Meeting the Standards
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 Meeting the Standards resource for each unit in the textbook. In every Meeting the Standards 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.

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 your standardized test. 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, Exceeding the Standards, Program Planning and Assessment, and Technology Tools.

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>Analyze Literature: Mood</td>
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<td>Use Reading Strategies: Make Connections</td>
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<td>Compare Literature: Character</td>
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<td>Make Connections</td>
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Analyze Literature: Setting
Analyze Literature: Character
Analyze Literature: Plot
Describe and Critique: Fiction

The Vision Quest, Lame Deer
Practice Vocabulary
Analyze Literature: Characterization
Analyze Literature: Theme
Enrichment: Legends
Describe and Critique: Fiction

The Sniper, Liam O’Flaherty
Practice Vocabulary
Analyze Literature: Point of View
Make Connections
Analyze Literature: Setting
Describe and Critique: Fiction

Rules of the Game, Amy Tan
Practice Vocabulary
Analyze Literature: Character
Analyze Literature: Point of View
Writing Assignment
Describe and Critique: Fiction

The Man to Send Rain Clouds, Leslie Marmon Silko
Practice Vocabulary
Analyze Literature: Setting
Make Connections
Describe and Critique: Fiction

ANSWER KEY

Fiction Study Guide
Thank You, M’am
The Interlopers
The Most Dangerous Game
Blues Ain’t No Mocking Bird
The Cask of Amontillado
Destiny
The Good Deed / Tears of Autumn
The Scarlet Ibis
American History
The Gift of the Magi / The Necklace
The Ravine
The Vision Quest
The Sniper
Rules of the Game
The Man to Send Rain Clouds
Introduction

The Meeting the Standards Unit Resource supplements for Mirrors & Windows provide students with the opportunity to practice and apply the strategies and skills they will need to master state and national language arts standards. For each selection in the student textbook, these resources also supply vocabulary exercises and other activities designed to connect students with the selections and elements of literature.

The lessons in the Meeting the Standards Unit Resource are divided into five main categories, as described in this introduction. You will find the lessons listed by category in the Contents pages at the front of the book.

Unit Genre Study Guide, with Practice Test and Master Vocabulary List

Each Unit Resource book begins with a Unit Study Guide for the genre, focusing on key language arts standards. This guide provides in-depth study and practice on the genre and its literary elements. Also included are instructions to help students prepare for a standardized test, and a practice test formatted to match that test.

Lessons for Guided and Directed Readings

A step-by-step lesson on how to read the genre accompanies the first selection in each genre. Before-, during-, and after-reading activities and Selection Quizzes are provided for all selections.

The lessons for Guided Readings and Directed Readings offer a range of activities that are rated easy, medium, and difficult; these ratings align with the levels of the Formative Survey questions in the Assessment Guide. These activities can be used to provide differentiated instruction at the appropriate level for your students. For example, for students who are able to answer primarily easy questions, you may want to assign primarily easy activities. The Correlation to Formative Survey Results, which follows this introduction, lists the level for each Guided and Directed Reading activity.

To further differentiate instruction, consider adapting activities for your students. For instance, you may want to add critical-thinking exercises to an easy or medium activity to challenge advanced students, or you may want to offer additional support for a difficult activity if students are having trouble completing it.

Lessons for Comparing Literature Selections

The lessons for Comparing Literature selections in the student textbook emphasize making text-to-text connections. Activities ask students to compare literary elements such as author’s purpose, characters, plot, setting, and theme. A Selection Quiz is provided for each selection to help students focus on the selections independently.
Lessons for Independent Readings

Lessons for Independent Readings build on the strategies and skills taught in the unit and offer students more opportunities to practice those strategies and skills. Activities focus on vocabulary practice, literary analysis, and expanded writing instruction. Each lesson ends with a Describe and Critique activity, which helps students review and summarize the selection.

Preparing to Teach the Lessons

Most of the activities in this book are ready to copy and distribute to students. However, some activities will require preparation. For example, you may need to select particular elements from the stories, write lists or cards to distribute to students, or make sure that art supplies or computer stations are available. Be sure to preview each lesson to identify the tasks and materials needed for classroom instruction.
The following chart indicates the difficulty level of each Guided Reading Activity and Directed Reading Activity. You can use this chart, in combination with the results of the Formative Survey from the Assessment Guide, to identify activities that are appropriate for your students.

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<th>Activity</th>
<th>Difficulty Level</th>
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<td>Analyze Literature: Character, page 22</td>
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<td>Use Reading Skills: Determine the Importance of Details, page 23</td>
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<td>&quot;The Interlopers&quot;</td>
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<td>Lesson</td>
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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
- Setting
- Point of View
- Theme
- Character

Reading
You should know the following three parts of the Fiction 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 character analysis. The response should be clearly organized and use support from the story to analyze a fictional character.

Speaking and Listening
You should be able to deliver or listen to a narrative 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 fictional work to read on your own. See For Your Reading List on page 190 in your textbook.
Understanding Plot

Complete this page after you read about plot on pages 12–13. Try to finish each sentence without looking at your book.

The **plot** of a story is ________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

In a story’s **exposition**, the author _____________________________________________________
_________________________________________________________________________________

The **rising action** of a story occurs when ______________________________________________
_________________________________________________________________________________

The **climax** of a story is _____________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

The **resolution** of a story is ___________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Another word for **conflict** in a story is __________________________________________________

Two types of **conflict** are ____________________________________________________________
_________________________________________________________________________________

The type of **conflict** that can take three different forms is _________________________________

The three different forms are ___________________________________________________________
_________________________________________________________________________________

A **flashback** in a story is _____________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

**Foreshadowing** in a story is __________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
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.

Summarize an important fact provided in the exposition of “The Interlopers.”

Summarize an event or remark that foreshadows General Zaroff’s plans in “The Most Dangerous Game.”

Summarize the climax of the plot of “The Necklace.”

In “Tears of Autumn,” Hana recalls her uncle saying he must find a young bride. This is an example of what plot element?

What happens in the resolution of “The Scarlet Ibis”?

Summarize the conflict in the plot of “The Good Deed.” Explain whether this is an internal or external conflict and why.
Understanding Point of View

Complete this page after you read about point of view on pages 46–47. Try to answer the questions without looking at your book.

What is point of view?

Why is it important to identify a story’s point of view?

Write definitions of the terms in the boxes.

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<tr>
<td>Second Person</td>
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<tr>
<td>Third-Person Limited</td>
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<tr>
<td>Third-Person Omniscient</td>
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</table>

What is a narrator?

What is the difference between a reliable narrator and an unreliable narrator?
### 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.

Does the **third-person narrator** of “Tears of Autumn” have a **limited** or **omniscient point of view**? Explain.

---

Is the **narrator** of “The Scarlet Ibis” a **reliable** or **unreliable narrator**? Explain.

---

Write the title of each of the following stories in Unit 1 in the column that characterizes the story’s point of view: “The Interlopers,” “The Most Dangerous Game,” “Blues Ain’t No Mockin Bird,” “The Cask of Amontillado,” “Destiny,” “The Good Deed,” “Tears of Autumn,” “The Scarlet Ibis,” “American History,” “The Gift of the Magi,” and “The Necklace.”

<table>
<thead>
<tr>
<th>First Person</th>
<th>Second Person</th>
<th>Third-Person Limited</th>
<th>Third-Person Omniscient</th>
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</table>
Understanding Character

Complete this page after you read about character on pages 68–69. Try to answer the questions without looking at your book.

What is a **character**? ____________________________________________________________

_________________________________________________________________________________

How do **major characters** differ from **minor characters**? ______________________________

_________________________________________________________________________________

What is the difference between a story’s **protagonist** and **antagonist**? __________________

_________________________________________________________________________________

How do **round characters** differ from **flat characters**? _________________________________

_________________________________________________________________________________

How do **static characters** differ from **dynamic characters**? _____________________________

_________________________________________________________________________________

What is **characterization**? __________________________________________________________

