Geraldo had just finished his shift
C. the family and friends in another country who knew Geraldo
D. the hit-and-run driver whose carelessness led to Geraldo’s death
E. the police, hospital workers, and bystanders at the accident scene

10. Considering this passage and the events of the story as a whole, which of the following best describes the injustice regarding Geraldo’s death?
A. Even if Marin feels sorry for not knowing Geraldo better, it is too late now.
B. Even those who knew Geraldo best will never know what happened to him.
C. Even a hit-and-run accident cannot bring the officials to care about Geraldo.
D. Even if Marin had truly liked Geraldo, he would have felt too ashamed to see it.
E. Even with tragedy, Marin does not regret her indifferent feelings toward Geraldo.
Matching

_for Geraldo No Last Name_

Choose the best description for each of the following.

A. Geraldo  
B. Marin  
C. Esperanza  
D. Sandra Cisneros  
E. hospital intern

_____ 11. realizes her Mexican background gives her a voice
_____ 12. narrates a series of stories about growing up in Chicago
_____ 13. works alone and is limited by not having team support
_____ 14. begins and ends the evening as someone unknown
_____ 15. loves to do cumbias, salsas, and rancheras at the Uptown and Aragon

Essay

_for Geraldo No Last Name_

16. Was Geraldo’s death inevitable? As Esperanza tells what she knows of his story, she uses such words as “if” and “maybe if” and questions the indifference of the people who did not know him. In a brief essay, analyze what “Geraldo No Last Name” reveals about the treatment of illegal immigrants in American society. Use examples from the text to support your analysis.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Legend / Hongo Reflects on “The Legend”

1. In the poem, how do the bystanders react to the violence?
   A. The bystanders literally “stand by” as if nothing has happened.
   B. Some bystanders flee from the scene while others help the man.
   C. The bystanders surround the man, bewildered by his “babbling.”
   D. The bystanders rush to protect themselves, acting in self-defense.
   E. The bystanders rush to help the man although they can’t understand him.

2. The setting of the poem is
   A. outside a laundromat in Chicago at dusk.
   B. a Chicago neighborhood in February at dusk.
   C. inside a steamy laundromat in the middle of a blizzard.
   D. a gritty street outside a grocery store in Chicago in wintertime.
   E. starts out in Chicago and then moves to Hawaii, where the author is from.

3. Who is “the weaver girl” in the last stanza of the poem?
   A. The weaver girl weaves suffering into sunlight.
   B. The weaver girl consoles the dead through song.
   C. The weaver girl creates the stars in an Asian myth.
   D. The weaver girl lives year-round with the herd boy.
   E. The weaver girl grants forgiveness for violent crimes.
4. Which statement best summarizes Garrett Hongo’s retelling of the story of the Weaver Girl in “Hongo Reflects on ‘The Legend’”?
A. The Weaver Girl is lonely until the universe creates a footbridge so she can join the Herd Boy and live with him forever, thus ending their suffering.
B. The Herd Boy calls to the universe for a companion, and the River of Heaven transports him to the Weaver Girl as she calls the stars into being.
C. The Weaver Girl and the Herd Boy are appointed as judges by the universe to determine whose suffering on earth deserves the reward of final peace.
D. The Weaver Girl and the Herd Boy take on all the sufferings of the world except for one special night, when they lay the troubles of the world on the River of Heaven.
E. The Weaver Girl and the Herd Boy are in love, but separated by the River of Heaven; one night per year the universe take pity on them and allows them to meet.

5. Based on his writing in “Hongo Reflects on ‘The Legend’,” Garrett Hongo wants the universe to
A. tell its creations what their purpose is.
B. be compassionate toward its creations.
C. let its creations live independently on Earth.
D. create a bridge so the dead can pass more easily into Heaven.
E. let the Weaver Girl and the Herd Boy spend more time together.

6. In his reflection, Garrett Hongo writes that the poem is about “my own needs for mercy, for a fulfillment to a broad, urban, and contemporary story that baffled me.” What most likely baffled, or confused him?
A. how bystanders could be so clueless about how to help
B. how he could feel so separate and detached from the man
C. how an ancient myth was needed to heal an urban tragedy
D. how such a horrible and random act of violence could occur
E. how an Asian man could be so trusting while alone on a city street
Read the following passage. Then answer the question(s) below.

He steps into the twilight of early evening, carrying a wrinkled shopping bag full of neatly folded clothes, and, for a moment, enjoys the feel of warm laundry and crinkled paper, flannellike against his gloveless hands. There’s a Rembrandt glow on his face, a triangle of orange in the hollow of his cheek, as a last flash of sunset blazes the storefronts and lit windows of the street.

7. To what senses do the lines in this passage appeal?
A. sight, touch
B. sight, sound
C. smell, sound
D. sound, touch
E. sight, taste, sound

8. Tone is the emotional attitude toward the reader or toward the subject implied by a literary work. Which of the following best describes the tone of this passage?
A. sad and troubled
B. joyous and energetic
C. suspenseful and tense
D. warm and sympathetic
E. exhausted and apprehensive

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Read the following passage. Then answer the question(s) below.

Tonight, I read about Descartes’ grand courage to doubt everything except his own miraculous existence and I feel so distinct from the wounded man lying on the concrete I am ashamed.

9. The tone, or emotional attitude, of this passage can best be described as one of
A. fright and doubt.
B. surprise and awe.
C. relief and gratitude.
D. courage and grandeur.
E. remorse and embarrassment.
10. Which of the following best explains why the speaker feels “ashamed” in this passage?
A. The speaker knows he should have been at the scene to help, and he blames himself for the man’s death.
B. The speaker used to commit random acts of violence, and he deeply regrets all the crimes he has committed.
C. The speaker knows he is different from the man, and that he will never be the victim of such a brutal and random crime.
D. The speaker is saddened by the brutality of crimes that are committed in the city where he lives, and the fact that he has done nothing to help change it.
E. The speaker feels like he is somehow different from the man, although the crime was random and it could just as easily have happened to the speaker instead.

Essay

for The Legend / Hongo Reflects on “The Legend”

11. In “Hongo Reflects on ‘The Legend,’” Hongo writes, “What I wanted, the city could not give me. I wanted mercy.” In what ways does Hongo turn to an ancient story to come to terms with a contemporary act of violence? In a brief essay, analyze the comfort Hongo draws from this myth. Use examples from the text to support your analysis.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for New Dog

1. Which of the following is *not* part of the poem?
   A. Wally wants a new dog.
   B. Jimi and Tony give their dog to Wally.
   C. Wally wants lizards, birds, fish, and a rat.
   D. Tony is too sick to care for his dog, Dino.
   E. The speaker goes to an animal shelter “just to look.”

2. According to the poem, what can Wally still do?
   A. He can feed himself.
   B. He can walk with assistance.
   C. He can lift his hand to pet a dog.
   D. All of the above
   E. both A and C

3. What is wrong with Wally?
   A. He is dying of an unknown illness.
   B. He is fighting to recover from cancer.
   C. He has given up all hope and interest in life.
   D. He has a neurological illness that causes paralysis.
   E. He has a psychological disease a dog might help cure.

4. What do Wally’s actions and desires reveal about him?
   A. He is a practical realist.
   B. He is mildly depressed.
   C. He worries about others.
   D. He loves life and its energy.
   E. He is determined to get well.

5. A *paradox* is a seemingly contradictory statement, idea, or event that may actually be true. What paradoxical idea does the speaker present in this poem?
   A. Wally wants a dog and several other pets at the same time.
   B. Wally rejects a new dog even though it could be good therapy.
   C. The dog the speaker brings home instantly runs to Wally and licks him.
   D. Tony, who is also sick, decides to give up his dog, but Wally gets a new one.
   E. Although Wally may not be alive for much longer, he wants to get a new dog.
6. **Foreshadowing** is the act of presenting hints to events that will occur later in a literary work. How does Jimi and Tony’s situation foreshadow Wally’s?
   A. The gutsy spirit of Tony’s cocker spaniel foreshadows the inspiration Wally will get from Beau.
   B. A dog helps Jimi in taking care of Tony, just as a dog will help the speaker care for Wally.
   C. Tony’s attachment to life via his dog foreshadows the love Wally feels for his new dog, Beau.
   D. Tony must give up caring for his dog, Dino, just as Wally will soon be unable to care for Beau.
   E. Tony’s sickness and its side effects foreshadow the pain and paralysis of Wally’s illness.

7. Which statement below most closely reflects the role the speaker plays in Wally’s life?
   A. The speaker actively cares for Wally, feeding him, bathing him, and managing his finances.
   B. The speaker actively takes care of Wally and is willing to do impractical things if they make Wally happy.
   C. The speaker thinks of new ways to keep Wally connected to life, taking the initiative of getting him a dog.
   D. The speaker makes Wally’s last days comfortable and makes decisions that Wally can no longer make.
   E. The speaker takes care of Wally even though he has a hard time functioning due to the intensity of his grief.

8. Considering the poem as a whole, what action or event seems to affect the speaker most?
   A. seeing Beau run to Wally
   B. driving to the animal shelter
   C. hearing Wally ask for a new dog
   D. seeing Wally reach out to pet Beau
   E. learning Jimi and Tony can’t give up their dog

**Essay**

*for New Dog*

*Read the following quotation from Mark Doty about the poems he wrote while his friend Wally was dying. Then answer the question(s) below.*

“Before Wally’s diagnosis, lots of my work had been about memory and trying to gain some perspective on the past. Suddenly that was much less important, and I felt pushed to pay attention to now, what I could celebrate or discern in the now.”

9. What has Beau’s presence added to the lives of the speaker and Wally? In a brief essay, discuss what they have learned from a dog like Beau, and what the speaker has learned from Wally. Use examples from the text to support your analysis.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Contents of the Dead Man’s Pocket / Mind/Body Health: Job Stress

1. What is on the yellow piece of paper that Tom wants to retrieve?
   A. the only written combination to the safe in his department
   B. facts, quotations, and figures that support a business idea
   C. months of evidence that will reveal bad business practices
   D. critical contact information for a potential business partner
   E. the brilliant final paragraph of the memorandum he is writing

2. As “Contents of the Dead Man’s Pocket” begins, why does Tom Benecke have a guilty conscience?
   A. He knows he could be working harder.
   B. His wife has the guilty conscience, not him.
   C. He is working on a project his wife doesn’t know about.
   D. He has chosen to work instead of going out with his wife.
   E. He has been procrastinating his work project for weeks now.

3. How does Tom feel about retrieving the yellow sheet of paper?
   A. He feels it is critical because it is the only way he will get promoted.
   B. He tells himself he can live without it but desperately realizes he can’t.
   C. He doesn’t think it is important and dismisses it without another thought.
   D. He knows he doesn’t really need it but goes to get it on a personal dare.
   E. He is torn; he knows the information can be replaced but he wants it now.
4. In “Mind/Body Health: Job Stress,” which of the following is not a result of job-related stress?
   A. poor eating and exercise habits
   B. burnout and loss of mental energy
   C. increased productivity and creativity
   D. heart disease and high blood pressure
   E. preoccupation with job responsibilities

5. Although Tom Benecke seems to enjoy his work, which statement from the “Mind/Body Health: Job Stress” article could be applied to his situation?
   A. “You may . . . feel unfairly treated by a supervisor or co-workers . . .”
   B. “Layoffs, restructuring, or management changes can heighten anxiety about your job security.”
   C. “Constant preoccupation with job responsibilities often leads to erratic eating habits . . .”
   D. “Job stress also frequently causes burnout, a condition marked by emotional exhaustion . . .”
   E. “Putting your job ahead of everything else can also affect your personal relationships.”

6. An epiphany is a moment of sudden insight in which the nature of a person, thing, or situation is revealed. What epiphany does Tom have as he realizes he might die?
   A. He has spent too much time on work and not enough time with his wife.
   B. He has ignored others’ cries for help and will never do that again if he lives.
   C. He should have stayed in better shape, playing basketball and lifting weights.
   D. He should have made more of himself earlier in his career to avoid this situation.
   E. He should have been more cautious and listened to reason instead of an impulse.

7. What is the climax, the highest point of interest or suspense, in the story?
   A. Tom yells the name of his wife and breaks the window.
   B. Tom grabs the yellow piece of paper and puts it in his pocket.
   C. Tom slips and falls, saving himself by hanging onto the windowsill.
   D. Tom overrides his own sense of caution and steps out onto the ledge.
   E. Tom yells, lights papers on fire, and drops coins, and still no one sees him.
8. A **theme** is a central message or perception about life that is revealed through a literary work. Tom would have expressed the theme for his life differently before his experience on the ledge. Which of the following statements best expresses a theme he would write for his life at the end of the story?

A. It is important to be on the lookout for people who may need help.
B. A relationship with someone you love is far more important than a career.
C. Life is a bold adventure and sometimes you’ve got to get out on the ledge.
D. Life isn’t worth living unless you take risks as you climb your way to the top.
E. Make sure your windows close properly, and keep important documents safe.

*Read the following passage. Then answer the question below.*

His right foot smashed into his left anklebone; he staggered sideways, began falling, and the claw of his hand cracked against glass and wood, slid down it, and his finger tips were pressed hard on the puttyless edging of the window. His right hand smacked gropingly beside it as he fell to his knees; and, under the full weight and direct downward pull of his sagging body, the open window dropped shudderingly in its frame till it closed and his wrists struck the sill and were jarred off.

9. **Sensory details** are words or phrases that describe how things look, sound, smell, taste, or feel. Which of the senses is used predominantly in this passage?

A. sight  
B. sound  
C. smell  
D. taste  
E. touch

*Read the following passage. Then answer the question(s) below.*

On a sudden impulse, he got to his feet, walked to the front closet and took out an old tweed jacket, it would be cold outside. He put it on and buttoned it as he crossed the room rapidly toward the open window. In the back of his mind he knew he’d better hurry and get this over with before he thought too much, and at the window he didn’t allow himself to hesitate.

