Unit & Selection Resources

Unit 1 Fiction Connections
Finding a Place in the World

Grade 10
Publisher’s Note

EMC Publishing’s innovative program _Mirrors & Windows: Connecting with Literature_ presents a wide variety of rich, diverse, and timeless literature to help students reflect on their own experiences and connect with the world around them. One goal of this program is to ensure that all students reach their maximum potential and meet state standards.

A key component of this program is a _Unit & Selection Resources_ supplement for each unit in the textbook. In every _Unit & Selection Resources_ book, you will find a study guide to lead students through the unit, with a practice test formatted to match a standardized test. You will also find dozens of high-quality activities and quizzes for all the selections in the unit. The _Unit & Selection Resources_ lessons are provided as interactive eWorkbook activities with immediate student feedback in Passport.

EMC Publishing is confident that these materials will help you guide your students to mastery of the key literature and language arts skills and concepts measured in state and national tests. To address the needs of individual students, enrich learning, and simplify planning and assessment, you will find many more resources in our other program materials—including _Differentiated Instruction, Speaking & Listening, College & Career Readiness, Vocabulary & Spelling, Close Reading, Writing & Grammar, Test Practice, Program Planning Guide, Assessment Guide_ and Passport™.

We are pleased to offer these excellent materials to help students learn to appreciate and understand the wonderful world of literature.
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Fiction Study Guide (with Practice Test and Master Vocabulary List) 1

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<td>Analyze Literature: Character</td>
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<td></td>
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<td>Describe and Critique: Fiction</td>
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Digital Connections
Fiction Study Guide

Completing this study guide will help you understand and remember the literary elements presented in Unit 1—plot, point of view, character, setting, and theme—and recognize how these elements function in the stories in the unit.

After you read each Understanding feature in Unit 1 in your text, complete the corresponding Understanding section in the study guide. Try to answer the questions without referring to the text. The completed section provides an outline of important information that you can use later for review.

After you read all the short stories in Unit 1, complete the five Applying sections in the study guide. Refer to the stories as you answer the questions.

After you complete these sections, take the Practice Test. This test is similar to the state assessment reading test you will take this year. In both tests, you will read passages and answer multiple-choice questions about the passages.

Self-Checklist

Use this checklist to help you track your progress through Unit 1.

**CHECKLIST**

**Literary Comprehension**
You should understand and apply the following literary elements:
- Plot
- Point of View
- Character
- Setting
- Theme

**Reading**
You should know the following three parts of the Fiction Close Reading Model:
- Before Reading
- During Reading
- After Reading

**Literary Appreciation**
You should understand how to relate the selections to:
- Other texts you’ve read
- Your own experiences
- The world today

**Vocabulary**
In the Master Vocabulary List at the end of this study guide, put a check mark next to any new words that you learned while reading the selections. How many did you learn?
- 10 or more
- 20 or more
- 30 or more

**Writing**
- You should be able to write a plot analysis. The analysis should be clearly organized and state a clear thesis that is supported by evidence.

**Speaking and Listening**
- You should be able to deliver or listen to a horror story.

**Test Practice**
- You should be able to answer questions that test your writing, revising and editing, and reading skills.

**Additional Reading**
- You should choose a fictional work to read on your own. See For Your Reading List on page 104 of your textbook.
Understanding Plot

Complete these pages after you read about plot on pages E1–E2. Try to answer the questions without looking at your book.

What is plot? ________________________________

<table>
<thead>
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<th>Five Elements in a Typical Plot</th>
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<tr>
<td>climax</td>
</tr>
<tr>
<td>exposition</td>
</tr>
<tr>
<td>falling action</td>
</tr>
<tr>
<td>resolution</td>
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<tr>
<td>rising action</td>
</tr>
</tbody>
</table>

Write the elements of a typical plot into the plot diagram in the proper location. Then write a short description of each element.

What is conflict in a plot? ________________________________

What is the difference between an internal conflict and an external conflict?

Identify how most stories are organized. Describe how plot unfolds in this organization.

Name a device used to interrupt this organization. Tell how the device affects the organization.
Applying Plot to the Selections

Think about what you have learned about plot. Then answer the following questions after you have read the selections in Unit 1.

Briefly summarize the plot of “The Monkey’s Paw.”

What is the climax of the plot of “Two Friends”? 

Briefly describe one conflict from each story listed. Then define the example as an internal conflict or an external conflict.

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<th>Story</th>
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<tr>
<td>“Lather and Nothing Else”</td>
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<tr>
<td>“Catch the Moon”</td>
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Write the elements of a typical plot in the plot diagram below. Then describe how each element is used in “The Masque of the Red Death.”
Understanding Point of View

Complete these pages after you read about **point of view** on pages E5–E6. Try to answer the questions without looking at your book.

What is **point of view**? How does it affect the reader? ________________________________

Fill out the chart with three different types of **narration**, their strengths as a particular **point of view**, and pronouns associated with each type.

<table>
<thead>
<tr>
<th>Type of Narration</th>
<th>Strengths of This Point of View</th>
<th>Pronouns</th>
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</tbody>
</table>

What is a **narrator**? ________________________________

Write three questions that will help you determine the point of view of a story.

1. ________________________________
2. ________________________________
3. ________________________________
**Applying Point of View to the Selections**

Think about what you have learned about **point of view**. Then answer the following questions after you have read the selections in Unit 1.

Identify the **narrator** in each story listed. Then, indicate the type of narration the author used.

<table>
<thead>
<tr>
<th>Story</th>
<th>Narrator</th>
<th>Type of Narration</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The Leap”</td>
<td></td>
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</tr>
<tr>
<td>“Two Kinds”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Two Friends”</td>
<td></td>
<td></td>
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<tr>
<td>“Everyday Use”</td>
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<tr>
<td>“Through the Tunnel”</td>
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What **bias** do you recognize from the narrator in “The Moment Before the Gun Went Off”?

How does the **point of view** in “Lather and Nothing Else” impact the story? How might the story be different if it were told in **third-person**?

How might the story “Catch the Moon” be different if the story were told from the father’s **point of view**? What different opinions or emotions might be expressed?
Understanding Characters

Complete these pages after you read about character on pages E14–E15. Try to answer the questions without looking at your book.

What is a character? __________________________________________________________________________

__________________________________________________________________________________________

Write definitions of the terms in the boxes. Focus on the similarities and differences between the terms in each pair.

<table>
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<th>Types of Characters</th>
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<td><strong>Antagonist</strong></td>
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<td><strong>Major Character</strong></td>
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<tr>
<td><strong>Minor Character</strong></td>
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<tr>
<td><strong>Round Character</strong></td>
</tr>
<tr>
<td><strong>Flat Character</strong></td>
</tr>
<tr>
<td><strong>Dynamic Character</strong></td>
</tr>
<tr>
<td><strong>Static Character</strong></td>
</tr>
</tbody>
</table>

Describe characterization and explain the three most common techniques used to develop it.

1. _______________________________________________________________________________________

2. _______________________________________________________________________________________

3. _______________________________________________________________________________________
### Applying Characters to the Selections

Think about what you have learned about **characters**. Then complete this page after you have read the selections in Unit 1.

The first column tells you what type of character to look for in which story. In the second column, write the name or a description of the character you choose. Explain your choice in the third column.

<table>
<thead>
<tr>
<th>Type of Character/Story</th>
<th>Who?</th>
<th>How Do You Know?</th>
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<tr>
<td>An antagonist in “Two Kinds”</td>
<td></td>
<td></td>
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<tr>
<td>A major character in “The Leap”</td>
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<td></td>
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<tr>
<td>A minor character in “The Monkey’s Paw”</td>
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<tr>
<td>A round character in “Through the Tunnel”</td>
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<td>A flat character in “Two Friends”</td>
<td></td>
<td></td>
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<td>A dynamic character in “Catch the Moon”</td>
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<td></td>
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<tr>
<td>A static character in “Lather and Nothing Else”</td>
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<td></td>
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</table>
Understanding Setting

Complete this page after you read about setting on pages E17–E18. Try to answer the questions without looking at your book.

What is setting? ____________________________________________________________________________
________________________________________________________________________________________

What is mood? ____________________________________________________________________________
________________________________________________________________________________________

What are examples of different types of moods that are common in literature? ________________
________________________________________________________________________________________
________________________________________________________________________________________

What are sensory details? __________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Think of a place you have visited and the sensory details you experienced there. Fill out the Sensory Details Chart with your recollections of that place or event.
Applying Setting to the Selections

Think about what you have learned about setting. Then answer the following questions after you have read the selections in Unit 1.

How are the settings of “Two Friends” and “Lather and Nothing Else” alike? How are the settings different?

What are some of the sensory details that the author uses in depict the tragic scene of the acrobats in “The Leap?”

What words or descriptions at the opening of the “The Masque of the Red Death” help to create the mood?

Fill out the Sensory Details Chart with elements from the story “Through the Tunnel.”

<table>
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<tr>
<th>Taste</th>
<th>Sound</th>
<th>Touch</th>
<th>Sight</th>
<th>Smell</th>
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Understanding Theme

Complete this page after you read about theme on pages E21–E22. Try to answer the questions without looking at your book.

What is theme? ________________________________________________

List three elements of theme. Describe how each can show the theme of the story.

1. __________________________: __________________________________

2. __________________________: __________________________________

3. __________________________: __________________________________

The theme of a work can either be stated or implied. Define each term in the chart below. Then, think of two questions that can help you discover and refine each type of theme.

<table>
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<th>Theme</th>
<th>Definition</th>
<th>Questions to Find and Refine the Theme</th>
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<td>2.</td>
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Applying Theme to the Selections

Think about what you have learned about theme. Then answer the following questions after you have read the selections in Unit 1.

What is the theme of “The Masque of the Red Death”? ____________________________
______________________________
______________________________

What does the old quilt symbolize in “Everyday Use”? ____________________________
______________________________
______________________________

What message is the author trying to convey in “The Monkey’s Paw”? Is the theme stated or implied? How do you know? ____________________________
______________________________
______________________________

Explain how the author of “The Leap” reveals the theme of the story. ____________________________
______________________________
______________________________

What is the theme of “Two Friends”? Is the theme stated or implied? How do you know? ______
______________________________
______________________________
Unit 1 Practice Test

Throughout the school years, students take tests to measure how well they meet standards in reading, English/language arts, mathematics, science, and social studies. Standardized English language arts tests include reading tests in which students are asked to read a passage and answer questions to test their understanding of the passage. Some passages on the reading test may be fiction, like the stories you read in Unit 1.

The practice test on the following pages contains several passages, each followed by two or more multiple-choice questions. Your answer sheet for this practice test is below on this page.

While a standardized reading test will have questions assessing many different comprehension skills, the questions on this practice test focus on the literary elements you studied in this unit.

<table>
<thead>
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<th>Unit 1 Practice Test Answer Sheet</th>
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<tbody>
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<td>Name: __________________________ Date: __________________________</td>
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</table>

Fill in the circle completely for the answer choice you think is best.

6. A  B  C  D  12. A  B  C  D
Waiting for Rescuers
by David Heinz

John collapsed onto a shaded, mossy log and let out an exaggerated sigh. “They’re going to come for me,” he whispered. “They have to.” He tapped on his hollow stomach. The hunger pangs had been assuaged by time. Now there was only a feeling of nausea and a slight case of lightheadedness to remind him he hadn’t eaten anything normal for as long as he could remember.

He began to repeat the same schedule he had formulated for his rescuers since getting lost from the trail. “One day for them to realize I’m gone. One day for them to organize a search party. Five days of searching before they give up.” Being an avid hiker, John knew the protocol used by the Alaskan Park Rangers in this particular area. After seven days the outlook changed; optimism and haste gave way to reality. A search and rescue operation became a recovery mission.

John limped over and threw more sticks on his signal fire. He was down to eight matches. He had eaten his last protein bar two days ago. He had used his last water purification tablets just this morning. His body had begun to succumb to the lack of nourishment. He could feel his mind working less quickly as well. He was running out of everything—including time.

John stared blankly at the fire, for how long he could not tell. Over time, he began to notice the shadows lengthening, the temperature dropping. Then he clutched his head in his hands. “You’re so stupid,” he murmured. “It was a trail. All you had to do was follow it. How could you get this lost?”

As the sun began to set behind the forest of evergreens, John reached into his pocket and pulled out a small stick he had whittled and notched to keep track of time. He rubbed his finger back and forth over the smooth wood between the notches. Then he pulled a pocketknife from his backpack and whittled a groove into the wood as the sky drew dark. John ran his fingers over the notches in the wood. “One, two three, four, five, six…”

John laid his head down on his backpack. At that moment, he heard a whirring noise in the distance. Chop, chop, chop…

1. What is the implication in the statement, “A search and rescue mission became a recovery mission?”
   A. The search party would stop looking.
   B. The search effort would be joined by more rescuers.
   C. The search party would no longer expect to find anyone alive.
   D. The search party would utilize more resources in their effort.
2. What is the most significant conflict in this story?
   A. John against his bad judgment
   B. John against time
   C. John against the harsh elements
   D. John against the rescuers

3. From what point of view is the story told?
   A. first-person
   B. second-person
   C. third-person limited
   D. third-person omniscient

4. John can best be described as
   A. lazy and confused
   B. sullen and concerned
   C. spoiled and unfocused
   D. resilient and optimistic

5. The statement, “Over time, he began to notice the shadows lengthening, the temperature dropping,” leads us to believe what is happening?
   A. A storm is on the way.
   B. John is climbing to a higher altitude.
   C. Sunrise is near.
   D. The day is coming to an end.

6. What is the theme of this story?
   A. If one is not careful, a simple activity can have perilous consequences.
   B. Nature always defeats humans.
   C. Rescuers always come.
   D. Do not go hiking alone.

7. Which of the following would best describe John’s character?
   A. static
   B. flat
   C. round
   D. minor

8. What does the whittled piece of wood symbolize?
   A. John getting lost
   B. John’s window of opportunity for getting rescued
   C. the cruelty of nature
   D. John’s hope for survival
Read the passage below, and answer the questions about what you have read. Mark your answers on your answer sheet.

**Breaking Flint**
by Nicholas Gregory

“You aren’t supposed to sneak up on the horse, boy,” Chet’s father declared. “Just be calm and make sure he sees you coming.”

Chet’s father stood on one side of the paddock with an arm draped over the weathered wood fence. He had a subtle expression of amusement on his face. Chet felt no sense of that amusement. Carrying the halter and lead beside his leg, he crept toward Flint, a fire-breathing mustang colt.

“Got to work on breaking Flint today,” Chet’s father had told him earlier that morning. “We can’t let him think he runs this place too much longer or risk that he won’t ever be anything but wild.”

Chet had nearly leapt from the table. “Please, Pa, please let me do it.”

Chet’s father seemed happy with his son’s reaction. He nodded slowly. “All right, but you have to agree to do everything I say. Getting in there with a horse like Flint isn’t a game.”

“Yes, sir. But I’ll break that horse as sure as the day is long.”

An angry exhaled grunt from the horse seemed to validate his father’s warning. Flint was looking at Chet; no, he was sizing him up. Just waiting until he was close enough to unleash a furious assault.

“Talk to him, Son,” Chet’s father called out. “Low and slow.”

Flint reared back and whinnied. “Don’t think he wants to listen, Pa.” But Chet inched closer and closer. “There, boy, I mean you no harm.” Chet reached out slowly toward the horse’s neck. The horse started just a bit as he touched him. Then Flint settled as Chet began rubbing him in short, soft strokes. “See. I told you I was all right. We understand each other. Don’t we, Flint?” Chet lifted up the lead and showed it to the horse. “Now, all I’m going to do is wrap this rope around your neck. That’s it.” Chet reached out with the lead. The horse protested, but only mildly, spitting out a blast of hot air that Chet felt against his hand. But the boy stayed steady. He gently reached the lead around the horse’s head, lowering it slowly, slowly, slowly…

“Pa, look!” Chet shouted back. “I got the lead…”

It felt like an earthquake. That, or a roller coaster ride with no safety bar. When the jolting ceased, Chet opened his eyes. He felt the hard earth beneath him and saw his father standing over him. Flint pranced around the confines of the pen like a victorious fighter.

9. Which of the following literary elements is present in this story?
   - A. a flashback
   - B. foreshadowing
   - C. second-person point of view
   - D. internal conflict

10. Chet’s father can best be described as a
    - A. round character
    - B. main character
    - C. dynamic character
    - D. flat character
11. In this passage, the primary conflict is between
   A. Chet and his fear
   B. Chet and his father
   C. Chet and Flint
   D. Chet’s father and Flint

12. Chet walking slowly toward Flint as he speaks calmly represents what element of the plot?
   A. exposition
   B. rising action
   C. climax
   D. falling action

13. Which of the following is an example of a sensory detail?
   A. “Chet felt no sense of that amusement”
   B. “he was sizing him up”
   C. “as sure as the day is long”
   D. “a blast of hot air that Chet felt against his hand”

14. Based on Chet’s character, what do you think he will do next?
   A. get back up and try again
   B. cry
   C. tell his father to take over
   D. run inside the house

15. How is Chet’s character most fully revealed?
   A. through his father’s eyes
   B. through anecdotes about the past
   C. through inner conflict in Chet’s mind
   D. through dialogue

16. What is the climax of the story?
   A. when Chet decides to try to break the horse
   B. when Chet drapes the lead over the horse’s neck
   C. when Chet opens his eyes and finds himself on the ground
   D. when Chet’s father tells him to speak calmly to the horse

17. Who is the protagonist in this story?
   A. Flint
   B. Chet’s father
   C. Chet’s mother
   D. Chet
### Master Vocabulary List

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The Open Window, page 5

Close Reading Fiction

Reading is an active process that can be broken down into three stages: before reading, during reading, and after reading.

• Before reading, you build background, identify your own purpose for reading, and develop expectations for what you are about to read. These activities are related to what you already know and what you have experienced.
• During reading, you use reading strategies and critical thinking skills to understand what you are reading.
• After reading, you think about what you have read and draw conclusions about what the selection means. Going back and rereading all or parts of the story will help you focus on the author’s purpose and message.

The specific activities performed in each stage of the reading process can vary, depending on the genre you are reading. The Fiction Close Reading Model on page 4 of your textbook provides an overview of the process for reading fiction.

Framework for Close Reading Fiction

When you read fiction closely, you should pay special attention to the plot, the characters, the setting, and the theme. The following checklist offers a framework for close reading fiction. As you read “The Open Window,” ask yourself these questions.

<table>
<thead>
<tr>
<th>Before Reading</th>
<th>During Reading</th>
<th>After Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ From what perspective is this story told?</td>
<td>❑ What is the mood of the story?</td>
<td>❑ What happens in the story?</td>
</tr>
<tr>
<td>❑ Who are the characters? What do I know about them?</td>
<td>❑ What do the characters and the setting look like?</td>
<td>❑ What message or point is the author trying to make?</td>
</tr>
<tr>
<td>❑ Where is the story set?</td>
<td>❑ What do I predict will happen to the characters at the end?</td>
<td>❑ What am I supposed to understand after reading this?</td>
</tr>
</tbody>
</table>
Apply the Model

Analyze Literature: Plot and Conflict

A **plot** is a series of related events that drive a story. A plot revolves around some type of conflict, or struggle. Usually, through the course of a story, a central conflict is introduced, developed, and resolved.

A **conflict** is a struggle that takes place between two forces in a literary work. A struggle that takes place between a character and an outside force is called an **external conflict**. A struggle that takes place within a character is called an **internal conflict**.

Before you read “The Open Window,” review the elements of plot in the Plot Diagram below.

---

As you read, jot down the summary of events that occur in the story. After you finish the story, categorize the events in terms of plot by placing each event next to the appropriate term on the Plot Diagram above.

Next identify conflict(s) in the story. Classify the conflict(s) you identify as internal or external, and explain your answer(s).
The Open Window, page 5

Build Background: Neurasthenia

In the story that you are about to read, “The Open Window,” one of the main characters, Framton Nuttel, has been ordered to visit the countryside and pay social calls to strangers as part of his “nerve cure.” His doctors have also prescribed “complete rest, an absence of mental excitement, and avoidance of anything in nature of violent physical exercise.” Nuttel’s nervous condition was not uncommon in the nineteenth century, referred to as “the century of nerves.” During this period, a number of men and women—in particular businessmen and well-to-do women socialites—sought treatment for nervousness, headaches, fatigue, depression, and indigestion. One doctor, George Beard, coined the term neurasthenia to describe this vague ailment. With little knowledge of the functions of the nervous system, Beard surmised that this collapse of mental health, or nervous breakdown, was caused by an inadequate supply of “nerve force” on the nervous systems of professionals and intellectuals and resulted from the demands of a newly industrialized society. Many cures were offered as this disorder became widespread, affecting many prominent individuals including a number of writers.

To study the culturally based diagnosis of neurasthenia, work with a partner to research online the answers to the following questions. Record your responses on a separate piece of paper, and be prepared for a classroom discussion on this topic.

1. What were some of the prescribed treatments for neurasthenia? What treatment did George Beard favor to replenish the body’s “nerve force”?

2. Although men and women were both diagnosed with neurasthenia, women of childbearing years who suffered from this ailment were diagnosed with a more advanced type of this disorder. What was the name of this diagnosis, and what was the origin of this term?

3. How was the diagnosis of neurasthenia in men viewed differently from the diagnosis in women in Victorian society? How did the diagnosis of neurasthenia give rise to the feminist movement?

4. What “nerve tonic” was touted by advertisers to cure neurasthenia? (Hint: Today, this tonic is the leading carbonated soft drink among consumers.) Who invented this tonic and what ingredients were in this magic tonic that would treat such a variety of ailments?

5. Neurasthenia is no longer recognized as a medical or a mental health diagnosis. However, there are a number of modern-day diagnoses that have been traced back to this era. What is one diagnosis that may be linked to neurasthenia?
The Open Window, page 5

Vocabulary

engulf (page 8)  migrate (page 6)  ghastly (page 9)  falteringly (page 8)  habitation (page 8)
imminent (page 10)  delusion (page 9)  convey (page 10)  succession (page 6)  self-possessed (page 6)

What is the connection among these four things? Choose a vocabulary word from the box above that links these words or phrases.

1. Birds, migrant workers, monarch butterflies, Dust Bowl families
   Things that ____________________________

2. Flooding after the breach of a dam, a yellow stoplight that turns to red, a gathering storm, the birth of a child after the start of labor
   Things that ____________________________

3. A spelling bee finalist, an explosives expert on a bomb squad, an emergency room doctor, a world-class athlete
   Things that ____________________________

4. Quicksand, floodwaters, wildfires, grief
   Things that ____________________________

5. Mind control by aliens, superhuman powers, Y2K panic, paranoia
   Things that ____________________________

6. A corpse at a murder scene, a graveyard at night, the entrails of an animal, the mythical creature Medusa
   Things that ____________________________

7. A thumbs-up gesture, a look of sympathy, a message, a living will
   Things that ____________________________

8. A parade lineup, an heir to a throne, a birth order, a recipe
   Things that ____________________________

9. A birdhouse, a space station, a prehistoric cave, a commune
   Things that ____________________________

10. A toddler’s first steps, the movement of a light-headed person, the pace of a nervous speaker, the approach to an unfriendly dog
    Things that ____________________________
Analyze Literature: Characterization

The act of creating or describing a character is called **characterization**. 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 personality the characters display. In “The Open Window,” the two main characters, Vera and Framton Nuttel, have distinct characteristics that emerge during their chance encounter.

To gain a better understanding of the author’s fleshing out of the characters, find evidence in the story that supports the character descriptions given below.

<table>
<thead>
<tr>
<th>VERA</th>
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<tbody>
<tr>
<td><strong>VERA is manipulative and deceitful.</strong></td>
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<tr>
<td>What a Character Says</td>
</tr>
<tr>
<td>• “Then you know practically nothing about my aunt?” pursued the self-possessed young lady.</td>
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</table>
### VERA

**VERA**

Vera is confident and composed.

<table>
<thead>
<tr>
<th>What a Character Says</th>
<th>What the Author Says</th>
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<tbody>
<tr>
<td></td>
<td>&quot;My aunt will be down presently, Mr. Nuttel,&quot; said a very self-possessed young lady of fifteen....</td>
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### FRAMTON NUTTEL

**FRAMTON NUTTEL**

Framton is nervous, easily agitated, and jumpy.

<table>
<thead>
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<th>What a Character Says</th>
<th>What a Character Does</th>
<th>What Other Characters Say</th>
<th>What the Author Says</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>&quot;A most extraordinary man, a Mr. Nuttel,&quot; said Mrs. Sappleton.... &quot;One would think he had seen a ghost.&quot;</td>
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<tr>
<td>FRAMTON NUTTEL</td>
<td>Framton is gullible or easily tricked by others.</td>
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<td>------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What a Character Does</td>
<td>What the Author Says</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• In a chill shock of nameless fear Framton swung around in his seat and looked in the same direction.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FRAMTON NUTTEL</th>
<th>Framton is antisocial and reclusive.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What Other Characters Say</td>
<td>What the Author Says</td>
</tr>
<tr>
<td>• “Do you know many of the people round here?” asked the niece when she judged that they had had sufficient silent communion.</td>
<td></td>
</tr>
</tbody>
</table>
The Open Window, page 5

Selection Quiz

Fill in the Blank

Fill in the blank with the name of the character who is identified with the following action.

<table>
<thead>
<tr>
<th>Vera</th>
<th>Framton Nuttel</th>
<th>Mrs. Sappleton</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
<td>1. Arrives with a letter of introduction</td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td>2. Asks the visitor if he or she knows anyone in the area</td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td>3. Is ordered to call on a succession of strangers as a nerve cure</td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td>4. Claims that the window is open to allow the hunting party to enter the house without muddying the carpets</td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td>5. Tells a story about a great tragedy that occurred three years ago</td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td>6. Is led to believe that the owner of the house is waiting for the arrival of spirits of the deceased</td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td>7. Tells others that the visitor left the house quickly due to a fear of dogs</td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td>8. Finds out that the visitor knows nothing about the owner of the house</td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td>9. Feels badly that the visit falls on the anniversary of the house owner’s tragedy</td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td>10. Pays little attention to the visitor’s complaints of illness</td>
<td></td>
</tr>
</tbody>
</table>

Short Answer

Write your answer to each of the following questions in the space provided.

11–13. Characterization is the act of creating or describing a character. Writers create characters using three major techniques. What are these techniques?

14–15. What is irony and how does the author use this literary technique in the story?
Build Background: The Hand of Fate

In the story that you are about to read, “The Monkey’s Paw,” fate becomes the ultimate enemy of the White family. In fact, the commonly heard expression “Be careful what you wish for, you may receive it” has been connected with this story, with some scholars claiming that the author, W. W. Jacobs, opened his tale with this anonymous quotation. For centuries, people have contemplated the role that fate or destiny plays in an individual’s life. Fate can be traced back to the ancient stories of Greek mythology, where Zeus’s three daughters (the Fates of the Moirai) controlled the destinies of humans and gods. In contemporary literature, fate continues to be a mysterious, elusive force that provides the struggle or conflict in a story and determines the journeys and destinations of characters.

Because fate plays such a prominent role in literature, many authors and orators have contemplated their definitions of fate. Listed below are a series of quotations by some of these famous people. Read through the quotations and choose a definition that most closely matches your ideas about fate. Then respond to the following questions:

1. Why did you choose this particular quotation about fate?
2. Do you believe that fate or free choice rules individuals? Why?
3. Do you believe that astrology or palmistry can forecast fate? Why or why not?
4. Do you have any superstitions that you follow to ward off fate? If so, what are they?

“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.

—William Shakespeare

“Destiny is not a matter of chance, it is a matter of choice; it is not a thing to be waited for, it is a thing to be achieved.”

—William Jennings Bryan

“Failure and success seem to have been allotted to men by their stars. But they retain the power of wriggling, of fighting with their star or against it, and in the whole universe the only really interesting movement is this wriggle.”

—E. M. Forester
“I have always believed that all things depended upon Fortune, and nothing upon ourselves.”

—George Gordon (Lord) Byron

“Each player must accept the cards life deals him or her. But once they are in hand, he or she alone must decide how to play the cards in order to win the game.”

—Voltaire

“Men are not prisoners of Fate, but only prisoners of their own minds.”

—Franklin D. Roosevelt

“I do not believe in a fate that falls on men however they act; but I do believe in a fate that falls on them unless they act.”

—G. K. Chesterton

“Every man has his own destiny: the only imperative is to follow it, to accept it, no matter where it leads him.”

—Henry Miller

“Whatever limits us we call Fate.”

—Ralph Waldo Emerson

“A person often meets his destiny on the road he took to avoid it.”

—Jean de La Fontaine

“Let us follow our destiny, ebb and flow. Whatever may happen, we master fortune by accepting it.”

—Virgil

“I know of no more encouraging fact than the unquestionable ability of man to elevate his life by conscious endeavor.”

—Henry David Thoreau
**The Monkey’s Paw, page 12**

**Analyze Literature: Foreshadowing**

In the horror story “The Monkey’s Paw,” the author uses a literary technique called foreshadowing to help build suspense for the reader. **Foreshadowing** is the act of presenting hints to events that will occur later in a story. These hints can be classified into three categories: those that hint at evil to come; those that foreshadow death; and those that indicate the presence of fate.

As you are reading, fill in the graphic organizer below with examples of foreshadowing that support these three categories. As you continue your reading, note the significance of the foreshadowing.

<table>
<thead>
<tr>
<th>Evil</th>
<th>Example of Foreshadowing</th>
<th>Significance of Foreshadowing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sergeant-Major Morris: “He put a spell on it [the monkey’s paw] so that three separate men could each have three wishes from it.”</td>
<td>• The sergeant-major’s dialogue foreshadows evil with the word “spell.”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Death</th>
<th>Example of Foreshadowing</th>
<th>Significance of Foreshadowing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sergeant-Major Morris: “I don’t know what the first two [wishes] were, but the third was for death.”</td>
<td>• The sergeant-major’s dialogue foreshadows Mr. White’s third wish.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fate</th>
<th>Example of Foreshadowing</th>
<th>Significance of Foreshadowing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Mr. White: “I don’t know what to wish for, and that’s a fact,” he said slowly. “It seems to me I’ve got all I want.”</td>
<td>• Although Mr. White claims that he has everything he wants, he is tempted by greed and therefore plays with fate—with deadly consequences.</td>
<td></td>
</tr>
</tbody>
</table>
The Monkey’s Paw, page 12

Analyze Literature: Symbolism

One foreshadowing tool that the author incorporates in “The Monkey’s Paw” is the use of symbolism. A symbol is anything that stands for or represents both itself and something else. The symbols that are found in this story are conventional symbols, or those with widely recognized associations.

Below is a graphic organizer that shows four of these conventional symbols and their meanings. As you are reading, fill in details (words, phrases, passages) that support the use of these symbols. Then answer the questions about symbolism that are given below the graphic organizer.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning of Symbol</th>
<th>Supporting Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The number three</td>
<td>• The number three is often used in fairy tales and is commonly associated with magic.</td>
<td></td>
</tr>
<tr>
<td>• The color white</td>
<td>• The color white is typically associated with innocence, purity, and goodness, unlike its counterpart, black, which is typically associated with darkness and evil.</td>
<td></td>
</tr>
<tr>
<td>Symbol</td>
<td>Meaning of Symbol</td>
<td>Supporting Details</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>• A snake</td>
<td>• A snake or serpent is typically associated with evil and temptation.</td>
<td></td>
</tr>
<tr>
<td>• Fire/burning</td>
<td>• A fire or a reference to burning is often associated with the fires of the underworld.</td>
<td></td>
</tr>
</tbody>
</table>

1. How does the author’s use of symbolism contribute to the overall mood of the selection?

2. What other selections have you read where these conventional symbols were used?
The Monkey’s Paw, page 12

Vocabulary

The underlined words in the exercises below are all vocabulary words from the short story “The Monkey’s Paw.” Read each question and make a choice based on your understanding of the meaning of the underlined word. Be sure to provide an explanation for your answer.

1. If a school principal approaches a student in the hallway and says amiably (page 14), “Stop by my office this afternoon,” would the student be nervous or relaxed about the meeting? Why?

2. If jury members note that a witness who is testifying in a murder trial has averted (page 18) eyes and a wavering voice, would the jury be likely to conclude that the witness is frightened or unafraid of the defendant? Why?

3. If a newspaper columnist is writing a story about an avaricious (page 17) community member, would the community member’s likely response be a thank-you note or a libel lawsuit? Why?

4. If a driving instructor tells a student driver that he or she is being presumptuous (page 15) about passing the state driver’s examination, would the student feel confident or start to worry about his or her driving skills? Why?

5. If writing partners in a science class attribute (page 17) the ideas in their research paper, would their teacher be likely to commend their documentation or accuse them of plagiarism? Why?

6. If a maligned (page 16) architect has his or her design chosen for a national monument, would the architect’s peers find the announcement predictable or surprising? Why?

7. If a theater critic writes a newspaper review saying that the lead actor in the production was inaudible (page 19) to the audience, would the actor most likely want to save the newspaper for his or her scrapbook or use the newspaper as a drop cloth for painting the next set design? Why?

8. If a tourist dubiously (page 16) scans a tray of native food dishes, would he or she be anxious to sample the food or reluctant to choose one of the tray’s delicacies? Why?

9. If the crowd at a high school football game shows apathy (page 19) toward the performance of the players on the field, would the crowd be standing on their feet cheering wildly or sitting in the bleachers waiting for the game to be finished? Why?

10. If a movie critic previews a horror film and comments on the prosaic (page 17) characters and special effects, would a movie buff be tempted to stand in line at midnight when the movie opens at the local theater or wait for the video release at the local store? Why?
The Monkey’s Paw, page 12

Selection Quiz

True or False

Write T if the statement is true or F if the statement is false.

_____ 1. Sergeant-Major Morris has just returned from a tour of duty in India.

_____ 2. Morris shows the White family photographs of the Indian countryside.

_____ 3. Morris’s three wishes were granted by the monkey’s paw.

_____ 4. The monkey’s paw has had another previous owner whose third wish was for his own death.

_____ 5. To destroy the monkey’s paw, Mr. White throws it on the fire.

_____ 6. Morris tells Mr. White to wish for something sensible.

_____ 7. Mr. White’s first wish is for his wife’s failing health to improve.

_____ 8. Holding the monkey’s paw, Mr. White makes his first wish, and the paw immediately shrinks to the size of a trifle.

_____ 9. The White’s son Herbert teases his father about his father’s wish for money.

_____ 10. The second visitor to the White’s residence is from Maw and Meggins, the factory where Herbert works.

_____ 11. Herbert is killed when he is caught in the machinery.

_____ 12. The visitor offers the White family a new house as compensation for Herbert’s unfortunate death.

_____ 13. Mr. White’s second wish is to close the factory that is responsible for his son’s death.

_____ 14. Fearing that Herbert’s mangled body will appear at the door, Mr. White tries to prevent his wife from answering the door.

_____ 15. Mr. White’s third wish is that his son remains dead.
**Build Background: Goal-Setting**

In the story that you are about to read, “Through the Tunnel,” the main character, Jerry, sets a goal for himself and takes the necessary steps to accomplish that goal. He formulates a plan, prepares himself for the physical and mental challenges that lie before him, and keeps his focus on his ultimate destination. His character shows readers the importance of committing to a task and seeing it through to the end.

Goal-setting allows individuals to turn their dreams into realities, thus helping them lead happier, more prosperous lives. For teenagers such as yourself, goal-setting is an important skill to learn. Having aspirations provides a roadmap for you to follow as you prepare to strike out on your own journey. Setting goals also helps you learn to formulate a plan, organize your time, measure your progress, navigate or overcome obstacles, and stay focused on your objective. With that in mind, you will have the opportunity to set your own goals. You will want to come up with twenty goals to do before you are twenty years old. Keep your dreams in mind as you come up with goals in any of the following categories: educational goals, physical fitness/health goals, career goals, relationship goals, spiritual goals, service learning/volunteer goals, financial goals, or hobby/activity goals. You may share some of your goals in a follow-up classroom discussion if you wish. Be sure to hold on to this list as a reminder of the goals you have set for yourself.

**Twenty Things to Do Before I Am Twenty**

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.  
11.  
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13.  
14.  
15.  
16.  
17.  
18.  
19.  
20.
Preview Vocabulary: Words in Action

Knowing vocabulary words means more than simply understanding their definitions. You also need to be able to apply your knowledge of them. Answer the questions below that refer to how the vocabulary words relate or apply to new situations. Use a separate piece of paper for your answers.

1. Describe three things that can surge.

2. When was the last time you witnessed a modern-day act of chivalry? What was the situation?

3. Describe a situation where a person would need to rely on his or her buoyant skills.

4. Discuss an experience that you’ve had with your friends in which you conscientiously objected to a proposed idea. Explain why.

5. If you were asking a parent for money, would a beseeching facial expression help or hurt your cause? Why?

6. Explain how persistence can be both a positive and a negative personal quality.

7. Name two natural objects and two artificial objects that are luminous.

8. Discuss a recent situation that made you feel overwhelming contrition for your actions. What did you learn from the experience?

9. Describe a talent or skill that you possess that others might find incredulous.

10. Provide one example of a myriad that is a welcome sight, and one example of a myriad that is a frightening sight.
Analyze Literature: Conflict

Conflict is a struggle between two forces in a literary work. Conflict is an important element of plot and provides both interest and suspense in a story. There are four types of conflict that writers use when constructing the plots of their stories: person vs. person, person vs. nature, person vs. society, and person vs. self. The first three types of conflict are considered external conflicts because the person is battling an outside force. The last type of conflict, person vs. self, is considered an internal conflict because the person is battling his or her own consciousness.

“Through the Tunnel” has three types of conflict woven into the story line. These conflicts help readers understand the story’s characters and actions and add to the suspense of the plot. Fill in the chart below with an example of each type of conflict. Then answer the questions that follow on a separate piece of paper.

<table>
<thead>
<tr>
<th>Type of Conflict</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person vs. person</td>
<td>The struggle between one character and another character</td>
</tr>
<tr>
<td>Person vs. nature</td>
<td>The struggle between a character and natural events, the environment, or disease</td>
</tr>
<tr>
<td>Person vs. self</td>
<td>The struggle between a character and himself or herself over a decision that must be made</td>
</tr>
</tbody>
</table>

1. Which type of conflict creates the most suspense for the reader? Why?
2. What part of the setting represents both Jerry’s external and internal conflicts in the story? Why is this part an appropriate symbol?
3. What motivating factors allow Jerry to triumph over all three types of conflict?
Use Reading Strategies: Make Connections

Read the connections below and choose two that you would like to answer. Write your responses in the space provided.

**Text-to-Self**

“Through the Tunnel” is considered a coming-of-age story or a story where the main character learns a valuable lesson that he or she carries throughout life. Jerry’s wish for independence proves to be a strong motivating force that allows him to rise to a challenge and accomplish a goal. In a brief paragraph, describe a situation where you challenged yourself and accomplished what initially seemed to be an impossible goal. Explain what you learned from this experience.

**Text-to-Text**

Compare the parent-child relationship in “Through the Tunnel” with the parent-child relationship in “The Leap” (page 92). What observations can you make? What can the parent and child in each story learn from each other?

**Text-to-Text**

The mother in “Through the Tunnel” and the mother in “Something Could Happen to You” (page E158) have similar parenting styles. How has the child in both stories tested his or her parent’s boundaries? What was each child’s primary motivation to explore outside his or her safe world? How did these experiences shape each child’s identity?

**Text-to-World**

In “Through the Tunnel,” Jerry experiences a figurative rite of passage into adulthood: He conquers his fears and swims through the underwater tunnel. Throughout the world, many cultures have rites of passage that mark the transition from one status to the next. What rites of passage are common in your culture? Focus on one rite of passage and explain its purpose, ceremony, and its impact on the individual and on the surrounding society.
Selection Quiz

Multiple Choice

Write the letter of the correct answer on the line.

1. Which word best describes the parenting style of Jerry’s mother?
   A. bossy
   B. strict
   C. methodical
   D. overprotective

2. What are Jerry’s thoughts as he plays on the safe beach?
   A. He yearns to explore the wild bay.
   B. He is bored and wants to end the vacation and go home.
   C. He is afraid to venture into the water because he is not a good swimmer.
   D. He is worried that he cannot spot his mother among the beachgoers.

3. Why did the group of boys swimming in the wild bay reject Jerry and swim away?
   A. Jerry could not speak their language.
   B. Jerry could not perform the feat of swimming through the underwater tunnel.
   C. Jerry is telling the other boys what to do, and they didn’t like his bossiness.
   D. Jerry’s mother comes to take Jerry back to the villa.

4. What did Jerry nag his mother to buy for him?
   A. a kickboard
   B. swimming goggles
   C. flippers
   D. a waterproof stopwatch

5. How does Jerry prepare for his swim through the underwater tunnel?
   A. He swims morning and evening laps at the villa’s pool.
   B. He uses a waterproof stopwatch to time his breathing pattern.
   C. He practices holding his breath for long periods of time by counting underwater.
   D. He practices the swim with one of the French boys who shows him how to navigate the tunnel.
AFTER READING

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6. What physical problems does Jerry experience as he pushes himself to swim at lower sea depths?
   A. Jerry suffers paralyzing leg cramps.
   B. Jerry’s ears ring from the imbalance of pressure.
   C. Jerry experiences severe stomach cramps.
   D. Jerry’s eyes and nose bleed.

7. What underwater hazards does Jerry fear as he contemplates his swimming feat?
   A. octopuses and seaweed
   B. sharks and sharp coral
   C. jellyfish and murky water
   D. stingrays and tidal pools

8. What does Jerry do when he completes his swim through the underwater tunnel?
   A. Jerry goes to join the group of French boys who were swimming farther down the beach.
   B. Jerry rests for a bit and then performs the swim again.
   C. Jerry swims to shore and goes home to lie down.
   D. Jerry runs and tells his mother about his swimming accomplishment.

9. What injury does Jerry’s mother notice that resulted from the swim?
   A. She comments on the gash on Jerry’s foot.
   B. She asks about Jerry’s bloody lip.
   C. She questions Jerry’s head injury.
   D. She comments on Jerry’s black eye.

10. At the end of the day, how does Jerry react when his mother tells him not to swim anymore that day?
    A. Jerry argues with his mother and storms off to his room to sulk.
    B. Jerry sneaks out of the villa and goes to the wild bay.
    C. Jerry tells his mother that she is being overprotective and pleads with his father to let him go.
    D. Jerry does not argue with his mother because he no longer needs to go to the wild bay.

---

Short Answer

Write your answer to each of the following questions in the space provided.

11–12. What are two types of conflict that occur in the story?
13. What is the definition of a symbol?
14–15. What are the literal and symbolic meanings of the story’s title?
Build Background: Speak Your Mind

In the story that you are about to read, “Lather and Nothing Else,” the narrator agonizes over a decision that will determine his fate as well as the fate of his enemy. The running conversation that is taking place inside his mind allows the reader to be privy to his motivations, attitudes, thoughts, and emotions. This literary technique is known as internal monologue, and a writer uses this technique to more fully develop a character. Internal monologue not only allows the reader to gain insight about one character’s point of view, but it can also provide insights about other characters, can help the reader determine if the significant action of the story is occurring within the mind of a character or in the external world, and can expose secrets of a character that are unknown to other characters.

Internal monologue often is written to show a character’s observation of his or her surroundings, a reaction to a situation, a contemplation of an idea, a reflection on past actions, a desire for change, or a moment of awakening or decision. This literary technique is common to all genres of literature, including fiction, nonfiction, poetry, and drama. Cartoonists and advertising copywriters have incorporated internal monologue into their storyboards to reveal as much as possible about a character within the limits of space and time. The much-beloved character of Charlie Brown in the classic comic strip Peanuts is a perfect example of a character whom the audience primarily gets to know through his ongoing internal monologues.

With this information in mind, you and a partner will write an internal monologue that clearly shows an added dimension to a character. Your group may choose any of the following formats to express this literary technique: a narrative, a scene in a comedy or drama, a story strip, or an advertising script.

Here are some possible topics that your group might consider:
• a character who is agonizing over a decision
• a character who feels helpless when witnessing an event
• a character who is experiencing a “first,” such as a first date, first day at a new school, first time playing a sport, and so on
• a character who is preparing for a confrontation
• a character who is mustering the courage to do something
• a character who is defending his or her own actions
• a character who is awaiting a surprise

Be sure that your writing is not entirely focused on the internal monologue but that it also includes narration, description, or dialogue as well. Keep in mind that the thoughts of a character are typically written in italics and not enclosed in quotation marks to indicate that they are thoughts and not dialogue. In a story strip, you will use thought balloons.
"Lather and Nothing Else" uses a literary technique that allows readers to get inside the head of the narrator and be privy to his or her thoughts and emotions. This technique is known as **internal monologue**, which reveals a conversation that the character is having with himself or herself, so to speak. Internal monologue typically reflects an internal conflict or a decision that the character is weighing.

To keep track of the internal monologue that the narrator is experiencing as he shaves his enemy and ponders killing him, record passages from the story that reflect the pros and cons that he is weighing in his head.

<table>
<thead>
<tr>
<th><strong>Pro</strong></th>
<th><strong>Con</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• “... it would be so easy to kill him. He deserves it.”</td>
<td>• “The pores might open, minutely, in this area [the throat] and let out a tiny drop of blood. A good barber like myself stakes his reputation on not permitting that to happen to any of his customers.”</td>
</tr>
</tbody>
</table>
Lather and Nothing Else, page E8

Vocabulary

Alike or Opposite?

Determine whether the following pairs of vocabulary words are synonyms or antonyms of each other. Write S if the words are synonyms and A if the words are antonyms.

1. foray / attack
2. tranquil / agitated
3. indelible / erasable
4. emit / discharge
5. conscientious / careless
6. regime / government
7. revolutionary / loyalist
8. rejuvenate / refresh
9. venture / undertaking
10. minutely / precisely

Word Families

Change the following verb or adjective form of the word to the noun form of the word. Write your answer on the line provided.

11. emit (v.) → 
12. tranquil (adj.) → 
13. venture (v.) → 
14. rejuvenate (v.) → 
15. conscientious (adj.) → 
Group Discussion Questions

Work with one or two other students to answer the following questions. Record your responses on a separate piece of paper, and be prepared for a follow-up classroom discussion.

1. The narrator tells himself, “My fate hangs on the edge of this razor blade.” What role does fate play in “Lather and Nothing Else”? Consider the characters and their motivations, the setting, and the conflicts of the story. Has the narrator interfered with the hand of fate? If so, how?

2. Motive, means, and opportunity are the three elements of a crime that a jury examines before issuing a verdict. Explain how the narrator has the motive (reason), the means (ability), and the opportunity (the circumstances) to commit the crime. How do these factors test the narrator’s resolve to adhere to his code of ethics?

3. What is your group’s definition of a hero? List the characteristics of a hero and determine whether the narrator possesses these qualities. Draw a conclusion based on your findings.

4. Discuss the relationship that exists between the narrator and Captain Torres by examining their individual roles. To what extent is each of the characters at the mercy of the other?

5. The ending of “Lather and Nothing Else” offers an ironic twist for readers. What do the words of Captain Torres say about his character? What do his actions reveal about his character? Have your feelings about his character changed from the beginning of the story? Why or why not?

6. The narrator tells himself, “I don’t want to stain my hands with blood. Just with lather, and nothing else.” The title of the story comes from this passage. What does the idiom “have blood on your hands” mean? Why is the word stain an appropriate choice to describe this situation?

7. The narrator is dedicated to his profession as a barber, but he is also dedicated to the revolution. Find passages in the story that support this clash of ideals between individual and collective choices.

8. What type of mood does the scene in the barbershop create for the reader? Identify specific details (literary techniques, word choices, actions, and so on) that contribute to creating this mood.
True or False

Write T if the statement is true or F if the statement is false.

_____ 1. The narrator recognizes Captain Torres when the captain comes into his barbershop.

_____ 2. To hide his nervousness at the captain’s presence, the narrator methodically runs his razor back and forth over a strop.

_____ 3. Captain Torres requests a haircut and a shave from the narrator.

_____ 4. Captain Torres brags about catching several revolutionary leaders and systemically killing them.

_____ 5. The narrator has had no past encounters with Captain Torres.

_____ 6. Now that the enemy of his cause is in his house, the narrator feels a certain responsibility to his fellow comrades to take advantage of the situation.

_____ 7. The main conflict in the story is the narrator’s struggle to keep the talkative Captain Torres quiet and calm while he shaves the vulnerable throat area.

_____ 8. The narrator is under the assumption that Captain Torres does not recognize him and therefore is unaware of his secret work as a revolutionary.

_____ 9. The narrator takes pride in his skills as a barber and considers himself the best barber in town.

_____ 10. Identifying himself as a murderer, the narrator is unwavering in his belief that revenge is the only solution to right any wrongdoing.

_____ 11. The narrator tries to convince himself that slitting the throat of Captain Torres would cause no pain or suffering to the victim or to himself.

_____ 12. During the shave, Captain Torres turns to answer a question that the narrator asks, and the narrator accidentally nicks the throat of the captain, who flies into a rage.

_____ 13. The narrator fears that killing Captain Torres will result in a new role for him: a fugitive on the run.

_____ 14. The narrator wants only lather on his hands, not the blood of his enemy.

_____ 15. Captain Torres leaves the barbershop without acknowledging his true motive for the visit.
Build Background: Apartheid

The story that you are about to read, “The Moment Before the Gun Went Off,” is based on an incident that took place during the policy of apartheid in South Africa. Apartheid was a government system that was established in 1948 to ensure white political and economic dominance under law. Its implementation resulted in a turbulent, racially divided South Africa that stripped away the dignities and freedoms of blacks. To test your general understanding of apartheid, read the statements below and determine whether they are true or false. Write T if the statement is true and F if the statement is false. When you have finished, keep this sheet for a follow-up discussion on the facts and myths surrounding apartheid.

_____ 1. The word apartheid means apartness in the Afrikaans language.

_____ 2. Apartheid was a form of legal racism.

_____ 3. A portion of rural South Africa (roughly 14 percent) was set aside as a homeland for black South Africans.

_____ 4. During apartheid, the majority of blacks were not allowed to own land, but they could vote in all South African government elections.

_____ 5. Working blacks could choose their place of employment without any government regulation.

_____ 6. One of the leading supporters of the apartheid movement was Nelson Mandela.

_____ 7. The Population Registration Act of 1950 required South Africans to be registered by race, with a person of questionable lineage being defined as a white person only if “habits, education, and speech . . . and demeanor” were clearly in line with those citizens who were obviously white in appearance.

_____ 8. Both white and black South African citizens were required to carry pass books, or identification papers, with them during apartheid so that government officials could monitor their movements in designated white areas.

_____ 9. Dissenters who publicly objected to apartheid policies risked being jailed by local officials for up to six months.

_____ 10. As a statement against apartheid, the United Nations Security Council prohibited the sale of computer equipment to South Africa after learning of its prominent use by the white elitist government to control its black population.
_____ 11. The policy of apartheid existed in South Africa for approximately twenty years.

_____ 12. “Whites Only” signs were commonly posted at schools, hospitals, parks, public restrooms, and beaches during the apartheid regime.

_____ 13. During apartheid, black South Africans had dual citizenship: They were citizens of their designated homelands, and they were citizens of the country of South Africa as a whole.

_____ 14. Despite an amendment banning racial integration from places of worship, churches were one of the few areas where blacks and white mingled socially.

_____ 15. Black South African children were required to attend school until age fifteen.

_____ 16. The Civil Rights movement that occurred in the United States in the 1960s gave rise to the beginnings of the anti-apartheid movement in South Africa.

_____ 17. The penalty for not carrying a pass book was paying a small fine to the local authorities.

_____ 18. For those black South Africans who were permitted to work in restricted white areas, they had to leave behind their spouses and other family members, who were forced to reside in designated black homelands.

_____ 19. Marriages or intimate relations between whites and blacks were illegal in South Africa during apartheid.

_____ 20. During the last years of apartheid, South Africa was in a constant state of emergency due to civil unrest from warring groups.
The Moment Before the Gun Went Off, page 40

Vocabulary

<table>
<thead>
<tr>
<th>domestic (page 41)</th>
<th>aptitude (page 43)</th>
<th>appease (page 44)</th>
</tr>
</thead>
<tbody>
<tr>
<td>divestment (page 41)</td>
<td>flank (page 43)</td>
<td>infiltrators (page 44)</td>
</tr>
<tr>
<td>inquiry (page 42)</td>
<td>archive (page 44)</td>
<td>callously (page 46)</td>
</tr>
<tr>
<td>cull (page 43)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Knowing vocabulary words means more than simply understanding their definitions. You also need to be able to apply your knowledge of them. Below are paragraph starters that contain a vocabulary word from the short story “The Moment Before the Gun Went Off.” On a separate piece of paper, finish the given sentence, and then add three or four more sentences after it to create a narrative paragraph. Your paragraph should clearly indicate your understanding of the vocabulary word.

1. When I muttered that I felt like my mother’s domestic servant, my mother overheard me and . . .

2. Every Halloween, my little brother would cull his stash of candy and . . .

3. Although I was fearful, I wanted to appease my friend, so I . . .

4. Disgusted by others who callously disregarded the posted warning signs, I decided to . . .

5. When the local police launched an inquiry, my neighbors and I believed . . .

6. Exploring our library’s archive, I was shocked to discover that . . .

7. The flank pain that I was experiencing was a sign that I should . . .

8. My sister’s aptitude for math proved to be . . .

9. I was willing to carry out a divestment of my possessions if it meant . . .

10. Guessing that the students watching the practice were infiltrators, my teammates and I quickly came up with a plan to . . .
**Analyze Literature: Stereotypes**

A **stereotype** is an overgeneralization about a group of people based on a lack of knowledge and experience. In “The Moment Before the Gun Went Off,” the author makes stereotypical comments to show the wide gap that existed between whites and blacks during South Africa’s apartheid regime and the depth and complexity of racial prejudice. These stereotypes also highlight the disparity between the public persona or image that the South African government demanded of its citizens and the private lives that were conducted despite the government-enforced racial segregation.

As you are reading, keep track of those groups of people about whom the narrator makes stereotypical comments by filling in the graphic organizer below.

<table>
<thead>
<tr>
<th>Groups of People</th>
<th>Stereotypes Revealed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Afrikaner farmers</td>
<td></td>
</tr>
<tr>
<td>• Americans and English (overseas people)</td>
<td></td>
</tr>
<tr>
<td>• White people in the South African cities</td>
<td></td>
</tr>
<tr>
<td>• Anti-apartheid agitators</td>
<td></td>
</tr>
<tr>
<td>• Black parents</td>
<td></td>
</tr>
<tr>
<td>• Young black wives</td>
<td></td>
</tr>
</tbody>
</table>
The Moment Before the Gun Went Off, page 40

Group Discussion Questions

Work with one or two other students to answer the following questions. Record your responses on a separate piece of paper, and be prepared for a follow-up classroom discussion.

1. In what ways does the description of “The Moment Before the Gun Went Off” offer insight into the relationship between Van der Vyver and Lucas? How does the comparison the author makes offer insight into the larger picture of race relations in South Africa at the time the story took place?

2. Situational irony refers to the occurrence of an event that violates the expectations of the characters or of the reader. What is the situational irony in this story? How does this revelation affect your perception of Van der Vyver’s character? If Van der Vyver’s secret were exposed, how would he be tried in the court of public opinion?

3. Nadine Gordimer defines a writer as someone who “must take the right to explore, warts and all, both the enemy and the beloved comrade in arms, since only a try for the truth makes sense of being, only a try for the truth edges toward justice. . . .” How does this quotation relate to “The Moment Before the Gun Went Off”? Has Gordimer explored both sides of apartheid through the characters and plot of her story?

4. The author of this story, Nadine Gordimer, was a vocal opponent of South Africa’s apartheid regime. However, she chose to write this story in third-person omniscient, meaning that the narrator stands outside the action and examines the perspectives or viewpoints of several characters. Why do you suppose that she chose this persona of a narrator to tell the story? How does the narrator feel about the plight of Van der Vyver?

5. What has Van der Vyver sacrificed in his allegiance to apartheid? Does your group think that Van der Vyver’s life will change at all following Lucas’s funeral? If so, how? If not, why not?

6. How has negligence played a role, both literally and figuratively, in this story? In legal terms, negligence is the failure to exercise due care, or the failure to do something which a reasonably prudent person would do under similar circumstances. Would Van der Vyver be found guilty of negligence? Considering your knowledge of the apartheid regime, who would be eligible to sit on a jury and make that determination? What might your group surmise about the offenders who entered the court system and the criminal proceedings that were conducted?
Selection Quiz

True or False

Write T if the statement is true and F if the statement is false.

_____ 1. Marais Van der Vyver is worried about how the accidental shooting will be played out in the global news media.

_____ 2. Van der Vyver believes that Americans and English will not view this shooting as anything more than an unfortunate incident.

_____ 3. According to the narrator, white farmers typically have one particular black boy they like to take along with them in the lands.

_____ 4. Lucas is one of Van der Vyver’s favorite farmhands who frequently accompanies him on his hunting expeditions and rides in the back of the truck as a game spotter.

_____ 5. An inquiry into the shooting will be conducted to determine whether the shooting was an act of brutality against a farm worker.

_____ 6. During his statement at the police station, Van der Vyver appears unaffected by the death of the black boy.

_____ 7. The black boy, Lucas, is shot when the gun of a fellow farm worker accidentally discharges during a gun-cleaning process.

_____ 8. Van der Vyver’s father had never allowed a loaded gun in the house.

_____ 9. Van der Vyver’s farmhouse is surrounded by a high, barbed security fence.

_____ 10. The funeral for Lucas is simple: He is placed in a boxwood coffin and is buried in an unmarked grave.

_____ 11. During the funeral service, Lucas’s mother and Van der Vyver stare at the grave in a shared, unspoken communication of feelings.

_____ 12. The moment before the gun went off is a moment of high excitement for Lucas and Van der Vyver.

_____ 13. Upon seeing Lucas topple off the back of the vehicle, Van der Vyver assumes that Lucas is reacting to the missed shot of the kudu.

_____ 14. When Van der Vyver realizes that his farmhand has been shot, he abandons the body on the farm and drives himself to the police station to report the accident.

_____ 15. At the end of the story, the reader finds out that Lucas is the son of Captain Beetge, the police officer who took Van der Vyver’s statement after the shooting.
Catch the Moon / Two Kinds, page 50

Build Background

Think about a conflict you have experienced with an authority figure. What caused the conflict? How was it resolved? Write your response on a separate sheet of paper.

Set Purpose

Both stories in the Compare Literature section focus on a child’s reaction to the expectations placed on them. As you read each story, fill out the chart below.

<table>
<thead>
<tr>
<th>Story</th>
<th>Parent’s Hope/Dream</th>
<th>How Character Rebels</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Catch the Moon”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Two Kinds”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Practice Vocabulary

Complete each sentence with a story adjective or adverb from the box.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>lilting</td>
<td>mahogany</td>
<td>makeshift</td>
</tr>
<tr>
<td>mock</td>
<td>vintage</td>
<td>vulgar</td>
</tr>
</tbody>
</table>

1. The Beef Buffet Restaurant was deemed too ____________ for the haughty epicurean tastes of the Fine Dining Club.

2. Throughout the campaign, the political cartoonists continued to ____________ and make fun of both candidates.

3. The ____________ clothes that Freddie wore for the party made him look like he was straight out of the 1970s.

4. Melanie used a dime as a ____________ screwdriver.

5. The band played a ____________ melody that had the crowd standing and clapping.

6. The bed’s ____________ headboard clashed with the yellow carpet.
Catch the Moon / Two Kinds, page 50

**Compare Literature: Character and Characterization**

A *character* is an individual that takes part in the action of a literary work. Authors use techniques of *characterization*, such as direct description, portrayal of behavior, and representation of thoughts and feelings, to create a character. Use the Venn diagram to record the similarities and differences between Luis and Jing-Mei.

Luis

Jing-mei
**Catch the Moon/Two Kinds**, page 50

**Compare Literature: Character and Characterization (continued)**

Characters are revealed in different ways throughout a story. Much of the characterization in “Catch the Moon” and “Two Worlds” is revealed through the main characters’ actions and their interaction with their parents. Use your three-column chart to help answer the following questions.

- What traits do the main characters of each story have in common? How are they different?

- Compare the relationships between Luis and his father and Jing-mei and her mother. How do these relationships help characterize Luis and Jing-mei?
**Catch the Moon / Two Kinds**, page 50

**Compare Literature: Theme**

Fill in the chart with description of what the **symbols** represent in each of the stories. Then answer the questions related to their **theme**.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>What is Represents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Luis’s father’s keys (“Catch the Moon”)</td>
<td></td>
</tr>
<tr>
<td>The Volkswagen hubcap (“Catch the Moon”)</td>
<td></td>
</tr>
<tr>
<td>The piano (“Two Kinds”)</td>
<td></td>
</tr>
</tbody>
</table>

What is the theme of “Catch the Moon”?

________________________________________________________________________

________________________________________________________________________

What is the theme of “Two Kinds”?

________________________________________________________________________

________________________________________________________________________

How are the themes alike? How are they different?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Catch the Moon / Two Kinds, page 50

Make Connections

Text-to-Self  In “Two Kinds,” Jing-mei’s mother yearned for her to become a prodigy. There are a number of child prodigies across the globe, specializing in skills from music to sports, and chess to spelling. Imagine that you could be exceptional at any one skill. What would you choose? Why? Can you think of any negative repercussions that might accompany being a prodigy?

Text-to-Self  In “Two Kinds,” Jing-mei is compelled to pursue a variety of activities in order to find the one she a “genius” at. Have you ever been compelled by friends or family to learn a new skill or hobby? What were their goals for you? Did you have the same goals? If not, how did their goals differ from yours? Looking back, are you glad you pursued the activity? Explain.

Text-to-Text  In “Catch the Moon” and “Through the Tunnel” both of the main characters have lost one of their parents. In what different ways do the characters deal with the loss? How do the boys’ parents interact with them? How is their treatment similar? How is it different?
Selection Quiz: “Catch the Moon”

Question
What kinds of challenges does a person who wants to make positive changes in his or her life face? In what ways can that person deal with setbacks and obstacles? Write your response on a separate sheet of paper.

In a Few Words  Write a brief answer to each question.

1. What is the name of Luis’s “social group?” _________________________________

2. What is Luis’s punishment for “breaking and entering?” _______________________

3. How is Naomi familiar with Luis and his father? ______________________________

4. Outside the funeral home, what causes Luis to cry? __________________________

5. For Luis, finding the missing wheel cover becomes analogous to what? ______________

Multiple Choice
Write the letter of the correct answer on the line.

_____ 5. What did Luis’s mother blame for her illness?
   A. los tiburones            C. the barrio
   B. el destino              D. the cemeterio

_____ 6. Luis rebels in all of the following ways EXCEPT
   A. getting in trouble with the law.   C. quitting sports.
   B. spurning his father.              D. troublemaking at school.

_____ 7. Luis remembers his mother as
   A. beautiful.                C. bitter at fate.
   B. always happy.            D. imperfect but kind.

_____ 8. Which of the following is an example of hyperbole from the story?
   A. “the old lady with the million cats”
   B. “jaws opened wide and dripping with blood”
   C. “The world they’d lived in before he was born wasn’t his world.”
   D. “The tree looked different now, not like a skeleton, as it had then”
Selection Quiz: “Two Kinds”

Question

Why do some children excel quickly and others struggle? Is it wrong for parents to have expectations for their children? When might the expectations parents have become a negative thing? Write your response on a separate sheet of paper.

Cast of Characters Match the characters with their description.

_____ 1. Has a Peter Pan haircut.  
   A. Old Chong  
   B. Jing-mei’s mother  
   C. Old Lady Chong  
   D. Jing-mei’s father  
   E. Jing-mei

_____ 2. Believed you could become anything in America . . . instantly.  
   _____ 3. Wore thick glasses and always looked tired and sleepy.  
   _____ 4. Seems altogether indifferent.  
   _____ 5. Skin felt like an old peach.

In a Few Words Write a brief answer to each question.

_____ 6. What child star does Jing-mei’s mother initially hope for her to emulate? ________________

_____ 7. What is Old Chong’s major fault? ________________

_____ 8. What is the name of Jing-mei’s mother’s social club? ________________

_____ 9. What does Jing-mei’s mother offer her years later? ________________

_____ 10. How does Jing-mei feel about the gift? ________________
**What Do You Think?**

You have compared the characters and the themes of the stories “Catch the Moon” and “Two Kinds.” Now compare your thoughts and feelings about the stories themselves.

Which story do you like better? Why? In the chart below, write your opinion and at least three strong, convincing reasons that support your opinion.

<table>
<thead>
<tr>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like the story “<em><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong>” better than the story “</strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></em>.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 _________________________________________________________________________________</td>
</tr>
<tr>
<td>2 _________________________________________________________________________________</td>
</tr>
<tr>
<td>3 _________________________________________________________________________________</td>
</tr>
</tbody>
</table>

Use the chart to write a paragraph in which you state your opinion and support it with your reasons.

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
Build Background: Plagues

The story that you are about to read, “The Masque of the Red Death,” concerns the reaction of one individual to a plague that was sweeping the country. Although the plague in this story, the Red Death, is a fictional disease, over the course of history there have been several deadly plagues or outbreaks of deadly epidemic diseases.

With that in mind, choose one or two students to work with on this research project. Your group should then choose one of the diseases listed below and inform your instructor of your choice. (No two groups will be allowed to choose the same topic.) Your group’s tasks are to find answers to the questions posed and to prepare an oral presentation or PowerPoint presentation on your group’s findings. The evaluation of your presentation will be based on your group’s coverage of the designated research areas, the significance and quality of your graphics, and your group’s overall originality and skill in conveying the information.

<table>
<thead>
<tr>
<th>Deadly Epidemic Diseases</th>
</tr>
</thead>
<tbody>
<tr>
<td>smallpox</td>
</tr>
<tr>
<td>cholera</td>
</tr>
<tr>
<td>hantavirus</td>
</tr>
<tr>
<td>Spanish flu</td>
</tr>
<tr>
<td>typhus</td>
</tr>
<tr>
<td>yellow fever</td>
</tr>
<tr>
<td>Black Death</td>
</tr>
<tr>
<td>tuberculosis</td>
</tr>
<tr>
<td>malaria</td>
</tr>
<tr>
<td>ebola</td>
</tr>
<tr>
<td>AIDS</td>
</tr>
<tr>
<td>avian flu</td>
</tr>
</tbody>
</table>

1. What caused this particular disease? What were some common assumptions about the causes of this disease?

2. During what historical time period did this disease occur?

3. How was this disease transmitted?

4. What were the signs and symptoms of a victim of this disease?

5. What measures did individuals take to ward off this particular disease?

6. What treatments were offered to victims?

7. How many people were killed by this disease?

8. What interesting facts or trivia surround this disease?

9. Is this disease still affecting world populations?

10. How did this disease change the course of history?
The underlined words in the exercises below are all Preview Vocabulary words from the short story “The Masque of the Red Death.” Read each question and make a choice based on your understanding of the meaning of the underlined word. Be sure to provide an explanation for your answer.

1. If a doctor tells you that your bleeding is profuse (page 69), would you expect to receive a blood coagulant to make your blood clot or a blood thinner to make your blood flow more easily? Why?

2. If a spiritual leader tells you that your comments are blasphemous (page 73) to his or her ears, would you feel that the leader just thanked you for a compliment or issued you a reprimand? Why?

3. If a television news anchor interviews a political candidate and asks him or her to address reports of wanton (page 72) ways, would you expect to see the candidate smile and confirm the reports or firmly deny the accusations? Why?

4. If a drama teacher instructs you to reveal an angry countenance (page 71) while on stage, would you be showing anger through your facial expressions or exposing a count’s fiery temper to his kingdom? Why?

5. If you are attending a circus and the ringleader describes the next performer as dauntless (page 69), would you anticipate the upcoming act to involve a lion tamer or a poodle trainer? Why?

6. If the tour guide of a historical Civil War house tells you that spectral (page 73) visitors have wandered the grounds, would you most likely be impressed by the names of prominent individuals who toured the house or uneasy by the sighting of these figures on the property? Why?

7. If a palm reader traces a line on your palm and tells you that its length is a sign of a sagacious (page 69) person, would you be pleased with the news or disturbed by its implication? Why?

8. If your grandparent tells you that your great aunt had an eccentric (page 70) hobby, would you guess that she was a coin collector or someone who collected restaurant condiment packets? Why?

9. If your friend shares his plan to disconcert (page 71) the choir teacher during a singing performance at a school assembly, would you ask to participate in the event or discourage his actions? Why?
**The Masque of the Red Death**, page 68

**Analyze Literature: Symbolism**

Edgar Allan Poe was a masterful storyteller who believed that the composition of a short story should create a unity of effect for its readers. To that end, Poe carefully selected details for his characters and settings that contributed to the overall mood or effect. In “The Masque of the Red Death,” Poe created an eerie and suspenseful mood by using symbolism. A symbol is anything that stands for or represents both itself and something else. Attaching meanings to the symbols Poe created provides readers with a deeper understanding of Poe’s desired emotional impact.

As you are reading, fill in the graphic organizer below with the meanings of the symbols given.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning of Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Main character’s name, Prospero</td>
<td></td>
</tr>
<tr>
<td>• The color red</td>
<td></td>
</tr>
<tr>
<td>• The color black</td>
<td></td>
</tr>
<tr>
<td>• The arrangement of rooms in the abbey</td>
<td></td>
</tr>
<tr>
<td>• The masked ball</td>
<td></td>
</tr>
<tr>
<td>• The masked figure</td>
<td></td>
</tr>
<tr>
<td>• The ebony clock in the seventh room</td>
<td></td>
</tr>
</tbody>
</table>
**The Masque of the Red Death**, page 68

**Analyze Literature: Irony**

Irony is the difference between appearance and reality—in other words, what seems to be and what really is. There are three types of irony: verbal irony, in which a writer or character says one thing but means another; dramatic irony, in which something is known by the reader or audience but unknown to the characters; and irony of situation, in which an event occurs that violates the expectations of the characters, the reader, or the audience. Poe uses all three types of irony in his short story “The Masque of the Red Death,” adding to the suspense and ultimate horror of what is about to take place.