_________________________________________________________________________________

Complete the following concept web to show three ways in which writers create **characters**.

```
Characterization Techniques

What is **motivation**? _______________________________________________________________

_________________________________________________________________________________

Define **dialogue** and **dialect**. Why are they important parts of a story? __________________

_________________________________________________________________________________

What are two ways an author may use **indirect characterization**? ________________________

_________________________________________________________________________________

What is a way an author uses **direct characterization**? _________________________________

_________________________________________________________________________________
Applying Character to the Selections

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

Name one major character and one minor character in “The Necklace.”

Is Hana in “Tears of Autumn” a flat character or a round character? Explain.

What is Celestine’s motivation for making her special gelatin dish in “Destiny”?

Is Ulrich von Gradwitz in “The Interlopers” a static character or a dynamic character? Explain.

Who are the protagonist and antagonist of “The Cask of Amontillado”?

In “Blues Ain’t No Mockin Bird,” the narrator says, “Granny wasn’t sayin nuthin.” What characterization technique is the author using? What does it add to the story?

Fill in the following chart by giving examples of each type of characterization for the characters listed.

<table>
<thead>
<tr>
<th>Character</th>
<th>Indirect Characterization</th>
<th>Direct Characterization</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Zaroff in “The Most Dangerous Game”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mrs. Pan in “The Good Deed”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doodle in “The Scarlet Ibis”</td>
<td></td>
<td></td>
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<tr>
<td>Eugene in “American History”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Della in “The Gift of the Magi”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Understanding Setting

Complete this page after you read about setting on pages 106–107. Try to answer the questions without looking at your book.

What is setting?

Name five types of sensory details that might be used to describe a setting.

How do sensory details help create a setting?

What are three reasons setting is important to a story?

What is mood?

Give five examples of moods that might be created in a story.
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.

Use the following chart to describe the settings of the stories.

<table>
<thead>
<tr>
<th>Story</th>
<th>Time</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The Interlopers”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Blues Ain’t No Mockin Bird”</td>
<td></td>
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<tr>
<td>“Destiny”</td>
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<tr>
<td>“Tears of Autumn”</td>
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<tr>
<td>“The Scarlet Ibis”</td>
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<tr>
<td>“The Gift of the Magi”</td>
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<tr>
<td>“The Necklace”</td>
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</tbody>
</table>

How are the settings of “The Good Deed” and “American History” alike? How are the settings different?

---

What is the mood of “The Cask of Amontillado”? How does the story’s setting help support the mood?

---

Use the chart to list some sensory details used in the setting of “The Most Dangerous Game.”

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

Complete this page after you read about theme on pages 136–137. Try to answer the questions without looking at your book.

What is theme?

What is the difference between theme and plot?

How does the theme of a modern story usually differ from the moral of a fable or fairy tale?

What is a symbol?

What three things should a reader examine to find a story’s theme?

How does a stated theme differ from an implied theme?
Applying Theme to the Selections

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

Name an object that serves as a symbol in “Destiny.” What ideas does the object suggest?

What threat do Ulrich and Georg face at the end of “The Interlopers”? What theme does this suggest?

Describe Granny Cain’s character in “Blues Ain’t No Mockin Bird.” How does her character relate to the story’s theme?

Fill in the chart by making a list or summary in the first three columns for each story. Then write a complete sentence that states the story’s theme based on the information on the chart.

<table>
<thead>
<tr>
<th>Story</th>
<th>Main Topic</th>
<th>Symbols</th>
<th>Important Elements of Plot and Character</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The Good Deed”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Tears of Autumn”</td>
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<tr>
<td>“American History”</td>
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<tr>
<td>“The Necklace”</td>
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</tbody>
</table>
Common Core State Standards–Based 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. These tests may be based on the Common Core State Standards. 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. The questions also address these Common Core State Standards:

CCSS RL.9–10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS RL.9–10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS RL.9–10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCSS RL.9–10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Practice Test Answer Sheet

Name: ____________________________________ Date: ____________________________________

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

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
1. The statement that Molly is about to go on vacation is
   (A) a flashback
   (B) exposition
   (C) rising action
   (D) foreshadowing

This test has 15 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 15 on your answer sheet.

Read the passage below, and answer the questions about what you have read. Mark your answers on your answer sheet.

The Elevator
Anna Lansky

Molly checked her watch as she stepped into the tiny elevator. An old-fashioned iron gate closed as she impatiently pressed the button for the fourth floor. Only two more hours and she would be off on her spring trip. She'd been antsy all day as she went to classes and to her after-school job at her uncle's office. Now she just had to deliver some important papers for her uncle, and she would rush home, grab her suitcase—stuffed with bathing suits and t-shirts—and join her family for the short trip to the airport.

As she tried to remember whether she'd packed her flip-flops, the elevator jolted and came to a shuddering stop. Molly felt a moment of fear. Calm down, she said to herself. Elevators in old buildings can be quirky. In a moment it would shake again and then continue rising to the fourth floor. She'd definitely take the stairs back down though. Several moments passed, and the elevator didn't budge. Molly checked out the panel of buttons: a scarlet one read “Alarm.” She punched it and heard a noise like a doorbell in the depths of the building.

Molly considered her situation. She didn’t have a cell phone; not only could she not call for help, but she couldn’t let her parents know she’d be late. They’d be worrying about missing their flight—or maybe they’d leave without her. Molly felt panic run like a cold stream through her veins. Then she forced herself to smile. What was the worst-case scenario, really? She’d be an hour or two late. If she and her family missed their plane, they could catch another one that evening or the next day. The elevator floor looked none too clean, but Molly spread her jacket out and sat down on it. She pulled a puzzle from her purse and began working on it.

Fifteen minutes later, a man's voice called, “We’re working on the elevator. Everyone OK?” Molly looked up from her puzzle. “Yes!” In another forty-five minutes, the elevator shook once again and descended to the first floor. Two workers greeted Molly and made sure she was OK. They pointed her to a pay phone in the hallway. Molly hastily dialed her home phone number. “Mom, I have good news and bad news. The bad news is I had a little mishap in an elevator. The good news is I finished my puzzle. I’ll be home soon—but first I have to deliver some important papers.”
2. What is the story’s point of view?
   (A) first-person
   (B) second-person
   (C) third-person limited
   (D) third-person omniscient

3. Which detail is an example of a flashback?
   (A) Molly grabbing her suitcase
   (B) Molly thinking about the trip to the airport
   (C) Molly realizing she doesn’t have a cell phone
   (D) Molly being antsy all day

4. Which of the following techniques is not used to develop Molly’s character?
   (A) quoting what Molly says
   (B) telling what others say about Molly
   (C) describing what Molly does
   (D) telling what Molly thinks

5. The best description of Molly’s character is
   (A) efficient but nervous
   (B) delicate and sensitive
   (C) sensible and diligent
   (D) hard-working but irresponsible

6. Which is a sensory detail that helps describe the setting?
   (A) “She tried to remember whether she’d packed her flip-flops.”
   (B) “Molly felt panic run like a cold stream through her veins.”
   (C) “Elevators in old buildings can be quirky.”
   (D) “The elevator jolted and came to a shuddering stop.”

7. What action represents the climax of this story?
   (A) Molly working on her puzzle as workers fix the elevator
   (B) Molly calling her mother to say she will be late
   (C) Molly feeling fear when the elevator comes to a stop
   (D) Molly realizing she is stuck in the elevator without a cell phone

8. Which literary term best describes Molly’s character in this passage?
   (A) round character
   (B) minor character
   (C) antagonist
   (D) dynamic character
Golden sunlight awakened Jarrod. For a moment he felt his normal morning optimism. Then he remembered where he was and groaned. How would he live through another day on his aunt and uncle’s green, placid, fifty-miles-from-the-middle-of-nowhere farm? Jarrod thought longingly of his family’s apartment in the city. He wished he could look out the window right now and see people going to work, construction workers with jackhammers, and bicycle delivery guys swerving around taxis and pedestrians. He wished he could get a bagel at the deli and shoot some hoops with Ben and James.

He looked out the window and saw a freshly painted barn, his cousins’ collie chasing some chickens, and sweeping fields of corn. Downstairs there would be no bagels; his aunt would serve eggs and biscuits and fresh orange juice. Worst of all, today he and his cousins were supposed to go horseback riding.

Breakfast was as extravagant as expected. Jarrod’s cousins Amy and Dan sat at the kitchen table dressed in jeans and riding boots.

“I don’t know why we have to go riding. I’m used to much bigger horses—city horses,” Jarrod said.

“It seems like you’d be dying to go riding. You haven’t liked anything else on the farm,” Dan said.

“That’s because it’s boring,” Jarrod said. “If you ever came to New York, you might see why I’m not so excited to be here.”

Before Dan could respond, his sister gave him a burning glare. She’d used that glare often since Jarrod had come to visit. “Let’s just go,” said Amy.

In the barn, the horses were already saddled. “You take Sally,” said Amy.

Jarrod nervously put his foot in the stirrup and swung himself toward the saddle. He didn’t make it; he saw his cousins sitting on their horses, looking at him doubtfully. He swung again and this time landed lopsidedly atop the mare. Before he had a chance to grip the reins, Sally made a beeline out the barn door. Jarrod soon tumbled off into a grassy field. He had determined that he was unhurt by the time Amy and Dan trotted up.