10. What do these actions suggest about the kind of person Tom Benecke is?

A. He acts impulsively and never thinks ahead.  
B. He is so indecisive and fearful that he rarely acts.  
C. He is a thinker who wants to act more spontaneously.  
D. He only acts after determining the very best plan of action.  
E. He is so careful and methodical that he misses opportunities.
Matching

*for Contents of the Dead Man’s Pocket*

*Match each event with the order in which it occurred.*

A. 1st  
B. 2nd  
C. 3rd  
D. 4th  
E. 5th

11. Tom puts on his tweed jacket and climbs onto the ledge.
12. Clare says goodbye to Tom and goes to the movies without him.
13. Tom breaks the window, shouting the name “Clare!”
14. Tom falls and hangs onto the windowsill by his fingertips.
15. A piece of paper is sucked out an open window.

Essay

*for Contents of the Dead Man’s Pocket*

16. What character traits that Tom possesses get him on the ledge to begin with? What character traits allow him to get back into the apartment? Write a brief essay evaluating Tom’s personality strengths and weaknesses and how they serve him during his ordeal on the ledge. Use examples from the text to support your evaluation.
In a Sunburned Country, page E322

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for In a Sunburned Country

1. In this selection, Bill Bryson tells of his travel adventures in what part of Australia?
   A. Sydney and its suburbs
   B. the Northern Territory
   C. Brisbane and Queensland
   D. Perth and the western coast
   E. Melbourne and the Tasman Sea

2. What is the author’s usual mode of transportation once he arrives in Australia?
   A. walking
   B. riding a bicycle
   C. navigating by boat
   D. driving in a rented car
   E. taking public transportation

3. Why does Bryson decide to hike out to Hunter’s Hill?
   A. He read about it in the newspaper.
   B. He read about it in a book by Jan Morris.
   C. He is directed to it by the staff at his hotel.
   D. He doesn’t decide to, he just ends up there.
   E. He has heard from local citizens that it is beautiful.

4. The author seems most fascinated by what types of creatures?
   A. suburban homeowners
   B. vicious dogs and their owners
   C. Tasmanian devils and kangaroos
   D. the Australians who show him around
   E. poisonous spiders, snakes, and jellyfish

5. The author’s main purpose, or aim, in this selection is to
   A. explain the history of Australia.
   B. entertain his readers as he informs.
   C. inform readers about how to travel.
   D. persuade others to come to Australia.
   E. explain how to avoid poisonous creatures.
6. *Slang* is a form of speech made up of invented words or old words that are given new meanings. Which of the following lines from the selection does not contain slang?
A. “. . . you poor, sad schlubb.”
B. “Sorry to crash in on you like this, . . . but I was desperate.”
C. “. . . I saw with unconfined joy . . . a corner of rotary clothesline.”
D. “I scrambled up the hill as fast as my plump little pins would carry me . . .”
E. “. . . I . . . impulsively popped into the grand and brooding Australian Museum . . .”

7. In this selection, which of the following does Bryson discuss least?
A. poisonous snakes
B. dogs that hate him
C. the Australian museum
D. walking along the harbor
E. the people who live in Australia

8. An *understatement* is an ironic statement that de-emphasizes something important, as in “He’s sort of dead, I think.” Which of the following sentences from the selection uses understatement to achieve its humor?
A. “After such a long spell in an airplane I was eager to stretch my shapely limbs . . .”
B. “A sign by the water’s edge noted that if you were eaten by sharks it wasn’t because you hadn’t been warned.”
C. “As you can imagine, I was particularly attracted to all those things that might hurt me, which in an Australian context is practically everything.”
D. “[The taipan] is the most poisonous snake on earth, with a lunge so swift and a venom so potent that your last mortal utterance is likely to be: ‘I say, is that a sn—.’”
E. “Soon afterward emergency crews arrived, inflated him with morphine, and took him away for treatment. And here’s the thing. Even unconscious and sedated he was still screaming.”

9. Which of the phrases below best describes the type of traveler Bill Bryson is?
A. shy and reluctant
B. fussy and particular
C. cultured and refined
D. driven and ambitious
E. spontaneous and energetic
Read the following passage. Then answer the question(s) below.

Now let us change the point of view just for a moment. Forgive me for getting you up, but I need to put you at the window beside the kitchen sink of this tranquil suburban home. You are a pleasant middle-aged homemaker going about your daily business—at this particular moment filling a vase with water to hold some peonies you have just cut from the bed by the drawing room windows—and you see a man drop over your back wall and begin to move in a low crouch across your backyard.

10. What literary effect is Bryson trying to achieve in this paragraph?
   A. He uses the royal “we” in “Now let us change” in order to achieve a more confidential tone with the reader.
   B. He works the scene from all angles in order to give the reader a panoramic view of the setting and everyone in it.
   C. He becomes particularly detailed in describing the scene around him, down to the vase and the type of flowers in it.
   D. He begins panning the scene as if he were filming a movie, giving a play by play account as he comes over the garden wall.
   E. He shifts the point of view from himself to the woman watching him come over her garden wall in order to make the story more humorous.

Matching

for In a Sunburned Country

Match each event with the order in which it occurred.

A. 1st
B. 2nd
C. 3rd
D. 4th
E. 5th

11. Bryson climbs over a garden wall and falls into a suburban backyard.

12. Bryson, panting and sweaty, runs headlong into a giant spiderweb.

13. Bryson goes to the Australian Museum and looks at poisonous things.

14. Bryson takes a shortcut and panics at the sound of barking dogs.

15. Bryson walks along the harbor marveling at the hidden views.

Essay

for In a Sunburned Country

16. Bill Bryson says that visiting Australia is “like going to another planet without giving up the comfortable bed.” What does he mean by this? In a brief essay, compare and contrast the aspects of Australia that strike Bryson as exotic and those that feel comfortable to him. Use examples from the text to support your analysis.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Travels with Charley

1. What is the setting of this selection?
   A. the Mohave desert
   B. Death Valley, California
   C. a nameless western state
   D. high noon in the hot desert
   E. the high desert of New Mexico

2. Who or what is Charley in the selection?
   A. Steinbeck’s oldest son
   B. a coyote the author befriends
   C. a poodle who travels with Steinbeck
   D. a wise migrant worker the author knows
   E. the letter “C” in the NATO phonetic alphabet

3. According to the information about the author, Steinbeck’s upbringing in Salinas, California, with its large population of migrant workers, influenced his
   A. longing to work in agriculture.
   B. belief system and love for nature.
   C. hatred of coyotes and other “vermin.”
   D. interest in traveling the country and the world.
   E. desire to be a writer and document others’ lives.

4. How does the narrator resolve the conflict he encounters?
   A. The narrator is still debating what to do when the selection concludes.
   B. The narrator lets the coyotes live but regrets his decision after he leaves.
   C. The narrator lets the coyotes live and leaves them two cans of dog food.
   D. The narrator shoots the coyotes, realizing he must protect other species.
   E. The narrator shoots the coyotes, feels sorry, and builds them a shrine of dog food.
5. In an internal conflict, the main character struggles against some element within himself or herself. Which statement below best describes the internal conflict the narrator faces in this selection?
   A. Man against society: the narrator grimly leaves “civilization” behind.
   B. Man against nature: the narrator and his dog battle the brutal desert.
   C. Man against technology: the narrator struggles to keep his truck running.
   D. Man against himself: the narrator mentally debates about killing the coyotes.
   E. Man against animal: the narrator fights two coyotes threatening him and his dog.

6. A theme is a central message or perception about life that is revealed through a literary work. Which statement from the selection best reflects its theme?
   A. “I guess I’m too old and too lazy to be a good citizen.”
   B. “In the delicate world of relationships, we are tied together for all time.”
   C. . . . when one man saved another’s life he became responsible for that life to the end of its existence.”
   D. “. . . having interfered with a course of events, the savior could not escape his responsibility.”
   E. “It’s as though nature tested a man for endurance and constancy to prove whether he was good enough to get to California.”

7. The climax is the high point of interest or suspense in a literary work. It is sometimes called the turning point because something decisive happens to determine the future course of events. What is the turning point in the selection?
   A. The narrator imagines what it would feel like to pull the trigger and watch the coyote die.
   B. The narrator realizes his dog is thirsty and pulls off the road to give him a drink of water.
   C. The narrator watches two coyotes watching him from fifty feet away, and reaches for his rifle.
   D. The narrator realizes that even though he is a good rifleman, his finger is reluctant to touch the trigger.
   E. One of the coyotes sits down like a dog and scratches its shoulder just as the narrator is about to shoot it.
8. What is one reason the narrator does not consider as he decides whether to shoot the coyotes?
A. They are vermin.
B. They steal chickens.
C. I am a good rifleman.
D. They are threatening Charley and me.
E. They thin the ranks of quail and other game birds.

9. A dynamic character is someone in a literary work who shows change or growth. A static character does not change. Assess whether the narrator of the selection changes as a character. Then choose the statement that best reflects whether he is a dynamic or static character.
A. The narrator is a dynamic character because he realizes he must take care of the needs of his dog before his own.
B. The narrator is a static character because he acts in accordance with what he has been taught to do regarding hunting vermin.
C. The narrator is a dynamic character because he reevaluates what he has been trained to think and makes a decision for himself.
D. The narrator is a dynamic character because he finally understands that he has gotten old and lazy, and has become “a bad citizen.”
E. The narrator is a static character because he knows all along what he is going to do; he works up a conflict just to add suspense to the story.

Read the following passage. Then answer the question below.

Charley, always a dog for water, panted asthmatically, jarring his whole body with the effort, and a good eight inches of his tongue hung out flat as a leaf and dripping. I pulled off the road into a small gulley to give him water from my thirty-gallon tank. But before I let him drink I poured water all over him and on my hair and shoulders and shirt. The air is so dry that evaporation makes you feel suddenly cold.

10. Descriptive writing includes sensory details—words and phrases that describe how things look, sound, smell, taste, and feel. What kinds of sensory details does Steinbeck use in this passage?
A. sight, smell, touch
B. sight, taste, touch
C. sight, sound, touch
D. sound, taste, touch
E. sound, smell, touch
Matching

*for* Travels with Charley

*Match each event with the order in which it occurred.*

A. 1st  
B. 2nd  
C. 3rd  
D. 4th  
E. 5th  
F. 6th  
G. 7th  
H. 8th  
I. 9th  
J. 10th

11. The narrator slowly reaches for his new rifle.
12. The narrator notices two coyotes watching him.
13. The narrator begins debating whether or not to shoot the rifle.
14. The narrator stops driving to give his dog a drink of water.
15. The narrator sees one of the coyotes sit down and scratch itself like a dog.
16. The narrator lays the rifle on the table and remembers an old law in China.
17. The narrator looks at the coyotes through his telescope.
18. The narrator lines up his telescope and sees both coyotes close-up.
19. The narrator opens two cans of dog food and leaves them as a votive.
20. The narrator sees the coyotes with their tongues smiling at him mockingly.

Essay

*for* Travels with Charley

*Read the following passage. Then answer the question below.*

Then I remembered something I heard long ago that I hope is true. It was unwritten law in China, so my informant told me, that when one man saved another’s life he became responsible for that life to the end of its existence. For, having interfered with a course of events, the savior could not escape his responsibility.

21. What does the narrator mean by this passage, and how does it apply to the way the narrator responds to the coyotes? In a brief essay, analyze the consequences of believing in such a saying, and what it might mean to the narrator to take it seriously. Use examples from the text to support your analysis.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Land Enough for a Man

1. As the story opens, the sisters are discussing
   A. the importance of being grateful for everything they have.
   B. an opportunity for them to each buy shares in a land parcel.
   C. the advantages and disadvantages of city and country living.
   D. their husbands’ character traits and whose marriage is better.
   E. the dangers of being too materialistic at the expense of others.

2. Which of the following best describes Pakhom’s situation at the beginning of the story?
   A. He is a peasant who believes that if he had enough land he would not fear anything.
   B. He is a peasant who is happy with what he has, unlike his wife, who always wants more.
   C. He is a peasant who loves working with other peasants in order to make an honest living.
   D. He is a poor servant with no land and few personal possessions, but he is as content as his wife.
   E. He is an overseer hired to arrest the peasants who trespass on the land of a wealthy landowner.

3. When Pakhom acquires land for the first time, how does it make him feel?
   A. happy
   B. greedy
   C. anxious
   D. restless
   E. crowded
4. When Pakhom asks the Bashkirs if he can buy land from them, what is the one condition they say he must meet?
A. He can buy the land by paying them one thousand rubles a day.
B. He must give the Bashkir elder as much tea for life as he can drink in a day.
C. He can have all the land he can walk around if he marks his path with a spade.
D. He can buy the land he can walk around in a day if he makes it back by sunset.
E. He must, in one day, walk around a circle of land that the Bashkir elder chooses.

5. What saying best applies to the overall message of this story?
A. The devil comes in many guises.
B. You can’t always get what you want.
C. Why gain the world and lose your soul?
D. The devil is, and always has been, a gentleman.
E. It is through helping others that one becomes truly rich.

6. The merchant who tells Pakhom about the Bashkirs says “The land there . . . you couldn’t walk around it in a year. The Bashkirs own it all. And the people are as silly as sheep. You can almost get it free.” Are the Bashkirs “silly as sheep,” judging by what transpires?
A. The Bashkirs have great wisdom that everyone but Pakhom can see.
B. The Bashkirs are silly and frivolous, but their elder is wise and astute.
C. The Bashkirs are silly, but Pakhom’s greed makes him much weaker than them.
D. The Bashkirs are highly intelligent but seem silly because of the language barrier.
E. The Bashkirs seem silly, but they are very shrewd judges of human nature and greed.