Fill in the graphic organizers below with examples of all three types of irony that you come across in your reading. Then provide an explanation as to why the example is ironic.

<table>
<thead>
<tr>
<th>Verbal Irony</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example from Text</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dramatic Irony</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example from Text</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Irony of Situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example from Text</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
The Masque of the Red Death, page 68

Short Answer

Write your answer to each of the following questions on a separate piece of paper.

1. Why do you suppose Poe’s main character, Prospero, is the only character in the story with an identity? What is the significance of having nameless, faceless partygoers?

2. “The Masque of the Red Death” is considered by many to be an allegory. An allegory is a work in which characters, events, or settings symbolize, or represent, something else. Apart from the actual events that take place in the abbey, discuss the underlying or allegorical meaning of the story. Refer to specific story elements that support the allegorical meaning.

3. There is evidence in the story that supports the idea that the main character, Prospero, is mad or insane and that the masquerade ball is nothing but a dream or figment of his imagination. What details from the story support this theory?

4. Poe’s powerful opening paragraph in “The Masque of the Red Death” sets the tone for the rest of the story. How would you describe the tone? What word choices contribute to that tone? What is your reaction to the visual imagery that Poe uses?

5. Poe seems fascinated with the punishment of immurement, or a method of execution where a person is literally “walled up” within a building and left to die. In “The Masque of the Red Death,” how has Prospero unintentionally immured himself and his guests? Is he being punished? By whom? What other Poe short stories have you read where immurement was a significant event in the plot?

6. 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 is known as personification. How does Poe use personification in “The Masque of the Red Death”? Find examples of his use of this literary technique.


8. The character of Prospero is quite stereotypical in Gothic literature. How would you describe his personality based on his actions? Do you think that he is a hero, a villain, or a hero-villain in the story? Why? What other elements of Gothic literature are evident in “The Masque of the Red Death”? 
The Masque of the Red Death, page 68

Selection Quiz

Matching

Write the letter of the correct answer on the line.

_____ 1. Number of rooms in the abbey 
   A. 1,000
   B. approximately 6
   C. 30
   D. 7
   E. 12

_____ 2. Number of guests at the masked ball
   A. 1,000
   B. approximately 6
   C. 30
   D. 7
   E. 12

_____ 3. Number of months the prince is in seclusion

_____ 4. Number of strokes sounded by the clock bell, signaling the arrival of the mysterious guest
   A. 1,000
   B. approximately 6
   C. 30
   D. 7
   E. 12

_____ 5. Number of minutes that it takes before succumbing to the Red Death

Multiple Choice

Write the letter of the correct answer on the line.

_____ 6. What is a telltale sign that a victim died from the Red Death?
   A. redness of the victim’s facial complexion
   B. red stains on the victim’s body, particularly on the face
   C. red-tinged saliva coming from the victim’s mouth
   D. redness and swelling of the victim’s hands and feet

_____ 7. Which of the following is not mentioned in the story as a structural component of the abbey?
   A. gates of iron
   B. a strong and lofty wall
   C. welded bolts
   D. a moat

_____ 8. What is the reason for the seclusion of Prospero and his guests?
   A. Prospero and his guests want to escape the pestilence of the Red Death.
   B. Prospero’s guests want to help Prospero celebrate his birthday in grand style.
   C. Prospero and his guests want to privately mourn the deaths of several community members who died as the result of the Red Death.
   D. Prospero’s guests wanted to admire his beautiful house design and furnishings.
9. What is unusual about the seventh room of the abbey?
   A. The seventh room is the only room in the abbey that is illuminated with light.
   B. From the seventh room, a guest can view all of the other rooms in the abbey.
   C. The window panes in the seventh room don’t match the color of the room’s decorations.
   D. The seventh room is the only room without a clock.

10. What is the reaction of the masked ball attendants to the chiming of the clock?
    A. The partygoers toast the beginning of another hour of merrymaking and revelry.
    B. The partygoers stop waltzing and feel a sense of uneasiness and confusion.
    C. The partygoers pause to listen to the prince’s news updates from the external world.
    D. The partygoers move to the green room to enjoy a formal dinner with Prospero.

11. What phrase does Poe use to describe the movement of the masked ball attendants among the chambers of the abbey?
    A. the whirling of the grotesque
    B. the floating of phantasms
    C. the swaying of shadows
    D. the writhing of dreams

12. What is the intruder wearing when he appears at the masked ball?
    A. the clothes of the grave and the mask of a corpse
    B. a mask that resembles Prospero’s countenance or face
    C. a filmy costume that hides his face and floats around his body
    D. a red shroud and long, red robe

13. What is Prospero’s initial reaction to the intruder?
    A. Prospero orders the intruder to leave the abbey.
    B. Prospero kills him with a dagger in the blue room.
    C. Prospero tells the partygoers to seize the intruder and then unmask him.
    D. Prospero, himself, takes off the intruder’s mask to expose his identity.

14. What happens when Prospero, wielding a dagger, confronts the intruder?
    A. Prospero stabs the intruder and renders him helpless.
    B. Prospero and the intruder struggle over the dagger, and Prospero is stabbed.
    C. Prospero lunges toward the intruder, but the intruder disappears into thin air.
    D. Prospero lets out a sharp cry, falls to the floor, and dies.

15. How does the masked ball end?
    A. One by one, the partygoers drop to the floor and die.
    B. The intruder is waltzing alone in the black room.
    C. The intruder unmasks Prospero, who has crimson stains on his face.
    D. The partygoers seize the intruder and hold him until the authorities arrive.
Build Background: Surprise Endings

The author of “Two Friends,” Guy de Maupassant, is known for writing short stories with surprise endings. A surprise ending is a story’s conclusion that offers an unexpected twist for readers. Many times, a surprise ending reveals a character’s true identity, shows a betrayal between characters, or presents a sudden and shocking turn of events.

Besides Maupassant, many other authors are known for their use of the surprise ending, including O. Henry, Saki, William Faulkner, Shirley Jackson, Roald Dahl, and Liam O’Flaherty. To familiarize yourself with how these authors construct their plots to lead to surprise endings, locate several of the stories listed below in your library or online and read them. Determine how the use of foreshadowing, or the act of presenting hints to events that will occur later in a story, contributed to the suspense of the story and manipulated the reader into a certain mind-set, only to be shocked at the story’s ending.

- Maupassant: “The Necklace”
- Saki: “The Open Window” (page 5 of this textbook), “The Interlopers”
- William Faulkner: “A Rose for Emily”
- Shirley Jackson: “The Lottery,” “The Possibility of Evil,” “Louisa, Please Come Home”
- Roald Dahl: Tales of the Unexpected
- O’Flaherty: “The Sniper”

Writing a surprise ending can be challenging but fun. To try your hand at it, work with a partner of your choosing and brainstorm ideas for a creative story. Be sure that your narrative has a clear beginning that introduces the characters and setting, a suspenseful middle part that introduces a conflict and a series of events that lead to a climax, and a conclusion that is logical but offers a surprise or twist. Remember that a good ending should make a point and should leave the reader with something to think about. Consider writing the ending first in this type of assignment so that you and your partner will know what your goal or destination will be.

There are several devices that authors use when creating their surprise endings. Below are some possible ways to provide a twist at the end of a story. You may choose one of these devices, or you may establish your own.

- Discovery: The true identity or nature of a character is revealed.
- Flashback: Past events are used to provide previously unknown information to the reader.
- Unreliable narrator: The reader discovers that the narrator has manipulated or invented the story.
- Betrayal: The trust of one character is betrayed by another character.
- Blackout, amnesia, dream: The protagonist questions his or her memory of the events.
- Reversal: The protagonist has a sudden reversal of fortune, either good or bad.

When you and your partner have finished writing the story, proofread your story for any errors in spelling, punctuation, and grammar. Then take turns reading the story aloud to your classmates. After all of the stories have been presented, vote on the story that has the best surprise ending.
Vocabulary: True Meaning of the Word

For each of the following items, determine the meaning of the underlined word and then decide whether the statement is true or false. Write T if the statement is true or F if the statement is false.

_____  1. Eccentric (page 84) might be used to describe someone who spends his or her nights helping toads cross country roads safely.

_____  2. An atrocity (page 84) is a city that sits at the crossroads of two major highways (at crossroads of a city).

_____  3. A person who is fanatical (page 82) about the Star Wars movies might attend a social convention dressed as a character from the series.

_____  4. When selecting jurors for a trial, lawyers immediately dismiss a person who, during his or her interview, appears to be pensive (page 83) and deliberate.

_____  5. Looting (page 84) is a banking process in which a customer transfers money from a checking account to a savings account in order to earn interest on the money.

_____  6. Teenage girls are most likely to buy a facial beauty product whose label promises rejuvenated (page 83) effects with regular use.

_____  7. An Olympic athlete who was favored to win the gold medal in a track and field event and fulfills that goal might face the news media dejectedly (page 81).

_____  8. If a person wants to indulge (page 85) his or her senses, a tour of a chocolate factory might be the perfect answer.

_____  9. As a respite (page 86) for his students, the language arts teacher told them that he moved the deadline of the research paper to an earlier time.

_____  10. The boy’s unperturbed (page 88) voice during the job interview was a sure sign of the boy’s lack of confidence in his skills.
Analyse Literature: Irony

The author of “Two Friends,” Guy de Maupassant, is known for his use of irony in his short stories. Irony is the difference between appearance and reality—in other words, what seems to be and what really is. There are three types of irony: verbal irony, in which a writer or character says one thing but means another; dramatic irony, in which something is known by the reader or audience but unknown to the characters; and irony of situation, in which an event occurs that violates the expectations of the characters, the reader, or the audience.

In “Two Friends,” irony of situation occurs frequently. In the graphic organizer below, find examples in the story that show how the dialogue and actions of the two friends are incongruous or incompatible with an atmosphere of war. Then answer the questions that follow the focus on the connection between the author’s use of irony and the theme or main idea of the story.

<table>
<thead>
<tr>
<th>Irony of Situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example of Irony</td>
</tr>
<tr>
<td>• “And what awful weather we’ve been having! This is the first fine day of the year.”</td>
</tr>
</tbody>
</table>

1. How does Maupassant’s use of irony of situation support the main idea or theme about war?

2. How does the simplicity of the friendship of the two men and of their outlook on life stand in contrast to the complexities of the situation around them?
Two Friends, page 80

Analyze Literature: Figurative Language

Writing or speech meant to be understood imaginatively instead of literally is known as **figurative language**. In “Two Friends,” the author uses several examples of personification and idioms, two types of figurative language, to create images for the reader and to make the writing more interesting. **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. An **idiom** is an expression that cannot be understood from the meanings of its separate words but must be learned as a whole.

Fill in the graphic organizers below with examples of these figures of speech, their meanings, and the page numbers on which these examples appear.

<table>
<thead>
<tr>
<th>Personification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example</strong></td>
</tr>
<tr>
<td>“Paris was . . . at its last gasp.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Idioms</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example</strong></td>
</tr>
<tr>
<td>“crack of dawn”</td>
</tr>
</tbody>
</table>
Two Friends, page 80

Selection Quiz

Sequence of Events

Reorder the events of the plot by placing the correct number on the line provided.

_____ Weighed down by stones, the bodies of Morissot and Sauvage are tossed into the river.

_____ The two friends receive permission from the colonel to go to the island.

_____ Morissot and Sauvage decide to go fishing despite the battles that surround them.

_____ The Prussian officer orders a soldier to fry the pile of fish for his consumption.

_____ Four Prussian soldiers bearing rifles approach the two men at the riverbank.

_____ The Prussian officer accuses Morissot and Sauvage of being spies and wants them to reveal the password to cross the enemy line.

_____ Monsieur Morissot comes upon one of his closest friends, Monsieur Sauvage, on a January stroll through the boulevards of Paris.

_____ The two friends ignore the cannon fire from the direction of Mont Valérien as they enjoy their favorite pastime.

_____ Morissot and Sauvage say their final good-byes to each other.

_____ The two friends are discussing the madness of war when they sense the presence of danger.

Matching

Write the letter of the correct definition on the line next to the matching literary term.

_____ 11. dramatic irony
A. the difference between appearance and reality
B. something is known by the reader or audience but unknown to the characters
C. the emotion created in the reader by part or all of a literary work
D. an event that violates the expectations of the characters, the reader, or the audience
E. a character says one thing but means another

_____ 12. irony of situation

_____ 13. mood

_____ 14. irony

_____ 15. verbal irony
Everyday Use, page E23

Build Background: Story Quilts

In the story that you are about to read, “Everyday Use,” cherished heirloom quilts become a source of conflict in the Johnson family. Quilts have always been treasured items that have been passed down through generations of families. But in the African-American culture, in particular, quilts symbolize much more than family heirlooms. Quilts symbolize cultural identity.

Quilts are deeply rooted in the African culture as a means of communion and storytelling among African women. Although quilts had a utilitarian use as bedcovers, they also were objects of art, rather like visual diaries that preserved family memories. When Africans were brought over as slaves to America in the 1800s, the quilt-making tradition continued, chronicling the experiences of the slaves.

During the 1960s, when this story was set, there was a resurgence of interest in quilt-making among African Americans. This was due, in part, to the Civil Rights movement as African Americans continued the fight for freedom. Quilts from this generation reflect the struggles of families during this turbulent time, and many of them combined painting, quilt-making, and storytelling into a form known as a story quilt. An innovator of this art form was Faith Ringgold, an African-American woman whose quilts reflected different stages and experiences of her life. Her story quilts typically have a painting in the middle of the quilt bordered by a story or narrative and fabric patches. You can view her famous story quilts, Tar Beach #1 and #2, Bitter Nest #2: Harlem Renaissance Party, Church Picnic, and Shades of Alice, online to gain a better understanding of this art form.

Using Ringgold’s quilts as models, you will have the opportunity to create your own story quilt based on an event in your life. Like a traditional story quilt, your quilt should combine images with narration to convey your thoughts and feelings about the event. You will need the following supplies to complete the project:
- a piece of foam board that will serve as the base of the quilt
- art supplies of your choice, such as felt-tip markers, paints (acrylics only) and brushes, pastels, colored construction paper, fabric swatches, appliqués, ribbons, yarn, wallpaper samples, scrapbook supplies and paper, decorative scissors, and so on
- several photos of the event (which you may need to trim)

To get started on your story quilt, refer to the illustration and directions below, which apply to a piece of foam board that measures 20” × 30” (the minimum size for your story quilt). Adjust these measurements according to the piece of foam board that you have selected.
1. Use a ruler to section off the foam board so that you have a large center area reserved to depict the main scene of the event. For a 20” × 30” piece of foam board, you will measure a 7” border around the perimeter and then divide that large border into the number of borders that you wish. You will need at least two borders: one border reserved for narration and one border that is decorative. Feel free to add a third border if you wish.

2. In the center area, you will want to draw or paint a scene that reflects the significant event. As an alternative, you may enlarge a photo of the event and draw a creative border around it.

3. Within the borders, you will want to mix narration, photos, and artwork to tell the story of that particular event.
   - Narration: You may have a square reserved just for the narration, or you may border your photos with narration. The narrative script should be typed and printed out for adhesion to the board or carefully handwritten in a fine felt-tip marker right on the board.
   - Photos: Select photos of the event to trim and place as you wish.
   - Artwork: Like your selected photos, whatever artwork you choose to use should have a symbolic connection to the event.

4. Use a glue stick to adhere any necessary materials to the foam board.

5. Lastly, keep in mind that a true quilt has no empty spaces, so careful measurements of the quilt’s squares and attentive planning of the quilt’s overall configuration will be necessary.

Once all students are finished with their story quilts, you will have the opportunity to share your story quilt with your classmates.
Everyday Use, page E23

Vocabulary

Write the letter of the word that is not a synonym of the vocabulary word.

____ 1. doctrine (page E28)
   A. belief
   B. teaching
   C. principle
   D. skepticism

____ 2. usher (page E25)
   A. abandon
   B. escort
   C. guide
   D. conduct

____ 3. homely (page E24)
   A. simple
   B. unattractive
   C. pretty
   D. plain

____ 4. alcove (page E29)
   A. niche
   B. expanse
   C. recess
   D. nook

____ 5. furtive (page E26)
   A. sneaky
   B. stealthy
   C. sly
   D. candid

____ 6. recompose (page E26)
   A. calm
   B. aggravate
   C. lull
   D. quiet

____ 7. confronted (page E24)
   A. encountered
   B. faced
   C. met
   D. avoided

____ 8. cowering (page E27)
   A. shrinking
   B. looming
   C. cringing
   D. recoiling

____ 9. rifle (page E29)
   A. shuffle
   B. ransack
   C. organize
   D. rummage

____ 10. scalding (page E26)
    A. severe
    B. complimentary
    C. blistering
    D. biting

____ 11. stout (page E27)
    A. bulky
    B. strong
    C. frail
    D. sturdy
Analyze Literature: Character

Part I: Who Am I?

In “Everyday Use,” the author has created distinct characters whom the reader gets to know through several methods of characterization: what a character says, what a character does, and what other characters say about the character. Read the following passages from the story and determine which character the passage refers to. Write the name of the character on the line provided. When you are finished, cut out the shapes.

1. __________ did something [she] never had done before: hugged Maggie . . . then dragged her on into the room, snatched the quilts out of Miss Wangero’s hands and dumped them into Maggie’s lap.

   Character: ______________________________________

2. I didn’t want to bring up how I had offered _________ a quilt when she went away to college. Then she had told me they were old-fashioned, out of style.

   Character: ______________________________________

3. “She [Dee] can have them, Mama,” ____________ said. . . . “I can ‘member Grandma Dee without the quilts.”

   Character: ______________________________________

4. ________ moved back just enough so that I couldn’t reach the quilts. They already belonged to her.

   Character: ______________________________________
5. “I knew there was something I wanted to ask you if I could have. . . . This churn top is what I need,” ___________ said. . . . “And I want the dasher, too. . . . I can use the churn top as a centerpiece for the alcove table . . . and I'll think of something artistic to do with the dasher.”

Character: _______________________

6. ___________ will be nervous until after her sister goes: she will stand hopelessly in corners, homely and ashamed of the burn scars down her arms and legs, eying her sister with a mixture of envy and awe.

Character: _______________________

7. ___________ looked at her sister with something like fear but she wasn’t mad at her. . . . This was the way she knew God to work.

Character: _______________________

8. “The truth is,” _________________ said, “I promised to give them quilts to Maggie, for when she marries John Thomas. . . . God knows I been saving ‘em for long enough with nobody using ‘em. I hope she will!”

Character: _______________________

9. Out _______________ peeks next with a Polaroid. She stoops down quickly and lines up picture after picture of me sitting there in front of the house with Maggie cowering behind me. She never takes a shot without making sure the house is included.

Character: _______________________

10. She [Maggie] thinks _______________ has held life always in the palm of one hand, that ‘no’ is a word the world never learned to say to her.

Character: _______________________

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AFTER READING
11. “You just don’t understand . . . your heritage,” ________________ said.
   Character: ________________

12. “Maggie can’t appreciate these quilts!” said. “She’d probably be backward enough to put them to everyday use.”
   Character: ________________

13. “Aunt Dee’s first husband whittled the dash,” said ________________ so low you almost couldn’t hear her. “His name was Henry, but they called him Stash.”
   Character: ________________

14. ________________ attempts to make a dash for the house, in her shuffling way, but I stay her with my hand . . . she stops and tries to dig a well in the sand with her toe.
   Character: ________________

15. Maggie asked me, “Mama, when did ________________ ever have any friends?”
   Character: ________________

16. Have you ever seen a lame animal, perhaps a dog run over by some careless person rich enough to own a car, sidle up to someone who is ignorant enough to be kind to him? That is the way my __________ walks.
   Character: ________________
Use Reading Skills: Draw Conclusions

Part II: Using Characterization to Draw Conclusions

Attach the appropriate shapes under the correct characterization technique in the left-hand column. Then, using the details from the text, draw a conclusion about what the passage reveals about the character.

<table>
<thead>
<tr>
<th>What the Character Does</th>
<th>My Conclusion About the Character</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
</tbody>
</table>
What Other Characters Say

My Conclusion About the Character

2.

6.

10.

12.

15.

16.
Selection Quiz

Fill in the Blank

Fill in the blank with the name of the character from the box who is identified with the following phrase.

___________ 1. Has “rough, man-working hands”
___________ 2. Plans to marry John Thomas
___________ 3. Has hair that is a foot long and hits the navel
___________ 4. Has a second-grade education
___________ 5. Has burn scars down the arms and legs
___________ 6. Can knock a bull calf straight in the brain with a sledge hammer
___________ 7. Is sent away to Augusta, Georgia, to attend college
___________ 8. Doesn’t eat collards and thinks pork is unclean
___________ 9. Doesn’t want to bring friends to the house
___________ 10. Places the cherished quilts in Maggie’s lap
___________ 11. Is stylish and wants to own nice things
___________ 12. Is shy, nervous, and not very intelligent
___________ 13. Wants the butter churn top and dasher and Grandma’s quilts
___________ 14. Changes her name to Wangero
___________ 15. Walks with “chin on chest, eyes on ground, feet in shuffle”
Build Background: Circus Life

In the story that you are about to read, “The Leap,” one of the main characters, Anna Avalon, was a trapeze artist in an acrobatic troupe called the Flying Avalons. Anna was part of an era in which circuses were a main form of family entertainment, and circus performers were seen as role models and heroes.

The popularity of circuses rose in the first half of the twentieth century when nearly one hundred circuses toured the country. Traveling by railcar, these circuses stopped in small towns to give audiences an opportunity to experience faraway cultures without ever leaving their familiar surroundings. One circus in particular, the Ringling Brothers and Barnum & Bailey Circus, enjoyed immense popularity as more than one thousand performers and animals traveling in more than one hundred railcars gave audiences what they came to see: “The Greatest Show on Earth.”

On the day the circus arrived in town, eager spectators would gather to watch the circus performers parade through town. The circus performers would then set up the big tent, the trademark of a traveling circus, and perform a show before they packed up and moved on to the next town. What the circus left behind were more than just memories. Many teenagers, like yourselves, became caught up in the glamour, adventure, and mystery of these circus performers and saw traveling circuses as an opportunity to escape the boredom and economic hardships of their hometowns. As a result, many young people hopped the next train to run away and join the circus.

Today, although traveling circuses have dwindled to less than forty troupes, circuses continue to provide family entertainment but with more high-tech special effects and less animal acts. But although the traditional type of circus has changed with the times, one thing has not changed: the childhood dream of joining a circus. With that in mind, you now have your chance to fulfill that dream by writing a persuasive letter to your parent or guardian convincing him or her that joining a circus after high school would offer valuable lessons and experiences for you. To be convincing, you will need to carefully lay out your arguments and dismiss all of your parent’s or guardian’s counterarguments to this career choice.

Your letter should address the following areas:
• Discuss your personal qualities that will lend themselves to circus life.
• Describe your talents or skills that will be beneficial to a circus performer.
• Outline all the possible benefits of being a circus performer. Be creative in your thinking! For example, placing your trust in others and relying on their skills would definitely be a positive lesson learned from your circus life experience.
• Prepare responses for the anticipated counterarguments from your parent or guardian.

Remember that persuasive/argumentative writing offers an equal amount of logical argumentation that appeals to the reader’s mind (facts, statistics, experts) and emotional argumentation that appeals to the reader’s heart (emotions). Be sure that both types of argumentation are in your letter. Also remember to choose your words carefully. Words with positive connotations will help your argument.

After you have finished writing, give your letter to your parent or guardian to read, and note his or her reaction to your creative argument. How convincing were you?
Vocabulary

Words in Action

Knowing vocabulary words means more than simply understanding their definitions. You also need to be able to apply your knowledge of them. Answer the questions below that refer to how the vocabulary words relate or apply to new situations. Use a separate piece of paper for your answers.

1. Name three things that you might describe as porous (page 96).

2. Does a culprit (page 97) have a positive or a negative connotation or meaning associated with it? Explain your answer.

3. Briefly describe a past situation where you needed to extricate (page 95) yourself.

4. What body language might indicate that a person is tentative (page 97)?

5. Based on your own experience, what advice would you give to younger students about handling looming (page 98) deadlines?

6. If you could create a replica (page 93) of anything, what would you choose and why?

7. Describe a constricting (page 96) action that is beneficial to a person and one that is harmful.

8. Name a magnificent edifice (page 95), and explain your choice.

9. If a person commented on your egocentrism (page 95), would you be flattered or insulted? Why?

10. If you had to re-create a vignette (page 94) from a family holiday, what would you select to perform and why?

Words at Rest

Being able to examine words and recognize common word parts will help you determine meaning. For example, the words replica (page 93) and rekindle (page 96) have the prefix re–, which means “again,” “back,” or “repeat.” Therefore, replica means a repeat or an exact copy of something, and rekindle means to start again.
Below are other vocabulary words from “The Leap” that contain common prefixes or suffixes. Find the meanings of the underlined prefixes and suffixes by referring to the Language Arts Handbook, 2.2, Breaking Words into Base Words, Word Roots, Prefixes, and Suffixes, on pages H9–H13 of your student textbook. Then use a dictionary to help you define these words using the meanings of the word parts in your definitions.

<table>
<thead>
<tr>
<th>Vocabulary Word</th>
<th>Prefix or Suffix</th>
<th>Meaning of Prefix or Suffix</th>
<th>Definition of Vocabulary Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>extricate (page 95)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>encroaching (page 93)</td>
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<tr>
<td>superannuated (page 97)</td>
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<tr>
<td>egocentrism (page 95)</td>
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<tr>
<td>porous (page 96)</td>
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<td>confinement (page 96)</td>
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<td>perpetually (page 96)</td>
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<td>anticipation (page 94)</td>
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<tr>
<td>tentative (page 97)</td>
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<tr>
<td>looming (page 98)</td>
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</table>
The Leap, page 92

Analyze Literature: Flashback

Louise Erdrich is known for her nonlinear storytelling. In other words, her stories don’t follow a chronological order or time order but rather use a literary device known as a flashback. A flash**back** interrupts the chronological sequence of a literary work and presents an event that occurred earlier. This narrative style mimics the oral tradition of storytelling where the storyteller pauses momentarily from the action and fills in some background information for the audience. The purpose of a flashback is to help the reader have a better understanding of a character by peeking into his or her past. Quite often, a flashback is initiated by a sensory experience: A certain sight, smell, or sound triggers a memory in a character.

In “The Leap,” Erdrich uses several flashbacks where the narrator fondly reminisces about her mother’s unselfish love and strength of character. On a separate piece of paper, refer to the page number given and answer the questions below about the story’s flashbacks.

<table>
<thead>
<tr>
<th>Page 94</th>
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</table>
| 1. What sentence signals the start of the flashback about the trapeze accident?  
2. What sensory experience made the narrator think back to that particular day?  
3. What is the connection between that sensory experience and the flashback? |

<table>
<thead>
<tr>
<th>Page 96</th>
</tr>
</thead>
</table>
| 1. What sentence signals the start of the flashback about the meeting of the narrator’s parents?  
2. What sensory experience made the narrator think back to that particular event?  
3. What is the connection between that sensory experience and the flashback? |

<table>
<thead>
<tr>
<th>Page 96</th>
</tr>
</thead>
</table>
| 1. What sentence signals the start of the flashback about the house fire?  
2. What sensory experience made the narrator think back to that particular event?  
3. What is the connection between that sensory experience and the flashback? |
The Leap, page 92

Selection Quiz

True or False

Write T if the statement is true or F if the statement is false.

_____ 1. At the beginning of the story, the narrator is caring for her aging mother, Anna, who is sightless from encroaching cataracts.

_____ 2. Anna was once part of an acrobatic act known as the Flying Avalons.

_____ 3. During an aerial stunt, Anna was paralyzed in a fall from the trapeze bar.

_____ 4. Anna’s first husband burned his hands severely when he lunged for a heavy metal wire still hot from the lightning strike.

_____ 5. As a result of the aerial accident, Anna lost her unborn baby.

_____ 6. Anna met her second husband, the narrator’s father, when she joined another acrobatic troupe.

_____ 7. The narrator’s mother and father decided to stay and raise a family in the town where the disaster had occurred.

_____ 8. The house fire that occurred when the narrator was seven years old most likely was the result of standing ash.

_____ 9. The narrator’s parents were not home when the house fire erupted.

_____ 10. Remembering what she had learned from her second-grade fire drills, the narrator opened her bedroom door to exit down the hallway.

_____ 11. Anna stripped down to her pearls and undergarments in order to have more freedom of movement in her rescue efforts.

_____ 12. Climbing a tree outside her daughter’s bedroom, Anna performed a flying leap and caught the backs of her heels on the new roof gutter.

_____ 13. When her mother appeared at the window, the narrator felt relief but also embarrassment for her mother whose undergarments were on display to onlookers below.

_____ 14. The narrator and her mother were rescued from the burning house by a fireman on a ladder.

_____ 15. The narrator feels that she owes her mother her existence three times over.
Cranes, page E36

Practice Vocabulary

Match each boldfaced term with its definition. Write the letter of the definition on the line. If you need more help, look for context clues in “Cranes” on the page in parentheses.

______  1. capital offense (page E38)  A. harmless growth on the skin
______  2. flushed (page E37)  B. an area that is not allowed to be used for military purposes
______  3. wen (page E37)  C. crime for which the punishment is death
______  4. espied (page E38)  D. exposed or chased from a hiding place
______  5. demilitarized zone (page E39)  E. caught sight of
______  6. fodder (page E37)  F. a fruit with a hard rind
______  7. accord (page E37)  G. spontaneous or voluntary action
______  8. gourd (page E36)  H. feed for livestock
______  9. contracted (page E38)  I. acquired
______ 10. averted (page E37)  J. turned away
**Cranes**, page E36

**Analyze Literature: Plot**

Write about the events that occur in each part of the plot of “Cranes.” Use the plot diagram to help you remember the function of each part.

1. **Exposition:** ____________________________________________________________

2. **Rising Action:** ________________________________________________________

3. **Climax:** ________________________________________________________________

4. **Falling Action:** _________________________________________________________

5. **Resolution:** ____________________________________________________________
**Cranes**, page E36

**Set Purpose**

As you read the story, try to determine what the author is saying about friendship. Write about three different recollections Sôngsam has from his childhood relationship with Tôkchae. Then, answer the questions related to the theme of the story and relate the story to events in your own life.

**Childhood Recollections**

1. _______________________________________________________________________________

2. _______________________________________________________________________________

3. _______________________________________________________________________________

Based on Sôngsam’s recollections and his actions, what is the theme of the story “Cranes”? _______________________________________________________________________

Have you and a childhood friend ever had a serious disagreement or been on opposite sides of an issue? Did you feel betrayed? Explain the circumstances. ____________________________________________________________________________

Would you have been able to act the way Sôngsam did in the story under the same circumstances? Explain your answer. ____________________________________________________________________________
Analyze Literature: Point of View

The point of view of the story is integral to the message the author hopes to convey. Recall elements of “Cranes” as you answer questions related to the point of view of the narrator.

Who is the narrator of the story “Cranes”? _______________________________________________

What type of narration does the author use? ______________________________________________

Imagine the author had used an omniscient point of view throughout the entire story. How would the story be different?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Imagine the author had told the story exclusively from Tôkchae’s point of view. How would the story be different? How might it be the same?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Imagine Tôkchae is the narrator. Rewrite the ending of the story the time of his release by Sôngsam from Tôkchae’s perspective.

____________________________________________________________________________________

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____________________________________________________________________________________
Describe and Critique: Fiction

Describe the story “Cranes.” Write the information to fill in these charts.

<table>
<thead>
<tr>
<th>Title</th>
<th>____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>____________________________</td>
</tr>
<tr>
<td>Type of Nonfiction</td>
<td>____________________________</td>
</tr>
</tbody>
</table>

Setting

Main Characters

Conflict/Problem
Main Events in Plot

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

Theme
Critique, or review and evaluate, the story “Cranes.” Answer these questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think of the main characters? (Are they believable and well-developed? Do they change over the course of the story? Do these changes make sense?)</td>
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<tr>
<td>What do you think of the plot? (Is the sequence of events logical? Is there a clear beginning, middle, and end? Is the conflict or problem introduced, developed, and resolved in a way that makes sense?)</td>
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<tr>
<td>What is your opinion of the story? (What do you like about it? Why? What do you dislike about it? Why?)</td>
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</table>
Give reasons for your opinion. Support them with examples and details from the story.

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__________________________________________________________________________

Would you recommend the story to others? Why or why not?

__________________________________________________________________________

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__________________________________________________________________________
On the Rainy River, page E41

Practice Vocabulary

Write the meaning of each boldfaced word using the context clues in the sentence. If you need more help, look for another context clue in “On the Rainy River” on the page in parentheses.

1. The candidate was censured by the media, his opponent, and the public for his insensitive and misleading statements. (page E45)

2. The student loan office at the university stressed the importance of amortizing by offering a strict schedule for students to follow with their payments. (page E42)

3. John’s slouched, listing comportment hinted at his overall fatigue. (page E51)

4. Unlike solar energy, which is limitless, our oil and gas reserves are finite. (page E42)

5. “Invade, invade, invade,” the jingo chanted in response to the most recent international dispute. (page E43)

6. With their extensive education and social graces, the club members considered themselves modern-day gentry. (page E45)

7. With the fuel gauge near empty, it was imperative that they find a gas station soon. (page E42)

8. Hoping to travel Europe over the summer, Manuel asked for a deferment from the company that hired him until the beginning of September. (page E44)
On the Rainy River, page E41

Set Purpose

The story “On the Rainy River” revolves around the difficult decisions a young person must make regarding his beliefs and conscience. Think about other coming of age stories as you answer the following questions.

What elements are necessary for a story to accurately depict a younger person’s coming of age? _____________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________

As you read, write down the issues that preoccupy the main character. What moral questions do you think might develop from these issues? _____________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________
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Does the story deal with internal or external conflict? Write down examples as you read that back up your argument. _____________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________
On the Rainy River, page E41

Analyze Literature: Setting

The story “On the Rainy River” uses strong sensory words to describe different settings. Complete the chart below by finding three sensory descriptions for each setting in the story. Then, answer the questions related to the mood that the author creates.

<table>
<thead>
<tr>
<th>Setting</th>
<th>Sensory Description</th>
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<tbody>
<tr>
<td>meat-packing plant</td>
<td>1. __________________</td>
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<td>Tip Top Lodge</td>
<td>1. __________________</td>
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<tr>
<td>Rainy River</td>
<td>1. __________________</td>
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</table>

What is the overall mood of the story? Does the mood change as the story progresses?
Analyze Literature: Character

Tim O’Brien is the central character in “On the Rainy River.” Complete the Character Chart with revelations of his character. Then answer the question about Elroy Berdahl at the bottom of the page.

<table>
<thead>
<tr>
<th>Character: Tim O’Brien</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Characterization Clue</strong></td>
</tr>
<tr>
<td><strong>What he says:</strong> “This is one story I’ve never told before. Not to anyone. Not to my parents, not to my brother or sister, not even to my wife.”</td>
</tr>
<tr>
<td><strong>What he does:</strong> “In the evenings I’d sometimes borrow my father’s car and drive aimlessly around town, feeling sorry for myself, thinking about the war and the pig factory and how my life seemed to be collapsing toward slaughter.”</td>
</tr>
<tr>
<td><strong>What he says:</strong> “I told him about the wild hogs squealing in my dreams, the sounds of butchery, slaughterhouse sounds, and how I’d sometimes wake up with that greasy pig-stink in my throat.”</td>
</tr>
<tr>
<td><strong>What he does:</strong> “I couldn’t decide, I couldn’t act, I couldn’t comport myself with even a pretense of modest human dignity. All I could do was cry. Quietly, not bawling, just the chest-chokes.”</td>
</tr>
</tbody>
</table>

What type of character is Elroy Berdahl? Why does the main character look at him as such a savior?  

[Answer]
## Describe and Critique: Fiction

Describe the story “On the Rainy River.” Write the information to fill in these charts.

<table>
<thead>
<tr>
<th>Title</th>
<th></th>
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<tbody>
<tr>
<td>Author</td>
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<td>Type of Fiction</td>
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### Setting

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### Main Characters

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### Conflict/Problem

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</table>
Main Events in Plot

1. 

2. 

3. 

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8. 

Theme 


Critique, or review and evaluate, the story “On the Rainy River.” Answer these questions.

What do you think of the main characters? (Are they believable and well-developed? Do they change over the course of the story? Do these changes make sense?)

What do you think of the plot? (Is the sequence of events logical? Is there a clear beginning, middle, and end? Is the conflict or problem introduced, developed, and resolved in a way that makes sense?)

What is your opinion of the story? (What do you like about it? Why? What do you dislike about it? Why?)
Give reasons for your opinion. Support them with examples and details from the story.

________________________________________________________________________

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Would you recommend the story to others? Why or why not? __________________________

________________________________________________________________________

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________________________________________________________________________
Practice Vocabulary

Complete the crossword puzzle with words from “The Kite Runner.” If you need help, look back to the story for context clues or definitions.

Across
1.   
2.   a hard ceramic material (page E55)
3.   capital city of Afghanistan (page E55)
5.   religious follower of Hinduism (page E56)
6.   a covering that fits closely around or over something (page E55)
8.   rows of stalls or shops selling a variety of goods (page E56)

Down
1.   an Afghan shoe repairman (page E56)
3.   a child who chased a windblown kite after it was cut in battle (page E57)
4.   the Arabic word for father (page E55)
7.   member of a minority ethnic group in Afghanistan (page E55)
Enrichment Activity: Cultural Differences

Identifying cultural differences is an important element to consider when studying world literature. The story “The Kite Runner” focuses on the life of a boy in Afghanistan. As you read the story, identify how the culture identified by the writer differs from the culture you are familiar with in the United States.

<table>
<thead>
<tr>
<th>Afghanistan</th>
<th>United States</th>
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</table>

What are some other things you did not learn in the story that you would like to know about Afghanistan’s culture? What questions would you like to ask an Afghan?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
The Kite Runner, page E54

Analyze Literature: Character

Complete the character webs below with four traits. For each trait, write a concise example that demonstrates the characteristic.
"The Kite Runner” Quiz

Multiple Choice

Write the letter of the correct answer on the line.

_____ 1. Amir and his father share a common love of _____.
   A. the winter    C. learning
   B. kites    D. buzkashi

_____ 2. Based on Amir and Hassan’s relationship, we can assume that _____.
   A. Amir is older
   B. Hassan is an apprentice
   C. Hassan is the pupil of Amir
   D. Hassan’s ethnic group is considered inferior to Amir’s

_____ 3. What can you conclude about the British and the Russians in Afghan based on Amir’s reference to the lesson they learned about Afghans?
   A. Both countries were unable to colonize Afghanistan.
   B. Afghan people favor their own language.
   C. Afghan’s prize cultural hegemony.
   D. Afghanistan stayed out of the Cold War.

_____ 4. When Amir mentions Hassan’s “second face, this one lurking just beneath the surface,” he is referring to _____.
   A. the fact that he can never trust Hassan because he is two-faced
   B. a hidden side of Hassan’s personality that makes him uncomfortable
   C. the playful side of Hassan that is typically suppressed
   D. Hassan’s ability to con others

Read the following short-answer questions and fill-in the answer.

5. One sign of Amir’s father’s kindness is ________________________________________________
____________________________________________________________________________________.

6. What prize is given to the kite runner who grabs the last fallen kite of a winter tournament?
____________________________________________________________________________________.

7. List some signs of prosperity in Amir’s family. ___________________________________________
____________________________________________________________________________________.

8. How does the author impress on the reader the significance of capturing a kite after it has lost a battle?
____________________________________________________________________________________.
The Kite Runner, page E54

Describe and Critique: Fiction

Describe the story “The Kite Runner.” Write the information to fill in these charts.

| Title | ____________________________________________ |
|-------|____________________________________________|
| Author| ____________________________________________ |
| Type of Fiction | ____________________________________________ |

**Setting**

<p>| | |</p>
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**Main Characters**

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**Conflict/Problem**

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</table>
Main Events in Plot

1. 

2. 

3. 

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6. 

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8. 

Theme 

_
Critique, or review and evaluate, the story “The Kite Runner.” Answer these questions.

<table>
<thead>
<tr>
<th>What do you think of the main characters? (Are they believable and well-developed? Do they change over the course of the story? Do these changes make sense?)</th>
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<tr>
<th>What do you think of the plot? (Is the sequence of events logical? Is there a clear beginning, middle, and end? Is the conflict or problem introduced, developed, and resolved in a way that makes sense?)</th>
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<th>What is your opinion of the story? (What do you like about it? Why? What do you dislike about it? Why?)</th>
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</table>
Give reasons for your opinion. Support them with examples and details from the story.

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Would you recommend the story to others? Why or why not?

________________________________________________________________________

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________________________________________________________________________
Who Said We All Have to Talk Alike, page E61

Practice Vocabulary

Circle the correct definition of each vocabulary word from “Who Said We All Have to Talk Alike.” Then write a sentence correctly using the term. For assistance in understanding the meaning, look for a context clue in the story on the page in parentheses.

1. **bereaved** (page E62)
   a. having tremendous wealth
   b. having lost a loved one through death

2. **dialect** (page E61)
   a. a regional variety of a language
   b. an accent

3. **eradicate** (page E65)
   a. to destroy something completely
   b. to nurture something

4. **squelch** (page E62)
   a. to acquiesce
   b. to completely suppress

5. **foundered** (page E64)
   a. collapsed
   b. slept
**Who Said We All Have to Talk Alike,** page E61

**Answer Questions**

Answer these questions while you are reading “Who Said We All Have to Talk Alike.”

**Page E61  Use Reading Strategies: Make Inferences** What does the statement “Neffie was her parent’s daughter” imply?

________________________________________________________________________

________________________________________________________________________

**Page E62  Use Reading Strategies: Make Predictions** What sort of experience do you expect Neffie to have in California?

________________________________________________________________________

________________________________________________________________________

**Page E63  Analyze Literature: Character** What is your initial impression of Beryl? How do you expect her relationship with Neffie to develop?

________________________________________________________________________

________________________________________________________________________

**Page E65  Analyze Literature: Plot** List some ways that Neffie begins to have an effect on the children.

________________________________________________________________________

________________________________________________________________________

**Page E66  Make Connections: Respond** Have you ever treated someone differently because of the way they spoke?

________________________________________________________________________

________________________________________________________________________

**Page E66  Analyze Literature: Theme** What is the theme of the story?

________________________________________________________________________

________________________________________________________________________
Who Said We All Have to Talk Alike, page E61

Analyze Literature: Plot

Complete the chart below with the appropriate plot elements from their story. Then answer the questions at the bottom of the page.

<table>
<thead>
<tr>
<th>Rising Action:</th>
<th>Exposition:</th>
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<table>
<thead>
<tr>
<th>Falling Action:</th>
<th>Climax:</th>
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<tr>
<th>Resolution:</th>
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</table>

What is the conflict in this story? Is it internal or external?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Suppose you could have given Neffie advice before she set out to California. What would you have told her? Would you have advised her not to go?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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Unit & Selection Resources

UNIT 1
Who Said We All Have to Talk Alike, page E61

Make Connections

Read the questions below and make a connection to your life and the world as a whole.

In the story there are many examples of Neffie’s dialect. Find five examples and write them on the lines below. Then rewrite the words in standard English.

<table>
<thead>
<tr>
<th>Nellie’s Dialect</th>
<th>Standard English</th>
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An idiom is a distinctive, colorful expression whose overall meaning cannot be understood by the technical meaning of the words. For example, to “have someone in stitches” means to make them laugh hard. Look at the idioms from the story below. Write what you think they mean on the line.

“Her remark nearly knocked me off my feet.”

“I sure buttoned up my mouth.”

“I plumb died away”

“stood there with her face like a flintrock”
Describe and Critique: Fiction

Describe the story “Who Said We All Have to Talk Alike.” Write the information to fill in these charts.

<table>
<thead>
<tr>
<th>Title</th>
<th>______________________________________________________</th>
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<tbody>
<tr>
<td>Author</td>
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<tr>
<td>Type of Fiction</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Setting</th>
<th>______________________________________________________</th>
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</thead>
</table>
| Main Characters | :
| : | ______________________________________________________ |
| : | ______________________________________________________ |
| : | ______________________________________________________ |
| : | ______________________________________________________ |

Conflict/Problem ______________________________________________________
Main Events in Plot

1. ____________________________________________

2. ____________________________________________

3. ____________________________________________

4. ____________________________________________

5. ____________________________________________

6. ____________________________________________

7. ____________________________________________

8. ____________________________________________

Theme ____________________________________________

__________________________________________

__________________________________________

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__________________________________________
Critique, or review and evaluate, the story “Who Said We All Have to Talk Alike.”
Answer these questions.

<table>
<thead>
<tr>
<th>What do you think of the main characters? (Are they believable and well-developed? Do they change over the course of the story? Do these changes make sense?)</th>
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</table>
Give reasons for your opinion. Support them with examples and details from the story.

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Would you recommend the story to others? Why or why not?

________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
Chee’s Daughter, page E71

Practice Vocabulary

Complete the crossword puzzle with words from “Chee’s Daughter.” If you need help, look back to the story for context clues or definitions.

Across
3. institution where tuberculosis patients go to recover their health
6. braid
9. traditional Navajo house
10. shrubs that form dense thickets

Down
1. a trim or streamlined appearance
2. an isolated hill or mountain
4. coughing sickness
5. preserved by being cut into strips and dried
7. laziness
8. small pine tree native to the southwest
Answer Questions

Answer these questions while you are reading “Chee’s Daughter.”

**Page E72**  Use Reading Strategies: Draw Conclusions  Why is Chee focusing on the fair nature of the land?

**Page E74**  Use Reading Strategies: Make Inferences  Why does Chee resent his in-laws’ decision to follow custom and take their grandchild?

**Page E76**  Use Reading Strategies: Draw Conclusions  Why does Chee feel that Old Man Fat’s negative view of farmers is hypocritical?

**Page E79**  Use Reading Strategies: Make Predictions  What do you think will happen when Chee visits Red Sands?

**Page E81**  Make Connections: Respond  Can you think of any traditions in your culture that are as significant as those mentioned in “Chee’s Daughter?”

**Page E81**  Analyze Literature: Symbolism  How do Chee’s in-laws symbolize the plight of Native-Americans in the modern world?
Analyze Literature: Setting

Sensory details are an integral in describing the setting and creating a vivid experience for the reader. Read through “Chee’s Daughter” and find examples of the sensory details. List the details in the chart. Then answer the questions related to the setting of “Chee’s Daughter.”

List some differences between Chee’s homestead and Red Sands, the home of his in-laws.

How do the different homesteads relate to the theme of the story?
Chee’s Daughter Quiz

Multiple Choice

Write the letter of the correct answer on the line.

_____ 1. We can assume that Old Man Fat looks at his own weight as a sign of _____.
   A. tradition   C. shame
   B. pride   D. inferiority

_____ 2. Chee’s disillusionment with farming is caused by _____.
   A. his envy of Old Man Fat
   B. his drive to be greater
   C. his hopelessness
   D. his contempt for tradition

_____ 3. Chee and Old Man Fat are both _____.
   A. round characters   C. protagonists
   B. static characters   D. antagonists

_____ 4. By going to Red Sands with his bulging packs, Chee hopes to _____.
   A. show his in-laws his resourcefulness
   B. give them enough supplies for them to survive the winter
   C. prove the Navajo way is through farming
   D. barter the goods for the return of his daughter

Read the following short-answer questions and fill-in the answer.

5. One sign of Old Man Fat’s materialism is _____________________________________________.

6. Why do Old Man Fat and his wife eventually decide to let Chee raise his daughter?
   __________________________________________________________
   __________________________________________________________

7. List some examples of Navajo traditions you discovered in the story. ________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

8. List several of Chee’s personality traits. ______________________________________________
   __________________________________________________________
Describe and Critique: Fiction

Describe the story “Chee’s Daughter.” Write the information to fill in these charts.

| Title | ____________________________________________ |
|------|____________________________________________|
| Author | ____________________________________________ |
| Type of Fiction | ____________________________________________ |

### Setting

| | ____________________________________________ |

### Main Characters

| | ____________________________________________ |

| | ____________________________________________ |

| | ____________________________________________ |

| | ____________________________________________ |

| | ____________________________________________ |

### Conflict/Problem

| | ____________________________________________ |

| | ____________________________________________ |

| | ____________________________________________ |

| | ____________________________________________ |

| | ____________________________________________ |
Main Events in Plot

1. 
2. 
3. 
4. 
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6. 
7. 
8. 

Theme
Critique, or review and evaluate, the story “Chee’s Daughter.” Answer these questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
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<tbody>
<tr>
<td>What do you think of the main characters? (Are they believable and well-developed? Do they change over the course of the story? Do these changes make sense?)</td>
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</table>
Give reasons for your opinion. Support them with examples and details from the story.

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Would you recommend the story to others? Why or why not?

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________________________________________________________________________
Civil Peace, page E84

Practice Vocabulary

Write the meaning of each boldfaced word using the context clues in the sentence. If you need more help, look for another context clue in “Civil Peace” on the page in parentheses.

1. The team **commiserated** with one another after losing their final game of the season. (page E88)

2. In “Civil Peace,” Jonathan’s bicycle was almost **commandeered** for “urgent military action,” but Jonathan convinced the officer not to take the bike. (page E85)

3. Though the majority was in favor of the new constitution, loud cries of **dissent** echoed throughout the hall. (page E88)

4. My friend, ever a culinary experimenter, is always **amenable** to trying a new restaurant. (page E85)

5. The drill sergeant had an **imperious** tone that let you know immediately who was in charge. (page E87)

6. The **oceanic** pack of runners at the beginning of the marathon seemed to stretch down the street for miles. (page E86)

7. Only the **dregs** of sediment remained at the bottom of the glass of pond water we had collected for science class. (page E88)

8. Jordan and Ella looked upon their children as **inestimable** gifts. (page E84)
Enrichment: Connecting to the Story

The story “Civil Peace” revolves around a family attempting to rebuild after a costly war. Think about your own life and values as you answer the following questions.

Third-world countries are underdeveloped countries with characteristics such as excessive poverty, economic dependence, and general political upheaval or corruption. The country depicted in “Civil Peace” is a third-world country. Have you seen pictures or read stories about another third-world country? What are the most striking differences between a third-world country and where you live?

What goods or possessions do you own that you consider to be of highest value? Why? Compare what you hold dearest to what Jonathan valued in the story. How do you think the objects valued by those in poorer nations compare to your objects?

Consider your hopes and dreams for the future. How might your outlook change if you were forced to deal with your own mortality? Consider the characters from the story as you answer.
Analyse Literature: Character

Jonathan Iwegbu is the central character in “Civil Peace.” Complete the Character Chart with revelations of his character. Then answer the questions at the bottom of the page.

<table>
<thead>
<tr>
<th>Characterization Clue</th>
<th>What it Reveals</th>
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<tbody>
<tr>
<td><strong>What he does:</strong> He manages to convince the officer to take two pounds in money instead of his bicycle.</td>
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<tr>
<td><strong>What he does:</strong> He accepts Biafran money in exchange for ferrying people on his bicycle.</td>
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<tr>
<td><strong>What he does:</strong> He agrees to give the 20 pound ex gratia award to the thieves to get them to leave.</td>
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<tr>
<td><strong>What he says:</strong> “I say, let the <em>egg rasher</em> perish in the flames! Let it go where everything else has gone. Nothing puzzles God.”</td>
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</tbody>
</table>

What are some words that the author chooses to show Jonathan’s optimistic spirit?

____________________________________________________________________________________

Imagine that the thieves who rob Jonathan and his family were not satisfied with 20 pounds. Imagine that they insisted he open the door so they could search for more. What do you think Jonathan would have done?

____________________________________________________________________________________

____________________________________________________________________________________
Enrichment: Understanding Language and Dialect

The story “Civil Peace” is filled with African colloquialisms and dialect, often spelled phonetically. The author uses these tools to make the story more authentic for the reader. Sound out the bold-faced words listed on the top part of the page phonetically and write what you think the word means. Then answer the questions at the bottom of the page by inferring meaning through context.

“Na tief-man and him people.” (page E87) ________________________________

“Make we help you small. Oya, everybody.” (page E87) ____________________

“We don try our best for call dem but I tink say dem all done sleep-o.” (page E87) __________________

“So wetin we go do now? Sometaim you wan call soja? (page E87) ________________

“We just take our small money and go nwayorly.” (page E88) __________________

“Shurrup!” rang the leader’s voice like a lone shot in the sky and silenced the murmuring at once.” (page E88) ________________________________

After asking for Jonathan to produce the money, the leader of the gang says “Oderwise we de come for inside now to show you guitar-boy like dis . . .” Judging by the subsequent action of his gang, what do you think the “guitar-boy” is?

__________________________________________________________

The word “Na” is used a number of times through the story by members of the gang. They say, “Na tief-man and him people,” “Na so!” “This time na Civil Peace,” and “We done talk say we na good tief.” Using context, what do you think the meaning of “na” is?

__________________________________________________________

Throughout the story, Jonathan says the line “Nothing puzzles God.” What is your interpretation of this saying based on the story?
Describe and Critique: Fiction

Describe the story “Civil Peace.” Write the information to fill in these charts.

<table>
<thead>
<tr>
<th>Title</th>
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<tbody>
<tr>
<td>Author</td>
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<td>Type of Fiction</td>
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<tr>
<th>Setting</th>
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<tr>
<th>Main Characters</th>
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<tr>
<th>Conflict/Problem</th>
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</table>
Main Events in Plot

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________

4. ____________________________________________________________

5. ____________________________________________________________

6. ____________________________________________________________

7. ____________________________________________________________

8. ____________________________________________________________

Theme _________________________________________________________

______________________________________________________________

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______________________________________________________________

______________________________________________________________
Critique, or review and evaluate, the story “Civil Peace.” Answer these questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>What do you think of the main characters? (Are they believable and well-developed? Do they change over the course of the story? Do these changes make sense?)</td>
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Would you recommend the story to others? Why or why not? ________________________________________________________________________

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________________________________________________________________________
Practice Vocabulary

Match each boldfaced term with its definition. Write the letter of the definition on the line beside each word. If you need more help, look for context clues in “A White Heron” on the page in parentheses.

_____ 1. loiter (page E90)  
_____ 2. dilatory (page E89)  
_____ 3. plaguy (page E92)  
_____ 4. demure (page E93)  
_____ 5. hermitage (page E92)  
_____ 6. pinion (page E96)  
_____ 7. wayfarer (page E92)  
_____ 8. plume (page E97)  
_____ 9. talon (page E95)  
_____ 10. bough (page E90)

A. tending to move slowly or waste time  
B. a place of isolation or solitude  
C. stand around without an obvious purpose  
D. troublesome or annoying  
E. shy or modest  
F. a bird’s wing  
G. a large, main branch of a tree  
H. a claw  
I. a traveler  
J. a feather or bunch of feathers
**A White Heron**, page E89

### Analyze Cause and Effect

Write either the cause or the effect to complete each cause-and-effect relationship.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mistress Moolly runs off and hides from Sylvia by the swamp.</td>
<td></td>
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<tr>
<td>The traveler returns to the farm with Sylvia and asks for lodging.</td>
<td>Sylvia attempts to hide in the bushes.</td>
</tr>
<tr>
<td>The traveler offers ten dollars for information on the location of the</td>
<td></td>
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<tr>
<td>heron’s nest.</td>
<td>Sylvia’s fingers ached and her lamed feet slipped.</td>
</tr>
<tr>
<td></td>
<td>The guest leaves the farm disappointed.</td>
</tr>
</tbody>
</table>
# Analyze Literature: Plot

Identify the main elements of plot from the story “A White Heron” and fill them in on the chart below.

<table>
<thead>
<tr>
<th>Plot Element</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Exposition</td>
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<tr>
<td>Rising Action</td>
<td></td>
</tr>
<tr>
<td>Climax</td>
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<td>Falling Action</td>
<td></td>
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<tr>
<td>Resolution</td>
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</tbody>
</table>

Is the conflict in “A White Heron” internal or external? Explain.

________________________________________________________________________

What are the positive and negative repercussions to the decision that Sylvia makes at the climax of the story?

________________________________________________________________________
Enrichment: Colorful Comparisons

By using similes and metaphors to compare unlike things, the author of “A White Heron” encourages readers to see these things in new and unexpected ways. Answer the set of questions about each simile or metaphor.

“The tree . . . was like a great main-mast to the voyaging earth.” (page E95)

- What two things are being compared? ________________________________
- What quality of the two things is being compared? ______________________

Now finish the comparison in a different way.

The tree was like a __________________________________________

“Sylvia’s face was like a pale star.” (page E96)

- What two things are being compared? ________________________________
- What quality of the two things is being compared? ______________________

Now finish the comparison in a different way.

Sylvia’s face was like __________________________________________

“The hawks . . . gray feathers were as soft as moths.” (page E96)

- What two things are being compared? ________________________________
- What quality of the two things is being compared? ______________________

Now finish the comparison in a different way.

The hawks gray feathers were as soft as ___________________________________ 

“A white spot of him like a single floating feather . . .” (page E97)

- What two things are being compared? ________________________________
- What quality of the two things is being compared? ______________________

Now finish the comparison in a different way.

A white spot of him like __________________________________________
Describe and Critique: Fiction

Describe the story “A White Heron.” Write the information to fill in these charts.

<table>
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Setting

Main Characters

Conflict/Problem
### Main Events in Plot

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

### Theme

...
Critique, or review and evaluate, the story “A White Heron.” Answer these questions.

<table>
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</table>
Give reasons for your opinion. Support them with examples and details from the story.

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Would you recommend the story to others? Why or why not?

________________________________________________________________________
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________________________________________________________________________
The Enchanted Garden, page E99

Practice Vocabulary

Fill in each blank with a vocabulary term from the Word Bank.

Word Bank

<table>
<thead>
<tr>
<th>furtive</th>
<th>mortar</th>
<th>parry</th>
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<tbody>
<tr>
<td>pergola</td>
<td>residue</td>
<td>studded</td>
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<tr>
<td>villa</td>
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</table>

1. Their vacation home was a beautiful Italian ________________ on the Amalfi Coast.
2. The prosecutor attempted to ________________ the accusation with one of his own.
3. Ivy climbed up the latticework of the ________________ in the middle of the park.
4. The babysitter noticed the child’s ________________ movements as he attempted to slip past her to watch more television.
5. The bricklayers built a wall with bricks and ________________.
6. The picture frame was ________________ with fake jewels and patterns.
7. After the great bonfire burned out, only a ________________ of ashes remained.
The story “The Enchanted Garden” uses strong sensory words to describe the setting. Complete the chart below by finding three sensory descriptions for each specific location given in the story. Then, answer the questions related to the mood that the author creates.

<table>
<thead>
<tr>
<th>Setting</th>
<th>Sensory Description</th>
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<tbody>
<tr>
<td>The garden</td>
<td>1. __________________</td>
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<td>____________________</td>
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<td>____________________</td>
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<td></td>
<td>____________________</td>
</tr>
<tr>
<td>The swimming pool</td>
<td>1. __________________</td>
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<td>____________________</td>
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<td></td>
<td>____________________</td>
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<tr>
<td></td>
<td>____________________</td>
</tr>
<tr>
<td>The villa</td>
<td>1. __________________</td>
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<td>____________________</td>
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<td>____________________</td>
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</tr>
</tbody>
</table>

What is the overall mood of the story? Does the mood change as the story progresses?
The Enchanted Garden, page E99

Enrichment: Sense of Foreboding

A sense of foreboding permeates the entire story in “The Enchanted Garden.” Each deep, sensory scene is accompanied by a sense of unease; beauty is always accompanied by discomfort. As you read the story, complete the chart below by writing the words and phrases which give each location an uncomfortable feel.

<table>
<thead>
<tr>
<th>Place</th>
<th>Foreboding Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Railroad Track</td>
<td></td>
</tr>
<tr>
<td>The Garden</td>
<td></td>
</tr>
<tr>
<td>The Swimming Pool</td>
<td></td>
</tr>
<tr>
<td>The Villa</td>
<td></td>
</tr>
</tbody>
</table>
The Enchanted Garden Quiz

Multiple Choice

Write the letter of the correct answer on the line.

1. What trait does Giovannino admire in Serenella, considering she’s a girl.
   A. sassiness     C. willing spirit
   B. combativeness    D. cautiousness

2. What is the first sign of fantasy in the story?
   A. their arrival in the garden
   B. the strange boy in the villa
   C. the swimming pool
   D. the snapping of the telephone wire

3. What causes the constant anxiety of the children in the garden?
   A. the idea that they do not belong there   C. the disconcerting noises
   B. their fear of dogs   D. the tasteless foods

4. What place is described as “full of shapeless green-black shadows?”
   A. the swimming pool   C. the villa
   B. under the sea   D. area along the path

Read the following short-answer questions and fill-in the answer.

5. Why do Giovannino and Serenalla conclude that the pale boy they witness is not the owner of the villa?

6. What makes the children decide to leave the enchanted garden?
## Describe and Critique: Fiction

Describe the story “The Enchanted Garden.” Write the information to fill in these charts.

<table>
<thead>
<tr>
<th>Title</th>
<th>____________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>____________________________________________</td>
</tr>
<tr>
<td>Type of Fiction</td>
<td>____________________________________________</td>
</tr>
</tbody>
</table>

### Setting

<table>
<thead>
<tr>
<th>Main Characters</th>
</tr>
</thead>
<tbody>
<tr>
<td>:</td>
</tr>
<tr>
<td>:</td>
</tr>
<tr>
<td>:</td>
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<tr>
<td>:</td>
</tr>
</tbody>
</table>

### Conflict/Problem

| ____________________________________________ |
| ____________________________________________ |
| ____________________________________________ |
| ____________________________________________ |
| ____________________________________________ |
| ____________________________________________ |
| ____________________________________________ |
Main Events in Plot

1. ____________________________
   ____________________________
   ____________________________

2. ____________________________
   ____________________________
   ____________________________

3. ____________________________
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   ____________________________

4. ____________________________
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5. ____________________________
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6. ____________________________
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7. ____________________________
   ____________________________
   ____________________________

8. ____________________________
   ____________________________
   ____________________________

Theme ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
Critique, or review and evaluate, the story “The Enchanted Garden.” Answer these questions.

What do you think of the main characters? (Are they believable and well-developed? Do they change over the course of the story? Do these changes make sense?)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What do you think of the plot? (Is the sequence of events logical? Is there a clear beginning, middle, and end? Is the conflict or problem introduced, developed, and resolved in a way that makes sense?)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What is your opinion of the story? (What do you like about it? Why? What do you dislike about it? Why?)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Give reasons for your opinion. Support them with examples and details from the story.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Would you recommend the story to others? Why or why not? _______________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Like the Sun, page E104

Practice Vocabulary

Write the meaning of each boldfaced word using the context clues in the sentence. If you need more help, look for another context clue in “Like the Sun” on the page in parentheses.

1. The talent judge attempted to temper her criticism by first pointing what the contestant had done well. (page E104)

2. The boy’s scrawl was so illegible that the teacher could not grade his test. (page E105)

3. Miles had shirked his chores for a week, and now he had so much to do that he could not go to the game. (page E105)

4. The incessant banging of the screen door as the children ran in and out of the houses over and over again was a source of irritation. (page E105)

5. The American diplomat, missing no opportunity to compliment the visiting dignitary, proved very ingratiating. (page E105)

6. A barrage of three-pointers from the opposing team assailed the defense of the Spartanburg basketball team. (page E106)

7. The straightforward answer stupefied the reporters, who were used to getting only cryptic responses or half-truths. (page E106)

8. Joseph’s sullen expression was enough for anyone to know he had a difficult day. (page E107)
Like the Sun, page E104

Analyze Cause and Effect

Write either the cause or the effect to complete each cause-and-effect relationship.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sekhar tells his wife that her cooking is not good.</td>
<td></td>
</tr>
<tr>
<td>Sekhar develops a reputation as a music critic.</td>
<td></td>
</tr>
<tr>
<td>The headmaster gives Sekhar ten days to review the test papers.</td>
<td></td>
</tr>
<tr>
<td>Sekhar tells the headmaster his music was not any good.</td>
<td></td>
</tr>
<tr>
<td>Sekhar receives a call from the headmaster in his classroom the next day.</td>
<td></td>
</tr>
</tbody>
</table>
Analyze Literature: Character

Sekhar is the main character in “Like the Sun.” Complete the Character Chart with revelations of his character. Then answer the questions at the bottom of the page.

<table>
<thead>
<tr>
<th>Character: Sekhar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Characterization Clue</strong></td>
</tr>
<tr>
<td><strong>What he does:</strong> He decides to be completely truthful for one day.</td>
</tr>
<tr>
<td><strong>What he says:</strong> He tells his wife that he is not eating because the food isn’t any good.</td>
</tr>
<tr>
<td><strong>What he does:</strong> When the headmaster pauses to ask Sekhar if the music is good, he pretends not to have heard.</td>
</tr>
<tr>
<td><strong>What he says:</strong> When the headmaster asks for his opinion on the performance, Sekhar says, “Can’t I give it tomorrow.”</td>
</tr>
</tbody>
</table>

Do you think the headmaster means it when he thanks Sekhar for dispelling his silly notion of becoming a musician? Explain.

________________________________________

Do you think that Sekhar is a good person? Why or why not?

________________________________________

________________________________________
Make Connections

Read the connections and choose two to answer. Write your responses in the space provided.

Text-to-Self

Sekhar tells people the absolute truth in the story despite the consequences. Have you ever been completely honest with people even though you knew the responses might hurt their feelings or make them angry. If yes, why did you do it? Was the reaction what you expected? If you could go back, would you do things differently?

Text-to-Self

Would you like people to always be completely honest with you? Think of specific examples in your life. Would you really want people to tell you that you were untalented in a particular field? Do you believe that white lies are sometimes the best recourse in a situation?

Text-to-World

As a society we are taught that telling the truth is a noble characteristic. Yet, many people believe that the government and politicians, even in a free society, are not entirely forthcoming with their constituency. Is there ever any reason for the government not to be completely honest with its citizens? If so, what is an example of those circumstances?
Describe and Critique: Fiction

Describe the story “Like the Sun.” Write the information to fill in these charts.

<table>
<thead>
<tr>
<th>Title</th>
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<tbody>
<tr>
<td>Author</td>
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<tr>
<td>Type of Fiction</td>
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</table>

**Setting**

<p>| |</p>
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**Main Characters**

<table>
<thead>
<tr>
<th>Character 1</th>
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<tr>
<td>Character 2</td>
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<td>Character 3</td>
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</table>

**Conflict/Problem**

<table>
<thead>
<tr>
<th>Description</th>
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<td>Description</td>
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<td>Description</td>
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<td>Description</td>
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</tbody>
</table>

**Like the Sun**, page E104
Main Events in Plot

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

Theme 

   
   
   
   
   
   
   
   
   

Critique, or review and evaluate, the story “Like the Sun.” Answer these questions.

<table>
<thead>
<tr>
<th>Question</th>
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<tbody>
<tr>
<td>What do you think of the main characters? (Are they believable and well-developed? Do they change over the course of the story? Do these changes make sense?)</td>
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<tr>
<td>What do you think of the plot? (Is the sequence of events logical? Is there a clear beginning, middle, and end? Is the conflict or problem introduced, developed, and resolved in a way that makes sense?)</td>
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<tr>
<td>What is your opinion of the story? (What do you like about it? Why? What do you dislike about it? Why?)</td>
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</table>
Give reasons for your opinion. Support them with examples and details from the story.

Would you recommend the story to others? Why or why not?
Unit & Selection Resources

Unit 2 Nonfiction Connections
Things That Divide and Things That Unite

Grade 10
Publisher’s Note

EMC Publishing’s innovative program *Mirrors & Windows: Connecting with Literature* presents a wide variety of rich, diverse, and timeless literature to help students reflect on their own experiences and connect with the world around them. One goal of this program is to ensure that all students reach their maximum potential and meet state standards.

A key component of this program is a *Unit & Selection Resources* supplement for each unit in the textbook. In every *Unit & Selection Resources* book, you will find a study guide to lead students through the unit, with a practice test formatted to match a standardized test. You will also find dozens of high-quality activities and quizzes for all the selections in the unit. The *Unit & Selection Resources* lessons are provided as interactive eWorkbook activities with immediate student feedback in Passport.

EMC Publishing is confident that these materials will help you guide your students to mastery of the key literature and language arts skills and concepts measured in state and national tests. To address the needs of individual students, enrich learning, and simplify planning and assessment, you will find many more resources in our other program materials—including *Differentiated Instruction, Speaking & Listening, College & Career Readiness, Vocabulary & Spelling, Close Reading, Writing & Grammar, Test Practice, Program Planning Guide, Assessment Guide* and Passport™.