“If you didn’t know how to ride, you just had to say so,” Amy said. “I’d be glad to teach you. But you think you’re too smart to take lessons. You’d rather fall and break a few bones.”

Jarrod sat on the grass and gazed at the horses. The grass actually smelled pretty good—fresh and spicy. Sitting atop the big mare had been interesting. It might be cool to sit confidently in the saddle as Amy and Dan did. Jarrod smiled for the first time since he had arrived at the farm. “Would you teach me if I asked nicely?” Amy smiled too and helped Jarrod get on the horse. The farm looked different from the tall mare’s back. He kind of liked the look of the yellow hay inside the bright red barn. He might enjoy the rest of his visit to the farm. But he would still miss eating bagels for breakfast.
9. In this passage, the primary conflict is
   (A) Jarrod’s internal conflict
   (B) an external conflict between Jarrod and his aunt
   (C) an external conflict between Jarrod and society
   (D) an external conflict between Jarrod and nature

10. Jarrod is mainly characterized
    (A) directly in descriptions of his appearance
    (B) indirectly in descriptions of what others say about him
    (C) directly in descriptions of his personality
    (D) indirectly in descriptions of his thoughts and actions

11. Which literary term best describes Dan’s character in this passage?
    (A) flat character
    (B) protagonist
    (C) major character
    (D) dynamic character

12. Jarrod’s main motivation seems to be
    (A) a hatred of his relatives
    (B) a thirst for knowledge
    (C) a mistrust of new places
    (D) shyness with strangers

13. In the story, bagels symbolize
    (A) breakfast
    (B) family members
    (C) the farm
    (D) city life

14. Which statement best expresses a theme of the story?
    (A) Country life is quieter than city life.
    (B) A boy refuses to enjoy a strange environment.
    (C) It’s important to be open to new experiences.
    (D) Family members should be polite to one another.

15. What mood is created by the descriptions of the farm setting in the story?
    (A) hectic
    (B) tense
    (C) mysterious
    (D) peaceful
### Master Vocabulary List

<table>
<thead>
<tr>
<th>Word</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
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<td>abashed</td>
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<td>60</td>
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<td>142</td>
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How to Read 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.

The specific activities performed in each stage of the reading process can vary, depending on the genre you are reading. The Fiction Reading Model on page 4 of your textbook provides an overview of the process for reading fiction. When you read fiction, you should pay special attention to the plot, the characters, the setting, and the theme.

Framework for Reading Fiction

The following checklist offers a framework for reading fiction. As you read “Thank You, M’am,” consider the following questions.

<table>
<thead>
<tr>
<th>Before Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>- From what perspective is this story told?</td>
</tr>
<tr>
<td>- Who are the characters? What do I know about them?</td>
</tr>
<tr>
<td>- Where is the story set?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>During Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>- What is the mood of the story?</td>
</tr>
<tr>
<td>- What do the characters and the setting look like?</td>
</tr>
<tr>
<td>- What do I predict will happen to the characters at the end?</td>
</tr>
<tr>
<td>- What is the central conflict?</td>
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</table>

<table>
<thead>
<tr>
<th>After Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>- What happens in the story?</td>
</tr>
<tr>
<td>- What message or point is the author trying to make?</td>
</tr>
<tr>
<td>- What am I supposed to understand after reading this?</td>
</tr>
</tbody>
</table>
Apply the Model: Make Predictions

A variety of strategies and skills can help you understand and appreciate a fiction selection. For “Thank You, M’am,” try applying the reading strategy Make Predictions in all three stages of the reading process.

Before reading, predict, or guess, what the story is about. As you read, make predictions about what is going to happen next, and gather clues that either confirm or change your predictions. After reading, review your predictions and decide whether they were correct. Use the following chart to write your predictions, clues from the story, and your conclusions. Then answer the questions that follow the chart.

<table>
<thead>
<tr>
<th>Predictions</th>
<th>Clues from the Text</th>
<th>Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read the story’s title and opening quotation. What can you predict about the story based on these details?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Read the first page of “Thank You, M’am.” Predict what Mrs. Jones will do to the boy who tries to steal her pocketbook.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Continue reading the story through line 87 on page 8. Predict whether Roger will stay or run.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Continue reading the story to the end of page 9. Make another prediction about what Mrs. Jones will do based on her actions so far in the story.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Were you surprised by any of your conclusions? Explain your answer.

________________________________________________________________________

How did making predictions affect your reading of the story? Would you use this technique again? Why or why not?

________________________________________________________________________

________________________________________________________________________
Thank You, M’am, page 5

Preview Vocabulary

Every word can have many things associated with it, in addition to its dictionary definition. For example, *synonyms* are words that have the same meaning and *antonyms* are words that have the opposite meaning. A word can also be used in different contexts, or different situations that affect the meaning of the word.

Use the graphic organizer below to create a word profile for each of the following vocabulary words from the story.

<table>
<thead>
<tr>
<th></th>
<th>frail</th>
<th>barren</th>
<th>presentable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word Profile Chart</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Word</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Definition</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Synonyms</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>The word being used in a sentence I read:</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Antonyms</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>The word being used in a sentence I wrote:</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Analyze Literature: Character

**Remember:**
A **character** is an individual that takes part in the action of a literary work.
Writers create characters using three major techniques:
- showing what characters say, do, or think
- showing what other characters say or think about them
- describing what physical features, dress, and personalities the characters display.

As you read “Thank You, M’am,” write what you learn about each character in the Character Chart that follows.

**Character Chart**

<table>
<thead>
<tr>
<th>Characterization</th>
<th>Mrs. Jones</th>
<th>Roger</th>
</tr>
</thead>
<tbody>
<tr>
<td>What characters say, do, or think</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What other characters say or think about them</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Descriptions of physical features, dress, and personalities of the characters</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Thank You, M’am, page 5

Use Reading Skills: Determine the Importance of Details

As you read “Thank You, M’am,” keep track of the important details in a chart like the one below. Note any details that seem significant to the development of the characters, setting, or plot.

Details Chart

<table>
<thead>
<tr>
<th>Detail from the Story, Page Number</th>
<th>What it Tells about the Characters, Setting, or Plot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Jones was a large woman, page 6</td>
<td>She was strong enough to fight off a robbery attempt</td>
</tr>
</tbody>
</table>
Analyze Literature: Dialect

In the short story, “Thank You, M’am,” Hughes’s characters speak in dialect, a version of a language spoken by the people of a particular place, time, or social group. In this case, the manner of speaking used by Mrs. Jones and Roger may be common of black people living in Harlem in the 1950s. Both characters use informal or nonstandard language, including slang and incorrect grammatical structures.

Rewrite the following sentences from the story using standard formal English.

1. “Now, ain’t you ashamed of yourself?

2. “What did you want to do it for?”

3. “Um-hum! And your face is dirty.”

4. “I got a great mind to wash your face for you.”

5. “Ain’t you got nobody home to tell you to wash your face?”

6. “You gonna take me to jail?”

7. “I were young once and I wanted things I could not get.”

8. “Maybe you ain’t been to your supper either, late as it be.”

9. “Not with that face, I would not take you nowhere.”

10. “No’m. I just want you to turn me loose.”
Use Reading Strategies: Make Connections

Notice where there are connections between the story and your life or the world beyond the story. What feelings or thoughts do you have while reading the story? Does this story remind you of an experience you’ve had or heard about?

Read the connections for the story “Thank You, M’am” and choose one that you would like to answer. Write your response in the space provided.

**Text-to-Self**

“I thank you, M’am” is a story about a young man who attempts to steal a woman’s purse, and is surprised by the trust she shows him. Think about what makes you trust someone. Do you consider yourself to be “trustworthy”? Why or why not?

**Text-to-Self**

Think about the following situations: a neighbor picks flowers from your garden; your sibling borrows your favorite sweatshirt without asking; a classmate looks at your test answers. How would you respond to each of these situations?

**Text-to-World**

The short story “Thank You, M’am” was written in the 1950s. Do you think this situation would happen today? Would a single woman be likely to bring someone who tried to rob her into her home? Explain your answer.
Thank You, M’am, page 5

Writing Options: Creative Writing

Narrative writing is writing that tells a story, such as a personal account, memoir, or short story. The purpose of narrative writing is often to make a point or to express a particular point of view. Use the steps below to complete the Creative Writing assignment on page 11 in your textbook.

Prewrite

Descriptive writing uses vivid details to describe events, characters, and settings. In addition to a dictionary definition (denotation), a word may have a connotation, or emotional association in addition to its literal meaning. Words may have neutral, negative, or positive connotations.

EXAMPLES
weird       negative
unusual     neutral
unique      positive

In the chart below, brainstorm a list of words that you might use to describe the events in your narrative paragraph. List each word as having negative, neutral, or positive connotations.

Word Connotation Chart

<table>
<thead>
<tr>
<th>Negative</th>
<th>Neutral</th>
<th>Positive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Draft

Write a rough draft of your narrative paragraph, including the details from your prewriting. Think about how the details that you include might influence the reader’s perspective of the events. A narrative paragraph should develop a sequence so that the most important information comes first.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Revise and Edit