7. Irony is the difference between appearance and reality—in other words, what seems to be and what really is. Which of the following is not ironic about Pakhom’s behavior once he begins to acquire land?
A. When Pakhom first becomes a landowner, he rejoices at his “exceptional” land, knowing it is his forever.
B. The more land Pakhom acquires, the less he is satisfied. He always wants more land and to share it with fewer people.
C. After Pakhom becomes a landowner, he becomes exactly the greedy, discontented person his wife warned her sister about.
D. Pakhom’s quest for less “crowded” land leads to his death and his ultimate isolation; he is no longer crowded by anything he holds dear.
E. Pakhom begins to accuse peasants who trespass on his land, even though he felt wrongly accused of trespassing before he owned his own land.
8. Considering how Tolstoy presents this story, whom would he say is responsible for what happens to Pakhom at the end?
A. Pakhom
B. the Devil
C. the Bashkirs
D. Pakhom’s wife
E. Pakhom’s sister-in-law

9. How well does Pakhom follow a strategy for selecting the land from the Bashkirs?
A. He meticulously plots his course before starting and follows his plan exactly.
B. He is so driven by all that he might acquire that he races ahead without a plan.
C. He tries not to overextend himself but is tempted by land too good to pass up.
D. He realizes he is tired and wisely decides he only needs the land he can safely get.
E. He respectfully consults a Bashkir elder for advice about how much he should take.

Read the following passage. Then answer the question below.

“Remember the proverb: loss is gain’s big brother. It often goes like that: one day you’re rich and the next day after, you’re begging in the streets. But our peasant life is more stable: a meager life, but a long one. We won’t be rich, but we’ll always eat.”

10. This passage contains advice that the sister from the country gives to the sister from the city. How does the sister from the city respond?
A. She says that there are many things about country life that are appealing.
B. She says they both should be humble and grateful for what they have now.
C. She says she knows she may come to ruin, but she is enjoying life while she can.
D. She says her sister’s family eats like pigs and will never know manners or elegance.
E. She says that city and country life are both risky, and that they should live cautiously.
Matching

_for Land Enough for a Man_

Match each quote with the character who said it.

A. Pakhom  
B. Pakhom’s wife  
C. Pakhom’s wife’s sister  
D. the Devil  
E. the Bashkir elder

_____ 11. “Our life may be hard, but we bow to no one, are afraid of no one.”
_____ 12. “All right, . . . we’ll have a tussle, you and I; I’ll give you plenty of land.”
_____ 13. “No matter how hard your man works, you’ll live and die in manure . . .”
_____ 14. “I’ve run so far . . . I’d be a fool to stop now.”
_____ 15. “Leave from here; return here. Whatever you walk around will be yours.”

Essay

_for Land Enough for a Man_

16. What kind of person is Pakhom at the beginning of the story, and how does he change as he acquires land? How does he treat his wife, family, and neighbors? In a brief essay, evaluate Pakhom’s behavior and explore whether greed is incompatible with caring for others. Use evidence from the text to support your assessment.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for By the Waters of Babylon

1. The Place of the Gods was once called
   A. Heaven.
   B. Chicago.
   C. Washington.
   D. Los Angeles.
   E. New York City.

2. Why does John, the narrator, decide he must go east?
   A. He must find an escape from the Forest People.
   B. He realizes the only available food is to the east.
   C. He must defy his father if he is to become a man.
   D. He must listen to what his father wants him to do.
   E. He sees signs that support his yearning for knowledge.

3. In the great dead house, the narrator decides that lamps and faucets do not work because
   A. they have lost their magic.
   B. the house knows he should not be there.
   C. the gods have willed them not to function.
   D. they were destroyed in the Great Burning.
   E. he does not have the power to make them work.

4. What threatens the narrator as he wanders through the city? How does he escape?
   A. Disease lingers in the city; he protects himself by eating the gods’ food.
   B. Hundreds of pigeons threaten to contaminate him; he escapes into the subway.
   C. Wild dogs want to eat him; he escapes by entering a building and shutting the door.
   D. The metal of the buildings is toxic; he escapes into a building that seems untouched.
   E. A pack of rats swarms over him in the subway; he immediately seeks higher ground.
5. Why does the narrator sing his death song as he travels to the Place of the Gods, and why does he continue his journey?
   A. He sings to ask the gods for protection, but he knows he must satisfy his desire to learn more about them.
   B. He can already feel his life fading after he breaks past the boundary, so he decides he has nothing left to lose.
   C. He thinks the Forest People have followed him, but he would rather die than risk the shame of being captured by them.
   D. He expects the gods to kill him for his transgression, but he knows if he does not go, he will never be at peace with his spirit.
   E. He knows how dangerous it is to travel into the unknown, but he is willing to take that risk to find a better life for his people.

6. The narrator and his people most likely refer to the Atlantic Ocean as “the Bitter Water” because it is
   A. salty and impossible to drink.
   B. large and impossible to cross.
   C. the site from which the warships arrived.
   D. where the Hill People go to mourn their dead.
   E. the site of a fierce battle with the Forest People.

7. What process does the narrator describe as feeling the way “a fish is drawn on a line”?
   A. the river current overturning his raft
   B. his dreams spilling into the god-house
   C. his spirit being dragged from his body
   D. the gods pulling his raft down the river
   E. his destiny being drawn along behind him

8. The author is very careful in the diction, or word choice, and speech patterns he uses to convey the primitive society of the narrator. Which of the following does not contribute to this?
   A. heavy use of simile
   B. flowery, ornate language
   C. simple, repetitive sentence structure
   D. references to things like “sacrifices” and “slaves”
   E. odd word choices (“dusty and streaked with many years”)

9. What is the narrator’s attitude about the food of the gods and what does this reflect about him?
   A. He refuses to eat it and hunts instead, showing a firm awareness that he is just a man and not a god.
   B. He actively looks for it so he can eat it, taking risks because he wants to experience what the gods did.
   C. He avoids it because he believes it will poison him, showing his strong fear and distrust of the gods.
   D. He eats it reluctantly and only because he is starving, showing respect to the gods by praying for them to spare him.
   E. He is obsessed with it and craves it constantly, demonstrating his desire to live among the gods rather than men.
10. A theme is a central message in a literary work. Which of the following best expresses a theme of this story?
A. Knowledge is the one thing that can never be destroyed.
B. Nature has the overwhelming potential to destroy the human spirit.
C. No matter how much power humans may obtain, we are still only humans.
D. It is best to face the truth all at once, because learning it slowly can kill you.
E. It is better to ignore the mistakes of the past than to endure the pain of facing them.

Matching

for By the Waters of Babylon

Choose the best description for each of the following.

A. Dead Place
B. Great Burning
C. god-road
D. Ou-dis-sun
E. the god ASHING

11. paved road
12. Hudson River
13. George Washington
14. house of a person who died
15. fire or apocalyptic event

Essay

for By the Waters of Babylon

16. The ancient city of Babylon was lively, crowded, and the most famous city in the world. Today, the term “Babylon” is used to refer to a place known for luxury, self-indulgence, and corruption. How do you think Benét used this knowledge in writing this story? In a brief essay, assess what warning might be contained in his allusion to ancient Babylon and what theme this allusion helps him to convey. Use examples from the text to support your assessment.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for There Will Come Soft Rains / House

1. The story takes place
   A. in the distant past.
   C. about a hundred years ago.
   D. in the not-too-distant future.
   E. several hundred years in the future.

2. What has happened to the people who lived in the house?
   A. They have left in a panic but will come back.
   B. They have gone to live in a safer neighborhood.
   C. They have been vaporized in a nuclear explosion.
   D. They have had their silhouettes painted on the house.
   E. They have abandoned the house because it became too smart.

3. The house does not
   A. clean the rooms.
   B. read poetry aloud.
   C. prepare breakfast.
   D. give the children lessons.
   E. announce the date and weather.

4. The poem that the house reads, “There Will Come Soft Rains,” is about
   A. a fire that destroys a house.
   B. a war that destroys humankind.
   C. the death of a beloved family dog.
   D. the destruction of Europe in World War II.
   E. the way that rain can heal a natural disaster.
5. How do the machines in the house respond when the fire breaks out?
A. The machines are stunned by the fire and burn up due to their own technical failure.
B. The machines are programmed for every emergency, so a sprinkler system puts the fire out with soft rains.
C. The machines respond swiftly, but they are programmed for self-preservation and are able to save themselves, but not the house.
D. The machines alert each other of the fire and act accordingly, although only the sprinkler system can actually help.
E. The machines try to put out the fire but fail and go berserk, repeating their tasks all at once, faster and faster, until they break down.

6. **Personification** is a figure of speech in which an animal, a thing, a force of nature, or an idea is described as if it were human or is given human characteristics. Which of the following is *not* an example of personification?
A. “In the living room the voice-clock sang, *Tick-tock, seven o’clock, time to get up, time to get up, seven o’clock!* as if it were afraid that nobody would.”
B. “The dog, once huge and fleshy, but now gone to bone and covered with sores, moved in and through the house, tracking mud.”
C. “Behind it whirred angry mice, angry at having to pick up mud, angry at inconvenience.”
D. “[The fire] fed upon Picassos and Matisses in the upper halls, like delicacies, baking off the oily flesh, tenderly crisping the canvases into black shavings.”
E. “The house shuddered, oak bone on bone, its bared skeleton cringing from the heat, its wire, its nerves revealed as if a surgeon had torn the skin off to let the red veins and capillaries quiver in the scalded air.”

7. **Science fiction** is highly imaginative fiction containing elements based on scientific principles, discoveries, or laws. Ray Bradbury wrote science fiction as a means of
A. giving readers a fascinating glimpse of “smart house” technology.
B. encouraging people to harness technology to improve civilization.
C. showing how it can be negative to personify the objects around us.
D. demonstrating the ways machines can outsmart and turn on humans.
E. warning against the dangers of uncontrolled technological development.
8. Compare and contrast the Bradbury short story with the Teasdale poem. How dependent on people are the technological tools in the house in Bradbury's story? How dependent on people are the animals and natural world in Teasdale's poem?

A. The technology first needed people to invent it, but now can run endlessly. Nature may thrive with human interaction, but it can survive without it.

B. Even without people to program them, the tools can run endlessly on their own. The natural world, by contrast, requires human interaction in order to survive.

C. Without the expertise of a human mind to program and repair them, the tools are useless. The natural world also requires human interaction to survive.

D. Even without people to program them, the tools can run endlessly on their own. The natural world also exists even if people are not available to interact with it.

E. Without the expertise of a human mind to program and repair them, the tools are useless. The natural world, on the other hand, lives on even if humans do not.

Read the following passage. Then answer the question below.

Out of warrens in the wall, tiny robot mice darted. The rooms were acrawl with small cleaning animals, all rubber and metal. They thudded against chairs, whirling their mustached runners, kneading the rug nap, sucking gently at hidden dust. Then, like mysterious invaders, they popped into their burrows. Their pink electric eyes faded. The house was clean.

9. Which detail in this passage makes the cleaning mice seem like actual mice?

A. They have pink eyes.

B. They have the ability to clean.

C. They are all rubber and metal.

D. They have mustached runners.

E. They are like mysterious invaders.

Read the following passage from “House.” Then answer the question on the next page.

Perhaps this is the house I lived in when neither I nor earth existed, when all was moon or stone or darkness, when still light was unborn. Perhaps then this stone was my house, my windows or my eyes. This rose of granite reminds me of something that dwelled in me or I in it, cave, or cosmic head of dreams, cup or castle, ship or birth.
10. Choose the statement that best compares and contrasts the perspective of “House” with Bradbury’s short story.

A. The speaker of the poem would like to live in the primitive simplicity of a rock house, which contrasts with the human-like tools in the house that can only survive because they are technically superior.

B. The speaker finds a large rock and sees the potential for making a house out of it, while all the people who lived in the house in the story have been killed and can no longer save it.

C. The speaker of the poem is nostalgic for a life lived previously that is somehow connected with the rock, while in the story there are no humans present to feel nostalgic about the house.

D. The speaker of the poem realizes he comes from the earth and that the rock is his natural home, while the story lacks human presence and focuses on a completely automated, artificial house.

E. The speaker of the poem describes the rock as if it is dumb and inanimate, while the narrator of the story describes the technological tools of the house as if they had human feelings.

Essay

for There Will Come Soft Rains

Read the poem “There Will Come Soft Rains” by Sara Teasdale. Then answer the question(s) below.

There will come soft rains and the smell of the ground,  
And swallows circling with their shimmering sound;

And frogs in the pools singing at night, 
And wild plum trees in tremulous white;

Robins will wear their feathery fire, 
Whistling their whims on a low fence-wire;

And not one will know of the war, not one 
Will care at last when it is done.

Not one would mind, neither bird nor tree, 
If mankind perished utterly;

And Spring herself, when she woke at dawn 
Would scarcely know that we were gone.

11. What event has occurred in both Sara Teasdale’s poem and Bradbury’s short story? What images and messages do the two works share? What difference does the presence of technology make in Bradbury’s story? In a brief essay, compare the content, images, theme, and setting of Teasdale’s poem and Bradbury’s short story. Use examples from both texts to support your analysis.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Miriam / “The only ghost I ever saw”

1. Why does Mrs. Miller finally decide to leave the house, two days after Miriam’s first visit?
   A. She feels compelled to go to the store to pick up sweets for Miriam.
   B. She cannot stand to be alone with her disturbing thoughts any longer.
   C. It is a sunny and unseasonably warm day, which makes her feel better.
   D. She is terrified of Miriam and feels the need to seek help from her neighbors.
   E. It is snowing harder than ever, and she fears she will be stranded in her house.

2. In “The only ghost I ever saw,” the speaker says the ghost was
   A. shy.
   B. friendly.
   C. menacing.
   D. thoughtful.
   E. melancholy.