We are pleased to offer these excellent materials to help students learn to appreciate and understand the wonderful world of literature.
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<td><strong>Use Reading Skills: Cause and Effect</strong></td>
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<td>Before Reading 26</td>
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<td>Before Reading 26</td>
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<td><strong>Compare Literature: Metaphor and Theme</strong></td>
<td>During Reading 27</td>
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<tr>
<td><strong>Compare Literature: Metaphor and Theme (continued)</strong></td>
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<tr>
<td><strong>Compare Literature: Building Character</strong></td>
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</tr>
<tr>
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<td>After Reading 32</td>
</tr>
<tr>
<td><strong>Focus on Excerpt from The Diving Bell and the Butterfly</strong></td>
<td>After Reading 33</td>
</tr>
<tr>
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<td>After Reading 34</td>
</tr>
</tbody>
</table>

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<tr>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
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<td>Before Reading 35</td>
</tr>
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<td><strong>Preview Vocabulary</strong></td>
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<td><strong>Analyze Literature: Description</strong></td>
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<td>After Reading 46</td>
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<td><strong>Selection Quiz</strong></td>
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<td>Digital Connections</td>
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</tbody>
</table>
Nonfiction Study Guide

Completing this study guide will help you understand and remember the forms of nonfiction presented in Unit 2—biography, autobiography, memoir, essay, speech, informational text—and recognize the elements of these genres in the selections in the unit.

After you read each Understanding feature in Unit 2 in your text, complete the corresponding Understanding section in the study guide. Try to answer the questions without referring to the text. The completed section provides an outline of important information that you can use later for review.

After you read all the selections in Unit 2, complete the three Applying sections in the study guide. Refer to the selections as you answer the questions.

After you complete these sections, take the Practice Test. This test is similar to the state assessment reading test you will take this year. In both tests, you will read passages and answer multiple-choice questions about the passages.

Self-Checklist

Use this checklist to help you track your progress through Unit 2.

CHECKLIST

**Literary Comprehension**
You should understand and apply the following forms of nonfiction:
- Biography
- Essay
- Autobiography
- Speech
- Memoir
- Informational Text

**Reading**
You should know the following three parts of the Nonfiction Close Reading Model:
- Before Reading
- During Reading
- After Reading

**Literary Appreciation**
You should understand how to relate the selections to
- Other texts you’ve read
- Your own experiences
- The world today

**Vocabulary**
In the Master Vocabulary List at the end of this study guide, put a check mark next to any new words that you learned while reading the selections. How many did you learn?
- 10 or more
- 20 or more
- 30 or more

**Writing**
You should be able to write a personal narrative. The narrative should be clearly organized, should remain focused on the topic, include relevant details and background, and reflect on the topic’s significance.

**Speaking and Listening**
You should be able to take notes as you listen actively to an oral reading.

**Test Practice**
You should be able to answer questions that test your writing, revising and editing, and reading skills.

**Additional Reading**
You should choose a nonfiction work to read on your own. See For Your Reading List on page 220 of your textbook.
Understanding Biography, Autobiography, and Memoir

Complete these pages after you read about biography, autobiography, and memoir on pages E108–E109. Try to answer the questions without looking at your book.

What is a biography? ______________________________________________________________
__________________________________________________________________________________

How is a biography different from an autobiography? __________________________________
__________________________________________________________________________________
__________________________________________________________________________________

What is a source? How do primary sources differ from other sources?
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

List four types of primary sources.
1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

How are sources helpful to writers? ____________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

In the chart, compare and contrast autobiography and memoir.

<table>
<thead>
<tr>
<th>Autobiography and Memoir</th>
</tr>
</thead>
<tbody>
<tr>
<td>How They Are Alike</td>
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<tr>
<td>_________________________</td>
</tr>
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<td>_________________________</td>
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<td>_________________________</td>
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<tr>
<td>_________________________</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>How They Are Different</th>
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</thead>
<tbody>
<tr>
<td>______________________</td>
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<td>______________________</td>
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<td>______________________</td>
</tr>
</tbody>
</table>

Applying Biography, Autobiography, and Memoir to the Selections

Think about what you have learned about biography, autobiography, and memoir. Then answer the following questions after you have read the selections in Unit 2.

“Montgomery Boycott” is taken from Coretta Scott King’s book My Life with Martin Luther King, Jr. Why is “Montgomery Boycott” classified as a memoir? ____________________________

________________________________________________________________________________

__________________________________________________________________________________

Explain what makes the book My Left Foot an autobiography. ____________________________

__________________________________________________________________________________

__________________________________________________________________________________

Compare and contrast the forms of nonfiction and topics of “Montgomery Boycott” and the excerpt from The Diving Bell and the Butterfly. ____________________________

__________________________________________________________________________________

__________________________________________________________________________________

Who is the selection “Harriet Tubman: The Moses of Her People” about? Who wrote the selection? Is this life story a biography or an autobiography? Explain.

__________________________________________________________________________________

__________________________________________________________________________________

What examples of primary sources are included in the selection “Harriet Tubman: The Moses of Her People”? ____________________________

__________________________________________________________________________________

__________________________________________________________________________________

How are the forms of nonfiction and the topics of the excerpt from A Choice of Weapons and “Something Could Happen to You” alike and different? ____________________________

__________________________________________________________________________________

__________________________________________________________________________________
Understanding the Essay

Complete these pages after you read about essays on pages E113–E114. Try to answer the questions without looking at your book.

What is an essay? ________________________________________________________________

Describe each of the three common types of essays.

1. informative: _________________________________________________________________

2. argumentative: ______________________________________________________________

3. personal: ________________________________________________________________

Describe the thesis of an essay and tell about the thesis statement. __________________________

What are some examples of supporting details for a thesis? ________________________________

What type of essay use deductive and inductive reasoning to present details?

In the chart, describe the two types of reasoning.

<table>
<thead>
<tr>
<th>Two Types of Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deductive Reasoning</td>
</tr>
<tr>
<td>______________________</td>
</tr>
<tr>
<td>______________________</td>
</tr>
<tr>
<td>______________________</td>
</tr>
</tbody>
</table>

Name and identify the characteristics of the four methods of essay organization.  
Four Types of Essay Organization

1. ____________________________________________________________________
2. ____________________________________________________________________
3. ____________________________________________________________________
4. ____________________________________________________________________
Applying Essay to the Selections

Think about what you have learned about essays. Then complete this page after you have read the selections in Unit 2.

What type of essay is the excerpt from How Reading Changed My Life? Explain.

What type of essay is “Getting It Right at Ground Zero”? Explain.

Explain how “The Trouble with Television” is both informative and argumentative.

What is the thesis of How Reading Changed My Life?

In “The Trouble with Television,” does the author use inductive or deductive reasoning? Explain.
Understanding Speeches

Complete this page after you read about speeches on pages E126–E127. Try to answer the questions without looking at your book.

What is a speech? Give examples of formal and informal speech situations.

Describe each of the three types of speeches.

1. Impromptu: _____________________________________________________________

2. Memorized: _____________________________________________________________

3. Extemporaneous: ________________________________________________________

Name four elements that can make up a speech.

1. ___________________________________    3. ___________________________________

2. ___________________________________    4. ___________________________________

What is purpose? Identify common purposes for giving a speech. ______________________________

What is the main idea of a speech? ________________________________________________
What are rhetorical devices? __________________________________________________________

__________________________________________________________________________________

In the chart, write descriptions of the three common rhetorical devices.

<table>
<thead>
<tr>
<th>Common Rhetorical Devices</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
</tbody>
</table>

Briefly describe the three methods of persuasion.

ethos

__________________________________________________________________________________

__________________________________________________________________________________

pathos

__________________________________________________________________________________

__________________________________________________________________________________

logos

__________________________________________________________________________________

__________________________________________________________________________________
**Applying Speeches to the Selections**

Think about what you have learned about speeches. Then answer the following questions after you have read the selections in Unit 2.

For each speech in the unit, identify the type of speech, its purpose, and its main idea. Write your answers in the chart.

<table>
<thead>
<tr>
<th>“Keep Memory Alive”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Speech:</td>
</tr>
<tr>
<td>Purpose:</td>
</tr>
<tr>
<td>Main Idea:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>“Yonder Sky That Has Wept Tears of Compassion”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Speech:</td>
</tr>
<tr>
<td>Purpose:</td>
</tr>
<tr>
<td>Main Idea:</td>
</tr>
</tbody>
</table>

In “Keep Memory Alive,” what is the author’s **tone**? ______________________________________________________

__________________________________________________________________________________________________________

In “Yonder Sky That Has Wept Tears of Compassion,” what **rhetorical devices** does Chief Seattle use? Explain. ______________________________________________________

__________________________________________________________________________________________________________

__________________________________________________________________________________________________________

__________________________________________________________________________________________________________

__________________________________________________________________________________________________________
Understanding Informational Text

Complete this page after you read about informational text on pages E130–E131. Try to answer the questions without looking at your book.

What is informational text? ________________________________________________________________
______________________________________________________________________________________

List the four types of informational texts.
1. ___________________________________    3. ___________________________________
2. ___________________________________    4. ___________________________________

Distinguish fact from opinion. How must each be evaluated? ________________________________
______________________________________________________________________________________
______________________________________________________________________________________

What is bias? _______________________________________________________________________
______________________________________________________________________________________

List the three parts of an argument.
1. _______________________________________________________________________________
2. _______________________________________________________________________________
3. _______________________________________________________________________________

What is propaganda? _______________________________________________________________
______________________________________________________________________________________

Define the six types of faulty arguments used in propaganda.

<table>
<thead>
<tr>
<th>Definitions of Propaganda Arguments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glittering Generality</td>
</tr>
<tr>
<td>Spin</td>
</tr>
<tr>
<td>Stereotype</td>
</tr>
<tr>
<td>Circular Reasoning</td>
</tr>
<tr>
<td>Loaded Words</td>
</tr>
<tr>
<td>Bandwagon Appeal</td>
</tr>
</tbody>
</table>
Applying Informational Text to the Selections

Think about what you have learned about informational text. Then answer the following questions after you have read the selections in Unit 2.

Think about “We Heard It Before We Saw Anything.” Write the main idea. Then write several types of evidence used to support the main idea.

<table>
<thead>
<tr>
<th>Critical Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Idea</td>
</tr>
<tr>
<td>Evidence</td>
</tr>
</tbody>
</table>

Does “We Heard It Before We Saw Anything” bear traces of bias? Explain.

________________________________________________________________________

What graphic aids are used in “We Heard It Before We Saw Anything”? How do they help you read the article?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

In what way is “Short Assignments” a how-to document?

________________________________________________________________________

________________________________________________________________________

Is Anne Lamott’s advice for writing based on fact or opinion? Explain.

________________________________________________________________________

________________________________________________________________________

How is the web article “How to Write a Short Story” like “Short Assignments”? How are the two articles different?

________________________________________________________________________
Unit 2 Practice Test

Throughout the school years, students take tests to measure how well they meet standards in reading, English/language arts, mathematics, science, and social studies. Standardized English language arts tests include reading tests in which students are asked to read a passage and answer questions to test their understanding of the passage. Some passages on the reading test will be nonfiction, like the selections you read in Unit 2.

The practice test on the following pages contains several passages, each followed by two or more multiple-choice questions. Your answer sheet for this practice test is below on this page.

The questions on this practice test focus on biography, autobiography, memoir, essay, speeches, and informational text—the literary genres you studied in this unit.

<table>
<thead>
<tr>
<th>Unit 2 Practice Test Answer Sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: ___________________________ Date: ___________________________</td>
</tr>
</tbody>
</table>

Fill in the circle completely for the answer choice you think is best.

1. A B C D  
2. A B C D  
3. A B C D  
4. A B C D  
5. A B C D  
6. A B C D  
7. A B C D  
8. A B C D  
9. A B C D  
10. A B C D  
11. A B C D  
12. A B C D  
13. A B C D  
14. A B C D  
15. A B C D  
16. A B C D
This test has 16 questions. Read each passage/story and choose the best answer for each question. Fill in the circle in the spaces provided for questions 1 through 16 on your answer sheet.

Read the passage below, and answer the questions about what you have read. Mark your answers on your answer sheet.

**Becoming a Bailey**  
by Kendra Bailey

My mother swears to this day that she saw glimpses of our genius when we were still in our first tender weeks on Earth. Moreover, her suspicion of our logical superiority was substantiated by our Uncle Pete, who has always maintained that my sister and I exchanged quizzical glances when our uncle tried to entertain us by making ridiculous faces and noises. He believed that while we remained incapable of lifting our heads, she and I were already well beyond the intellectual means of the average infant.

In fact, it wasn’t until early in our second year that Katie and I began to exhibit real signs of distinction. At 12 months, Katie had stacked and arranged our building blocks in every possible scenario. At 14 months, I began orally to associate letters and their sounds. By 18 months, my sister and I could read polysyllabic words from groceries, magazines, and books. My mother truly was amazed. To keep us supplied with reading material, she began to keep a continual supply of reading materials, ever increasing in length and difficulty.

When we were 3 years old, my mother introduced us to the world. She entered us into a local radio competition called “Small Wonders.” This quiz show was the first of hundreds of public appearances for the Bailey Twins that would define us for the entirety of our lives.

1. This selection is most likely taken from a(n)
   A. informational text
   B. autobiography
   C. biography
   D. argumentative essay

2. The third paragraph suggests that the main idea of this selection is
   A. the author’s struggle to adapt to society
   B. a family’s rise to fame and fortune
   C. the author’s life as a quiz show contestant
   D. how infants display intellectual capabilities

3. The author’s mother begins keeping a stock of books to keep her children supplied with reading material. This is an example of
   A. comparison and contrast
   B. classification
   C. sequence
   D. cause and effect

4. What phrase best describes this selection?
   A. narrative nonfiction
   B. informative nonfiction
   C. descriptive text
   D. humorous essay
The Consequences of Outsourcing in Information Science
by Philip Kwan

Outsourcing of daily operations has been a factor in public libraries since their advent in the late nineteenth century. Libraries have always used private services for security, building maintenance, transportation of materials, and cataloging. Today, librarians must beware the probability that increased outsourcing of duties will lead to more library control by private institutions. As library technical services are moved increasingly to the private sector, librarians may begin to fear for their jobs, and communities may lose access to vital information.

By the turn of the century, the Library of Congress had begun selling catalog cards. By the 1930s, cards were also available from private sources. This kind of shared cataloging was long considered cooperative resource sharing rather than outsourcing. However, for the past decade, more and more library professionals have claimed cataloging to be a fundamental duty of the librarian and criticize shared cataloging as not only an unnecessary expenditure, but also potentially problematic. Statistics indicate that while the number of nonprofessional jobseekers with cataloging expertise has dropped dramatically, so have private companies relaxed their employment requirements. In addition, many libraries have begun outsourcing duties related to acquisitions and collection development. This means that whereas information professionals have always personally ordered new books and other materials, private companies staffed by nonprofessionals now have tremendous control over what materials a community has access to. By and large, these companies have contractual agreements exclusively with a small number of corporate publishers, thus denying library patrons books and information from myriad independent outlets.

Furthermore, these private distributors choose how a library’s collection is built based in large part on a publisher’s marketing plan. In contrast, a knowledgeable library professional nurtures a collection by acquiring materials from all types of publishers, without regard for the commercial potential of the materials. Of course, a qualified library professional will always acquire popular materials, but he or she will also assure that lesser-known materials are available to the public. Moreover, whereas private distributors issue similar commercial materials to every library they serve, a library professional grows a collection according to the demographics of her community. For instance, no one knows better than a library’s staff how many languages and ethnicities its collection is responsible for. Clearly, outsourcing collection development of libraries in multiethnic communities could have disastrous results.

5. This selection is which form of nonfiction?
   A. speech
   B. essay
   C. review
   D. news article
6. This selection would most likely appear in a
   A. government brochure
   B. literary magazine
   C. newspaper
   D. vocational newsletter

7. Which statement best tells the thesis of the selection?
   A. Outsourcing librarians’ duties to private companies should be stopped.
   B. Outsourcing duties to private companies could have dire effects on librarians and communities alike.
   C. Privatization of library collections means homogenized communities.
   D. Public libraries and private companies have a long and harmonious history.

8. What supporting details does the author not use?
   A. facts
   B. statistics
   C. examples
   D. quotations

9. This selection is best described as
   A. both argumentative and informative
   B. both personal and narrative
   C. both personal and informative
   D. argumentative only

10. Which method of organization describes the second paragraph?
    A. order of importance
    B. cause-and-effect order
    C. comparison-and-contrast order
    D. chronological order

11. Which statement best describes the author’s reasoning?
    A. The author uses inductive reasoning, stating facts and building a broader idea.
    B. The author uses inductive reasoning, beginning with a generalization.
    C. The author uses deductive reasoning, gradually using more specific details.
    D. The author uses both inductive and deductive reasoning.

12. The author’s attitude toward the future of outsourcing might best be described as
    A. doubtful
    B. cautious
    C. astonished
    D. optimistic
“Come Back Soon” Proves It’s Not Too Late for Webb’s Career
by Justin Vanderzee

Impossible to reproduce, “Come Back Soon” is truly the best American romantic comedy to date. This film is a joyous tour-de-force for the director, Jay Webb. It marks Webb’s departure from his label as an eccentric writer of half-baked comedies and his arrival as one of the industry’s most promising and thoughtful filmmakers.

We have all seen or shrugged off the bulk of Webb’s previous efforts. Case in point, his most recent enterprise, the 160-minute epic, “Times of Terror,” was a tremendous undertaking that might have stood up in the court of public opinion were it not for the director’s own haphazard handling of both cast and script. The film proved to be a colossal failure at the box office and cost producers over $100 million.

Most moviegoers would love to see a director simply disappear after such a debacle, but Webb would not be driven out. For “Come Back Soon,” Webb places his fate in the hands of independent film staples Cam Devlin and Maria Le Welle, who nurture Webb’s flawless script and create a cinematic chemistry unlike any we have seen in a long while.

13. This selection would be best described as a(n)
   A. informative essay
   B. editorial
   C. informational text
   D. extemporaneous speech

14. This article contains numerous opinions. Which phrase is a fact?
   A. “This film is a joyous tour-de-force”
   B. “a chemistry unlike any we have seen in a long while.”
   C. “a colossal failure at the box office and cost producers over $100 million.”
   D. “the director’s own haphazard handling of both cast and script”

15. Which phrase could be construed as a glittering generality?
   A. “truly the best American romantic comedy to date”
   B. “a tremendous undertaking”
   C. “embarrassing amount of money”
   D. “nurture Webb’s flawless script”

16. The reviewer states that “Most moviegoers would love to see a director simply disappear.” What type of argument is this?
   A. spin
   B. stereotype
   C. circular reasoning
   D. bandwagon appeal
### Master Vocabulary List

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
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<td>E121</td>
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<td>admonish</td>
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<td>appeal</td>
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<td>bequeath</td>
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<td>eloquent</td>
<td>E122</td>
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<td>ethos</td>
<td>E122</td>
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<tr>
<td>exaltation</td>
<td>130</td>
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<td>exclusivity</td>
<td>E123</td>
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<td>gratification</td>
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<td>125</td>
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<td>leer</td>
<td>211</td>
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<td>146</td>
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<td>meticulous</td>
<td>140</td>
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<td>molestation</td>
<td>195</td>
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<td>momentous</td>
<td>134</td>
</tr>
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<td>multitude</td>
<td>165</td>
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<td>154</td>
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<td>140</td>
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<td>perpetual</td>
<td>176</td>
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<tr>
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<td>164</td>
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<td>E123</td>
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<td>presumptuous</td>
<td>183</td>
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<td>154</td>
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<td>raucous</td>
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<td>194</td>
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<td>remnant</td>
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<td>serene</td>
<td>126</td>
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<tr>
<td>skeptically</td>
<td>178</td>
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<td>153</td>
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<td>stimulus</td>
<td>176</td>
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<tr>
<td>stolidly</td>
<td>195</td>
</tr>
<tr>
<td>sustenance</td>
<td>E121</td>
</tr>
<tr>
<td>taut</td>
<td>137</td>
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<tr>
<td>transcend</td>
<td>183</td>
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<td>147</td>
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<td>verdant</td>
<td>195</td>
</tr>
<tr>
<td>volition</td>
<td>137</td>
</tr>
</tbody>
</table>
Close Reading Nonfiction

Reading is an active process that can be broken down into three stages: before reading, during reading, and after reading.

- Before reading, you build background and identify your own purpose for reading, and develop expectations for what you are about to read. These activities are connected to what you already know and what you have experienced.
- During reading, you use reading strategies and critical thinking skills to understand what you are reading.
- After reading, you reflect on what you have read and draw conclusions about what the selection means. Going back and rereading all or parts of the text will help you focus on the author’s purpose and message.

The specific activities performed in each stage of the reading process can vary, depending on the genre you are reading. The Nonfiction Close Reading Model on page 120 provides an overview of the reading process for nonfiction. When you read nonfiction, you need to be aware of what type of writing it is, how it uses supporting details, and what the author’s intent is.

Framework for Close Reading Nonfiction

The following checklist of questions offers a framework for reading nonfiction closely. As you read “Montgomery Boycott,” ask yourself the following questions.

<table>
<thead>
<tr>
<th>Before Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the basic facts, such as names, dates, locations, and events?</td>
</tr>
<tr>
<td>What mode of writing is this? Narrative, informative, argumentative, descriptive, or personal?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>During Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>What seem to be the most important ideas in this piece?</td>
</tr>
<tr>
<td>Are there more facts or opinions?</td>
</tr>
<tr>
<td>How are the opinions supported?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does the author use supporting details to convey his or her message?</td>
</tr>
<tr>
<td>What can you infer by the author’s choice of words and details about how the author regards the subject or wants the reader to regard the subject?</td>
</tr>
</tbody>
</table>
Montgomery Boycott, page 121

Build Background: Civil Disobedience

On December 1, 1955, Rosa Parks, an African-American seamstress was returning home after a long day of work. Riding in the “Negro section” of the Montgomery City Bus Lines, Parks was ordered by the bus driver to relinquish her seat to a white man. She refused and was subsequently arrested for breaking the law. Using this incident as a catalyst, Dr. Martin Luther King Jr. spearheaded a successful African-American boycott of the bus lines, which eventually led to the Supreme Court ruling that Alabama’s racial segregation laws were unconstitutional.

Parks’s refusal to give up her bus seat was an act of civil disobedience, or the act of disobeying a law because of a moral or political principle. Throughout history, many men and women have enacted civil disobedience to bring about social change. To gain a better understanding of the concept as well as the personal sacrifices made in the name of justice, work with a group of two or three other students to research one of the historical figures of civil disobedience listed in the box below. Your group will then assemble a PowerPoint presentation that familiarizes your classmates with the individual and his or her campaign for the rights of the individual.

| Susan B. Anthony                  | William Lloyd Garrison                | Paul Revere/Boston Tea Party         |
| Cesar Chavez                      | Martin Luther King Jr.                | Sojourner Truth                      |
| Dorothy Day                       | Nelson Mandela                        | Archbishop Desmond Tutu             |
| Frederick Douglass                | Alice Paul                            | Harriet Tubman                       |
| Mohandas Gandhi                   | Asa Philip Randolph                   | Lech Walesa                         |

To help guide your research, look for answers to the following questions:

1. What societal issue prompted the individual to engage in civil disobedience? What moral stance did the individual take on the issue?

2. Where and when did the act or acts of civil disobedience take place?

3. What was the public’s response to the act or acts of civil disobedience?

4. What were the outcomes to the act or acts of civil disobedience? Were there any changes in policy or law that resulted from this act of civil disobedience?

5. What personal sacrifices did the individual make in trying to effect social change? What punishments, if any, did the individual receive?

6. What quotation by the individual summarizes his or her views on the importance of the individual to redress government on social wrongs?
Montgomery Boycott, page 121

Preview Vocabulary

The underlined words in the exercises below are all Preview Vocabulary words from the memoir “Montgomery Boycott.” Read each question and make a choice based on your understanding of the meaning of the underlined word. Be sure to provide an explanation for your answer.

1. If a witness to a crime experiences coercion (page 130), would he or she be likely to show up in court and testify against the defendant or fail to appear in court? Why?

2. If a professional baseball coach is irate (page 125) about an umpire’s call at home plate, would he joyfully embrace his fellow coaches or pitch every bat in the dugout out onto the playing field? Why?

3. If an accident victim is answering a paramedic’s questions coherently (page 127), would the paramedic feel relieved by this sign or worry that the victim may be in shock? Why?

4. If a science teacher tells you that your research paper is devoid (page 129) of facts, would you anticipate a high or low grade on the paper? Why?

5. If a drama teacher asks you to show exaltation (page 130) in response to a card that you receive in the mail, would you expect the card to offer a message of congratulations or condolence? Why?

6. If an employer tells you during your performance review that you perform your job aptly (page 123), would you thank him or her for the compliment or ask what you could do to improve? Why?

7. If an animal shelter owner tells you that the puppy you are considering adopting is known to be serene (page 126), would you take the puppy home or look for another possible pet? Why?

8. If a band instructor remarks on your grade report that you do not always comply (page 126), would your parent or guardian praise your behavior or issue you a consequence? Why?
**Montgomery Boycott**, page 121

**Use Reading Skills: Cause and Effect**

Write either the cause or the effect to complete each cause-and-effect relationship that is evident in “Montgomery Boycott.”

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because . . . she was arrested, taken to the courthouse, and fined for disobeying Alabama’s segregation laws.</td>
<td></td>
</tr>
<tr>
<td>Because African Americans wanted to present a unified front and protest unjust segregation laws . . .</td>
<td></td>
</tr>
<tr>
<td>Because a white woman discovered her black maid’s leaflet advertising the upcoming boycott . . .</td>
<td></td>
</tr>
<tr>
<td>Because King felt strongly that the association that he would lead, the Montgomery Improvement Association, would be guided by the highest principles of law and order.</td>
<td></td>
</tr>
<tr>
<td>Because . . . King emerged as a leader of civil rights, committed to equality and justice for all Americans.</td>
<td></td>
</tr>
</tbody>
</table>
Montgomery Boycott, page 121

Group Discussion Questions: Civil Disobedience

Much has been written about the role of civil disobedience in society. The responses below show a wide range of ideas on what civil disobedience is. In a group with two or three other students, read through the following quotations and choose five that your group would like to address. Answer the following questions on a separate piece of paper:

1. What is the individual saying about the act of civil disobedience?

2. Does your group agree or disagree with what he or she has said? Why?

“Dare to do things worthy of imprisonment if you mean to be of consequence.”
—Juvenal, Roman poet

“Laws control the lesser man. Right conduct controls the greater one.”
—Chinese Proverb

“Never do anything against conscience even if the state demands it.”
—Albert Einstein, American physicist

“No radical change on the plane of history is possible without crime.”
—Hermann Keyserling, German philosopher and writer

“It is dangerous to be right in matters on which the established authorities are wrong.”
—Voltaire, French writer

“Human history begins with man’s act of disobedience which is at the very same time the beginning of his freedom and development of his reason.”
—Erich Fromm, American psychoanalyst
“Each man must for himself alone decide what is right and what is wrong, which course is patriotic and which isn’t. You cannot shirk this and be a man. To decide against your conviction is to be an unqualified and excusable traitor, both to yourself and to your country, let men label you as they may.”

—Mark Twain, American writer and humorist

“If we desire respect for the law, we must first make the law respectable.”

—Louis D. Brandeis, American jurist

“It is not what a lawyer tells me I may do; but what humanity, reason, and justice tell me I ought to do.”

—Edmund Burke, British statesman and orator

“If you are neutral in situations of injustice, you have chosen the side of the oppressor. If an elephant has its foot on the tail of a mouse and you say that you are neutral, the mouse will not appreciate your neutrality.”

—Desmond Tutu, South African clergyman and political activist

“He who accepts evil without protesting against it is really cooperating with it.”

—Martin Luther King Jr., American clergyman and civil rights leader

“Integrity has no need for rules.”

—Albert Camus, French writer

“As long as the world shall last there will be wrongs, and if no man objected and no man rebelled, those wrongs would last forever.”

—Clarence Darrow, American lawyer and author

“It is not a man’s duty, as a matter of course, to devote himself to the eradication of any, even the most enormous wrong; he may still properly have other concerns to engage him; but it is his duty, at least, to wash his hands of it, and, if he gives it no thought longer, not to give it practically his support. If I devote myself to other pursuits and contemplations, I must first see, at least, that I do not pursue them sitting upon another man’s shoulders.”

—Henry David Thoreau, American writer
Montgomery Boycott, page 121

Selection Quiz

True or False

Write T if the statement is true or F if the statement is false.

_____ 1. Seventy percent of the passengers riding the Montgomery City Bus Lines were black.

_____ 2. On the Montgomery City Bus Lines, blacks had to pay their fares at the front of the bus, get off, and walk to the rear door to board again.

_____ 3. Rosa Parks was ordered to give up her seat on the bus because she was sitting in a “whites only” section.

_____ 4. Rosa Parks had planned her act of civil disobedience on the bus.

_____ 5. As a public outcry over the arrest of Rosa Parks, African-American ministers and civil leaders met with community members to discuss a boycott of the bus lines.

_____ 6. King wanted to follow the highest moral principles during the boycott, so he called on the Christian ministry to provide leadership and guidance.

_____ 7. Several thousand leaflets were printed and distributed to inform the African-American community of the boycott on December 5, 1955.

_____ 8. African-American civic leaders went to the newspapers in order to reach more African Americans with news of the boycott.

_____ 9. The intent of the boycott was to put the Montgomery City Bus Lines out of business.

_____ 10. The Kings agreed that if the boycott was 60 percent effective they would consider the protest a success.

_____ 11. To continue the movement toward civil rights, African-American civic leaders formed the Montgomery Improvement Association and elected E. D. Nixon as the president.

_____ 12. The Montgomery Improvement Association agreed that the boycott would continue until all demands of the organization were met.
from My Left Foot / from The Diving Bell and the Butterfly, page 132

Build Background

Think of a time when someone had confidence in your abilities. Write about the experience on a separate sheet of space provided.

Set Purpose

Read each selection with the purpose of answering the questions. Write your answers in the space provided.

<table>
<thead>
<tr>
<th>from My Left Foot</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does the narrator rely on others? How does he cope with his disability?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>from The Diving Bell and the Butterfly</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does the narrator rely on others? How does he cope with his disability?</td>
</tr>
</tbody>
</table>

Practice Vocabulary

Read each word and choose its synonym from the box. Write the synonym on the line.

- conviction
- taut
- reticent
- meticulous
- obtuseness
- contention

1. tense _____________
2. dullness _____________
3. argument _____________
4. taciturn _____________
5. belief _____________
6. thorough _____________
from My Left Foot / from The Diving Bell and the Butterfly, page 132

Compare Literature: Metaphor and Theme

A **metaphor** is a comparison in which one thing is spoken or written about as if it were another. The **theme** of a literary work is the author’s central message or insight into human nature or behavior. As you read each selection, use the tables to record several metaphors and how they are related to the theme.

<table>
<thead>
<tr>
<th>from My Left Foot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metaphor</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>from The Diving Bell and the Butterfly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metaphor</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
from My Left Foot / from The Diving Bell and the Butterfly, page 132

Compare Literature: Metaphor and Theme (continued)

Metaphors allow a writer to describe elements of a story in graphic and often more poignant ways. They help the writer express messages and convey the central theme. Use your completed tables to answer the following questions.

What two metaphors does Brown use in the last paragraph of the excerpt from My Left Foot to describe what the letter A that he draws means to him?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What does Bauby mean in the excerpt from The Diving Bell and the Butterfly when he says that “the alphabet becomes an artillery barrage”?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
What other metaphors can you find in the selections? Date: ______________


What is the main theme of each excerpt?


How do the metaphors help advance the themes?


**Compare Literature: Building Character**

Complete the table with general information about the narrator of each selection.

<table>
<thead>
<tr>
<th></th>
<th>Christy Brown</th>
<th>Jean-Dominique Bauby</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>My Left Foot</em></td>
<td><em>The Diving Bell and the Butterfly</em></td>
</tr>
<tr>
<td>Home</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appearance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Limitations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thoughts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reactions of Others</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What would you say is the greatest character trait of each individual? Are they comparable in this way? Why or why not?
from My Left Foot / from The Diving Bell and the Butterfly, page 132

Make Connections

Read the connections and choose two that you connect with. Write your responses in the space provided.

Text-to-Self

Have you ever felt helpless? Have you ever felt powerless to help someone else? Why were you unable to be effective? How were you able to deal with your own inability to act? How was the situation resolved?

Text-to-Self

Have you ever wanted to return to a place? Did you return? Have you ever had to return to a place you didn’t want to go to? How have significant places in your life affected your emotions? How have their memories made you feel?

Text-to-Text

Compare and contrast Christy Brown in My Left Foot with Esmeralda from “Something Could Happen to You.” Note similarities and differences in their struggles, their interactions with people and their environments, and what they and the reader gain from the experience.

Text-to-World

In spite of doctors, family, and friends who urged her to give up hope, Christy Brown’s mother insisted on caring for him just as she would her other children. Why is this important? How can this kind of humanity be applied to other situations in the modern world?
from *My Left Foot* / from *The Diving Bell and the Butterfly*, page 132

Focus on Excerpt from *My Left Foot*

**Mirrors & Windows Question**

Describe a time when you were determined to accomplish something. How did your determination impact the people around you? Write your response on a separate sheet of paper.

**Selection Quiz**

**Completion**

Fill in the blank to complete each statement.

1. Christy’s mother first noticed something was wrong with him when he was unable to ________________.

2. Some people wanted to place Christy in an ________________.

3. Christy’s breakthrough is when he writes ________________.

4. The author felt lonely due to his inability to ________________.

**Multiple Choice**

Write the letter of the correct answer on the line.

_____ 5. Christy Brown’s doctors found his condition both interesting and
   A. offensive. C. life-threatening.
   B. hopeless. D. encouraging.

_____ 6. About how old was the author when his parents began to seek medical treatment?
   A. three months C. one year
   B. nine months D. two years

_____ 7. The author’s father was a
   A. bricklayer. C. miner.
   B. carpenter. D. businessman.

_____ 8. How does Christy Brown surprise his family?
   A. He breaks a piece of chalk.
   B. He crosses the room in which the family is sitting.
   C. He takes a piece of chalk from his sister’s hand.
   D. He is able to write the alphabet.
from My Left Foot / from The Diving Bell and the Butterfly, page 132

Focus on Excerpt from The Diving Bell and the Butterfly

Mirrors & Windows Question

Have you ever spent time with someone who is unable to communicate in a conventional way? Describe your experience. Of the types of visitors Bauby describes in “The Alphabet,” which would describe you if you were to visit him? Why? Write your response on a separate sheet of paper.

Selection Quiz

True or False

Write T or F on the line before each statement.

_____ 1. Bauby was paralyzed in a 1995 car accident.

_____ 2. The author prefers visitors who do not talk much.

_____ 3. Bauby uses a butterfly to represent his imagination.

_____ 4. The author categorizes his visitors by how well they communicate.

_____ 5. Paris reminds the author of Dufy’s dreary, dark landscapes.

_____ 6. The author’s attitude is best described as optimistic.

In a Few Words

Write a brief answer to each question.

7. Bauby’s alphabet is in order of what? ________________________________

8. What does Bauby do to indicate his desired letter? ________________________________

9. What was the author’s native language? ________________________________

10. The author refers to what filmmaker? ________________________________
What Do You Think?

Reflect on the excerpts from *My Left Foot* and *The Diving Bell and the Butterfly*. Compare your thoughts and feelings about the two selections.

Which selection do you prefer? Why? In the chart below, write your opinion and at least three strong, convincing reasons that support your opinion.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>I prefer the selection “__________________________________________”</td>
<td>1 ____________________________________________________________________</td>
</tr>
<tr>
<td></td>
<td>_____________________________________________________________________</td>
</tr>
<tr>
<td></td>
<td>2 ____________________________________________________________________</td>
</tr>
<tr>
<td></td>
<td>_____________________________________________________________________</td>
</tr>
<tr>
<td></td>
<td>3 ____________________________________________________________________</td>
</tr>
</tbody>
</table>

Use the chart to write a paragraph in which you state your opinion and support it with your reasons.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Japanese-American Internment

In the autobiographical excerpt that you are about to read, author Yoshiko Uchida shares the hardships her family experienced during their forced internment at a Japanese-American camp in Tanforan, California, during World War II. The Uchida family was just one of many families of Japanese ancestry who were ordered by President Franklin D. Roosevelt in 1942 to evacuate the Pacific Coast area and relocate to camps as a security measure following the bombing of Pearl Harbor. Stripped of their friends, jobs, possessions, and, sadly, their freedom and dignity, these 120,000 men, women, and children (of whom, two thirds were U.S. citizens) were confined to makeshift centers that lacked adequate housing, food, and water to accommodate the sheer number of detainees. The families were temporarily housed in horse stalls on racetracks (such as Tanforan, where the author and her family were sent), abandoned buildings on fairgrounds, and even in automobile showrooms. Many of them endured harsh temperature extremes, unsanitary conditions, and overcrowded living arrangements.

The Images of Dorothea Lange

Heading up this massive relocation movement was the U.S. War Relocation Authority, under the direction of Milton Eisenhower, brother to the former U.S. President Dwight D. Eisenhower. This government agency wanted photographic documentation of the internment, most likely as protection against any allegations of mistreatment of the detainees or violations of international law. So, the agency hired several well-known photographers, including Dorothea Lange, to chronicle the Japanese-American internment. Lange was already known for her stark photographs capturing American life during the Great Depression. Despite Lange’s opposition to the internment, she set out to capture the images, tracing a chronological history in her photos that initially revealed Japanese Americans as patriotic citizens and the internment camps as being adequate housing facilities. She and the other photographers were told not to photograph the watchtowers, wire fences, armed guards, or any act of resistance. Lange was also told not to engage any of the detainees in conversation. As time wore on and Lange became privy to the actual conditions of the camps, she became outraged and captured more of the human indignities that the Japanese Americans suffered while being confined. She spent approximately five months visiting twenty-one different locations on the West Coast to create this narrative record for the government.

In 2006, close to eight hundred new Lange images of the Japanese-American internment were discovered in the National Archives in Washington, DC. These photographs were impounded for the duration of the war by the U.S. army and
then shipped to the National Archives for storage, where they remained untouched for more than fifty years. Many of the photographs had the word “impounded” stamped across the image; however, the negatives were left intact. Several of these photographs captured the reality of the internment camps that the government wanted to keep hidden from the public. Some of these images were taken at Tanforan, where the Uchida family was housed.

**Photograph Research Project**

Choose two or three other students to work with on this project. You and the other members of your group will need to research Dorothea Lange’s photographs of the Japanese-American internment online. You will find many websites that display her work, even several of the images that were impounded by the government. Your group may also want to locate the book *Impounded: Dorothea Lange and the Censored Images of Japanese American Internment*, edited by Linda Gordon and Gary Y. Okihiro (Norton, 2006). This book is a compilation of approximately one hundred of these censored photographs. As you are viewing her narrative documentary of the internment, discuss and answer the following questions on a separate piece of paper. Be prepared for a classroom discussion of Lange’s work based on your responses.

### Photographs Taken Prior to Evacuation Orders

1. What common scenarios did Lange capture in her photographs? How might these images be considered propaganda?
2. Why do you suppose Lange wanted to show the assimilation of the Japanese to the American way of life? What ironies did she want to reveal?
3. What do you think was the public’s reaction to these photographs in the 1940s?
4. What is your group’s reaction to these photographs? What photograph does your group find particularly effective?

### Photographs Taken During the Evacuation

1. What common scenarios did Lange capture in her photographs?
2. What facial expressions of the Japanese-American deportees were captured?
3. What belongings of the Japanese-American deportees are seen in the photographs?
4. What is your group’s reaction to these photographs? What photograph does your group find particularly effective?

### Photographs Taken at the Japanese-American Internment Camps

1. What common scenarios did Lange capture in her photographs?
2. Why do you suppose that some of these photographs were censored by the government?
3. How does the barrenness of the landscape reflect the lives of the detainees?
4. What is your group’s reaction to these photographs? What photograph does your group find particularly effective?
Preview Vocabulary

Alike or Opposite?

Determine whether the following pairs of vocabulary words are synonyms or antonyms. Write S if the words are synonyms or A if the words are antonyms.

_____ 1. cursory / hasty
_____ 2. assuage / relieve
_____ 3. erratic / consistent
_____ 4. ludicrous / absurd
_____ 5. communal / individual
_____ 6. inclination / tendency
_____ 7. unwieldy / manageable
_____ 8. ventilation / aeration
_____ 9. baser / degrading
_____ 10. destitute / wealthy

Common Suffixes

Several of the Preview Vocabulary words, including ludicrous, ventilation, and communal, have common suffixes. Knowing the meanings of these suffixes will help you understand not only these highlighted selection words but also many other words that have these same suffixes. Read the directions for the individual exercises below and fill in the required information.
Ludicrous

The suffix —ous means “possessing the qualities of.”

Ludic (play, sport, amusement, joke) + ous gives you the word ludicrous, meaning “possessing the qualities of a joke or an amusement at the expense of others.”

Join the suffix —ous to the word roots below. Using only your knowledge of the meaning of the word root and the suffix, define each word.

11. lumin (light) + ous =
   Definition:

12. fabul (invented story, imagining) + ous =
   Definition:

List two other words that have the suffix —ous and define them using the meaning of the suffix in your definitions.

Ventilation

The suffix —tion means “action or process.”

Ventila (to fan wind or air) + tion gives you the word ventilation, meaning “the action or process of fanning wind or air.”

Join the suffix —tion to the word roots below. Using only your knowledge of the meaning of the word root and the suffix, define each word.

13. jubila (exclamation of joy) + tion =
   Definition:

14. computa (count) + tion =
   Definition:

List two other words that have the suffix —tion and define them using the meaning of the suffix in your definitions.

Communal

The suffix —al means “having characteristics of.”

Commun (common) + al gives you the word communal, meaning “having characteristics that are common or mutual with others.”

Join the suffix —al to the word roots below. Using only your knowledge of the meaning of the word root and the suffix, define each word.

15. famili (family) + al =
   Definition:

16. spectr (appearance) + al =
   Definition:

List two other words that have the suffix —tion and define them using the meaning of the suffix in your definitions.
Analyze Literature: Description

The excerpt from Yoshiko Uchida’s autobiography Desert Exile offers a firsthand account of what her life was like as a detainee in a Japanese-American internment camp. Uchida uses sensory details—or words and phrases that describe how things look, sound, smell, taste, or feel—to describe Tanforan, the converted racetrack where she and her family were housed.

As you are reading, fill in the sensory details that Uchida uses to describe Tanforan in the graphic organizer below. Then, based on your observations, draw a conclusion about the mood that Uchida is trying to establish in her narrative.

<table>
<thead>
<tr>
<th>Sight</th>
<th>Sound</th>
<th>Smell</th>
<th>Taste</th>
<th>Touch</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Hundreds of Japanese Americans lined up along the fence in search of familiar faces</td>
<td>• Manure-covered boards</td>
<td></td>
<td>• Mass of slippery mud on racetrack</td>
<td></td>
</tr>
</tbody>
</table>

Mood Established by Sensory Imagery: ________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Selection Quiz

Multiple Choice

Write the letter of the correct answer on the line.

_____ 1. Who were the former residents of Barrack 16, Apartment 40?
   A. soldiers  C. campers
   B. cows       D. horses

_____ 2. What furnishings were provided in the narrator’s new home?
   A. three army cots
   B. a sofa and a lamp
   C. a sofa and a table with two chairs
   D. one cot and one chair

_____ 3. Where did the narrator and her family have their meals?
   A. in their apartment kitchen
   B. at the mess hall
   C. at a nearby restaurant
   D. in the local school’s cafeteria

_____ 4. When the family’s belongings were delivered to the camp, which item
   was the family most excited to see again?
   A. their tea kettle  C. their hot plate
   B. their bedding     D. their photo albums

_____ 5. During the first few weeks of camp life, what was the one constant for
   the narrator and her family?
   A. loneliness     C. hunger
   B. sickness       D. selfishness

_____ 6. What is one drawback of communal living in the camps?
   A. lack of privacy
   B. noise
   C. competition for supplies
   D. all of the above

_____ 7. Which of the following best describes the bathroom facilities at the camp?
   A. The porcelain tubs were in constant use by the Issei.
   B. The toilets and shower stalls lacked doors.
   C. The toilet for each section of camp was an outhouse.
   D. The water temperature of the showers was easy to adjust.
8. What cautionary signs did the narrator’s mother post by the troughs in the washrooms?  
A. She warned the women about the scalding temperature of the spigot water.  
B. She warned the women about the unsanitary practice of emptying bed pans into the troughs.  
C. She warned the women about washing their clothes in the troughs.  
D. She warned the women about hoarding soap.

9. What task did many women get up to do in the early morning hours?  
A. wash dishes  
B. forage for leftover food outside the dining hall  
C. bathe  
D. wash clothes

10. What request did the narrator make in her letters to her non-Japanese friends in Berkeley?  
A. She asked them to send her and her family food.  
B. She asked them to find her father and tell him that his family has been relocated to Tanforan.  
C. She asked them to send her a warm coat and gloves.  
D. She asked them to send her stationery and a pen so that she could write a letter to President Roosevelt about the conditions of the camp.

11. How long were the narrator and her family at Tanforan before moving to another internment camp?  
A. five weeks  
B. five months  
C. five days  
D. five years

12. Why wasn’t the narrator’s father at Tanforan?  
A. He was in another internment camp called Topaz.  
B. He was in a hospital suffering from pneumonia.  
C. He was in prison in Montana.  
D. He was deported to Japan.

Fill in the Blank

Fill in the blank with the correct literary term that completes each definition.

13. ______________ refers to the order in which things happen in a story.

14. An indirect word or phrase used in place of a direct statement that might be considered overly harsh or offensive is called a(n) ______________.

15. ______________ is a type of writing that uses sensory details to portray a character, an object, or a scene.
In the biography that you are about to read, “Harriet Tubman: The Moses of Her People,” author Langston Hughes pays tribute to the accomplishments of Harriet Tubman, one of several conductors on the Underground Railroad that, for thirty-five years, led fugitive slaves north toward freedom. The Underground Railroad was not a railroad at all but a system of paths and trails that fugitive slaves covered as they followed their conductor on their treacherous journey. To coordinate this secretive mission, coded messages were embedded in signal songs and, some historians say, in quilts that were hung outside stations or safe houses along the Underground Railroad corridors.

**Signal Songs**

To outsiders, signal songs were spirituals or religious songs that were deeply emotional and that praised God. But among freedom-seeking slaves, signal songs contained hidden messages in the lyrics. Depending on the song, these messages offered words of encouragement, rallied the slaves to unite and take action, or gave directions for escape. The most famous signal song was “Follow the Drinking Gourd,” whose lyrics gave specific directions on the northward journey. Other signal songs included “Steal Away,” “Wade in the Water,” “Get on Board, Little Children,” “O Canaan,” and “Swing Low, Sweet Chariot.”

With a partner, choose three of these signal songs and listen to their recordings online. There are several websites that allow users to access the recordings. Find copies of the songs’ lyrics and any suggested interpretations. Then, for each song, answer the following questions on a separate piece of paper:

1. What is the hidden message in the song? Was the purpose of the song to encourage, warn, or inform freedom-seeking slaves?

2. Are there specific geographical references (water, landforms, celestial bodies) in the lyrics? If so, how would these geographical references aid fugitive slaves in orienting themselves to their surroundings and in reassuring them of their direction northward? How would these geographical references confirm the path of least resistance in their journey?

3. Are there Biblical references in the lyrics? What is the significance of these references? What is the connection between the story of Moses and the Underground Railroad?
4. Are there references to seasons or types of weather in the lyrics? What would be the advantages of traveling during certain seasons or in certain types of weather for the fugitive slaves?

5. Are there references to railroads or trains in the lyrics? What is the significance of these references?

**Signal Quilts**

The hanging of signal quilts along the corridors of the Underground Railroad is a controversial subject. In 1998, two historians put forth the theory after speaking with a descendant of slaves. This descendant claimed that secret codes were embedded into quilts through the use of certain quilt patterns and knot patterns. According to her oral testimony, slaves would memorize these patterns and their meanings before they escaped and headed north. All total, seventeen patterns were thought to be used in this signal quilt system.

With a partner, research online the signal quilt theory. There are several websites that you and your partner can explore to find varying positions on this controversy. Then answer the following questions on a separate piece of paper:

1. What are some of the quilt patterns that may have had secret messages? What are the meanings of these quilt patterns?

2. How were slaves instructed in the meanings of the signal quilts?

3. What did the number of knots on these quilts signify?

4. Where were these quilts displayed as message boards?

5. What controversy surrounds the signal quilt theory? Explore the pros and cons of this theory, and then summarize your group’s findings as to whether this theory is fact or myth.
Harriet Tubman, page 158

Vocabulary

<table>
<thead>
<tr>
<th>bondage (page 160)</th>
<th>capacity (page 163)</th>
<th>reticule (page 164)</th>
</tr>
</thead>
<tbody>
<tr>
<td>homely (page 160)</td>
<td>countenance (page 164)</td>
<td>contingent (page 165)</td>
</tr>
<tr>
<td>morose (page 160)</td>
<td>compensation (page 164)</td>
<td>multitude (page 165)</td>
</tr>
<tr>
<td>faltering (page 161)</td>
<td>petition (page 164)</td>
<td>commissary (page 165)</td>
</tr>
</tbody>
</table>

Knowing vocabulary words means more than simply understanding their definitions. You also need to be able to apply your knowledge of them. Below are paragraph starters that contain a vocabulary word from “Harriet Tubman: The Moses of Her People.” On a separate piece of paper, finish the given sentence, and then add three or four more sentences after it to create a narrative paragraph. Your paragraph should clearly indicate your understanding of the vocabulary word.

1. Overcome with emotion, I scanned the faces around me and took a faltering step toward . . .
2. After witnessing yet another act of violence, I decided to sign the petition . . .
3. A multitude of teenagers had camped out overnight in front of the building and were waiting for . . .
4. Breaking the bondage of a bad habit was going to be difficult, so I decided to . . .
5. Wearing costumes, a contingent of fans showed up for . . .
6. When I asked for compensation for the completed task, my father glared at me and said . . .
7. Feeling morose after being told she couldn’t play outside, my little sister came up with a plan to . . .
8. My capacity for remembering the steps in the procedure was put to the test as I spread out my equipment and . . .
9. Despite his homely appearance, the abandoned dog that I found . . .
10. The antiques owner bragged about his latest purchase, a nineteenth-century reticule that belonged to . . .
11. Stunned from the impact of the accident, I went to exit the car and saw the angry countenance of a man . . .
12. A tour of the fort showed the ruins of the commissary store that supplied soldiers with . . .
Coded Language of the Underground Railroad

As you are reading “Harriet Tubman: The Moses of Her People,” you will come across several words that made up the coded language of the Underground Railroad. This secret language between slaves who sought freedom and those who helped them on their journey northward used railroad terms as well as religious references to communicate. Below is a list of these terms. Which words are used in the biography? What do they mean? Fill in the meanings of these code words and make predictions as to what the other words might mean. Check your answers with your teacher when you have finished.

<table>
<thead>
<tr>
<th>Underground Railroad Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• agent:</td>
</tr>
<tr>
<td>• baggage:</td>
</tr>
<tr>
<td>• Canaan:</td>
</tr>
<tr>
<td>• conductor:</td>
</tr>
<tr>
<td>• forwarding:</td>
</tr>
<tr>
<td>• freedom train:</td>
</tr>
<tr>
<td>• gospel train:</td>
</tr>
<tr>
<td>• heaven:</td>
</tr>
<tr>
<td>• jumping off place:</td>
</tr>
<tr>
<td>• Moses:</td>
</tr>
<tr>
<td>• operator:</td>
</tr>
<tr>
<td>• parcel:</td>
</tr>
<tr>
<td>• Promised Land:</td>
</tr>
<tr>
<td>• shepherd:</td>
</tr>
<tr>
<td>• station:</td>
</tr>
<tr>
<td>• station master:</td>
</tr>
</tbody>
</table>
Harriet Tubman, page 158

Character Sketch

In “Harriet Tubman,” the author Langston Hughes gives readers not only a brief biographical account of Tubman’s life but also an intimate portrayal of who she was as a person. Using description and anecdotes, Hughes highlights certain physical and personality traits of Harriet Tubman so that readers get a strong mental picture of this extraordinary woman. This writing technique is known as a character sketch, and the purpose of this writing is to get at the essence of a person or character.

With that in mind, fill in the graphic organizers below to summarize the larger-than-life presence of Harriet Tubman.

<table>
<thead>
<tr>
<th>Physical Traits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance</td>
</tr>
<tr>
<td>Homely or plain face</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personality Traits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trait</td>
</tr>
<tr>
<td>Generous</td>
</tr>
</tbody>
</table>
Harriet Tubman, page 158

**Selection Quiz**

**True or False**

Write T if the statement is true or F if the statement is false.

<table>
<thead>
<tr>
<th></th>
<th>Childhood</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>An only child, Harriet Tubman was born in Georgia.</td>
</tr>
<tr>
<td>2.</td>
<td>Tubman was born into slavery.</td>
</tr>
<tr>
<td>3.</td>
<td>As a young girl, Tubman was rebellious and stubborn.</td>
</tr>
<tr>
<td>4.</td>
<td>Tubman once ran away and lived in a pig sty for five days.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Teenage Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Tubman was hit in the head with a sledgehammer by her master.</td>
</tr>
<tr>
<td>6.</td>
<td>As a result of the injury, Tubman lost her mental acuteness and sense of smell.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Adulthood</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>Tubman married a man who did not want to leave the slave country.</td>
</tr>
<tr>
<td>8.</td>
<td>Learning that they would soon be sold to a new master, Tubman and her two brothers escaped and found freedom in Philadelphia.</td>
</tr>
<tr>
<td>9.</td>
<td>The Fugitive Slave Law of 1850 made it dangerous for runaways to stop in the United States, so Tubman led her followers to Canada.</td>
</tr>
<tr>
<td>10.</td>
<td>Tubman was known to carry a pistol on her journeys and would use it to threaten any followers who became fearful and wanted to turn back.</td>
</tr>
<tr>
<td>11.</td>
<td>Tubman was the only conductor on the Underground Railroad.</td>
</tr>
<tr>
<td>12.</td>
<td>To guide her northward, Tubman used the North Star and felt for moss on the northern side of tree trunks.</td>
</tr>
<tr>
<td>13.</td>
<td>Tubman was never captured and never lost any followers to slave catchers.</td>
</tr>
<tr>
<td>14.</td>
<td>Besides guiding slaves to free states, Tubman was also a spokesperson for the women’s suffrage movement.</td>
</tr>
<tr>
<td>15.</td>
<td>In her later years, Tubman was a nurse and spy for the Confederate army.</td>
</tr>
</tbody>
</table>
The Trouble with Television, page 174

Build Background: Negative Effects of Television Viewing

In the story that you are about to read, “The Trouble with Television,” the author, Robert MacNeil, presents several arguments on the negative effects of television viewing among Americans. With television viewing hours at an all-time-high, many organizations have conducted studies and surveys to gauge the impact of television. Chief among these organizations is the Nielsen Media Research, a global information and media company that tracks trends in television viewing. As of 2007, more than 111 million households had television sets with the average U.S. household watching eight hours and fourteen minutes per day. Aside from the time engagement factor, several other organizations and researchers have concluded that excessive television habits have contributed to an increase in aggressive behavior, sexual activity, obesity, substance abuse, poor body image, and academic underachievement.

To raise awareness about the detrimental effects of excessive television viewing, TV-Free America, a national nonprofit organization based in Washington, DC, conducted studies, tabulated statistics, and published their results in 2007. To test your knowledge of television viewing habits, take the following quiz based on their findings. When you have finished, check your answers for correctness and then answer the following questions on a separate piece of paper. Be prepared for a classroom discussion to follow.

- Which statistic surprised you the most? Why?
- How do your television viewing habits compare with the statistic average? What are the main reasons that you watch television? When are you most likely to watch television?
- How do the number of hours that your television set is on compare with the national average?
- Do you think that the negative effects of television viewing outweigh any positive effects? Why or why not?
- Among all of your leisure activities, where would you rank watching television? Why?

1. What percentage of American households possesses at least one television set?
   A. 87 percent  
   B. 90 percent  
   C. 99 percent  
   D. 100 percent

2. What percentage reflects U.S. homes with three or more television sets?
   A. 10 percent  
   B. 45 percent  
   C. 66 percent  
   D. 82 percent
Name: ____________________________ Date: ___________________

BEFORE READING

3. What percentage of Americans says that they watch too much television?
   A. 25 percent        C. 74 percent
   B. 49 percent        D. 90 percent

4. What is the number of hours per week that an average child spends watching television?
   A. 15 hours        C. 40 hours
   B. 28 hours        D. 50 hours

5. What percentage of Americans regularly watches television during dinnertime?
   A. 9 percent        C. 66 percent
   B. 35 percent       D. 80 percent

6. What is the number of thirty-second television commercials seen in a year by an average child?
   A. 10,000        C. 30,000
   B. 20,000        D. 40,000

7. What is the rank of food products/fast-food restaurants among television advertisements aimed at children?
   A. 1        C. 3
   B. 2        D. 4

8. What percentage of television news is devoted to advertising?
   A. 10 percent        C. 30 percent
   B. 20 percent        D. 40 percent

9. About what percentage of television news is devoted to stories about crime, disaster, and war?
   A. 18 percent        C. 54 percent
   B. 46 percent        D. 75 percent

10. What percentage of Americans believes that television violence helps precipitate real-life mayhem?
    A. 24 percent        C. 79 percent
    B. 50 percent        D. 95 percent
In order for you to use a word correctly in a sentence, you must know the word’s **denotation**, or actual meaning without any emotional associations. With that in mind, use a dictionary or your textbook to help you locate the definitions of the vocabulary words. Then write a sentence that uses the pair of words listed below correctly.

1. fluently / gratification

2. stimulation / perpetual

3. skeptically / fare

4. inherent / stimulus

5. usurp / statistical

6. bequeath / inalienable

7. dismissible / diversion

8. imperative / cultivate
Use Reading Skills: Analyze Text Organization

As hinted by the essay’s title, author and television broadcaster Robert MacNeil takes issue with the dominant role that television plays in our lives and fears the impact that this technology will ultimately have on humankind’s thought processes and communication methods. His argumentative essay outlines many arguments concerning the negative effects of television viewing. As you are reading, fill in the graphic organizer below with MacNeil’s arguments and the supporting evidence that he provides.

<table>
<thead>
<tr>
<th>Argument</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The number of hours that Americans spend watching television accounts for a considerable portion of their free time—time that could be used for intellectual pursuits.</td>
<td>1. MacNeil uses the statistic that by the age of twenty a person has been exposed to at least 20,000 hours of television. For each decade after age twenty, a person adds another 10,000 hours of television viewing to that initial number. He offers several examples of intellectual pursuits that could be accomplished in those television viewing hours: attaining an undergraduate degree, learning several languages, reading Homer, and so on.</td>
</tr>
</tbody>
</table>
**Selection Quiz**

Determine whether the author of “The Trouble with Television,” Robert MacNeil, would agree or disagree with the following statements. Then place an “X” in the appropriate column.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The time that Americans spend watching television is second only to the time they spend sleeping.</td>
<td></td>
</tr>
<tr>
<td>2. Rather than engage in television viewing, people should spend their leisure time on intellectual pursuits.</td>
<td></td>
</tr>
<tr>
<td>3. One positive effect of television viewing is that it helps people focus their attention on one visual stimulus.</td>
<td></td>
</tr>
<tr>
<td>4. The top fear among television programmers is to find the right mix or variety of television shows to appeal to a broad audience of viewers.</td>
<td></td>
</tr>
<tr>
<td>5. Television’s rapid bombardment of ideas has led people to the notion that fast ideas, rather than in-depth contemplation of concepts, is the ideal method of communication.</td>
<td></td>
</tr>
<tr>
<td>6. Television has decivilized people by discouraging thought and verbal precision.</td>
<td></td>
</tr>
<tr>
<td>7. The television habits of viewers have contributed to America’s literacy crisis.</td>
<td></td>
</tr>
<tr>
<td>8. Television programming offers neat or pat solutions to complex societal problems.</td>
<td></td>
</tr>
<tr>
<td>9. Television viewers are extremely aware of the impact of television on their lives and on society in general.</td>
<td></td>
</tr>
</tbody>
</table>
Build Background: “One Book, One School” Program

In the essay that you are about to read, an excerpt from the book *How Reading Changed My Life*, the author, Anna Quindlen, reflects on how her childhood passion for reading has continued into adulthood. Unfortunately, Quindlen’s favorite pastime is not the favorite pastime of most Americans. The findings of a 2007 report from the National Endowment of the Arts confirm that Americans are spending less time reading than ever before, with nearly half of the population not reading a single book in a year’s time. Other statistics from this study reveal startling information about leisure reading:

- Nearly 50 percent of Americans ages 18–24 read no books for pleasure.
- The percentage of 17-year-olds who read nothing at all for pleasure has doubled over the past twenty years.
- Americans between the ages of 15 and 24 spend 7 to 10 minutes per day on leisure reading, but they spend 2 to 2½ hours a day watching television.

To rekindle an interest in reading for pleasure and to celebrate the power of the written word, many high schools, universities, and communities have enacted a common reading program known as a “One Book” project. This project began in 1998 when Nancy Pearl, executive director of the Washington Center for the Book in the Seattle Public Library, started a program called “If All Seattle Read the Same Book.” She invited the public to read and discuss the same literary work and, with the help of sponsors, provided workshops and discussion groups focused on the selected book. Pearl also arranged for the author of the selected book to speak at a community assembly. Seattle’s common reading program was so successful that many other communities across the country have adopted a similar reading program. As of 2005, all fifty states have initiated a “One Book, One Community” program with more than 350 communities participating. Since then, many universities have adopted this project by choosing a book and having incoming freshmen read this selection before they arrive on campus. This project has also trickled down to the high-school level, with many high schools choosing a school-wide book selection to read. This project will help get your high school started on its own “One Book, One School” program.

The objectives of the “One Book, One School” program are as follows:

- to remind students of the joy of reading books
- to promote literacy
- to provide a common ground for students of all backgrounds to have a meaningful discussion on a shared subject
- to promote tolerance of others’ viewpoints
- to foster a sense of community in your high school

Getting Started

Form a group with two or three other students. Your group’s main objectives are to select a book for this common reading program and to pitch this book in a promotional campaign to fellow high-school students and to your school administrators.
Book Selection
To get started, your group will need to spend some time on the Internet researching possible titles. The websites for the American Library Association, the National Council of Teachers of English, and the Library of Congress’s Center for the Book are good resources. The Library of Congress website also has a listing of current and past choices of states, counties, and communities across the country. Be thoughtful in your book choice. Read a summary of the book and any book reviews that you can find. Use the following guidelines in your book selection:

- Choose a book that has mass appeal.
- Be sure that the book is age-appropriate in its content and language.
- Verify that the book is available in paperback as well as in several languages, in large print and Braille, and in an audio version.
- Choose a book that has universal themes that will connect with all students.
- Consider selecting a book that is written by someone from your city, state, or region—a formula that has been very successful for community reading programs.

After your group has made its selection, check with your teacher for book approval. Then have one member record your group members’ names and the title of the book on the board so that no other group can choose the same book.

Book Reading
Once your group has selected a book title, your group members will need to locate copies of the book in your school or local library. Then set a deadline as to when all group members need to complete the book.

Creating a Promotional Campaign
Once all group members have finished reading the selection, you will need to meet as a group and assign individual tasks that need to be addressed for this promotional campaign, as well as a timeline for completion. Your group’s promotional campaign must include the following items:

- a persuasive letter to administrators that identifies your book selection and why this book would be a good choice for the “One Book, One School” program
- a videotaped presentation (shown school-wide) in which your group uses persuasive appeals to pitch the merits of your book selection
- an advertising campaign that promotes the book via posters, bookmarks, T-shirts, and other items of your choice
- a reading and discussion guide that poses questions and offers activities that will enrich student discussion of the book

Tallying the Vote
After all groups have pitched their chosen book to their classmates, have students in your school vote on their top five picks. These picks will be reviewed by school administrators, who will determine the final choice for the “One Book, One School” program.
from How Reading Changed My Life, page E116

Preview Vocabulary: True Meaning of the Word

For each of the following items, determine the meaning of the underlined word and then decide whether the statement is true or false. Write the word true or false on the line provided.

_____  1. Physical exertion and emotional stress can both trigger a corollary (page E119) or heart attack.

_____  2. While operating, the surgical team felt relief as they watched the patient’s plummeting (page E123) heart rate on the monitor.

_____  3. Known to be an eloquent (page E122) orator, Martin Luther King Jr. used imagery, emotional appeal, and the intonation of his voice when addressing his listeners.

_____  4. Meeting at the public library to work on a school project, the raucous (page E119) teenagers were warned by one of the librarians about their behavior.

_____  5. Realizing that the blizzard may not abate (page E121) for days, the weather forecasters reassured travelers that road conditions were good and that they should continue with their travel plans.

_____  6. Season ticket holders of the professional hockey team were given an exclusivity (page E123) period in which they could choose their arena seats before tickets were made available to the public.

_____  7. To improve the ethos (page E122) of their school, students practiced math exercises for many weeks before taking the state’s standardized tests.

_____  8. Hearing cries for help, a newspaper reporter covering the violent storm found a young boy stuck in a covert (page E121) as a result of surging storm waters.

_____  9. Feeling invincible (page E121), the high school soccer team rushed onto the playing field to defend their state championship title.

_____ 10. Forced to flee the civil war in their country, the refugees depended on charitable organizations for their daily sustenance (page E121).
Use Reading Skills: Analyze Text Organization

A writer may structure or organize a piece of writing in different ways in order to communicate more clearly. In Anna Quindlen’s essay from her book *How Reading Changed My Life*, she uses narration, description, and exposition to help make the writing engaging and authentic. **Narration** is a type of writing that tells a story; **description** is a type of writing that uses sensory details to portray a character, an object, or a scene; **exposition** is a type of writing that aims to inform or explain.

As you are reading, fill in the graphic organizer below with examples of all three types of writing from the text.

<table>
<thead>
<tr>
<th>Narration</th>
<th>• Quindlen narrates her experiences of running away as a child.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>• Quindlen describes sitting in her favorite reading chair as a child.</td>
</tr>
<tr>
<td>Exposition</td>
<td>• Quindlen analyzes the contribution of Gutenberg’s printing press in order to point out how reading became available to the masses.</td>
</tr>
</tbody>
</table>
Memorable Books

In her book *How Reading Changed My Life*, Anna Quindlen provides her fellow readers with several recommended reading lists. One of the lists, shown below, offers her ten favorite book titles that will always bring her enjoyment.

**10 Books I Just Love to Read, and Always Will**

- *Main Street* by Sinclair Lewis
- *My Antonia* by Willa Cather
- *The Lion, the Witch, and the Wardrobe* by C. S. Lewis
- *Wuthering Heights* by Emily Brontë
- *Jane Eyre* by Charlotte Brontë
- *The Group* by Mary McCarthy
- *The Blue Swallows* by Howard Nemerov (poetry)
- *The Phantom Tollbooth* by Norton Juster
- *A Christmas Carol* by Charles Dickens
- *Scoop* by Evelyn Waugh

After reading Quindlen’s choices, come up with your top-ten favorite books that you have savored over the years. You may choose from any genre that you wish—fiction, nonfiction, poetry, or drama—and you may select a children’s book, young adult book, or adult book for consideration. Then, for each book, provide the following information in an annotation:

- Give the book’s title and author.
- Provide a brief synopsis or summary of the book.
- Offer a reason as to why readers might enjoy the book.
- Add a remark about the book’s lasting impression on your life.

When you have finished with your annotated list, add the title “10 Books I Just Love to Read, and Always Will.” Then share your list with your classmates. Do you have any book choices in common?
Selection Quiz

Multiple Choice

Write the letter of the correct answer on the line.

_____ 1. Where did the author grow up?
   A. New York City
   B. Philadelphia
   C. San Francisco
   D. Washington, DC

_____ 2. When family members told stories about the author’s childhood, what topic was always mentioned?
   A. the author’s love of dolls
   B. the author’s daredevil stunts on the playground
   C. the author’s talent for writing stories
   D. the author’s frequent wanderings away from home

_____ 3. Why did the author want to return to her childhood home?
   A. to test her fond memories of her neighborhood against the reality of the surroundings
   B. to attend a high-school reunion
   C. to care for her ailing mother
   D. to show her children where she grew up

_____ 4. How did the author satisfy her need to visit faraway places?
   A. She attended travelogues that were offered at the local library.
   B. She visited these faraway places through the pages of a book.
   C. She became an interpreter for a world news correspondent.
   D. She spent many years as a flight attendant.

_____ 5. What aspect of her scholarship test earned the author a scholarship to study at a convent school?
   A. She recognized a famous quotation from Dickens’s *A Tale of Two Cities* that was used in an essay question.
   B. She wrote an impressive personal essay on her spiritual beliefs.
   C. She achieved the top score on the reading comprehension section of the test.
   D. She knew the names of the authors of several well-known novels that were being taught at the high-school level.
6. What was the main reason why the author was such an avid reader as a child?
   A. She wanted to gain knowledge in order to feel superior to others.
   B. She wanted to be accepted by her peers.
   C. She loved reading more than any activity on earth.
   D. She wanted to prepare for the college entrance exams.