Read your paragraph. Use the Writing Rubric below to evaluate your draft to determine which sections may need revising or editing.

**WRITING RUBRIC**

My narrative paragraph:

- describes what happens in a series of events
- uses descriptive details to express a perspective
- is organized with the most important information at the beginning
- uses correct punctuation, spelling, and grammar.
Selection Quiz

Multiple Choice

Write the letter of the correct answer on the line.

1. What does Roger try to steal from Mrs. Jones?
   A. her groceries
   B. her purse
   C. her wallet
   D. her identity

2. What does Roger do when she tells him to wash his face?
   A. He obeys her.
   B. He spills water on the floor.
   C. He runs away.
   D. He laughs at her.

3. Who is home at Roger’s house?
   A. the nanny
   B. his mother
   C. nobody
   D. both parents

4. What does Mrs. Jones tell Roger about her past?
   A. nothing
   B. She says she’s “done things.”
   C. She says it’s none of his business.
   D. She tells him about her grandparents.

5. What does Mrs. Jones tell Roger to buy with the money she gives him?
   A. a decent meal
   B. some soap to wash his face
   C. bus fare
   D. blue suede shoes

Matching

Draw lines connecting the names in the top row to the character traits in the bottom row that best describe each character.

Mrs. Jones
Roger
large
ashamed
strong
desperate
neglected
caring
**The Interlopers**, page 14

**Build Background**

The story that you are about to read, “The Interlopers,” concerns a boundary dispute that has been waged between two families for three generations. Boundary disputes have existed for thousands of years. Sometimes, the disputes have been between two homeowners; other times, the battles have been between neighboring states or countries. In fact, the most famous boundary in U.S. history, the Mason-Dixon Line, originally started as a private feud between the Calvert family of Maryland and the Penn family of Pennsylvania over property ownership. Throughout history, land ownership has been the basis of several military battles, and it continues to create conflict in nations where supplying a growing population with adequate resources such as food, water, and oil has caused territorial invasion.

Work with two or three students to test your group’s knowledge about boundaries. Write your answers on a separate sheet of paper, and be prepared for a class discussion on these topics.

**Thinking “Inbounds”**

1. What types of conflicts cause boundary disputes?
2. What are some items that have been used by citizens and by countries to mark land and water boundaries?
3. Why is property ownership important to private citizens and to governments?
4. What is eminent domain? How does this process increase boundary disputes?
5. Can a person “own land” or simply “own the rights to land”?
6. How are land rights connected with human rights?
7. Who or what might be involved in settling boundary disputes among private citizens? Among states? Among nations?

**Thinking “Out of Bounds”**

8. What was erected as a boundary against the Mongol tribes?
9. What country owns the North Pole?
10. What was marked on the boundary markers of the Mason-Dixon Line?
11. In 1987, President Reagan made a famous speech at this boundary marker. He urgently asked General Secretary Gorbachev of the Soviet Union to “tear down this wall!” What was this marker?
12. What is the basis for the Israeli–Palestinian conflict that has been ongoing for decades?
13. What U.S. geographical feature is the boundary marker among several states in the Midwest?
14. What boundary was used to make a distinction between the slave states and the free states during the Civil War?
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. Name three things that you might describe as precipitous.
2. Does a marauder have a positive or a negative connotation or meaning associated with it? Explain your answer.
3. Briefly describe a plight that you experienced as a young child. What was the outcome?
4. Name two careers paths you might want to pursue if others told you that you were good at reconciliation.
5. Describe a situation that could embitter the relationship between a coach and player on his or her team.
6. When was the last time you had to compromise? What was the situation and were you happy with the results?
7. Name a recent endeavour of yours that ended in success and one that ended in failure.
8. Describe a situation where a person might have to pinion another person.
9. How do you respond to someone who has a restraining influence on you?
10. What actions or facial expressions could signal languor in a classroom?

Words at Rest

Being able to examine words and recognize common word parts will help you determine meaning. For example, the word interlopers (as used in the story’s title and on page 19) has two common word parts: the prefix inter– meaning “among” or “between” and the suffix –er meaning “one who,” as in a person or doer. Therefore, the word means “one who comes between,” or a person who comes between two people to settle a conflict.

List two other words that have either one of these word parts: inter– or –er. Then use the dictionary to help you define these words using the meanings of the word parts in your definitions.
The Interlopers, page 14

Text-to-Text Connection: “The Interlopers” and “A Poison Tree”

As you read “The Interlopers” and “A Poison Tree,” you will note many similarities and differences between the short story and the poem. A Venn Diagram is a useful graphic organizer to help you sort this information. To begin the process of comparing and contrasting the two selections, make a list of the features of each one. Pay particular attention to the following elements: characters, conflict, setting, actions, and central message or theme. Then go down both lists and check whether each feature is shared or not. Record the list of shared items in the overlapping inner circle of the diagram. Reserve the outer circles of the diagram for any differences between the two selections.

The Interlopers

- The two parties are forced to interact.
- Both selections have feuding parties.

A Poison Tree

- The two parties do not discuss the problem.

The Interlopers, page 14

Selection Quiz

Multiple Choice

Write the letter of the correct answer on the line.

____ 1. How long have the families of Ulrich von Gradwitz and Georg Znaeym been involved in a feud?
   A. three months
   B. three years
   C. three generations
   D. three days

____ 2. What was the original cause of the feud?
   A. a marriage between the families
   B. a lawsuit over adjoining property
   C. a bad business deal
   D. a family accident resulting in death

____ 3. What circumstances force von Gradwitz and Znaeym to behave civilly toward each other?
   A. Both men are trapped beneath a fallen tree during a fierce storm.
   B. Both men are floating on debris in a rain-swollen river.
   C. Both men are surrounded by a venue of vultures in the desert.
   D. Both men are trapped underground after a mine collapse.

____ 4. What does von Gradwitz offer to share with Znaeym while awaiting rescue?
   A. a pack of gum
   B. pictures of his loved ones
   C. a notepad and pencil to write a final note
   D. a wine-flask
5. What change do the men undergo as a result of their shared predicament?
   A. Both men vow to continue the feud once they are rescued.
   B. Both men vow to make peace with each other.
   C. Both men plan to sue each other in court.
   D. Both men want death to put them out of their misery.

6. What action did the men do to call attention to their plight?
   A. They built a fire.
   B. They blew their whistles.
   C. They raised their voices in a long hunting call.
   D. They sent up a flare signaling their location.

7. What are the nine or ten approaching figures that Ulrich sees off in the distance?
   A. von Gradwitz’s hunting party
   B. medics from the closest town
   C. Znaeym’s friends
   D. wolves

8. What is the setting of the story?
   A. the Carpathian Mountains
   B. the Rocky Mountains
   C. the Gobi Desert
   D. the Alps

9. How does the setting affect the plot of the story?
   A. The desert provides conflict with nature in the form of rattlers and vultures.
   B. The lack of oxygen in the underground cavern is the primary danger to the men.
   C. The stormy winter night creates two major obstacles for the men: a downed tree and darkness.
   D. The raging river that runs through the mountains is pulling the men toward a precipitous drop.
10. What is not a characteristic or trait that von Gradwitz and Znaeym have in common?
   A. Both men are stubborn and believe that they are right in their viewpoints.
   B. Both men have evil thoughts and wish misfortune on each other.
   C. Both men believe that nature has no boundaries and neither should land.
   D. Both men have difficulty letting go of grudges.

11. What type of characters are von Gradwitz and Znaeym?
   A. Both men are dynamic characters, or characters that undergo change in a story.
   B. Both men are static characters, or characters that do not change during the course of the action.
   C. Both men are minor characters, having little role in the events of the story.
   D. Both men are flat characters, showing only one quality or character trait in the story.

Matching

<table>
<thead>
<tr>
<th>character</th>
<th>plot</th>
<th>flashback</th>
<th>irony of situation</th>
<th>foreshadowing</th>
</tr>
</thead>
</table>

Choose the correct word from the word bank to complete each definition.

12. When an event occurs that violates the expectations of the characters, the reader, or the audience, this is known as _____________________________.

13. ____________________________ is the series of events related to a central conflict or struggle.

14. ____________________________ interrupts the chronological sequence of a literary work and presents an event that occurred earlier.

15. An individual that takes part in the action of a literary work is called ____________________________.
The Most Dangerous Game, page 26

Build Background: Survival of the Fittest

The reality television series “Survivor” is popular because it has all of the elements of human conflict and drama. Contestants battle each other, nature and its forces, and themselves to survive in a primitive, isolated environment. The contestants are given limited supplies (usually, a machete, a pot, and a canteen), and they must build a shelter and forage for food. They are also given challenges that test their endurance, problem-solving abilities, teamwork, dexterity, and willpower. Because only a small number of people in a civilized society have had their survival skills tested, many are intrigued by the possibility of how they would cope with this situation. Thus, many people compete for the chance to be a contestant on the reality series.

The story that you are about to read, “The Most Dangerous Game,” is a story of survival as well. The story is set in a jungle and pits one man against another in the ultimate game of survival. Although survival training is common in the military, most people would be unprepared for what they would encounter in an unknown wilderness situation. Let’s see how well your critical-thinking skills would play out in a similar situation.

To begin, form an alliance with one other person in your classroom. You and your partner will need to work through the following situation to prove to your teacher that the alliance of your minds is the strongest among all of the groups.

You and your partner are the lone survivors of a plane crash in the Amazon jungle. Knowing that it is nearly impossible to detect survivors from an air search, you and your partner realize that traveling through the jungle is your only choice.

Work with your partner to find logical solutions to these questions, and write your answers on a separate piece of paper. Be prepared to defend your decisions.

1. Search the crash site and find ten items that you both believe will be useful to place in a portable survival kit. Choose wisely by considering the hostile environment around you. List the items and the reasons why you chose them.