3. Before she meets Miriam, Mrs. Miller’s life can best be described as
   A. plain and modest.
   B. messy and chaotic.
   C. affluent and carefree.
   D. filled with laughter.
   E. wildly out of control.
4. In an internal conflict, the main character struggles against some element within himself or herself. Which of the following describes an internal conflict that occurs in this story?
A. Mrs. Miller is torn as to whether she should buy Miriam a move ticket.
B. Mrs. Miller tries to keep control of her emotions during Miriam's first visit.
C. Mrs. Miller turns and looks at the man who is following her while she shops.
D. Mrs. Miller tries to get Miriam to put her cameo brooch back in the jewel case.
E. Mrs. Miller sees a movie advertisement in the paper and decides to go and see it.

5. The mood, or atmosphere, of “The only ghost I ever saw” can best be described as
A. eerie and irritating.
B. cold and frightening.
C. amusing and carefree.
D. nostalgic but terrifying.
E. detached but disturbing.

6. A symbol is anything that stands for, or represents, both itself and something else. The dolls Miriam brings with her on her second visit to Mrs. Miller’s apartment might symbolize
A. Mrs. Miller and Miriam, since there are two of them.
B. Mrs. Miller’s death, since they are lifeless and inanimate.
C. Miriam’s obsession with finding someone to be her mother.
D. All of the above
E. both A and B

7. Based on what happens at the end of the story, Mrs. Miller will probably
A. realize she imagined the entire thing and seek medical attention.
B. recover from the situation with Miriam, but never feel quite the same.
C. continue to be haunted by Miriam until she goes completely insane or dies.
D. try to find a more suitable home for Miriam as well as teach her some manners.
E. rediscover herself and change her actions after finally seeing the error of her ways.
8. Why might Capote have chosen to include the scene where the man in the brown coat follows Mrs. Miller as she shops?

A. The man represents Truman Capote: Capote always liked to include himself in each of his stories in order to add a hint of mystery and intrigue.

B. The man seems to cause a shift in mood: when he is around, the sun shines, the snow stops, and Mrs. Miller feels happy to be out and about, rather than feeling ill in her apartment.

C. The man is probably related to Miriam somehow: he might be her father, out buying dolls and dresses for her, and he recognizes Mrs. Miller from what Miriam has told him about her.

D. The man seems to symbolize Mrs. Miller’s loneliness: he slightly resembles her husband, and he accompanies her everywhere she goes, just like her feelings of loneliness do.

E. The man seems to cause a shift in mood: he follows Mrs. Miller to a bad part of town, seems to direct her to buy the things Miriam likes, and his presence is followed by a change in the weather.

9. Which of the following clue provides the strongest evidence that Miriam might exist only in Mrs. Miller’s mind?

A. Miriam shows up late at night and her mother does not seem worried.

B. Mrs. Miller dreams of a little girl leading her somewhere unknown.

C. Miriam comes to move in, bringing two dolls and her clothes with her.

D. Mrs. Miller’s neighbor goes to get rid of Miriam but says no one is there.

E. Mrs. Miller thinks Miriam has left the apartment but she is still there.

Read the following passage. Then answer the question(s) on the next page.

“I don’t want to see her again. I don’t want to be anywhere near her.”

“Uh-huh, but what you shoulda done, you shoulda called a cop.”

Presently they heard the man on the stairs. He strode into the room frowning and scratching the back of his neck. “Nobody there,” he said, honestly embarrassed. “She musta beat it.”

“Harry, you’re a jerk,” announced the woman. “We’ve been sitting here the whole time and we woulda seen . . .” she stopped abruptly for the man’s glance was sharp.

“I looked all over,” he said, “and there just ain’t nobody there. Nobody, understand?”
10. In this passage, what does it mean that the woman “stopped abruptly, for the man’s glance was sharp”?

A. The woman realizes that the man is furious with her, and she does not want to make him angrier.
B. The woman realizes that the man knows where Miriam is, but does not want to tell Mrs. Miller.
C. The woman realizes that the man is trying to tell her that he suspects that Mrs. Miller was hallucinating.
D. The woman realizes that the man is trying to tell her he is lying, and that he wants her to play along.
E. The woman realizes that the man must have seen something awful and that he does not want Mrs. Miller to realize it.

**Matching**

_for Miriam_

**Match each event with the order in which it occurred.**

A. 1st  
B. 2nd  
C. 3rd  
D. 4th  
E. 5th  
F. 6th  
G. 7th  
H. 8th

11. Miriam breaks the vase with the paper flowers.

12. Mrs. Miller visits the Knickerbocker Bakery.

13. Miriam informs Mrs. Miller she will be moving in.


15. Miriam asks Mrs. Miller if she can wake Tommy the canary.

16. Mrs. Miller hears a silk dress and a bureau drawer opening and closing.

17. Mrs. Miller runs to her neighbor’s house.

18. Mrs. Miller goes shopping without knowing what she wants or needs.

**Essay**

_for Miriam / “The only ghost I ever saw”_

19. Compare and contras the mood, or atmosphere, of “Miriam” with the mood of “The only ghost I ever saw.” How are the moods similar and how are they different? What details help to create these moods? How does the way the speaker in the poem feels about the ghost compare with the way Mrs. Miller feels about Miriam? Support your response with details from the text.
A Very Old Man with Enormous Wings, page E365

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for A Very Old Man with Enormous Wings

1. What happens to the people who come to the angel looking for miracles?
   A. The angel helps them.
   B. The angel ignores them.
   C. They get strange results.
   D. The priest chases them away.
   E. The angel helps only those who believe.

2. Throughout the story, the people wonder if the angel might actually be
   A. a priest.
   B. a sailor.
   C. a doctor.
   D. a shepherd.
   E. a circus performer.

3. The people’s attitude toward the old man can best be described as
   A. violent anger.
   B. desperate fear.
   C. kind generosity.
   D. suspicious curiosity.
   E. uncaring indifference.

4. An oxymoron is a word or group of words that contradict themselves. Elisenda uses an oxymoron when she cries that she cannot live in a “hell full of angels.” Which of the following is an oxymoron?
   A. Don’t let the cat get your tongue.
   B. The character’s fate was poetic justice.
   C. I was so embarrassed I could have died!
   D. Are you working hard, or hardly working?
   E. The room was filled with a deafening silence.

5. In this story, whose perspective is shared the least?
   A. Pelayo’s
   B. Elisenda’s
   C. the priest’s
   D. the old man’s
   E. the neighbor woman’s
6. After the old man moves into the house and seems near death, he shows several signs of recovery. Which of the following is not a sign of that recovery?
   A. He begins supplementing his eggplant diet with shellfish.
   B. He begins to sing sea chanteys to himself under the stars.
   C. He begins practicing to fly again, and eventually succeeds.
   D. He starts to grow new feathers, which he hides from Pelayo and Elisenda.
   E. All of the above are signs of the old man’s recovery.

7. Which of the following statements best indicates what the spider woman offered the villagers that the old man could not?
   A. Her appearance was more entertaining than his was.
   B. She answered their questions and interacted with them.
   C. She could work miracles more effectively than the old man could.
   D. She gave them her full attention even though she was unable to speak.
   E. She didn’t smell and she was willing to eat the meatballs they gave her.

8. Which of the following people treats the old man the best, or with the most understanding?
   A. Pelayo and Elisenda, because the old man helps them make money.
   B. The child, because he is not afraid of him and spends time with him.
   C. The paralytic man, because he wants a miracle and almost wins the lottery.
   D. The spider woman, because she recognizes that they have a lot in common.
   E. The priest, because with Rome’s approval, he will be useful for theological study.

Read the following passage. Then answer the question below.

On the third day of rain they had killed so many crabs inside the house that Pelayo had to cross his drenched courtyard and throw them into the sea because the newborn child had a temperature all night and they thought it was due to the stench. The world had been sad since Tuesday. Sea and sky were a single ash-gray thing and the sands of the beach, which on March nights glimmered like powdered light, had become a stew of mud and rotten shellfish.

9. Mood, or atmosphere, is the emotion created in the reader by part or all of a literary work. The mood in this passage, the first paragraph of the story, can best be described as one of
   A. strange uneasiness.
   B. terror and hysteria.
   C. irritation and anger.
   D. playfulness and joy.
   E. curiosity and wonder.
Read the following passage. Then answer the question below.

At first they tried to make him eat some mothballs, which, according to the wisdom of the wise neighbor woman, were the food prescribed for angels . . . Especially during the first days, when the hens pecked at him, searching for the stellar parasites that proliferated in his wings, and the cripples pulled out feathers to touch their defective parts with, and even the most merciful threw stones at him, trying to get him to rise so they could see him standing. The only time they succeeded in arousing him was when they burned his side with an iron for branding steers . . .

_____ 10. Tone is the emotional attitude toward the reader or toward the subject implied by a literary work. Considering this passage, the narrator’s tone toward Pelayo, Elisenda, and the villagers can best be described as
A. furious.
B. amused.
C. accepting.
D. disapproving.
E. understanding.

Matching

for A Very Old Man with Enormous Wings

Choose the best description for each of the following.

A. old man
B. old neighbor woman
C. Father Gonzaga
D. Pelayo
E. spider woman

_____ 11. warns that the devil uses carnival tricks to confuse people
_____ 12. thought to be a lonely castaway off a shipwreck
_____ 13. guards the chicken coop with a bailiff’s club
_____ 14. struck by lightning in the woods at night
_____ 15. “knew everything about life and death”

Essay

for A Very Old Man with Enormous Wings

16. How do Pelayo, Elisenda, the priest, the old woman, the child, and the others in the village react to the old man? What does and does not concern them? What do they want to believe about the supernatural or magical elements in their lives? In a brief essay, examine the role of the supernatural in this story, and describe some possible themes, or messages. Use evidence from the text to support your findings.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Heartburn / Health Information Privacy Rights

1. The man who comes to see the doctor for relief from his ailment is
   A. a teacher.
   B. a psychiatrist.
   C. a veterinarian.
   D. the father of John Hallowell.
   E. a private school headmaster.

2. When did the private school first realize there was a problem?
   A. Parents of the afflicted boys vented their frustrations at a special meeting.
   B. Several boys became distracted and frightened and began to fall ill one at a time.
   C. John Hallowell, whose parents were highly influential at the school, went missing.
   D. Several boys seemed to be suffering from food poisoning, and their morale was low.
   E. Several boys admitted to hazing new students and using small animals to scare them.

3. Who is the first known person to get the ailment?
   A. Moulton
   B. Hallowell
   C. a neurotic parent
   D. an unnamed student
   E. the man telling the story

4. The man can’t get Hallowell to help him with his ailment because
   A. refuses to help.
   B. has disappeared.
   C. is powerless to help.
   D. is protected by his parents.
   E. can’t help without getting afflicted.
5. What is the main idea of the document “Health Information Privacy Rights”?
A. All consumers are responsible for information about their own health.
B. All medical staff must guard patient information to keep it confidential.
C. Patients can get a copy of their medical records free of charge within 60 days.
D. Federal law provides privacy rights protecting an individual’s health information.
E. Health insurers must not disclose patient information to advertisers or marketers.

6. The climax of the story is the point of highest interest in the plot. The climax of this tale occurs when
A. Hallowell reappears with the cure.
B. the doctor cries out, “I don’t believe you!”
C. the doctor struggles to contain his disbelief.
D. the newt-like animal transfers from patient to doctor.
E. Moulton passes the ailment to the man hearing his story.

Read the following passage. Then answer the question below.

[The man] attempted a shrug, but the quick eye of the doctor saw that the movement masked a slight contortion within his tweed suit, as if the man writhed away from himself but concealed it quickly, as one masks a hiccup with a cough.

7. In this passage, why is the patient trying to conceal his ailment?
A. He wants the doctor to think he is healthier than he actually is.
B. He doesn’t want to scare the doctor with the animal living inside him.
C. He hopes the doctor will be able to cure him without getting the affliction.
D. He is embarrassed and doesn’t want the doctor to know his true affliction.
E. He needs the doctor to disbelieve his story in order to get rid of the animal.
Read the following passage. Then answer the question(s) below.

The visitor paused, calmer now, and leaving the window sat down again in the chair opposite the doctor, regarding him with such fixity that the doctor shifted uneasily, with the apprehension of one who is about to be asked for a loan.

8. In this passage, the doctor has “the apprehension of one who is about to be asked for a loan.” Instead of a loan, what sacrifice will the doctor be asked to make?

A. to spend long hours devoted to a cure
B. to tell his colleagues that the disease is real
C. to admit his own arrogance to his colleagues
D. to take the mysterious animal into his own body
E. to risk his reputation by stating he believes the man

Read the following passage. Then answer the question below.

In general, your health information cannot be given to your employer, used or shared for things like sales calls or advertising, or used or shared for many other purposes unless you give your permission by signing an authorization form. This authorization form must tell you who will get your information and what your information will be used for.

9. Based on this section of the “Health Information Privacy Rights,” who would need your permission in order to gain access to your health information?

A. a medical specialist recommended by your physician for further tests
B. a medical provider you have chosen for physical or rehabilitative therapy
C. a medical doctor who has contributed information to your medical history
D. a pharmaceutical firm wanting your prescription history for targeted marketing
E. a health insurer wanting to review your prescriptions to find pre-existing conditions

Read the following passages. Then answer the question on the next page.

“I’ve gone back over what I did then, again and again, using all my own knowledge of the mechanics of decision, and I know that it wasn’t just sympathy, or a pragmatic reversal of therapy, but something intimately important for me, that made me shout with all my strength—‘Of course I don’t believe you!’”

With [the man’s] use of the word “it,” the doctor was propelled back into that shapely sense of reality which had gone admittedly askew during the man’s recital. To admit the category of “it,” to dip even a slightly cooperative finger in another’s fantasy, was to risk one’s own equilibrium. Better not to become involved in argument with the possessed, lest one’s own apertures of belief be found to have been left ajar.
10. The afflicted man and the doctor share what quality that leads them both to disbelieve the nature of the ailment?
   A. arrogance
   B. false sympathy
   C. absentmindedness
   D. inadequate training
   E. professional ambition

Matching for Heartburn

Choose the best definition for each of the following.