7. Where was the author’s favorite spot for reading when she was a child?
   A. a tree house in the backyard
   B. a club chair by the fireplace
   C. a swing on the front porch
   D. a garden bench in the backyard

8. What reward did the author receive after winning a school spelling bee?
   A. a bookmark inscribed with the words of Montaigne
   B. a trophy inscribed with her name
   C. a copy of *A Wrinkle in Time* by Madeleine L’Engle
   D. a $10 gift certificate to a local bookstore

9. As a child, what activities constituted the author’s world?
   A. waking, writing, sleeping
   B. writing, playing, reading
   C. eating, playing, sleeping
   D. waking, reading, sleeping

10. Which of the following famous individuals does the author cite as avid readers?
    A. Oprah Winfrey, Barbara Walters, Toni Morrison
    B. Alice Walker, Margaret Thatcher, Jamaica Kincaid
    C. Jamaica Kincaid, Oprah Winfrey, Hazel Rochman
    D. Hazel Rochman, Nikki Giovanni, Louise Erdrich

11. According to the author, what reputation do avid readers have in our culture?
    A. Avid readers are lazy, aimless dreamers who think they are better than others.
    B. Avid readers are cunning individuals who read to advance themselves in their workplace.
    C. Avid readers are book-smart not street-smart.
    D. Avid readers are fearful individuals who seek adventure in books rather than in their own lives.
12. As an adult, what did professors, authors, and editors claim about books that the author dismissed as snobbery?
A. These individuals stated that reading classic books is necessary for acceptance into the literary elite.
B. These individuals claimed that there was good reading and bad reading.
C. These individuals felt that a bachelor of fine arts (BFA) degree was the only undergraduate degree that provided the necessary coursework for writing good books.
D. These individuals believed that contemporary writers have abandoned standard English in favor of more colloquial and slang expressions in their works.

13. What individual does the author cite as bringing books to the general population?
A. Benjamin Franklin
B. Friedrich Koenig
C. William Shakespeare
D. Johannes Gutenberg

14. According to the author, what group makes up a “lively subculture of characters” in books?
A. writers
B. poets
C. teachers
D. book-lovers

15. What is the author’s purpose or goal in writing How Reading Changed My Life?
A. to reflect on her experiences with reading and share them with others
B. to encourage children to turn off the television and pick up a book
C. to prove to others that readers are better students in school
D. to impress others with her knowledge of book titles and their characters
Build Background: Genocide

Definition of Genocide

The speech excerpt you are about to read, “Keep Memory Alive,” was written and presented by Holocaust survivor Elie Wiesel upon acceptance of the Nobel Peace Prize in 1986. After bearing witness to the atrocities of the Holocaust during World War II, Wiesel believed that his role as a survivor was to be the messenger for those who could no longer speak, “to unite the language of man with the silence of the dead.” He wanted to bring the Holocaust genocide to the world’s attention, to not allow the world’s indifference during this systematic execution of Jews to ever be repeated in history. Sadly, Wiesel’s vision has not become reality. Genocide continues to occur on the majority of continents around the world.

The term *genocide* comes from the Greek root *geno-* meaning “race” and the Latin root *-cide* meaning “killing.” The term was not used until 1944 when a Polish-Jewish lawyer named Raphael Lemkin used it to describe the systematic murder of the European Jews, or as he called it, “a coordinated plan of different actions aiming at the destruction of essential foundations of the life of national groups, with the aim of annihilating the groups themselves.” A year later, World War II ended and the Nuremberg trials began, bringing the top Nazi leaders to trial for their involvement in the genocide of European Jews and charging these individuals with “crimes against humanity.” The world was no longer indifferent.

In 1948, the United Nations met and approved the Convention on the Prevention and Punishment of the Crime of Genocide, defining the term *genocide* and establishing its enactment as an international crime. Below is a portion of the document.

Genocide means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

a. Killing members of the group
b. Causing serious bodily or mental harm to members of the group
c. Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part
d. Imposing measures intended to prevent births within the group
e. Forcibly transferring children of the group to another group

Indicators of Potential Genocide

Today, the United Nations, as well as other human rights organizations, works diligently to monitor areas of unrest around the world in hopes of identifying groups at risk of genocide. In 2005, a United Nations committee of experts published indicators that were warning signs of potential genocide. The following indicators, especially when used in combination, require international attention and intervention:

- Lack of laws to prevent and remedy racial discrimination
- Official denials of the existence of certain groups
• Systematic exclusion of groups from positions of power
• Use of identity cards indicating racial or other group identity
• Grossly biased versions of history in school curricula
• Forced removal of minority children for the purpose of assimilation
• Segregation in such areas as schools and housing
• Systematic hate speech, especially in the media
• Racist statements by political and other leaders
• Violence against minority groups prominent in business or government
• Serious patterns of individual racist attacks
• Militia or extremist groups with racist platforms
• Large refugee flows or displacements of minority group members
• Significant socioeconomic disparities among groups
• Policies to block humanitarian assistance to vulnerable groups

**Acts of Genocide in History**

Despite the Genocide Convention in 1948, genocide continues to occur in areas of political and economic instability. To gain an understanding of the history of genocide, you will work with a group to research a particular act of genocide in recent history.

With that in mind, choose two or three other students to work with on this research project. Your group will be assigned one of the acts of genocide listed below. Your group’s tasks are to find answers to the questions posed and to prepare a visual/informational display of your group’s findings. The evaluation of your display will be based on your group’s coverage of the designated research areas, the significance and quality of the graphics or objects you choose to display, the neatness and written accuracy of your information, and your group’s originality and skill in conveying the information.

<table>
<thead>
<tr>
<th><strong>Genocide Around the World</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Africa</strong></td>
</tr>
<tr>
<td>The slaughter of the Tutsi tribe in Rwanda</td>
</tr>
<tr>
<td>The deadly crisis in Darfur, Sudan</td>
</tr>
</tbody>
</table>
Questions

1. Over what period of time did the genocide occur?

2. What group was/is responsible for carrying out the genocide? What group has been/is being targeted for elimination?

3. How many people were/are estimated to be the victims of the genocide?

4. What atrocities occurred/are occurring in this genocide?

5. What factors led to the atrocities?

6. Were there any indicators (see list above) that this area was vulnerable to genocide? If so, what were they?

7. Were there any individuals who had knowledge of the genocide and reported their information to authorities or those in power? If so, who were these individuals and how were they received by the authorities?

8. What was/is the world’s response to the genocide?

9. Have other countries been implicated in the genocide? If so, why?

10. Have any of the leaders of the genocide faced punishment for their crimes against humanity? If so, who has been brought to justice and what has been the punishment?

11. Had/Have interventions been taken by organizations to prevent or halt the genocide? If so, what organizations were/are involved and what actions were taken or are being taken?
Analyze Literature: Rhetorical Devices

The speech “Keep Memory Alive” contains many rhetorical devices or techniques that a speaker or writer uses to achieve a particular effect on the audience. Rhetorical devices in this speech include repetition, or a writer’s intentional reuse of a sound, word, phrase, or sentence; and parallelism, or the use of the same form to express ideas of equal or parallel importance.

As you are reading, see if you can spot these rhetorical devices. Record your examples and then state the effects that Wiesel is hoping to achieve by deliberately using these devices in his speech.

### Repetition

<table>
<thead>
<tr>
<th>Examples</th>
<th>Effects of Rhetorical Device</th>
</tr>
</thead>
<tbody>
<tr>
<td>“. . . do I have the right to represent the multitudes who have perished? Do I have the right to accept this great honor on their behalf?”</td>
<td>The repetition of “do I have the right” emphasizes Wiesel’s humility in accepting the award on behalf of the Holocaust victims.</td>
</tr>
</tbody>
</table>

### Parallelism

<table>
<thead>
<tr>
<th>Examples</th>
<th>Effects of Rhetorical Device</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I know: your choice transcends me . . . I wonder: do I have the right to represent the multitudes who have perished?”</td>
<td>The phrases “I know” and “I wonder” are parallel because Wiesel uses first-person (“I”) and present tense to reveal his humility and the questioning that exists in his mind as to whether his words can adequately express the words of thousands of sufferers.</td>
</tr>
</tbody>
</table>
Selection Quiz

True or False

Write T if the statement is true or F if the statement is false.

____ 1. “Keep Memory Alive” is an excerpt from Wiesel’s acceptance speech that he gave when he was awarded the Pulitzer Prize for Peace.

____ 2. Wiesel feels both pleased and frightened as he accepts the award.

____ 3. Wiesel feels honored to accept the award on behalf of other Holocaust survivors.

____ 4. Wiesel reflects on a young Polish boy that he befriended through the chain-link fence surrounding Auschwitz.

____ 5. Referring to this period in his life as the kingdom of night, Wiesel remembers the ghetto, the deportation in the sealed cattle cars, and the burning furnaces that turned his life into one long night of darkness and anguish.

____ 6. Wiesel questions why the world remained silent and allowed such crimes to be committed against other human beings.

____ 7. According to Wiesel, forgetting about the events of the Holocaust makes one an accomplice to the atrocities committed.

____ 8. Wiesel believes that neutrality helps the victim.

____ 9. As a Holocaust survivor, Wiesel believes that his purpose in life is to be an outspoken advocate for the oppressed.

____ 10. The tone of Wiesel’s speech is passionate and determined.
Yonder Sky That Has Wept Tears of Compassion, page 192

Build Background: Public Apologies for Past Wrongs

In the speech that you are about to read, “Yonder Sky That Has Wept Tears of Compassion,” Chief Seattle, a member of the Duwamish tribe, responds to Governor Isaac Stevens’s proposal to relocate Seattle’s people to reservations. The tone of the speech expresses his resignation on behalf of his tribe to no longer be free to roam the sacred grounds of Mother Earth.

Native American Relocation Program

This proposal was one of six treaties that Governor Stevens, using persuasive tactics, managed to have signed by eighty-one tribal leaders as he toured the Northwest Territory. Stevens’s mission was clear: By removing the Native American land entitlement in the Pacific Northwest, railroad pioneers could build a transcontinental railroad and introduce white settlers to the area. Chief Seattle, fearing military intervention, signed the Port Elliot treaty, an agreement written in English, with a simple “X.” His signature started the relocation process of his people to the Port Madison Indian Reservation in 1855. All total, Congress ratified 371 treaties between 1778–1871 that, collectively, formed a massive relocation program of Native Americans to reservations, or as the U.S. government called them at the time “nations within a nation.” Aside from procuring land, the movement of Native Americans to reservations served two other purposes for the U.S. government: Forced relocation would result in the education and civilization of tribal members and would simplify future government regulations over this population.

Native American Apology Resolution

In reflecting on that period in history, it has become clear to present-day Americans that Native Americans were the victims of government manipulation and misdeeds. To recognize these past misdeeds, U.S. Senator Sam Brownback of Kansas introduced the Native American Apology Resolution to the Senate in 2007. This resolution is a formal apology from the United States to Native Americans nationwide for “broken treaties, mistreatment, and dishonorable dealings.” The purpose of the apology, according to Brownback, is to “acknowledge our past failures, express sincere regrets, and work toward establishing a brighter future for all Americans.”

The Role of Public Apologies

This public apology is one of many apologies that have been made in the past twenty years by government officials around the world. These public apologies have been the prescriptions for society’s past ills. In 1988, President Ronald Reagan signed a bill (the Civil Liberties Act of 1988) requiring a letter of apology...
and a check for $20,000 to every Japanese-American who was forced to relocate to internment camps as a “security measure” during World War II. These letters were eventually sent to the detainees in 1990 during President George Bush’s administration. Below are the contents of that letter:

A monetary sum and words alone cannot restore lost years or erase painful memories; neither can they fully convey our Nation’s resolve to rectify injustice and to uphold the rights of individuals. We can never fully right the wrongs of the past. But we can take a clear stand for justice and recognize that serious injustices were done to Japanese Americans during World War II. In enacting a law calling for restitution and offering a sincere apology, your fellow Americans have, in a very real sense, renewed their traditional commitment to the ideals of freedom, equality, and justice. You and your family have our best wishes for the future.

Aside from President Bush’s formal apology, the following world leaders have also offered verbal or written formal apologies to those populations who have suffered severe human rights violations:
- In 1994, President Bill Clinton offered an apology to Rwandans for the U.S. failure to act during the genocide of its people
- In 1997, Prime Minister Tony Blair of Great Britain apologized for the inaction of the British government during the Irish Potato Famine
- In 1998, Pope John Paul II apologized to Jews for the indifference of the Roman Catholic community during the Holocaust
- In 2004, Palestinian leader Mahmoud Abbas apologized to the Kuwaiti people for the Palestinian support of the invasion of Kuwait in 1990 by Iraqi dictator Saddam Hussein

The expression of this collective repentance has led to several moral debates about the role of public apologies. To consider this topic, form a group with two or three other students. Read through the following questions and record your group’s responses to these questions. Be sure to provide adequate explanations for your answers, and be prepared for a classroom discussion on the role of public apologies in our world.

Questions

1. Should individuals feel responsible for the wrongs of their ancestors?
2. How can a nation learn from its past mistakes?
3. How far back should a nation go to rectify the past?
4. Is a formal apology letter to victims or their descendants a grandstanding gesture or a sincere acceptance of responsibility and remorse?
5. What does a formal apology offer to victims and their descendants?
6. Can a formal apology bring about peace among individuals, groups, or populations?
Preview Vocabulary

Several of the Preview Vocabulary words, including reproach, receding, verdant, exempt, and disfigure, have common prefixes. Knowing the meanings of these prefixes will help you understand not only these highlighted selection words but also many other words that have these same prefixes. Read the directions for the individual exercises below and fill in the required information.

Reproach
Receding

The prefix re– means “again” or “back.”

Re– + proach (blame) gives you the word reproach, meaning “to express blame back on a person.” Re– + ced (go) + –ing (action in progress) gives you the word receding, meaning “to move back or away gradually or progressively.”

Join the prefix re– to the word roots below. Using your knowledge of the meanings of the prefix and word root and a dictionary, define each word.

1. re– + cycle (circle, wheel) =
   Definition:

2. re– + flect (bend) =
   Definition:

3. re– + lapse (slide) =
   Definition:

Verdant

The prefix verd– means “green.”

Verd– + ant (become) gives you the word verdant, meaning “to become green.”

Join the prefix verd– to the word roots below. Using your knowledge of the meanings of the prefix and word root and a dictionary, define each word.

4. verd– + igris (of Greece) =
   Definition:

5. verd– + ure (state of) =
   Definition:
**Exempt**

The prefix $ex$– means “out,” “from,” or “away.”

$Ex$– + $empt$ (take) gives you the word $exempt$, meaning “to take out.”

Join the prefix $ex$– to the word roots below. Using your knowledge of the meanings of the prefix and word root and a dictionary, define each word.

6. $ex$– + $claim$ (cry) =
   Definition:

7. $ex$– + $haust$ (draw, empty) =
   Definition:

8. $ex$– + $pand$ (spread) =
   Definition:

**Disfigure**

The prefix $dis$– means “opposite of” or “not.”

$Dis$– + $figure$ (figure) gives you the word $disfigure$, meaning “not of a figure, as in a disguise or impairment.”

Join the prefix $dis$– to the word roots below. Using your knowledge of the meanings of the prefix and word root and a dictionary, define each word.

9. $dis$– + $burse$ (get money) =
   Definition:

10. $dis$– + $suade$ (urge) =
    Definition:

11. $dis$– + $patch$ (hinder, impede) =
    Definition:
Yonder Sky That Has Wept Tears of Compassion, page 192

Use Reading Skills: Compare and Contrast

As you are reading Chief Seattle’s speech, note how he sets up a stark contrast between the ways of his people and those of the white settlers. To gain a better perspective of the mind-set of Chief Seattle as he accepts the fate of his tribes, fill in the Venn Diagram below with his comments. In the two outer areas, list the separate characteristics for whites and Native Americans. In the shared area, list any characteristics that both ethnic groups have in common.

<table>
<thead>
<tr>
<th>Whites</th>
<th>Native Americans</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Are in need of more land for their expanding population</td>
<td>• Are no longer in need of an extensive country</td>
</tr>
<tr>
<td></td>
<td>• Have a “good father at Washington” who will protect both whites and Native Americans</td>
</tr>
</tbody>
</table>
Selection Quiz

Based on the contents of the speech “Yonder Sky That Has Wept Tears of Compassion,” determine whether Chief Seattle would agree or disagree with the following statements. Then place an “X” in the appropriate column.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The “big chief at Washington” has little need for the friendship of the Suquamish and Duwamish tribes.</td>
<td></td>
</tr>
<tr>
<td>2. The populations of the two tribes have increased to such an extent that more land is needed for their occupancy.</td>
<td></td>
</tr>
<tr>
<td>3. The “paleface brothers” should not be blamed for hastening the adverse situation of the tribes.</td>
<td></td>
</tr>
<tr>
<td>4. It is important for the Native Americans and the white settlers to maintain a peaceful co-existence.</td>
<td></td>
</tr>
<tr>
<td>5. God watches over and protects all of humankind, even his “red children.”</td>
<td></td>
</tr>
<tr>
<td>6. Native Americans and their white brothers have separate origins and separate destinies.</td>
<td></td>
</tr>
<tr>
<td>7. The religion of Native Americans is written in their hearts, much like the religion of their white brothers.</td>
<td></td>
</tr>
<tr>
<td>8. Native American ancestors often return from the Happy Hunting Ground to visit, guide, console, and comfort their descendants.</td>
<td></td>
</tr>
<tr>
<td>9. Native Americans feel hopeful about their destiny.</td>
<td></td>
</tr>
<tr>
<td>10. Following relocation, Native Americans want the right to visit the sacred land where their ancestors are buried.</td>
<td></td>
</tr>
</tbody>
</table>
We Heard It Before We Saw Anything, page 200

Build Background: Tsunamis

In the news article that you are about to read, “We Heard It Before We Saw Anything,” the author, Julian West, gives an account of the 2004 tsunami in Southeast Asia based on eyewitness testimonies. Tsunamis have impacted civilizations since ancient times, although their appearances have been sporadic. Unfortunately, the most vulnerable regions for this natural disaster are in the poorest areas of the world where inadequate funding and education have resulted in high death tolls in recent years. To test your general knowledge of tsunamis, read the statements below and determine whether they are true or false. Write true or false in the space provided. When you have finished, keep this sheet for a follow-up classroom discussion on the facts and myths surrounding tsunamis.

_____ 1. A tsunami and a tidal wave are the same natural event.

_____ 2. All earthquakes generate tsunamis.

_____ 3. Tsunamis most commonly occur in the Pacific Ocean due to its massive surface area, underwater rock formations, and deep trenches.

_____ 4. A tsunami can travel from one side of the Pacific Ocean to the other side in less than a day.

_____ 5. The most common cause of a tsunami is a meteor impact with the ocean.

_____ 6. Approximately 3.5 billion years ago, an asteroid crashed into an ocean of the Earth, resulting in a giant tsunami; the tsunami flooded the entire surface of the planet, killing almost all life forms and forever changing the size and shape of the existing land formations.

_____ 7. Tsunamis have occurred in every ocean of the world.

_____ 8. A tsunami is a single wave that envelops a shoreline.

_____ 9. The movement or path of a tsunami is tracked by wave sensors on the ocean floor, which measure pressure changes in the water.

_____ 10. The bottom part of a tsunami wave travels faster than the top part of that wave.
11. Tsunamis can travel 500 miles per hour.

12. Witnesses to a tsunami claim that the sound of its approach is similar to the sound of a freight train.

13. A tsunami is dangerous for several hours after the first wave hits the shoreline.

14. Tsunamis cannot travel up rivers and streams to inland areas.

15. A tsunami can produce a wall of water as high as 100 feet.

16. One warning sign of an impending tsunami is rapidly receding water at the shoreline.

17. Tsunamis typically occur during daylight hours.

18. A tsunami can travel thousands of miles and still maintain its destructive force.

19. A tsunami has occurred every year since 1900.

20. Tsunamis rarely occur off the Pacific coastline of the United States; therefore, there is no tsunami warning system in place for this region.

21. A volcanic eruption can cause a tsunami.

22. The most destructive tsunami in recorded history, thus far, is the 2004 tsunami that occurred in the Indian Ocean, which killed more than 200,000 people.

23. An earthquake is nature’s warning sign for a possible tsunami.

24. Hawaii has been impacted by more tsunamis than any other region in the world.

25. The best action to take in response to an impending tsunami is to move to higher ground immediately.
We Heard It Before We Saw Anything, page 200

Vocabulary

unleash (page 201)  
monsoon (page 201)  
engulf (page 202)  
appeal (page 202)  
nestle (page 202)  
hamper (page 202)  
ininfrastructure (page 202)  
nominally (page 203)

Knowing vocabulary words means more than simply understanding their definitions. You also need to be able to apply your knowledge of them. Below are paragraph starters that contain a vocabulary word from “We Heard It Before We Saw Anything.” On a separate piece of paper, finish the given sentence, and then add three or four more sentences after it to create a narrative paragraph. Your paragraph should clearly indicate your understanding of the vocabulary word.

1. Overcome with frustration at the referee’s call, the basketball coach was ready to unleash his fury until he realized that . . .

2. Not wanting to hamper the piano recital, the audience member quickly dove for . . .

3. The students agreed that the committee leader was nominally in charge of fundraising for the school’s prom, so they decided to . . .

4. Sensing that fear would soon engulf the little boy, the teenager moved quickly to . . .

5. The relative appeared on the evening news to appeal to the viewing audience for . . .

6. Speaking at a school assembly, the Vietnam War veteran discussed the misery of a monsoon by describing . . .

7. The safety engineers were under fire by the media when it was discovered that the infrastructure . . .

8. Preparing to nestle for the night, the grandmother was startled to discover . . .
We Heard It Before We Saw Anything, page 200

Selection Quiz

True or False

Write T if the statement is true or F if the statement is false.

_____ 1. The cause of the 2004 tsunami in Sri Lanka was a massive earthquake.

_____ 2. The wall of water that struck the coastline was compared to the height of a house.

_____ 3. About 5 percent of the Atlantic Ocean’s population was affected by the tsunami.

_____ 4. The impact of the tsunami changed the entire geography of the beach.

_____ 5. The Sri Lankans had no warning sign before the tsunami surged onto the coastline.

_____ 6. Fortunately, the tsunami struck Sri Lanka during its tourist off-season, so very few vacationers were on the beach.

_____ 7. The eastern coast of Sri Lanka bore the brunt of the tsunami.

_____ 8. Sri Lanka’s disaster management team quickly went into action to organize rescue and relief efforts.

_____ 9. Rescue efforts were hampered by bad roads and poor infrastructures.

_____ 10. The president of Sri Lanka, who was on vacation in England when the tsunami struck, appealed for international help in the wake of the national disaster.
**Short Assignments**, page 210

**Build Background: Advice Booklet**

In the essay that you are about to read, “Short Assignments,” the author, Anne Lamott, offers practical advice on getting started on writing. In a humorous and honest tone, Lamott reveals her own struggles on the writing process and her coping strategies when she feels overwhelmed by the enormity of a task. She admits that she often has to remind herself to focus on small, manageable tasks—advice that she applies to her writing as well as to the challenges in her life.

Lamott’s wisdom that she passes along to her readers comes from her own personal struggles as a writer. She immediately makes a connection with her audience by writing about a common experience and by using wit to offer advice. Like Lamott, you have learned several of life’s lessons by persevering in difficult times. In particular, your recent school experiences and the lessons that you have learned would help junior-high or middle-school students in their adjustment to high-school life. So here is your opportunity to assume the role you rarely have the chance to play: the giver, not the receiver, of advice!

**Brainstorming Ideas**

You will write a booklet of advice for incoming high-school students on how to navigate high school and steer clear of obstacles. Your booklet should offer practical advice based on your own personal experiences and should cover the following topics:

- **Tracking the School:** What advice can you give on how to find your way through the school building? Have any embarrassing or funny incidents occurred during this orientation? Have you fallen victim to any bad advice?
- **Doing “Seat Time”:** What advice can you give on how to be a better student in the classroom? What advice can you give on working well with teachers and other students? What anecdotes can you share that demonstrate the lessons that you learned easily and those that you learned the hard way?
- **Cruising the Cafeteria:** What advice can you give on learning “cafeteria protocols”? How were you taught those lessons? Have you had any embarrassing or funny incidents happen in the cafeteria that you can share?
- **Gearing Up for Gym Class:** What advice can you give on what to do and what not to do in gym class? Have you had any experiences where teamwork has triumphed? Can you remember a time when showing off your athletic skills did not have the expected outcome?
- **Handling Homework:** What advice can you give on how to manage your homework? What predicaments have occurred as a result of procrastination? What are the important tools or items that a student should always have at home for those last-minute assignments?
- **Balancing Activities:** What advice can you give on how to juggle school and extracurricular activities? What activity limitations have been self-imposed or placed on you by others? Was there one incident that led up to that moment of realization?
Writing Your Advice

Within each section listed above, offer three to five pieces of advice. Write or type each statement of advice on a separate piece of paper and number the lesson. Underneath that piece of advice, narrate a story or anecdote that demonstrates that lesson.

Like Lamott’s essay, adopt a humorous, self-deprecating tone in your writing. Your aim is to have the incoming high-school student identify or connect with your past experiences and, perhaps, learn from your mistakes.

Assembling the Booklet

You may title the sections as you wish, but be sure to create a one-page divider for each section. Make each page interesting by adding colorful artwork, such as drawings, borders, and so on, and number your pages. Finally, add a Table of Contents page that allows a reader to locate the different sections. When you have finished with the contents of the booklet, assemble the pages and bind them together any way that you wish. Design a title and cover as well.

Grading and Distribution of the Booklet

Your booklet will be graded on the completion of the required elements; the clarity, conciseness, mechanics, and tone of your writing; and the neatness and originality of your presentation. After grading, your booklet will be given to an incoming freshman during his or her school orientation.
Short Assignments, page 210

Analyze Literature: Colloquialism

As you are reading “Short Assignments,” note the writing style of its author Anne Lamott. You will quickly see that she uses a conversational or informal tone by using colloquialisms. A **colloquialism** is a word or an expression that seeks to imitate informal speech and is universally understood. The word comes from the Latin roots *col*– (meaning “together”) and *loqu* (meaning “speak”).

Although colloquialisms are typically not used in formal writing, Lamott uses them as a stylistic device. She is writing what she is thinking, revealing her frustrations and feelings of being overwhelmed by a multitude of tasks. Using this “stream-of-consciousness” technique reinforces the theme of her essay: In writing and in life, don’t be overwhelmed by the big picture; instead, focus on small, manageable tasks or accomplishments.

With that in mind, make a chart of colloquial words or expressions that are used in the essay and their meanings.

<table>
<thead>
<tr>
<th>Colloquialism</th>
<th>Meaning of Word/Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Maybe I could find some boyfriend who is not a total and complete <strong>fixer-upper</strong> and then my life would be <strong>totally great</strong>, . . .”</td>
<td>• The word <em>fixer-upper</em> means “someone or something that needs improvement.” The expression <strong>totally great</strong> means “complete” or “perfect.”</td>
</tr>
</tbody>
</table>
**Selection Quiz**

**Agree/Disagree**

Based on the contents of the essay “Short Assignments,” determine whether Anne Lamott would agree or disagree with the following statements. Then place an “X” in the appropriate column.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The first useful concept for a writer is the idea of short assignments.</td>
<td></td>
</tr>
<tr>
<td>2. Trying to write is like trying to scale a glacier: Both activities make it difficult for an individual to find his or her footing.</td>
<td></td>
</tr>
<tr>
<td>3. To get relaxed before the writing process, a writer should always practice yoga or another calming activity.</td>
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<td>4. Deep, slow breathing can help a writer clear his or her head of other thoughts and focus solely on the task of writing.</td>
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<td>5. A writer should try to tackle several paragraphs in a single sitting in order to make adequate progress in his or her writing.</td>
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<td>6. A writer should not worry about the final destination or goal of his or her writing but should focus on the small steps or legs of the journey.</td>
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<tr>
<td>7. Writing is an easy task that simply requires concentration and diligent effort.</td>
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<tr>
<td>8. “Lighten up” is good advice for individuals to heed because it reminds them to not be overwhelmed by life’s many struggles.</td>
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**Short Answer**

Write your answer to each of the following questions in the space provided.

9–10. What is *coherence* and how do writers achieve that quality in their writing?
11–12. What is a colloquialism? Give one example of a colloquialism that Lamott uses in her essay and explain its meaning.

13–14. Use the Preview Vocabulary words *leer* and *arresting* in a meaningful paragraph.

15. What is the significance of the author’s story about her brother’s bird project?
from A Choice of Weapons, page E136

Practice Vocabulary

Complete the crossword puzzle with words in the excerpt from A Choice of Weapons. If you need help, look for the words on the pages identified by the page numbers in parentheses.

Across
2. a fundamental education (page E136)  
6. to enrage (page E138)  
7. used unfairly for personal gain (page E140)  
8. with all possible speed (page E138)  
9. people who farm land owned by others for a percentage of the crops (page E140)

Down
1. to emphasize (page E140)  
3. deprived of a home and possessions (page E140)  
4. oppressively powerful (page E136)  
5. harsh (page E140)
Set Purpose

Prepare to read the selection by thinking about what you want to learn from reading. As you read the selection, write answers to the following questions.

How do you predict the author will use his “choice of weapons”?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What mode of writing is this selection: narrative, informative, or descriptive? Explain.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How does the author feel about Americans with power and those with no power?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Examine the picture of the charwoman. What do you predict the author learns from her?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
from A Choice of Weapons, page E136

Answer Questions

Answer these questions while you are reading the excerpt from A Choice of Weapons.

Page E136  Use Reading Strategies: Make Inferences  What can you infer about Arthur Rothstein and Roy Stryker? Who are they?

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Page E137  Use Reading Strategies: Make Predictions  Make a prediction about what you think the narrator will learn by walking around the city.

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Page E138  Use Reading Strategies: Ask Questions  If you saw the manager just after his conversation with Gordon Parks, what would you like to ask him?

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Analyze Literature: Memoir  Explain what makes this selection a memoir.

Use Reading Strategies: Clarify  Why does Stryker want the narrator to involve himself with the charwoman?

Use Reading Skills: Draw Conclusions  How has the charwoman done the narrator “a great service”?
Make Connections

Read the connections and use your personal experience to answer the questions. Write your responses in the space provided.

**Text-to-Self**

The narrator is treated with discrimination by people he meets in the city. He is ardent about exposing those people to the world. Have you ever felt a strong desire to expose injustice? If yes, what did you do? If no, what could you have done? Do you know someone who has fought for justice?

**Text-to-World**

The narrator gets inside the world of the poor charwoman to understand as best he can how she feels, how she thinks, and how she struggles every day. How is this important? How can learning about other people be effective in today’s world?
Describe and Critique: Nonfiction

Describe the excerpt from *A Choice of Weapons*. Write the information to fill in these charts.

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*from A Choice of Weapons*, page E136
Critique, or review and evaluate, the selection from *A Choice of Weapons*. Answer these questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tr>
<td>Think about the form in which the selection was written (such as memoir, essay, or informational text). Does the form fit the writer’s purpose and content? Does the author use the form effectively?</td>
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<td>Give reasons for your opinion. Support them with examples and details from the selection.</td>
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<tr>
<td>Would you recommend the selection to others? Why or why not?</td>
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Getting It Right at Ground Zero, page E143

Practice Vocabulary

Write the meaning of each boldfaced word using the context clues in the sentence. If you need more help, look for another context clue in “Getting It Right at Ground Zero” on the page in parentheses.

1. With all the skilled people on staff, we were confident that our collective talent would be enough to make the campaign a success. (page E145)

2. We looked all around at the damage and debris and wondered how much time would be needed to clean it up. (page E143)

3. The more Sasha thought about her career opportunities, the more resolute she became about going to graduate school. (page E144)

4. Our group listened intently to the speaker and wondered at the enormity of the storm that had passed through our little town. (page E145)

5. Out on the practice field, the team held their own private ceremony to commemorate their venerated coach. (page E144)

6. Sam recognized certain elements of what the magician had done and was already certain he knew how the trick had been perpetrated. (page E144)

7. There is a prevalent feeling among professionals around the world are that changes are necessary to preserve rainforests. (page E145)

8. Even James, who built the violin with his bare hands, was impressed with the resonant nature of the instrument. (page E145)
Analyze Literature: Essay

Examine the different elements of “Getting It Right at Ground Zero.” Use examples from the selection to write explanations for each portion of the table.

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<th>Getting It Right at Ground Zero</th>
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Analyze Nonfiction: Methods of Persuasion

Examine the following segments from “Getting It Right at Ground Zero.” In each, analyze the language used to influence the reader. You may differentiate between fact and opinion and locate value statements, policy statements, or types of propaganda.

This was mass murder perpetrated by madmen bent on destroying not only American lives but also American values. These attacks were not just on the people who were killed and injured but also on the very things that define us as a society: religious freedom, equality, economic opportunity and political choice. (page E144)

Because—and I don’t mean this belligerently—we’re right and they’re wrong. (page E145)

Our way is the way of the future. Nation after nation sees that and embraces democracy. It is not a perfectly smooth road. But it’s undeniably the way the world is headed. And that’s a good thing. (page E145)
Selection Quiz

Multiple Choice

Write the letter of the correct answer on the line.

_____ 1. “Sept. 11 must not lose its resonance . . .” This is an example of a(n)?
   A. value statement  C. policy statement
   B. fact  D. opinion

_____ 2. What happened at Ground Zero on Sept. 11, 2001?
   A. The narrator surveyed debris from a helicopter.
   B. A committee was established to design a memorial.
   C. Terrorists flew hijacked planes into the World Trade Center.
   D. The President of the United States gave a moving speech in New York City.

_____ 3. How long after the attacks did the author write this essay?
   A. one month  C. twelve months
   B. eight months  D. eighteen months

_____ 4. “Ground Zero is the site of the worst attack in the history of this country” is
   A. an example of bandwagon appeal.
   B. a glittering generality.
   C. an example of spin.
   D. an example of circular reasoning.

_____ 5. The author states the goals of the memorial should be similar to those of what other museum?
   A. Guggenheim Museum
   B. Museum of Jewish Heritage
   C. American Museum of Natural History
   D. Yeshiva University Museum

Short Answer

Write your answers to the following questions on the lines provided.

6. What is the author’s connection to New York City?

   ____________________________________________________________

7. What does the author suggest be built on the site of ground zero?

   ____________________________________________________________
Describe and Critique: Nonfiction

Describe “Getting It Right at Ground Zero.” Write the information to fill in these charts.

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Critique, or review and evaluate, the selection “Getting It Right at Ground Zero.”
Answer these questions.

Think about the form in which the selection was written (such as memoir, essay, or informational text). Does the form fit the writer’s purpose and content? Does the author use the form effectively?

What do you think of the content of the selection? If the selection contains opinions, are they well supported by facts? Are the facts presented clearly? Do they add to your knowledge of the subject area in an engaging way?

What is your opinion of the selection? (What do you like and dislike about it? Why?)

Give reasons for your opinion. Support them with examples and details from the selection.

Would you recommend the selection to others? Why or why not?
from *When Heaven and Earth Changed Places*, page E149

**Practice Vocabulary**

Match each boldfaced term with its definition. Write the letter of the definition on the line beside each word. If you need more help, look for another context clue in the selection from *When Heaven and Earth Changed Places* on the page in parentheses.

____ 1. dowry (page E151)   
_____ 2. shrine (page E154)   
_____ 3. Khmer (page E149)   
_____ 4. diligent (page E150)   
_____ 5. betel nuts (page E150)   
_____ 6. Thai (page E149)   
_____ 7. empathy (page E150)   
_____ 8. paddy (page E153)   
_____ 9. cultivate (page E154)

A. earnest and energetic  
B. a native of Thailand  
C. wet land in which rice is grown  
D. awareness of and sensitivity to someone’s feelings  
E. to prepare land for growing crops  
F. property transferred from a woman’s family to her husband upon marriage  
G. a native of Cambodia  
H. palm seeds commonly chewed in Southeast Asia  
I. a place of worship
Answer Questions

Answer these questions while you are reading the selection from When Heaven and Earth Changed Places.

Page E150  **Use Reading Strategies: Make Inferences**  Why might the narrator refer to the seat at her father’s knee as a “place of honor”?

Page E151  **Use Reading Skills: Cause and Effect**  The narrator’s father takes her from bed and tells her about Phung Thi Chinh. What effect does this have?

Page E151  **Analyze Literature: Theme**  Based on what you know about the narrator’s mother and Phung Thi Chinh, what is one of the themes of this selection?
Use Reading Strategies: Clarify
Why is the narrator upset that her father killed the duck for dinner?

Use Reading Strategies: Ask Questions
Is there anything that puzzles you about the information the narrator’s father gives her? Write a question about it.

Use Reading Skills: Draw Conclusions
Do you think the narrator does her “job”? What do you think happens?
Identifying cultural differences is an important element to consider when studying world literature. The selection from *When Heaven and Earth Changed Places* reveals the narrator’s experiences as a young girl in Vietnam. As you read, consider the similarities and differences between the narrator’s culture and the customs you are familiar with in the United States.

<table>
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<tr>
<th>Vietnam</th>
<th>United States</th>
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What did you not learn in the story that you would like to know about Vietnamese life during the war? What questions would you like to ask a native of Vietnam?

________________________________________________________________________

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Selection Quiz

Multiple Choice

Write the letter of the correct answer on the line.

_____ 1. Which term would BEST describe the narrator’s father?
   A. carefree
   B. dutiful
   C. fearful
   D. meticulous

_____ 2. What conclusion can we draw, based on what we know about the narrator’s siblings?
   A. The narrator’s mother has taken the children to Da Nang.
   B. The Vietcong have supplanted the local government.
   C. The narrator’s siblings have either died, or gone to the United States.
   D. The family’s country is already at war.

_____ 3. How did the narrator’s father acquire his land?
   A. He and his mother were gifted the land from his parents.
   B. The land was a dowry from his new bride and her family.
   C. He bought the land with money earned from sharecropping.
   D. He and his wife inherited the land from their deceased siblings.

_____ 4. What can be reasonably stated about the narrator’s village?
   A. The people are deeply religious.
   B. It is a small village, nestled in the rich hills of Northern Vietnam.
   C. The villagers are all tireless workers and attentive to their families.
   D. It is a land of poor people, constantly struggling against war and oppression.
Short Answer

Read the following short-answer questions and fill-in the answer.

5. Why does the narrator’s mother sell ducks? __________________________________________

________________________________________________________________________________

________________________________________________________________________________

6. The narrator’s father tells her to “stay alive.” What is he suggesting?

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

7. What things does the narrator’s father show her that are “unheard of” for a girl?

________________________________________________________________________________

________________________________________________________________________________

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8. What does the narrator’s father mean when he says “freedom is a gift . . . [that] must be won and won again”? __________________________________________

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Describe and Critique: Nonfiction

Describe the selection from *When Heaven and Earth Changed Places*. Write the information to fill in these charts.

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Critique, or review and evaluate, the selection from *When Heaven and Earth Changed Places*. Answer these questions.

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<th>Think about the form in which the selection was written (such as memoir, essay, or informational text). Does the form fit the writer’s purpose and content? Does the author use the form effectively?</th>
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What do you think of the content of the selection? If the selection contains opinions, are they well supported by facts? Are the facts presented clearly? Do they add to your knowledge of the subject area in an engaging way?

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What is your opinion of the selection? (What do you like and dislike about it? Why?)

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Give reasons for your opinion. Support them with examples and details from the selection.

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Would you recommend the selection to others? Why or why not?

| --- |
Something Could Happen to You, page E158

Practice Vocabulary

Complete the crossword puzzle with words from “Something Could Happen to You.” If you need help, look for words on the pages identified by the page numbers in parentheses.

Across
3. marks entailing loss of privilege (page E163)
4. related to people of Latin American descent (page E159)
5. narrow opening or crack (page E153)
6. having an intense odor (page E161)
8. state of being humble (page E160)

Down
1. disappointed (page E159)
2. damaged or injured (page E162)
4. moved rapidly (page E159)
7. colorless imitation stone (page E159)
9. lasting a very short time (page E159)
Something Could Happen to You, page E158

Analyze Literature: Sensory Details

Sensory details help describe the setting and create a vivid experience for the reader. Read through “Something Could Happen to You” and find examples of the sensory details. List the details in the chart. Then answer the questions related to the setting of the selection.

List some differences between Esmeralda’s homeland and Brooklyn.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How do the different homes relate to the theme of the story?

________________________________________________________________________
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________________________________________________________________________
**Make Connections**

Read the connections and choose two that you connect with. Write your responses in the space provided.

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<tr>
<th><strong>Text-to-Self</strong></th>
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<tr>
<td>The narrator and her family move to Brooklyn from Puerto Rico. They are unfamiliar with the English language. Have you ever been in a situation in which you could not converse with someone due to language barriers or physical barriers? Have you known someone who has had to learn a language? Explain how you or someone you know has dealt with communication barriers.</td>
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<tr>
<th><strong>Text-to-Text</strong></th>
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<tr>
<td>Compare and contrast the narrator in “Something Could Happen to You” to Le Ly in “When Heaven and Earth Changed Places.” Make notes about their homes, personalities, actions, families, and neighbors. How are the girls and their lives similar? How are they different? Do you think they would be friends if they met? What real complications might they face?</td>
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<th><strong>Text-to-World</strong></th>
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<tr>
<td>Esmeralda and the girl next door are unsure what exactly it means to be Hispanic. Esmeralda says she had “always been Puerto Rican” and didn’t realize she would be considered “someone else” in America. What does this say about the way ethnic groups are treated in the United States? Why might it be important for the narrator and her family to remain Puerto Rican?</td>
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</table>
Selection Quiz

Short Answer

Write your answers to the following short-answer questions on the lines provided.

1. How does the narrator compare rural Puerto Rico to her new home?

2. What does the selection’s title suggest?

3. What are two things about the narrator’s school that make her uncomfortable?

4. How does the narrator learn “The Star Spangled Banner” by heart?

Multiple Choice

Write the letter of the correct answer on the line.

5. Which term would BEST describe the narrator’s feelings toward New York?
   A. excited  
   B. pacified
   C. skeptical
   D. disappointed

6. Why did the narrator’s family move to Brooklyn?
   A. They no longer had relatives in Puerto Rico.
   B. Esmeralda’s father was offered a good job by a distant relative.
   C. They were seeking medical care for her brother.
   D. Esmeralda’s mother wanted a better education for her children.

7. What seems to be the narrator’s greatest obstacle?
   A. her inability to speak or read English
   B. the fact that she is not allowed to go outside alone
   C. her placement in a remedial education class
   D. her inability to recite “The Pledge of Allegiance” or sing American songs
Describe and Critique: Nonfiction

Describe “Something Could Happen to You.” Write the information to fill in these charts.

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Something Could Happen to You, page E158
Critique, or review and evaluate, the selection “Something Could Happen to You.”
Answer these questions.

Think about the form in which the selection was written (such as memoir, essay, or informational text). Does the form fit the writer’s purpose and content? Does the author use the form effectively?

What do you think of the content of the selection? If the selection contains opinions, are they well supported by facts? Are the facts presented clearly? Do they add to your knowledge of the subject area in an engaging way?

What is your opinion of the selection? (What do you like and dislike about it? Why?)

Give reasons for your opinion. Support them with examples and details from the selection.

Would you recommend the selection to others? Why or why not?
An Encounter with an Interviewer, page E166

Practice Vocabulary: Synonyms

Synonyms are different words that have the same meaning. Write a synonym or definition for each boldfaced word using context clues. If you need more help, look for another context clue in “An Encounter with an Interviewer” on the page in parentheses.

1. Smiling and chatting with everyone in the office, Neil was noticeably peart after his successful presentation. (page E166)

2. This latest unabridged volume contains not only the author’s complete works, but also a collection of correspondence with her editors. (page E168)

3. Despite the chanting of the protesters outside, the prime minister listened and stood reverently throughout the dedication ceremony. (page E171)

4. The duke insisted he could not avail himself by the weekend but maintained it would be a fortnight before he would arrive in Surrey. (page E168)

5. After the second race, we waited for what seemed an eternity before the judges reconciled the discrepancy in our finishing times. (page E169)

6. Wandering for miles along the tracks, Jim supposed that this rail system must have been defunct for thirty years or more. (page E171)

7. Since Joe was notorious for hitting late-inning homeruns, it was no surprise when the manager signaled to the outfielders to play deep. (page E168)

8. As impressed as the trade group already was with our latest design, we felt compelled to exhibit its less salient features. (page E168)
An Encounter with an Interviewer, page E166

Enrichment: Analyze and Use Illustrations

Look at the illustrations from “Encounter with an Interviewer.” As you read the selection, use the illustrations to answer the following questions.

Look at the illustration of Mark Twain on page E167. What does this picture say to you about the author? How does the picture relate to the theme of this selection?

________________________________________________________________________

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Use the portrait on page E168 to help you explain the humor in the author’s references to Aaron Burr. Does this picture help you understand the author’s humor?

________________________________________________________________________

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Analyze the cartoon on page E170. This illustration could either champion the press or serve as an indictment against it. Explain both points of view.

________________________________________________________________________

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________________________________________________________________________
An Encounter with an Interviewer, page E166

Answer Questions

Answer these questions while you are reading “An Encounter with an Interviewer.”

Page E166  Use Reading Strategies: Clarify  Why has the man come to see Twain?

________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________

Page E168  Use Reading Strategies: Make Inferences  Why does the author claim he doesn’t know what an interview is?

________________________________________________________________________
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Page E169  Use Reading Strategies: Draw Conclusions  What does the interviewer mean when he says some interviews “ought to be done with a club”?

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Page E169  **Analyze Literature: Plot**  How would you describe the conflict in this selection? Who is the agitator?

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Page E171  **Make Connections: Respond**  Have you ever tired of answering the same questions repeatedly? How can you deal with the monotony of repeating yourself?

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Page E171  **Use Reading Strategies: Ask Questions**  Imagine you enter the room as the interviewer is leaving. What question would you like to ask Mark Twain?

________________________________________

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An Encounter with an Interviewer, page E166

Analyze Literature: Point of View

A story can change drastically, depending on point of view of the storyteller. Recall elements of “An Encounter with an Interviewer” as you answer questions related to the point of view of the narrator.

Who is the narrator of “An Encounter with an Interviewer”? _______________

What type of narration does the author use? _______________

Imagine the report of this interview had been written by the interviewer. How would the selection be different? What parts would be the same?

_________________________________________________________________

_________________________________________________________________

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Think about the interviewer’s version of his encounter with Mark Twain. Write a new last paragraph for the selection using his point of view.

_________________________________________________________________

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_________________________________________________________________
Describe and Critique: Nonfiction

Describe “An Encounter with an Interviewer.” Write the information to fill in these charts.

<table>
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Summary

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Thesis

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Critique, or review and evaluate, the selection “An Encounter with an Interviewer.”
Answer these questions.

Think about the form in which the selection was written (such as memoir, essay, or informational text). Does the form fit the writer’s purpose and content? Does the author use the form effectively?

What do you think of the content of the selection? If the selection contains opinions, are they well supported by facts? Are the facts presented clearly? Do they add to your knowledge of the subject area in an engaging way?

What is your opinion of the selection? (What do you like and dislike about it? Why?)

Give reasons for your opinion. Support them with examples and details from the selection.

Would you recommend the selection to others? Why or why not?
Unit & Selection Resources

Unit 3 Poetry Connections
Realizations

Grade 10
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Poetry Study Guide (with Practice Test and Master Vocabulary List)  1

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Analyze Literature: Sensory Details  
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Immigrants, Pat Mora / Family Ties, Pat Mora  
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“Immigrants” / “Family Ties” Quiz  
Describe and Critique: Poetry  

The Waking, Theodore Roethke  
Practice Vocabulary  
Answer Questions  
Make Connections  
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Digital Connections
Poetry Study Guide

Completing this study guide will help you understand and remember the literary elements presented in Unit 3—speaker and tone, setting and context, structure and form, figurative language, and sight and sound—and recognize how these elements function in the poems in the unit.

After you read each Understanding feature in Unit 3 in your text, complete the corresponding Understanding section in the study guide. Try to answer the questions without referring to the text. The completed section provides an outline of important information that you can use later for review.

After you read all the poems in Unit 3, complete the five Applying sections in the study guide. Refer to the poems as you answer the questions.

After you complete these sections, take the Practice Test. This test is similar to the state assessment reading test you will take this year. In both tests, you will read passages and answer multiple-choice questions about the passages.

Self-Checklist

Use this checklist to help you track your progress through Unit 3.

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Literary Comprehension
You should understand and apply the following literary elements:
- Speaker and Tone
- Figurative Language
- Setting and Context
- Sight and Sound
- Structure and Form

Reading
You should know the following three parts of the Poetry Close Reading Model:
- Before Reading
- During Reading
- After Reading

Literary Appreciation
You should understand how to relate the selections to:
- Other texts you’ve read
- Your own experiences
- The world today

Vocabulary
In the Master Vocabulary List at the end of this study guide, put a check mark next to any new words that you learned while reading the selections. How many did you learn?
- 10 or more
- 20 or more
- 30 or more

Writing
- You should be able to write a lyric poem. The poem should use concise language and express emotions about a specific subject.

Speaking and Listening
- You should be able to present and listen to oral responses to literature.

Test Practice
- You should be able to answer questions that test your writing, revising and editing, and reading skills.

Additional Reading
- You should choose poems to read on your own. See For Your Reading List on page 296.
Understanding Speaker and Tone

Complete these pages after you read about speaker and tone on pages E172–E173.
Try to answer the questions without looking at your book.

What is the person who narrates a poem called? ___________________________________________

Describe each element of speaker and tone.

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<td>Diction</td>
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List and describe the three types of irony.

1. _______________________________________: ______________________________________
   ______________________________________

2. _______________________________________: ______________________________________
   ______________________________________

3. _______________________________________: ______________________________________
   ______________________________________

What are examples of methods you can use to discover the tone of a poem?

______________________________

______________________________

______________________________
Applying Speaker and Tone to the Selections

Think about what you have learned about **speaker and tone**. Then answer the following questions after you have read the selections in Unit 3.

Identify the **speaker** in each of the following poems.

“Marching Through a Novel” __________________________________________________________

“Introduction to Poetry” __________________________________________________________

“Making a Fist” __________________________________________________________

Identify **elements of speaker and tone** in each poem named in the chart.

<table>
<thead>
<tr>
<th>Element</th>
<th>“Holidays”</th>
<th>“Teacher”</th>
<th>“Eating Alone”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Tone</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Find an example of **irony** from the poem “Holidays.” What type of irony is it? ________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Compare the **tone** of “Eating Alone” with that of “The Floral Apron.” How does the change in tone alter the overall **theme** of each poem? ________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Understanding Setting and Context

Complete these pages after you read about setting and context on pages E176–E177. Try to answer the questions without looking at your book.

Setting is the combination of what three elements? ________________________________________

____________________________________

What are sensory details? Why might poets use them? _____________________________________

____________________________________

What is context? ___________________________________________________________________

____________________________________

Describe the two common types of context.

<table>
<thead>
<tr>
<th>Two Types of Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

What reading strategies can you use to discover the setting and context of a poem?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Applying Setting and Context to the Selections

Think about what you have learned about **setting** and **context**. Then answer the following questions after you have read the selections in Unit 3.

Sensory details are integral to creating lively and vivid settings. Complete the web with four examples of sensory details from the poem.

How does knowing the **context** of “The Bean Eaters” help to enhance your understanding of the poem? __________________________________________________________

______________________________________________________________________

______________________________________________________________________

What is the **setting** of “Holidays”? How do the author’s descriptions help to create the **mood** of the poem? __________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________
Understanding Structure and Form

Complete these pages after you read about structure and form on pages E178–E179. Try to answer the questions without looking at your book.

Use words from the box to name the structure of the poems described.

<table>
<thead>
<tr>
<th>Structures</th>
</tr>
</thead>
<tbody>
<tr>
<td>ballad</td>
</tr>
</tbody>
</table>

__________ a formal poem lamenting a death

__________ a traditional Japanese poem of five lines and thirty-one syllables

__________ a poem intended to honor or praise someone or something

__________ a 14-line poem typically written in iambic pentameter

__________ poem made up of four line rhyming stanzas that tells a story

Write a description of each form of poem listed below.

narrative poem

__________________________________________________________________________

__________________________________________________________________________

dramatic poem

__________________________________________________________________________

__________________________________________________________________________

lyric poem

__________________________________________________________________________

__________________________________________________________________________

prose poem

__________________________________________________________________________

__________________________________________________________________________

free verse

__________________________________________________________________________

__________________________________________________________________________

blank verse

__________________________________________________________________________

__________________________________________________________________________
Applying Structure and Form to the Selections

Think about what you have learned about **structure** and **form**. Then complete this page after you have read the selections in Unit 3.

For each poem, fill in the appropriate information. In the second column, write the structure or form of the poem. In the third column, explain how you identified the structure or form.

<table>
<thead>
<tr>
<th>Poem</th>
<th>Structure/Form</th>
<th>How Do You Know?</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Ex-Basketball Player”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Dream Variations”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“I know I am but summer to your heart”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Eating Alone”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“I Am Offering This Poem”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Holidays”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“We Real Cool”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“The Bean Eaters”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Understanding Figurative Language

Complete this page after you read about **figurative language** on pages E182–E183. Try to complete the web and answer the questions without looking at your book.

Complete the Figurative Language web by defining each of the terms.

- **Simile:**
- **Metaphor:**
- **Analogy:**
- **Personification:**
- **Symbolism:**
- **Hyperbole:**

What is an **allegory**? ________________________________________________________________

What is an example of **hyperbole** that you use in your everyday language? ______________________

What are examples of methods you can use to understand the **figurative language** of a poem? ______________________________________________________________________
Applying Figurative Language to the Selections

Think about what you have learned about **figurative language**. Then answer the following questions after you have read the selections in Unit 3.

Find an example of a **simile** in the poem “Ex-Basketball Player.” What two things are compared? __________________________________________________________

________________________________________________________________________

The line “a poem is pure energy” from the poem “Poetry” is an example of what type of **figurative language**? ____________________________________________

A **hyperbole** is a literary exaggeration. Identify the hyperbole in the poem “Holidays?”

________________________________________________________________________

In the tanka written by Okamoto Kanoko, what does the flower **symbolize**? __________________

________________________________________________________________________

Stars are used in the **figurative language** of the poems “Remember” and “Teacher.” Find the examples and express what type of figurative language is being used in both cases.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What **analogy** does Langston Hughes use in the poem “Dream Variations?” _____________

________________________________________________________________________
Understanding Sight and Sound

Complete this page after you read about sight and sound on pages E184–E185. Try to answer the questions without looking at your book.

What is imagery? How do writers create vivid images to connect with their audience?

Fill in the chart with the description of each technique of sound listed.

<table>
<thead>
<tr>
<th>Technique of Sound</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhyme scheme</td>
<td></td>
</tr>
<tr>
<td>Assonance</td>
<td></td>
</tr>
<tr>
<td>Consonance</td>
<td></td>
</tr>
<tr>
<td>Alliteration</td>
<td></td>
</tr>
<tr>
<td>Onomatopoeia</td>
<td></td>
</tr>
<tr>
<td>Repetition</td>
<td></td>
</tr>
</tbody>
</table>
Applying Sight and Sound to the Selections

Think about what you have learned about **sight and sound**. Then answer the following questions after you have read the selections in Unit 3.

Find three examples of vivid **imagery** from three different poems in the unit. Complete the chart with the appropriate information.

<table>
<thead>
<tr>
<th>Poem</th>
<th>Imagery</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What is the **rhyme scheme** in “Shall I compare thee to a summer’s day”?

Give two examples of the poet’s use of **repetition** in “Remember.”

Give an example of **consonance** used in the poem “Poetry”? Then write your own sentences using consonance to describe today’s weather.
Unit 3 Practice Test

Throughout the school years, students take tests to measure how well they meet standards in reading, English/language arts, mathematics, science, and social studies. Standardized English language arts tests include reading tests in which students are asked to read a passage and answer questions to test their understanding of the passage. Some passages on the reading test may be poetry, like the poems you read in Unit 3.

The practice test on the following pages contains several passages, each followed by two or more multiple-choice questions. Your answer sheet for this practice test is below on this page.

The questions on this practice test focus on speaker and tone, setting and context, structure and form, figurative language, and sight and sound techniques in poems—the literary elements you studied in this unit.

Unit 3 Practice Test Answer Sheet

Name: __________________________________     Date: ________________________________

Fill in the circle completely for the answer choice you think is best.

1. A  B  C  D  7. A  B  C  D
2. A  B  C  D  8. A  B  C  D
3. A  B  C  D  9. A  B  C  D
4. A  B  C  D  10. A  B  C  D
5. A  B  C  D  11. A  B  C  D
6. A  B  C  D  12. A  B  C  D

13. A  B  C  D
14. A  B  C  D
15. A  B  C  D
16. A  B  C  D
17. A  B  C  D
This test has 17 questions. Read each passage/story and choose the best answer for each question. Fill in the circle in the spaces provided for questions 1 through 17 on your answer sheet.

Read the passage below, and answer the questions about what you have read. Mark your answers on your answer sheet.

Rock in a Box

by Marisa Jones

Smooth stone,
Asleep in a tin box
Under the cellar stair,
Who put you there?

Kept stone—
A souvenir perhaps
Dug from the walls of Troy,
A slingshot toy.

Grey stone,
Bland as a soda biscuit,
Mundane as clotted cream.
Perchance you dream?

Fire Rock,
Forged fierce in Vulcan’s vents,
Cooled fast in ancient tide.
Bones hide inside.

Hard stone,
The mem’ry is your own
Of tales of cosmic strife
Older than life.

1. “Rock in a Box” would best be described as
   A. an ode
   B. a lyric poem
   C. an elegy
   D. a sonnet

2. Which phrase describes a stone’s texture?
   A. kept stone
   B. grey stone
   C. fire rock
   D. smooth stone

3. The fourth stanza identifies the rock as a
   A. fossil
   B. tool
   C. foundation
   D. toy
4. Which of the following lines contains alliteration?
   A. “A slingshot toy”
   B. “Of tales of cosmic strife”
   C. “Forged fierce in Vulcan’s vents”
   D. “Dug from the walls of Troy”

5. The statement, “Mundane as clotted cream,” is an example of what type of figurative language?
   A. onomatopoeia
   B. a simile
   C. a metaphor
   D. hyperbole

6. What is the rhyme scheme of the first stanza of “Rock in a Box”?
   A. abab
   B. abcd
   C. abcc
   D. abba

7. “Hard stone, / the mem’ry is your own” is an example of
   A. allegory
   B. onomatopoeia
   C. symbolism
   D. personification

8. The speaker theorizes that the rock
   A. was found underwater
   B. is like every other rock
   C. could have been any number of things
   D. was a meteorite

9. Which stanza has an aabb rhyme scheme?
   A. second stanza
   B. third
   C. fourth stanza
   D. fifth stanza

10. Which of the following is an example of personification?
    A. “Asleep in a tin box”
    B. “Who put you there?”
    C. “Older than life”
    D. “Bland as a soda biscuit”
Read the passage below, and answer the questions about what you have read. Mark your answers on your answer sheet.

Play
by Trevor Stark

Child with a toy,
Play in the sun.
Playing is fun.

Child with a horn,
Play fast and loud.
Impress the crowd.

Girl with a script,
Play the scene. Act the part.
Life is a dream.

Boy with a ball,
Play hard and long.
Play to win! Play strong!

Man with a con,
Play the mark (for all he’s worth).
Playing’s a lark.

Mind with a soul…
Play

11. How many stanzas does the poem “Play” have?
   A. one
   B. three
   C. six
   D. seventeen

12. What is the rhyme scheme of the second stanza of “Play”?
   A. aab
   B. abc
   C. abb
   D. aba
13. “Play” is an example of
   A. free verse
   B. blank verse
   C. lyric poetry
   D. dramatic poetry

14. “Boy with a ball” provides an example of
   A. assonance
   B. alliteration
   C. rhyme
   D. repetition

15. In the line “Playing is a lark,” lark means
   A. songbird
   B. merry
   C. to tease
   D. mischievous action

16. The line “Life is a dream” is an example of what type of figurative language?
   A. symbolism
   B. a simile
   C. a metaphor
   D. hyperbole

17. Which of the following sound devices is used by the author of the poem?
   A. onomatopoeia
   B. repetition
   C. assonance
   D. consonance
## Master Vocabulary List

<table>
<thead>
<tr>
<th>Word</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>absolve</td>
<td>254</td>
</tr>
<tr>
<td>archaic</td>
<td>262</td>
</tr>
<tr>
<td>braised</td>
<td>253</td>
</tr>
<tr>
<td>cleaver</td>
<td>254</td>
</tr>
<tr>
<td>concede</td>
<td>283</td>
</tr>
<tr>
<td>deign</td>
<td>254</td>
</tr>
<tr>
<td>discard</td>
<td>283</td>
</tr>
<tr>
<td>evoke</td>
<td>264</td>
</tr>
<tr>
<td>forbearance</td>
<td>254</td>
</tr>
<tr>
<td>hail</td>
<td>260</td>
</tr>
<tr>
<td>misgiving</td>
<td>262</td>
</tr>
<tr>
<td>plight</td>
<td>254</td>
</tr>
<tr>
<td>prescribe</td>
<td>262</td>
</tr>
<tr>
<td>primal</td>
<td>254</td>
</tr>
<tr>
<td>proponent</td>
<td>263</td>
</tr>
<tr>
<td>steal</td>
<td>260</td>
</tr>
<tr>
<td>temperate</td>
<td>259</td>
</tr>
<tr>
<td>wariness</td>
<td>283</td>
</tr>
</tbody>
</table>
Close Reading Poetry

Reading is an active process that can be broken down into three stages: before reading, during reading, and after reading.

- Before reading, you build background and determine your own purpose and develop expectations for what you are about to read. These activities are related to what you already know and what you have experienced.
- During reading, you use reading strategies and critical thinking skills to understand and make connections with what you are reading.
- After reading, you reflect on what you have read and extend your understanding beyond the text. Going back and rereading all or parts of the poem will help you focus on the author’s purpose and message.

The specific activities performed in each stage of the reading process can vary, depending on the genre you are reading. The Poetry Close Reading Model on page 236 provides an overview of the reading process for poetry.

Framework for Close Reading Poetry

When you read poetry closely, you need to be aware of the form, imagery, rhythm, and sound devices of the poem. The following checklist of questions offers a framework for close reading poetry. As you read, “I Am Offering This Poem,” ask yourself these questions.

<table>
<thead>
<tr>
<th>Before Reading</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In what form is the poem?</td>
<td></td>
</tr>
<tr>
<td>What images stand out?</td>
<td></td>
</tr>
<tr>
<td>Which words are unfamiliar to me or are used in an unfamiliar way?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>During Reading</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the mood that the images create in the poem?</td>
<td></td>
</tr>
<tr>
<td>What sound devices has the poet used?</td>
<td></td>
</tr>
<tr>
<td>What is the meter of the poem?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After Reading</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How will reading this poem aloud bring more poetic elements to light?</td>
<td></td>
</tr>
<tr>
<td>What is the message or theme of the poem?</td>
<td></td>
</tr>
<tr>
<td>Of what does this poem remind me?</td>
<td></td>
</tr>
</tbody>
</table>
Apply the Model
Use Reading Strategies: Visualize

Reading is more than simply sounding out words. It is an active process that requires you to use your imagination. A variety of strategies and skills can help you understand and appreciate a poetry selection. For the poem, “I Am Offering This Poem,” try applying the reading skill **Visualize** in all three stages of the reading process.

When you **visualize**, you form a picture or an image in your mind of the action and descriptions in a text. Each reader’s images will be different based on his or her prior knowledge and experience. Keep in mind that there are no “right” or “wrong” visualizations.

Before reading the poem, read the Set Purpose section on page 237. Then look at the title and the images on pages 238–239. Begin to picture what may happen in the poem.

During reading, close your eyes after each stanza and create mind pictures of the images described. Think about how visualizing the images helps you to understand what is happening in the poem.

After reading, draw or summarize what you saw in your mind pictures in a Visualization Map that represents the images in the poem. Be able to support your decisions about what to draw by referring to specific parts of the text. Write a caption under each box explaining each image. Draw the images in the order they occur in the poem.

A poem will keep you warm like a winter coat

A poem will keep you warm like a winter coat

A poem will keep you warm like a winter coat
I Am Offering This Poem, page 237

Build Background: Prison Poets

The poem that you are about to read, “I Am Offering This Poem,” was written by Jimmy Santiago Baca, a former inmate at a maximum-security prison in Arizona. It was in prison that 21-year-old Baca—after years of neglect, poverty, and loneliness—learned to read and write and discovered the power of words. He began to write poetry to occupy the long days and nights of prison life, to give voice to his feelings and frustrations, and to find redemption from his past. As Baca once said, “All of us who went to prison were lied to, and poetry is the only thing that didn’t lie. Everything that is not a lie is poetry. In order to bring order to our world, we were forced to write. Writing was the only thing that could relieve the pain of betrayal, the only thing that filled the void of abandonment.”

Poetry can be a powerful weapon against many of society’s ills, including oppression and injustice. Some of the most insightful and thought-provoking poetry comes from prisoners or former prisoners, like Baca, who write poems as a way to cope with their confinement and get their voices heard. With most inmates lacking paper and writing instruments, these prison poets have used any means available to express their ideas—carving their poetry into soap bars, writing with carbon fragments on toilet paper or disposable cups, even memorizing their poems using an invented mnemonic code. Reading their poetry can offer us a glimpse of the penal system and its issues, as well as teach us about ourselves and our society.

While some poets, like Baca, begin writing poetry in prison, others are sent to prison for their writings. In countries where freedom of expression is limited to those viewpoints that are in accord with the political system’s viewpoints, many dissidents are jailed for their radical ideas. Russian poet Irina Ratushinskaya and Vietnamese poet Nguyen Chi Thien are two individuals whose expression of ideas was seen as a security risk and thus they were silenced for years behind prison walls.

To gain a deeper understanding of the backgrounds and writings of several prison poets, form a group with three other students. Your group will research the life of a particular prison poet and read a sample of his or her writings that reflect prison life. Your group should then prepare an eight- to ten-minute oral presentation that fulfills the following requirements:

- Provides a brief background of the individual’s life prior to incarceration
- Explains the reason for incarceration, including the location of the prison, the length of the prison sentence, and the type of confinement
- Addresses the advent, continuation, and success of the poet’s writing career
- Offers an quotation from the poet as to the empowering quality of poetry in his or her life
- Provides an appropriate sample poem or poems that address prison life with accompanying interpretations of that poem or poems
You will be assigned one of the following prison poets for your presentation. There is plenty of available information about these individuals online, as well as access to the poems that are listed.

**Jimmy Santiago Baca**
“Cloudy Day”

**Nazim Hikmet**
“Some Advice to Those Who Will Serve Time in Prison”

**Nguyen Chi Thien**
“The Sun is Up”
“My Verses”

**Etheridge Knight**
“To Make a Poem in Prison”
“Haiku”

**Irina Ratushinskaya**
“I Will Live and Survive”

**Jack Mapanje**
“Skipping Without Ropes”
I Am Offering This Poem, page 237

Analyze Literature: Sound Devices

Jimmy Santiago Baca is known for his lyrical poetry that is rich in imagery. “I Am Offering This Poem” is a fine example of Baca’s blending of visual and acoustic elements to create a mood of warmth, comfort, and safety. Using several sound devices—including alliteration, repetition, rhyme, and consonance—Baca reflects the soothing reassurances spoken in a loving relationship.

Review the definitions of the sound devices listed below. Then find examples of these devices in Baca’s poem.

Sound Device Definitions

• **Alliteration**: the repetition of initial consonant sounds
• **Repetition**: a writer’s intentional reuse of a sound, word, phrase, or sentence
• **Rhyme**: the repetition of sounds in words
• **Consonance**: a kind of rhyme in which the consonant sounds of two words match, but the preceding vowel sounds do not

<table>
<thead>
<tr>
<th>Examples of Alliteration</th>
<th>Examples of Repetition</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Keep it like a warm coat when winter comes to cover you”</td>
<td>“I have nothing else to give”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Examples of Rhyme</th>
<th>Examples of Consonance</th>
</tr>
</thead>
<tbody>
<tr>
<td>you / through</td>
<td>“like a pair of thick socks”</td>
</tr>
</tbody>
</table>
I Am Offering This Poem, page 237

Selection Quiz

Multiple Choice

Write the letter of the correct answer on the line.

_____ 1. Why is the speaker offering this poem to his loved one?
   A. The speaker is hoping his poem serves as an apology for a past wrong.
   B. The speaker wants to get feedback on his writing.
   C. The speaker wants to express his anguish over the death of a relative.
   D. The speaker has nothing else to give the recipient.

_____ 2. To what winter items does the speaker compare the poem?
   A. to a pair of mittens, a pair of boots, and a scarf
   B. to a warm coat, a scarf, and a pair of thick socks
   C. to a pair of earmuffs, a pair of boots, and a warm coat
   D. to a pair of thick socks, a stocking cap, and a scarf

_____ 3. To what does the speaker compare a pot full of yellow corn?
   A. the comfort of the speaker’s love expressed in the poem
   B. the warmth of a fire’s embers
   C. the morning sun on the horizon
   D. the glow of candles on a wintry night

_____ 4. What does the speaker hope his poem will provide for the recipient?
   A. a glimpse into the speaker’s current state of confusion
   B. a treasured memory that offers the recipient comfort when lost
   C. a recollection of a lost love
   D. a remembrance of the passing of a beloved relative

_____ 5. According to the speaker, where might the recipient keep the poem?
   A. in a memory box
   B. in a corner of a drawer
   C. in a treasured book of poetry
   D. in a scrapbook of keepsake memories
6. What will the speaker do if the recipient comes knocking?
   A. The speaker will give directions and then send the recipient away.
   B. The speaker will answer and accompany the recipient on the remainder of the journey home.
   C. The speaker will not answer.
   D. The speaker will answer, give the recipient directions, and invite the recipient to come in and rest by the fire.

7. According to the speaker, what does a person need to continue living on the inside when the world outside is cold and uncaring?
   A. love
   B. hope
   C. happiness
   D. trust

8. What words does the speaker repeat throughout the poem?
   A. I believe in you.
   B. I have hope for us.
   C. I love you.
   D. I will protect you.