2. Before you leave the crash site, decide how you and your partner plan to fulfill your basic needs: water, food, shelter, and fire. Consider your jungle environment before you determine solutions to these needs.

Water

- Name five places in the jungle where you think you could obtain water.
- What in the jungle might serve as indicators of water sources?
- What items might you use to collect and store the water for your journey? Are these items in your survival kit? If not, you cannot use them.
Food

- What are potential food sources in the jungle?
- How would you and your partner determine what is safe to eat and what is poisonous?
- What will you need to obtain your food? If you do not have that item in your survival kit, how could you improvise a tool using the environment around you?

Shelter

- What elements of nature would you need to take shelter from in a tropical jungle?
- How would these elements of nature threaten your survival?
- Knowing what you know about a jungle environment, what type of shelter should you build to ensure your maximum safety?

Fire

- What are five needs that fire can fulfill in a survival situation?
- What might be the potential problems of starting a fire in a jungle environment?

3. Maneuvering through the dense undergrowth of a tropical jungle can be difficult. Name three obstacles that might make it difficult to make progress and how you and your partner might address these obstacles.

4. What landmarks in nature might point the way toward civilization?

5. Imagine that you and your partner have been separated. What tracking methods might you use to determine each other’s whereabouts? Remember that tracking involves the use of six senses: your five senses, including sight, sound, smell, taste, and touch, plus the use of your common sense. With that in mind, list observations and conclusions you might make to determine the location of your partner.

<table>
<thead>
<tr>
<th>Sight:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sound:</td>
</tr>
<tr>
<td>Taste:</td>
</tr>
<tr>
<td>Touch:</td>
</tr>
<tr>
<td>Smell:</td>
</tr>
<tr>
<td>Common Sense:</td>
</tr>
</tbody>
</table>

6. What physical ailments might you experience in the jungle and why might they become life-threatening? Have you prepared for them with any of the items in your survival kit? What mental obstacles would you need to address?
The Most Dangerous Game, page 26

Preview Vocabulary: Would You Rather...

Knowing vocabulary words means more than simply understanding their definitions. You also need to be able to apply your knowledge of them. To answer the questions below, apply the meanings of the vocabulary words to determine your choices. Use a separate piece of paper for your explanations.

1. Would you rather… be described as barbarous or disarming? Why?
2. Would you rather… be offered a mosquito net or a butterfly net as an amenity in the jungle? Why?
3. Would you rather… condone an act of betrayal or an act of kindness? Why?
4. Would you rather… animate a friend who is shy or a friend who is confident? Why?
5. Would you rather… be accused of an offense based on tangible evidence or on a futile investigation? Why?
6. Would you rather… be trapped in an elevator with a person with a troubled mind or an analytical mind? Why?
7. Would you rather… be welcomed solicitously or sense a palpable antagonism by a crowd at your homecoming? Why?

Get Analytical!

To answer the following questions, refer to pages 945–949 of the Language Arts Handbook, Vocabulary & Spelling 2.2, Breaking Words Into Base Words, Word Roots, Prefixes, and Suffixes for guidance. Use a separate piece of paper for your answers.

8. The suffixes –able, as in palpable, and –ible, as in tangible, both have the same meaning. Identify the meaning and then list two additional words (one that ends in –able and one that ends in –ible). What part of speech ends with these suffixes?

9. The word analytical has the suffix –ical. This suffix or its abbreviated form –ic have the same meaning. Identify the meaning of these suffixes, and then provide another word that ends in –ic or –ical. What part of speech ends with either one of these suffixes?

10. The word barbarous ends in the suffix –ous. Look up the meaning of this suffix and define the word using the meaning of the suffix in your definition.
**The Most Dangerous Game**, page 26

**Analyze Literature: Suspense**

“The Most Dangerous Game” has a tightly woven plot, or series of events, that centers around a central conflict between two characters. One character, General Zaroff, is in pursuit of another character, Sanger Rainsford, in a hunting game of deadly consequences. What makes the plot exciting for readers is the author’s use of suspense. Suspense is the feeling of expectation, anxiousness, or curiosity created by questions raised in the minds of readers. To build suspense, the author uses details such as word choice, sensory imagery, and other types of description to create and maintain that mood or feeling.

Fill in the categories of the graphic organizer below with details from the story. Then provide a brief explanation of how those details build suspense.

<table>
<thead>
<tr>
<th>Ship-Trap Island and the Surrounding Sea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details:</td>
</tr>
<tr>
<td>How Details Build Suspense:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Château</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details:</td>
</tr>
<tr>
<td>How Details Build Suspense:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Descriptions, Expressions, and Actions of General Zaroff and Ivan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details:</td>
</tr>
<tr>
<td>How Details Build Suspense:</td>
</tr>
</tbody>
</table>
The Most Dangerous Game, page 26

Critical Thinking Discussion Questions

Form a group with two or three other students. Then discuss the following questions and write down your answers on a separate piece of paper. Be sure to provide adequate explanations for your group’s viewpoints.

1. “The Most Dangerous Game” is considered a classic short story and has been read by thousands of high school students since it was published. Why do you think this story has such a wide appeal?

2. General Zaroff tells Rainsford, “Life is for the strong, to be lived by the strong, and, if need be, taken by the strong.” Does your group agree or disagree with this statement? Why? What problems does your group foresee if this idea was universally accepted by others?

3. General Zaroff believes that his philosophy of showing civility toward “guests” who visit the island is in harmony with the civilized state that he insists is maintained on the island. What is the difference between the two underlined words in the statement above? How is Zaroff’s lifestyle the antithesis or opposite of what he considers “civilized”? What do you think is his definition of “civilized” based on how he justifies his actions to others?

4. Role reversal can be a powerful teaching tool. Now that Rainsford understands what it is like to be “the hunted” rather than “the hunter,” what impact, if any, might this experience have on him? Can your group think of other stories that they have read where the “tables were turned” and a major character learned a lesson in this manner?

5. General Zaroff says, “Instinct is no match for reason.” Does your group agree or disagree with this statement? Are there examples of both instinct and reasoning in the story? Is instinct or reasoning more important to survival? Is reasoning the result of acting on instinct or common sense?

6. In the story, General Zaroff and Rainsford make several references to military service and the hunting of the enemy in warfare. What moral or ethical dilemma is the author highlighting through their dialogue? How would your group address this dilemma?
The Most Dangerous Game, page 26

Selection Quiz

True or False

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

_____ 1. At the start of the story, Rainsford is traveling to Africa to hunt big game.

_____ 2. Sailors come to Ship-Trap Island as a survivor of a storm at sea or as a victim of General Zaroff’s lit-channel trap.

_____ 3. Rainsford falls off his yacht while deep-sea fishing in the Caribbean.

_____ 4. The lights from the island guide Rainsford as he swims toward the shoreline.

_____ 5. Rainsford and his sailing companion Whitney make their way through the jungle undergrowth to a château in a clearing.

_____ 6. General Zaroff greets Rainsford by name when he welcomes him to his home.

_____ 7. Ivan, described as being deaf, dumb, and “a bit of a savage,” helps the general by leading the hunting dogs through the brush.

_____ 8. Because hunting big game no longer offers him a challenge, Rainsford starts to hunt humans.

_____ 9. General Zaroff says that his ideal quarry must, above all, have good instincts.

_____ 10. Rainsford is told that if he doesn’t participate in the hunting game he will be held captive as Zaroff’s servant.

_____ 11. Rainsford plays a cat-and-mouse game with General Zaroff by creating false trails for tracking and by setting dangerous traps.

_____ 12. General Zaroff could have claimed a victory early in the game, but he chooses to save Rainsford for “another day’s sport.”

_____ 13. Rainsford’s Burmese tiger pit claims the life of one of General Zaroff’s best hunting dogs.

_____ 14. To end the chase by General Zaroff, Rainsford leaps into the sea.

_____ 15. General Zaroff enjoys another hunting victory after Rainsford’s body washes ashore.
Blues Ain’t No Mockin Bird, page 48

Build Background

Individual Activity: Use of Dialect

As you can see by the title and the opening quotation, this story contains dialect, or a version of a language spoken by the people of a particular place, time, or social group. What are your thoughts on the use of dialect in a piece of literature? Answer the following questions based on your past reading experiences.

1. What other short stories, poems, plays, or novels have you read that contain dialect? List the titles of the selections, as well as your reactions to the use of dialect in those selections.

2. Why do you think authors use dialect in their writing?

3. What things does dialect reveal about an individual character?

4. What are some of the difficulties of using dialect for both a writer and a reader?

Group Activity: Invasion of Privacy

The story that you are about to read, “Blues Ain’t No Mockin Bird,” tackles an individual’s right to privacy. U.S. privacy laws that address “Intrusion Upon Seclusion” clearly outline three violations that may result in legal consequences: 1) Invasion of an individual’s home without permission; 2) taking photographs of an individual and/or his or her private property without permission; and 3) tape recording an individual without his or her consent. Form a discussion group with two or three other students to discuss the second violation. Consider the following questions:

1. What distinction should photographers draw between public information and exploitation of an individual or a group?

2. How have the actions of the paparazzi or free-lance photographers that pursue celebrities affected the public’s perception of an individual’s right to privacy?

3. Is the posting of photographs on an individual’s Internet profile an invasion of privacy if permission was not granted by the subject of the photograph? Do others have the right to use these photographs to pursue disciplinary actions based on the activities depicted?
Analyze Literature: Point of View

Point of view is the vantage point, or perspective, from which a story is told. In “Blues Ain’t No Mockin Bird,” the story is told from the perspective of Granny Cain’s granddaughter. Imagine how different the story might be if told from Granny Cain’s point of view. What aspects of the trespassing incident might be different? How might Granny’s account reflect, perhaps, her past experiences or her long-standing beliefs?