A. apologia          D. inchoate
B. chimerical        E. ovoid
C. en masse

11. defense of one’s actions or opinions
12. formless
13. egg-shaped
14. all together
15. existing only in the imagination

Essay for Heartburn / Health Information Privacy Rights

16. In “Heartburn,” the doctor plans to tell the people he eats lunch with about the visit from the man with the mysterious ailment. Before the man was afflicted by Moulton, he was thinking of writing a professional article about the boy’s plight. Would either of these actions violate HIPAA rules in any way? What action could the man take against the doctor, or Moulton against the man to whom he tells his story? In a brief essay, bring together your findings based on the story and the government health document. Use evidence from both texts to support your conclusion.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Happy Man

1. As the story “The Happy Man” begins, the narrator reveals that
   A. the main character has always been a happy person.
   B. the main character has no rivals in business, only friends.
   C. “Uncle” Bashir thinks the main character works too hard.
   D. the main character regards psychiatry with deep suspicion.
   E. the main character is feeling particularly nervous and jittery.

2. Why are “Uncle” Bashir and the man’s rival astonished by the man?
   A. The man has never sought their help before, and they are amazed by how desperate he is.
   B. They know him only as a worried, angry man and they have never seen him smile before.
   C. This is the first time he has addressed his servant as an equal and his rival as a decent person.
   D. They are astonished that even with his level of happiness, the man can still find fault with them.
   E. They are irritated and annoyed that the man finds their very real problems something to laugh at.

3. How does the man react to the news of his son’s decision to open an engineering office in Canada before and after he becomes happy?
   A. He was thrilled for his son’s good fortune before, and afterward he is even happier.
   B. He was angry at the news before, but afterward his happiness makes him feel calm.
   C. He was deeply depressed by the news before, but afterward he thinks it is hilarious.
   D. He was upset by the news before, but afterward he is happy and not bothered by it.
   E. He was upset by the news before, and he is still upset after, even though he is happy.

4. What has happened to bring on the main character’s happiness?
   A. It is unknown.
   B. The man has had a mental breakdown.
   C. The man has willed himself to be happy.
   D. There is a happiness epidemic in the city.
   E. The man has learned his son will come home.
5. Which of the following is not a symptom of the man’s happiness?
   A. He can’t work.
   B. He can’t sleep.
   C. He sings in public.
   D. He laughs at everything.
   E. He has boundless energy.

6. Irony is the difference between appearance and reality—in other words, what seems to be and what really is. What is ironic about the problems caused by the man’s happiness?
   A. The man’s happiness causes his servant and rival to become increasingly unhappy as he laughs about their misfortunes.
   B. The man’s happiness deprives him of sleep, so he is exhausted and unable to evaluate what being happy means.
   C. Everyone who knows the man rejoices over his personality change, causing the man to realize what a difficult person he has been.
   D. The man has never experienced happiness before, so despite its benefits he treats it as a disease and refuses to be around others.
   E. The man is so happy he is frightened, and his happiness makes him more worried and preoccupied than when he was not happy.

7. How does being happy benefit the man?
   A. It allows others to be honest with him for the first time.
   B. It allows him a feeling of total physical and mental health.
   C. It allows him to be free of all worries and live with pure joy.
   D. It allows him to deal in a healthy way with the sadness in his life.
   E. It allows him to put work in its proper perspective by not doing any.

8. The man’s happiness seems most inappropriate when
   A. he welcomes a discussion with his rival.
   B. he begins to treat his servant as a friend.
   C. he seeks medical attention from four doctors.
   D. he laughs uncontrollably over his wife’s death.
   E. he feels calmly detached about his son staying in Canada.

9. Which quotation from the story does not express a possible reason for the man’s happiness?
   A. “Through God’s grace and favor, you are happy,” the servant replied.”
   B. “I bet your dear son has changed his mind about staying in Canada?!” he asked.”
   C. “His heart was overflowing with love for people, animals, and things, and with an all-engulfing sense of optimism and joy.”
   D. “It was as if he were no longer troubled or bothered by fear, anxiety, sickness, death, argument, or the question of earning a living.”
   E. “Inside him, he felt a boundless power, an imperishable energy, an ability to achieve anything with confidence, precision, and obvious success.”

Read the following passage. Then answer the question on the next page.

He began to tell the doctor his story, but the latter stopped him with a gesture of his hand. “An overwhelming, incredible, debilitating happiness?” he asked quietly.
He stared at him in amazement and was on the point of saying something, but the doctor spoke first. “A happiness which has made you stop working,” he asked, “abandon your friends, and detest going to sleep . . . ?”

“You’re a miracle!” he shouted.

10. Why does the man say the doctor is a miracle?
   A. The doctor has read clinical cases about happiness.
   B. The doctor demonstrates that he is happy for the man.
   C. The doctor is a happiness specialist and knows the cure.
   D. The doctor is revealing that he shares the man’s happiness.
   E. The doctor is the first to recognize what the man is experiencing.

Matching

for The Happy Man

Match the event with the correct order in which it occurred.

A. 1st
B. 2nd
C. 3rd
D. 4th
E. 5th
F. 6th
G. 7th
H. 8th
I. 9th
J. 10th

11. the man visits a nerve specialist
   12. the psychiatrist recognizes the man’s problem
   13. the man wakes up happy
   14. Uncle Bashir tells the man he works too hard
   15. the man visits a psychiatrist
   16. the man visits a gland specialist
   17. the man discusses his state of mind with his rival
   18. the man tests his happiness by thinking of tragic events
   19. the man leaves the psychiatrist’s office happy
   20. the man visits his physician

Essay

for The Happy Man

21. Naguib Mahfouz sets up a strong contrast between the main character before and after he is overtaken by happiness. In a brief essay, compare and contrast the personality, situations, and reactions of the main character before and after he becomes happy. Is the man better off as a happy man? Why or why not? Use evidence from the text to support your analysis.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Hitchhiker / The Vanishing Hitchhiker

1. Orson Welles, the narrator, says that this story will appeal to the
   A. mind.
   B. spine.
   C. heart.
   D. senses.
   E. nerves.

2. Why is Ronald Adams so disturbed by the man?
   A. He has a threatening appearance.
   B. He is afraid of hitchhikers in general.
   C. He thinks the man looks vaguely familiar.
   D. He is holding a knife with his overnight bag.
   E. He keeps appearing on the road ahead of him.

3. What does Adams find startling when he sees the hitchhiker in Oklahoma?
   A. The hitchhiker shouts at him.
   B. The hitchhiker looks barely alive.
   C. The hitchhiker’s coat is slightly wet.
   D. The hitchhiker is riding in another car.
   E. The hitchhiker has Adams’s overnight bag.

4. Which incident makes Adams think that the hitchhiker is luring him to his death?
   A. The hitchhiker emerges from a herd of steers in Texas, calling to him.
   B. Adams sees the hitchhiker so frequently that he looks for him everywhere.
   C. Adams begins to wish he were dead just so he could be rid of the hitchhiker.
   D. The hitchhiker beckons to him from across a railroad track as a train goes by.
   E. Adams picks up a girl hitchhiker, then drives off the road and through a fence.
5. The tale of the vanishing hitchhiker is one example of an urban legend, a modern-day legend or folk tale, often spread by word-of-mouth or, more frequently in recent years, through e-mail. Which of the following is not an example of an urban legend?
A. Alligators live in the sewers of New York City.
B. Drinking water in America is sometimes contaminated.
C. Child television star dies from ingesting Pop Rocks and soda.
D. Person is strangled by shrink-to-fit jeans soaked in a bathtub.
E. Poisonous snakes lurk in the ball pits of fast-food restaurant playgrounds.

6. Foreshadowing is the act of presenting hints to events that will occur later in a story. As Adams drives across the Brooklyn bridge, what sound foreshadows the ending of the play?
A. the radio
B. a scream
C. a foghorn
D. skidding tires
E. a train whistle

7. Which detail in the drama is least likely to increase suspense for the reader or listener?
A. The hitchhiker is thin and nondescript, with a cap pulled over his eyes.
B. A mechanic tells Adams he has never seen a hitchhiker on the turnpike.
C. The hitchhiker appears faster and more often as Adams drives further west.
D. The hitchhiker shows up with a rain-spattered jacket when it hasn’t been raining.
E. Adams lies and tells the hitchhiker he is going to New York instead of California.

8. Based on the analysis from The Vanishing Hitchhiker by Jan Brunvand, which of the following statements is an example of an authentication?
A. On a dark and lonely night, a man saw a girl hitchhiking alone.
B. The young man asked the hitchhiker if he could give her a ride.
C. This happened to one of my uncle’s best friends in Clearwater, Florida.
D. The girl got in the backseat because the man and his wife were in the front.
E. When they got to their destination, they turned around and the girl was gone.

9. What is the most critical fact Adams learns when he calls home?
A. His mother has been prostrated in the hospital for five days.
B. Adams died six days earlier in an automobile accident on the Brooklyn Bridge.
C. A woman named Mrs. Whitney, whom Adams does not know, is in their home.
D. His mother had a nervous breakdown, even though she is not a nervous person.
E. The telephone operator symbolically repeats to him that his three minutes are up.
10. The suspense of listening to this play would have been even greater for the radio audience in the 1940s because
A. many hitchhikers were killed in those days.
B. cross-country automobile travel was a novelty.
C. many hitchhikers were dangerous gangsters then.
D. radios were a relatively new form of entertainment.
E. Orson Welles had also staged *The War of the Worlds*.

Matching

*for The Hitchhiker*

Match each location with the event that occurred there.

A. Brooklyn Bridge, New York  F. Ozark Mountains, Missouri
B. Pulaski Skyway, New Jersey flats  G. Oklahoma border
C. Pennsylvania Turnpike  H. Texas prairies
D. Pittsburgh, Pennsylvania  I. Gallup, New Mexico
E. Zanesville, Ohio  J. Hollywood, California

11. Adams asks a gas station attendant if he sees many hitchhikers.
12. Adams crashes through a barbed wire fence and the girl hitchhiker flees.
13. Adams sees the hitchhiker with his thumb pointing west.
14. Adams gets stuck on a train track as a train approaches.
15. Adams swerves to avoid the hitchhiker, who walks out in front of him.
16. Adams intends this to be his destination for three months.
17. Adams sees the hitchhiker waiting at the end of a road detour barrier
18. Adams stops here at an auto camp to call home and tell his story.
19. Adams gets his only good night’s sleep during his road trip.
20. Adams finds all the mountain resorts are closed for the season.

Essay

*for The Hitchhiker / The Vanishing Hitchhiker*

21. What do you think has happened to Ronald Adams? How do you explain the strange occurrences along the road? Who, or what, is the hitchhiker, exactly? What do you predict will happen when Adams finally comes in contact with the hitchhiker? In a brief argumentative essay, argue for your interpretation of what has happened to Adams and what will happen next. Use evidence from the play to validate your analysis.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Maus: A Survivor’s Tale I

_____ 1. The person whom Vladek sees in his dream is
   A. an old teacher.
   B. his rabbi.
   C. his grandfather.
   D. his eldest son.
   E. a Nazi general.

_____ 2. To whom is Vladek telling his story?
   A. his son
   B. his wife
   C. a doctor
   D. his captor
   E. None of the above

_____ 3. Which of the following did not occur during a period of Parshas Truma?
   A. Vladek’s son was born.
   B. Vladek married his wife.
   C. Vladek left the prison camp.
   D. Vladek dreamed of his freedom.
   E. All of the above occurred during a period of Parshas Truma.

_____ 4. When did Vladek realize there was a problem on his trip home?
   A. when he saw that his identification papers had been destroyed
   B. when he saw his luggage being removed
   C. when the Nazi soldiers boarded the train
   D. when the rabbi got off the train for Warsaw
   E. when the train passed Sosnowiec

_____ 5. Why was Vladek exhausted at the end of each day?
   A. He had to travel miles each day to reach home.
   B. He and his fellow prisoners had to work all day.
   C. He was forced to work on his feet in a factory all day.
   D. He was in charge of guarding the perimeter of the prison.
   E. None of the above
6. Why did Vladek always stand in the second line while in prison?
   A. to show his respect for the rabbi
   B. to show his respect for the officers
   C. to keep the soldiers from noticing him
   D. to keep his friend away from the guard
   E. to keep himself from being too afraid

7. Which of the following words best describes Vladek’s reaction when he is told that Parshas Truma won’t occur for another three months?
   A. dismay
   B. excitement
   C. anger
   D. relief
   E. elation

8. Which of the following best describes the depiction of the enemy soldiers in *Maus*?
   A. cruel and violent
   B. smug but earnest
   C. fearful and obedient
   D. organized and powerful
   E. friendly but suspicious

9. In this passage, to whom is Vladek referring?
   A. his grandfather
   B. the kind soldier
   C. his neighbor
   D. his eldest son
   E. the rabbi

10. What is the reader meant to understand about the person described in this passage?
    A. that the person probably moved to America
    B. that the person didn’t want to contact Vladek
    C. that the person was a figment of Vladek’s mind
    D. that the person probably didn’t survive the war
    E. None of the above

Read the following passage. Then answer the question(s) below.

But I never heard again from him. It came such a misery in Warsaw, almost none survived.

9. In this passage, to whom is Vladek referring?
   A. his grandfather
   B. the kind soldier
   C. his neighbor
   D. his eldest son
   E. the rabbi

10. What is the reader meant to understand about the person described in this passage?
    A. that the person probably moved to America
    B. that the person didn’t want to contact Vladek
    C. that the person was a figment of Vladek’s mind
    D. that the person probably didn’t survive the war
    E. None of the above
Matching

_for Maus: A Survivor’s Tale I_

Choose the correct order for the following events.

A. First
B. Second
C. Third
D. Fourth
E. Fifth

_____ 11. Vladek has a vivid dream.
_____ 12. Vladek watches the train pass Sosnowiec.
_____ 13. Vladek leaves the prison camp.
_____ 14. Vladek is sent to a prisoner-of-war camp.
_____ 15. Vladek asks the rabbi about Parshas Truma.