9. What does the speaker want the recipient to feel?
   A. the feeling of hope
   B. the feelings of being safe and loved
   C. the feeling of compassion
   D. the feelings of regret and forgiveness

10. What qualities of this poem classify it as a lyric poem?
    A. the poem’s focus on a single emotion and its use of imagery
    B. the poem’s use of characters and plot to tell a story
    C. the poem’s use of dramatic monologue and dialogue
    D. the poem’s purpose to honor or praise a person who has passed away
Making a Fist, page 242

Build Background: Fear Poems

In the poem you are about to read, “Making a Fist” by Naomi Shihab Nye, a young child experiences motion sickness and worries that she is on the verge of dying. Her imagined fear is very real to her, and her mother tries to allay her daughter’s fear by giving her some practical advice.

This fear of the unknown is a common experience among all children and has been the subject of many stories and poems in children’s literature. Whether children are worried about the monsters that live under their beds, the things that lurk in the dark, or the rumblings and flashes of the night sky, voicing these fears through literature helps children realize that they are not alone in their feelings.

Researching Fear Poems

Fears certainly are not limited to children. As you grow older, your childhood fears of monsters and of the dark are only replaced by more grown-up worries, such as rejection, loneliness, or failure. What are your fears and worries at this stage of your life?

To get you thinking about this topic, take a look at the following poems about fears. You can easily find them online by searching their titles or their authors. These poems are geared toward a wide variety of audiences.

<table>
<thead>
<tr>
<th>Poems That Address Fears or Worries</th>
</tr>
</thead>
<tbody>
<tr>
<td>“When I Have Fears That I May Cease To Be” by John Keats</td>
</tr>
<tr>
<td>“Fear” by Raymond Carver</td>
</tr>
<tr>
<td>“The Bogeyman” by Jack Prelutsky</td>
</tr>
<tr>
<td>“For My Young Friends Who Are Afraid” by William Stafford</td>
</tr>
<tr>
<td>“Whatif” by Shel Silverstein</td>
</tr>
<tr>
<td>“Fifteen, Maybe Sixteen Things to Worry About” by Judith Viorst</td>
</tr>
<tr>
<td>“Why Reason Can’t Overcome an Irrational Fear” by A. E. Stallings</td>
</tr>
<tr>
<td>“Fear” by Ciaran Carson</td>
</tr>
<tr>
<td>“Puddles” by Wislawa Szymborska</td>
</tr>
<tr>
<td>“Life Doesn’t Frighten Me” by Maya Angelou</td>
</tr>
<tr>
<td>“The Paradox of Fear” by Pablo Neruda</td>
</tr>
<tr>
<td>“Fear” by Hart Crane</td>
</tr>
</tbody>
</table>
Creating Your Own Fear Poem

After reading these poems, think about how you could express your own fears in an original poem. Would you focus on one fear that you have now or had as a child? Or would you like to write about several of your fears in a list-type format? What type of poem would you like to create: a lyrical poem? a narrative poem? a haiku? a free-verse poem? You may model any of the formats of the poems that you just read, or you may come with your own unique format.

Presenting Your Poem

When you and your classmates are finished with your fear poems, you will have the opportunity to participate in a classroom poetry slam. A poetry slam is a competition in which poets get up in front of an audience, perform their original poems, and receive scores from a group of judges. Each performer’s score is based on two factors: the poem’s content and the poet’s performance. The scores typically range from 0–10, and the highest and lowest scores for each individual are thrown out. The performer is not allowed to use props, costumes, or musical accompaniment in the performance, and participation is voluntary. Any participant in the poetry slam competition will receive bonus points added to the final grade of this writing assignment.
**Making a Fist**, page 242

**Analyze Literature: Sound Imagery**

In “Making a Fist,” Naomi Shihab Nye uses several literary techniques, including alliteration, assonance, and liquid consonance, to evoke sound imagery. These techniques not only reinforce the central idea of the poem (finding comfort in the reassurances of a parent) but also add a musical quality to the poem’s language. Fill in the graphic organizer below with examples of these three literary techniques.

<table>
<thead>
<tr>
<th><strong>Alliteration</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition:</strong> Alliteration is the repetition of initial consonant sounds.</td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
</tr>
<tr>
<td>• “For the first time . . . I felt”</td>
</tr>
<tr>
<td>• “swirl a sickening pattern”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assonance</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition:</strong> Assonance is the repetition of vowel sounds. In this poem, the vowel sound that is repeated is the long i [long i sound] sound.</td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
</tr>
<tr>
<td>• “time”</td>
</tr>
<tr>
<td>• “I”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Liquid Consonance</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition:</strong> Liquid consonance is the use of “liquid consonants,” such as r, l, m, n, and w, to sustain sounds and provide fluidity to the verse.</td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
</tr>
<tr>
<td>• “road”</td>
</tr>
<tr>
<td>• “north”</td>
</tr>
</tbody>
</table>
Making a Fist, page 242

Selection Quiz

Multiple Choice

Write the letter of the correct answer on the line.

_____ 1. Who is traveling in the car on this family trip?
   A. the speaker and her father
   B. the speaker, her brother, and her aunt
   C. the speaker and her mother
   D. the speaker and her grandmother

_____ 2. How old is the speaker?
   A. seven years old
   B. five years old
   C. ten years old
   D. six years old

_____ 3. What is the family’s destination?
   A. Canada
   B. Florida
   C. Texas
   D. Mexico

_____ 4. How long has the speaker been traveling in the car?
   A. for days
   B. for several hours
   C. for several minutes
   D. for weeks

_____ 5. What physical ailment is bothering the speaker?
   A. The speaker has a headache.
   B. The speaker has a toothache.
   C. The speaker has a stomachache.
   D. The speaker has a backache.

_____ 6. What question does the speaker ask in the car?
   A. “Are we there yet?”
   B. “Why is the sky blue?”
   C. “Why do I have to sit in the backseat?”
   D. “How do you know if you are going to die?”

_____ 7. Which word best describes how the speaker feels while riding in the car?
   A. bored
   B. fearful
   C. happy
   D. angry

_____ 8. Why does the speaker keep making a fist in the car?
   A. The speaker wants to show her mother how angry she is about sitting in the backseat.
   B. The speaker is playing “Thumb Wars” with her brother.
   C. The speaker needs to verify that she is not close to dying.
   D. The speaker is playing “Rock, Paper, Scissors” with her father.
9. What “borders” do individuals need to cross separately?
   A. the geographic borders between the United States and Canada and the United States and Mexico
   B. the borders or transitions that separate the different phases of individuals’ lives
   C. the borders or imaginary walls that protect individuals’ hearts from heartbreak
   D. the borders or barriers that don’t allow individuals’ minds to be open to new ideas

10. Why is a car ride an appropriate “vehicle” for the author’s message?
   A. The author is discussing a common childhood problem, motion sickness, and surefire ways to cure it.
   B. The author reminisces on a family trip in the car and the bonds that the journey establishes.
   C. The author uses the road trip as a comparison with the journey of life: Both require determination, resilience, and courage to navigate obstacles.
   D. The author uses a car ride to represent the idea of breaking free and having no set destination in mind when traveling the road of life.

Short Answer

Write your answer to each of the following questions in the space provided.

11. In a poem, who is the speaker?

12. What is tone?

13. How would you describe the tone of the poem?

14. What is the main idea of a poem?

15. Why is “Making a Fist” a lyric poem?
Remember, page 248

Build Background: Official Seals

In the poem that you are about to read, “Remember,” the author, Joy Harjo pays homage to a Native American cultural belief: the spiritual connection that exists among humans, animals, and nature. In her poem, Harjo uses a lilting rhythm, similar to a Native American chant, to remind readers that living in harmony with all elements of the universe helps readers honor their roots and remember the importance of passing along traditions and values.

Cherokee Seal

Harjo’s own Cherokee ancestry views this harmony as a circular pattern where these natural elements work in tandem or in unison with one another. This circular pattern became a basic symbol of the Cherokee nation and can be seen in several of their cultural icons, including their circular council houses, their ceremonial dances, and their official Cherokee flag. The seal of the Cherokee nation also displays this circular pattern by representing a wreath of oak leaves encircling a seven-pointed star. The oak leaves symbolize the sacred fire that perpetually burned near a “town house” in the center of the Cherokee nation. The oak leaves, a symbol of courage, strength, and everlasting life, were common in the forests of the Carolinas—the native land of the Cherokees. The seven-pointed star represents the original seven Cherokee clans who had distinct appearances and roles in the tribal band. The interdependence of these clans underscores the importance of staying connected to your roots. The seal, adopted in 1839, continues to serve as a reminder of the common values of the Cherokee nation.

Family Seal

Official seals have been around for centuries. Aside from representing individual Native American nations, seals have been used as visual symbols of towns, cities, and states; of organizations and government offices; and of family ancestry. No matter what they symbolize, seals have one thing in common: They indicate characteristics, values, and traditions of the group of people they represent.

With that in mind, you will have the opportunity to create your own family seal that symbolizes your family’s values, traditions, and personal interests. Your design should be drawn on a piece of white poster board and should be colorful, creative, and neat. Before you create your final drawing, go online and research several official seals. You may want to view the official seal of your hometown, your state, or a specific organization or government office. Note what imagery the design uses to symbolize or represent that entity. Then jot down answers to the following questions before sketching a rough draft on a separate piece of paper.
1. What are the common values and traditions in your family? How would you represent them on your own family seal?

2. What symbols or imagery might you use to represent certain family characteristics, occupations, or personal interests?

3. What is the meaning of your family surname, and how can you best represent its meaning on your seal? You may want to research your surname online by consulting a genealogy website.

4. What colors might you use to symbolize certain characteristics or geographic areas that are relevant to your family? You may want to consult a resource on color symbolism to help you with this task.

5. What family motto might you adopt and incorporate into your seal?

Remember that when it comes to design, it is best to err on the side of simplicity. That way, each element of the design can be fully appreciated.

When you have finished with your final design, you will be asked to present your family seal and offer an explanation of your seal’s symbolic elements.
Analyze Literature: Sound Imagery

In “Remember,” Joy Harjo uses several literary techniques, including repetition, liquid consonance, and assonance, to evoke sound imagery. The repetition used in the poem not only reinforces the poem’s theme or main idea (the interconnectedness of all living things) but also mimics the rhythmic chanting that is common in many Native American traditions. The liquid consonance and assonance add a musical quality to the poem’s language.

Fill in the graphic organizer below with examples of these three literary techniques.

<table>
<thead>
<tr>
<th>Repetition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition:</strong> Repetition is the writer’s intentional reuse of a sound, word, phrase, or sentence.</td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
</tr>
<tr>
<td>• “Remember”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Liquid Consonance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition:</strong> Liquid consonance is the use of “liquid consonants,” such as r, l, m, n, and w, to sustain sounds and provide fluidity to the verse.</td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
</tr>
<tr>
<td>r:</td>
</tr>
<tr>
<td>• “remember”</td>
</tr>
<tr>
<td>l:</td>
</tr>
<tr>
<td>• “life”</td>
</tr>
<tr>
<td>m:</td>
</tr>
<tr>
<td>• “moon”</td>
</tr>
<tr>
<td>n:</td>
</tr>
<tr>
<td>• “night”</td>
</tr>
<tr>
<td>w:</td>
</tr>
<tr>
<td>• “were”</td>
</tr>
</tbody>
</table>
**Assonance**

**Definition:** Assonance is the repetition of vowel sounds. In this poem, one vowel sound that is repeated frequently is the long /i/ sound.

**Examples:**
- “time”
Selection Quiz

Multiple Choice

Write the letter of the correct answer on the line.

_____ 1. Which of the following does the speaker of the poem not specify as something for readers to remember?
   A. the sky
   B. the moon
   C. the sun’s birth
   D. the rain

_____ 2. Which of the following does the speaker personify as a female in the poem?
   A. the moon and the sun
   B. the moon and the wind
   C. the sky and the earth
   D. the sky and the stars

_____ 3. In the poem, what do the different colors of the earth refer to?
   A. the brilliant colors of a rainbow
   B. the variegated colors of wildflowers in a meadow
   C. the skin colors of different human beings
   D. the muted colors of rock formations

_____ 4. What does the speaker refer to as “alive poems”?
   A. sun, moon, and stars
   B. plants, trees, and animals
   C. fields, forests, and hills
   D. sun, wind, and rain

_____ 5. According to the speaker, who knows the origin of the universe?
   A. the wind
   B. the earth
   C. the sky
   D. the stars

_____ 6. Which of the following does the speaker use as a metaphor for language?
   A. the earth’s surface
   B. a birth
   C. the stars
   D. a dance
7. What word is repeated throughout the poem?
   A. think  
   B. cherish  
   C. give  
   D. remember

8. Based on the writer’s voice, how would you describe her attitude toward the subject of the poem?
   A. indifferent  
   B. passionate  
   C. cynical  
   D. critical

9. What is the theme or main idea of this poem?
   A. Humans need to respect and preserve nature.  
   B. Humans need to remember the connection between themselves and the earth around them.  
   C. Humans need to explore the universe for other signs of life.  
   D. Humans need to appreciate the sacrifices of their ancestors.

10. Why is this poem classified as a lyric poem?
    A. The poem tells a story.  
    B. The poem honors or praises a loved one.  
    C. The poem relies heavily on monologue or dialogue.  
    D. The poem is highly musical and expresses the emotions of the speaker.
Eating Alone / The Floral Apron, page 252

Build Background

What kinds of sights, smells, sounds, tastes, and textures do you associate with the kitchen in your home? What feelings or emotions does the kitchen prompt in you? Write your responses on a separate sheet of paper.

Set Purpose

The poems “Eating Alone” and “The Floral Apron” have similarities, but they also reveal important differences. As you read, compare and contrast the role preparing food and eating plays in each poem and how food and eating relate to the culture and memories of each speaker. Record your ideas in the chart.

<table>
<thead>
<tr>
<th></th>
<th>“Eating Alone”</th>
<th>“The Floral Apron”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing food and eating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How food and eating relate to culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How food and eating relate to memories</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Practice Vocabulary

Complete each sentence with the correct vocabulary word from the box.

<table>
<thead>
<tr>
<th>absolved</th>
<th>braised</th>
<th>deigned</th>
<th>forbearance</th>
<th>plight</th>
</tr>
</thead>
</table>

1. The researchers expected aggressive behavior from the adult ape, not the _____________ it displayed toward the playful juvenile.

2. The _____________ of endangered species such as the California condor has been closely followed by many environmental groups.

3. Although they were not happy that we missed part of the movie, _____________________ me for being late.

4. Members of the junior varsity were surprised that the star of the varsity team _____________ to practice with them.

5. The chef _____________ the meat by browning and simmering it slowly in a covered pan.
Eating Alone / The Floral Apron, page 252

**Compare Literature: Setting and Mood**

The setting of a literary work is the time and place in which it occurs. Setting is often closely linked with mood, or the emotion created in the reader by the work. As you read each poem, pay careful attention to details that suggest the setting. Then consider how the setting relates to the mood of each poem. Use the chart to record specific details about the setting and the mood it creates.

<table>
<thead>
<tr>
<th>Story</th>
<th>Setting</th>
<th>Mood</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Eating Alone”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“The Floral Apron”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Eating Alone / The Floral Apron, page 252

Compare Literature: Setting and Mood (continued)

The settings of “Eating Alone” and “The Floral Apron” helped set the mood created by the poems. Use your chart as you answer the following questions about the settings and moods.

1. How are the settings of the two poems similar? How are they different?

2. Describe the mood “Eating Alone,” creates. Use specifics to back up your description.

3. A reader’s mood may shift in “The Floral Apron.” When might the shift take place? How does the shift contribute to the meaning of the poem?
Eating Alone / The Floral Apron, page 252

Compare Literature: Sensory Details

Fill in the chart with examples of sensory details from each of the stories. Then answer the questions at the bottom of the page.

<table>
<thead>
<tr>
<th>Poem</th>
<th>Sensory Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Eating Alone”</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>“The Floral Apron”</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

What are some of the adjectives that provide a sense of loneliness, isolation, and death in the poem “Eating Alone”?

__________________________________________________________________________

__________________________________________________________________________

What details are given to describe the squid in “The Floral Apron”? What is the speaker’s reaction to their cooking?

__________________________________________________________________________

__________________________________________________________________________
Eating Alone / The Floral Apron, page 252

Make Connections

Text-to-Text  The poem “The Floral Apron” addresses the cultural lessons passed on by an elder Asian to a younger generation. The fictional story “Two Kinds,” taught in Unit 1, also deals with Asians and their cultural connection. How are cultural traditions expressed in both stories? How is Jing-Mei exposed to Asian cultural traditions? How do you suppose the woman in the floral apron would look upon Jing-Mei’s mother’s efforts to cast her child as a prodigy?

Text-to-Self  In “Eating Alone,” the speaker laments the loss of his father through descriptions of food and isolation. Have you ever lost a friend or family member that you were close with? Are there particular scenes that you recall or associate with the person you lost? Using sensory details, describe a memory, a place, or an idea you associate with your lost loved one.
Selection Quiz: “Eating Alone”

Mirrors & Windows Question

What is the difference between being alone and being lonely? Why is loneliness often such a difficult emotion to deal with? Write your response on a separate sheet of paper.

In a Few Words  Write a brief answer to each question.

1. What does the speaker confuse for his father? ___________________________________________

2. What colors does the poet use in his descriptions? _____________________________

3. What time of day is it in the poem? __________________________________________

4. How does the speaker specifically refer to his loneliness? __________________________

Multiple Choice  Write the letter of the correct answer on the line.

_____ 5. Which of these is the speaker NOT having for dinner?
A. pear  C. shrimp  
B. onion  D. green peas

_____ 6. Which of these phrases does NOT emphasize the speaker’s loneliness?
A. a cardinal vanishes  C. strolled in silence
B. the garden is bare  D. among the windfall pears

_____ 7. The last line of the poem is
A. an ironic statement.  C. an example of hyperbole.
B. to be taken literally.  D. a metaphor.

_____ 8. The speaker’s memory of his father is
A. when he was young and vibrant.
B. when he was imparting an important lesson.
C. when he was old.
D. when he was cooking.
Eating Alone / The Floral Apron, page 252

Selection Quiz: “The Floral Apron”

Mirrors & Windows Question

What lessons should all children be taught? What happens if no one teaches children these lessons? Write your response on a separate sheet of paper.

Descriptions   Match the objects with their description.

_____ 1. soft as a child’s nose       A. a cleaver
_____ 2. tiny                        B. cartilage
_____ 3. sharp                       C. the lesson
_____ 4. primal                     D. the squid

Answer the Questions   Write a brief answer to each question.

5. What does the floral apron symbolize in the poem? ____________________________________

6. Why do you think the preparation and cooking of the squid so detailed?

____________________________________________________________________________________

____________________________________________________________________________________

7. What is one example of figurative language from the poem? _____________________________

____________________________________________________________________________________

____________________________________________________________________________________

8. To what does the speaker compare the preparation of the squid? __________________________

____________________________________________________________________________________

____________________________________________________________________________________
Eating Alone / The Floral Apron, page 252

What Do You Think?

You have compared the setting and mood of the poems “Eating Alone” and “The Floral Apron.” Now compare your thoughts and feelings about the poems themselves.

Which poem do you like better? Why? In the chart below, write your opinion and at least three strong, convincing reasons that support your opinion.

<table>
<thead>
<tr>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like the poem “_____________________________________________________________<strong>” better than the poem “</strong>___________________________________________________________.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

Use the chart to write a paragraph in which you state your opinion and support it with your reasons.

__________________________________________

__________________________________________

__________________________________________
Shall I compare thee to a summer’s day? / I know I am but summer to your heart, page 258

Build Background

Think about someone you love. What would you say in a love poem to him or her? What comparisons might come to mind for the emotions you feel for your loved one?

Set Purpose

Both Shakespeare in “Shall I compare thee to a summer’s day?” and Millay in “I know that I am but summer to your heart” talk about love, but their attitudes toward are completely different. As you read, explore the similarities and the differences in the messages and tones of the two poems. Use the Venn diagram below to record the similarities and differences in the message and tone of the two poems.

Practice Vocabulary

Complete the exercise by matching the word to its definition.

_____ 1. sonnet
_____ 2. stanza
_____ 3. iambic pentameter
_____ 4. couplet
_____ 5. meter
_____ 6. free verse

A. a two-line stanza
B. a group of lines
C. a lyric poem without regular rhyme, meter, or stanza division
D. a fourteen-line poem, typically written in iambic pentameter
E. a rhythmic pattern
F. five sets of unstressed-stressed syllable pattern per poetic line
Shall I compare thee to a summer’s day? / I know I am but summer to your heart, page 258

**Compare Literature: Iambic Pentameter and Meter**

Iambic pentameter is a type of meter, or rhythmic pattern, commonly used in sonnets. Each line consists of five iambs, or rhythmic units made up of a weakly stressed syllable followed by a strong one, as in the word forget. Look at the lines of poetry in the chart below. Determine if each line of poetry is written in iambic pentameter. Put stress marks above each syllable. Use ~ for weak syllables and / for strong syllables. If a line has five sets of unstressed-stressed syllables, it is iambic pentameter. An example is shown. Tell whether the line is in iambic pentameter.

<table>
<thead>
<tr>
<th>Lines of Poetry</th>
<th>Iambic Pentameter? Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>~ / ~ / ~ / ~ / ~ /</td>
<td>Yes</td>
</tr>
<tr>
<td>“No gracious weight of golden fruits to sell”</td>
<td></td>
</tr>
<tr>
<td>“Rough winds do shake the darling buds of May”</td>
<td></td>
</tr>
<tr>
<td>“Ideals are like the stars”</td>
<td></td>
</tr>
<tr>
<td>“I know I am but summer to your heart”</td>
<td></td>
</tr>
<tr>
<td>“Sometime too hot the eye of heaven shines”</td>
<td></td>
</tr>
<tr>
<td>“Drum on your drums, batter on your banjoes”</td>
<td></td>
</tr>
<tr>
<td>“When I come back to you as summer comes”</td>
<td></td>
</tr>
</tbody>
</table>
Shall I compare thee to a summer’s day? / I know I am but summer
to your heart, page 258

Compare Literature: Iambic Pentameter and Meter (continued)

A sonnet’s rhythm is created by its iambic pentameter. Read aloud “Shall I compare thee to a summer’s day?” and “I know I am but summer to your heart.” Study the sound and the rhythm of each poem. Then answer the questions below.

1. How does the use of iambic pentameter in the sonnets contribute to the way the poems are read aloud?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

2. An apostrophe is used to indicate that a letter or letters have been deleted from a word. In “Shall I compare thee to a summer’s day?” Shakespeare omitted letters in the words ow’st, grow’st, wander’st. Why do you think he did this?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Shall I compare thee to a summer’s day? / I know I am but summer to your heart, page 258

Compare Literature: Tone

Both “Shall I compare thee to a summer’s day” and “I know that I am but summer to your heart” focus on love. However, the authors’ tones are very different. Write three examples of phrases or lines that help present the tone of each poem in the table below. Then answer questions.

<table>
<thead>
<tr>
<th>Poem</th>
<th>Example of Tone</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Shall I compare thee to a summer’s day?”</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>“I know I am but summer to your heart”</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

How does the overall tone of “I know I am but summer to your heart” compare to the tone of “Shall I compare thee to a summer’s day?”

If Shakespeare were to write a reply to Edna St. Vincent Millay’s sonnet, what do you think the message would be?
Shall I compare thee to a summer’s day? / I know I am but summer to your heart, page 258

Make Connections

Text-to-Text  The poems “I Am Offering This Poem,” and “Shall I compare thee to a summer’s day?” are both love poems that convey their messages very differently. How does each poem convey the speaker’s sense of love? What do the speakers think their poems represent to the object of their affections?

Text-to-Self  In the sonnet “Shall I compare thee to a summer’s day?” the speaker compares his love to the beauty of a summer’s day. Imagine you were writing a sonnet to express love. What would you compare the subject of your poem to? What metaphors would you use to illustrate your love?
Shall I compare thee to a summer’s day? / I know I am but summer
to your heart, page 258

Selection Quiz: “Shall I compare thee to a summer’s day?”

Mirrors & Windows Question

How do you respond to the speaker’s assertion that the “eternal summer” of
his beloved will never fade? Is he being realistic, or is this claim merely wish
fulfillment? Why do you think so? Write your response on a separate sheet of
paper.

Tell What It Means  Tell what each phrase means.

1. What is the “eye of heaven”?

2. What does “summer’s lease hath all too short a date” mean?

3. What does “often is his gold complexion dimmed” mean?

4. What are “the eternal lines”?

Complete It  Choose terms from the box to complete the sentences.

iambic pentameter rhyme scheme sonnet

5. A _________________ is a 14-line lyric poem.

6. The _________________ of Shakespeare’s sonnet is abab cdcd efef gg.

7. The poem’s lines are written in _________________. 
Shall I compare thee to a summer’s day? / I know I am but summer to your heart, page 258

Selection Quiz: “I know I am but summer to your heart”

Mirrors & Windows Question

What is the difference between love and infatuation? How might ideas about love change throughout the course of a couple’s relationship? Are these changes positive or negative? Why? Write your response on a separate sheet of paper.

In a Few Words  Write a brief answer to each question.

1. What is the speaker’s concern at the end of the poem?

2. Interpret the lines “And I have loved you all too long and well/To carry still the high sweet breast of Spring.”

Multiple Choice  Write the letter of the correct answer on the line.

3. The line “wise and wintry thing” is an example of
   A. alliteration.
   B. personification.
   C. onomatopoeia.
   D. meter.

4. Which of the following is NOT a characteristic of iambic pentameter?
   A. ten syllables
   B. abab rhyme scheme
   C. weakly stressed syllable followed by a strong syllable
   D. five rhythmic units, or iamb

5. This poem is an example of a(n)
   A. Petrarchan sonnet.
   B. Italian sonnet.
   C. free verse sonnet.
   D. Shakespearean sonnet.
**What Do You Think?**

You have compared the rhythm and tone of the poems “Shall I compare thee to a summer’s day?” and “I know I am but summer to your heart.” Now compare your thoughts and feelings about the poems themselves.

Which poem do you like better? Why? In the chart below, write your opinion and at least three strong, convincing reasons that support your opinion.

<table>
<thead>
<tr>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like the poem “<em><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong>” better than the poem “</strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></em>.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

Use the chart to write a paragraph in which you state your opinion and support it with your reasons.
Ex-Basketball Player, page 268

Build Background: Poems About Fleeting Fame

In the poem that you are about to read, “Ex-Basketball Player,” the author, John Updike, narrates the life of a former high-school basketball player named Flick Webb. Once a small-town rising star who garnered recognition and praise for his skills on the court, Webb is now a washed-up athlete whose glory days have long since passed. He leads a mundane existence in the same town that once celebrated the talents of its native son.

Fleeting fame or glory has been the subject of several well-known poems. With a partner of your choosing, research online the following poems and answer the questions that follow.

- “To an Athlete Dying Young” by A. E. Housman
- “The Winding-Up” by Walt Whitman
- “Sonnet 25” by William Shakespeare
- “Stanzas Written on the Road Between Florence and Pisa” by Lord Byron
- “Elegy Written in a Country Churchyard” by Thomas Gray

1. Write a brief summary of the poem.

2. What is the poem’s theme or central message or perception about life?

3. What lines from the poem support the idea that fame or glory is fleeting?

4. How would you describe the poem’s tone, or emotional attitude toward the reader or toward the subject? For a list of words to help you describe the poem’s tone, refer to page E173 in Passport.

5. According to these poems, what is the great equalizer for those who experienced passing fame?
Ex-Basketball Player, page 268

Analyze Literature: Symbolism

Symbolism, or a type of figurative language where a writer uses a symbol to stand for or represent both itself and something else, is a common device used in poetry. Symbolism creates imagery for readers, allowing them to find nuances or shades of meaning in the poet's words. As you are reading, answer the questions posed about the symbols used in the poem “Ex-Basketball Player.”

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning of Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flick Webb</td>
<td>• What is symbolic about the main character’s name?</td>
</tr>
<tr>
<td>Pearl Avenue</td>
<td>• How is Pearl Avenue symbolic of Flick Webb’s road in life?</td>
</tr>
<tr>
<td>Berth’s Garage</td>
<td>• How is the name of the garage symbolic?</td>
</tr>
<tr>
<td></td>
<td>• What is symbolic about having the garage face west?</td>
</tr>
<tr>
<td>Gas pumps</td>
<td>• What do the gas pumps symbolize or represent?</td>
</tr>
<tr>
<td>Tiers of Necco Wafers, Nibs, and Juju Beads</td>
<td>• What do the tiers or stands of candy symbolize or represent?</td>
</tr>
</tbody>
</table>
**Selection Quiz**

**True or False**

Write *T* if the statement is true or *F* if the statement is false.

_____ 1. Choosing to remain in his hometown after high-school graduation, Flick Webb currently works at Berth’s Garage.

_____ 2. Flick is an ex-basketball player with average ability.

_____ 3. Flick attended high school in the 1960s.

_____ 4. According to the narrator of the poem, Flick’s hands were like wild birds—fine and nervous.

_____ 5. Flick never learned a trade.

_____ 6. In his free time, Flick still likes to dribble basketballs on a playground court.

_____ 7. When he is not working, Flick likes to hang out at Mae’s Luncheonette.

_____ 8. Flick enjoys pinball, thin cigars, and lemon phosphates.

_____ 9. The only stands that surround Flick now are the candy stands at the diner.

_____ 10. Flick’s life continues to follow a meteoric rise to fame.
Marching Through a Novel, page 271

Vocabulary

Words in Action

Knowing vocabulary words means more than simply understanding their definitions. You also need to be able to apply your knowledge of them. Read each question below and write the letter of the best answer on the line.

1. Which of the following plants would you find in a marsh?
   A. cacti
   B. clover
   C. collards
   D. cattails

2. Which of these situations might require the use of flak?
   A. warfare
   B. medical emergency
   C. graduation ceremony
   D. driving test

3. Which of the following situations might force an individual to slog?
   A. a shallow puddle
   B. a deep snowdrift
   C. a groomed golf course fairway
   D. a moving escalator

4. Which of the following situations might encourage an individual to act docilely?
   A. a public protest or demonstration
   B. a heated debate
   C. a high-school pep rally
   D. a court hearing

5. Which of the following would not be considered a mannerism of an individual?
   A. cracking knuckles
   B. brushing teeth
   C. biting fingernails
   D. twirling hair

6. Which of the following things would not be considered an impediment?
   A. a tunnel through a mountain
   B. a lodged piece of food in the esophagus
   C. a blood clot in an artery
   D. a downed electrical wire across a road
_____ 7. In which of the following venues would you display a contrivance?
   A. an ice sculpture contest
   B. a watercolor art exhibit
   C. a science and technology fair
   D. a landscaping design exposition

_____ 8. Which of the following duties would not be assigned to a quartermaster in the United States?
   A. navigating a naval ship
   B. supplying army ground troops with provisions
   C. organizing camping supplies in a scout troop
   D. preparing food in the galley of a navy ship

_____ 9. Which of the following activities does not have a check maneuver that a participant would need to learn?
   A. chess
   B. playing cards
   C. waltzing
   D. ice hockey

Matching

Write the letter of the correct answer on the line. Use a dictionary if necessary.

_____ 10. impediment
   A. a tract of soft wet land
   B. a characteristic and often unconscious way of doing something
   C. an obstruction or obstacle
   D. an evasive movement or shift in tactics
   E. to walk or plod heavily
   F. easily managed or handled

_____ 11. mannerism
   B. a characteristic and often unconscious way of doing something

_____ 12. slog

_____ 13. marsh

_____ 14. maneuver

_____ 15. docilely
Build Background: Stream-of-Consciousness Writing

In the prose poem that you are about to read, “Holidays,” the author, Jamaica Kincaid, uses a stream-of-consciousness technique that allows readers to experience, moment by moment, the speaker’s flow of feelings, thoughts, and impressions as her mind and body wander restlessly while at a mountain vacation spot. This literary technique allows readers to not only be privy to the workings of the speaker’s mind but also establishes the overriding mood of indecisiveness, restlessness, and dissatisfaction that the speaker is feeling in her alien surroundings.

Using a stream-of-consciousness technique in writing can expose a character like no other type of characterization technique. Aside from revealing a character’s thoughts and feelings, readers have the opportunity to see a character’s motivations, reactions, strengths and vulnerabilities—even his or her sense of humor! Because this type of writing reflects a flow or stream of ideas, the organization of these ideas is loose, and the mechanics of the writing (grammar and style) are, at times, unconventional.

Characteristics of the Stream-of-Consciousness Technique

For this assignment, you will have the opportunity to try your hand at stream-of-consciousness writing. Before you begin writing, familiarize yourself with the general characteristics of the stream-of-consciousness technique:

- Establish a setting. Where are you and why are you there?
- Comment on the sensory details of your surroundings: sights, sounds, smells, tastes, touches.
- Include your thoughts, emotions, sensations, impressions, or memories. Record these ideas exactly as they sound in the interior monologue going on inside your head. You will want to intersperse actions along with your thoughts and feelings.
- Don’t be concerned with grammar and punctuation conventions as you write down your thoughts. Quite often, stream-of-consciousness writing contains fragments, ellipses, and dashes—all of which indicate an interruption in a thought process.
- Use spare, simple language that reflects your psychological and emotional states.
- Use first-person point of view (the use of “I”).
- Focus your writing on recording moments, and not on advancing through time toward an ending. Because of the randomness of this technique, your writing may not always be cohesive. In other words, the ideas may jump around a bit. Keep in mind, however, that the “story” must continue to make forward progress.
Immersion in Stream-of-Consciousness Writing

Choose one of the situations from the list below as your “story” starter. These topics parallel Kincaid’s prose poem in that each situation has you (the speaker) being unhappy or bored in a specific place.

- You are in your bedroom, after being grounded for a recent behavior.
- You are seated at a holiday table with relatives whose company you don’t enjoy.
- You are on vacation in a place that you don’t want to visit.
- You are on an interminable car ride with your family.
- You are stranded in your car at the side of the road by weather, a lack of gas, or a minor accident.
- You are asked to do an unpleasant task at your workplace or around the house.
- You are being dragged by your friends to a theater to watch a movie that you don’t want to see.
- You are practicing a musical instrument at home, even though you resent this use of your time.
- You are being asked to participate in a physical education activity that you find challenging.
- You are on a museum tour to experience culture and fine arts and, although your feet are moving forward, your mind is wandering.

After you have chosen your “story” starter, you will be asked to write for ten minutes on this topic. To help clear your mind for this task, close your eyes and picture yourself in the situation that you have chosen. Take a deep breath and relax, which will help free your mind from other distractions. Then begin writing down your thoughts, feelings, and actions as they enter your mind.

Sharing Your Thoughts

When you have finished with your stream-of-consciousness writing, you will have the opportunity to share your passage with your classmates if you choose to do so. As you are listening to the passages of others, consider how the use of this technique reveals distinct personalities and, perhaps, some common insights.
Analyze Literature: Prose Poem

A prose poem is a work, usually brief and written in prose, that makes such extensive use of poetic language that the line between prose and poetry becomes blurred. The term prose poem is actually an oxymoron, or a group of words that contradict themselves or are opposites. So even though the text of a prose poem appears like prose, the words read like poetry.

As you are reading, fill in the graphic organizers below with evidence that indicates that “Holidays” has both elements of prose and of poetry. If necessary, refer to the definitions of the words prose and poetry on page R5 of your student textbook.

<table>
<thead>
<tr>
<th>Elements of Prose</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The poem has sentences and paragraph breaks.</td>
<td>• The poem has two paragraphs beginning with “I sit on the porch facing the mountains.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elements of Poetry</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The poem uses frequent repetition, or the writer’s intentional reuse of a sound, word, phrase, or sentence. Repetition is a common literary technique used in poetry.</td>
<td>• The speaker repeats the following words and phrases: “I,” “I scratch,” “thorax,” “I feel,” “I go to the village store,” “I sit on the porch facing the mountains,” “I can see,” “Should I,” “Perhaps I will take a nap.”</td>
</tr>
</tbody>
</table>
Selection Quiz

Multiple Choice

Write the letter of the correct answer on the line.

_____ 1. What is the setting of the prose poem?
   A. a beach house
   B. an urban condominium
   C. a mountain retreat
   D. a desert dwelling

_____ 2. Which of these creatures does the speaker mention observing?
   A. flies, a bumblebee, ants
   B. a caterpillar and spiders
   C. bees, fireflies, and ladybugs
   D. ants and wasps

_____ 3. What word sticks in the speaker’s mind after leafing through a book on butterflies and moths?
   A. antennae
   B. proboscis
   C. wings
   D. thorax

_____ 4. What action does the speaker perform with her big toe?
   A. She uses her big toe to count balls on a ball frame.
   B. She uses her big toe to write her name in the fireplace ashes.
   C. She wiggles her big toe in wet paint.
   D. She flexes her big toe back and forth to produce a cracking sound.

_____ 5. What does the speaker think about buying at the village store?
   A. a butterscotch candy
   B. an ice-cream bar
   C. a peach
   D. a muffin

_____ 6. According to the speaker, what body position indicates an evil superstition?
   A. crossing your legs at the ankles
   B. sitting with your hands on your head
   C. resting your chin on the palm of your hand
   D. crossing your arms
7. What does the speaker do with the letter that she is writing?
   A. She sends the letter to her friend.
   B. She crumples up the letter and throws it in the wastebasket.
   C. She places the letter between the pages of the book that she is reading.
   D. She folds the letter into a paper airplane and flies it across the room.

8. What fascinates the speaker at the end of the poem?
   A. the scuttling of a spider as it moves across the floor
   B. the tinkling of the chimes on the porch
   C. the hovering of a hummingbird outside the bedroom window
   D. the tapping of her toes to a musical beat

9. What dream does the speaker hope to have during her “nice long nap”?
   A. a dream in which she is not sitting on the porch facing the mountains
   B. a dream in which she has painted the empty canvases she has found in the house
   C. a dream in which she migrates with the butterflies to a new home for the winter
   D. a dream in which she savors the warm, tropical breezes of her home

10. What word best describes the mind-set of the speaker in this poem?
    A. angry
    B. restless
    C. scared
    D. content

Short Answer

Write a definition for each of the following literary terms.

11. prose poem

12. stream-of-consciousness technique

13. style

14. summary
Poetry / Introduction to Poetry, page 282

Build Background

What elements of a poem appeal to you most: the sound devices, the images, or the speaker's ideas and feelings? Write your responses on a separate sheet of paper.

Set Purpose

Poetry has been defined in many different ways. “Poetry” and “Introduction to Poetry” seek to define what poetry is and what it means to readers. Sometimes, you can better understand the point of a poem by paraphrasing the poets’ words. Use the chart to help identify the meaning of poetry according to each poem. Complete the following paraphrase chart using a line or stanza from each poem.

<table>
<thead>
<tr>
<th>“Poetry”</th>
<th>“Introduction to Poetry”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line / Stanza</td>
<td>Line / Stanza</td>
</tr>
<tr>
<td>My Paraphrase</td>
<td>My Paraphrase</td>
</tr>
<tr>
<td>My thoughts</td>
<td>My thoughts</td>
</tr>
</tbody>
</table>

Practice Vocabulary

Match each word to its definition below.

<table>
<thead>
<tr>
<th>concede</th>
<th>insistent</th>
<th>discard</th>
<th>probe</th>
<th>wariness</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ____________</td>
<td>caution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. ____________</td>
<td>explore or search</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. ____________</td>
<td>throw away</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. ____________</td>
<td>persistent in maintaining or demanding something</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. ____________</td>
<td>admit</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Compare Literature: Personification and Paradox

Personification is a figure of speech in which an idea, an animal, or a thing is described as if it were a person. A paradox is a seemingly contradictory statement, idea, or event that may actually be true. As you read, notice the ways Collins and Giovanni personify poetry and call attention to poetry’s often paradoxical qualities. Use the chart to record examples of personification and paradox from the poems.

<table>
<thead>
<tr>
<th>Poem</th>
<th>Examples of Personification</th>
<th>Example of Paradox</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Poetry&quot;</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>&quot;Introduction to Poetry&quot;</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
Compare Literature: Personification and Paradox (continued)

Poetry is filled with personification and paradox. In fact, giving human qualities to animate and inanimate objects, as well as creating contradictions through paradoxes, are two common tools that poets use. Read “Poetry” and “Introduction to Poetry” in the Compare Literature section and then answer the questions below. Use the table you made on the last page for assistance.

1. In what ways do Giovanni and Collins use personification?

2. How does the use of personification affect the way you feel about and understand the poems?

3. What qualities of poetry could be called paradoxical?

4. What does the fact that paradoxes exist in these poems about poetry say about the nature of poetry?
Compare Literature: Similes and Metaphors

Both “Poetry” and “Introduction to Poetry” use personification. They use other examples of figurative language to enhance their imagery as well. Read the poems to find examples of similes and metaphors. Then answer questions at the bottom of the page.

<table>
<thead>
<tr>
<th>Poems</th>
<th>Examples of Similes</th>
<th>Example of Metaphors</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Poetry”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Introduction to Poetry”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write an original simile to make a comparison between a poem and another object.

____________________________________________________________________________________

Write an original metaphor to make a comparison between a poem and another object.

____________________________________________________________________________________
Poetry / Introduction to Poetry, page 282

Make Connections

Text-to-Text   Both “Remember,” and “Poetry” use personification. To what is the poet of each poem giving human characteristics? How does the use of this type of figurative language differ in the poems?

Text-to-Self   In “Introduction to Poetry,” the author laments that the students want “tie the poem to the chair with a rope and torture a confession out of it.” What does the poet mean? Are you guilty of the same tactic? What suggestions does the poet offer to help a reader enhance his or her understanding of poetry? Do you think the poet is correct, or that his suggestions allow for too much subjectivity? Explain.
Selection Quiz: “Poetry”

Mirrors & Windows Question

Does poetry serve a purpose in the “real” world? What are the benefits of being able to read and understand poetry? Write your response on a separate sheet of paper.

In a Few Words  Write a brief answer to each question.

1. The line, “ignoring the weary wariness of our own logic,” uses what sound techniques? ___________________________________________________________________

2. What feeling do all poet’s have, according to the author? ________________________________

3. What does a poem never say? _____________________________________________________

Multiple Choice  Write the letter of the correct answer on the line.

_____ 4. Poetry is given all the following characteristics EXCEPT
   A. grace.
   B. strength.
   C. weakness.
   D. gentleness.

_____ 5. Which of the following quoted statements most aptly summarizes the philosophy of the poet?
   A. “Anything that can go wrong, will go wrong.”
   B. “I think, therefore I am.”
   C. “Absolute power corrupts absolutely.”
   D. “No man is an island.”

_____ 6. “Poetry” is an example of a(n)
   A. lyric poem.
   B. ode.
   C. elegy.
   D. tanka.
Selection Quiz: “Introduction to Poetry”

Mirrors & Windows Question

What is the most effective way to read a poem? Does trying to analyze and find special meaning in a poem ruin it or enhance it? Explain your answer. Write your response on a separate sheet of paper.

Tell About It  Tell what each of these images means.

1. Image: water-ski across the surface of a poem.

2. Image: Press an ear against the hive.

3. Image: feel the walls for a light switch

4. beating it with a hose

Multiple Choice  Write the letter of the correct answer on the line.

5. A poem is compared to all of the following EXCEPT
   A. a color slide.
   B. a hive.
   C. a chair.
   D. a room.

6. “Introduction to Poetry” is an example of
   A. free verse.
   B. blank verse.
   C. a ballad.
   D. a narrative poem.
What Do You Think?

You have compared the figurative language and the paradoxes of the poems “Poetry” and “Introduction to Poetry.” Now compare your thoughts and feelings about the poems themselves.

Which poem do you like better? Why? In the chart below, write your opinion and at least three strong, convincing reasons that support your opinion.

<table>
<thead>
<tr>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like the poem “<em><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong>” better than the poem “</strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></em>.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

Use the chart to write a paragraph in which you state your opinion and support it with your reasons.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
The Bean Eaters / Dream Variations, page 288

Build Background

When do you feel a sense of celebration in life? What objects do you have around you in your room? What do they say about who you are?

Set Purpose

By studying the details from the poem, you can draw conclusions about the main idea. Add details from either “The Bean Eaters” or “Dream Variations” to the outer circles of the map. Then, write the main idea of the poem in the center circle.

Practice Vocabulary

Match each word to its definition below.

<table>
<thead>
<tr>
<th>flatware</th>
<th>twinge</th>
<th>receipt</th>
<th>fringe</th>
<th>chipware</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>forks, knives, and spoons</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>formal written notice acknowledging payment received</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>small stab of pain</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>chipped china dishes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>decorative border of short strands</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**The Bean Eaters / Dream Variations**, page 288

**Compare Literature: Rhyme and Theme**

Rhyme is the repetition of sounds in two or more words or lines of verse. Theme is a central message or perception about life that is revealed through a literary work. As you read these two poems, compare and contrast the way each poem uses rhyme, and consider the themes they share. Then complete the table with details about the rhyme and themes of “The Bean Eaters” and “Dream Variations.”

<table>
<thead>
<tr>
<th>Poem</th>
<th>Rhyme</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The Bean Eaters”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Dream Variations”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Bean Eaters / Dream Variations, page 288

Compare Literature: Rhyme and Theme (continued)

Read “The Bean Eaters” and “Dream Variations” and then answer the questions about rhyme and theme. Refer to the information in the chart on the previous page.

1. What type of rhyme does Brooks use in “The Bean Eaters”? Does her use of rhyme follow a consistent pattern throughout the poem?

2. What rhyme exists in “Dream Variations”?

3. What common theme or themes do the poems share?

4. How does the use of rhyme contribute to the theme of “Dream Variations”?
Compare Literature: Sensory Details

Both Gwendolyn Brooks and Langston Hughes create strong imagery by using sensory details in their poetry. Find examples of sensory details in each poem. Add the details to the webs. Then answer the questions.

What mood is created by the sensory details in “The Bean Eaters”?

What mood is created by the sensory details in “Dream Variations”?

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The Bean Eaters / Dream Variations, page 288

Make Connections

Text-to-Self  The poem “Dream Variations” expresses the author’s dream to live in freedom and happiness. What is your dream? The poem’s speaker identifies a detail about himself through a simile. Think of a simile to provide a detail about yourself and your dream.

Text-to-World  The “The Bean Eaters” was inspired by Vincent Van Gogh’s painting “The Potato Eaters.” Identify other well-known works of art. What topic or theme might they inspire?
The Bean Eaters / Dream Variations, page 288

Selection Quiz: “The Bean Eaters”

Mirrors & Windows Question
Do you know people, or have you heard of people, who resemble the “old yellow pair”? What is your impression of their lifestyle? How would you describe their philosophy of life? Write your response on a separate sheet of paper.

Multiple Choice    Write the letter of the correct answer on the line.

_____ 1. “The Bean Eaters” is an example of what type of poem?
   A. a lyric poem
   B. a sonnet
   C. an elegy.
   D. an ode.

_____ 2. What does the line “Two who have lived their day” mean?
   A. The pair go to bed early.
   B. The pair are wild and raucous.
   C. The pair are past their prime.
   D. The pair prefer the night.

_____ 3. The line “Plain chipware on a plain and creaking wood” provides an example of
   A. symbolism.
   B. personification.
   C. internal rhyme.
   D. repetition.

In a Few Words    Write a brief answer to each question.

4. Describe the “old yellow pair” using your own words. __________________________________

5. The phrase “twinklings and twinges” uses what sound technique? ____________________________

6. The final two lines of the poem create what kind of feeling or impression about the characters “rented back room”? ____________________________________________
Selection Quiz: “Dream Variations”

Mirrors & Windows Question

What makes you, like the speaker in Hughes’s poem, really want to dance and whirl? How do you express those feelings? Write your response on a separate sheet of paper.

Write an Answer  Write a answer to each question.

1. Which line in the poem best suggests the theme? Explain your answer.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. What is the overall mood for “Dream Variations”?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. What do you think flinging arms wide and whirling and dancing represent in the poem?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

That’s a Match  Match each line with the figurative language or sound device it illustrates.

_____ 4. simile

_____ 5. consonance

_____ 6. repetition

_____ 7. personification

A. “Dance! Whirl! Whirl!”

B. “In some place of the sun”

C. “Dark like me”

D. “Night coming tenderly”
What Do You Think?

You have compared the rhyme, the theme, and the sensory details of the poems “The Bean Eaters” and “Dream Variations.” Now compare your thoughts and feelings about the poems themselves.

Which poem do you like better? Why? In the chart below, write your opinion and at least three strong, convincing reasons that support your opinion.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>I like the poem “<strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong>” better than the poem “</strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong>.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasons</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Use the chart to write a paragraph in which you state your opinion and support it with your reasons.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Group Discussion Questions

Choose a partner and discuss the following questions. Then record your answers on a separate piece of paper. Be sure to provide adequate explanations for your responses, and be prepared to share your answers in a classroom discussion.

“We Real Cool”

1. What observances does the poet make about the pool players?

2. What type of rhyme is used in this poem? Find examples to support your answer.

3. “We Real Cool” is considered a lyric poem. What poetic devices contribute to the poem’s musicality or rhythm?

4. What is the theme of the poem? How does the structure of the poem underscore this theme?

5. What is the irony in the poem’s title?

“Teacher”

6. How does the speaker reflect on the life that he has led?

7. What is the rhyme scheme of the poem?

8. “Teacher” is considered a lyric poem. What poetic devices contribute to the poem’s musicality or rhythm?

9. What is the theme of the poem?

10. How would you describe the poem’s tone, or emotional attitude toward the reader or toward the subject implied by a literary work?

“We Real Cool” and “Teacher”

11. How do these poems reflect two different philosophies about life? Which philosophy is more in tune with your own philosophy?

12. What do these poems imply about the role of education in an individual’s life?
In the poem that you are about to read, “Jazz Fantasia,” the author, Carl Sandburg, pays tribute to jazz music and its ability to capture a wide range of emotions. Sandburg refers to several conventional musical instruments used to produce jazz but also mentions two a typical or unconventional instruments: tin pans and tin cans.

The Roots of Jazz

The use of unusual objects to produce music was common among African slaves in America who used these objects to express their emotions, to secretly communicate with each other, and to celebrate their cultural traditions. The striking, shaking, or scraping of these unusual objects (known as percussion), in conjunction with the beating of drums, provided the rhythm or beat of work songs, spirituals, and blues music. These early African-American songs became the inspiration for the jazz music that we know today.

The Revival of Percussion Music

In recent years, musical innovators have drawn on the roots of jazz and their use of unusual percussion instruments to create alternative music. The popularity of the Broadway musical STOMP, performed by a dance percussion troupe, and the band Blue Man Group has contributed to a resurgence of this centuries-old art form. Both groups use household objects to create a musical and theatrical performance for their audiences. For performances of STOMP, participants primarily use brooms, garbage can lids, poles, bins, sand, metal sinks, and drumsticks to produce music. For Blue Man Group, band members use plastic pipes. These types of musical performances where common household or junk items are used are commonly referred to as junk percussion, and the bands that perform this type of music are known as junk bands. Even Oscar the Grouch on the television show Sesame Street has been swept up by this revival and has created his own junk band music for young children. His band members blow on a comb covered with waxed paper, bang on a tin can with a broom, rattle dried orange peel in a can, blow across the top of an open soda bottle, and rattle an ice cube tray.

Junk Percussion Band Performance

Now is your opportunity to be part of this new craze of experimental music. Form a group with either four or five other students. You and the other members of your group will participate in a musical performance that showcases your ability to
create music from common household objects. Below are the guidelines for your musical performance:

- Your group must videotape a five- to ten-minute instrumental performance with the participation of all group members.
- Your group must choose five to ten common household objects to play for this performance. Raiding a kitchen, garage, or toy storage bin for these items is a good place to start. Remember that unusual sounds can be made by performing certain actions with the chosen objects: Squeezing, shaking, grating, plucking, spinning, pulling, stretching, blowing, winding, and bending can all be used to produce sounds. Also keep in mind that your group will need to experiment with harsh sounds and soft sounds in order to create emotions and vary the moods of your performance.
- Your video presentation must have an opening segment that introduces your group members and discusses the objects that they will playing.
- The music that your group creates can be original or can reproduce the sounds of a familiar song.
- Singing is not allowed for this performance; however, you may certainly add any theatrics (costumes and props) and dance to your performance. To give you some ideas as to what famous bands use in their performances, go online and research STOMP, Blue Man Group, or other junk percussion groups or bands.
- Create a name for your junk band based on the type of music that your group will produce.

**Grading of Your Junk Band Performance**

The grading of your musical performance will be based on the following criteria:

- Musicality
- Showmanship (entertainment and energy)
- Creativity of Chosen Instruments
- Overall Originality

Bonus points will be awarded to the group that demonstrates the best musical presentation among all of the classroom groups.
Jazz Fantasia, page E188

Analyze Literature: Sound Imagery

In “Jazz Fantasia,” Carl Sandburg uses several literary techniques, including alliteration, onomatopoeia, and assonance, to evoke sound imagery. These techniques not only reinforce the central idea of the poem (appreciating the wide range of emotions and sounds of jazz music) but also add a musical quality to the poem’s language. The overall effect mimics a spontaneous musical composition, or fantasia.

Fill in the graphic organizer below with examples of these three literary techniques.

<table>
<thead>
<tr>
<th>Alliteration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition:</strong> Alliteration is the repetition of initial consonant sounds.</td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
</tr>
<tr>
<td>• “batter on your banjoes”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Onomatopoeia</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition:</strong> Onomatopoeia is the use of words or phrases that sound like the things to which they refer.</td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
</tr>
<tr>
<td>• “husha-husha-hush”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assonance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition:</strong> Assonance is the repetition of vowel sounds. In this poem, the vowel sound that is repeated frequently is the long o [long o sound] sound.</td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
</tr>
<tr>
<td>• “banjoes”</td>
</tr>
</tbody>
</table>
Selection Quiz

True or False

Write T if the statement is true or F if the statement is false.

_____  1. The speaker of the poem is addressing a group of jazz musicians.

_____  2. The speaker believes that the appeal of jazz music lies in its sole ability to awaken the senses with its loud, brash sounds.

_____  3. The musical instruments that the speaker refers to in the poem are those that are typically found in orchestras.

_____  4. “Batter on your banjoes” is an example of Carl Sandburg’s use of alliteration.

_____  5. The structure of the poem is rigid and uses a definite rhyme scheme.

_____  6. When Sandburg uses the phrase “moan like an autumn wind,” he is using a metaphor.

_____  7. Sandburg uses onomatopoeic words in his poem to imitate the sounds of jazz music.

_____  8. In the poem, Sandburg uses formal diction, or word choice, to express the powerful effects of jazz music.

_____  9. “Go to it, O jazzmen” is a refrain, or a line that is repeated in the poem.

_____ 10. “Jazz Fantasia” reflects Sandburg’s appreciation of jazz music and of the wide range of emotions that the music conjures up in its listeners.
Build Background: Composing Tanka

History of Tanka

The poems that you are about to read are modeled after the oldest form of poetry, the Japanese tanka. The word *tanka* comes from the Japanese words *tan*, meaning “short,” and *kan*, meaning “verse.” Dating back to the 5th century, tanka were originally written by members of the Japanese Imperial Court to honor a special occasion or acknowledge the intimacy of a relationship. This tradition continues today, with members of the Japanese royal family creating tanka for national celebrations as well as for private celebrations among family members (such as a marriage or birth).

Poetic Structure of a Tanka

Writing a tanka can be challenging, despite its brevity in length. In traditional tanka, the poet must carefully craft a verse that presents an image from nature and an emotional response to that image. Like other poets, the poet composing tanka pays special attention to sensory imagery, symbolism, and word choice (in particular, word association). But the true difficulty for the individual who writes tanka is transforming an ordinary subject into something extraordinary and lyrical—and doing so within the limitations of a certain number of syllables.

Like a haiku, a tanka has a set poetic structure: The poem consists of five lines, with five syllables in the first and third lines and seven syllables in the other lines, for a total syllable count of thirty-one. The syllabic pattern, then, is 5–7–5–7–7. The first three lines (5–7–5) are known as *kami-no-ku*. These lines present an image in nature. The last two lines (7–7) are known as *waki*. These two lines are an emotional response to that image. The third line in a traditional tanka holds a special significance. It is called the *kakekotoba*. This line is a group of pivot words that move the reader from the nature image to the emotional response. What is interesting about these pivot words is that when the reader reads lines 1–3 of the tanka, he or she is left with one meaning. Then when the reader reads lines 3–5, he or she is left with a different meaning. That is because the pivot words are words they often have a double meaning: For example, the word *blossom* means “a flower bud,” but it also means “to grow.” Using the word *blossom* in the third line of a tanka would move the reader from an image in nature (for example, the blossom on a budding tree) to an emotional response (for example, the love of a couple that blossoms or grows as a budding tree). This clever wordplay requires insight into the shades of meaning of certain words.
Symbolic Words in a Tanka

Another important aspect to creating tanka is rooted in the Japanese tradition of *kigo*, or the use of symbolic words that have certain associations with the seasons of nature. Most Japanese poetry uses *kigo* because of its cultural associations, allowing the poet to express setting and emotion in a familiar shorthand or communication system. For example, certain flowers are associated with certain seasons: Mentioning plum, cherry, or peach blossoms in a tanka makes a reference to spring; the iris and lily, to summer; and so on. Certain animals, as well, are symbolic of certain seasons: The deer and the crane are associated with autumn; the owl and the fox are references to winter. Even celestial bodies, such as the sun and moon, have symbolic meanings. The sun is associated with a source of light and life, and the moon is seen as a mirror reflecting loved ones. Although not all tanka uses *kigo*, being familiar with these seasonal words is helpful in understanding this poetic form.

Other Characteristics of a Tanka

Aside from a set structure and careful word choice, a tanka has the following characteristics:

- is personal or subjective
- alludes to a setting in nature and an action (although contemporary tanka does not always follow this tradition)
- uses sensory imagery, such as similes and metaphors, to paint a picture for the reader
- uses sound devices, such as alliteration, assonance, and consonance, to create a sense of rhythm and flow
- evokes a strong emotional response in the reader

Creating Your Own Tanka

Writing a tanka can be a fun and creative exercise. To experiment with this form of poetry, choose a partner for this assignment. Your group’s task will be to create a tanka based on a celebration (holiday, ceremony, special occasion). To familiarize yourselves with different tanka that have been written, refer to the Tanka Society of America website or other websites that promote this form of poetry. Keep in mind the characteristics of tanka as you are composing your own.

When your group has completed the tanka, you and your partner should write down your verse on a piece of posterboard. Your group will then present your verse in a classroom tanka competition. Class members will vote on their favorite tanka, and the winning group will receive bonus points for their submission.
Three Tanka, page E192

**Analyze Literature: Sound Devices**

Tanka relies on sound devices, such as assonance, consonance, and alliteration, to provide a musical quality and to help establish the flow of the short verse. Fill in the graphic organizers below with sound devices that you observe during your reading of the tanka.

### Assonance

**Definition:** Assonance is the repetition of vowel sounds.

| Okamoto Kanoko’s poem: | One vowel sound that is repeated is \( û \), pronounced like “oo.”  
|:----------------------|---------------------------------------------------------- |
|                       | • “roots”                                                 |
| Another vowel sound that is repeated is \( ou \), pronounced like “ow.”  
|                       | • “flower”                                                |

| Miyazawa Kenji’s poem: | The vowel sound that is repeated is \( â \) or \( ò \), pronounced like “aw.”  
|:----------------------|---------------------------------------------------------- |
|                       | • “dawn”                                                  |

| Tsukamoto Kunio’s poem: | The vowel sound that is repeated is \( ò \), pronounced like “oh.”  
|:----------------------|---------------------------------------------------------- |
|                       | • “cold”                                                  |

### Consonance

**Definition:** Consonance is a kind of rhyme in which the consonant sounds of two words match, but the preceding vowel sounds do not.

<table>
<thead>
<tr>
<th>Okamoto Kanoko’s poem:</th>
<th>“stand”</th>
</tr>
</thead>
</table>

### Alliteration

**Definition:** Alliteration is the repetition of initial consonant sounds.

<table>
<thead>
<tr>
<th>Tsukamoto Kunio’s poem:</th>
<th>“Standing still”</th>
</tr>
</thead>
</table>
Three Tanka, page E192

Selection Quiz

Multiple Choice

Write the letter of the correct answer on the line.

_____ 1. What do all three tanka have in common?
   A. The tanka have three lines, similar to haiku.
   B. The tanka were written by the same poet.
   C. The tanka have nature references.
   D. The tanka evoke disturbing images.

_____ 2. What literary technique is used in all three tanka?
   A. repetition
   B. onomatopoeia
   C. rhyme
   D. imagery

_____ 3. How would you describe the mood of all three tanka?
   A. calm and serene
   B. dark and pessimistic
   C. angry and spiteful
   D. spirited and carefree

_____ 4. In Okamoto Kanoko’s poem, what comparison does the speaker make to life?
   A. The speaker compares life to a blooming flower.
   B. The speaker compares life to the drifting fog.
   C. The speaker compares life to the dawn of morning.
   D. The speaker compares life to the emergence of spring.

_____ 5. In Miyazawa Kenji’s poem, what does the speaker detect in the air of the mountain pass?
   A. the smell of the grassy slopes
   B. the smell of green tomatoes
   C. the smell of clover
   D. the smell of smoke from the cabin in the valley

_____ 6. In Tsukamoto Kunio’s poem, what does the speaker wonder?
   A. The speaker wonders if the twilight years bring peace to a tired soul.
   B. The speaker wonders if a soul is similar to a willow tree.
   C. The speaker wonders if a soul resembles a leaf of gold.
   D. The speaker wonders if the twilight years are golden.

Short Answer

Write your answer to each of the following questions on a separate sheet of paper.

7. What is the structure of a tanka?
8. What is one difference between a haiku and a tanka?
9. In what country did haiku and tanka originate?
10. What are sensory details?
Practice Vocabulary

The following terms are related to poetry. Match each term with its definition. Write the letter of the definition on the line.

_____ 1. alliteration  A. the repetition of vowel sounds
_____ 2. simile  B. a comparison of two dissimilar objects, using the word like or as
_____ 3. metaphor  C. the repetition of the same sound at the beginning of several words
_____ 4. onomatopoeia  D. a comparison of two dissimilar objects, without using like or as
_____ 5. assonance  E. the use of words or phrases that sound like the things to which they refer
_____ 6. ode  F. poetry that is free from regular rhyme, meter, or stanza division
_____ 7. free verse  G. a poem intended to honor or praise
_____ 8. elegy  H. a poem that expresses the speaker’s emotions and is musical in style
_____ 9. blank verse  I. a poem that laments someone’s death
_____ 10. lyric poem  J. unrhymed poetry written in iambic pentameter

miss rosie, page E198
**Analyze Literature: Character**

Miss Rosie is the main character in the poem “miss rosie.” Complete the chart by writing what the lines tell the reader about Miss Rosie and her surroundings. Then answer the questions.

<table>
<thead>
<tr>
<th>Characterization Clue</th>
<th>What It Reveals</th>
</tr>
</thead>
<tbody>
<tr>
<td>“wrapped up like garbage sitting, surrounded by the smell of too old potato peels”</td>
<td></td>
</tr>
<tr>
<td>“wet brown bag of a woman”</td>
<td></td>
</tr>
<tr>
<td>“sitting, waiting for your mind like next week’s grocery”</td>
<td></td>
</tr>
<tr>
<td>“used to be called the Georgia Rose”</td>
<td></td>
</tr>
</tbody>
</table>

What do you think has led to such a dramatic change in Miss Rosie’s appearance?

______________________________________________________________________________

______________________________________________________________________________

Imagine Miss Rosie had spoken in the poem. What do you think she would have said?

______________________________________________________________________________

______________________________________________________________________________
**Make Connections**

Read the connections and choose two to answer. Write your responses in the space provided.

**Text-to-Self**

Everyone changes as he or she ages. The ways people think, act, and look may change. Talk with older persons, perhaps grandparents or neighbors, you know. Ask about what their lives were like when they were younger. Find out about the changes they have seen take place during their lifetimes. Write a paragraph or a few lines of poetry to tell about your conversation.

**Text-to-Text**

Compare and contrast the elderly woman who cooked in “The Floral Apron” with Miss Rosie. How does the woman in the floral apron interact differently than Miss Rosie? In what ways are these two characters similar? Do you think Miss Rosie might also have something to teach younger generations? What lessons might Miss Rosie impart?

**Text-to-World**

Miss Rosie is an older woman in a society that values youth. Think of the ways different cultures value generational differences. Do some cultures seem to respect and value the contributions of the elderly more than other cultures?
miss rosie Quiz

Read the following multiple choice questions and write the letter of the correct answer on the line.

1. What tone do the phrases “like garbage,” “smell of too old potato peels,” and “brown bag of a woman” help create?
   A. sad  
   B. worried  
   C. hopeful  
   D. rebellious

2. What feeling does the speaker of the poem have for Miss Rosie?
   A. disgust  
   B. respect  
   C. pity  
   D. annoyance

3. From the poem, we might infer that Miss Rosie is
   A. surrounded by loved ones.  
   B. living alone.  
   C. in a group home.  
   D. an active member of the community.

4. What figurative language is “you wet brown bag of a woman” an example of?
   A. simile  
   B. allegory  
   C. metaphor  
   D. symbol

Read the following short answer questions and fill in the answer.

5. One sign of Miss Rosie’s poverty is __________________________________________________.  

6. How does the fact that Miss Rosie used to be called “the Georgia Rose” change perception of present state? ____________________________________________________________

7. Despite her hardship and “destruction,” what is it about Miss Rosie that makes the speaker “stand up”? ____________________________________________________________
Describe and Critique: Poetry

Describe the poem “miss rosie.” Write the information to fill in these charts.

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Type of Poem</th>
</tr>
</thead>
</table>

**Poetic Form**

**Handling of Line and Stanza**

Line:

Stanza:

**How Form Affects Meaning**

**Use of Figurative Language, Imagery, Sound Effects**

1.

2.

3.

4.

Effect on Mood and Meaning:

**Summary of Poem’s Meaning**
Critique, or review and evaluate, the poem “miss rosie.” Answer these questions.

What do you think of the poem’s format? (Are line and stanza skillfully handled? Does its appearance suit its message? Is its organizational plan appropriate?)

What do you think of the poet’s use of imagery, figurative language, and sound effects? (Are images clear and compelling? Are metaphors, similes, and personifications vivid and worthwhile? How do rhythm and rhyme or other sound devices enhance meaning?)

What is your opinion of the poem? (What do you like about it? Why? What do you dislike about it? Why?)

Give reasons for your opinion. Support them with examples and details from the poem.

Would you recommend the poem to others? Why or why not?
**Practice Vocabulary**

Complete the table by writing the comparative and superlative forms of adjectives from the poem "Simple Song."

<table>
<thead>
<tr>
<th>Adjective from Poem</th>
<th>Comparative Form</th>
<th>Superlative Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>easy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>strange</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>weary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>different</td>
<td></td>
<td></td>
</tr>
<tr>
<td>clumsy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Circle the meaning of each word as it is used in the poem.

1. hard: difficult very firm unyielding
2. matches: contests corresponds with marriage partners
3. sealed: enclosed marked with a stamp filled a break
4. like: enjoy as if similar to
**Simple Song**, page E200

**Answer Questions**

Answer these questions during and after reading “Simple Song.”

**Use Reading Strategies: Make Inferences**  What does the statement “going toward someone” imply (line 1)?

**Use Reading Strategies: Make Inferences**  What is the meaning of the first stanza?

**Analyze Literature: Draw Conclusions**  What two ideas are contrasted in stanzas 1 and 2 of the poem?

**Analyze Literature: Figurative Language**  The line “your thoughts are my brothers” is an example of what form of figurative language (line 3)?

**Make Connections: Form Opinions**  How are humans and their love described in the final stanza? Do you agree with this depiction of people? Why or why not?
Simple Song, page E200

Make Connections

Read the connections and choose two to answer. Write your responses in the space provided.

Text-to-Self

Do you have any friends with whom it is “easy to be together”? What makes them so easy to be with? Do you have any friends who are very different from you? How do you get along with them? Do you think the poem speaks accurately to how you associate with these different people?

Text-to-Text

Compare the poets’ outlook on love in “Simple Song” and in “Shall I compare thee to a summer’s day?” How are the interpretations of love different? Which outlook do you prefer? Support your answer with lines from the poems.

Text-to-Self

What advice about friendship might the speaker of “Simple Song” give you? Do you get the impression that the speaker is someone who treasures his or her friends? If you were to write a poem that expresses your feelings about love and friendship, in what ways would you differ from the speaker?
“Simple Song” Quiz

Read the following multiple choice questions and write the letter of the correct answer on the line.

1. How could we paraphrase the line “We are not different nor alike” (line 11)?
   A. We all have the same goal.
   B. We are unique.
   C. We have nothing in common.
   D. Appearance is not important.

2. What is the form of this poem?
   A. a prose poem
   B. blank verse
   C. free verse
   D. ballad

3. Which of the following do we NOT say when we are leaving someone?
   A. I will miss you.
   B. How strange you are.
   C. We cannot communicate.
   D. We can never agree.

4. What is the main idea of the final stanza?
   A. People care more about themselves than others.
   B. People always find fault in others, not goodness.
   C. People are solitary creatures by nature.
   D. People are always looking for something new.

Read the following short answer questions and fill in the answer.

5. What does the word “open” signify in the final stanza with regard to the hand and the eye?

6. How does the mood of the poem change from the second to the third stanza?
**Describe and Critique: Poetry**

Describe the poem “Simple Song.” Write the information to fill in these charts.

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Type of Poem</th>
</tr>
</thead>
</table>

**Poetic Form**

Handling of Line and Stanza

<table>
<thead>
<tr>
<th>Line:</th>
<th>Stanza:</th>
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</table>

How Form Affects Meaning

**Use of Figurative Language, Imagery, Sound Effects**

1.  
2.  
3.  
4.  