The author describes Granny Cain as a woman who “teaches steady with no let-up.” Let’s suppose that not only does she want to teach her grandchildren a lesson about human dignity but that she also wants to teach the cameramen a lesson about a person’s right to privacy. Imagine that she chooses to file a criminal trespass police report against the offenders. Fill in the items on the form below and report the incident from Granny Cain’s point of view. You may be as creative as you wish with Granny Cain’s personal information and with the details of the incident itself.

Official Police Report

Type of crime:

Date when crime occurred:

Time when crime occurred:
   Between _________ and _________

Address where crime occurred:

Name of victim: ____________________________ Date of birth: __________________

Complete address of victim:

Phone number of victim:
Names of any witnesses and their phone numbers:

Names and descriptions of suspects, if known:

Description of what happened (attach additional sheets of paper if necessary):

I hereby affirm that the facts contained in this Official Police Report are true to the best of my knowledge. I understand that filing a false police report is a crime and is punishable by fines and imprisonment.

_____________________________          __________
Signature                                                                      Date
Blues Ain’t No Mockin Bird, page 48

Descriptive Essay: Dominant Impression

Have you been in the presence of someone whose actions spoke louder than words? Granddaddy Cain’s appearance and interaction with the cameramen speak volumes about his character and his attitude toward the incident that was taking place.

Who in your life has a commanding presence? How does his or her appearance and actions reveal strength of character? Write a three- to five-paragraph descriptive essay that leaves readers with a dominant impression about a significant person in your life. The dominant impression that you are trying to convey should be centered around the use of sensory details (words and phrases that describe how things look, sound, smell, and so on) and the use of an anecdote, or short account of an interesting, amusing, or biographical incident. The anecdote should clearly depict how the person’s actions speak louder than his or her words.

1. Prewriting

To help you get started, fill in the graphic organizer below with details about the person.

Dominant impression of the person:

Sensory details about the person that support the dominant impression:

Sights:

Sounds:

Smells:

Textures:

Summary of an anecdote that supports the dominant impression:
2. Write

Organize your descriptive essay according to the following format:

**Introduction.** In your opening paragraph, introduce your person by explaining who the person is, what your relationship with that person is, and what dominant impression you want to create for your readers (your thesis).

**Body.** In the body section, provide an anecdote that clearly supports the dominant impression you have chosen. The incident could be one that you witnessed or one that was told to you by friends or relatives. Be sure to weave in sensory details in this section to help readers visualize the person and his or her actions. Strive for using vivid adjectives and action verbs when relaying the incident. Include the reactions of others involved in the incident to offer further support for the dominant impression.

**Conclusion.** In your closing paragraph, make a summary statement that connects the anecdote to your dominant impression.

3. Revise

You can evaluate your own writing or exchange papers with a classmate and evaluate each other’s work. Either way, think carefully about what is done well and what can be improved. Review the content and organization to make sure that the three parts of the essay work together to create a dominant impression. Then check the language for errors.

Use the rubric below to evaluate your descriptive essay.

**REVISION CHECKLIST**

**Content and Organization**
- Is the subject of your essay identified in the introduction? Have you indicated your relationship with that person?
- Does the introduction reveal the dominant impression of that person (thesis statement)?
- Does the body section of the essay relate an anecdote or a brief story that clearly supports the dominant impression?
- Does the anecdote use sensory details and actions to paint a vivid description of the person and to support the dominant impression?
- Are the reactions of others involved in the incident included?
- Does the conclusion provide a summary statement of the anecdote and reinforce the dominant impression?

**Grammar and Style**
- Have vivid adjectives and action verbs been used to help readers visualize the incident?
- Have errors in spelling, grammar, punctuation, and usage been addressed?
Blues Ain’t No Mockin Bird, page 48

Selection Quiz

Matching

<table>
<thead>
<tr>
<th>Granny Cain</th>
<th>the granddaughter</th>
<th>Granddaddy Cain</th>
<th>Smilin man</th>
<th>Cathy</th>
</tr>
</thead>
</table>

Write the correct character’s name on the line provided.

1. _______________________________ is the character who narrates the story.

2. Known to be somewhat of an actor/actress, ______________________________ tells the story about lady Goldilocks.

3. ______________________________ is someone who “always got somethin to say.”

4. Smashing the camera into two pieces was ______________________________’s response to the incident taking place at the Cain homestead.

5. Accompanied by a friend, ______________________________ is an unwelcome visitor and is told to leave the property.

True or False

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

6. When a spokesperson at Independence Hall in Philadelphia says that the national landmark has an “original copy” of the Declaration of Independence, he or she would be using an oxymoron, or two words that contradict or are opposite of each other.
7. Only a character superhero, such as Spiderman or Superman, would be able to lasso a moving train.

8. A formality is a chemical that is used to preserve human and animal organs in a laboratory.

**Multiple Choice**

Fill in the blank with the letter of the literary term that correctly completes the statement.

9. _________________ is the vantage point or perspective from which a story is told.
   A. Plot
   B. Setting
   C. Tone
   D. Point of view

10. A version of language spoken by the people of a particular place, time, or social group is known as _________________.
    A. mood
    B. dialect
    C. flashback
    D. symbolism
The Cask of Amontillado, page 58

Build Background: Murder He Wrote

Edgar Allan Poe was a mastermind at creating psychological horror stories. His mentally unstable narrators, creepy settings, and unsuspecting victims provide all of the ingredients of a perfect crime.

Understanding the mind of a criminal and the investigation of a crime have been popular subjects of entertainment programs in the past few years. Television series such as Criminal Minds, Law and Order, and Crime Scene Investigation (CSI) have exposed the public to a new lexicon or vocabulary of criminal investigators.

To test your general knowledge of the crime-related terms underlined, answer the following statements as being True or False. Be prepared for a classroom discussion of these points. Then keep this sheet as a reference for an activity that will be conducted after reading “The Cask of Amontillado.”

1. Premeditation is the planning or plotting of a crime beforehand and not in a moment of danger or duress.
2. Premeditation must be proven to charge a person with first-degree murder.
3. A “perfect crime” is defined as one where evidence is gathered and traced to the criminal suspect.
4. A plea of insanity cannot be used in a murder trial where premeditation has already been established.
5. To return a guilty verdict in a criminal proceeding, a jury looks at three elements of a crime: motive (reason to commit the crime), means (ability to commit the crime), and opportunity (the circumstances to commit the crime).
6. A criminal’s modus operandi or m.o. is his or her plea in a murder trial.
7. Reverse psychology is a term that describes the outcome of using one course of action to persuade another person to take an opposite course of action.
8. Revenge, or a response to injury, humiliation, or anger, is often shown to be a motive in a crime.
9. The top priority when processing a crime scene is talking with witnesses.
10. Approximately one-third of murder victims are acquainted with their murderers.
The Cask of Amontillado, page 58

Vocabulary: Poe’s Diction

One of the challenges of reading a story by Edgar Allan Poe is his **diction**, or his choice of words. As you are reading, you may come across an unfamiliar word that is not a highlighted vocabulary word or footnote. There are many tools that you can use to understand the word’s definition and meaning. First, look at how the word is used in the context and use your prior knowledge to infer its meaning. Then, use a dictionary to verify your inferences. To help you with this task, fill in the graphic organizer below.

**On Your Own**

Context Word:

This word might mean . . .

I recognize these word parts . . .

These surrounding words and phrases might provide clues as to the word’s meaning . . .

**Using a Dictionary**

This word really means . . .

The part of speech of this word is . . .

Synonyms for this word include . . .

This word is interesting or unusual because . . .

I would use this word when I am talking about . . .
The Cask of Amontillado, page 58

Using Foils to Fool

In “The Cask of Amontillado,” Poe skillfully uses foil, or a literary technique in which someone or something serves as a contrast to another. He has set up this contrast in his settings (carnival and the catacombs) and in his characters (Montresor and Fortunato) to highlight Montresor’s planned deception.

Fill in the charts below with details about the setting and the characters that show this contrast. Provide a brief explanation of how these details help Montresor pull off the perfect crime. Finally, write a summary statement of the effect Poe’s use of foils has on the reader.

The Perfect Setting

<table>
<thead>
<tr>
<th>Details as Foils</th>
<th>How Details Fool</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Masks</td>
<td>• Provide anonymity in the crowd and convey the underlying theme of deception</td>
</tr>
</tbody>
</table>

Summary Statement:

The Perfect Villain and Victim

<table>
<thead>
<tr>
<th>Montresor as Villain</th>
<th>Fortunato as Victim</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Wily</td>
<td>• Gullible</td>
</tr>
</tbody>
</table>

Summary Statement:
Follow-Up Activity: Murder He Wrote

Using the classroom discussion from the Build Background: Murder He Wrote activity, answer the following questions by applying your general knowledge of criminology to the events that take place in “The Cask of Amontillado.” Write your answers on a separate piece of paper.

1. Is there premeditation on the part of Montresor to commit the crime? What evidence would you use to support your claim? If caught, could Montresor be charged with first-degree murder? Why or why not?

2. Has Montresor committed the “perfect crime”? Explain your reasoning.

3. If caught, could Montresor’s lawyer offer a plea of insanity as a defense for the murder of Fortunato? On what grounds could Montresor’s lawyer argue that his client was insane at the time of the murder? How could Fortunato’s lawyer prove that Montresor was sane?

4. If caught, could a jury return a guilty verdict for the murder of Fortunato based on motive, means, and opportunity? Explain your reasoning.

5. Suppose Fortunato is not Montresor’s first murder victim but that a similar murder scene was discovered two weeks earlier. If you were a criminal investigator and were asked to create the modus operandi or method of operation of Montresor, what factors might you consider in your criminal profile?

6. How did Montresor use reverse psychology on his victim Fortunato? If Montresor is caught, how might criminal investigators use reverse psychology to coax a confession out of Montresor? What character flaw of Montresor’s might they use as their secret weapon in this confession?