Essay

_for Maus: A Survivor’s Tale I_

16. In this selection, the storyline is broken by the present-day interview that frames the story of Vladek’s life. In a brief essay, explain whether these inclusions are helpful or harmful to the narrative. Support your view with evidence from the excerpt.
About the Unit Exams

The Unit Exams align with the units in the *Mirrors & Windows: Connecting with Literature Student Edition*. Each Unit Exam includes twenty-five to thirty questions: eight to twenty matching, twelve to twenty multiple choice, and two essay. These various types of questions address the following content:

- The matching questions cover the literary elements discussed in the genre introduction at the beginning of the unit and in additional discussions of the genre within the unit.
- The multiple-choice questions pertain to three to five canon or widely-taught selections from within the unit. These questions are grouped by selection; each group is labeled with the title of the work.
- The essay questions call for analyzing or discussing some aspect of the genre in the context of selections from the unit. The student is instructed to answer one question and is usually asked to support his or her response using details from one or two of the selections he or she has read.

Each Unit Exam should be considered a foundation on which to build a course-specific test. By adding or substituting questions about other selections, you can tailor the Unit Exam to fit the content of your course. Suggestions for doing so are as follows:

- Follow the basic format of the Unit Exam, presenting the matching questions first, the multiple-choice questions second, and the essay questions last.
- Use all the matching questions provided in the Unit Exam. These questions are included in the Unit Exam item bank in the EXAMView® Assessment Suite for this program.
- Adapt the multiple-choice section by adding or substituting questions from selections students have read. Additional multiple-choice questions are available in the Lesson Test question banks in the EXAMView® Assessment Suite for this program. (Also see the Assessment Suite for details about the difficulty and Bloom’s taxonomy level of each question, and for key College and Career Readiness Standards addressed by each question.) Note that all the questions chosen for a given selection will appear together in the Unit Exam and be labeled with the title of the selection.
- Use the two essay questions included in the Unit Exam. Although the student is asked to respond to only one question, both can be answered regardless of which selections he or she has read. The essay questions are available in the Unit Exam item bank in the EXAMView® Assessment Suite.
- Provide a maximum of forty questions for a Unit Exam that is to be completed within forty-five or fifty minutes’ time. This estimate allows twenty-five to thirty minutes to complete the matching and multiple-choice questions and twenty minutes to complete the essay question. Depending on the level of detail expected in the response to the essay question, you may allow students to refer to the text of the selection while they complete this part of the test.
- Weight different types of questions as desired. As a default, each question in the item bank has been assigned a value of one point.

For additional information on compiling tests using the EXAMView® item banks, see the directions with the EXAMView® Assessment Suite for this program.
Unit 1 Exam

Matching

Match each of the following literary terms with the correct definition below.

A. antagonist  H. point of view
B. climax  I. prose
C. exposition  J. protagonist
D. irony  K. resolution
E. mood  L. setting
F. narrator  M. style
G. plot  N. theme

1. the emotion created in a reader by part or all of a story
2. the main character in a literary work
3. the one who tells a story
4. the difference between appearance and reality
5. the central idea or perception about life that is revealed through a literary work
6. the vantage point from which a story is told
7. the character or force in conflict with the main character
8. describes all writing that is not poetry or drama
9. the manner in which something is said or written
10. the high point of interest or suspense in a story
11. the series of events related to a central conflict, or struggle
12. the point at which the central conflict is ended
13. the time and place in which a literary work occurs, together with all the details used to create a sense of a particular time and place
14. sets the tone or mood, introduces the characters and setting, and provides necessary background information
Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Open Window

15. Vera tells Framton the window is open because
   A. her aunt is waiting for her dead husband and brothers to return from hunting.
   B. her aunt likes to hear the sound of her husband and brothers hunting.
   C. her aunt’s husband died when he fell through the window three years ago.
   D. her aunt’s little brown spaniel is lost and needs a way back into the house.
   E. her aunt is waiting for her dead husband and brothers to come back from war.

16. Irony of situation is when an event occurs that violates the expectations of the characters, the reader, or the audience. Which of the following events from the story provides the best example of this?
   A. Vera becomes emotional as she tells Framton about the death of her aunt’s husband and brothers.
   B. Framton gives Mrs. Sappleton his letter of introduction even though she already knows his sister.
   C. Framton enjoys talking about his ailments even though Mrs. Sappleton pays him very little attention.
   D. Mrs. Sappleton’s husband and brothers come walking across the lawn towards the window.
   E. Vera tells her aunt and uncle that Framton is afraid of dogs because he once had a bad experience with them in India.

17. What might be the cause of Vera’s rebellious behavior?
   A. the strict social conventions of the time period
   B. being told to entertain a nervous and boring guest
   C. the desire to stir things up a bit on a boring day
   D. the lack of an outlet to express her creativity
   E. All of the above

for The Monkey’s Paw

18. At the beginning of the story, what game are the father and son playing?
   A. checkers
   B. dominoes
   C. chess
   D. charades
   E. darts
19. Which of the following lines is an example of the author’s use of foreshadowing in this story?
A. “...it’s just a bit of what you might call magic, perhaps,…”
B. “The old man rose with hospitable haste...”
C. “...a tall, burly man, beady of eye and rubicund of visage.”
D. “At the third glass, his eyes got brighter, and he began to talk;...”
E. “‘It has caused enough mischief already.’”

20. What is the most important lesson the couple learns in this story?
A. Even distinguished guests cannot always be trusted.
B. Guests should be shown respect and courtesy no matter what.
C. We should always listen carefully to the warnings of others.
D. Do not try to change fate, the consequences can be disastrous.
E. There is a difference between getting what we need and getting what we want.

_for Catch the Moon / Two Kinds_

21. At the beginning of the story, Luis’s father asks him to
A. organize the tires.
B. repair the old lady’s window.
C. help the girl find a matching hubcap.
D. repair the girl’s flat tire on her VW.
E. locate a hard-to-find car part.

22. In an attempt to make her daughter famous, Jing-mei’s mother first
A. gets her daughter a haircut.
B. arranges for piano lessons.
C. enters her daughter in a talent show.
D. gives her daughter tests out of magazines.
E. buys her some fancy silk Chinese dresses.

23. The author, Judith Ortiz Cofer, makes clear that Luis is a dynamic character at which point in the plot?
A. when his father agrees to hand over the keys to the car
B. when Luis sees Naomi drive up in her white Volkswagen
C. when the judge orders Luis to do six months of free work
D. when Luis and his father sit at the table to eat dinner together
E. when Luis willingly sorts hubcaps for hours until it is nearly midnight

24. What detail indicates that Jing-mei’s mother has forgiven her for the “magic words” she said during their fight?
A. Her mother closes up the piano and says Jing-mei no longer has to play.
B. Her mother says that Jing-mei could have been a genius if she had tried.
C. Her mother backs out of room and never mentions the piano again.
D. Her mother offers to give Jing-mei the piano as a birthday gift.
E. Her mother says she still believes that Jing-mei can become a prodigy.
for Everyday Use

25. The narrator’s education ended after
   A. high school.
   B. second grade.
   C. junior high school.
   D. sixth grade.
   E. one year of trade school.

26. The climax of the story occurs when
   A. Dee and Hakim-a-barber drive away.
   B. Dee drops something in the kitchen.
   C. Maggie goes outside to get a dip of snuff.
   D. the mother drops the quilts into Maggie’s lap.
   E. Dee grabs two quilts from the mother’s trunk.

27. Irony is the difference between appearance and reality—in other words, what seems to be and what really is. What is ironic about Dee (Wangero) telling her mother and Maggie that they “don’t understand” their heritage?
   A. Maggie and her mother actually do understand their heritage, they just express it in a different way than Dee (Wangero) does.
   B. Dee (Wangero) wants to take the quilts because she doesn’t understand that they are really meant for Maggie.
   C. Dee (Wangero) seems to understand most things better than her mother and Maggie, who are not as educated.
   D. Maggie has always felt she doesn’t understand her heritage, and that is why she doesn’t want to take the quilts from her mother.
   E. Maggie and her mother don’t understand why Dee (Wangero) would want to take the quilts from them.

28. The conflict in the story is resolved when
   A. Hakim-a-barber says that he does not eat pork.
   B. Maggie and her mother quietly sit on the porch.
   C. Dee (Wangero) puts on her sunglasses and leaves.
   D. Dee (Wangero) collects to quilts from the mother’s trunk.
   E. the mother announces that Maggie will marry John Thomas.

Essay

Answer one of the following questions.

29. In a short essay, explain the differences between first-person point of view and third-person point of view. Note the advantages and disadvantages of each and why an author might choose to use one over the other.

30. The act of creating or describing a character is called characterization. In an essay, explain the three main techniques of characterization and provide examples of each technique from selections you have read for class.
Unit 2 Exam

Matching

Choose the best definition for each of the following.

A. bias
B. deductive reasoning
C. ethos
D. extemporaneous speech
E. impromptu speech
F. inductive reasoning
G. logos
H. parallelism
I. pathos
J. primary source
K. propaganda
L. repetition
M. source
N. thesis

____ 1. evidence of an event, idea, or a development
____ 2. the essay’s main idea; the nucleus around which the rest of the essay is built
____ 3. starting with a general idea and, using examples and facts, moving toward a precise conclusion
____ 4. a personal judgment about something, or a mental leaning in one direction or another
____ 5. the intentional use of false arguments to persuade others
____ 6. proof; direct evidence that comes straight from those involved
____ 7. a speech that requires no advance preparation
____ 8. starting with specific details and building upon them to reach a general, broader conclusion
____ 9. rhetorical device that emphasizes the equal value or weight of two or more ideas by expressing them in the same grammatical form
____ 10. the intentional reuse of a sound, word, phrase, or sentence
____ 11. the character of the person giving the argument
____ 12. based on logic or reason
____ 13. speech that is prepared and rehearsed ahead of time
____ 14. persuasion based on arousing emotions, including love, hate, and joy; a personal appeal
Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Montgomery Boycott

15. Prior to Rosa Parks refusing to give up her seat on the bus, who else had refused to give up a seat?
   A. a teenage girl
   B. a Pullman Porter
   C. a man and his son
   D. Coretta Scott King
   E. a group of college students

16. Why did Dr. King experience an internal struggle regarding the bus boycott?
   A. He worried that the boycott was basically unchristian.
   B. He felt it would place him in too much personal danger.
   C. He worried about the time he had to spend away from his family.
   D. He was concerned about the inconvenience it could cause for people.
   E. He was concerned about the division it could cause in the community.

17. The point of view from which this memoir is written
   A. is too biased to be of much value.
   B. offers unique insight into Dr. King’s thoughts and feelings.
   C. helps the reader to understand Rosa Parks’s inner thoughts.
   D. gives the reader facts, without involving emotions or opinions.
   E. tells the reader what it was like to be an outside observer of the boycott.

for My Left Foot / The Diving Bell and the Butterfly

18. In “My Left Foot,” Christy recalls many moments of being surrounded by
   A. the warmth of his family’s love.
   B. his mother’s frustrated, angry face.
   C. the puzzled, pained faces of his family.
   D. meaningless noises he couldn’t understand.
   E. people who had no interest in understanding his condition.

19. How does Christy Brown’s situation differ from Jean-Dominique Bauby’s?
   A. Brown was able to leave his house, while Bauby could not.
   B. Brown was able to speak, while Bauby was only able to write.
   C. Brown was born with his handicap, while Bauby’s came along later in his life.
   D. Brown was handicapped by a stroke, while Bauby was born with cerebral palsy.
   E. Brown was able to understand English, while Bauby had to use a special language.
20. Which of the following phrases from “The Diving Bell and the Butterfly” reveals the influence of Bauby’s former career?
   A. “. . . but for me it was still winter . . .”
   B. “. . . dance for me to a Charles Trenet tune . . .”
   C. “The streets were decked out in summer finery . . .”
   D. “. . . the corner café where I used to drop in for a bite . . .”
   E. “Filmmakers call the process ‘a rear screen projection’ . . .”

21. In “My Left Foot,” why might Brown have chosen to describe the setting on the day of his breakthrough in so much detail before he explains what happened?
   A. to explain the conflict in his family
   B. to emphasize his mother’s dedication
   C. to create a feeling of suspense for the reader
   D. to increase the reader’s understanding of his condition
   E. to show the difference in attitude between his mother and father

22. What was Tanforan used for before it was converted into a camp?
   A. a sports arena
   B. a car-racing track
   C. a horse-racing track
   D. a horse-training facility
   E. a horse-breeding farm

23. Which of the following lines from the story does not contain sensory details?
   A. “Shivering in the cold, we pressed close together . . .”
   B. “Our card-playing neighbor scoured the camp for a container . . .”
   C. “Having known the luxury of soaking in deep, pine-scented tubs . . .”
   D. “The latrines were crude wooden structures containing eight toilets . . .”
   E. “Once we got inside the gloomy, cavernous mess hall, I saw hundreds of people . . .”

24. In “Proclamation 4417,” why might President Ford have chosen to consistently use the word we?
   A. to distinguish between Europeans and Americans
   B. to give Japanese-Americans individual recognition
   C. to remove some of the blame from the government
   D. to make the audience listen objectively to his speech
   E. to unite the American public and reaffirm their values

25. As a girl, Le Ly Hayslip was impressed that she came from a family of female
   A. pastors.
   B. farmers.
   C. leaders.
   D. warriors.
   E. merchants.
26. The tone of the poem “Thoughts of Hanoi” can best be described as
   A. proud.
   B. cautious.
   C. desperate.
   D. combative.
   E. melancholy.

27. It is surprising that Hayslip’s father is gentle and peaceful, considering the
   A. horrors of war he has endured.
   B. training his family provided for him.
   C. beatings he suffered to preserve his farm.
   D. lessons of revenge he teaches his daughter.
   E. punishments he suffered from his countrymen.