Effect on Mood and Meaning:

**Summary of Poem’s Meaning**
Critique, or review and evaluate, the poem “Simple Song.” Answer these questions.

What do you think of the poem’s format? (Are line and stanza skillfully handled? Does its appearance suit its message? Is its organizational plan appropriate?)

What do you think of the poet’s use of imagery, figurative language, and sound effects? (Are images clear and compelling? Are metaphors, similes, and personifications vivid and worthwhile? How do rhythm and rhyme or other sound devices enhance meaning?)

What is your opinion of the poem? (What do you like about it? Why? What do you dislike about it? Why?)

Give reasons for your opinion. Support them with examples and details from the poem.

Would you recommend the poem to others? Why or why not?
**Stopping by Woods on a Snowy Evening**, page E202

## Practice Vocabulary

Match each part of speech or language form with an example from “Stopping by Woods on a Snowy Evening.”

<p>| | | | | |</p>
<table>
<thead>
<tr>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>infinitive</td>
<td>A. darkest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>compound noun</td>
<td>B. sound’s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>superlative adjective</td>
<td>C. to stop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>preposition</td>
<td>D. his</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>contraction</td>
<td>E. are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>linking verb</td>
<td>F. frozen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>possessive pronoun</td>
<td>G. before</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>participial adjective</td>
<td>H. farmhouse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>subordinating conjunction</td>
<td>I. with</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>coordinating conjunction</td>
<td>J. and</td>
<td></td>
<td></td>
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</tbody>
</table>

Choose a synonym from the box for each word from the poem.

<p>| | | | | |</p>
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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>11. downy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. lovely</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>13. watch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. mistake</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. woods</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Stopping by Woods on a Snowy Evening, page E202

Analyze Literature: Structure and Meter

The poem “Stopping by Woods on a Snowy Evening” has a specific meter and structure. Recall what you have learned about these poetic elements as you answer the questions.

The poem “Stopping by Woods on a Snowy Evening” has a consistent rhythmic pattern. Mark the unstressed (˘) and stressed (/) syllables in first line of the poem as an example of the poem’s pattern.

Whose woods these are I think I know.

What foot is used in the poem? ______________________________________________________

How many feet are in each line of the first stanza? _________________________________________

What is the meter of the poem? ________________________________________________________

Does the poem use internal rhyme? ____________________________________________________

What is the rhyme scheme of the poem? _________________________________________________

How is the end word for the third line in each stanza connected to the next stanza?

____________________________________________________________________________________

How many stanzas does the poem have? _________________________________________________

How many lines are in each stanza? _____________________________________________________

What is this kind of stanza called? _____________________________________________________

What type of poem is “Stopping by Woods on a Snowy Evening”? Explain why.

____________________________________________________________________________________
Analyze Literature: Mood

Mood is the emotion created in the reader of a poem. Answer the following questions about mood.

Reread the first stanza of the poem. Describe the mood that Frost creates.

__________________________

__________________________

Does the mood of the poem change in the second stanza? How does Frost’s use of imagery contribute to the mood that is created in this stanza?

__________________________

__________________________

What sounds are identified in the third stanza? How do they make you feel?

__________________________

__________________________

After reading the poem, what do you think the speaker’s views are about nature?

__________________________

__________________________

What is the mood in the final stanza? How has the mood changed from the beginning to the end of the poem? What are the overall emotions that the poem leaves you with?

__________________________

__________________________
“Stopping by Woods on a Snowy Evening” Quiz

Write the letter of the correct answer on the line.

1. What is the basic conflict of the poem?
   A. the mysteries of the dark versus the clarity of the light
   B. isolation versus socialization
   C. attraction of nature versus the pull of responsibility
   D. privacy versus shared experiences

2. The first two lines of the third stanza, “He gives his harness bells a shake/
   To ask if there is some mistake,” is an example of what?
   A. symbolism
   B. onomatopoeia
   C. a metaphor
   D. personification

3. What causes the speaker to continue on?
   A. He has promises to keep.
   B. He is afraid of the dark.
   C. He is afraid he will lose his way.
   D. His horse is becoming agitated.

4. Which of the following sounds in NOT heard in the poem?
   A. the harness bells ringing
   B. the wind blowing
   C. the speaker’s footsteps
   D. the snow falling

5. Some people believe the poem is discussing death. Find examples in the poem
   that support this interpretation.
**Stopping by Woods on a Snowy Evening**, page E202

## Describe and Critique: Poetry

Describe the poem “Stopping by Woods on a Snowy Evening.” Write the information to fill in these charts.

<table>
<thead>
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<tbody>
<tr>
<td>Author</td>
</tr>
<tr>
<td>Type of Poem</td>
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</tbody>
</table>

**Poetic Form**

<table>
<thead>
<tr>
<th>Handling of Line and Stanza</th>
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</thead>
<tbody>
<tr>
<td>Line:</td>
</tr>
<tr>
<td>Stanza:</td>
</tr>
</tbody>
</table>

**How Form Affects Meaning**

**Use of Figurative Language, Imagery, Sound Effects**

1. 
2. 
3. 
4. 

Effect on Mood and Meaning:

**Summary of Poem’s Meaning**
Critique, or review and evaluate, the poem “Stopping by Woods on a Snowy Evening.” Answer these questions.

What do you think of the poem’s format? (Are line and stanza skillfully handled? Does its appearance suit its message? Is its organizational plan appropriate?)

What do you think of the poet’s use of imagery, figurative language, and sound effects? (Are images clear and compelling? Are metaphors, similes, and personifications vivid and worthwhile? How do rhythm and rhyme or other sound devices enhance meaning?)

What is your opinion of the poem? (What do you like about it? Why? What do you dislike about it? Why?)

Give reasons for your opinion. Support them with examples and details from the poem.

Would you recommend the poem to others? Why or why not?
### Practice Vocabulary

Match each poetry term with its definition. Write the letter of the definition on the line.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. meter</td>
<td>A. the emotional attitude toward the reader or subject implied by a poem</td>
</tr>
<tr>
<td>2. tone</td>
<td>B. descriptive language that appeals to the senses and creates a vivid picture in the reader’s mind</td>
</tr>
<tr>
<td>3. mood</td>
<td>C. a regular rhythmic pattern in a poem</td>
</tr>
<tr>
<td>4. rhyme scheme</td>
<td>D. emotion created in the reader by a poem</td>
</tr>
<tr>
<td>5. imagery</td>
<td>E. the pattern of end rhymes</td>
</tr>
<tr>
<td>6. irony</td>
<td>F. the conditions in which a poem occurs</td>
</tr>
<tr>
<td>7. iamb</td>
<td>G. a group of lines</td>
</tr>
<tr>
<td>8. context</td>
<td>H. traditional Japanese poem of five lines</td>
</tr>
<tr>
<td>9. stanza</td>
<td>I. an unstressed syllable followed by a stressed syllable</td>
</tr>
<tr>
<td>10. tanka</td>
<td>J. the difference between appearance and reality</td>
</tr>
</tbody>
</table>
Those Winter Sundays, page E204

Analyze Literature: Sensory Details

The poem “Those Winter Sundays” has rich sensory details. Complete the web with three examples of sensory details and identify the sense to which each description applies, then answer the questions.

“Those Winter Sundays”

What feeling do you get from the description “blueblack cold”?

What is an example of personification in “Those Winter Sundays”?

What is the implication of the line “I’d wake and hear the cold splintering, breaking”? 
Make Connections

Read the connections and choose two to answer. Write your responses in the space provided.

Text-to-Self

In the poem, the speaker’s father makes sacrifices for the family. What sacrifices do friends or family members make on your behalf? Do they look for your appreciation or gratitude in return? Do you acknowledge their actions or take them for granted? How might your life be different without this help?

Text-to-Text

Both “Those Winter Sundays” and “Making a Fist” focus on the speakers’ recollections of their youth. What does each recall? How does he or she feel about the recollection? What is the tone of each poem?

Text-to-Self

Modern conveniences have changed the way many people live. Think about the conveniences you have available. Were the conveniences available to your parents and grandparents? If you had to give up some conveniences, which would you miss the most? Why?
Those Winter Sundays, page E204

“Those Winter Sundays” Quiz

Read the following multiple choice questions and write the letter of the correct answer on the line.

_____ 1. Which of the following emotions do you sense the speaker in “Those Winter Sundays” felt?
   A. joy  
   B. regret  
   C. anger  
   D. pride

_____ 2. What sound device is used in the line “I’d wake and hear the cold splintering, breaking”?
   A. consonance  
   B. onomatopoeia  
   C. alliteration  
   D. rhyme

_____ 3. Which of the following shows alliteration?
   A. “weekday weather”  
   B. “No one ever thanked him”  
   C. “the chronic angers of the house”  
   D. “the blueblack cold”

_____ 4. What does the son realize later in life about the actions of his father?
   A. Having children is very difficult.  
   B. Life was harder for his parents’ generation.  
   C. Love is often expressed silently and indirectly.  
   D. Working hard is part of life.

Answer each of the following questions.

5. What do the father’s “cracked hands” symbolize?

6. How did the father express his love for his family?
Describe and Critique: Poetry

Describe the poem “Those Winter Sundays.” Write the information to fill in these charts.

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Type of Poem</th>
</tr>
</thead>
</table>

**Poetic Form**

**Handling of Line and Stanza**

<table>
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<th>Line:</th>
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</table>

**How Form Affects Meaning**

**Use of Figurative Language, Imagery, Sound Effects**

1. 
2. 
3. 
4. 

**Effect on Mood and Meaning:**

**Summary of Poem’s Meaning**

---

*Those Winter Sundays*, page E204
Critique, or review and evaluate, the poem “Those Winter Sundays.” Answer these questions.

What do you think of the poem’s format? (Are line and stanza skillfully handled? Does its appearance suit its message? Is its organizational plan appropriate?)

What do you think of the poet’s use of imagery, figurative language, and sound effects? (Are images clear and compelling? Are metaphors, similes, and personifications vivid and worthwhile? How do rhythm and rhyme or other sound devices enhance meaning?)

What is your opinion of the poem? (What do you like about it? Why? What do you dislike about it? Why?)

Give reasons for your opinion. Support them with examples and details from the poem.

Would you recommend the poem to others? Why or why not?
Practice Vocabulary

Each of the following words from the poem “Eight Puppies” is a multiple-meaning word, or a homograph. Find the word in the poem. Write the line of poetry in which it occurs. Then write the definition of the word as used in the poem.

1. light
   Line from poem: ________________________________________________________________
   Definition: _____________________________________________________________________

2. scrambling
   Line from poem: ________________________________________________________________
   Definition: _____________________________________________________________________

3. wonders
   Line from poem: ________________________________________________________________
   Definition: _____________________________________________________________________

4. pupils
   Line from poem: ________________________________________________________________
   Definition: _____________________________________________________________________

5. riddled
   Line from poem: ________________________________________________________________
   Definition: _____________________________________________________________________

6. divine
   Line from poem: ________________________________________________________________
   Definition: _____________________________________________________________________
Eight Puppies, page E206

Set Purpose

The poem “Eight Puppies” (“Ocho Perritos”) details the sensory overload of curious and playful creatures in the first days of their lives. Think about how you might feel upon encountering a whole new world of sights and sounds.

The poet refers to the newborn puppies as “anxious with terror and joy.” Explain what you think this means. How is it possible to be terrified and exuberant at the same time?

Describe what you think of when you think of puppies. How do they look? How do they act? In the first half of the poem, how does the poet’s style reflect the nature of puppies?

Where does a change of point of view occur in the poem? What is the purpose of the change in point of view?
**Eight Puppies**, page E206

**Analyze Literature: Sensory Details**

The poem “Eight Puppies” (“Ocho Perritos”) has many images. In the chart, provide examples of sensory details and identify the senses that they apply to. Then answer the questions at the bottom of the page.

<table>
<thead>
<tr>
<th>Sensory Detail</th>
<th>Sense</th>
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</table>

Describe the techniques that Mistral uses to bring the “puppies” to life.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Imagine you were describing the puppies in this poem. Write three additional sensory details that describe the puppies’ experiences.

1. ________________________________________________________________________________

2. ________________________________________________________________________________

3. ________________________________________________________________________________
“Eight Puppies” Quiz

Read the following multiple choice questions and write the letter of the correct answer on the line.

1. The line “to whimper and whine and jump with joy” contains what sound device?
   A. assonance
   B. alliteration
   C. onomatopoeia
   D. rhyme

2. Which of these words is onomatopoeic?
   A. terror
   B. pawing
   C. clump
   D. rasping

3. The author sees the puppies as
   A. exuberant.
   B. exhausting.
   C. oblivious.
   D. annoying.

4. “Eight Puppies” in English can best be described as
   A. free verse
   B. an elegy
   C. a sonnet
   D. a ballad

Write the answers to the questions.

5. How does the use of words such as deluge and rasping enhance the poem?

6. In Spanish, the first stanza of the poem has an abcbdeb rhyme scheme. Why doesn’t the English translation of the stanza rhyme?
Describe and Critique: Poetry

Describe the poem “Eight Puppies.” Write the information to fill in these charts.

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Type of Poem</th>
</tr>
</thead>
</table>

**Poetic Form**

Handling of Line and Stanza

Line:  
Stanza:  

**How Form Affects Meaning**

**Use of Figurative Language, Imagery, Sound Effects**

1.  
2.  
3.  
4.  

Effect on Mood and Meaning:

**Summary of Poem’s Meaning**
Critique, or review and evaluate, the poem “Eight Puppies.” Answer these questions.

What do you think of the poem’s format? (Are line and stanza skillfully handled? Does its appearance suit its message? Is its organizational plan appropriate?)

What do you think of the poet’s use of imagery, figurative language, and sound effects? (Are images clear and compelling? Are metaphors, similes, and personifications vivid and worthwhile? How do rhythm and rhyme or other sound devices enhance meaning?)

What is your opinion of the poem? (What do you like about it? Why? What do you dislike about it? Why?)

Give reasons for your opinion. Support them with examples and details from the poem.

Would you recommend the poem to others? Why or why not?
Practice Vocabulary

Answer the following questions about words from the poems “Immigrants” and “Family Ties.”

1. Give an example of a past participle used as an adjective in “Family Ties” and of a past participle used as an adjective in “Immigrants.”

2. What noun in “Immigrants” is used in both its singular and plural form?

3. Give an example of a gerund used in “Family Ties.”

4. Identify a proper noun in “Immigrants” and a proper noun in “Family Ties.” Tell what each proper noun names.

5. Identify a proper adjective in “Immigrants.” Tell what word it modifies.

6. Identify a compound noun used in “Family Ties.”

7. Use context and syllables to help you define the word *canneries*.

8. Name an adverb used in “Family Ties.”
Immigrants / Family Ties, page E208

Answer Questions

Answer these questions during or after reading “Immigrants” and “Family Ties.”

Use Reading Strategies: Make Inferences  What do “mashed hot dogs and apple pie” represent (“Immigrants,” line 2)?

Analyze Literature: Figurative Language  What is the meaning of the line “wrap their babies in the American flag” (“Immigrants”)?

Analyze Literature: Draw Conclusions  Why do the parents “whisper” in their native languages when the babies sleep (“Immigrants”)?

Use Reading Strategies: Make Inferences  Why do you think the speaker’s grandmother refused to learn English (“Family Ties”)?

Analyze Literature: Draw Conclusions  What does the speaker think of the uniforms her grandmother constantly gives her as presents (“Family Ties”)?
“Immigrants” and “Family Ties” focus on immigrants and culture. However, the poet uses a different tone in each poem. In the table, write three examples of phrases or lines from each poem that helps establish its tone. Then answer the questions.

<table>
<thead>
<tr>
<th>Poem</th>
<th>Example of Tone</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Immigrants”</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>“Family Ties”</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
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<td></td>
<td>3</td>
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</tbody>
</table>

Compare the tone of “Immigrants” with the tone of “Family Ties.”

________________________________________________________________________

What does the line “our fine american boy, our fine american girl” in “Immigrants” connote?

________________________________________________________________________

________________________________________________________________________
“Immigrants”/ “Family Ties” Quiz

Read the following multiple choice questions and write the letter of the correct answer on the line.

1. Which of the following is NOT listed as an all-American item in “Immigrants”?
   A. football  
   B. the flag  
   C. a pick-up truck  
   D. apple pie

2. The speaker’s grandmother in “Family Ties”
   A. wants to move back to her native country.  
   B. is immediately assimilated into American culture.  
   C. worked in a cannery.  
   D. is proud of her granddaughter.

3. The theme of “Immigrants” is for immigrants to
   A. assimilate completely into the adoptive country.  
   B. hold on to their own culture as they embrace the new culture.  
   C. lose their foreign accents.  
   D. stay near people from their own culture.

Write answers to the questions.

4. Think of the structure, topics, and forms of the poems “Immigrants” and “Family Ties.” How are they alike? How are they different?

5. What do the uniforms in “Family Ties” represent? Why do you think the grandmother gave the child the uniforms.
Describe and Critique: Poetry

Describe the poems “Immigrants” and “Family Ties.” Write the information to fill in these charts.

<table>
<thead>
<tr>
<th>Title</th>
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<th>Type of Poem</th>
<th>Summary</th>
</tr>
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<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Type of Poem</th>
<th>Summary</th>
</tr>
</thead>
</table>
Critique, or review and evaluate, the poems “Immigrants,” and “Family Ties.” Answer these questions. Write your responses for each poem on a separate sheet of paper.

Think about the form of the poem and its use of imagery, figurative language, and sound devices. Which does the author use especially effectively?

What do you think of the content of the poem? Did it make you consider ideas or feelings in a new or deeper way?

What is your opinion of the poem? (What do you like and dislike about it? Why?)

Would you recommend the poem to others? Why or why not?
Practice Vocabulary

Match each word from the poem “The Waking” with its synonym.

_____ 1. fate  
A. lightly
B. vigorous
C. eternal
D. trembling
E. destiny

_____ 2. softly

_____ 3. always

_____ 4. lively

_____ 5. shaking

Match each word from the poem “The Waking” with its antonym.

_____ 6. close  
F. straight
G. distant
H. condemn
I. wavering
J. exalted

_____ 7. lowly

_____ 8. steady

_____ 9. winding

_____ 10. bless
Answer Questions

Answer these questions during and after reading “The Waking.”

Use Reading Strategies: Make Inferences  What is the deeper significance to “sleeping” and “waking”?

Use Reading Strategies: Make Inferences  What “thing” does Great Nature have left to do?

Analyze Literature: Draw Conclusions  What do you think “I wake to sleep, and take my waking slow” mean?

Analyze Literature: Sound Devices  What lines of the poem repeat?
Name: ____________________________________________________   Date: __________________

The Waking, page E212

Make Connections

Write your ideas about each connection in the space provided.

Text-to-Self

In the poem, the line “I learn by going where I have to go” is a central theme. What interesting places have you been in your life? What have you learned by visiting these places?

Text-to-Text

Both “Poetry” and “The Waking” contain examples of paradox. Explain how a paradox is used in these poems.
The Waking, page E212

“The Waking” Quiz

Read the following multiple choice questions and write the letter of the correct answer on the line.

_____ 1. In the phrase, “Of those so close,” the poet uses the repetition of vowels. What is this sound device called?
   A. assonance
   B. alliteration
   C. onomatopoeia
   D. consonance

_____ 2. Which of the lines from “The Waking” best represents the theme?
   A. “I learn by going where I have to go.”
   B. “Great Nature has another thing to do”
   C. “I hear my being dance from ear to ear.”
   D. “The lowly worm climbs up a winding stair.”

_____ 3. What is the rhyme scheme in the first two stanzas?
   A. abb bba
   B. aba aca
   C. aba aba
   D. abc abc

_____ 4. What is the tone of “The Waking”?
   A. sarcastic
   B. reflective
   C. proud
   D. frightened

Read the following short answer question and fill in the answer.

5. “The Waking” is a villanelle. Explain the structure of this type of poetry. How many lines are there? How many stanzas does “The Waking” have? How many lines are in each?

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________
Describe and Critique: Poetry

Describe the poem “The Waking.” Write the information to fill in these charts.

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
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<tbody>
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</table>

**Type of Poem**

<table>
<thead>
<tr>
<th>Poetic Form</th>
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<tbody>
<tr>
<td>Handling of Line and Stanza</td>
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<tr>
<td>Line:</td>
</tr>
<tr>
<td>Stanza:</td>
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</tbody>
</table>

**How Form Affects Meaning**

**Use of Figurative Language, Imagery, Sound Effects**

1. 
2. 
3. 
4. 
Effect on Mood and Meaning:

**Summary of Poem’s Meaning**
Critique, or review and evaluate, the poem “The Waking.” Answer these questions.

What do you think of the poem’s format? (Are line and stanza skillfully handled? Does its appearance suit its message? Is its organizational plan appropriate?)

What do you think of the poet’s use of imagery, figurative language, and sound effects? (Are images clear and compelling? Are metaphors, similes, and personifications vivid and worthwhile? How do rhythm and rhyme or other sound devices enhance meaning?)

What is your opinion of the poem? (What do you like about it? Why? What do you dislike about it? Why?)

Give reasons for your opinion. Support them with examples and details from the poem.

Would you recommend the poem to others? Why or why not?
Unit & Selection Resources

Unit 4 Drama Connections
Between Friends

Grade 10
Publisher’s Note

EMC Publishing’s innovative program Mirrors & Windows: Connecting with Literature presents a wide variety of rich, diverse, and timeless literature to help students reflect on their own experiences and connect with the world around them. One goal of this program is to ensure that all students reach their maximum potential and meet state standards.

A key component of this program is a Unit & Selection Resources supplement for each unit in the textbook. In every Unit & Selection Resources book, you will find a study guide to lead students through the unit, with a practice test formatted to match a standardized test. You will also find dozens of high-quality activities and quizzes for all the selections in the unit. The Unit & Selection Resources lessons are provided as interactive eWorkbook activities with immediate student feedback in Passport.

EMC Publishing is confident that these materials will help you guide your students to mastery of the key literature and language arts skills and concepts measured in state and national tests. To address the needs of individual students, enrich learning, and simplify planning and assessment, you will find many more resources in our other program materials—including Differentiated Instruction, Speaking & Listening, College & Career Readiness, Vocabulary & Spelling, Close Reading, Writing & Grammar, Test Practice, Program Planning Guide, Assessment Guide and Passport™.

We are pleased to offer these excellent materials to help students learn to appreciate and understand the wonderful world of literature.
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### Digital Connections
Drama Study Guide

Completing this study guide will help you understand and remember the dramatic selections presented in Unit 4—Shakespeare, Greek Drama and the Story of Oedipus—and recognize the dramatic elements in the unit selections.

After you read each Understanding feature in Unit 4 in your text, complete the corresponding Understanding section in the study guide. Try to answer the questions without referring to the text. The completed section provides an outline of important information that you can use later for review.

After you read all the selections in Unit 4, complete the three Applying sections in the study guide. Refer to the selections as you answer the questions.

After you complete these sections, take the Practice Test. This test is similar to the state assessment reading test you will take this year. In both tests, you will read passages and answer multiple-choice questions about the passages.

Self-Checklist

Use this checklist to help you track your progress through Unit 4.

**CHECKLIST**

**Literary Comprehension**
- You should understand and apply the following types of dramatic literature:
  - Shakespeare
  - Greek Drama
  - The Story of Oedipus

**Reading**
- You should know the following three parts of the Drama Close Reading Model:
  - Before Reading
  - During Reading
  - After Reading

**Literary Appreciation**
- You should understand how to relate the selections to
  - Other texts you’ve read
  - Your own experiences
  - The world today

**Vocabulary**
- In the Master Vocabulary List at the end of this study guide, put a check mark next to any new words that you learned while reading the selections. How many did you learn?
  - 10 or more
  - 20 or more
  - 30 or more

**Writing**
- You should be able to write an argumentative essay. The essay should state a clear opinion or position on a topic, give evidence to support your argument, acknowledge potential opposition, include appropriate language, and give a poignant conclusion.

**Speaking and Listening**
- You should be able to deliver a persuasive speech.

**Test Practice**
- You should be able to answer questions that test your writing, revising and editing, and reading skills.

**Additional Reading**
- You should choose a dramatic work to read on your own. See For Your Reading List on page 498 of your textbook.
Understanding Shakespeare

Complete these pages after you read about Shakespeare and his works on pages E214–E219. Try to answer the questions without looking at your book.

Who was William Shakespeare? ______________________________________________________

In which two periods did Shakespeare write?
1. ___________________________ 2. ___________________________

What does the word renaissance mean? _________________________________________________

What was the Renaissance? __________________________________________________________

Name and briefly describe the two main types of Renaissance drama.

<table>
<thead>
<tr>
<th>Two Main Types of Drama</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

What is a tragic flaw? _______________________________________________________________


Name and explain each part of a Shakespearean or Renaissance drama.

<table>
<thead>
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<th>Organization of Shakespeare’s Plays</th>
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<tbody>
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<td>Act 2</td>
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<td>Act 3</td>
</tr>
<tr>
<td>Act 4</td>
</tr>
<tr>
<td>Act 5</td>
</tr>
</tbody>
</table>

What is an **inciting incident**? _________________________________________________________

What is a play’s **crisis**? _____________________________________________________________

What is a play’s **catastrophe**? _______________________________________________________

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In what type of verse did Shakespeare write his plays?

Explain *iambic pentameter*.

In Shakespeare’s plays, when do characters speak in ordinary prose?

Where would you look to find a quotation cited as IV.ii.50?

Briefly describe the three methods of persuasion.

*ethos*

*pathos*

*logos*
Applying Shakespeare to the Selections

Think about what you have learned about *Shakespeare* and his works. Then answer the following questions after you have read the selections in Unit 4.

Briefly summarize the **plot** of “The Tragedy of Julius Caesar.” ________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

What basic element makes this play a tragedy? ________________________________

________________________________________________________________________________________

________________________________________________________________________________________

What is the **inciting incident** in “The Tragedy of Julius Caesar”? ________________________________

________________________________________________________________________________________

________________________________________________________________________________________

What motivates Brutus? How is his motivation like that of the other conspirators?

How is it different? ______________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

What is Julius Caesar’s **tragic flaw**? ______________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Who acts as **foil** to Brutus? Explain. ______________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
Briefly compare and contrast Brutus and Caesar as leaders.

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Summarize the climax of “The Tragedy of Julius Caesar.” ________________________________

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

In his monologue Antony says, “He hath brought many captives home to Rome,/Whose ransoms
did the general coffers fill;/Did this in Caesar seem ambitious?” Explain which type of persuasion
he is using. ____________________________________________

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Give examples of external and internal conflict in “The Tragedy of Julius Caesar.”

<table>
<thead>
<tr>
<th>Two Types of Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>External Conflict</td>
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</tbody>
</table>
Briefly summarize the catastrophe and resolution of “The Tragedy of Julius Caesar.”

__________________________________________

__________________________________________

__________________________________________

Choose one theme in “The Tragedy of Julius Caesar” and explain how the play addresses it. ____________________________________________________________

__________________________________________

__________________________________________

__________________________________________

There is one major misunderstanding in V.iii that leads to the fall of the conspirators’ army. Briefly describe this misunderstanding and its consequences.

__________________________________________

__________________________________________

__________________________________________

__________________________________________

Paraphrase Antony’s dialogue in V.v.68–75. What is Antony saying about Brutus?

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________
Understanding Greek Drama and the Story of Oedipus

Complete these pages after you read about Greek Drama and the Story of Oedipus on pages E221–E222. Try to answer the questions without looking at your book.

Who was Dionysos? ________________________________________________________________

Name three types of plays performed in ancient Greece.
1. ________________________________
2. ________________________________
3. ________________________________

What was a satyr? __________________________________________________________________

On what were Greek tragedies often based? ______________________________________________

Briefly explain hubris. _______________________________________________________________

About how many people made up the chorus in Greek productions? What was the function of the chorus?

______________________________________________________________

What was a choragos? ______________________________________________________________
Briefly define the following parts of Greek plays.

<table>
<thead>
<tr>
<th>Format of Plays</th>
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<tbody>
<tr>
<td>1. prologue:</td>
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<tr>
<td>2. exodus:</td>
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</table>

Who wrote about the family of Oedipus? _____________________________

Who is Antigone? _____________________________

What was prophesied that Oedipus would do? _____________________________

Explain how Oedipus fulfills the prophecy. _____________________________

How many children does Oedipus have? _____________________________

What does Oedipus do when he learns the truth about his life? _____________________________

Who is Creon? _____________________________
Applying Greek Drama and the Story of Oedipus to the Selections

Think about what you have learned about Greek Drama and the Story of Oedipus. Then complete these pages after you have read the selections in Unit 4.

What type of play is “Antigone”? Explain. _______________________________________________

Who shows hubris in “Antigone”? Explain how hubris leads to this character’s fall.

____________________________________________

____________________________________________

What other character in “Antigone” has a tragic flaw? Explain. ______________________________

____________________________________________

____________________________________________

Summarize the prologue in “Antigone.” _____________________________________________

____________________________________________

____________________________________________

Briefly compare and contrast Antigone and Ismene. ________________________________

____________________________________________

____________________________________________
What story does the chorus describe in the **parados**? _______________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

In what ways do the **chorus** and **choragus** interact with the other characters?

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Summarize the **exodus** in “Antigone.” ________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

The second **ode** states “Where once the anger of heaven has struck, that house is shaken/
Forever: damnation rises behind each child . . .” How does this passage relate to the story
of **Oedipus**? ________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

There are several prominent **themes** in “Antigone.” Choose and briefly discuss one.

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________
Unit 4 Practice Test

Throughout the school years, students take tests to measure how well they meet standards in reading, English/language arts, mathematics, science, and social studies. Standardized English language arts tests include reading tests in which students are asked to read a passage and answer questions to test their understanding of the passage. Some passages on the reading test may be dramatic, like the selections you read in Unit 4.

The practice test on the following pages contains several passages, each followed by two or more multiple-choice questions. Your answer sheet for this practice test is below on this page.

The questions on this practice test focus on Shakespeare and Greek Drama and the Story of Oedipus—the dramatic forms you studied in this unit.

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<thead>
<tr>
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<td>D</td>
<td>A</td>
<td>B</td>
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</table>
This test has 14 questions. Read each passage/story and choose the best answer for each question. Fill in the circle in the spaces provided for questions 1 through 14 on your answer sheet.

Read the passage below, and answer the questions about what you have read. Mark your answers on your answer sheet.

Sir Gawain and the Green Knight
Act II, Scene I: The Baron’s Castle
as dramatized by Meredith Baker

Gawain the Knight is a legendary figure of British literature. In the following selection, he has accepted a challenge from a mysterious Green Knight. Dagonet, another knight, implores Gawain to refuse the challenge.

Dagonet. I pray we keep within these walls tonight, stay safe from that unknown nameless without, for who pretends to know this wicked knight, the meaning of his shameless, brazen game, should think again, for he is incorrect.

Gawain. My friend, fear not, but rest yourself well as I must.

Dagonet. But did my eyes deceive? And did you not see the same as me?

Gawain. Perhaps I did—(to audience) perhaps not.

Dagonet. Did the intruder’s helmeted head not come loose and roll to the ground? And did he not retrieve the helmet and place it back upon his shoulders?

Gawain. So he did. (Enter Messenger.)

Dagonet. And did the fiend not then strut about and commence to speak? My lord, pray tell, should this evil being, this specter, remove your head in the same fashion, do you believe you will then place it again atop your neck—

Messenger. Pardon me, sirs—

Dagonet. Bah! Confounded intruder! What is it, boy?

Messenger. Pardon me, sirs, but the Baron would speak with Master Gawain.

Gawain. But I hope the good Baron seeks not to impede the hunt.

Dagonet. Still I should hope he wishes to do just that. Go, boy. Tell the Baron we will be with him presently.

(Exeunt Messenger.)

Gawain. My friend, I bid you good night. I grow tired of talk and the woes of others. I will see to the Baron in the morning. Go to him and tell him I tire. Impart unto him my impediment, for you are well aware of it. Make him see that, just as my store of energy is thrice multiplied by noon, that same strength is inclined to wane as the sun leaves the sky.

Dagonet. I would as you wish, my friend. Still I know the Baron would have his fair sayin the matter of this greenish ghost. Know you fear? Know you worry? Have you taken leave of reason?

Gawain. In fact, my friend, I believe I should not worry about such things. Now, please go—Go! And leave me to my rest and, indeed, to my sanity.
(Exeunt Dagonet. Gawain sets alarm clock and puts on nightshirt.)

For now, my friend Dagonet, I do not believe in fiends. Nor do I consider but with logic the appearance of the impossible before my eyes. Headless knight, indeed! Specters. Ha! No, though I fear I know not the true meaning of this cat and mouse game, I judge I soon will. Sooner, I suppose, than our crafty joker will have occasion to spring the punch line.

1. Dagonet’s first speech is written in
   A. prose
   B. iambic pentameter
   C. iambic tetrameter
   D. trochaic trimeter

2. Which line is an example of an aside?
   A. “My friend, fear not, but rest yourself as I must.”
   B. “Pardon me, sirs—”
   C. “Bah! Confounded intruder!”
   D. “perhaps not.”

3. This scene represents which element of the play’s action?
   A. exposition
   B. rising action
   C. climax
   D. falling action

4. Gawain’s final speech is an example of
   A. logos
   B. soliloqu
   C. asid
   D. climax

5. Gawain setting his alarm clock is an example of a(n)
   A. realistic element
   B. anachronism.
   C. aside
   D. complication

6. How would you cite the speech in which Gawain tells about his impediment?
   A. II.i.37–42
   B. A II, S i, 37–42
   C. II, I, 37–42
   D. II.i.37

7. Which statement best describes a character in the selection?
   A. Dagonet does not enjoy adventures.
   B. Gawain is stubborn and unwise.
   C. Gawain is resolute and practical.
   D. Dagonet is a brave fortune-seeker.
The Legend of Arachne, Scene 2
as dramatized by Marco Chavez

(Enter Arachne into her workshop. She sits at her loom.)

Choragos. Here is Arachne, Daughter of Idmon, he famed for his wool of Tyrian purple suitable only for the robes of kings. Skilled Arachne, an expert with the loom, knows well her status among artisans of the world. Beloved in Hypaepa, lords and ladies heap praise upon her daily, until pride becomes her passion, until praise becomes poison. Poor Arachne, blind with vanity, has offended great Athena, Goddess of weaving, goddess of wisdom and of war.

Arachne. I can hardly surmise why I sit at this loom, loom that I once loved, that gave me fortune in Hypaepa and fame the world over. Weaving to me was a labor of love. Alas, now I grow tired of the labor, but never the love.

(Enter Old Woman. Arachne is lost in thought.)

Old Woman. My dear, I seek the lady of this renowned workshop.

Arachne. I should say it is renowned, indeed. And I swell with pride to call it my own.

Old Woman. (To audience) I daresay you do. If you are the illustrious Arachne, you would do well to hear me, an unimpressive old woman, perhaps, but a wise one. Hear me when I tell you, famed Arachne, that for all your weaving, at which you are so adept, you should not dare offend the gods.

Arachne. The gods, indeed! And before which of the lofty gods do I stand accused? Do you speak of grand Athena?

Old Woman. In fact, I do. My dear, you are young, and the young are never so wise as their elders—

Arachne. And never so wise as the gods, I suppose?

Old Woman. Certainly not.

Arachne. And never so clever as the gods? Do look around, dear old woman. Have you not seen with your own eyes the grandtapestries wrought here in this factory? Are you unable or unwilling to judge my art above all others?

Old Woman. Do you insinuate that you are a more skilled artisan than even great Athena, the very goddess of weaving?

Arachne. Insufferable old woman! I beg you, bring your goddess to my shop, armed with glorious loom. Let her weave her most infallible and awesome work to date, so that all who may see it would gaze in silent wonder. I tell you this: I will weave a tapestry so superior in beauty that all of Hypaepa, and indeed, all the world, will sing my praises to the gods and beg that Athena surrender her loom unto me.
Old Woman. (Momentarily silent.) Then you shall have your wish.

35 Arachne. (Suddenly grave.) Have my wish? How so?

Old Woman. I warned you that you should not be so foolish, so conceited, as to offend the gods and turn them against you.

Arachne. (Alarmed.) Tell me, old woman, who are you?

(Old Woman removes her disguise. Reveals herself to be Athena.)

Old Woman. Proud Arachne, I am none other than Athena. I came to you disguised, to give you a chance to redeem yourself, to humble yourself to a stranger and to speak my name with reverence. Yet you in your conceit have slandered me for the last time. Through the old woman, you have challenged me to a contest of skill. Now the contest will begin, and we shall learn who is the greater craftsman. Perhaps, also, you will remember humility and respect.

(Slowly and fearfully, Arachne goes to her loom.)

8. Which line is an example of hubris?
   A. “I can hardly surmise why I sit at this loom”
   B. “An unimpressive old woman, perhaps, but a wise one.”
   C. “Perhaps, also, you will remember humility and respect.”
   D. “Are you unable or unwilling to judge my art above all others’?”

9. Which would most likely occur at the end of this scene?
   A. an ode
   B. parados
   C. an antistrophe
   D. exodos

10. The story of Arachne is a tragedy. What is Arachne’s tragic flaw?
    A. fearlessness
    B. gullibility
    C. inexperience
    D. excessive pride

11. Where in this scene do we find an example of an aside?
    A. lines 20–22
    B. line 23
    C. line 30
    D. line 38

12. Which statement best describes the purpose of the choragos?
    A. The choragos introduces characters.
    B. The choragos gives information and communal beliefs to the audience.
    C. The choragos tells the audience what will happen in the next scene.
    D. The choragos opens the scene by chanting the parados.
13. Arachne’s first speech is an example of a(n)
   A. soliloquy
   B. aside
   C. dialogue
   D. monologue

14. Which statement best tells the theme of this selection?
   A. Superiority over others is seldom worthwhile.
   B. An artist should make perfection his or her priority.
   C. Overconfidence and self-importance can be offensive to others.
   D. A person should always humble herself for strangers.
Master Vocabulary List

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Close Reading Drama

The Reading Process

Reading closely is an active process that can be broken down into three stages: before reading, during reading, and after reading.

- **Before reading**, you build background and determine your own purpose and develop expectations for what you are about to read. These activities are related to what you already know and what you have experienced.
- **During reading**, you use reading strategies and critical thinking skills to understand and make connections with what you are reading.
- **After reading**, you reflect on what you have read and extend your understanding beyond the text. Going back and rereading the text will help you to focus on the author’s purpose and message.

The specific activities performed in each stage of the reading process can vary, depending on the genre you are reading. The Drama Close Reading Model on page 314 provides an overview of the reading process for drama.

Framework for Reading Drama

When you read drama closely, you need to be aware of the stage directions, dialogue and other rhetorical devices, and the relationships between characters and parts of the text. The following checklist offers a framework for reading drama. As you read A Marriage Proposal, consider the following questions.

### Before Reading
- Who are the characters?
- Where is the drama set? How would the stage look?
- What events occur?

### During Reading
- What are the relationships between the characters?
- What mood is set by the dialogue and the setting (in the stage directions)?
- What events are caused by earlier events?

### After Reading
- What is the theme of the drama?
- Which scenes stand out to me? Why?
- How would I stage this drama as a live performance?
Apply the Model

Use Reading Skills: Determine Importance of Details

A variety of strategies and skills can help you understand and appreciate a play. For *A Marriage Proposal*, try applying the reading skill **Determine Importance of Details** in all three stages of the reading process.

In this play, Chekhov uses dialogue and stage directions to provide a variety of details about the setting and actions of the characters. Some of the details are major, or important to the way you understand the play. Other details are minor, or not very significant. The main ideas are what the selection is about; the minor ideas and details provide support for the main ones.

To identify supporting details, do the following:

- Locate basic facts, such as names, dates, and events.
- Determine the importance of those facts to the understanding of the piece. Some facts or details will be more important than others.
- Interpret subtly stated details. These details can help clarify the author’s stance or purpose, or they may give fuller meaning to the basic facts.
- Understand the function of a part of a passage. Is the author providing information, supporting a previously made point, presenting a conflicting argument, building suspense? Pay attention to how your understanding of a topic or your feelings toward it change as you read.
- Make inferences, or educated guesses, about how the author uses the supporting details to achieve his or her desired result. Put together clues from the text with your known prior knowledge to make inferences.

Before reading the selection, read the Build Background section on page 315. Which details might be important to your understanding of the play?

As you read the play, use a Details Chart like the one below to record the major and minor details included in the dialogue and stage directions.

After you finish reading, review your Details Chart and summarize the main idea you think the playwright is trying to get across, based on the details that are given. Reread all or parts of the play focusing on the author’s purpose and message.

<table>
<thead>
<tr>
<th>Major Details</th>
<th>Minor Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Main Idea:</strong></td>
<td></td>
</tr>
</tbody>
</table>
Typically, a Russian person has three names. The first name is his or her given name and the last name is the family name or surname, just as with American names. The middle name is the *patronymic*, which comes from the father’s first name. For example, Stepan Chubukov’s middle name, Stepanovich, literally means “son of Stepan,” telling us that his father’s first name was also Stepan. His daughter’s middle name is Stepanovna, or literally, “daughter of Stepan.”

Historically, patronymics were also common in other languages. For example, the Norwegian name Anderson means “son of Ander,” while the Scottish name MacDonald means “son of Donald.” Today, they are used as family names or surnames.

Surnames began to be used in the twelfth century in Europe, but the majority of Europeans did not have one until several centuries later. In the thirteenth century the first names William, John, and Richard were given to about a third of the male population. As the population grew, surnames were needed to further distinguish one person from another. People began referring to different Williams as William the son of Andrew (leading to Anderson), William the baker (leading to Baker), William from the woods (leading to Woods), William the brown-haired (leading to Brown), and so on. Eventually these surnames were inherited and passed from parents to children.

Most surnames fall into four main categories.

- **Patronymic or Matronymic**: surnames based on the father’s or mother’s first names. Examples include Johnson, Williams, and Thompson.
- **Descriptive**: surnames based on physical characteristics or nicknames. Examples include White, Young, and Long.
- **Occupational**: surnames based on the occupation of the bearer. Examples include Smith, Cook, and Baker.
- **Geographic**: surnames based on the location in which the bearer lived. Examples include Hill, Woods, and Ford.

Research your full name, using the Internet. Do a search for “name origins” and investigate the websites that provide the history and meaning of names. Use the chart below to organize your research. You may want to ask a parent or relative about your ancestry. If you are not able to find information about your specific name, find out what you can about a name that is similar to yours or of the same origin. Share your results with the class.

### Chart

<table>
<thead>
<tr>
<th>Full Name:</th>
<th>First Name:</th>
<th>Origin:</th>
<th>Meaning:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Middle Name:</td>
<td>Origin:</td>
<td>Meaning:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Last Name:</td>
<td>Origin:</td>
<td>Meaning:</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
A Marriage Proposal, page 315

Analyze Literature: Dialogue and Stage Directions

Fold the page in half on the dotted line. As you read the Analyze Literature section on page 315 and the play on pages 316–330, write each answer in the shape provided.

1. What the characters say to each other in a play is called ________________.

2. What are the notes included in a play to describe how something should be performed on stage?

3. How are stage directions usually set apart from the rest of the dialogue?

4. What is Lomov’s mood when he enters the living room at the beginning of the play?

5. Chukobov’s statement about Lomov on page 317, “Wants to borrow some money. Not a chance!” is an example of a type of dialogue called a(n) ________________.

6. What physical ailments does Lomov complain of during their argument?

7. When Natalia finds out that Lomov came to propose to her, what do the stage directions tell the reader about her behavior and personality?

8. What does the description of Natalia’s physical reaction to the prospect of Lomov’s death indicate about her feelings for him?

9. What expression does Chubukov repeat throughout the play?

10. After Lomov and Natalia finally agree to marry, how does Natalia start another argument?
Analyze Literature: Dialogue

Cut out the shapes in which you have written your answers. Paste them into the graphic organizer below or on the following page. The shapes on the diagrams are numbered to correspond with the questions. (You may copy the information onto the diagrams rather than cutting and pasting if desired.)

How does the dialogue, together with the stage directions, create your perceptions of the characters?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
How do the dialogue and the stage directions help contribute to the development of the play’s humor?
**Selection Quiz**

**Multiple Choice**

Write the letter of the correct answer on the line.

_____ 1. Lomov pays a visit to the Chubukov home because he wants to
   A. borrow money.
   B. buy a hunting dog.
   C. propose to Chubukov’s daughter Natalia.
   D. hire Natalia as his housekeeper.

_____ 2. Lomov’s and Natalia’s first argument is about
   A. the ownership of Oxen Meadows.
   B. whose fields have the most hay in.
   C. Lomov smoking in the house.
   D. Lomov owing her father money.

_____ 3. When Lomov returns, he and Natalia get into another argument about
   A. his grandfather’s gambling habit.
   B. her grandmother walking with a limp.
   C. his father’s drinking problem.
   D. who has a better hunting dog.

_____ 4. After Lomov and Natalia finally agree to marry
   A. Lomov collapses and is presumed dead.
   B. they resume their argument about the hunting dogs.
   C. they settle their arguments and live happily ever after.
   D. they agree to share Oxen Meadows.

**Matching**

Write the letter of the correct definition on the line next to the matching vocabulary word.

_____ 5. affable
   A. person who imagines illnesses
   B. pleasant and at ease
   C. rapid beating of the heart
   D. showing a lack of respect
   E. subject of disagreement
   F. stealing money entrusted to one’s care

_____ 6. disputed

_____ 7. embezzlement

_____ 8. hypochondriac

_____ 9. impudence

_____ 10. palpitation
The Tragedy of Julius Caesar: Act I, page 332

Vocabulary: Synonyms and Word Roots with Similar Meanings

The line “It was Greek to me,” spoken by Casca (Act I, Scene ii, lines 277–278), is repeated even today. It means, “It doesn’t make sense.” While most Romans learned Greek in school, their first language was Latin. Latin, in turn, borrowed a lot from ancient Greek.

Although English is primarily a Germanic language, a large part of its vocabulary is based on ancient Greek and Latin. Its multiple roots are what gives English its richness and variety. For a list of common word roots, see pages H12–H13 in the Language Arts Handbook in the back of your textbook.

The following table shows some words with Greek and Latin roots. Notice that the words formed from Latin roots are more common, though the words formed from Greek roots are nearly identical in meaning. Complete the chart by using a dictionary to fill in the definition for each word. An example has been done for you.

<table>
<thead>
<tr>
<th>From Greek</th>
<th>Definition</th>
<th>From Latin</th>
<th>Definition</th>
<th>Meaning of Greek and Latin Roots</th>
</tr>
</thead>
<tbody>
<tr>
<td>hypo • thesis</td>
<td>a tentative assumption</td>
<td>sup • position</td>
<td>something that is supposed; hypothesis</td>
<td>“under-put”</td>
</tr>
<tr>
<td>dys • trophy</td>
<td>mal • nutrition</td>
<td></td>
<td></td>
<td>“bad-nourishment”</td>
</tr>
<tr>
<td>peri • phrasis</td>
<td>circum • locution</td>
<td></td>
<td></td>
<td>“around-say”</td>
</tr>
<tr>
<td>sym • pathy</td>
<td>com • passion</td>
<td></td>
<td></td>
<td>“with-feel”</td>
</tr>
<tr>
<td>dia • phanous</td>
<td>trans • parent</td>
<td></td>
<td></td>
<td>“through-show”</td>
</tr>
<tr>
<td>mono • morphic</td>
<td>uni • form</td>
<td></td>
<td></td>
<td>“one-form”</td>
</tr>
</tbody>
</table>
The Tragedy of Julius Caesar: Act I, page 332

Analyze Literature: Motif

A **motif** is any element that recurs in one or more works of literature or art. The motif of disorder in nature runs throughout much of Shakespeare’s work and usually signifies the disorder of the political state.

As you read *Julius Caesar*, note the motif of disorder in nature as it occurs and jot the details down in the cluster chart below. One example has been provided. You will want to continue to fill in this chart as you read the entire act and ask yourself what, specifically, is out of order in the political state?
Analyze Literature: Plot

Shakespeare’s plays, like those of other playwrights in his time, are divided into five acts, with various scenes marked by the entrance and exit of characters. The Plot Diagram on page E216 of Passport explains how the action of a Renaissance drama typically unfolds.

1. In Act I, Scene ii, what struggle on the part of Brutus is introduced in lines 78–89?

   ________________________________________________________________
   ________________________________________________________________

2. Why does Cassius speak with Brutus in Scene ii?

   ________________________________________________________________
   ________________________________________________________________

As you read *Julius Caesar*, continue to diagram the elements of plot as they develop in the Plot Diagram below.
The Tragedy of Julius Caesar: Act I, page 332

Selection Quiz

Short Answer

Write your answer to each of the following questions in the space provided.

1. What warning does the Soothsayer give Caesar? 

2. Who recalls saving Caesar from drowning when they were young? 

3. What complaint does Cassius have about Caesar? 

4. What does Caesar refuse three times? 

5. Whom does Cassius want to join the conspiracy?

Fill in the Blank

Fill in the blank with the word from the box that best completes each sentence.

<table>
<thead>
<tr>
<th>cull</th>
<th>fawn</th>
<th>impart</th>
<th>servile</th>
<th>throng</th>
</tr>
</thead>
</table>

6. The citizens in the square displayed a(n) ________ manner in the presence of the country’s dictator.

7. Mrs. Tinsmore reminded the children to ________ the best vegetables for her stew.

8. We pushed our way through the ________ to get to the front of the stage.

9. Though his parents loved their child very much, they tried not to ________ on him in public.

10. The point that the speaker wanted to ________ was that reform was needed in order to survive as a nation.
Matching

The dramatic plot of a play revolves around a central conflict and follows the same pattern as in fiction. In the Plot Diagram below, write the letter of the plot that fits that position.

A. resolution
B. falling action
C. rising action
D. inciting incident
E. exposition
F. climax
G. catastrophe

11. _____________
12. _____________
13. _____________
14. _____________
15. _____________
16. _____________
17. _____________
A simile is a comparison using *like* or *as*. Like *metaphors*, similes can be analyzed into two parts, the *tenor* or subject being described, and the *vehicle* or object being used in the description. Brutus uses several similes in Act II that help reveal his state of mind and the internal struggle in which he finds himself.

The following passages in Act II, Scene i, contain similes: lines 32–34, lines 63–69, and lines 171–174. Reread these passages. Then, on the chart below, write the tenor and vehicle of each simile.

<table>
<thead>
<tr>
<th>Line Numbers</th>
<th>Tenor</th>
<th>Vehicle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lines 32–34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lines 63–69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lines 171–174</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Use Reading Skills: Compare and Contrast

Comparing and contrasting are closely related processes. When you **compare** one thing to another, you describe similarities between the two things. When you **contrast** two things, you describe their differences. One method of comparison and contrast is to use a Pro and Con Chart like the one below to take notes on both sides of an argument.

Imagine that you are Brutus and must make a decision about whether to join the plot against Caesar. Use the pro and con chart below to help you make your decision. Write the arguments in favor of joining the plot in the Pro column; write the arguments against joining the plot in the Con column.

<table>
<thead>
<tr>
<th>Pro</th>
<th>Con</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Tragedy of Julius Caesar: Act II, page 360

Selection Quiz

Short Answer

Write your answer to each of the following questions in the space provided.

1. What does Lucius find and give to Brutus? ________________________________

2. What does Brutus decide to do regarding Caesar? ___________________________

3. What does Brutus convince Cassius to do regarding Antony? __________________

4. What does Portia ask Brutus to do? _______________________________________

5. What request of Calphurnia’s does Caesar refuse? ___________________________

Fill in the Blank

Fill in the blank with the word from the box that best completes each sentence. You may need to change the tense of the word.

| imminent | interpose | suffice | commend | interim |

6. The baker skillfully _____________ a layer of marzipan between layers of sponge cake.

7. Some people find the halftime of a game too long, but others enjoy the _____________.

8. The coach ________________ Mark for his efforts in the game.

9. The sailors rationed their water so it would _____________ for the whole trip.

10. The fans prepared for the _______________ arrival of the movie stars.
Use Reading Strategies: Make Predictions

In Act I, Scene ii, a soothsayer, or fortune teller, warns Caesar to “Beware the ides of March.” There was a day known as the ides in each month of the ancient Roman calendar. The ides was simply a division of the calendar based on the phases of the moon. In some months, the ides was on the 15th, and in others, it was the 13th. Because of the events that take place on March 15th in 44 BCE and Shakespeare’s reference to it in The Tragedy of Julius Caesar, the ides of March has come to signify a fateful day.

Answer the following questions by making predictions based on the information provided in the text. Support your predictions with evidence from the text.

1. Act III begins with Caesar stating “The ides of March are come.” Based on the soothsayer’s warning in Act I, predict what will happen in this act. Will Caesar heed this warning?

2. Read lines 15–26 in Act III, scene i. Predict whether Brutus will go along with the conspirators or stop them before it is too late. What might happen as a result of his choice?
3. Read lines 117–118 in Act III, scene i. How does Cassius think the conspirators will be remembered? Do you agree? Answer by making a prediction.


4. Read lines 130–146 in Act III, scene i. Predict whether Brutus or Cassius is right about Antony.


5. In lines 231–234 of Act III, Scene i, Cassius warns Brutus not to let Antony speak at Caesar’s funeral. Predict what will happen if Brutus allows Antony to speak to the people.


The Tragedy of Julius Caesar: Act III, page 379

Selection Quiz

Matching

Write the letter of the correct character on the line next to the matching question. You may use each answer more than once.

A. Antony  
B. Brutus  
C. Caesar

_____  1. Who denies the request to recall the banishment of Cimber’s brother?  
_____  2. To whom does Caesar address in his dying words?  
_____  3. Who shakes each man’s bloody hand?  
_____  4. Who speaks at Caesar’s funeral?  
_____  5. Whose speech turns the people against the conspirators?

Fill in the Blank

Fill in the blank with the word from the box that best completes each sentence.

bequeath  decree  grievous  puissant  valor

6. The banished woman’s family begged the king to reverse his _____________.

7. The soldier was given a medal to honor the _____________ he showed on the battlefield.

8. Absolute monarchs are known for their ____________ control over their country and their subjects.

9. The Coast Guard operator told the fishermen that to head toward the storm would be a ____________ mistake.

10. My grandfather promised to _____________ his gold pocket watch to my father.
The Tragedy of Julius Caesar: Act IV, page 406

Analyze Literature: Metaphor

Brutus’s words in Scene iii, lines 218–224, are a few of the most famous lines written by Shakespeare and are often quoted.

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.

Study these lines and paraphrase them in your own words. Explain the point Brutus is making. What metaphor, or comparison, does he use to make his point? Be sure to capture the meaning while using your own, modern English. Use your own paper as necessary.
The Tragedy of Julius Caesar: Act IV, page 406

Selection Quiz

True or False
Write T if the statement is true or F if the statement is false.

_____ 1. At the beginning of this act, Antony and his men are preparing a list of Romans who must die.

_____ 2. Portia commits suicide by swallowing poison.

_____ 3. Brutus fights bitterly with Cassius.

_____ 4. After the fight the two men remain enemies.

_____ 5. The ghost tells Brutus that he will see him at Philippi.

Fill in the Blank
Fill in the blank with the vocabulary word or literary term from the box that best completes each sentence.

apparition    corporal    chastisement    plot
falling action foreshadowing infirmity

6. When Paul saw the broken glass, he knew he was in for ________________.

7. Presenting materials that hint at events to occur later in the plot is ________________.

8. Many colonists suffered ________________ during the long voyage to the New World.

9. The ________________ is all the events that follow the climax.

10. The set designers used fishing line to make the ________________ appear to fly.

11. The ________________ is a series of events relating to a central conflict.

12. Luke said that the mysterious figure we saw could not have been a spirit but must have been a(n) ________________ creature.
Collaborative Learning: Hold a Debate

Conduct a debate on the issue of whether or not Caesar’s murder was justified. In a debate, the opposing sides attempt to convince a judge or an audience to agree with their side of a proposition. A proposition is a statement of fact, value, or policy, which usually begins with the word “resolved.” For this debate the proposition would be a proposition of value or an opinion.

RESOLVED: That the murder of Caesar is justified.

The two sides in a debate are usually called the affirmative and the negative. The affirmative takes the “pro” side of the debate and argues in favor of the proposition. The negative takes the “con” side and argues against the proposition.

For each debate, one student should be appointed as moderator. Divide into two small groups of three to four people. Each group will take one side or the other of this proposition. Working in your groups, develop arguments and evidence to support your side of the debate. Complete a Pro and Con Chart on this statement to help formulate your arguments. List all of the arguments in favor of the proposition in the Affirmative (pro) side of the chart; list the arguments against the proposition in the Negative (con) side of the chart. By considering both sides of the issue, you will be prepared for the most likely arguments you will encounter.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As part of your preparation, review the Guidelines for Participating in a Debate in the Language Arts Handbook 7.9, “Participating in a Debate” on page H85 of your textbook. When both groups have prepared their arguments, conduct your debate for the class.
Analyze Literature: Thematic Studies

A theme is a central message or perception about life that is revealed through a literary work.

Answer the following questions about the themes in *The Tragedy of Julius Caesar* on the lines below. You may use your own paper as needed.

1. **Moral and Political Relativity.** With whom did your sympathies lie in *Julius Caesar*? Did you find your sympathies wavering between Caesar, Brutus, and Antony? Why might Shakespeare have made firm moral and political ground elusive in this play? Do you think that Shakespeare deliberately invites you to share in the same fickle mentality as the crowd in the play? Explain your answer.

2. **Views of the Plebeians.** The general populace, or common people, of Rome were referred to as plebeians, while the upper class of rulers and scholars were called the patricians. Which of Machiavelli’s ideas about plebeians found in the excerpt from *The Prince*, on page 437, are supported in *Julius Caesar*? For example, is the public portrayed as selfish, changeable, ignorant, or lacking in gratitude? You may wish to especially focus on how the plebeians are portrayed in Act I, Scene i and in Act III. Cite passages from the play to support your answer.

3. **The Ends Justifies the Means.** Consider the phrase “the end justifies the means” as used by Machiavelli in Chapter 18 of *The Prince* on page 442. In your opinion, did Brutus’s goal of preserving the Republic justify his support of the conspirators, or was there no excuse for his betrayal of a friend?
Selection Quiz

Multiple Choice

Write the letter of the correct answer on the line.

1. Which of the conspirators is successful in battle?
   A. Brutus is successful in battle.
   B. Brutus and Cassius are both successful in battle.
   C. Cassius is successful in battle.
   D. Neither Brutus nor Cassius is successful in battle.

2. What does Cassius order Pindarus to do?
   A. He orders Pindarus to find the two eagles that have flown away.
   B. He orders Pindarus to stab him.
   C. He orders Pindarus to take his horse and ride to the troops.
   D. He orders Pindarus to stab Titanius.

3. How does Brutus die?
   A. He has Strato hold his sword as he runs onto it.
   B. He orders Strato to stab him.
   C. He takes a poison potion.
   D. He is killed in battle.

Fill in the Blank

Fill in the blank with the vocabulary word or literary term from the box that best completes each sentence. You may have to change the tense of some words.

<table>
<thead>
<tr>
<th>disconsolate</th>
<th>engender</th>
<th>ensign</th>
<th>misconstrue</th>
<th>presage</th>
</tr>
</thead>
</table>

4. The new recruit’s job was to unfurl the ship’s _____________ each morning.

5. Brittany was _______________ when the all the passengers had deplaned and Ray was not among them.

6. Some people believe that cats _______________ bad luck.

7. With months of hard work, the troupe _______________ a successful play.

8. _______________ the catcher’s signal, the pitcher threw a fastball straight to the opposite team’s best hitter.
The plot of Antigone was based on well-known Greek mythology, and the Greek gods referred to in the play were as familiar to Greek audiences as fairy tale characters like Cinderella or Jack and the Beanstalk are to us today. Some of the Greek gods and goddesses mentioned in the play include those listed below.

- **Aphrodite** was the goddess of love and beauty. She was the mother of Eros, or Cupid, the god of love.
- **Apollo** was the god of music, poetry, wisdom, light, and truth. Often, especially in later myths, he was called Phoebus Apollo. *Phoebus* means “shining,” and in these later myths, Apollo was often called the god of the sun.
- **Ares** was the cruel god of war, who delighted in slaughter. His companions included Discord, Strife, Terror, and Panic. He was associated with the vulture and the dog.
- **Pallas Athene**, or **Athena**, was the goddess of wisdom, justice, war, civilization, and peace. She sprang from the head of her father, Zeus.
- **Dionysus**, or **Dionysos**, was the god of revelry and of the vine. He was often pictured as a handsome youth with grape leaves and vines in his hair and pan pipes in his hands. His worshippers, the fierce female maenads, honored him with ecstatic, frenzied, and often brutal rituals.
- **Hades**, or **Pluto**, was the dreaded god of the underworld. He owned a helmet that made its wearer invisible. His wife was **Persephone**.
- **Hecate** is a goddess of the underworld and a companion of Persephone.
- **Zeus** was the leader of the Olympian gods. When “God” is referred to in Antigone, Zeus is meant. Zeus was god of the sky and of thunder. He carried a thunderbolt, wore a breastplate called the *aegis*, and was associated with the oak tree and the eagle. His palace was on Mount Olympus.

Select one of the Greek gods or goddesses listed above and do research at the library or on the Internet. Then write a three paragraph character analysis of the god or goddess you have chosen, using your own paper. What character or personality traits does he or she possess? What are his or her strengths or weaknesses? What do you admire about him or her? Use the following Character Chart to organize your information.
Antigone: Prologue and Scenes 1–2, page 448

Vocabulary: Context Clues and Word Origins

Antigone was originally written in Greek. It was later translated into Latin, and, among many other languages, modern English. Modern English is probably the richest language of all because it is made up of words borrowed from many other languages throughout the centuries, including Greek and Latin.

Consider the origins, or roots, of vocabulary words from Antigone. First, analyze the italicized root words given below each of the following passages. Which modern English word do you think was formed from each root or pair of roots? Fill in the blank with the word from the box that best completes each sentence.

<table>
<thead>
<tr>
<th>anarchists</th>
<th>comprehensive</th>
<th>conscience</th>
<th>compulsive</th>
<th>insolence</th>
<th>lithe</th>
</tr>
</thead>
<tbody>
<tr>
<td>meddling</td>
<td>reverence</td>
<td>vengeance</td>
<td>waver</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Example

Have they told you of the new decree of our King Creon?
Latin de + cretum

1. And I think it is dangerous business / To be always ________________.
   Old English medlen

2. But whoever shows by word and deed that he is on the side of the State—he
   shall have my respect while he is living, and my ________________ when he
   is dead.
   Latin revereri

3. A ________________ defense!
   Latin com + prehendere

4. No, from the very beginning / There have been those who have whispered
   together, / Stiff-necked ________________, putting their heads together, /
   Scheming against me in alleys.
   Greek anarchos

5. Are you sure that it is my voice, and not your ________________?
   Latin conscientia
6. The lightboned birds and beasts that cling to cover, / The
            _______________ fish lighting their reaches of dim water, / All are taken,
tamed in the net of his mind;
Old English lithe

7. I have seen this gathering sorrow from time long past / Loom upon Oedipus’s
    children: generation from generation / Takes the _______________ rage of
    the enemy god.
Latin compulsionem

8. This girl is guilty of a double _______________, / Breaking the given laws
    and boasting of it.
Latin insolescere

9. Grief teaches the steadiest minds to _______________, King.
    Middle English waveren

10. Fortunate is the man who has never tasted God’s _______________!
    Old French vengier
Antigone: Prologue and Scenes 1–2, page 448

Analyse Literature: Description and Mood

Description is a type of writing that portrays a character, an object, or a scene. Descriptions make use of sensory details—words and phrases that describe how things look, sound, smell, taste, or feel. Effective descriptions contain precise nouns, verbs, adverbs, and adjectives.

Mood, or atmosphere, is the emotion created in the reader by part or all of a literary work. The writer can evoke in the reader an emotional response—such as fear, discomfort, longing, or anticipation—by working carefully with descriptive language and sensory details.

Note and name some of the precise nouns, verbs, and adjectives used in the description of the battle between Polyneices and Eteocles in the Parados in the Prologue on pages 452–454.

Create a Sensory Detail Chart listing the sensory details in the Parados. In the column under each heading, list details described that appeal to that sense.

Sensory Details Chart

<table>
<thead>
<tr>
<th>Sight</th>
<th>Sound</th>
<th>Smell</th>
<th>Taste</th>
<th>Touch</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What mood is created by the use of descriptive language and sensory details in this section?
Antigone: Prologue and Scenes 1–2, page 448

Analyze Literature: Plot

A plot is a series of events related to a central conflict, or struggle. A typical plot involves the introduction of a conflict, its development, and its eventual resolution. Review the Plot Diagram and the elements of a plot on page E216 of Passport.

As you read Antigone, keep track of where the plot elements occur in the play using the Plot Diagram below. The exposition, inciting incident, and rising action occur in the Prologue and Scenes 1–2. Continue to record the plot elements as you read Scenes 3–5 and the Exodus. Then answer the questions that follow.
1. What is the central conflict in the play?

__________________________________________________________________________
__________________________________________________________________________

2. What do you think caused the crisis, or turning point, in the play?

__________________________________________________________________________
__________________________________________________________________________

3. Was Creon motivated by concern for Antigone or for his own fate when he changed his mind at this point?

__________________________________________________________________________
__________________________________________________________________________

4. Were you able to predict what would occur in the play’s catastrophe? Why or why not?

__________________________________________________________________________
__________________________________________________________________________

5. What message, or lesson, was conveyed by the catastrophe?

__________________________________________________________________________
__________________________________________________________________________
Antigone: Prologue and Scenes 1–2, page 448

Selection Quiz

True or False

Write T if the statement is true or F if the statement is false.

_____ 1. Antigone tells Ismene she intends to do bury their brother, Polyneices.

_____ 2. Ismene believes that there will be no punishment if Antigone is caught.

_____ 3. Creon has forbidden the act that Antigone is about to commit because Polyneices was a traitor.

_____ 4. Creon suspects that his sentry has been bribed by anarchists to break his law.

_____ 5. Creon sentences Antigone to life imprisonment when her actions are discovered.

Fill in the Blank

Fill in the blank with the vocabulary word from the box that best completes each sentence.

<table>
<thead>
<tr>
<th>meddling</th>
<th>insolence</th>
<th>anarchist</th>
<th>comprehensive</th>
<th>conscience</th>
</tr>
</thead>
</table>

6. Glenda’s _____________ bothered her so much after she lied to her sister that she finally confessed the truth.

7. Stephan considered himself a(n) _______________; he believed all government should be abolished.

8. Our chemistry teacher announced that the final test will be ________________—it will cover all of the concepts we learned over the entire year.

9. After I snapped back at my soccer coach, I immediately regretted my ________________ .

10. Lorna wished her coworkers would stop asking about her personal life—she felt they were ________________ in what was none of their business.
Make Connections: Logic and Reasoning

Logic deals with the rules that govern whether statements and arguments are true, false, or nonsensical. A logical fallacy is a logical mistake. A fallacy occurs with an invalid inference, one unwarranted by the facts at hand.

Deduction and induction are two types of logical reasoning. Deductive reasoning starts with a generalization to make a statement or statements about something specific. Inductive reasoning examines specific facts or instances to make a generalization. To generalize is to make a broad statement based on one or more particular observations.

Examples: Deductive Reasoning

All whales live in the sea. (general)
The beluga whale must live in the sea. (specific)
All students have signed the school policy statement. (general)
Tom is a student at the school. Therefore, he has signed the policy statement. (specific)

Examples: Inductive Reasoning

The blue whale, beluga, and orca live in the sea. (specific)
Therefore, all whales live in the sea. (general)
More than 100 students have signed the school policy statement. (specific)
Therefore, all students have signed the policy statement. (general)

Note that with inductive reasoning, only one specific example is needed to prove the generalization false.

Write your own examples of deductive and inductive reasoning in the chart below.

<table>
<thead>
<tr>
<th>Deductive Reasoning</th>
<th>Inductive Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Now determine whether the following summarized argument presented by Creon in Scene 3 is valid or invalid, and why. Which type of reasoning is employed in the argument? Explain your answer.

Years and experience make a person wise.
I am older and more experienced than Haimon.
Therefore, I am wiser and will always be right when arguing with him.
Vocabulary: Using Antonyms

The tragic end of Antigone could have been averted if Creon had practiced humility instead of its opposite, pride. An antonym is a word that means the opposite of another word. Humility is the antonym of pride.

Read the following passages from Antigone. Then, write the letter of the word that comes closest to meaning the opposite of the underlined word.

1. Have you come here hating me, or have you come with deference and with love, whatever I do?
   A. reverence  C. amazement
   B. kindness   D. defiance

2. ... But if his sons fail him, if they turn out unprofitably, what has he fathered but trouble for himself and amusement for the malicious?
   A. hilarious
   B. kind
   C. vehement
   D. venomous

3. The ideal condition would be, I admit, that men should be right by instinct; but since we are all too likely to go astray, the reasonable thing is to learn from those who can teach.
   A. on our own path
   B. successfully
   C. on course
   D. determinedly

4. You'll never see me taken in by anything vile.
   A. poisoned
   B. virtuous
   C. false
   D. innocuous

5. Perhaps they will show her an escape from death, or she may learn, though late, that piety shown the dead is pity in vain.
   A. disrespect
   B. loyalty
   C. anger
   D. sanctimony
6. Surely you swerve upon ruin
   The just man’s **consenting** heart,
   As here you have made bright anger
   Strike between father and son—
   A. unjust
   B. refusing
   C. approving
   D. demanding

7. . . . You will remember
   What things I suffer, and at what men’s hands,
   Because I would not **transgress** the laws of heaven.
   A. transport
   B. obey
   C. digress
   D. create

8. No power in wealth or war
   Or tough sea-blackened ships
   Can **prevail** against untiring Destiny!
   A. fight
   B. persuade
   C. lose
   D. obey

9. For he had **profaned** the revels,
   And fired the wrath of the nine
   Implacable Sisters that love the sound of the flute.
   A. adored
   B. defiled
   C. purified
   D. digested

10. The shadow of the plague is upon us:
    come
    with **clement** feet
    oh come from Parnasos
    down the long slopes
    across the lamenting water.
    A. cruel
    B. soft
    C. toughened
    D. slow
A theme is a central message or perception about life that is revealed through a literary work.