7. What fueled Montresor’s desire to seek revenge? What are some goals of seeking revenge? What is the difference between justice and revenge?

8. If crime scene investigators were to process this crime scene in the catacombs, what evidence might they collect, if any? What observations might they make about Fortunato’s body?

9. How might criminal investigators determine the relationship between Montresor and Fortunato? How might they retrace the events that lead up to the murder?
The Cask of Amontillado, page 58

Selection Quiz

Multiple Choice

Write the letter of the correct answer on the line.

1. What is Montresor’s motive for seeking revenge on Fortunato?
   A. Montresor has been the recipient of many of Fortunato’s insults and injuries.
   B. Montresor is avenging the death of his cousin at the hands of Fortunato.
   C. Montresor’s wine casks were tampered with by Fortunato.
   D. Montresor wants to teach Fortunato a lesson after Fortunato stole money from his business.

2. What weakness of Fortunato’s does Montresor use to carry out his revenge?
   A. Fortunato’s love of food
   B. Fortunato’s addiction to gambling
   C. Fortunato’s pride in his knowledge of fine wines
   D. Fortunato’s quick temper

3. What activity serves as a distraction or foil for Montresor’s planned crime?
   A. family birthday celebration
   B. carnival during Lent
   C. Halloween party
   D. theater production

4. What clever tactic does Montresor use to lure Fortunato into the catacombs?
   A. Montresor tells Fortunato that Luchesi will taste the amontillado hidden in the catacombs and determine its quality, which hurts Fortunato’s pride.
   B. Montresor brags that the catacombs contain buried treasures beyond Fortunato’s wildest dreams.
   C. Montresor tells Fortunato that a secret meeting of the masons is being held in the catacombs.
   D. Montresor tells Fortunato that the vapors given off by the niter on the walls of the catacombs will help cure his persistent cough.
5. How does Montresor restrain Fortunato in the catacombs?
A. Montresor ties Fortunato’s wrists and ankles with rope.
B. Montresor threatens Fortunato with a weapon.
C. Montresor handcuffs Fortunato to a bench built into the wall.
D. Montresor chains Fortunato to the granite in the catacombs.

6. What is Montresor’s ultimate plan for Fortunato?
A. Montresor wants to hold Fortunato captive until Fortunato tells him where the casks of amontillado are hidden.
B. Montresor wants to withhold food and drink from Fortunato to force him to confess to the murder of his cousin.
C. Montresor wants to bury Fortunato alive by building a wall and entombing him in the catacombs.
D. Montresor wants to hold Fortunato captive in the catacombs until his family pays a ransom for his return.

Matching

Write the letter of the correct definition on the line next to the matching vocabulary word.

7. preclude
A. punishment
B. bizarre; absurdly awkward
C. ending; conclusion
D. approach in a challenging or an aggressive way
E. prevent or make impossible beforehand
F. repeated following of one thing after another
G. hole; gap; opening
H. distress or trouble so severely as to cause suffering
I. one who gets back at someone for a wrongdoing

8. afflict

9. succession

10. retribution

11. grotesque

12. aperture

13. avenger

14. accost

15. termination
**Build Background: Coping with Stress**

In the story you are about to read, “Destiny,” an eleven-year-old girl responds to a stressful situation in an unconventional way. Learning to cope with stress, or the way your body and mind react to changes in life, can be difficult for people of all ages but can be particularly challenging for teenagers. In fact, according to a recent survey by Reuters Health, two-thirds of teenagers in the United States feel overwhelming stress at least once a week.

To find out how your stressors compare with those of your peers, take the following survey anonymously. When you are finished, turn in the sheet to your teacher who will tally the results and present the data after reading the story.

**Survey Response**

Rate the following list of stressors on a scale of 1 to 5, with 5 causing you the greatest amount of stress and 1 causing you the least amount of stress.

- Being bullied: 1 2 3 4 5
- Feeling unsafe in your living environment: 1 2 3 4 5
- Competing in sports: 1 2 3 4 5
- Feeling pressure to choose a career path after the completion of high school: 1 2 3 4 5
- Not fitting in with peers: 1 2 3 4 5
- Changing schools: 1 2 3 4 5
- Being overscheduled (little free time): 1 2 3 4 5
- Living up to the expectations of others: 1 2 3 4 5
- Having a job outside of the house: 1 2 3 4 5
- Getting good grades in school: 1 2 3 4 5
- Participating in extracurricular activities: 1 2 3 4 5
- Experiencing family conflicts (separation/divorce, health issues, money issues, sibling issues): 1 2 3 4 5
- Coping with the death of a loved one: 1 2 3 4 5
- Adapting to body changes: 1 2 3 4 5
Feeling pressure to engage in recreational drugs, sexual activity, or risky behaviors 1 2 3 4 5
Feeling pressure to maintain a certain appearance (clothing styles, hairstyles, etc.) 1 2 3 4 5
Living up to the expectations of society (body image, gender roles/barriers, behaviors) 1 2 3 4 5
Helping friends cope with their problems 1 2 3 4 5
Engaging in romantic relationships 1 2 3 4 5
Assuming family and household responsibilities 1 2 3 4 5

**Journal Response**

Complete the following sentences based on your past experiences with stress.

1. When I am under stress, I experience these physical symptoms:

2. A stressful situation causes me to take the following actions or to have the following emotional responses:

3. Right now, _______________________________ is causing me a great deal of stress because
4. One successful way that I deal with stress in my life is to

5. One thing that my parent or guardian can do to help me with the stressors in my life is to

6. One thing that I can do to cut down on the stressors in my life is to

7. One fear that I have that causes me stress is _________________ because

8. One thing that I have learned about myself from handling stressful situations is
**Destiny**, page 70

**Analyze Literature: Using Similes in Characterization**

To help readers visualize the characters, the author of “Destiny” uses figurative language in the form of similes. Remember that a **simile** is a comparison of two seemingly unlike things using the word *like* or *as*.

As you are reading, record any similes that you find and write down the name of the character that the simile is describing.

<table>
<thead>
<tr>
<th>Simile:</th>
<th>Character:</th>
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Destiny, page 70

Analyze Literature: Character

Part I: Who Am I?

In “Destiny,” 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 characters. 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. Fold each page in half and use your reader to help you. When you are finished, cut out the shapes.

1. _______ stands before another child. This time she is poking a striped paper flag through the child’s buttonhole. The child stands stiffly, paralyzed, as if the slightest movement would cause the big girl to drive the tiny wooden pole into her heart.
   Character:________________

2. I distinctly hear _______’s teeth clench together and gnash. I’ve never heard the sound of gnashing teeth before, only read of it in books.... It is ominous and frightening to hear.
   Character:________________

3. _______ says, “Don’t be a sissy.... You like candy!”
   Character:________________

4. We find evidence of _______ in...little notes pinned or taped on various items in the house. “Don’t touch the color tuner” is taped to the front of their television.... “Use the striped towels” is pinned to the correct towels in the bathroom.
   Character:________________

5. _______ says, “I’m not going anywhere they put the radishes in Jell-O.”
   Character:________________

6. _______ has already delivered her secret recipe, a long foil-covered pan, to the school kitchen. During the potluck dinner this dish will be unveiled. [She] has taped Adele’s name where it cannot be missed.... For some reason, I am uneasy that she has done this. Generosity is not her style.
   Character:________________
7. _______ kneels down next to her, and then suddenly, fiercely, she lunges and catches the girl full across the chest and neck with a stranglehold.
   Character:________________

8. _______ says, “Grandma’s girl.”
   Character:________________

9. Fury tightens in her arms and _______ raises the maul high. I know what will happen. The audience gapes. Then she brings it down clean, like swift judgment, on the cardboard skull of the beast.
   Character:________________

10. _______ smiles as the boy and his donkey start out on the long road to the glue factory. Tragedy, her favorite element, is in the air.
    Character:________________

11. _______ says, “Come! . . . Or the nuns will take it out of her hide!”
    Character:________________

12. _______ has got a bug up her nose about the Swedes and their customs involving food.
    Character:________________

13. _______ says, “I’ll set the thermostat up for you…. Do you think you’ll be all right down here?”
    Character:________________

14. Like her mother, _______ is big and imposing…. To get boyfriends, she knocks boys down and grinds their faces in the snowy grit. To get girls, she ties the string waistbands of their dresses to her own dress strings, and drags them around the playground until they promise to write her a note.
    Character:_______

15. An expression that I’ve never seen forms on _______’s face. She is watching Wallacette. It is as though her face is liable to break into pieces, as though the stitching spider veins barely manage to hold her face together. I am confused by this look, and then I realize what it is. Tenderness.
    Character:________________

16. The nuns don’t know what to do with _______, nor do her parents, for she is strong-willed and determined to get her way. These same traits, however, make her a favorite with Celestine and myself, for we think that she has got spunk....
    Character:________________
Destiny, page 70

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.

What the Character Does

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<tbody>
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<td>9.</td>
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</table>

My Conclusion About the Character

<p>| | |</p>
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</table>
What the Character Says

My Conclusion About the Character

3.

5.

8.

11.

13.
<table>
<thead>
<tr>
<th>What Other Characters Say</th>
<th>My Conclusion About the Character</th>
</tr>
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<tbody>
<tr>
<td>2.</td>
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<td>10.</td>
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<td>15.</td>
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<td>16.</td>
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</tbody>
</table>
Destiny, page 70

Selection Quiz

Matching

<table>
<thead>
<tr>
<th>Celestine</th>
<th>Norris</th>
<th>Wallacette</th>
<th>Adele</th>
</tr>
</thead>
</table>

Write the name of the character that matches the description given.

1. Wears dirty white anklets
2. Has a “large-jawed grin full of teeth”
3. Has slanting, yellow eyes and wears a white turban on her head
4. Is wide, flat-rumped, and grim
5. Doesn’t like Swedes and their customs involving food
6. Eager to please the spouse
7. Towers above the rest of the class
8. Is small, washed-out, and losing hair
9. Is named after a grandfather
10. Looks like someone who has been “left too long in the water”
Fill in the Blank

Fill in each blank below with the most appropriate vocabulary word from the box.

<table>
<thead>
<tr>
<th>elude</th>
<th>gloat</th>
<th>earnest</th>
<th>premonition</th>
<th>wield</th>
</tr>
</thead>
</table>

11. The gladiator was able to ________________________ his sword masterfully and charge his opponent.

12. Clutching a pillowcase full of money, the thief bolted through the store's back door and ran toward the woods to ________________________ the police.