28. How does the speaker in “Thoughts of Hanoi” seem to feel about the future?
   A. He fears the future but still longs to take revenge on his enemy.
   B. He looks forward to a bright and peaceful future for his country.
   C. He fears the future and wishes things could be the way they once were.
   D. He feels proud that he will be able to help shape the future of his country.
   E. He dreads the future because he does not want to go on without his old friend.

Essay

Answer one of the following questions.

29. In a paragraph, describe author’s purpose. Identify the four modes of writing, their purposes, and what would qualify as an example of each. Finally, provide examples of each using selections you have read in class.

30. Consider biographies, autobiographies, and memoirs. In a paragraph, explain their similarities and differences and provide an example of each using selections you have read in class. Support your choice of examples.
Unit 3 Exam

Matching

Choose the best definition for each of the following.

A. allegory  H. elegy  O. simile
B. alliteration  I. free verse  P. sonnet
C. analogy  J. hyperbole  Q. speaker
D. assonance  K. metaphor  R. stanzas
E. ballad  L. ode  S. symbol
F. blank verse  M. onomatopoeia  T. tanka
G. consonance  N. rhyme scheme

___  1. a fourteen-line poem, usually written in iambic pentameter
___  2. lyric poem, without regular rhyme, meter, or stanza divisions
___  3. poem intended to honor or praise someone
___  4. poem with four-line, rhyming stanzas that tell a story
___  5. unrhymed poetry written in iambic pentameter
___  6. comparison of two things that are alike in some ways but otherwise quite different
___  7. poem containing a formal tone that laments the death of someone
___  8. comparison by using the word like or as
___  9. comparison without using the words like or as
___ 10. anything that stands for or represents both itself and something else
___ 11. when every element symbolizes something else
___ 12. when an overstatement or exaggeration is used for dramatic effect
___ 13. a pattern of end rhymes
___ 14. the repetition of vowel sounds
___ 15. words or phrases that sound like the thing to which they refer
___ 16. a kind of rhyme where the consonant sounds of two words match
___ 17. the character who narrates the poem; the voice assumed by the writer
___ 18. traditional Japanese poem consisting of five lines, with five syllables in the first and third lines and seven syllables in the others
___ 19. groups of lines
___ 20. the repetition of initial consonant sounds
Multiple Choice

Identify the choice that best completes the statement or answers the question.

for I Am Offering This Poem

21. How does the speaker in this poem want the person who reads it to feel?
   A. loved, envied, and desired
   B. safe, comforted, and loved
   C. sad, wistful, and comforted
   D. safe, controlled, and mature
   E. wild, loved, and overwhelmed

22. Which of the following is an example of a simile?
   A. “or like a thick pair of socks”
   B. “it is a scarf for your head . . .”
   C. “it is a pot full of yellow corn”
   D. “if you were lost, needing direction”
   E. “and I will answer, give you directions”

23. Which of the following phrases was most likely influenced by Baca’s cultural heritage?
   A. “and to go on living inside”
   B. “Keep it like a warm coat”
   C. “to warm your belly in winter”
   D. “tucked away like a cabin or hogan”
   E. “in the wilderness life becomes when mature”

for miss rosie

24. What meaning could be derived from the fact that the state of Georgia is not capitalized in the poem, but another name is?
   A. It implies that Miss Rosie’s past is not real, but entirely made up.
   B. It sympathizes with what Miss Rosie has lost and what she hopes to gain.
   C. It indicates that the state of Georgia has no meaning to Miss Rosie.
   D. It implies that Miss Rosie hated the state of Georgia and never returned.
   E. It implies that the only important detail is that Miss Rosie was somebody.

25. Consider the following line of the poem.
   “you wet brown bag of a woman”
   What is implied by this line?
   A. Miss Rosie is worn out.
   B. Miss Rosie used to work hard.
   C. The speaker has no respect for Miss Rosie.
   D. The speaker thinks of Miss Rosie as useless.
   E. Miss Rosie has behaved rudely to the speaker.
26. What is the best description of the tone, or emotional attitude toward the reader or toward the subject, of the poem?
   A. deep grief
   B. sorrowful pity
   C. resigned reality
   D. twisted confusion
   E. controlled respect

27. What intention might the author have had for capitalizing some words and not others?
   A. to balance the poem visually
   B. to emphasize important images
   C. to show disrespect for some ideas
   D. to confuse the reader of the poem
   E. to create a musical effect

for The Bean Eaters / Dream Variations

28. The phrase “twinklings and twinges” tells the reader that the old couple’s memories are
   A. all they have left.
   B. both happy and painful.
   C. difficult for them to recall.
   D. mostly sad and sorrowful.
   E. something that gives them great joy.

29. Which of the following best describes the mood, or atmosphere, of “The Bean Eaters”?
   A. simple and wistful
   B. joyful and fulfilling
   C. warm and indulgent
   D. eccentric and offbeat
   E. poor and depressing

30. What do the beans in “The Bean Eaters” symbolize?
   A. the couple’s old age
   B. the couple’s humble lifestyle
   C. the couple’s many memories
   D. the couple’s pessimistic attitude
   E. the couple’s desperate poverty

31. In “Dream Variations,” which two words are used to describe the day?
   A. white and pale
   B. quick and pale
   C. white and black
   D. white and quick
   E. quick and black
32. Which of the following words best describes the speaker’s tone in “Dream Variations”?
A. bitter
B. hopeful
C. combative
D. supportive
E. cooperative

33. What did the speaker’s father do each Sunday morning?
A. got ready for work in the dark
B. stoked the fire for the family
C. got the kids ready for school
D. made breakfast and woke everyone
E. started each morning singing

34. The detail of “blueblack cold” implies that the family home was
A. painfully cold in the morning.
B. almost bearable but bleak.
C. dark and dreary everyday.
D. painted blue and black.
E. surrounded by shadows.

35. Consider the last two lines of the poem:
“What did I know, what did I know / of love’s austere and lonely offices?”
In these two lines, what is the speaker’s tone, or emotional attitude toward the topic?
A. angry and resentful
B. puzzled and curious
C. confused and innocent
D. regretful and anguished
E. pleased and supportive

**Essay**

*Answer one of the following questions.*

36. In a paragraph, explain how context relates to a poem. Consider both historical and cultural context and provide examples of how context can alter the meaning of a poem. Finally, identify two to three examples of poems that utilize context.

37. In a paragraph, identify the meaning of personification and explain why a poet would use personification within a poem. What does personification allow a writer to do? Identify three poems that use personification and identify what is being personified.
Unit 4 Exam

Matching

Choose the best definition for each of the following.

A. act  H. motif
B. aside  I. scene
C. comedy  J. soliloquy
D. dialogue  K. stage directions
E. drama  L. theme
F. foil  M. tragedy
G. monologue  N. tragic flaw

_____ 1. a play with a happy ending
_____ 2. story told through characters played by actors
_____ 3. a major division of a play
_____ 4. a conversation between two or more characters
_____ 5. a character who contrasts with a central character in order to highlight strengths and weaknesses
_____ 6. divide the acts of a play
_____ 7. a weakness of personality that cause the eventual downfall of the character
_____ 8. a long speech made by one character
_____ 9. a recurring element in one or more works of literature or art
_____ 10. a central idea in a literary work
_____ 11. a monologue given by a character alone on stage
_____ 12. notes provided by the playwright to describe how the play should be performed
_____ 13. tells the story of the downfall of a person of high status
_____ 14. a statement intended to be heard by the audience but not by certain other characters
Multiple Choice

Identify the choice that best completes the statement or answers the question.

for A Marriage Proposal

15. Which of the following best describes Lomov?
   A. He is overbearing.
   B. He lacks confidence.
   C. His health is not good.
   D. His success is questionable.
   E. Natalia will find him unsuitable.

16. The resolution of the plot, or the point at which the conflict is settled, occurs when
   A. Lomov faints.
   B. Lomov comes to.
   C. Chubukov insults Lomov’s family.
   D. Lomov insults his host’s hunting skills.
   E. Natalia refuses Lomov’s marriage proposal.

17. Which of the following features of the play make it easy to stage?
   A. It has a limited cast.
   B. It has few plot twists.
   C. It happens in one room.
   D. both A and B
   E. both A and C

for The Tragedy of Julius Caesar, Act I

18. Why does Caesar ask Antony to touch Calphurnia?
   A. to reassure Calphurnia that Caesar is all right
   B. to prove Antony’s loyalty to Caesar and Rome
   C. to show that Antony is his favored confidante
   D. to avoid speculation that they are fighting
   E. to lift the curse that has kept Calphurnia childless

19. Caesar’s reaction to the soothsayer’s warning in Act I, scene ii, reveals what about him?
   A. He is dismissive of superstition and believes he is invincible.
   B. He is careful to heed superstition and knows he is vulnerable.
   C. He is overly anxious and interprets the warning politically.
   D. He is supremely confident that the gods will protect him.
   E. He is grateful for the concern and care others extend to him.
for The Tragedy of Julius Caesar, Act II

20. Considering all the conflicting advice Caesar receives, which saying best reflects his eventual decision to leave his house and go to the Capitol?
   A. My duty to Rome comes first.
   B. Calpurnia knows best.
   C. I came, I saw, I conquered.
   D. I do what I want when I want.
   E. I am led where I would not go.

for The Tragedy of Julius Caesar, Act III / the Ides of March

21. Select the answer that best describes the way Antony’s funeral oration influences the people.
   A. He makes the people believe Brutus and the other conspirators lied to them about Caesar’s intentions.
   B. He convinces the people that Caesar left them money and land and selflessly put their interests first.
   C. He concedes that Caesar wanted to be king but outlines how he would have ruled with compassion.
   D. He artfully convinces the people that Brutus wants the crown for himself and will govern poorly.
   E. He honestly shows the people his grief and helps them remember Caesar achieved great things for them.

22. Suppose you are Cinna the poet meeting the plebeians at the end of Act III, Scene iii. Given the outcome, what could you have done to save your life?
   A. Stay inside that day.
   B. Answer their questions.
   C. Ignore your dream.
   D. Say your name was Cinna.
   E. Go to Caesar’s funeral.

for The Tragedy of Julius Caesar, Act IV

23. A foil is a character whose attributes, or characteristics, contrast with, and therefore highlight, the attributes of another character. Which of the following does not illustrate how Cassius serves as a foil for Brutus?
   A. Cassius expresses shock and grief about Portia, highlighting Brutus’s stoicism.
   B. Cassius accepts bribes, emphasizing Brutus’s honor and sense of justice.
   C. Cassius wishes to wait for Antony’s army, contrasting Brutus’s aim to act quickly.
   D. Cassius says he is an abler soldier, while Brutus maintains that he is superior.
   E. Cassius feels justified in killing Caesar; Brutus wishes things could be “undone.”
24. The falling action of Brutus in Act IV includes many events that document Brutus’s own fall. What theme, or central message, does Act IV seem to express?
A. When there is disorder in nature, there is disorder in politics and people.
B. Choose your friends wisely, because they will build you up or destroy you.
C. A deadly crime, even if committed with noble intentions, will not go unpunished.
D. If you fail to act at the right time, all the best intentions will not help you.
E. When your spouse dies of grief for your actions, you must be dispassionate.

25. Which of the options below is the best definition for the word *disconsolate* in the following sentence? “Because he mattered so much to her, Brittany was disconsolate when Ray broke off their engagement.”
A. ecstatic beyond words
B. unwilling to get counseling
C. sadly comforted
D. extremely indignant
E. unable to be comforted

26. In Act V, which of the following does not reflect flawed thinking?
A. Cassius believes Titinius has been taken prisoner when he is actually victorious.
B. Brutus believed he could trust Antony and did not kill him with Caesar.
C. Cato loudly lets everyone know his true identity and is immediately killed.
D. Antony says Brutus killed Caesar because he desired the common good.
E. When Cassius’s army begins to desert him, he fights them and not the enemy.

27. The decree announced by King Creon as the play begins is that
A. Antigone may not marry his son Haimon.
B. Antigone must be locked in a vault.
C. Antigone’s brother must not be buried.
D. Antigone must die for defying the gods.
E. Antigone and Ismene must be exiled.
____ 28. Which of the following statements reflects the attitude of hubris?
A. I’m so cool I can get into the party on my good looks.
B. I’ve got to work twice as hard to be recognized.
C. The honor shouldn’t go to me alone; many people helped.
D. I’ve trained months for this event and I think I’m ready.
E. I am so infatuated that I spend every moment thinking of her.

for Antigone: Scenes 3, 4, and 5 / Pride

____ 29. An allusion is a reference to a person, an event, an object, or a work from history or literature. Which of the following is not an example of an allusion?
A. “How often I have heard the story of Niobe / . . . how the stone / Clung fast about her, . . .”
B. “All Danaë’s beauty was locked away / In a brazen cell where the sunlight could not come;”
C. “And Dryas’s son also, that furious king, / Bore the god’s prisoning anger for his pride;”
D. “Reverence is a virtue, but strength / Lives in established law: that must prevail.”
E. “Her father was the god of the North Wind / And she was cradled by gales,”

____ 30. Choose the answer that best explains why the poem “Pride” might apply to Creon more than Antigone.
A. Antigone is not passive and lying through the heat and cold like a rock; she actively takes charge while Creon is as immovable as a boulder.
B. Creon is destroyed by his rocklike refusal to change, while Antigone admits pride is her weakness and begs the gods to forgive her.
C. Antigone may have just as much pride as Creon, but she dies before realizing the consequences of her flaw, while Creon is shattered by his pride.
D. Creon and Antigone are both ruined by the end of the play, but only Creon has an awareness that his tragic flaw of pride has led to his undoing.
E. Creon breaks suddenly at the end of the play, going from stony strength to a shattered man, while Antigone even in death retains her integrity.

Essay

Answer one of the following questions.

31. In a paragraph, explain the role of a tragic hero and characteristics that accompany this role. Identify the tragic heroes you have read about in class and any you know of from outside the classroom. Finally, identify modern characters or people who represent a tragic hero. Explain your reasoning.