Answer the following questions about the themes in Antigone on the lines below. You may use your own paper as needed.

1. Law. One theme dealt with in Antigone is the importance of following laws in order to maintain a healthy state or kingdom. What are the attitudes of Antigone, Creon, Ismene, and the Chorus toward laws? Consider both the laws of the gods and those of kings. Which laws do you think the author of the play believed were supreme? Cite evidence from the play to support your answer.

2. Fate. Analyze the theme of fate in Antigone. Which events do the characters blame on “fate”? Which events do you think the characters brought upon themselves? Which do they have no control over—in other words, which could have been caused by fate? Whom do you blame for the tragic events of Antigone? Support your answer with examples from the play.
3. **Pride Comes Before a Fall.** You may have heard the saying, “Pride goeth before destruction, and a haughty spirit before a fall” (The Bible, Proverbs 16:18). Would Sophocles have agreed with this axiom? Examine how this saying relates to the theme of *Antigone*. What happens in the play as a result of excessive pride or haughtiness? Support your answer with evidence from the play.
Antigone: Scenes 3–5 and Exodus, page 469

Make Connections: Social Studies Connection

The central conflict of Antigone involves Creon’s violation of Greek burial tradition. In ancient Greece it was considered very important that a person’s body be buried properly—that ensured that the deceased would be allowed to enter the underworld. Many societies have specific funeral customs and beliefs that are an important part of their culture. Some cultures have built extravagant monuments or tombs to honor their dead. For example, the Mausoleum at Halicarnassus, located in what is now southwest Turkey, is one of the seven wonders of the ancient world. The 135-foot-high white marble tomb was built by Greek architects in about 353 BCE to hold the remains of Mausolus (Mausollos), a provincial king in the Persian Empire, and his wife, Artemisia.

Research the funeral customs of different cultures at the library or on the Internet. What kind of funeral ceremonies are held around the world? Are there cultures in which bodies are not buried, but are left in the open or treated in some other way? What types of monuments or tombs have been built? Then select two cultures and write a compare and contrast essay comparing their funeral customs and beliefs. How have their practices changed over time? What similarities do they share? How are they different? Use the following Compare and Contrast Chart to organize the information you gather for your essay.

<table>
<thead>
<tr>
<th>Culture 1</th>
<th>Culture 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Time period</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Funeral ceremonies</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Burial practices</td>
<td></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td>Types of monuments</td>
<td></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td>Beliefs about death</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Differences between past and modern customs</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Selection Quiz

True or False

Write T if the statement is true or F if the statement is false.

_____  1. Creon becomes angry with Haimon because he disagrees with him and believes that Haimon should obey his father’s will.

_____  2. Creon punishes Ismene by shutting her up in a stone vault in the wilderness.

_____  3. In Ode IV, which is sung as Antigone is being led away, the Chorus sings about fate or destiny.

_____  4. When Teiresias tries to burn an animal sacrifice, the flames blaze out of control.

_____  5. By the end of the play Antigone, Eurydice, and Haimon have all killed themselves in grief.

Fill in the Blank

Fill in the blank with the vocabulary word from the box that best completes each sentence. You may need to change the tense of some of the words.

<table>
<thead>
<tr>
<th>deference</th>
<th>malicious</th>
<th>prevail</th>
<th>transgress</th>
<th>vile</th>
</tr>
</thead>
</table>

6. We celebrated after our soccer team _______________ over the highest-ranking team in the finals.

7. As was expected in Chinese society, Boun showed _______________ to her parents by bowing to their opinion on important matters.

8. The baby spat out the _______________ medicine, refusing to drink anything so icky.

9. Sherice was furious when she learned that her so-called best friend was spreading _______________ rumors about her.

10. Burt was a natural-born rebel who would _______________ any rule you set forth.
The Still Alarm, page E226

Practice Vocabulary

Complete the crossword puzzle with words from “The Still Alarm.” The answer words are located on the pages indicated.

Across
2. for the particular individual (page E227)
5. a division of a larger entity serving a specific purpose (page E228)
7. comes out of or makes oneself visible (page E233)
8. studies attentively (page E230)
9. an unfortunate situation (page E230)

Down
1. an architect’s plans (page E227)
3. a hotel employee who does errands (page E227)
4. to feel annoyance or ill will (page E231)
6. type of dress specific to persons or employees (page E230)
Analyze Literature: Plot

Write about the events that occur in each part of the plot of “The Still Alarm.” Use the plot diagram to help you remember the function of each part.

1. Exposition: ____________________________________________________________
2. Rising Action: _________________________________________________________
3. Climax: ______________________________________________________________
4. Falling Action: _________________________________________________________
5. Resolution: ____________________________________________________________
The Still Alarm, page E226

Answer Questions

Answer these questions while you are reading “The Still Alarm.”

Page E226  Analyze Literature: Stage Directions  Look at the photograph of the firefighter. How do the stage directions contradict the message in this photo?

___________________________________________________________________________

___________________________________________________________________________

Page E227  Analyze Literature: Dialogue  What do you learn about the main characters from just the first few lines, before the entrance of the bellboy?

___________________________________________________________________________

___________________________________________________________________________

Page E229  Use Reading Strategies: Visualize  Picture the scene of the burning hotel in your mind. How might this scene seem different in a different context?

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________
Using Reading Strategies: Make Predictions  Will the firemen put out the fire? Do you think the men will escape the burning building? Explain.

Analyze Literature: Dialogue  What is your opinion of the firefighters, based on their introduction to Bob and Ed?

Use Reading Strategies: Make Inferences  Why do you think the author ends the play this way?
Make a Sequence Map

Make a sequence map to show the main events of the play in the order in which they occur. For each event, write a brief statement or draw and label a sketch.
Describe and Critique: Drama

Describe the play “The Still Alarm.” Write the information to fill in these charts.

<table>
<thead>
<tr>
<th>Title</th>
<th>________________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>________________________________________________</td>
</tr>
<tr>
<td>Type of Drama</td>
<td>________________________________________________</td>
</tr>
</tbody>
</table>

Setting

Main Characters

Conflict/Problem

The Still Alarm, page E226
Main Events in Plot

1. ______________________________________________________________________________
2. ______________________________________________________________________________
3. ______________________________________________________________________________
4. ______________________________________________________________________________
5. ______________________________________________________________________________

Theme ____________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
Critique, or review and evaluate, the play “The Still Alarm.” Answer these questions.

What do you think of the main characters? (Are they believable and well-developed? Does their dialogue give you a clear idea of their characters traits?)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What do you think of the plot? (Is the sequence of events logical? Is there a clear beginning, middle, and end? Is the conflict or problem introduced, developed, and resolved in a way that makes sense?)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What is your opinion of the play? (What do you like about it? Why? What do you dislike about it? Why?)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Give reasons for your opinion. Support them with examples and details from the play.

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

Would you recommend the play to others? Why or why not? ________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________
Practice Vocabulary

Write the meaning of each boldfaced word using the context clues in the sentence. If you need more help, look for context clues in “Trifles” on the page in parentheses. You may also use a dictionary.

1. After the myriad problems the director had dealt with, the complaints of a few cast members were only **trifles** in comparison. (page E238)

2. Just as there were several customary quilted products, most traditional quilt **block** patterns fell into one of several basic categories. (page E242)

3. The friends took a course in origami, in which they learned to create a number of figures by combining **pleating** and other types of folds. (page E236)

4. Sensing their severe **reproach**, Dr. James assured the committee there would be no further mishaps at their expense. (page E244)

5. Since the interviewer’s question was so puzzling, I answered him **facetiously**, which amused the audience. (page E248)

6. With the last of Ma’s good soap, Betty scrubbed that shirt until it looked like new and rinsed it in a separate **basin**. (page E238)

7. The puppy’s initial **instinct** was to greet her with unbridled jumping and tail wagging. (page E239)

8. His face coloring with red, Mr. Teague was **abashed** by the kindness of his employees, whom he had treated rudely. (page E242)
**Trifles**, page E234

**Answer Questions**

Answer these questions while you are reading “Trifles.”

**Page E235  Using Reading Strategies: Make Predictions**  What do you think has happened in the house of John Wright? Explain.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

**Page E238  Use Reading Strategies: Make Inferences**  What can be inferred about the attitudes the men and women have toward each other?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

**Page E239  Use Reading Skills: Determine Importance of Details**  List details given about John Wright that are significant to understanding his character.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
Page E241  **Use Reading Skills: Draw Conclusions**  How do you think John Wright was strangled? Who carried out the murder?

Page E247  **Analyze Literature: Dialogue**  What have you learned about Mrs. Wright from the dialogue of Mrs. Hale?

Page E248  **Use Reading Strategies: Clarify**  Why do the women hide the box?
Text-to-Self
Throughout the play, it becomes increasingly apparent to the women that Mrs. Wright committed the crime. Yet, the two grow more sympathetic for Mrs. Wright and ultimately choose to conceal evidence that might convict her. Do you approve of their actions? Do you disapprove? Explain your reasoning.

Text-to-Text
Compare and contrast the situation of the women in “Trifles” with Antigone’s plight. You may analyze the characters and their beliefs, actions, and struggles. You might compare the ways in which gender roles are handled. What lessons are learned? How is justice served?

Text-to-World
This story portrays men and women with very distinct and traditional gender roles. Think about the differences between men and women as they are revealed in this play, and write about how gender roles have changed over time.

Make Connections
Read the connections and choose two that you connect with. Write your responses in the space provided.
Trifles, page E234

Selection Quiz

Multiple Choice

Write the letter of the correct answer on the line.

_____ 1. Which term would BEST describe Mrs. Hale?
   A. vengeful   C. cautious
   B. loyal       D. sympathetic

_____ 2. Who discovers that John Wright has been murdered?
   A. Mrs. Wright   C. Mr. Peters
   B. Mr. Hale       D. County Attorney

_____ 3. What is the County Attorney looking for?
   A. a murder weapon
   B. evidence that would point to a motive for the murder
   C. fingerprints that would prove the killer’s identity
   D. evidence that would show how John Wright was murdered

_____ 4. The erratic stitching of the quilt implies that Mrs. Wright
   A. was tired.
   B. was not skilled at quilting.
   C. had become very distressed or nervous.
   D. did not know whether to quilt or knot the quilt.

Short Answer

Read the following short-answer questions and write the answers.

5. What happened to Mrs. Wright’s canary? ____________________________________________

6. Why does Mrs. Hale wish she had visited Mrs. Wright? _______________________________

7. How does Mrs. Hale liken Minnie Foster to a bird? ___________________________________

8. How is Mrs. Peters able to sympathize with Mrs. Wright? ___________________________
Describe and Critique: Drama

Describe the play “Trifles.” Write the information to fill in these charts.

<table>
<thead>
<tr>
<th>Title</th>
<th>___________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>___________________________________________</td>
</tr>
<tr>
<td>Type of Drama</td>
<td>___________________________________________</td>
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</tbody>
</table>

Setting

Main Characters

Conflict/Problem

---

© EMC Publishing, LLC
Main Events in Plot

1. _______________________________________________________________________________
2. _______________________________________________________________________________
3. _______________________________________________________________________________
4. _______________________________________________________________________________
5. _______________________________________________________________________________
6. _______________________________________________________________________________
7. _______________________________________________________________________________

Theme ___________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Critique, or review and evaluate, the play “Trifles.” Answer these questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think of the main characters? (Are they believable and well-developed? Does their dialogue give you a clear idea of their characters traits?)</td>
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<tr>
<td>What do you think of the plot? (Is the sequence of events logical? Is there a clear beginning, middle, and end? Is the conflict or problem introduced, developed, and resolved in a way that makes sense?)</td>
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<tr>
<td>What is your opinion of the play? (What do you like about it? Why? What do you dislike about it? Why?)</td>
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</tbody>
</table>
Give reasons for your opinion. Support them with examples and details from the play.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Would you recommend the play to others? Why or why not?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Unit & Selection Resources

Unit 5 Folk Literature Connections
What Makes Us Human

Grade 10
Publisher’s Note

EMC Publishing’s innovative program *Mirrors & Windows: Connecting with Literature* presents a wide variety of rich, diverse, and timeless literature to help students reflect on their own experiences and connect with the world around them. One goal of this program is to ensure that all students reach their maximum potential and meet state standards.

A key component of this program is a *Unit & Selection Resources* supplement for each unit in the textbook. In every *Unit & Selection Resources* book, you will find a study guide to lead students through the unit, with a practice test formatted to match a standardized test. You will also find dozens of high-quality activities and quizzes for all the selections in the unit. The *Unit & Selection Resources* lessons are provided as interactive eWorkbook activities with immediate student feedback in Passport.

EMC Publishing is confident that these materials will help you guide your students to mastery of the key literature and language arts skills and concepts measured in state and national tests. To address the needs of individual students, enrich learning, and simplify planning and assessment, you will find many more resources in our other program materials—including *Differentiated Instruction, Speaking & Listening, College & Career Readiness, Vocabulary & Spelling, Close Reading, Writing & Grammar, Test Practice, Program Planning Guide, Assessment Guide* and Passport™.

We are pleased to offer these excellent materials to help students learn to appreciate and understand the wonderful world of literature.
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Describe and Critique: Folk Literature

Digital Connections
Folk Literature Study Guide

Completing this study guide will help you understand and remember the dramatic selections presented in Unit 5—myths and legends, folk tales, and epics—and recognize their elements in the unit selections.

After you read each Understanding feature in Unit 5 in your text, complete the corresponding Understanding section in the study guide. Try to answer the questions without referring to the text. The completed section provides an outline of important information that you can use later for review.

After you read all the selections in Unit 5, complete the three Applying sections in the study guide. Refer to the selections as you answer the questions.

After you complete these sections, take the Practice Test. This test is similar to the state assessment reading test you may take. In both tests, you will read passages and answer multiple-choice questions about the passages.

Self-Checklist

Use this checklist to help you track your progress through Unit 5.

**CHECKLIST**

**Literary Comprehension**
You should understand and apply the following types of dramatic literature:
- Myths and Legends
- Folk Tales
- Epics

**Reading**
You should know the following three parts of a Folk Literature Close Reading Model:
- Before Reading
- During Reading
- After Reading

**Literary Appreciation**
You should understand how to relate the selections to
- Other texts you’ve read
- Your own experiences
- The world today

**Vocabulary**
In the Master Vocabulary List at the end of this study guide, put a check mark next to any new words that you learned while reading the selections. How many did you learn?
- 10 or more
- 20 or more
- 30 or more

**Writing**
You should be able to write a research paper. The paper should include a strong thesis statement, supporting details, and correctly documented sources. The paper should be well organized with a clear introduction, body, and conclusion.

**Speaking and Listening**
You should be able to prepare a multimedia presentation.

**Test Practice**
You should be able to answer questions that test your writing, revising and editing, and reading skills.

**Additional Reading**
You should choose a dramatic work to read on your own. See For Your Reading List on page 602 of your textbook.
Understanding Myths and Legends

Complete these pages after you read about folk literature, myths, and legends on pages 512–513 and E252–E253. Try to answer the questions without looking at your book.

What are two ways that folk literature is passed on to each generation?

1. _______________________________________ 2. _______________________________________

What is another term for folk literature? _______________________________________________________________________

Where do myths come from? ____________________________________________________________________________

______________________________________________________________________________________________

What are some basic elements of a myth? _____________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

What is a legend? ________________________________________________________________________

______________________________________________________________________________________________

Briefly define archetype. Give an example _____________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

What are two possible functions of a trickster? ______________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

A trickster can take several forms, depending on the myth’s culture of origin. Name two common types of trickster.

1. ______________________________________________________________________________________

2. ______________________________________________________________________________________
Applying Myths and Legends to the Selections

Think about what you have learned about myths and legends. Then answer the following questions after you have read the selections in Unit 5.

Is “Magic Words” more like a myth or a legend? Explain. _____________________________________

______________________________________________

______________________________________________

What elements classify “Orpheus” as a myth? ______________________________

How is Orpheus’s descent into Hades an example of archetype? ________________________________

What characteristics help classify the selection from Sundiata as a legend? _______________________

What lesson from the selection from Sundiata can we apply to modern life? Explain ________________
In the chart below, describe how the selections from *Sundiata* and *The Once and Future King* explore the **archetypal theme** of fate.

<table>
<thead>
<tr>
<th>Archetypal Theme: Fate</th>
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<tbody>
<tr>
<td>the selection from <em>Sundiata</em></td>
</tr>
<tr>
<td>the selection from <em>The Once and Future King</em></td>
</tr>
</tbody>
</table>

Compare and contrast Sundiata and the Wart. _____________________________________________

Why are the stories of Sundiata and Arthur subject to change? ________________________________

What conclusion can you draw about **tone** in the telling of myths and legends? ______________
Understanding Folk Tales

Complete these pages after you read about folk tales on pages 513 and E256–E257. Try to answer the questions without looking at your book.

What are folk tales? ________________________________________________

Name and describe the four types of folk tales.

1. _____________________________________ :  _____________________________________
2. _____________________________________ :  _____________________________________
3. _____________________________________ :  _____________________________________
4. _____________________________________ :  _____________________________________

Briefly explain the supposed origins of folk tales. ________________________________

What is a folk song? ________________________________________________

What is a **spiritual**? _____________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Who were the Brothers Grimm? ___________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Who was Hans Christian Andersen? _____________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Name two elements that appear frequently in **folk tales**.

1. ____________________________________ 2. _______________________________________

Briefly define the two types of **symbols** found in folk tales. Give one example of each.

**conventional symbol:** __________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

**personal symbol:** _____________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

What is a **motif**? Give an example of a **motif** that might be found in a folk tale.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Applying Folk Tales to the Selections

Think about what you have learned about folk tales. Then complete these pages after you have read the selections in Unit 5.

“Naked Truth and Resplendent Parable” is which type of folk tale? Explain your answer.

What lesson does “Naked Truth and Resplendent Parable” teach?

What makes “Mother Holle” a fairy tale?

What conventional symbol is featured in “Mother Holle”?

There are several motifs at work in “Mother Holle.” Give examples of two and explain your answer.

Who is the mischievous spirit in “The Wonderful Hair”? What is the spirit’s goal?
Explain how gold and pitch are used in “Mother Holle” to symbolize each daughter’s character.

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

Compare and contrast the trials of the poor man in “The Wonderful Hair” and the stepdaughter in “Mother Holle.”

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

The word narcissism is used to describe excessive interest in oneself. It comes from the myth of Narcissus, who fell in love with himself after seeing his reflection. In “The Wonderful Hair,” how is the mirror a symbol of narcissism?

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

In “Mother Holle,” the authors state that the stepdaughter was “quite the Cinderella of the family.” How is this tale like the story of Cinderella? Explain your answer.

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________
Understanding Epics

Complete these pages after you read about epics on pages E260–E261. Try to answer the questions without looking at your book.

What is an epic? ________________________________________________________________

List the four characteristics shared by all epics.

<table>
<thead>
<tr>
<th>Characteristics of the Epic</th>
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<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<tr>
<td>3.</td>
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<tr>
<td>4.</td>
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</tbody>
</table>

Who was Homer? ________________________________________________________________

Briefly describe the epic hero. ____________________________________________________

In what manner would the poet narrate an epic? ____________________________________
Complete the table to show some typical characteristics of the **epic hero**.

<table>
<thead>
<tr>
<th>Characteristics of the Epic Hero</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travels to . . .</td>
</tr>
</tbody>
</table>

What is an **epithet**? _________________________________________________________________________________________________

What is an **epic simile**? _____________________________________________________________________________________________

List the three typical conventions of the **epic narrator**.

<table>
<thead>
<tr>
<th>Conventions of the Epic Narrator</th>
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<tbody>
<tr>
<td>1.</td>
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</table>

| 2.                                |

| 3.                                |
Applying Epics to the Selections

Think about what you have learned about epics. Then complete these pages after you have read the selections in Unit 5.

Briefly summarize the plot of “The Drowned Maid.” ___________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Cite one example of an epithet from “The Drowned Maid.” How did the narrator benefit from the use of epithets? _______________________ _________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

In what way is the story of Don Quixote a parody? ________________________________

________________________________________________________________________________________

________________________________________________________________________________________

How is Don Quixote the epic hero of this story? Briefly contrast Don Quixote with the chivalrous heroes from his books. ________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

In what other way is this story unlike a classical epic? ________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
Unit 5 Practice Test

Throughout the school years, students take tests to measure how well they meet standards in reading, English/language arts, mathematics, science, and social studies. Standardized English language arts tests include reading tests in which students are asked to read a passage and answer questions to test their understanding of the passage. Some passages on the reading test will be examples of folk literature, like the selections you read in Unit 5.

The practice test on the following pages contains several passages, each followed by two or more multiple-choice questions. Your answer sheet for this practice test is below on this page.

The questions on this practice test focus on myths and legends, folk tales, and epics—the forms of folk literature you studied in this unit.

<table>
<thead>
<tr>
<th>Unit 5 Practice Test Answer Sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: ___________________________ Date: ___________________________</td>
</tr>
</tbody>
</table>

Fill in the circle completely for the answer choice you think is best.

5. A B C D  11. A B C D
6. A B C D  12. A B C D
This test has 16 questions. Read each passage/story and choose the best answer for each question. Fill in the circle in the spaces provided for questions 1 through 16 on your answer sheet.

Read the passage below, and answer the questions about what you have read. Mark your answers on your answer sheet.

**Gluskabi and the Three Wishes**

*as retold by Amy Dubois*

Gluskabi was the creator of all men and beasts. He lived at the highest peak of the highest mountain. It was understood among the Wabanaki nations that Gluskabi would grant a wish to anyone who successfully sought him at his home. A group of three men attempted the journey. Their voyage was a long and difficult one. The men suffered for seven grueling years until, guided by the sound of Gluskabi’s barking dogs, they reached their destination. Gluskabi welcomed them warmly. He healed their wounds and gave them lavish entertainment until he decided the men must return home.

Before they went, Gluskabi told them he would grant each man one wish. The oldest traveler was a simple, honest man. Still, being of poor hunting skill, he was held in low esteem by his people. This man only wanted to provide food for his people and family. So, Gluskabi gave him a magic flute that would persuade every animal to follow its music. The man expressed his gratitude and left.

Gluskabi asked the next eldest man what he would have. Now, this man was very vain of his looks and stature. And yet, looks of his elegance and tallness of his stature were not enough. The second man replied that he would like to be taller and more majestic than any of his people. Gluskabi suggested that elegance of mind and tallness of heart would be a more suitable gift. Still, the traveler insisted on improving his physical, rather than spiritual, beauty. Gluskabi seemed displeased, but gave the man a sack to fulfill his wish. Gluskabi instructed the man to keep the sack closed tightly until he reached home. The second man expressed his gratitude and left.

The third and youngest traveler was a good-natured man, though foolish and given to making comedy for others. When asked what he most desired, he said he would like to make people laugh by doing nothing at all. The affable Gluskabi gave him no sack or flute, but assured him his wish had been granted. Elated, the man thanked his host and went after his companions.

Though it had taken the men seven years to reach Gluskabi, it was a mere seven days until they reached home. The master hunter trekked through the woods with his flute in his pocket. Always would he be at peace, content to know that as long as he lived he would have food on his table.

Conversely, the man who wished for majesty of looks and height could not wait to see what awaited him. Still in the thick of the woods, he stopped. The greedy man opened the sack and, to his annoyance, beheld a single pinecone. Just as he picked up the pinecone to toss it on the ground, the enchanted seed turned him into a large, stately pine tree. Though taller and more majestic than any of his people, the second man remained rooted to the forest floor for the rest of his days.

The youngest man returned to his people amid a flourish of laughter. Scarcely had he reached his village before people were bent over in laughter at the mere sight of him. As he went about, everyone pointed at him and guffawed hysterically. The formerly jolly man was soon overcome with grief and fled to the woods. He spent the rest of his life hiding in the lonely pines, running from all who would think him a clown.
1. This passage is what type of folk literature?
   A. folklore
   B. myth
   C. epic
   D. parable

2. Which element of the passage is not an example of a motif?
   A. the long journey
   B. the humble person’s reward
   C. the three wishes
   D. the barking dogs that guide the travelers

3. Which folk literature term best describes the character of Gluskabi?
   A. the seer
   B. a god
   C. the mentor
   D. a legend

4. Which statement best describes the moral lesson of this selection?
   A. Only the aged have their wishes granted.
   B. Hard work is its own reward.
   C. Always follow instructions carefully.
   D. Be careful what you wish for.

5. Which of the following best describes transformation of the second man into a tree?
   A. superhuman
   B. a religious phenomenon
   C. a fantastic element
   D. traditional

6. Why does Gluskabi give the older man a flute?
   A. to help him capture his own food
   B. because the old man journeyed seven years
   C. because he was an honest man
   D. so that he might live forever

7. Which statement is most accurate of this passage?
   A. This passage suggests that humor is undesirable.
   B. The master hunter will always have the respect of his peers.
   C. The man who wished for physical beauty was punished for being vain.
   D. Gluskabi enjoys punishing men.
Read the passage below, and answer the questions about what you have read. Mark your answers on your answer sheet.

Terrado and the Battle for Ehrgaard
by Jerome Jacobs

It was here in the vast sands of the Wie Desert that Terrado began his quest—to return to Ehrgaard and restore his father’s kingdom to honor. He bent himself toward the wind and sprinted, nearly blinded by the sun and sands, the loose earth giving way under his feet as he ran. The desert creatures, particularly the horrible Wie Annelids, emerged nightly from the dunes. Though the beasts measured 20 feet in length, mighty Terrado was unfazed. He savagely fought the giant Annelids with his bare hands, ensuring that all the low desert inhabitants would forever fear him as a god. When the yellow desert gave way to the jagged peaks and snow-filled valleys of the Foton Mountains, sure-footed Terrado did not stray from his course. His eye looked straight ahead to Ehrgaard. In his mind, Terrado saw but two images. He saw his mother and father, the revered queen and king, ruthlessly driven from the kingdom they founded and nurtured to great prosperity. He also saw the usurpers, Kahn and his unscrupulous horde. They first came by night, filling the castle’s sacred halls with gases and turning out the rightful inhabitants as they slept. Terrado awoke aboard a black ship as he was being dragged out of the burlap cocoon that held him. No fewer than ten huge men subdued him for fear of his famous strength. Still reeling from the poisons, he was only semi-conscious of the heaving waves. His captors lost their hold of Terrado’s huge frame and half tumbled starboard. The rest spilled over port. Terrado fell to his knees. He then became aware of a great image in the black tidal waves that surrounded and hammered the ship. It was the face of Neptune, ruler of the seas. Humble Terrado was so overcome with a sense of safety, he allowed himself to be moved along with the motions of the ship. He looked again at great Neptune and uttered a word of gratitude. Then all was dark until he woke upon the sands of Wie.

Resolute Terrado stood atop a great peak and waited for a break in the passing clouds. In a moment, he could clearly see Ehrgaard all those miles below. The sight refreshed him and renewed in his purpose. Just as the sleek falcon sights a distant yet distinct target, spreads its wings and soars downward, faster, until its prey is centered, so Terrado descended.

8. This passage begins in medias res. What does this mean?
   A. The passage will be easier for the narrator to remember.
   B. The passage will probably end in medias res.
   C. The passage begins “in the middle of things.”
   D. The passage begins at the end of the story and uses flashback.

9. “Resolute Terrado” and “sure-footed Terrado” are examples of what?
   A. epic similes
   B. facts
   C. epithets
   D. archetypes
10. Which pair best describes the tone and style of this passage?
   A. serious and formal
   B. optimistic and informal
   C. dismal and colloquial
   D. desperate and lyrical

11. Which folk literature term best describes Terrado’s character?
   A. trickster
   B. epic hero
   C. conventional symbol
   D. antagonist

12. What can be reasonably inferred about Terrado’s captivity?
   A. Neptune expected Terrado to wake up sooner.
   B. Terrado was sold to pirates.
   C. No one was aware that Terrado was missing.
   D. Kahn’s men had kidnapped Terrado.

13. Who helps Terrado?
   A. the desert inhabitants
   B. the god Neptune
   C. the Wie Annelids
   D. the falcon

14. The last sentence of the passage is an example of what?
   A. allusion
   B. epithet
   C. metaphor
   D. epic simile

15. Which type of folk literature best fits this passage?
   A. epic
   B. myth
   C. parable
   D. folk tale

16. Details from this passage suggest which of the following?
   A. Neptune is a spiteful trickster.
   B. The hero’s parents were on the ship.
   C. Terrado has superhuman strength.
   D. Kahn attempted to abandon Terrado in the desert.
Master Vocabulary List

anguish, 526
anvil, 540
arduous, 597
asunder, 526
bucolic, 588
cadence, 588
detain, 580
diabolical, 532
dialect, 587
eminence, 594
enamored, 594
enmity, 598
fabrication, 592
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indignation, 551
industrious, 563
ingenious, 593
innuendo, 532
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sonorous, 594
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taciturn, 532
vanquish, 595
wrench, 576
**Before, During, and After Reading**

**Name: ____________________________________  Date: __________________**

**BEFORE, DURING, AND AFTER READING**

**Close Reading Folk Literature**

Reading closely is an active process that can be broken down into three stages: before reading, during reading, and after reading.

- Before reading, you build background, determine your own purpose, and develop expectations for what you are about to read. These activities are related to what you already know and what you have experienced.
- During reading, you use reading strategies and critical thinking skills to understand and make connections with what you are reading.
- After reading, you reflect on what you have read and extend your understanding beyond the text. Going back and rereading the text will help you to focus on the author’s purpose and message.

The specific activities performed in each stage of the reading process can vary, depending on the genre you are reading. In the myths, tales, and songs that are a part of folk literature, storytellers want to entertain their audiences and pass along cultural ideas and beliefs. The **Folk Literature Close Reading Model** on page 514 provides an overview of the reading process for folk literature.

**Framework for Reading Folk Literature**

The following checklist offers strategies for reading folk literature closely. You will learn more about these elements as you go through this unit. As you read the narrative poem “Magic Words,” ask yourself the following questions.

<table>
<thead>
<tr>
<th>Before Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ From which culture does this tale come?</td>
</tr>
<tr>
<td>❑ Who are the characters in this tale?</td>
</tr>
<tr>
<td>❑ What do the characters do?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>During Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Which supporting details describe the characters?</td>
</tr>
<tr>
<td>❑ Where does the narrator or author seem to make judgments about the characters or their actions?</td>
</tr>
<tr>
<td>❑ What stock literary elements does the author use?</td>
</tr>
<tr>
<td>❑ What generalizations can you make based on the details?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ What is the final result of the tale?</td>
</tr>
<tr>
<td>❑ What conclusions can you draw about the story by synthesizing the evidence?</td>
</tr>
<tr>
<td>❑ What seems to be the main message of the tale?</td>
</tr>
</tbody>
</table>
Apply the Model
Use Reading Skills: Find the Main Idea

A variety of strategies and skills can help you understand and appreciate folk literature. For the poem “Magic Words,” try applying the reading skill **Find the Main Idea** in all three stages of the reading process.

The **main idea** is a brief statement of what you think the author wants you to know, think, or feel after reading the text. In some cases, the main idea will actually be stated. If it author doesn’t tell you what the main idea is, you will have to infer it.

In general, nonfiction texts have main ideas; literary texts (poems, short stories, novels, plays, and personal essays) have **themes**. In poetry, the main idea is often a central theme that is developed with imagery and description.

A good way to find the main or overall idea of a whole selection (or part of a selection) is to gather important details into a Main Idea Map like the one below.

Before you read the poem, read the Build Background section on page 515 of your textbook. Then respond to the Reader’s Context question on a separate sheet of paper. “How is magic similar to the imagination?”

As you read the poem, gather important details and write them in the outer circles of the chart. After you finish reading, use the details in your chart to help you determine the main or overall thought or message. Reread all or parts of the poem focusing on the author’s purpose and meaning. Write the author’s main idea in the center circle.

![Main Idea Map](image-url)
Make Connections: History and Culture Connection

The Netsilik Inuit, who call themselves the “people of the seal,” live in a remote area of Canada above the Arctic Circle, in one of the bleakest regions of the world. Winter there lasts ten months, the temperature drops to 50 degrees below zero, and the ocean freezes solid. The term “Inuit” is now often preferred to the term “Eskimo” as a name for the indigenous arctic and sub-arctic cultures. “Eskimo” is a Cree word meaning “eater of raw meat.” The name actually honors the survival skills of the Eskimo people. Eating raw meat enabled the Eskimo to take in Vitamin C and thus avoid scurvy. Like other Inuit peoples living in the Arctic and subarctic areas of Canada, Greenland, Alaska, and Siberia, the Netsilik are well adapted to this harsh environment and live in close harmony with nature.

As is true of many peoples around the globe, the Inuit have felt the encroachment of modern civilization on their traditional way of life. This poem expresses a Netsilik priest’s or shaman’s belief that at one time words had magical powers that they no longer have today. How, according to the shaman, did the world as it once was differ from the world today? Create a Venn diagram like the one below to show the similarities and differences between the past and present.

Venn Diagram

World in Earliest Times

World Today
Analyze Literature: Transcription and Translation

**Transcription** is the act of writing down words that were originally on audiotape or in another format. **Translation** is the art of rendering speech or writing into another language. “Magic Words” was originally a song taught to Nulungiaq by her uncle Unaraluk, an Inuit shaman or priest. It was retold by Nalungiaq, and first transcribed by Danish explorer Knud Rasmussen. It was later translated into English by poet Edward Field.

People who transcribe text try to write down word for word everything that is said, without leaving anything out or rewording. Translators try to preserve the original meaning of the text while using different words to express ideas.

Write your answer to each of the following questions in the space provided.

1. How might “Magic Words” have been affected by having been retold so many times, then transcribed and translated into an entirely different language?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. Why do you think it is important for transcribers and translators to avoid rewording or changing the original meaning of the text?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. Summarize or paraphrase the selection in your own words. Make sure not to change the meaning of the original text.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
Magic Words, page 515

Selection Quiz

Write the letter of the correct answer on the line.

Multiple Choice

1. According to the poem, what could a person do in early times?
   A. use animals to perform work
   B. speak many different languages
   C. live in a tribe
   D. become an animal

2. What could an animal do in early times?
   A. perform work for humans
   B. run free in a pack
   C. become a human being
   D. communicate only with other animals

3. What language did people and animals speak?
   A. an ancient tribal language
   B. the same universal tongue
   C. English
   D. different languages

4. What kind of magic did words have in early times?
   A. What people wanted to happen could happen just by saying it.
   B. People could perform magic tricks.
   C. Words could control the weather.
   D. Animals would perform tricks for humans.

Fill in the Blank

Fill in the blank with the literary term from the box that best completes each sentence.

<table>
<thead>
<tr>
<th>oral tradition</th>
<th>theme</th>
<th>transcription</th>
<th>translation</th>
</tr>
</thead>
</table>

5. The act of writing or rendering speech into another language is called _____________________.

6. ________________ is when a person writes down words that were originally spoken or recorded.

7. Any work that is passed down by word or mouth from generation to generation is considered _____________________.

8. In poetry, the main idea is often a central _______________________ that is developed with imagery and description.
Build Background: Greek Gods and Muses

**Dionysus** (d8 n8 s@), the god of wine and fertility, plays an important role in “Orpheus.” His followers were the **Maenads** (m7 nadz), a wild group of women, and he demanded sacrifice be paid to him. In this selection, he becomes angry with Orpheus, whose values contradict his. Other Greek gods mentioned in this selection include **Zeus** (z2), king of all the gods; **Hera** (h6 r@), Zeus’s wife; **Athene** (th7 n@) goddess of wisdom; **Hades** (h6 d7z), the god of the underworld; and **Helius** (h7 17 @s), or Apollo, the sun god.

Also mentioned are two Titans, or earlier gods who were thrown out of power by the gods led by Zeus. One is **Prometheus** (pr9 m7 th7 @s), who according to some myths created the first humans and then was punished by Zeus for giving humans the gift of fire; the other is **Cronus** (cr9 n@), Zeus’s father.

In ancient Greek and Roman myth, the **Muses**, the nine daughters of Zeus and **Mnemosyne** (ni m5 n@ 7), the goddess of memory, were believed to inspire aspects of the arts and sciences. **Calliope** (k@ l8 @ p7), said to be Orpheus’s mother, was the Muse of epic poetry. The other Muses were linked individually with history, lyrical poetry, music, tragedy, sacred choral poetry, choral dance and song, comedy, and astronomy. The idea of the Muse has often been used by later writers to explain the mysteries of literary inspiration. The connection of the Muses with entertainments and the arts survives in our English words *amusing* and *amusement*.

Look for the appearance of the Muses as you read “Orpheus.” Then answer the following questions.

1. Why might the Muses be associated with Orpheus?

2. How did their burial of him at the foot of Mount Olympus inspire new art to replace that which was lost with his death?

3. Have you ever heard the term “muse” used to mean artistic inspiration? If so, explain.
Orpheus, page 518

Use Reading Skills: Importance of Details

The main idea is what the selection is about; the minor ideas and details provide support for the main idea. In “Orpheus,” you will find many details that consist mainly of references to people and places in Greek mythology. You could easily become bogged down by these details if you are unfamiliar with them. It is necessary for you to be able to determine which details are important to your understanding of the myth and which are not.

To identify supporting details, you need to do the following:

- Locate basic facts, such as names, dates, and events.
- Determine the importance of those facts to the understanding of the piece. Some facts or details will be more important than others.
- Interpret subtly stated details. These details can help clarify the author’s stance or purpose, or they may give fuller meaning to the basic facts.
- Understand the function of a part of a passage. Is the author providing information, supporting a previously made point, presenting a conflicting argument, building suspense? Pay attention to how your understanding of a topic or your feelings toward it change as you read.
- Make inferences, or educated guesses, about how the author uses the supporting details to achieve his or her desired result. Put together clues from the text with your own prior knowledge to make inferences.

In the graphic organizer below, record the myth’s major and minor details. If you come across a major detail you do not understand, do some research to figure out what it means.

<table>
<thead>
<tr>
<th>Major Details</th>
<th>Minor Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orpheus was the most famous poet and musician that ever lived.</td>
<td>Apollo gave him a lyre and the Muses taught him its use.</td>
</tr>
</tbody>
</table>
Orpheus, page 518

Analyze Literature: Plot and Conflict

A plot introduces a conflict, develops it, and eventually resolves it. A conflict is a struggle between two forces in a literary work. There are two types of conflict: external and internal. In an external conflict, the main character struggles against another character, against the forces of nature, against society or social norms, or against fate. In an internal conflict, the main character struggles against some element within himself or herself.

What conflict or conflicts exist in “Orpheus”?

A plot often contains the following elements, although it may not include all of them and they may not appear in precisely this order:

- The exposition, or introduction, sets the tone or mood, introduces the characters and setting, and provides necessary background information.
- The rising action occurs as the conflict is developed and intensified.
- The climax is the high point of interest or suspense.
- The falling action consists of all the events that follow the climax.
- The resolution is the point at which the central conflict is ended, or resolved.

Label the parts of the Plot Diagram. On the lines below, describe each element of the plot of “Orpheus.”

Plot Diagram

Exposition

Rising Action

Climax

Falling Action

Resolution
Use Reading Strategies: Make Connections

**Text-to-Text**

An **allusion** is a rhetorical technique in which a reference is made to a person, event, object, or work from history or literature. Where in Levertov’s poem “A Tree Telling of Orpheus” did you find specific references to the myth of Orpheus? What parts of the Orpheus myth do they relate?

**Text-to-Self**

In “The Tree Telling of Orpheus,” the music changes the trees and causes them to awaken emotionally and hear and see more than they ever heard or saw before. Freewrite about the details of a favorite book, song, movie, painting, or photograph that has touched you. Why was it special? Did it change your life, or was the experience more subtle than that? How did it relate to your life? Then, using your notes, write a paragraph describing the work of art and how it affected you. Try to express to your reader what was special about this work.

**Text-to-World**

A **myth** is a story that explains objects or events in the natural world as resulting from the action of some supernatural force or entity, most often a god. Every early culture around the globe has produced its own myths. What traditional characteristics of a myth can you find in the myth of Orpheus?
Orpheus, page 518

Selection Quiz

Short Answer

1. Who is Orpheus?

2. How was Orpheus killed?

3. Who is the speaker of the poem “A Tree Telling of Orpheus”?

4. Whom does the tree see?

5. What did the trees learn to do?

Fill in the Blank

Fill in the blank with the vocabulary word or literary term from the box that best completes each sentence.

| conflict | plaintive | reverently | rivery | anguish | asunder | knoll | fell |

6. The old man was last seen sitting on a ____________________________, resting with his hands laid on his lap.

7. The newlyweds looked at each other _______________________________.

8. The plot of a literary work is a series of events related to a central ____________________________.

9. The ________________________________ of my mother's death led me into a deep depression.

10. His ________________________________ words seemed to wash away my sadness.
from Sundiata: An Epic of Old Mali / from The Once and Future King, page 530

**Build Background**

When have you achieved something others thought impossible? What motivated you to succeed? Write your response on a separate sheet of paper.

**Set Purpose**

Read each selection with the purpose of answering the questions below. Write your answers in the chart.

<table>
<thead>
<tr>
<th></th>
<th>from Sundiata: An Epic Tale of Old Mali</th>
<th>from The Once and Future King</th>
</tr>
</thead>
<tbody>
<tr>
<td>What heroic traits does the main character possess?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What values, beliefs, traditions, and rituals are expressed in the story?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What makes the main character an unlikely hero?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Practice Vocabulary

Complete the crossword using the words from the box that match the clues given below.

Across
1. not willing to talk much
3. mean-spirited
6. secret or underhanded plot
7. devilishly or inhumanly cruel
9. a steel or iron block
10. regretfully

Down
2. isolated or secluded
4. unable to be taken by force
5. behaving in an impatient manner
8. indirect negative remark or hint
**Compare Literature: Legend and Archetype**

A **legend** is a story that is passed down over generations, often based on real events or characters from the past. As you read about Sundiata and King Arthur, consider which elements in the selections might be historical and which are probably not.

An **archetype** is a type of character, image, theme, symbol, plot, or other element that has appeared in the literature of the world from ancient times until today. An example of an archetype is the idea of characters going on a journey or quest to learn about themselves. As you read each selection, think about which elements of the stories could be archetypes.

In the chart below, list one historical and one nonhistorical element and at least one archetypal element for each selection.

<table>
<thead>
<tr>
<th>Legend</th>
<th>Historical/Nonhistorical Elements</th>
<th>Archetypal Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>from Sundiata: An Epic of Old Mali</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>from The Once and Future King</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*from Sundiata: An Epic of Old Mali / from The Once and Future King*, page 530
Compare Literature: Legend and Archetype (continued)

Legends have roots in the distant past, often based on real events or characters from older times. They often contain archetypal themes, characters, or symbols that the reader can easily recognize. Use your completed chart to answer the following questions.

Which elements of the two legends do you think could have actually occurred in history?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Compare the themes of the stories. How do they overlap?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What do the themes say about the values of the cultures in which the stories originated?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Identify an archetypal character in each story. How are the characters the same? How are they different?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What is it about the characters that makes them archetypes?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
**from Sundiata: An Epic of Old Mali / from The Once and Future King, page 530**

**Compare Literature: Characterization**

Complete the table by providing details and general information about the hero of each selection.

<table>
<thead>
<tr>
<th></th>
<th>Sundiata</th>
<th>The Wart</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Home</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Age at Story’s Climax</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Family</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Physical Limitations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Treatment by Others</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Thoughts About Being a Leader</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reactions of Others to His Change</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In your opinion, what is the greatest character trait of each main character? Are the two traits comparable? Why or why not?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
from Sundiata: An Epic of Old Mali / from The Once and Future King, page 530

Use Reading Strategies: Make Connections

Read each connection. Write your response in the space provided.

**Text-to-Self**

Do you know someone with physical limitations? Did this person require special treatment? Have you known someone who was discriminated against because of a disability? How did you react to the discrimination of that person? How did it make you feel? How do you think the person felt?

**Text-to-Text**

Compare and contrast how Sundiata and the Wart are transformed from boys into leaders. Was each character fated to be a leader? Did he choose to be a leader? In becoming a leader, what has the character gained? What has he lost?

**Text-to-World**

Sassouma belittles and insults Sogolon and her son. The reader sees how this affects Sogolon and ultimately the result. What lesson does this story teach about humility? Why is humility important in the modern world? How can a person be hurt by his or her own false sense of superiority?
Selection Quiz: from Sundiata: An Epic Tale of Old Mali

Mirrors & Windows Question

“Each man finds his way already marked out for him and he can change nothing of it.”
Do you agree or disagree with this statement? What role does fate play in a person’s life?
What role does personal choice play? Explain your answers on a separate sheet of paper.

Completion Fill in the blank to complete each statement.

1. Sogolon’s son does not have use of his ________________________________.
2. ________________________________ treats Sundiata’s mother with spite and jealousy.
3. Sundiata is often compared to a ________________________________.
4. Sundiata gives his mother an entire ________________________________.

Multiple Choice Write the letter of the correct answer on the line.

_____ 5. What occupation do Balla Fasseke and his father share?
   A. They are griots.
   B. They are blacksmiths.
   C. They are soothsayers.
   D. They are sorcerers.

_____ 6. Why doesn’t Sundiata assume the role of king when his father dies?
   A. Sundiata shows little interest in being king.
   B. Sassouma convinces the villagers to vote for her son.
   C. The council of elders chooses to make Sundiata’s half-brother the king.
   D. Sundiata was not prophesied to be the king.

_____ 7. Which of the following BEST describes of Sundiata’s father’s kingdom?
   A. Africa
   B. Niani
   C. Mali
   D. West Africa

_____ 8. How does Sundiata stand himself upright?
   A. He supports himself with a huge iron rod.
   B. He pushes himself up from the ground with his strong arms.
   C. He orders Balla Fasseke to sing a hymn.
   D. He uses a huge cane made from the baobab tree.
Selection Quiz: from The Once and Future King

Mirrors & Windows Question

When the Wart pulled the sword out of the anvil, he had no idea of the significance of his actions. What does this say about his character? Do you think the Wart is the type of person who will make a good leader? Explain your answers on a separate sheet of paper.

True or False  Write T or F on the line before each statement. For each false item, write the correct statement on the line provided.

_____ 1. This story features a sword lodged in an anvil.

_____ 2. Merlin leaves because he believes he is no longer needed.

_____ 3. The Wart is anxious to see who will pull out the sword.

_____ 4. Kay offers the Wart a shilling to get his sword from the inn.

_____ 5. The Wart attempts to pull out the sword because he wants to be king.

_____ 6. When he realizes he will be king, the Wart cries tears of joy.

In a Few Words  Write a brief answer to each question.

7. What news does Pellinore deliver? __________________________

8. Where is the tournament being held? __________________________

9. Why can't the Wart get Kay's sword? __________________________

10. Who watches the Wart try to pull out the sword? __________________________
from Sundiata: An Epic of Old Mali / from The Once and Future King, page 530

What Do You Think?

Reflect on the selections from Sundiata and The Once and Future King. Compare your thoughts and feelings about the two selections. Which selection do you prefer? Why? In the chart below, write your opinion and at least three strong, convincing reasons that support your opinion.

<table>
<thead>
<tr>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>I prefer the selection from ____________________________ to the selection from ____________________________ .</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 __________________________________________________________________________________</td>
</tr>
<tr>
<td>2 __________________________________________________________________________________</td>
</tr>
<tr>
<td>3 __________________________________________________________________________________</td>
</tr>
</tbody>
</table>

Use the chart to write a paragraph in which you state your opinion and support it with your reasons.

____________________________________________________________________________________
____________________________________________________________________________________
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____________________________________________________________________________________
____________________________________________________________________________________
Build Vocabulary: Denotation and Connotation

The **denotation** of a word is its dictionary definition. The **connotation** of a word is an emotional association the word has in addition to its literal meaning. Several types of connotation can influence the way you think about a word:

- **positive connotation**: words that evoke a favorable response
- **negative connotation**: words that provoke an unfavorable response
- **neutral connotation**: words that cause no emotional response

For example, the words *cheap* and *thrifty* both denote “tending to spend less money,” but *cheap* has a negative connotation similar to “stingy,” whereas *thrifty* has a positive connotation that suggests being responsible with money. The best way of learning the connotation of a word is to pay attention to the context in which the word appears. The connotation of a word may change depending on how the word is used.

Consider the adjectives *naked* and *resplendent* as they are used in the title of the parable to describe the nouns *truth* and *parable*. Look up the definitions of these adjectives and write down the denotation, or dictionary meaning, of each word. Write whether it has a positive, negative, or neutral connotation. Then write a sentence of your own using the word correctly.

**naked**

denotation: _______________________________________________________________________________________

connotation: ______________________________________________________________________________________

sentence: _________________________________________________________________________________________

**resplendent**

denotation: _______________________________________________________________________________________

connotation: ______________________________________________________________________________________

sentence: _________________________________________________________________________________________

Note that the word *truth*, which usually has a positive connotation, takes on negative connotation in the context of the parable. Use your prior knowledge, and a dictionary if needed, to identify the denotation of each of the following words from “Naked Truth and Resplendent Parable.” Tell whether the word for you has a positive, neutral, or negative connotation. Work with a partner to write sentences that use the words correctly. Make sure the context is appropriate for the connotation of the word.
1. **great**
   denotation: ____________________________________________
   connotation: ____________________________________________
   sentence: ______________________________________________

2. **small**
   denotation: ____________________________________________
   connotation: ____________________________________________
   sentence: ______________________________________________

3. **splendid**
   denotation: ____________________________________________
   connotation: ____________________________________________
   sentence: ______________________________________________

4. **beautiful**
   denotation: ____________________________________________
   connotation: ____________________________________________
   sentence: ______________________________________________

5. **wandering**
   denotation: ____________________________________________
   connotation: ____________________________________________
   sentence: ______________________________________________
6. **bad**
   
denotation: ________________________________________________________________

connotation: ______________________________________________________________

sentence: ________________________________________________________________

7. **old**
   
denotation: ________________________________________________________________

connotation: ______________________________________________________________

sentence: ________________________________________________________________

8. **borrowed**
   
denotation: ________________________________________________________________

connotation: ______________________________________________________________

sentence: ________________________________________________________________

9. **disguised**
   
denotation: ________________________________________________________________

connotation: ______________________________________________________________

sentence: ________________________________________________________________

10. **advice**
    
denotation: ________________________________________________________________

connotation: ______________________________________________________________

sentence: ________________________________________________________________
The main idea of a piece of writing is the central point that the author develops with supporting details. In some cases, the main idea is actually stated. If it is not stated, you will have to infer it from the details that the writer includes. To find the main idea of the parable, gather important details into the Main Idea Map below. Add them to the map as you read.

When you finish reading, use the details you identified to determine the main idea and write it in the center circle of your map. Write a short summary of the parable.
The Naked Truth and Resplendent Parable, page 558

Analyze Literature: Storytelling

A parable is a brief story with a moral lesson. The most well-known parables are those told by Jesus in the Bible. Literature that teaches a lesson is called didactic literature. The word didactic means containing a political or moral message. Writers and speakers in a wide spectrum of cultures and historical periods have known that storytelling is an extremely effective didactic device.

Rewrite this story in your own words, or write your own story that teaches a similar moral or lesson. You may change the characters, setting, or time period as you choose. Hold a storytelling competition and perform your story for your classmates. You may want to use different voices for each character, or tell the story from the point of view of a narrator. When creating your story, consider the following questions:

1. What is the purpose and focus of my story?

2. How will the sequence of events unfold? In chronological order? Through a series of flashbacks?

3. What is the time and place of the story?
4. From whose point of view is the story being told?


5. Who are the main characters in the story? What do they look and act like?


6. When should I include dialogue to advance the story? Will the characters speak in a dialect?


7. What important details need to be conveyed?


8. What is the best conclusion for the story?


9. Is the story successful in achieving my purpose?


The Naked Truth and Resplendent Parable, page 558

Selection Quiz

True or False
Write T if the statement is true or F if the statement is false.

____  1. The congregation enjoys hearing the recitation of the Torah more than parables.
____  2. The preacher used a parable to answer the scholar’s question.
____  3. Parable advised Truth that everyone likes things to be “disguised and prettied up.”
____  4. To become better liked, Parable had only to deck himself out in some finery.
____  5. From that time onward Truth and Parable have gone happily hand in hand.

Matching
Write the letter of the correct definition on the line next to the matching word.

____  6. resplendent
   A. the central point of a story
   B. a writer’s aim or goal
   C. a brief story with a moral lesson
   D. animal or thing described as a person
   E. shining or beautiful

____  7. parable

____  8. purpose

____  9. personification

____  10. main idea
Build Background

Think of a time in your life when you were tested and discovered something new about yourself. What was the test and how did it challenge you? What did you learn about yourself after you had successfully completed the test? Write your response on a separate sheet of paper.

Set Purpose

Both “Mother Holle” and “The Wonderful Hair” feature a supernatural character well known to each selection’s culture of origin. Before you read, preview the Cultural Context section and the illustrations to make predictions about Mother Holle and the Vila. Write your predictions in the chart below.

<table>
<thead>
<tr>
<th>Character</th>
<th>Predictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother Holle</td>
<td></td>
</tr>
<tr>
<td>The Vila</td>
<td></td>
</tr>
</tbody>
</table>

Practice Vocabulary

Read each word and choose its synonym from the box. Write the synonym on the line.

<table>
<thead>
<tr>
<th>industrious</th>
<th>summon</th>
<th>tresses</th>
<th>pangs</th>
<th>spindle</th>
<th>pitch</th>
</tr>
</thead>
</table>

1. hair
2. pains
3. diligent
4. crank
5. beckon
6. tar
**Mother Holle / The Wonderful Hair**, page 562

**Compare Literature: Motif and Setting**

A **motif** is an element that appears in one or more works of literature or art. Examples of common motifs found in fairy tales are three wishes, helpful or mischievous elves and fairies, undertaking a trial or a quest, magical transformations, and wicked stepmothers. As you read “Mother Holle” and “The Wonderful Hair,” look for motifs shared by the two fairy tales.

The **setting** of a literary work is the time and place in which it occurs. Consider the settings of the two fairy tales. Which elements of the settings are realistic? Which are imaginary?

As you read each selection, note any familiar motifs in the tables below. Then record the realistic and fantastic elements of each selection’s setting.

<table>
<thead>
<tr>
<th>“Mother Holle”</th>
<th>Motif</th>
<th>Elements of Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>“The Wonderful Hair”</th>
<th>Motif</th>
<th>Elements of Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Mother Holle / The Wonderful Hair, page 562

Compare Literature: Motif and Setting (continued)

Readers easily recognize motifs such as three wishes, elves and fairies, and wicked stepmothers. Like setting, motifs often play an important role in folk literature. Use your completed tables to answer the following questions.

Review both stories and choose a common motif. How is the motif developed in each story?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

In what ways is this development of the motif the same in the stories? How is it different?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

What does the development of each motif suggest about the values of the culture?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Compare the settings of both stories. What role does the setting play in each story?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
### Compare Literature: Elements of Literature

Using the table, write and analyze basic details of each selection's plot and characters.

<table>
<thead>
<tr>
<th></th>
<th>“Mother Holle”</th>
<th>“The Wonderful Hair”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plot</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Characters</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does each story treat the theme of reward? Compare and contrast the selections' underlying beliefs and attitudes toward this theme.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Use Reading Strategies: Make Connections

Read each connection. Write your response in the space provided.

**Text-to-World**

At the end of “The Wonderful Hair,” the Tsar pays the poor man an enormous price for the infamous red hair. In return, the Tsar learns “many wonderful secrets of nature.” What does this say about the value placed on objects versus the value placed on knowledge? In the modern world, what values or ideas are classified as priceless? How do objects of great value pale in comparison to these priceless things?

**Text-to-Self**

Have you ever known someone who wanted something for nothing? Did that person get what he or she wanted? Why or why not? How did you feel about it? Discuss a time in your experience when someone contributed little effort but took much of the credit.

**Text-to-World**

In "Mother Holle," the industrious stepdaughter takes the loaves of bread out of the oven and shakes the apples off the apple tree. She then agrees to do the old woman’s housework. In return, she is treated with great kindness and rewarded well. How is this relevant to modern society? How does this message apply to situations in today’s world?
Selection Quiz: “Mother Holle”

Mirrors & Windows Question

In return for her hard work, Mother Holle showers the beautiful daughter in gold and says, “That is a reward for your industry.” What does this suggest about the nature of hard work? Do you agree with this? Why or why not? Does hard work pay off in your life? Give an example and explain your answers on a separate sheet of paper.

True or False  Write T or F on the line before each statement. For each false item, write the correct statement on the line provided.

_____  1. The two sisters were both beautiful, yet one was very lazy.

_____  2. The stepsister jumped into the well and awoke in a meadow.

_____  3. The beautiful stepsister saves the loaves of bread from burning.

_____  4. The lazy daughter resentfully agrees to shake the apple tree.

_____  5. The second daughter quickly tires of housework and asks if she may leave.

_____  6. One sister is rewarded with gold while the other is punished.

In a Few Words  Write a brief answer to each question.

7. Why does the good sister leave Mother Holle? _________________________________________

8. The lazy daughter is covered in what? _________________________________________________

9. What happens when the feathers fly about? ____________________________________________

10. Who announces the return of each sister? ____________________________________________
Selection Quiz: “The Wonderful Hair”

Mirrors & Windows Question

One thousand golden ducats for a poor man is wealth. The Tsar, who has plenty of ducats, finds the priceless secrets of nature hidden in the Vila’s hair. For the Vila, her one red hair was of greatest value to her. How do all three characters possess wealth? When have you valued something more highly than someone else? Why? Explain your answers on a separate sheet of paper.

Completion  Fill in the blank to complete each statement.

1. The poor man is unable to ____________________________ his many children.
2. The angel speaks to the poor man in a ____________________________.
3. The Vila was ultimately stopped by the ____________________________, into which she could not stop staring.
4. The Tsar had the hair ____________________________ to reveal the tiny scroll.

Multiple Choice  Write the letter of the BEST answer on the line.

_____  5. What do the merchants come to believe about the wonderful hair?
   A. It is useless.
   B. It is stolen.
   C. It is worth a ducat.
   D. It is magical.

_____  6. The angel warns the poor man that he must not do what?
   A. attempt to steal the hair
   B. look into the mirror
   C. speak to the Vila
   D. brush the maiden’s hair

_____  7. Which item is NOT used to deter the Vila?
   A. a scarf
   B. a golden comb
   C. a handkerchief
   D. a mirror

_____  8. How does the author describe the wonderful hair?
   A. golden and coarse
   B. red and sleek
   C. coarse and red
   D. black and sleek
What Do You Think?

Reflect on “Mother Holle” and “The Wonderful Hair.” Compare your thoughts and feelings about the two selections. Which selection do you prefer? Why? In the chart below, write your opinion and at least three strong, convincing reasons that support your opinion.

<table>
<thead>
<tr>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>I prefer the selection &quot;<strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong>&quot; to the selection &quot;</strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong>.&quot;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 __________________________________________</td>
</tr>
<tr>
<td>2 __________________________________________</td>
</tr>
<tr>
<td>3 __________________________________________</td>
</tr>
</tbody>
</table>

Use the chart to write a paragraph in which you state your opinion and support it with your reasons.

__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________
The Drowned Maid, *from The Kalevala*, page 574

**Build Background: Critical Viewing**

*The Kalevala*, first published in 1849, is based on Finnish folklore collected by Elias Lönnrot and his colleagues. The poetic song tradition from which the epic emerged has been part of the oral tradition among speakers of Balto-Finnic languages for two thousand years. According to the folklore, Väinämöinen is a powerful seer with supernatural origins who courts a young maiden, Aino, in Kalevala, the “land of heroes” that is the dwelling place of the poem’s chief characters.

In the previous section of the epic, young Joukahainen loses a singing contest to the ancient minstrel Väinämöinen, and is forced to promise the bard his sister Aino’s hand in marriage. Aino’s mother is delighted, but Aino is distraught. In this selection, Aino meets Väinämöinen in the woods.

Before reading the selection, look closely at the painting *Aino Myth* on page 575 and the painting *Young Girl on the Shore* on page 579 of your textbook. Answer the following questions.

1. What can you tell about Aino’s feelings toward Väinämöinen from the painting *Aino Myth*?

2. What do you learn about Väinämöinen from this painting?

3. What emotions are expressed in the painting *Young Girl on the Shore*? What mood does it convey? How does it relate to the feelings of Aino in *The Kalevala*?

4. What might the title of the excerpt foreshadow?

5. Predict what might happen in the story.
Analyze Literature: Epic and Epic Hero

An epic is a long story, often told in verse, involving heroes and gods. Epics typically share the following characteristics:

- They are narrative poems—they tell a story in verse, typically one that is taken from history or legend.
- They are grand in length and scope and provide a portrait of a culture—its beliefs, values, laws, arts, and ways of life.
- The tone and style are serious and formal.
- The subject of the tale is a battle or a great journey undertaken by a hero. Gods or other supernatural beings participate in the action.

What typical characteristics of an epic can you identify in the story of “The Drowned Maid” from *The Kalevala*?

At the center of the epic is a larger-than-life hero, a character of great, even superhuman, strength and courage who undertakes a difficult journey or quest. Often the hero is involved in one or more of the following experiences:

- travels to diverse, exotic settings around the world or the universe in the course of a quest or journey.
- is aided by gods or other supernatural beings.
- struggles against gods, monsters, or other antagonists that test his or her strength and wit.
- must complete several formidable tasks before returning home.

As you read, use the following Character Chart to identify the traits of an epic hero that Aino demonstrates.
The Drowned Maid, from The Kalevala, page 574

Use Reading Strategies: Make Inferences

Making an inference means putting together the clues given in the text with your own prior knowledge. Make inferences, or educated guesses, about what is not stated directly. Things may be implied or hinted at, or they may be left out altogether. By paying close attention to what you read, you will be able to make inferences about what the writer is trying to communicate.

As you read “The Drowned Maid,” document the inferences you make from the text referred to in the Inference Chart.

Inference Chart

<table>
<thead>
<tr>
<th>Text</th>
<th>Detail from Text</th>
<th>What I Infer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lines 45–62: What does Aino tell her father and brother about what happened to her cross, rings, beads, and threads?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lines 79–116: Why does Aino tell her mother a different story?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lines 137–188: Why does Aino’s mother tell her the story about her youth? What does she want Aino to do?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lines 243–254: What is Aino’s state of mind?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lines 273–292: What does Aino plan to do?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Drowned Maid, from The Kalevala, page 574

Use Reading Strategies: Make Connections

Text-to-Text Connection
In the song lyrics for “In the Blue Woodland” from the musical Kalevala: Dream of the Salmon Maiden on page 585 of your textbook, from whose point of view is the story being told? Who is the speaker addressing? For whom has the speaker saved her riches?
What do both the epic poem and the song lyrics and indicate about the values of Finnish culture?

Text-to-World
In the article “Lord of the Rings Inspired by an Ancient Epic” on page 587, explorer Wade Davis describes The Kalevala as “a journey of the soul and a journey of the spirit . . . ” Davis is quoted as saying that The Kalevala features “all the themes of pre-Christian traditions, shape-shifting, mythical demons, magical plants, animals becoming human beings,” while the story itself “is fundamentally a story of a sacred object which has power, and the pursuit of the mythic heroes who seek that power, to seek a way of understanding what that power means.” Cite evidence from the text of one or more of these themes from the text. Use quotations from the text to support your answers.

Text-to-Self
How well do you think Aino handled the situation of being betrothed to someone she did not love? Have you known anyone in a similar situation? What did he or she do? What would you do in that situation?
The Drowned Maid, from The Kalevala, page 574

Selection Quiz

Multiple Choice

Write the letter of the correct answer on the line.

_____ 1. What did Väinämöinen tell Aino to do only for him?
   A. to wear beads around her neck
   B. to set the cross on her breast
   C. to braid her hair and bind it with silk
   D. all of the above

_____ 2. How does Aino react to Vainamoinen's instructions?
   A. She throws everything he gave her onto the ground and runs away from him.
   B. She goes home and eats butter, pork, and cream pancakes.
   C. She donates the gifts to charity.
   D. none of the above

_____ 3. How does Aino die?
   A. She contracts a deadly disease.
   B. She is pulled down by a rock that sinks into the sea.
   C. She is killed by Väinämöinen's wife.
   D. She dies of old age.

Fill in the Blank

Fill each blank with the most appropriate vocabulary word or term from the words in the box. You may have to change the tense of the words.

antonym  detain  epic  lament  mood  repetition  wrench

4. We were ___________________________________________ at the airport due to a storm.

5. Jonah ____________________________________________ off his tie after a long day of work.

6. Clarence __________________________________________ over the loss of his car keys.

7. A(n) ___________________________ is a long story, told in verse, that involves heroes and gods.

8. ___________________________________________ is a writer's conscious reuse of a word, phrase, or sound.
Build Vocabulary

Preview the vocabulary words and the footnotes at the bottoms of the pages of the selection. In a Vocabulary Chart like the one below, record each word, its definition, and any word parts you recognize. Then write a sentence using the word. As you read, you will probably encounter additional unfamiliar words. Record them in the Vocabulary Chart and guess their meanings using context clues and any word parts you recognize. Some terms will be names alluding to medieval romances. Use context to determine when this is the case. The first word has been done for you.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Familiar Word Parts</th>
<th>Context Clues</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>fabrication</td>
<td>made-up story</td>
<td>fabric</td>
<td>“the idea that this whole fabric of fabrications was real” leads you to believe that it is not true</td>
<td>Enough of your fabrications—now tell me the simple truth!</td>
</tr>
</tbody>
</table>

After you finish reading, use a dictionary to check the definitions of the unfamiliar words you wrote down while reading. If your definitions are not correct, change them. Then go back to the story and study the context of the word again. Now that you know the meaning of the word, do you see any new clues that would have helped you to define it? Add these context clues to the chart and rewrite any sentences that may have used the words incorrectly.
from *The Ingenious Hidalgo Don Quixote de la Mancha*, page 591

**Analyze Literature: Allusion**

An allusion refers to a well-known person, event, object, or work from history or literature. The chapters from *The Ingenious Hidalgo Don Quixote de la Mancha* contain numerous allusions to medieval romances, myths, and historical events.

As you read, write down the names of characters in mythology and in the novels Don Quixote reads in the Allusion Chart below. Refer to the footnotes and context to better understand the allusions. Write down any information about the allusion from the text in the second column. In the third column write down questions you have about these allusions. Then do research at the library or online to find the answers to your questions and write them in the third column of your Allusion Chart. One example is provided.

<table>
<thead>
<tr>
<th>Character in Allusion</th>
<th>Information from Text</th>
<th>My Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>El Cid, Ruy Diaz</td>
<td>an excellent knight, hero of Spanish history and literature</td>
<td>Why does he seem to have two names?</td>
<td>El Cid is his title in Spanish, The Sir</td>
</tr>
</tbody>
</table>
Informative Writing: Personal Response Essay

Miguel de Cervantes Saavedra, born near Madrid in 1547, is often considered the most famous of all Spanish authors. His most famous character, Don Quixote, was driven mad by his obsession with reading books of chivalry. The author has written, “When life seems lunatic, who knows where madness lies? Perhaps to be too practical may be madness. To surrender dreams, this may be madness . . . . Too much sanity may be madness, and maddest of all is to see life as it is and not as it should be.”

Write a short essay on the lines below responding to these statements from the author. Do you agree with the Cervantes? Why or why not? Give examples to support your opinions.
from The Ingenious Hidalgo Don Quixote de la Mancha, page 591

Selection Quiz

Multiple Choice
Write the letter of the correct answer on the line.

1. How does the main character raise the money to buy books of chivalry?
   A. by selling his horse
   B. by selling acres of arable land
   C. by working as a stable hand
   D. by renting his farm land

2. What happens to the main character’s mind as a result of reading too many romances?
   A. he is driven mad
   B. he loses his eye sight
   C. he becomes a writer
   D. he gets married

3. What does the main character decide he must do?
   A. become knight traveling in search of adventures
   B. give his horse a name suitable for a knight’s horse
   C. find a lady of whom to be enamored
   D. all of the above

4. In Chapter VIII, who or what does Don Quixote actually attempt to fight?
   A. Sancho Panzo
   B. thirty or more monstrous giants
   C. a row of windmills
   D. the giant Briareus

Fill in the Blank
Fill in the blank with the word from the box that best completes each sentence. You may need to change the form of some words.

arduous  eminence  enmity  grievance  redress  sonorous  vanquish

5. After our argument, I wanted to __________________________the situation to make things right.

6. Josh wrote a letter to the editor of the newspaper to air his _________________________ about the tax increase.

7. The opera singer’s superb performance was _________________________ and pleasing to the ear.

8. Surie’s low score on her college placement tests____________________ her hopes to be accepted at a top school.

9. The mayor enjoyed a position of ________________________________ in the small community.
Mu-lan, page E26

Practice Vocabulary

Match each boldfaced term with its definition. Write the letter of the definition on the line beside each word. If you need more help, look for a context clue in “Mu-lan” on the page in parentheses.