32. In a paragraph, describe the Renaissance audience. What particular challenges came with producing plays for this audience? How has that helped or hindered Shakespeare’s work? Support your responses.
Unit 5 Exam

Matching

Choose the best definition for each of the following.

A. archetype  G. parables
B. epic  H. spirituals
C. epithets  I. symbol
D. fables  J. tall tales
E. fairy tale  K. trickster
F. legends

_____ 1. stories with roots in the distant past, often based on real events or characters from older times; popularly regarded as historical
_____ 2. a long story, often told in verse, involving heroes and gods
_____ 3. very brief stories told to teach a moral lesson
_____ 4. brief stories, often with animal characters, also told to express a moral
_____ 5. religious songs from the African-American folk tradition
_____ 6. stories that deal with mischievous spirits and other supernatural occurrences
_____ 7. a story, character, or theme that represents a familiar pattern repeated throughout literature and across cultures
_____ 8. an animal or shape-shifter, often responsible for bringing important gifts to humanity
_____ 9. a brief descriptive phrase that emphasizes an important characteristic of a person or thing
_____ 10. a thing that stands for or represents both itself and something else
_____ 11. folk tales that are lighthearted or humorous and contain highly exaggerated or unrealistic elements
Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Magic Words

12. What miraculous or magical elements can be found in the selection “Magic Words”?
   A. words that were like magic
   B. animals could change into humans
   C. humans could change into animals
   D. humans communicated with animals
   E. All of the above

13. Mood, or atmosphere, is the emotion created in the reader by part or all of a literary work. The mood of this poem is one of
   A. joy.
   B. anger.
   C. regret.
   D. longing.
   E. apprehension.

14. Which of the following best describes a possible theme of the poem?
   A. Hope is catching.
   B. Nature is overrated.
   C. Words are powerful.
   D. Knowledge is elusive.
   E. Animals are important.

for Sundiata: An Epic of Old Mali / The Once and Future King / Le Morte d’Arthur

15. In “Sundiata: An Epic of Old Mali,” Sogolon Djata was unlike the other children because he
   A. was selfish.
   B. could not hear.
   C. could not walk.
   D. would not speak.
   E. did not respect his parents.

16. According to “Le Morte d’Arthur,” the knights and the nobility delayed Arthur from becoming king because they
   A. wanted Sir Ector to be the king.
   B. were frightened of his cruel nature.
   C. knew the common people would not respect him.
   D. thought they were being deceived by their enemy.
   E. could not believe a lowly boy should be their king.
17. *Tone* is the emotional attitude toward the reader or toward the subject implied by a literary work. Which of the following best describes the tone of “The Once and Future King”?
A. playful  
B. formal  
C. anxious  
D. sarcastic  
E. academic

18. Which of the following is a theme that “Sundiata: An Epic of Old Mali” and “The Once and Future King” share?
A. Trusting others is often a terrible mistake.  
B. One’s destiny cannot be avoided nor changed.  
C. Family is not as important as wealth or leadership.  
D. Respect is not something that must be fought for and earned.  
E. No one can make your life miserable without your permission.

*for The Ingenius Hidalgo Don Quixote de la Mancha*

19. What causes Don Quixote to become a knight errant?
A. losing his home in a fire  
B. reading books of chivalry  
C. losing his love to an illness  
D. being challenged by pirates  
E. seeing knights in a great duel

20. Based on your reading of this selection and what you know about literature in general, Don Quixote could best be described as what type of character?
A. fool  
B. hero  
C. villain  
D. trickster  
E. damsel in distress

21. The selection indicates that
A. all adventures are imaginary.  
B. people are dull and unimaginative.  
C. an inflated self-worth can be comical.  
D. All of the above  
E. None of the above
for Mu-lan

22. At the beginning of the poem, why does Mu-lan’s family think she is sighing?
   A. because she is in love
   B. because she is restless
   C. because she tired of weaving
   D. because she hears the shuttle’s sound
   E. because she is thinking of going to fight in the war

23. Based on Mu-lan’s actions throughout the poem, what does she value most?
   A. fame
   B. family
   C. power
   D. money
   E. independence

24. What does the description of Mu-lan’s “cloudlike hair” imply?
   A. that she is a ghost
   B. that she is imaginative
   C. that she has grown older
   D. that she is happy to be home
   E. that she has experienced the horrors of war

for Damon and Pythias

25. Dionysius is surprised that Damon accepts Pythias’s request because
   A. knows no one who would have done the same for him.
   B. would not have accepted a similar request from a friend.
   C. is shocked by the idea that a person would die for another.
   D. cannot believe that someone would trust Pythias with his or her life.
   E. All of the above

26. The climax is the high point of interest and suspense in a literary work. Which of the following actions occurs during the climax of the story?
   A. Dionysius sentences Pythias to death.
   B. The time comes for Damon to be executed.
   C. Dionysius asks to be friends with the two men.
   D. Damon explains his faith in Pythias to Dionysius.
   E. Pythias asks Damon to replace him for a short time.
27. Dionysius offers words of “sarcastic pity” to Damon during his incarceration. Why would Dionysius offer these words?
   A. to comfort his captive
   B. to learn why Damon trusts Pythius
   C. to make Damon attempt to escape
   D. to mock what he doesn’t understand
   E. All of the above

28. What causes Dionysius to pardon both Damon and Pythius?
   A. the jealousy he feels regarding their friendship
   B. his realization that devoted love and faithfulness do exist
   C. the overwhelming outpouring of emotion from his people
   D. his realization that they have no intention of overthrowing him
   E. None of the above

Essay

Answer one of the following questions.

29. In a paragraph, define a myth and explain how a myth can reveal information about the culture that produced the myth. Identify a myth you have read in class and explain what you might infer about the culture that produced the myth. Support your responses with logical reasoning.

30. Define a motif and provide examples of common motifs used in folk tales. Support your definition and explanation with examples from works you have read both in class and outside of class.
Unit 6 Exam

Matching

Choose the best description for each of the following.

A. author’s approach  E. main idea
B. compare and contrast  F. make connections
C. context clues  G. preview
D. draw conclusions  H. summarize

____ 1. words and phrases near a difficult word that provide hints about its meaning

____ 2. the way an author uses literary elements, terms, and techniques to convey his or her main idea

____ 3. gathering pieces of information and then deciding what that information means

____ 4. skimming the text and trying to figure out what it’s about and who the main characters are

____ 5. brief statement of what you think the author wants you to know, think, or feel after reading the text

____ 6. analyzing similarities and differences between two things

____ 7. a shortened version of something that has been said or written, stating its main points

____ 8. a connection between the story and your own life or the world beyond the story
Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Legend / Hongo Reflects on “The Legend”

_____ 9. Which statement best summarizes Garrett Hongo’s retelling of the story of the Weaver Girl in “Hongo Reflects on ‘The Legend’”?
A. The Weaver Girl is lonely until the universe creates a footbridge so she can join the Herd Boy and live with him forever, thus ending their suffering.
B. The Herd Boy calls to the universe for a companion, and the River of Heaven transports him to the Weaver Girl as she calls the stars into being.
C. The Weaver Girl and the Herd Boy are appointed as judges by the universe to determine whose suffering on earth deserves the reward of final peace.
D. The Weaver Girl and the Herd Boy take on all the sufferings of the world except for one special night, when they lay the troubles of the world on the River of Heaven.
E. The Weaver Girl and the Herd Boy are in love, but separated by the River of Heaven; one night per year the universe take pity on them and allows them to meet.

Read the following passage. Then answer the question(s) below.

Tonight, I read about Descartes’ grand courage to doubt everything except his own miraculous existence and I feel so distinct from the wounded man lying on the concrete I am ashamed.

_____ 10. The tone, or emotional attitude, of this passage can best be described as one of
A. fright and doubt.
B. surprise and awe.
C. relief and gratitude.
D. courage and grandeur.
E. remorse and embarrassment.
11. Which of the following best explains why the speaker feels “ashamed” in this passage?

A. The speaker knows he should have been at the scene to help, and he blames himself for the man’s death.
B. The speaker used to commit random acts of violence, and he deeply regrets all the crimes he has committed.
C. The speaker knows he is different from the man, and that he will never be the victim of such a brutal and random crime.
D. The speaker is saddened by the brutality of crimes that are committed in the city where he lives, and the fact that he has done nothing to help change it.
E. The speaker feels like he is somehow different from the man, although the crime was random and it could just as easily have happened to the speaker instead.

12. As “Contents of the Dead Man’s Pocket” begins, why does Tom Benecke have a guilty conscience?

A. He knows he could be working harder.
B. His wife has the guilty conscience, not him.
C. He is working on a project his wife doesn’t know about.
D. He has chosen to work instead of going out with his wife.
E. He has been procrastinating his work project for weeks now.

13. The setting of the story is a New York City apartment in the 1950s. Which details reflect that time period and would not appear in a story that takes place today?

A. half-dollar coin, newsreel, yellow paper
B. supermarkets, fire escape, carbon paper
C. wire coat hangers, pullover sweater, shoelace
D. portable typewriter, double-feature, newsreel
E. portable typewriter, Lexington Avenue, half-dollar coin

14. A theme is a central message or perception about life that is revealed through a literary work. Tom would have expressed the theme for his life differently before his experience on the ledge. Which of the following statements best expresses a theme he would write for his life at the end of the story?

A. It is important to be on the lookout for people who may need help.
B. A relationship with someone you love is far more important than a career.
C. Life is a bold adventure and sometimes you’ve got to get out on the ledge.
D. Life isn’t worth living unless you take risks as you climb your way to the top.
E. Make sure your windows close properly, and keep important documents safe.
15. Although Tom Benecke seems to enjoy his work, which statement from the “Mind/Body Health: Job Stress” article could be applied to his situation?
A. “You may . . . feel unfairly treated by a supervisor or co-workers . . .”
B. “Layoffs, restructuring, or management changes can heighten anxiety about your job security.”
C. “Constant preoccupation with job responsibilities often leads to erratic eating habits . . .”
D. “Job stress also frequently causes burnout, a condition marked by emotional exhaustion . . .”
E. “Putting your job ahead of everything else can also affect your personal relationships.”

for Land Enough for a Man

16. When Pakhom asks the Bashkirs if he can buy land from them, what is the one condition they say he must meet?
A. He can buy the land by paying them one thousand rubles a day.
B. He must give the Bashkir elder as much tea for life as he can drink in a day.
C. He can have all the land he can walk around if he marks his path with a spade.
D. He can buy the land he can walk around in a day if he makes it back by sunset.
E. He must, in one day, walk around a circle of land that the Bashkir elder chooses.

17. The vice Tolstoy is most interested in exploring in “Land Enough for a Man” is
A. lust.
B. envy.
C. pride.
D. greed.
E. ambition.

18. Considering how Tolstoy presents this story, whom would he say is responsible for what happens to Pakhom at the end?
A. Pakhom
B. the Devil
C. the Bashkirs
D. Pakhom’s wife
E. Pakhom’s sister-in-law

for By the Waters of Babylon

19. The Place of the Gods was once called
A. Heaven.
B. Chicago.
C. Washington.
D. Los Angeles.
E. New York City.
20. The narrator and his people most likely refer to the Atlantic Ocean as “the Bitter Water” because it is
A. salty and impossible to drink.
B. large and impossible to cross.
C. the site from which the warships arrived.
D. where the Hill People go to mourn their dead.
E. the site of a fierce battle with the Forest People.

21. A theme is a central message in a literary work. Which of the following best expresses a theme of this story?
A. Knowledge is the one thing that can never be destroyed.
B. Nature has the overwhelming potential to destroy the human spirit.
C. No matter how much power humans may obtain, we are still only humans.
D. It is best to face the truth all at once, because learning it slowly can kill you.
E. It is better to ignore the mistakes of the past than to endure the pain of facing them.

for There Will Come Soft Rains / House

22. The story takes place
A. in the distant past.
C. about a hundred years ago.
D. in the not-too-distant future.
E. several hundred years in the future.

23. The poem that the house reads, “There Will Come Soft Rains,” is about
A. a fire that destroys a house.
B. a war that destroys humankind.
C. the death of a beloved family dog.
D. the destruction of Europe in World War II.
E. the way that rain can heal a natural disaster.

24. How do the machines in the house respond when the fire breaks out?
A. The machines are stunned by the fire and burn up due to their own technical failure.
B. The machines are programmed for every emergency, so a sprinkler system puts the fire out with soft rains.
C. The machines respond swiftly, but they are programmed for self-preservation and are able to save themselves, but not the house.
D. The machines alert each other of the fire and act accordingly, although only the sprinkler system can actually help.
E. The machines try to put out the fire but fail and go berserk, repeating their tasks all at once, faster and faster, until they break down.
25. Compare and contrast the Bradbury short story with the Teasdale poem. How dependent on people are the technological tools in the house in Bradbury’s story? How dependent on people are the animals and natural world in Teasdale's poem?

A. The technology first needed people to invent it, but now can run endlessly. Nature may thrive with human interaction, but it can survive without it.

B. Even without people to program them, the tools can run endlessly on their own. The natural world, by contrast, requires human interaction in order to survive.

C. Without the expertise of a human mind to program and repair them, the tools are useless. The natural world also requires human interaction to survive.

D. Even without people to program them, the tools can run endlessly on their own. The natural world also exists even if people are not available to interact with it.

E. Without the expertise of a human mind to program and repair them, the tools are useless. The natural world, on the other hand, lives on even if humans do not.

**Essay**

*Answer one of the following questions.*

26. In a paragraph, describe reading strategies that can be used *during* reading. Specifically, name the strategies, explain how one would use them, and explain their purpose. Finally, provide an example of one and explain how you would use it with a selection you have read in class.

27. In a paragraph, explain why determining an author’s purpose is a useful reading skill. Explain how you would determine their purpose and provide examples of different purposes from selections you have read in class.