_____ 1. whets (page E276)  
A. a device used to pass a thread between other threads on a loom

_____ 2. comrades (page E276)  
B. one who roams from place to place

_____ 3. Khan (page E275)  
C. a cosmetic for coloring the cheeks or lips

_____ 4. nomad (page E275)  
D. clouded over

_____ 5. shuttle (page E275)  
E. the headgear with which a horse is governed

_____ 6. mount (page E276)  
F. sharpens

_____ 7. rouge (page E276)  
G. a ruler of China

_____ 8. muddled (page E276)  
H. associates or companions

_____ 9. bridle (page E275)  
I. any mode of transportation to be sat upon
Selection Quiz

In a Few Words

Write your answers to the following short-answer questions on the lines provided.

1. Why does Mu-lan want to join the army?

2. How does the Khan repay his soldiers?

3. How does Mu-lan reveal that she is not a man?

4. What conclusion can we draw about the end of the war? Explain your answer.

Multiple Choice

Write the letter of the correct answer on the line.

5. Where does Mu-lan learn about the draft?
   A. posters   C. messenger
   B. public address   D. her younger brother

6. To what does Mu-lan compare her wartime companions?
   A. horses   C. hares
   B. sheep   D. generals

7. Who is the Son of Heaven?
   A. the President   C. a high official of the church
   B. the Khan   D. Mu-lan’s general
Using Reading Strategies: Make Connections

Read each connection. Write your response in the space provided.

**Text-to-Self**
Mu-lan discovers that the government has drafted her father to fight in a war. Do you know anyone who has fought in a war? How would you feel if someone close to you was chosen to serve in a war-torn area? How would you feel if you were the one chosen?

**Text-to-World**
Mu-lan’s father is too old to fight in a war, so she chooses to serve in his place. What makes this sacrifice so important? When can sacrificing one’s own comfort and safety for others make sense in today’s world?
Mu-lan, page E265

Enrichment: Paraphrase Poetry

“Mu-lan” is a poem divided into five parts. Choose three parts and analyze each part for figurative language and imagery. Then paraphrase each part in the boxes.

<table>
<thead>
<tr>
<th>Lines _____ to _____</th>
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<thead>
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Describe the selection “Mu-lan.” Write the information to fill in these charts.

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</tr>
</thead>
<tbody>
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</tbody>
</table>

**Setting**

**Main Characters**

**Conflict/Problem**

**Plot Events**

1.
2.
3.
4.
5.

**Unbelievable Feats**

**Lessons Taught**

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Unit & Selection Resources

UNIT 5
Critique, or review and evaluate, the selection “Mu-lan.” Answer these questions.

<table>
<thead>
<tr>
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<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td>Would you recommend the selection to others? Why or why not?</td>
<td></td>
</tr>
</tbody>
</table>
**Practice Vocabulary**

“The Love of Cupid and Psyche” references characters and places from Greek and Roman mythology. Use these elements to complete the crossword puzzle. If you need more help, look for a context clue on the page in parentheses.

**Across**
4. wife of Pluto (page E273)
6. Greek god of the west wind (page E269)
7. ferryman on the mythological river Styx (page E273)
8. Roman goddess of farming (page E272)

**Down**
1. queen of the gods (page E269)
2. Roman goddess of love and beauty (page E269)
3. gloomy place through which the dead pass into underworld (page E273)
4. girl whose beauty rivals that of Venus (page E268)
5. three-headed dog that guards the entrance to the underworld (page E273)
**Write an Advice Column**

Read this Writing Option from page E274 of your textbook: Twice Psyche’s curiosity gets her into trouble. Imagine she writes to a newspaper asking for advice on how to deal with her curious nature. Write an advice column in which you give Psyche helpful ways to control her curiosity.

In the chart, record information from the story and your ideas for what Psyche should say in her letter and for the advice she should be given. Then use the chart as a writing aid when writing your advice column. Remember an advice column has the letter from the person seeking advice as well as the advice itself.

<table>
<thead>
<tr>
<th>What Psyche Is Curious About</th>
<th>What Psyche Does</th>
<th>What Happens as a Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psyche is curious about what her husband looks like.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Psyche is curious about the contents of a box she is to carry to Venus. |                  |                          |

| Ideas for What Psyche Should Include in Her Letter |                  |                          |

| Ideas for Advice to Give to Psyche |                  |                          |
## Draw Conclusions

Draw conclusions about Venus and Psyche, two of the major characters in “The Love of Cupid and Psyche.” Then list details or quotes that support your conclusion.

<table>
<thead>
<tr>
<th>Venus</th>
<th>Psyche</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Generalization</strong></td>
<td><strong>Generalization</strong></td>
</tr>
<tr>
<td><strong>Examples</strong></td>
<td><strong>Examples</strong></td>
</tr>
<tr>
<td>1.</td>
<td>1.</td>
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<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>
**Quote Me**

Match the quotations to the character who said the words. Tell why the character used the words.

<table>
<thead>
<tr>
<th>Ceres</th>
<th>Cupid</th>
<th>Psyche</th>
<th>Psyche’s Sisters</th>
<th>Venus</th>
</tr>
</thead>
</table>

1. “Am I then to be eclipsed by a mortal girl? In vain did that royal shepherd whose judgment was approved by Jupiter give me the palm of beauty over my illustrious rivals, Minerva and Juno. I will give this Psyche cause to repent of so unlawful a beauty.”
   
   Who: __________________________________ Why: __________________________________

2. “Why, my dear parents, do you now lament me? You should rather have grieved when the people showered undeserved honors upon me and with one voice called me ‘Venus.’ I now perceive that I am a victim to that name. I submit. Lead me to that rock to which my unhappy fate has destined me.”
   
   Who: __________________________________ Why: __________________________________

3. “Again, hast thou almost perished by the same curiosity. But now perform exactly the task imposed on you by my mother, and I will take care of the rest.”
   
   Who: __________________________________ Why: __________________________________

4. “O Psyche, truly worthy of our pity, though I cannot shield you from the frowns of Venus, yet I can teach you how to best allay her displeasure. Go then, and voluntarily surrender yourself to her, and try by modesty and submission to win her forgiveness, and perhaps her favor will restore you to the husband you have lost.”
   
   Who: __________________________________ Why: __________________________________

5. “Take our advice. Provide yourself with a lamp and a sharp knife. Put them in concealment so that your husband may not discover them, and when he is sound asleep, slip out of bed, bring forth your lamp and see for yourself whether what they say is true or not. If it is, hesitate not to cut off the monster’s head, and thereby recover your liberty.”
   
   Who: __________________________________ Why: __________________________________
Describe and Critique: Folk Literature

Describe the selection “The Love of Cupid and Psyche.” Write the information to fill in these charts.

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
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</thead>
<tbody>
<tr>
<td>Type of Folk Literature</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Setting</th>
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<table>
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<tr>
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<th>Plot Events</th>
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<td>6.</td>
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<tr>
<td>7.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unbelievable Feats</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Lessons Taught</th>
</tr>
</thead>
</table>
Critique, or review and evaluate, the selection “The Love of Cupid and Psyche.”
Answer these questions.

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<tr>
<th>Question</th>
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</tr>
</thead>
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</tr>
</tbody>
</table>
**Damon and Pythias**, page E275

**Practice Vocabulary**

Match each boldfaced term with its definition. Write the letter of the definition on the line beside each word. If you need more help, look for a context clue in “Damon and Pythias” on the page in parentheses.

<p>| | | | | | | | | |</p>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. <strong>annals</strong> (page E278)</td>
<td>A. a ruler who practices oppression and brutality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. <strong>Fates</strong> (page E276)</td>
<td>B. to elude or avoid</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. <strong>tyrant</strong> (page E276)</td>
<td>C. an obstacle or opposing force</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. <strong>treachery</strong> (page E276)</td>
<td>D. to rush or move quickly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. <strong>dire</strong> (page E276)</td>
<td>E. in Greek mythology, the three goddesses who control destiny and life</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. <strong>evade</strong> (page E276)</td>
<td>F. records of history</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. <strong>noble</strong> (page E276)</td>
<td>G. an act of perfidy or treason</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. <strong>impediment</strong> (page E276)</td>
<td>H. of great importance or urgency</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. <strong>hasten</strong> (page E276)</td>
<td>I. possessing virtuous and commendable qualities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Make a Graphic Organizer: Conclusions Log**

Write a key idea that you can conclude about a character from “Damon and Pythias.” Fill in the conclusions log with details that support your idea. Then use the key idea and evidence to make an overall conclusion.

<table>
<thead>
<tr>
<th>Key Idea</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Supporting Details</th>
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<tbody>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Overall Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Damon and Pythias, page E275

Use Reading Strategies: Make Connections

Read each connection. Write your response in the space provided.

<table>
<thead>
<tr>
<th>Text-to-Self</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pythias asks his friend for a great favor and his friend consents. Has someone close to you ever asked you for a very generous favor? Did you grant the favor? Why did you decide to grant the favor? How did you go about the task? What was the outcome? Perhaps you were the one who asked for a favor. What was it? Why was the favor important? Did the person honor your request?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Text-to-World</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Such devotion and perfect faith as this was unheard of to the friendless tyrant.” Was the king friendless due to his behavior? Was his behavior due to his friendlessness? Think about the nations of the world. Why do they establish friendships with other nations? Are some nations isolated? How does the international community isolate nations? Why do you think a nation would be isolated by others? How can being a good friend affect a country’s place in the world?</td>
</tr>
</tbody>
</table>
**Dannon and Pythias**, page E275

**Cause and Effect and Theme**

As you read “Damon and Pythias,” complete each cause-and-effect relationship by writing the missing cause or effect. Then answer the questions about the myth’s theme.

<table>
<thead>
<tr>
<th>Cause</th>
<th></th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyone admired Damon and Pythias the highest examples of true friendship.</td>
<td></td>
<td>Everyone admired Damon and Pythias the highest examples of true friendship.</td>
</tr>
<tr>
<td>The tyrant Dionysius dreams that a certain man in town attempted to kill him.</td>
<td></td>
<td>Damon is imprisoned and scheduled to be executed in Pythias’s place if Pythias does not return.</td>
</tr>
<tr>
<td>Pythias could not prove he was innocent of trying to overthrow Dionysius.</td>
<td></td>
<td>Pythias returns in time to save Damon’s life.</td>
</tr>
<tr>
<td>Pythias is detained and as the execution times nears, he is still not back on the day of execution.</td>
<td></td>
<td>Pythias is detained and as the execution times nears, he is still not back on the day of execution.</td>
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<td>Pythias returns in time to save Damon’s life.</td>
<td></td>
<td>Pythias returns in time to save Damon’s life.</td>
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</table>

What is the theme of the story? How does the cause and effect chart support the theme?
Describe and Critique: Folk Literature

Describe the selection “Damon and Pythias.” Write the information to fill in these charts.

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<thead>
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<td>6.</td>
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<table>
<thead>
<tr>
<th>Unbelievable Feats</th>
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<table>
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</table>
Practice Vocabulary

Write the meaning of each boldfaced word using the context clues in the sentence. If you need more help, look for another context clue in “Savitri and Satyavant” on the page in parentheses. You may also use a dictionary.

1. This year’s student government has successfully petitioned for a more healthful selection in the cafeteria. (page E279)

2. Walter rejected the social climate of the big city and chose instead to make a hermitage far away, nestled among acres of farmland. (page E279)

3. Everything about the skater’s cheerless countenance indicated that he was fully aware of his mistakes. (page E280)

4. Though the average American chooses his or her own spouse, there are some cultures in which parents arrange the betrothal of a couple getting married. (page E281)

5. It was noted that the chairman was a resilient man, capable of changing and adapting with the vicissitudes of the profession. (page E281)

6. Zooey was satisfied and surprised to have sold her first painting and considered it an omen of good things to come. (page E281)

7. Less arduous than hauling our gear down the mountainside was conveying it across the deep but fairly inactive river. (page E282)

8. Thanks to the intrepid nature of this bird, we are able to approach and observe its behavior from as close as two feet away. (page E282)
Make a Graphic Organizer: Generalizations Chart

Make a generalization about one of the characters from “Savitri and Satyavant.”
Then list examples such as details or quotes that support the generalization.

Generalization

Example

Example

Example
Savitri and Satyavan, page E279

Answer Questions

Answer these questions while you are reading “Savitri and Satyavan.”

Page E279  Use Reading Strategies: Clarify  Why does Savitri go into the woods?

Page E281  Use Reading Strategies: Draw Conclusions  Do you think Savitri has chosen the right husband? Why or why not?

Page E281  Use Reading Strategies: Make Predictions  Do you think Satyavan will die? Explain.

Page E282  Analyze Literature: Characterization  How would you describe the character of Savitri? Why?

Page E283  Analyze Literature: Motif  How are the three boons an example of motif?

Page E283  Analyze Literature: Dialogue  What is your opinion of Yama, based on his conversation with Savitri?
Savitri and Satyavant, page E279

Using Reading Strategies: Make Connections

Read each connection. Write your response in the space provided.

**Text-to-Self**

Savitri goes into the treacherous woods to help keep her husband from danger. Have you ever gone out of your way to help someone? Perhaps someone has taken a risk to help you. What were the circumstances and what was the outcome?

**Text-to-Text**

Compare and contrast Psyche in “The Love of Cupid and Psyche” and Savitri in “Savitri and Satyavant.” Make notes about their personalities, actions, families, and helpers. How are the characters and their lives similar? How are they different? What do they lose and what do they gain?

**Text-to-World**

Yama has powers far beyond those of any mortal person and, as such, has no necessity to show kindness to Savitri. However, Yama does show humility and, ultimately, generosity to Savitri. How is this encounter relevant in today’s world? When and why is it important for powerful people to show humility and a willingness to bend the rules?
**Describe and Critique: Folk Literature**

Describe the selection “Savitri and Satyavant.” Write the information to fill in these charts.

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<thead>
<tr>
<th>Title</th>
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Critique, or review and evaluate, the selection “Savitri and Satyavan.” Answer these questions.

What do you think of the main characters? (Are they round or flat? Has the author tried to make them realistic? Why or why not? What characteristics seem important?)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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What do you think of the plot? (Is it realistic or fantastic? What do the events emphasize?)

________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________

What is your opinion of the selection? (What do you like about it? Why? What do you dislike about it? Why?)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Give reasons for your opinion. Support them with examples and details from the selection.

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Would you recommend the selection to others? Why or why not?

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The Death of Balder, page E284

Practice Vocabulary

Match each boldfaced term with its definition. Write the letter of the definition on the line beside each word. If you need more help, look for a context clue in “The Death of Balder” on the page in parentheses.

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<td>1. sepulchral (page E285)</td>
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<td>2. chamomile (page E285)</td>
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<td>3. impinge (page E285)</td>
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<td>4. semblance (page E286)</td>
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<td>5. loam (page E286)</td>
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<td>7. tumult (page E286)</td>
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<td>8. aftermath (page E287)</td>
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<td>9. malice (page E286)</td>
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</table>

A. soil or earth  
B. commotion or disorderly conduct of a crowd  
C. the period following a ruinous event  
D. to fall upon or collide with something  
E. deep and hollow  
F. desire to cause injury or distress  
G. an herb with aromatic flowers  
H. an image or likeness  
I. a prophecy or signal of future events
The Death of Balder, page E284

Set Purpose

Prepare to read the selection by thinking about what you want to learn from reading. As you read the selection, write answers to the following questions.

Read page E284 and make a prediction about how Balder will meet his demise.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Examine the illustration of the Loki on page E258. Based on the illustration, what predictions can you make about Loki’s character?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What prominent elements of mythology are present in “The Death of Balder”?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Predict whether Balder will be revived or reborn. Revise your prediction as necessary.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
The Death of Balder, page E284

Analyze Literature: Plot

The elements of plot common to fiction are also often found in folk literature. Review the section on understanding plot from Unit 1, page E1, in Passport. Write about the events that occur in each part of the plot of “The Death of Balder.” Use the plot diagram below to help you remember the function of each part.

1. Exposition: ________________________________________________________________

2. Rising Action: ____________________________________________________________

3. Climax: _________________________________________________________________

4. Falling Action: __________________________________________________________

5. Resolution: ____________________________________________________________
**The Death of Balder**, page E284

**Compare Literature: Character and Theme**

“The Death of Balder” and “Savitri and Satyavant” are myths that feature themes of death and rebirth. The stories use similar characters to explore these themes: the hero doomed to death, the rescuer from death, and Death itself. How are these characters alike and different? Complete the charts below. Then use them to help answer the question.

<table>
<thead>
<tr>
<th>The Doomed Hero</th>
<th>Balder</th>
<th>Satyavant</th>
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</thead>
<tbody>
<tr>
<td>Who is the character?</td>
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<td>What does the character say?</td>
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<td>What does the character do?</td>
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<tr>
<td>What happens to the character?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>The Rescuer</th>
<th>Hermod</th>
<th>Savitri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is the character?</td>
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<tr>
<td>What does the character say?</td>
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<td>What does the character do?</td>
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<td>What happens to the character?</td>
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</table>

<table>
<thead>
<tr>
<th>Death</th>
<th>Hel</th>
<th>Yama</th>
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<tbody>
<tr>
<td>Who is the character?</td>
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<tr>
<td>What does the character say?</td>
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<td>What does the character do?</td>
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<td>What happens to the character?</td>
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</tbody>
</table>

Think about how ancient Scandinavians and ancient Indians used these myths and characters to reflect their beliefs about death and rebirth. How and why do heroes meet their deaths? Is rescue from death possible? What about the actual character of Death? Is Death fair and benevolent or cruel and malevolent? What can you infer about how these cultures view death?
The Death of Balder, page E284

Describe and Critique: Folk Literature

Describe the selection “The Death of Balder.” Write the information to fill in these charts.

<table>
<thead>
<tr>
<th>Title</th>
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<tbody>
<tr>
<td>Author</td>
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<tr>
<td>Type of Folk Literature</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Setting</th>
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<tbody>
<tr>
<td>Main Characters</td>
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<tr>
<th>Conflict/Problem</th>
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<table>
<thead>
<tr>
<th>Plot Events</th>
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<tbody>
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<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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<td>6.</td>
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<td>7.</td>
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</table>

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<thead>
<tr>
<th>Unbelievable Feats</th>
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</table>

<table>
<thead>
<tr>
<th>Lessons Taught</th>
</tr>
</thead>
</table>
Critique, or review and evaluate, the selection “The Death of Balder.” Answer these questions.

What do you think of the main characters? (Are they round or flat? Has the author tried to make them realistic? Why or why not? What characteristics seem important?)

What do you think of the plot? (Is it realistic or fantastic? What do the events emphasize?)

What is your opinion of the selection? (What do you like about it? Why? What do you dislike about it? Why?)

Give reasons for your opinion. Support them with examples and details from the selection.

Would you recommend the selection to others? Why or why not?
from The Iliad, page E288

Practice Vocabulary

This selection from The Iliad references characters and places from Greek mythology. Use these terms to complete the crossword puzzle. If you need help, look for clues on the pages in parentheses.

Across
2. brother of Hector who triggers Trojan War (page E295)
3. son of Peleus and hero of the Trojan War (page E289)
5. Trojan prince slain by Achilles (page E288)
6. Greek commander during Trojan War (page E296)

Down
1. god of music, healing, and archery (page E289)
3. goddess of wisdom and war (page E289)
4. ancient nation in Greek mythology (page E297)
6. god of savage war (page E292)
Answer Questions

Answer these questions while you are reading the selection from *The Iliad*.

**Page E288**  **Use Reading Strategies: Make Predictions**  Based on the features of this page, what do you think happens in this selection?

**Page E289**  **Analyze Literature: Figurative Language**  Briefly explain how lines 1–6 illustrate an epic simile.

**Page E290**  **Use Reading Strategies: Clarify**  How does Athena convince Hector to stop running and fight Achilles face-to-face?

**Page E292**  **Use Reading Skills: Draw Conclusions**  According to lines 107–109, what conclusion can be drawn about what Zeus told Achilles?

**Page E294**  **Analyze Literature: Characterization**  Hector twice asks a favor of Achilles. What is the favor? What does this suggest about Hector?

**Page E296**  **Use Reading Strategies: Ask Questions**  Imagine you are among the kings who lead Achilles away. What question would you like to ask Achilles?


from The Iliad, page E288

Analyze Literature: Epithet

Note examples of epithets from this selection from The Iliad. List epithets for each character listed in the table. In the last row, choose another character from the story and provide at least one epithet describing him or her.

<table>
<thead>
<tr>
<th>Character</th>
<th>Examples of Epithet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achilles</td>
<td></td>
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<tr>
<td>Hector</td>
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<tr>
<td>Deiphobus</td>
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<tr>
<td>Patroclus</td>
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</tbody>
</table>


Selection Quiz

Multiple Choice
Write the letter of the correct answer on the line.

1. Hector eluded Achilles with the help of whom?
   A. Apollo
   B. Athena
   C. Deiphobus
   D. Achaea’s fleet

2. What is Achilles’ reaction when Hector asks him to return his body to the Trojans?
   A. He agrees to the pact on conditional terms.
   B. He confers with Athena about whether to grant Hector’s wish.
   C. He is angered and refuses Hector’s plea.
   D. He says nothing but launches his spear at Hector.

3. What happens when Hector calls out to Deiphobus for the last time?
   A. Hector receives no answer.
   B. Hector’s spear is returned to him.
   C. Deiphobus calls back from within the city’s walls.
   D. Apollo leaves him alone with Achilles.

4. Why won’t Achilles allow anyone else to spear Hector?
   A. Hector’s armor would repel all spears but Achilles’.
   B. He doesn’t want to anger Zeus.
   C. He doesn’t trust the skills of the other soldiers.
   D. Achilles wants all the glory for himself.

In a Few Words
Answer each question with a brief sentence.

5. Why does the ghost of Patroclus ask Achilles to give him rites of fire? ________________________

6. How does Athena trick Hector? ____________________________

7. According to Patroclus, how will Achilles die? ____________________________

8. How is Achilles familiar with Hector’s armor? ____________________________
Describe and Critique: Folk Literature

Describe the selection from *The Iliad*. Write the information to fill in these charts.

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Type of Folk Literature</th>
</tr>
</thead>
</table>

### Setting

### Main Characters

### Conflict/Problem

### Plot Events

1. 
2. 
3. 
4. 

### Unbelievable Feats

### Lessons Taught
Critique, or review and evaluate, the selection from *The Iliad*. Answer these questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
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<tbody>
<tr>
<td>What do you think of the main characters? (Are they round or flat? Has the author tried to make them realistic? Why or why not? What characteristics seem important?)</td>
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<tr>
<td>What do you think of the plot? (Is it realistic or fantastic? What do the events emphasize?)</td>
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<tr>
<td>What is your opinion of the folk tale? (What do you like about it? Why? What do you dislike about it? Why?)</td>
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<td>Give reasons for your opinion. Support them with examples and details from the folk tale.</td>
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<td>Would you recommend the folk tale to others? Why or why not?</td>
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Unit & Selection Resources

Unit 6 Independent Reading
The Examined life
Strange Happenings

Grade 10
Publisher’s Note

EMC Publishing’s innovative program Mirrors & Windows: Connecting with Literature presents a wide variety of rich, diverse, and timeless literature to help students reflect on their own experiences and connect with the world around them. One goal of this program is to ensure that all students reach their maximum potential and meet state standards.

A key component of this program is a Unit & Selection Resources supplement for each unit in the textbook. In every Unit & Selection Resources book, you will find a study guide to lead students through the unit, with a practice test formatted to match a standardized test. You will also find dozens of high-quality activities and quizzes for all the selections in the unit. The Unit & Selection Resources lessons are provided as interactive eWorkbook activities with immediate student feedback in Passport.

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We are pleased to offer these excellent materials to help students learn to appreciate and understand the wonderful world of literature.
## CONTENTS  UNIT 6 INDEPENDENT READING

Independent Reading Study Guide (with Practice Test and Master Vocabulary List)  1

**Theme: The Examined Life**

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<td>Travels with Charley</td>
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<td>Theme: Strange Happenings</td>
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<tr>
<td><strong>Describe and Critique: Fiction</strong></td>
<td>After Reading 68</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>from Maus: A Survivor’s Tale I, Art Spiegelman</strong></td>
<td>Independent Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Use Reading Strategies: Make Connections</strong></td>
<td>During Reading 71</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Selection Quiz</strong></td>
<td>After Reading 72</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Digital Connections</strong></td>
<td></td>
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</tbody>
</table>
Independent Reading Study Guide

Completing this study guide will help you understand and remember the different types of selections presented in Unit 6—fiction, nonfiction, and poetry—and recognize their elements in the unit selections.

Review each Understanding feature in Unit 2 in your text, complete the corresponding Understanding section in the study guide. Try to answer the questions without referring to the text. The completed section provides an outline of important information that you can use later for review.

After you read all the selections in Unit 6, complete the Applying sections in the study guide. Refer to the selections as you answer the questions.

After you complete these sections, take the Practice Test. This test is similar to the state assessment reading test you will take this year. In both tests, you will read passages and answer multiple-choice questions about the passages.

Self-Checklist

Use this checklist to help you track your progress through Unit 6.

CHECKLIST

- **Literary Comprehension**
  - You should understand and apply elements of the following types of literature:
    - Fiction
    - Poetry
    - Nonfiction

- **Reading**
  - You should know the following three parts of the Independent Reading Model:
    - Before Reading
    - After Reading
    - During Reading

- **Literary Appreciation**
  - You should understand how to relate the selections to:
    - Other texts you’ve read
    - Your own experiences
    - The world today

- **Vocabulary**
  - In the Master Vocabulary List at the end of this book, put a check mark next to any new words that you learned while reading the selections. How many did you learn?
    - 10 or more
    - 20 or more
    - 30 or more

- **Writing**
  - You should be able to write a short story that introduces and resolves a conflict.

- **Speaking and Listening**
  - You should be able to prepare a media presentation.

- **Test Practice**
  - You should be able to answer questions that test your writing, revising and editing, and reading skills.

- **Additional Reading**
  - You should choose a work to read on your own. See For Your Reading List on page 640 of your textbook.
Reviewing Fiction

Review the Understanding features for fiction on pages E1–E2, E5–E6, E14–E15, E17–E18, and E21–E22 of Unit 1 in your textbook. Then complete pages 1–3 of this Study Guide. Try to answer the questions without looking at your book.

What is plot? ____________________________________________________________

Five Elements in a Typical Plot

Write the elements of a typical plot into the plot diagram in the proper location.

Then write a short description of each element.

What is conflict in a plot? __________________________________________________

What is point of view? How does it affect the reader? ______________________________
What is a **protagonist**? ________________________________________________________________
____________________________________________________________________________________

What is an **antagonist**? ________________________________________________________________
____________________________________________________________________________________

What is **setting**? _____________________________________________________________________
____________________________________________________________________________________

What is **mood**? ______________________________________________________________________
____________________________________________________________________________________

What is **theme**? ______________________________________________________________________
____________________________________________________________________________________

Think of a place you have visited and the sensory details you experienced there. Fill out the **Sensory Details Chart** with your recollections of that place or event.

![Sensory Details Chart](chart.png)
Applying Elements of Fiction to the Selections

Think about what you have learned about fiction. Then answer the following questions after you have read the selections in Unit 6.

In “Geraldine Moore the Poet,” is the conflict internal or external? Explain.

What is the climax of “Contents of the Dead Man’s Pocket”?

Who are the protagonist and antagonist is “Land Enough for a Man”? Explain.

From what point of view is “Geraldo No Last Name” narrated?

Describe the narrator’s feelings in “Geraldo No Last Name.”

What is the prevailing theme of “Geraldo No Last Name”? 
In “By the Waters of Babylon,” what do you think the white fawn symbolizes?
__________________________________________________________________________
__________________________________________________________________________

Compare and contrast the settings of “By the Waters of Babylon” and “There Will Come Soft Rains.” ____________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Why is it easy to track the sequence of events in “There Will Come Soft Rains”?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

In “A Very Old Man with Enormous Wings,” what sensory details does the author use in to describe the old man in the chicken coop?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

What role does the weather play in the plot of “Miriam”?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

What is the mood of the graphic novel Maus: A Survivor’s Tale I? How does the mood change in the excerpt?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Identify the main elements of **plot** from the story “Heartburn” and write them in the table below.

<table>
<thead>
<tr>
<th>Plot Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exposition</td>
<td></td>
</tr>
<tr>
<td>Rising Action</td>
<td></td>
</tr>
<tr>
<td>Climax</td>
<td></td>
</tr>
<tr>
<td>Falling Action</td>
<td></td>
</tr>
<tr>
<td>Resolution</td>
<td></td>
</tr>
</tbody>
</table>

What is the **climax** of “Miriam”? How can you tell?

_________________________________________________________________________

In what way are the **plots** of “Miriam” and “The Hitchhiker” similar?

_________________________________________________________________________
**Reviewing Nonfiction**

Review the Introduction and Understanding features for nonfiction on pages 118–119, E108–E109, E113–E114, E126–E127, and E130–E131 of Unit 2 in your textbook. Then complete pages 7 and 8 of this Study Guide. Try to answer the questions without looking at your book.

What is a **biography**? ________________________________________________________________

____________________________________________________________________________________

How is a **biography** different from an **autobiography**? ______________________________________

____________________________________________________________________________________

Complete the table to describe each of the four modes of **nonfiction** writing.

<table>
<thead>
<tr>
<th>Mode of Writing</th>
<th>Author’s Purpose</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Narrative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Descriptive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Argumentative</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Describe the **thesis** of an essay and tell about the thesis statement. ______________________________

What are some examples of **supporting details** for a thesis? ______________________________

In the chart, describe the two types of reasoning.

<table>
<thead>
<tr>
<th>Two Types of Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deductive Reasoning</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Inductive Reasoning</td>
</tr>
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<td></td>
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<td></td>
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</tbody>
</table>

What type of essay uses **deductive** and **inductive reasoning** to present details?

__________________________________________

What is **informational text**? __________________________________________________________

List the four types of **informational texts**.

1. __________________________________  3. __________________________________
2. __________________________________  4. __________________________________

Distinguish **fact** from **opinion**. How must each be evaluated? ______________________________
Applying Elements of Nonfiction to the Selections

Think about what you have learned about nonfiction. Then complete these pages after you have read the selections in Unit 6.

What type of nonfiction is the selection from *In a Sunburned Country*? Could it be considered more than one type? Explain.

Give one fact and one opinion from the selection from *In a Sunburned Country*.

What message is implied by the author of *In a Sunburned Country*?

In what way is the selection from *In a Sunburned Country* a primary source?

What type of nonfiction is the selection from *Travels with Charley*? Could it be considered more than one type? Explain.

What message is implied by the author of *Travels with Charley*?
Reviewing Poetry


Write a description of each type of poem or form listed below.

**narrative poem**

_____________________________________________________________________

_____________________________________________________________________

**lyric poem**

_____________________________________________________________________

_____________________________________________________________________

**free verse**

_____________________________________________________________________

Briefly the following types of *figurative language*.

**simile**

_____________________________________________________________________

**metaphor**

_____________________________________________________________________

**personification**

_____________________________________________________________________

**symbolism**

_____________________________________________________________________

Fill in the chart with the description of each technique of sound listed.

<table>
<thead>
<tr>
<th>Technique of Sound</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhyme scheme</td>
<td></td>
</tr>
<tr>
<td>Assonance</td>
<td></td>
</tr>
<tr>
<td>Consonance</td>
<td></td>
</tr>
<tr>
<td>Alliteration</td>
<td></td>
</tr>
</tbody>
</table>
Applying Elements of Poetry to the Selections

Think about what you have learned about poetry. Then complete these pages after you have read the poetry selections in Unit 6.

The final stanza of “New Dog” gives an example of metaphor. What is the metaphor? What two things are being compared?

In “The Legend,” the line “There’s a Rembrandt glow on his face” is an example of what poetic element? Explain.

The poems “The Legend” and “New Dog” share the same form. What form are they? Explain.

Fill in the graphic organizer with four examples of sensory details from “The Legend.”
Unit 6 Practice Test

Throughout the school years, students take tests to measure how well they meet standards in reading, English/language arts, mathematics, science, and social studies. Standardized English language arts tests include reading tests in which students are asked to read a passage and answer questions to test their understanding of the passage. Some passages on the reading test will be fiction, nonfiction, and poetry, like the selections you read in Unit 6.

The practice test on the following pages contains several passages, each followed by two or more multiple-choice questions. Your answer sheet for this practice test is below on this page.

The questions on this practice test focus on fiction, nonfiction, and poetry—the forms of independent readings you studied in this unit.

---

**Unit 6 Practice Test Answer Sheet**

Name: ___________________________ Date: ___________________________

Fill in the circle completely for the answer choice you think is best.

1. A B C D
2. A B C D
3. A B C D
4. A B C D
5. A B C D
6. A B C D
7. A B C D
8. A B C D
9. A B C D
10. A B C D
11. A B C D
12. A B C D
13. A B C D
14. A B C D
15. A B C D
16. A B C D
This test has 16 questions. Read each passage/story and choose the best answer for each question. Fill in the circle in the spaces provided for questions 1 through 16 on your answer sheet.

Read the passage below, and answer the questions about what you have read. Mark your answers on your answer sheet.

**A Carpenter’s Life**
by Benjamin Whitfield

My hands ached and I was nearly exhausted. My first week as a carpenter’s apprentice had been much more difficult than I had expected. Still, Mr. Pernice, the carpenter, was clearly pleased with my work and reassured me daily with a firm pat on the back. I chopped and cut board, built frames, and laid flooring. I was ravenous at lunches and at the supper table, but relished, with every biscuit and potato, the feeling of pride I got from my work.

Then, in the dark and quiet nights, I remembered my family. Whenever I had time to think about them, the loneliness came strong. Home was three days’ ride. I had never been away from my family and our homestead. One night, I consoled myself by thinking of other boys my age who had ridden off to distant villages to learn a trade. I was just doing my part, I thought. Ma and Avery, Will and Little Meg were counting on me. I was a man now. Men have responsibilities.

A barn owl hoo-hooed nearby. The leaves shook in the dense trees outside my window. The breeze came in and dried a little of the sweat off my forehead. The nights were all like this. They were long. Men have responsibilities, I kept thinking.

In the morning, I woke with a renewed sense of purpose. I was going to be a great carpenter. I was a boy no more. That was the past. I thought about the tall structures they were beginning to build in places such as New York and Chicago. These were my future, and my future had already begun.

1. This selection is most likely taken from a(n)
   A. informational text
   B. autobiography
   C. biography
   D. argumentative essay

2. The last paragraph suggests that the selection was taken from an account about
   A. the author’s struggle to adapt to being alone
   B. a family’s rise to fame and fortune
   C. how the author became a successful builder
   D. how young adults display learn trades

3. What phrase best describes this selection?
   A. narrative nonfiction
   B. informative nonfiction
   C. descriptive text
   D. humorous essay

4. What is the best description for the setting of this selection?
   A. a suburb in the 1950s
   B. a frontier town in the late 1800s
   C. a city park in the 1920s
   D. a desert town in the 1990s
Up and Running
by Erin Wright

Karen lined up with the other runners and put her feet in the starting block. “Straight ahead, full speed,” she thought. The morning sun lit the track before her.

Karen’s main goal was making the track squad. Last spring, she had tried out for the team and wound up in an ankle brace. That tryout had been a total catastrophe: Karen finished fifth in the long jump. When she lined up for the 100-meter dash, she felt awkward in the block. Before she’d gotten situated, the starter gun sounded. She leapt out of the block and twisted her ankle.

“Balance,” she thought. Coach Kline often reminded her to get balanced in the starting block and stay balanced. But Karen found the blocks awkward. Sometimes she even thought of the fall that ended her bid for last year’s squad. She still burned with embarrassment every time she thought about being carried off the track that day.

At one point, Molly Kline had told the younger athletes to shut everything out of their minds when they lined up in the blocks. “If you really want to make the squad,” she said, “you have to focus on right now.” Karen shuffled her feet. “Easy for you to say,” she thought. After all, Molly was the coach’s daughter and the captain of the varsity squad. She was one of the most gifted athletes in Hall County, with a case full of trophies to prove it. But now, in the block, Karen knew Molly was right. “Balance. Straight ahead.”

Karen went to the track every day to work on her long jump and practice getting set in the starting block. Occasionally, she would notice Molly or someone watching and pushed herself even harder.

Now, Karen was balanced in the block. Focused. The gun sounded. “Straight ahead, full speed.” In seconds, Karen and six others had moved 100 meters. Karen finished first. Coach Kline beamed as she quickly approached Karen.

“Congratulations,” she laughed. “I think we may have a new record.”

5. What motivates Karen to work hard?
   A. her dream of becoming the team captain
   B. her desire to make the team
   C. her resentment of Molly Kline
   D. her wish to please her coach

6. What action represents the climax of this passage?
   A. falling in the 100-meter dash
   B. practicing alone at the track
   C. trying out a second time
   D. finishing the race first
7. Which event occurs first in this story?
   A. Karen lines up in the starting block.
   B. Karen finishes fifth in the long jump.
   C. Karen practices alone at the track.
   D. Molly gives her advice to the young athletes.

8. Which plot device is illustrated by paragraph 4?
   A. falling action
   B. foreshadowing
   C. flashback
   D. resolution

9. Karen’s characterization shows that she is a
   A. major character
   B. minor character
   C. static character
   D. flat character

10. Karen can best be described as
    A. focused and motivated
    B. lazy and resentful
    C. spoiled and unfocused
    D. cheerful and willing

11. Which of the following is not true of the setting of this story?
    A. The story takes place in the morning.
    B. The story is set in Hall County.
    C. The action takes place only at the track.
    D. The action takes place on a rainy afternoon.

12. The mood of the story can best be described as
    A. terrifying
    B. amusing
    C. tense
    D. sullen
Read the passage below, and answer the questions about what you have read. Mark your answers on your answer sheet.

Eldorado
by Edgar Allan Poe

Gaily bedight,
A gallant knight,
In sunshine and in shadow,
Had journeyed long,
Singing a song,
In search of Eldorado.

But he grew old—
This knight so bold—
And o’er his heart a shadow
Fell as he found
No spot of ground
That looked like Eldorado.

And, as his strength
Failed him at length,
He met a pilgrim shadow—
“Shadow,” said he,
“Where can it be—
This land of Eldorado?”

“Over the Mountains
Of the Moon,
Down the Valley of the Shadow,
Ride, boldly ride,”
The shade replied—
“If you seek for Eldorado!”

13. What is the rhyme scheme of the first stanza?
   A. aabbcc
   B. aabcdb
   C. abcabc
   D. abbabb

14. “Eldorado” is an example of
   A. free verse
   B. blank verse
   C. lyric poetry
   D. dramatic poetry
15. “Fell as he found” contains which sound device?
   A. rhyme
   B. consonance
   C. assonance
   D. alliteration

16. In the third stanza, the knight speaks to a shadow. This is an example of what?
   A. a simile
   B. symbolism
   C. paradox
   D. hyperbole
Master Vocabulary List

As you read each selection, list any new words that you learn.
Geraldine Moore the Poet, page 620

Close Reading Independently

The Reading Process

Reading closely is an active process that can be broken down into three stages: before reading, during reading, and after reading.

- Before reading, you build background and determine your own purpose and develop expectations for what you are about to read. These activities are related to what you already know and what you have experienced.
- During reading, you use reading strategies and critical thinking skills to understand and make connections with what you are reading.
- After reading, you reflect on what you have read and extend your understanding beyond the text. Going back and rereading the text will help you to focus on the author’s purpose and message.

When you read independently, the specific activities performed in each stage of the reading process will vary, depending on the genre you are reading. The Reading Independently lesson on pages 618–619 provides an overview of applying the steps in the reading process as you read on your own.

Framework for Reading Independently

When you read independently, reading closely will improve your comprehension and retention of what you read. The following checklist offers a framework for reading independently. As you read “Geraldine Moore the Poet,” ask yourself the following questions.

Before Reading
- In what genre or form is the selection written?
- What can I learn by previewing the selection? What do I already know about this topic?
- What do I want to know or to find out from my reading?

During Reading
- What reading strategies or skills will work best with the structure of this selection?
- What literary techniques does the writer use? What is the tone of the selection?
- What vocabulary words are unfamiliar to me? Can I determine the meaning from the context or do I need to look the word up in a dictionary?

After Reading
- What parts do I have questions about? Are there sections I need to reread to clarify?
- What are the main events or ideas presented? What are the supporting details?
- What conclusions can I draw from my reading? What is the point or the main idea the author wants to communicate?
Apply the Model
Use Reading Skills: Evaluate Cause and Effect

A variety of strategies and skills can help you understand and appreciate your reading. For “Geraldine Moore the Poet,” try applying the reading skill Evaluate Cause and Effect in all three stages of the reading process.

When you evaluate cause and effect, you are looking for a logical relationship between a cause or causes and one or more effects. A writer may present one or more causes followed by one or more effects, or one or more effects followed by one or more causes. Transitional, or signal, words and phrases that indicate cause and effect include one cause, another effect, as a result, because, so, consequently, and therefore. As a reader, you determine whether the causes and effects in a text are reasonable.

Before reading the story, read the information on page 620 about the author and the selection. Then read the opening quotation and think about the title of the story. Based on Geraldine's statement, what effect might her lack of confidence have on her ability to write a poem?

As you read the story, use the following Cause-and-Effect chart to help you to recognize relationships between causes and effects. Keep track of what happens in the story and why. Look for cause-and-effect signal words to identify causes and their effects.

After you finish reading the story, write a summary statement in the bottom box of the graphic organizer. Go back and reread parts of all of the story focusing on the author's purpose and message.
Geraldine Moore the Poet, page 620

Draw a Conclusion

When you draw conclusions, you bring together what you have read and use it to make a decision or form an opinion. Using information from “Geraldine Moore the Poet,” draw a conclusion about a character or plot element. Then write details or quotes that support your conclusion.

Conclusion

Supporting Details
Describe and Critique: Fiction

Describe the story. Write the information to fill in these charts.

<table>
<thead>
<tr>
<th>Title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td></td>
</tr>
<tr>
<td>Type of Fiction</td>
<td></td>
</tr>
</tbody>
</table>

**Setting**

<p>| |</p>
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</table>

**Main Characters**

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**Conflict/Problem**

<p>| |</p>
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</table>

**Main Events in Plot**

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  

**Theme**

<p>| |</p>
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</tbody>
</table>
Critique, or review and evaluate, the story. Answer these questions.

What do you think of the main characters? (Are they believable and well-developed? Do they change over the course of the story? Do these changes make sense?)

What do you think of the plot? (Is the sequence of events logical? Is there a clear beginning, middle, and end? Is the conflict or problem introduced, developed, and resolved in a way that makes sense?)

What is your opinion of the story? (What do you like about it? Why? What do you dislike about it? Why?)

Give reasons for your opinion. Support them with examples and details from the story.

Would you recommend the story to others? Why or why not?
Practice Vocabulary

Complete the crossword puzzle with words from “Geraldo No Last Name.” If you need help, look for a context clue on the page number in parentheses.

Across
2. a type of accident (page E299)
4. a small kitchen (page E300)
8. a doctor who performs operations (page E300)
9. term for a Mexican worker, from the Spanish word *bracero* (page E300)
10. a form of Latin music and dance (page E300)

Down
1. apartments (page E300)
3. a student gaining experience in the workplace (page E300)
5. feeling inferior or unworthy (page E300)
6. a way to send funds internationally (page E300)
7. accepted form of monies in a specific place (page E300)
**Geraldo No Last Name**, page E299

### Make Connections

Read the connections and choose two that you connect with. For each connection you choose, record your thoughts on this page and write a paragraph on a separate sheet of paper.

<table>
<thead>
<tr>
<th>Text-to-Self</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you think Marin feels as she waits at the hospital after Geraldo’s accident? Have you ever been in a situation where you experienced similar feelings? Explain how you got through it and what you learned. What advice could you give Marin to help her cope with her experience?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Text-to-Self</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Geraldo No Last Name” is about an incident that affects someone the narrator has never met. Have you ever been affected by something you heard about from someone else? Have you been saddened or concerned by a story about someone you never knew? Explain the circumstances. Why do you think you were so affected by this story?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Text-to-World</th>
</tr>
</thead>
<tbody>
<tr>
<td>The narrator stereotypes Geraldo by describing him as “just another brazer who didn’t speak English. Just another wetback. You know the kind.” Think about the ways in which prejudice based on race, age, or class can harm a society. What can you do in your own community to change or prevent this way of thinking?</td>
</tr>
</tbody>
</table>
The first Writing Option on page E300 says, “What roles do race, class, and ethnic background play in the story?” Read the writing option and then look again at “Geraldo No Last Name.” Use the chart to record ideas about race, class, and ethnic backgrounds. Then list examples that support the ideas. Use the ideas in the chart as you write your three-paragraph literary analysis.

<table>
<thead>
<tr>
<th>Element</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race/Ethnicity</td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td></td>
</tr>
</tbody>
</table>
**Geraldo No Last Name**, page E299

### Describe and Critique: Fiction

Describe the story. Write the information to fill in these charts.

| Title |  
|-------|---
| Author |  
| Type of Fiction |  

#### Setting

<p>| |</p>
<table>
<thead>
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#### Main Characters

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#### Conflict/Problem

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#### Main Events in Plot

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  

#### Theme


Critique, or review and evaluate, the story. Answer these questions.

What do you think of the main characters? (Are they believable and well-developed? Do they change over the course of the story? Do these changes make sense?)

________________________________________________________________________

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What do you think of the plot? (Is the sequence of events logical? Is there a clear beginning, middle, and end? Is the conflict or problem introduced, developed, and resolved in a way that makes sense?)

________________________________________________________________________

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What is your opinion of the story? (What do you like about it? Why? What do you dislike about it? Why?)

________________________________________________________________________

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Give reasons for your opinion. Support them with examples and details from the story.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Would you recommend the story to others? Why or why not?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Practice Vocabulary

Write the definition of each word as it is used in “The Legend.” Then use each word in a sentence of your own.

1. twilight (page E301)
   Definition: _____________________________________________________________________
   Sentence: _______________________________________________________________________

2. negotiates (page E302)
   Definition: _____________________________________________________________________
   Sentence: _______________________________________________________________________

3. dumbfounded (page E302)
   Definition: _____________________________________________________________________
   Sentence: _______________________________________________________________________

4. dingy (page E302)
   Definition: _____________________________________________________________________
   Sentence: _______________________________________________________________________

5. flurry (page E302)
   Definition: _____________________________________________________________________
   Sentence: _______________________________________________________________________

6. array (page E302)
   Definition: _____________________________________________________________________
   Sentence: _______________________________________________________________________
The Legend, page E301

Answer Questions

Answer these questions during and after reading “The Legend.”

Page E302  **Analyze Literature: Narrator**  How does the narrator feel about the man in the news story?

Page E302  **Analyze Literature: Theme**  What is the prevalent theme of “The Legend”?

Page E301  **Use Reading Strategies: Clarify**  Where and when does “The Legend” take place?
Page E305  **Use Reading Strategies: Make Inferences**  Why do you think the boy shot the man?

Page E302  **Use Reading Strategies: Visualize**  Describe in words the images that form in your mind as you read “The Legend.”

Page E302  **Analyze Literature: Image and Imagery**  What emotions do the images evoke in you? Which image do you find the most powerful?

Page E302  **Analyze Literature: Speaker**  Think of three or four adjectives to describe the speaker of “The Legend.”
New Dog, page E305

Make Connections

Read and explain each connection. Write your responses in the space provided.

Text-to-Self

Have you helped care for someone who could not care for himself or herself? In your experience, what can bring comfort or joy to a sick person? Do you think a pet can help a person who is ill? Explain.

Text-to-World

In “New Dog,” the author writes matter-of-factly, rather than sentimentally, about Wally’s failing health as he approaches the end of his life. Wally has friends and caregivers who help him. What kinds of organizations that help people who are near death and their caregivers do communities offer? Do organizations in your area provide hospice services? Are services available for people with a loved one who is terminally ill or has recently died?

Text-to-Self

In “New Dog,” having a pet is important to Wally. The new dog helps Wally connect in a small way to the outside world and joyous life. Think about the things that are important to you. Explain why each is important.
Analyze Literature: Sensory Details

Using the chart, record examples of sensory details from “New Dog.” Identify the sense to which each detail appeals.

<table>
<thead>
<tr>
<th>“New Dog”</th>
</tr>
</thead>
</table>

© EMC Publishing, LLC
Describe and Critique: Poetry

Describe the poem “New Dog.” Write the information to fill in these charts.

<table>
<thead>
<tr>
<th>Title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td></td>
</tr>
<tr>
<td>Type of Fiction</td>
<td></td>
</tr>
</tbody>
</table>

Poetic Form

Handling of Line and Stanza

Line: __________________________

Stanza: ________________________

How Form Affects Meaning

Use of Figurative Language, Imagery, Sound Effects

1. ____________________________

2. ____________________________

3. ____________________________

4. ____________________________

Effect on Mood and Meaning:

Summary of Poem’s Meaning

© EMC Publishing, LLC  Unit & Selection Resources  UNIT 6 35
Critique, or review and evaluate, the poem. Answer these questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think of the poem's format? (Are line and stanza skillfully handled? Does its appearance suit its message? Is its organizational plan appropriate?)</td>
<td></td>
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<tr>
<td>What do you think of the poet's use of imagery, figurative language, and sound effects? (Are images clear and compelling? Are metaphors, similes, and personifications vivid and worthwhile? How do rhythm and rhyme or other sound devices enhance meaning?)</td>
<td></td>
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<tr>
<td>What is your opinion of the poem? (What do you like about it? Why? What do you dislike about it? Why?)</td>
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<tr>
<td>Give reasons for your opinion. Support them with examples and details from the poem.</td>
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<tr>
<td>Would you recommend the poem to others? Why or why not?</td>
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</tbody>
</table>
Practice Vocabulary

Write the meaning of each boldfaced word. Use the context clues in each sentence to help determine the meaning. If you need more help, look for another context clue on the page in parentheses or find the word in a dictionary.

1. Mary's memorandum highlighting plans for some new marketing techniques was routed to every member of the department. (page E310)

2. He tightened his grip on the barbell and raised it over his head, keeping his arms straight and taut. (page E312)

3. I awoke still at sea and stared in wonder at the interminable miles of grey ocean blending into the grey clouded sky. (page E316)

4. Struggling to understand the incomprehensible instructions over the crackling radio, Captain Floyd asked the radio operator to repeat the instructions. (page E317)

5. After weeks of trying to think of a topic for her paper, Karen suddenly had a revelation. (page E317)

6. As he examined the crime scene, the detective saw the burglar had used a crowbar as leverage to pry open the window. (page E318)

7. Tom stepped into the doorway of his apartment and was instantaneously knocked to the ground by his Great Dane, Shirley. (page E319)

8. Even though I had just eaten dinner, I found myself yearning for a piece of my sister’s pizza. (page E319)
Contents of the Dead Man’s Pocket, page E307

Think About the Story

Make predictions about “Contents of the Dead Man’s Pocket” and think about the ambitions of the main character. As you read, answer the following questions.

Use the text features on page E307 of “Contents of the Dead Man’s Pocket” to make a prediction about the story.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

In “Contents of the Dead Man’s Pocket,” how does the author create suspense? What effect does this have on the reader?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Read up to the middle of page E317. Do you think Tom will be able to get back inside? How? If not, what do you predict will happen?

____________________________________________________________________________________

____________________________________________________________________________________

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____________________________________________________________________________________

What can you infer about the balance between ambition and family based on the ending of the story?

____________________________________________________________________________________

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Selection Quiz

Read the following questions about the story. Write your answers on the lines provided.

1. Tom stays home to work on what?
   A. an important project for his boss
   B. a plan for a new method of grocery displays
   C. a research project involving a new grocery store
   D. a surprise for his wife

2. What does Tom NOT do to attract attention to himself?
   A. He shouts for help.
   B. He drops coins onto the sidewalk.
   C. He knocks on the neighbor’s window with his shoe.
   D. He burns letters.

3. What is written on the yellow paper? __________________________________________________

4. Tom judges his wife will be away for how long? __________________________________________

5. What does Tom plan to do when he gets inside his apartment?
   A. Roll on the floor.
   B. Run around the room.
   C. Jump up and down on the floor.
   D. All of the above

6. What does Tom use to break the window?
   A. his shoe
   B. his fist
   C. a half dollar
   D. his knee

7. What does Tom do after he gets back inside the apartment? ________________________________

8. What happens to the yellow paper at the end of the story? ________________________________
from *In a Sunburned Country*, page E322

**Practice Vocabulary**

Use the context of each sentence to predict the meaning of each underlined word. Check your prediction with a dictionary or by reading the word in context on the page number in parentheses. Write any needed correction on the second line.

1. Sometimes famous people use deception and disguises in *furtive* attempts to remain anonymous in the public arena. (page E323)

   Predicted meaning: _________________________________________________________________
   _______________________________________________________________________________

   Correction: _______________________________________________________________________

2. Fireflies emitted *luminous* green flashes that lit the bushes like tiny holiday lights. (page E324)

   Predicted meaning: _________________________________________________________________
   _______________________________________________________________________________

   Correction: _______________________________________________________________________

3. Unsure of the dangers that might lurk in such dark waters, Meyers thought it cautiously *prudent* to stay ashore. (page E325)

   Predicted meaning: _________________________________________________________________
   _______________________________________________________________________________

   Correction: _______________________________________________________________________


4. The waiter’s **ingratiating** demeanor flattered the celebrity who then left the waiter a large tip. (page E330)

Predicted meaning: _______________________________________________________________
_______________________________________________________________________________

Correction: _____________________________________________________________________

5. The **tranquil** and quiet pond was shattered by the arrival of noisy and hungry geese. (page E331)

Predicted meaning: _______________________________________________________________
_______________________________________________________________________________

Correction: _____________________________________________________________________

6. The forest is safe during the day, but at night the wolves become **rapacious**. (page E323)

Predicted meaning: _______________________________________________________________
_______________________________________________________________________________

Correction: _____________________________________________________________________

7. As she surveyed the damage that the hail storm had done to her car, Theresa became increasingly **livid**. (page E325)

Predicted meaning: _______________________________________________________________
_______________________________________________________________________________

Correction: _____________________________________________________________________

8. The **vulnerability** of the old Italian village was part of the reason she felt drawn to it. (page E327)

Predicted meaning: _______________________________________________________________
_______________________________________________________________________________

Correction: _____________________________________________________________________
# Answer Questions

Answer these questions while you are reading the selections.

<table>
<thead>
<tr>
<th>Page</th>
<th>Task</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>E323</td>
<td>Analyze Literature: Nonfiction</td>
<td>What type of nonfiction is this: narrative, informative, or descriptive?</td>
</tr>
<tr>
<td></td>
<td>Explain</td>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td>E323</td>
<td>Analyze Literature: Allusion</td>
<td>What is the effect of the allusion to Charles Kingsford Smith?</td>
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<tr>
<td>E325</td>
<td>Analyze Literature: Author’s Craft</td>
<td>How does the author use humor?</td>
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<tr>
<td>E326</td>
<td>Use Reading Skills: Draw Conclusions</td>
<td>Do you think the author intends to deter the reader from visiting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Australia? Why or why not?</td>
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<tr>
<td>E327</td>
<td>Analyze Literature: Setting</td>
<td>Why is setting especially important to literature of this type?</td>
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<tr>
<td>E328</td>
<td>Use Reading Strategies: Make Predictions</td>
<td>Will the narrator be able to escape the dogs? Explain your reasoning.</td>
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</tbody>
</table>
Analyze Literature: Setting

A story’s setting is the place and time where the action occurs. The selection from *In a Sunburned Country* use strong images and details to describe the settings in Australia. Using the table below, list adjectives and descriptions for settings in the selection.

<table>
<thead>
<tr>
<th>The Setting</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>Australia</td>
<td></td>
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<tr>
<td>Kirribilli</td>
<td></td>
</tr>
<tr>
<td>Hunter’s Hill</td>
<td></td>
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<tr>
<td>Australian Museum</td>
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</tbody>
</table>
Make and Support Generalizations

When you make generalizations, you look at the information provided and synthesize it to develop a general idea, or a broad statement. Make a generalization about the selection from *Travels with Charley*. Then list details or quotes that support your generalization.

<table>
<thead>
<tr>
<th>Generalization</th>
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<th>Detail</th>
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<th>Detail</th>
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</table>
Describe and Critique: Nonfiction

Describe the selection. Write the information to fill in these charts.

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<th>Title</th>
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<tbody>
<tr>
<td>Author</td>
<td></td>
</tr>
<tr>
<td>Type of Fiction</td>
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<tr>
<td>Author's Purpose</td>
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</tbody>
</table>

**Summary**

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**Thesis**

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</tbody>
</table>
Critique, or review and evaluate, the selection. Answer these questions.

<table>
<thead>
<tr>
<th>Think about the form in which the selection was written (such as memoir, essay, or informational text). Does the form fit the writer's purpose and content? Does the author use the form effectively?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think of the content of the selection? If the selection contains opinions, are they well supported by facts? Are the facts presented clearly? Do they add to your knowledge of the subject area in an engaging way?</td>
</tr>
<tr>
<td>What is your opinion of the selection? (What do you like and dislike about it? Why?)</td>
</tr>
<tr>
<td>Give reasons for your opinion. Support them with examples and details from the selection.</td>
</tr>
<tr>
<td>Would you recommend the selection to others? Why or why not?</td>
</tr>
</tbody>
</table>
## Analyze Literature: Story Elements

Use the table below to take notes on the elements of the story as you read “Land Enough for a Man.”

<table>
<thead>
<tr>
<th>Type of Literature</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Character</td>
<td></td>
</tr>
<tr>
<td>Setting</td>
<td></td>
</tr>
<tr>
<td>Tone</td>
<td></td>
</tr>
<tr>
<td>Main Event</td>
<td></td>
</tr>
<tr>
<td>Theme</td>
<td></td>
</tr>
</tbody>
</table>
Land Enough for a Man, page E335

Describe and Critique: Fiction

Describe the story. Write the information to fill in these charts.

<table>
<thead>
<tr>
<th>Title</th>
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<tbody>
<tr>
<td>Author</td>
</tr>
<tr>
<td>Type of Fiction</td>
</tr>
</tbody>
</table>

**Setting**


**Main Characters**


**Conflict/Problem**


**Main Events in Plot**

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 

Theme
Critique, or review and evaluate, the story. Answer these questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think of the main characters? (Are they believable and well developed? Do they change over the course of the story? Do these changes make sense?)</td>
<td></td>
</tr>
<tr>
<td>What do you think of the plot? (Is the sequence of events logical? Is there a clear beginning, middle, and end? Is the conflict or problem introduced, developed, and resolved in a way that makes sense?)</td>
<td></td>
</tr>
<tr>
<td>What is your opinion of the story? (What do you like about it? Why? What do you dislike about it? Why?)</td>
<td></td>
</tr>
<tr>
<td>Give reasons for your opinion. Support them with examples and details from the story.</td>
<td></td>
</tr>
<tr>
<td>Would you recommend the story to others? Why or why not?</td>
<td></td>
</tr>
</tbody>
</table>
Match each boldfaced term with its definition. Write the letter of the definition on the line beside each word. If you need more help, look for a context clue in “By the Waters of Babylon” or “There Will Come Soft Rains” on the page in parentheses or use a dictionary.

_____ 1. warrens (page E347)  
_____ 2. radioactive (page E347)  
_____ 3. baying (page E341)  
_____ 4. fasting (page 631)  
_____ 5. purification (page E347)  
_____ 6. bowels (page 632)  
_____ 7. ante-room (page 635)  
_____ 8. tremulous (page E349)  
_____ 9. burrow (page 636)  

A. capable of releasing dangerous nuclear energy  
B. gut or intestines; inside parts  
C. reception area or waiting room  
D. to construct by tunneling  
E. barking in prolonged tones  
F. trembling or quivering  
G. method of freeing from guilt or sins  
H. not eating food or eating only limited amounts of food for a period of time  
I. tunneled homes produced by small mammals
By the Waters of Babylon, page 628

### Analyze Literature: Plot

Identify the main elements of plot from “By the Waters of Babylon.” Write the elements from one of the stories in the table below.

<table>
<thead>
<tr>
<th>Plot Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exposition</td>
<td></td>
</tr>
<tr>
<td>Rising Action</td>
<td></td>
</tr>
<tr>
<td>Climax</td>
<td></td>
</tr>
<tr>
<td>Falling Action</td>
<td></td>
</tr>
<tr>
<td>Resolution</td>
<td></td>
</tr>
</tbody>
</table>
Predict and Explain

Prepare to read the selection by thinking about what you want to learn from reading. As you read “By the Waters of Babylon,” write answers to the following questions.

Look at the painting on page 629. How do you think the painting relates to the story?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Based on what you read on page 639, predict whether John will tell his people about his discoveries. If so, how will he explain his discoveries to them? What problems might he encounter?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

After reading page 638, predict how studying the artifacts they find in the Dead Places will change the lives of John and his people.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What does the selection say about technology and knowledge?
**Prewrite and Write**

“There Will Come Soft Rains” contains a variety of themes. Complete the chart as prewriting for paragraphs analyzing the thematic elements of the story. After you have completed the chart, write two paragraphs elaborating on your ideas about the story’s thematic elements.

<table>
<thead>
<tr>
<th>Life As We Know It</th>
<th>What has happened to the people in this story?</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Cycles</th>
<th>What cycles do you see in this story?</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Technology</th>
<th>How has science and knowledge benefited people in this story?</th>
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</table>

<table>
<thead>
<tr>
<th>Technology</th>
<th>How has science been misused in this story?</th>
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</tbody>
</table>
Describe and Critique: Fiction

Describe the story “There Will Come Soft Rains.” Write the information to fill in these charts.

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Type of Fiction</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Setting</th>
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<table>
<thead>
<tr>
<th>Main Characters</th>
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<table>
<thead>
<tr>
<th>Conflict/Problem</th>
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</table>

<table>
<thead>
<tr>
<th>Main Events in Plot</th>
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<tbody>
<tr>
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</table>
Critique, or review and evaluate, the story “There Will Come Soft Rains.” Answer these questions.

What do you think of the main characters? (Are they believable and well-developed? Do they change over the course of the story? Do these changes make sense?)

________________________________________________________________________

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What do you think of the plot? (Is the sequence of events logical? Is there a clear beginning, middle, and end? Is the conflict or problem introduced, developed, and resolved in a way that makes sense?)

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What is your opinion of the story? (What do you like about it? Why? What do you dislike about it? Why?)

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Give reasons for your opinion. Support them with examples and details from the story.

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Would you recommend the story to others? Why or why not?

________________________________________________________________________

________________________________________________________________________
Use the context clues in each sentence to help you identify the meaning of the bold word. If you need more help, look for another context clue on the page in parentheses, or find the word in the dictionary.

1. Dressed in an inconspicuous outfit of jeans and a sweatshirt, the movie star hoped she would be able to escape the photographers. (page E353)

2. By the time Alma was finished cleaning, the entire house was immaculate and smelled of fresh linens. (page E353)

3. Rachel had always used books as an escape from the world—when she was reading, she felt oblivious to everything around her. (page E354)

4. The area directly behind the cabin was almost impenetrable due to the tangled tree branches and thick underbrush that grew there. (page E355)

5. Ever since he discovered the alcove under the stairs, Tim had become unbeatable at hide and seek. (page E357)

6. Never one to think first of himself, Darrel had a compulsion to help people, and this strong desire helped make him an excellent therapist. (page E360)

7. After finding out that I didn’t get the job, I sought solace by meeting up with my best friend Jake for lunch. (page E360)

8. With all of the children gone for the summer, the empty school grounds seemed as though they had been petrified. (page E362)
Importance of Details

Every work of fiction has both major and minor details. Major details are important to your understanding of the story. “Record major details from “Miriam.” in the chart. Then explain why each detail is important to the story.

Title: __________________________________________

<table>
<thead>
<tr>
<th>Detail</th>
<th>Importance to Story</th>
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Conclusions Log

Using details from “A Very Old Man with Enormous Wings,” draw a conclusion about a character or plot element. Then identify the details you used to form your conclusion.

Conclusion

Supporting Details
“A Very Old Man with Enormous Wings” contains elements of the supernatural. In the space below, write two paragraphs about how the author uses the supernatural to express the themes of the story.

**Function of the Supernatural in “A Very Old Man with Enormous Wings”**
Heartburn, page E372

Practice Vocabulary

Match each boldfaced term with its definition. Write the letter of the definition on the line beside each word. If you need more help, look for a context clue on the page in parentheses or use a dictionary.

____ 1. deft (page E373)  
     A. deceptive or misleading in appearance  
     B. all together or as a whole  
     C. indirect; not straightforward  
     D. skillful or agile  
     E. existing only in the imagination  
     F. egg-shaped  
     G. crafty or sly  
     H. formless  
     I. an initiate or a newcomer

____ 2. ovoid (page E373)
____ 3. oblique (page E376)
____ 4. neophyte (page E377)
____ 5. en masse (page E377)
____ 6. inchoate (page E378)
____ 7. guileful (page E380)
____ 8. equivocal (page E380)
____ 9. chimerical (page E380)

Write two sentences using at least two of the vocabulary words.
Heartburn, page E372

Analyze Literature: Character

Complete the character chart for “Heartburn.” For each character, tell what the character says or does, and what is revealed about his personality.

<table>
<thead>
<tr>
<th>Character</th>
<th>What Character Says</th>
<th>What Character Does</th>
<th>What Is Revealed</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Patient</td>
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<td>The Doctor</td>
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<td>Moulton</td>
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Heartburn, page E372

Selection Quiz

Read the following questions. Write the correct answer on the line.

1. What kind of doctor is the treating doctor in “Heartburn”?
   A. psychiatrist   B. neurologist
   C. gastroenterologist  D. surgeon

2. Where does the man contract this strange affliction?
   A. a hospital   B. a mental institution
   C. in a strange country  D. at a school for boys

3. How is the disease transmitted? ____________________________________________

4. Why does the doctor keep thinking about the luncheon table? ________________________

5. Which is the BEST description of the treating doctor toward the end of the story?
   A. interested but wary
   B. skeptical and annoyed
   C. confused but obsessed
   D. helpful and compassionate

6. How did the man contract the affliction?
   A. from a boy named Moulton
   B. by knocking over a tank of newts
   C. from a boy named Hallowell
   D. from working too hard at his profession

7. Describe the man’s ailment. ____________________________________________

8. How does the treating doctor most likely feel at the end of the story? ________________
**Heartburn**, page E372

**Describe and Critique: Fiction**

Describe “Heartburn.” Write the information to fill in these charts.

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<th>Title</th>
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<tr>
<td>Author</td>
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<td>Type of Fiction</td>
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**Setting**

| ____________________________________________ |

**Main Characters**

| ____________________________________________ |
| ____________________________________________ |
| ____________________________________________ |
| ____________________________________________ |
| ____________________________________________ |

**Conflict/Problem**

| ____________________________________________ |
| ____________________________________________ |
| ____________________________________________ |

**Main Events in Plot**

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________
6. ____________________________________________

**Theme**

| ____________________________________________ |
Critique, or review and evaluate, the story. Answer these questions.

What do you think of the main characters? (Are they believable and well-developed? Do they change over the course of the story? Do these changes make sense?)

____________________________________________________________________________________

____________________________________________________________________________________

What do you think of the plot? (Is the sequence of events logical? Is there a clear beginning, middle, and end? Is the conflict or problem introduced, developed, and resolved in a way that makes sense?)

____________________________________________________________________________________

____________________________________________________________________________________

What is your opinion of the story? (What do you like about it? Why? What do you dislike about it? Why?)

____________________________________________________________________________________

____________________________________________________________________________________

Give reasons for your opinion. Support them with examples and details from the story.

____________________________________________________________________________________

____________________________________________________________________________________

Would you recommend the story to others? Why or why not?

____________________________________________________________________________________

____________________________________________________________________________________
**Generalization**

When you make generalizations, you look at the information provided and synthesize it to develop a general idea, or a broad statement. Think about the story “The Happy Man.” Make a generalization about the story. Then list details that support your generalization.

Generalization

Detail

Detail

Detail

Detail

Detail
Describe and Critique: Fiction

Describe “The Happy Man.” Write the information to fill in these charts.

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Describe and Critique: Fiction

Describe the story “The Hitchhiker.” Write the information to fill in these charts.

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from Maus: A Survivor’s Tale I, page E406

Use Reading Strategies: Make Connections

The creator of Maus: A Survivor’s Tale chose to portray Nazis as cats and Jews as mice. Analyze the reasoning behind this decision by brainstorming the symbolism behind these images. Note any similarities the animals share with the groups they are meant to depict and describe the relationships of the Nazis and Jews during WWII and how that relationship compares to the relationship between typical cats and mice.

<table>
<thead>
<tr>
<th>Mice/Jews</th>
<th>Relationship</th>
<th>Cats/Nazis</th>
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Summarize your analysis on the provided lines.

__________________________________________________________________________

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__________________________________________________________________________
Selection Quiz

Multiple Choice
Read the following questions about “Maus: A Survivor’s Tale I.” Write the letter of the correct answer on the line.

_____ 1. The story “Maus: A Survivor’s Tale I” was based on the life of the artist’s
   A. teacher.
   B. father.
   C. grandfather.
   D. neighbor.

_____ 2. Who appears to Vladek in a dream at the start of the excerpt?
   A. his grandfather
   B. his eldest son
   C. his wife
   D. his mother

_____ 3. Who tells Vladek that the day of Parshas Truma has arrived?
   A. the Nazis
   B. a stranger
   C. Vladek’s wife
   D. the rabbi

_____ 4. What happens to Vladek on the train?
   A. the train passes his home
   B. he learns he is going to Warsaw
   C. the Nazis take his traveling papers
   D. he decides to join his friend

Short Answer
5. What is Parshas Truma? ___________________________________________________________

6. How does this excerpt reflect the unit theme of “strange happenings”? _______________________

7. What does Vladek learn in the dream? ________________________________________________

8. Was Vladek’s dream correct? Explain. ________________________________________________