13. On the night before the state track-and-field meet, the sprinter had a(n) ________________________ that she would win her event in record time.

14. Facing a crowd of ________________________ onlookers, the political candidate admitted that he had withdrawn his name from the ballot due to his declining health.

15. The ninth graders had to ________________________ when their class won the award for the best homecoming float in the parade.
The Good Deed / Tears of Autumn, page 82

Build Background

Describe a good deed you have done or that somebody has done for you. How did it make you feel? Some people say that “one good turn deserves another.” Do you believe that good deeds have a ripple effect? Write your response on a separate sheet of paper.

Set Purpose

As you read each story, write your predictions in the boxes.

<table>
<thead>
<tr>
<th>“The Good Deed”</th>
<th>“Tears of Autumn”</th>
</tr>
</thead>
<tbody>
<tr>
<td>What aspects of American life might surprise Mrs. Pan?</td>
<td>Why do you think Hana might have chosen to marry a man she has never met?</td>
</tr>
<tr>
<td>How do you think Mrs. Pan will deal with her surprise at Americans choosing their own mates?</td>
<td>How do you think Hana will react to the man who is to be her husband?</td>
</tr>
</tbody>
</table>
Practice Vocabulary

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

| conscientious | contemplatively | indignantly | quizzically | sparse | tentative |

1. The woman did not understand the lawyer’s question and looked at him __________________________.

2. The students were focused and __________________________ as they worked on their project.

3. Akiko seemed shy and __________________________ as she met her new classmates.

4. Crops were __________________________ in the region after the drought.

5. Edward studied the poem __________________________ thinking about the meaning of its symbolism.

6. “You almost knocked me over,” Fran cried __________________________ to the boy on the red bicycle.
The Good Deed / Tears of Autumn, page 82

Compare Literature: Motivation and Character

Motivation is a force that moves a character, or individual that takes part in a story’s action, to think, feel, or behave in a certain way. Compare the characters of Mrs. Pan in “The Good Deed” and Hana Omiya in “Tears of Autumn.” As you read, note their main traits or characteristics, and their motivation. Complete the chart to compare the characters. Then answer the questions.

<table>
<thead>
<tr>
<th>Character</th>
<th>Character Traits</th>
<th>Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Pan in “The Good Deed”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hana Omiya in “Tears of Autumn”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Both Mrs. Pan and Hana have been removed from their countries. Consider how the degree of choice each had in that removal might have affected their opinions of America.

Both characters make life-changing decisions. What motivates them to make these decisions? Consider the outside forces that affect their choices and determine the motivations of other characters who affect their choices.
The Good Deed / Tears of Autumn, page 82

Compare Literature: Motivation and Character (continued)

Motivation is a force that moves a character, or individual that takes part in a story’s action, to think, feel, or behave in a certain way. Use your chart to answer the following questions.

Do Mrs. Pan and Hana Omiya come to the United States for the same reason? Explain.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Is what motivates Lili to accept Mrs. Pan’s help in “The Good Deed” the same as Hana’s motivation to volunteer for the marriage to Taro Takeda? Explain.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How do you think each of the women view marriage? Explain.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
**The Good Deed / Tears of Autumn**, page 82

**Compare Literature: Setting**

Fill in the chart about the settings of the two stories. Find and write sensory details from each story.

<table>
<thead>
<tr>
<th></th>
<th><strong>“The Good Deed”</strong></th>
<th><strong>“Tears of Autumn”</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sound</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taste</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Touch</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use the information in the chart to answer the questions below.

Identify the setting of each story.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Identify the mood created by the setting of each story. How do the moods of the two stories differ?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Make Connections

Text-to-World  Think about how Mrs. Pan in “The Good Deed” brings Lili and young Mr. Lim together. How is it similar to and different from ways couples meet today?

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

Text-to-Self  In “Tears of Autumn,” Hana takes a step with an unknown outcome that requires courage. Think of a time when you have taken an important step that took courage. How was your decision making similar to Hana’s? How did it differ? How was your attitude toward your decision similar to and different from Hana’s?

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________
The Good Deed / Tears of Autumn, page 82

Focus on “The Good Deed”

Mirrors & Windows Question

“That was the most difficult thing: She was of no use here.” What does it mean to be a member of a community? Must people feel useful in order to feel accepted in a group? Write your responses on a separate sheet of paper.

Selection Quiz

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

_____ 1. Which term does NOT apply to the character Mrs. Pan?
A. flat character  C. protagonist
B. dynamic character  D. major character

_____ 2. Which is NOT a reason Mrs. Pan dislikes her new home?
A. She doesn’t like the food.
B. Her grandchildren frighten her.
C. She is used to having servants.
D. Her daughter-in-law is rude to her.

_____ 3. Which best describes Mr. Pan’s attitude toward his mother?
A. resentful  C. worshipful
B. needy  D. patient

_____ 4. The climax of the story occurs when
A. Lili first comes to visit Mrs. Pan.
B. Mrs. Pan’s son and his wife have an argument.
C. Mrs. Pan takes Lili to the china shop.
D. Mrs. Pan and old Mr. Lim have a conversation.

_____ 5. Which best states a theme of the story?
A. People should not move to a new country when they are old.
B. Old people cannot communicate with young people.
C. New customs work better than old traditional ways.
D. People everywhere have similar hopes and dreams.

Short Answer    Write a few words to answer each question.

6. What does Mrs. Pan buy in order to help Lili? ________________________________

7. Why is Lili first invited to visit Mrs. Pan? ________________________________

8. What important fact has Mr. Pan kept from his mother? ________________________________
Focus on “Tears of Autumn”

Mirrors & Windows Question

“Nothing ventured, nothing gained.” How might people weigh risks and make choices when one option is relatively unknown? Is risk-taking a sign of bravery or recklessness? Write your responses on a separate sheet of paper.

Selection Quiz

Characters and Quotes   Match each character with the correct quote.

_____  1. “You will feel better when you meet my friends and have some tea.”
A. the husband of Hana’s sister
B. Hana’s uncle
C. Takeda San
D. Hana
E. Hana’s sister

_____  2. “I must find a nice young bride.”

_____  3. “Perhaps I should go to America to make this lonely man a good wife.”

_____  4. “It would certainly be a different kind of life.”

_____  5. “It has addled her brain—all that learning from those books.”

Fill in the Blank   Write the word that correctly completes each sentence.

6. Hana travels to the United States on a(n) _________________________.

7. Before meeting, Hana and her future husband communicate by______________________.

8. The city in which Hana will live is ________________________.

9. Hana’s education consists of graduating from ________________________.

10. On her trip, Hana wears a(n) ________________________.
What Do You Think?

You have compared the characters and the settings of the stories “The Good Deed” and “Tears of Autumn.” 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>” better than the story “</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

Survey Response

In preparation for reading “The Scarlet Ibis,” rate each of the following statements according to the following scale: (1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree. Think carefully about each answer, and be prepared to contribute to a classroom discussion.

1. To fit in with society, a person cannot be different.
2. Meeting the expectations of others is important.
3. A person’s destiny cannot be altered.
4. A person can accomplish anything if he or she possesses determination.
5. Feeling regret about the past is a waste of time and energy.
6. We are all responsible for looking out for each other.
7. People learn more from their failures than from their successes.
8. Living with superstitions is harmless.
10. Time heals all wounds.
11. Having the wrong motivation takes away from the good a person accomplishes.
12. Pride is a positive characteristic or trait in a person.

Journal Response

Choose one of the following topics to explore in your journal.

1. Think about a person in your family. Identify that person and explain what kind of relationship you have with him or her. Then write about a special moment of success or triumph that you shared and about a time when your relationship caused you embarrassment or shame.
2. Think about a time when pride got in the way of your success. Write about the experience and the lesson that you learned.
3. Do you think that birth order has any effect on a person’s future? Where are you in your family’s birth order? Write about how you view your role in your family and how that role may shape your future career or destiny.
4. Do you follow any superstitions? If so, what are they? How did they start? Write about how these superstitions are part of a ritual or fear that you have.
5. Think about the following axiom: It’s not the years in the life but the life in the years that matters. Would you agree with that statement? What are some things that you would like to experience or accomplish in your lifetime? Write about some of your dreams and goals and why they are important to you.
The Scarlet Ibis, page 108

Preview Vocabulary

Use the vocabulary words to identify the connection among the four items listed.

<table>
<thead>
<tr>
<th>careen</th>
<th>infallibility</th>
<th>iridescent</th>
<th>imminent</th>
<th>heresy</th>
</tr>
</thead>
<tbody>
<tr>
<td>sullenly</td>
<td>reiterate</td>
<td>vortex</td>
<td>evanesce</td>
<td></td>
</tr>
</tbody>
</table>

1. A roller coaster, a runaway shopping cart, a toddler who has just learned to walk, a speeding police car

   Things that ____________________________________________

2. A prism, a rainbow fish, an opal gemstone, an oil slick

   Things that ____________________________________________

3. A water spout, a flushing toilet, the basin below Niagara Falls, a draining bathtub

   Things that ____________________________________________

4. A ghost, a puddle, morning dew, smoke rings

   Things that ____________________________________________

5. An echo, a nagging person, a Jack-in-the-Box toy, a chant

   Things that ____________________________________________

6. 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 ____________________________________________

7. A misbehaving child who has been given a consequence, a conversation about death, a defeated political candidate, a student who receives a poor report card

   Things that are faced ____________________________________

8. A person who claims to be perfect, a remedy or an antidote for an illness, a worshipped god or deity, the existence of other planets

   Things that represent __________________________________

9. The flatness of Earth, pi (3.14) as a finite number, the denial of the Holocaust, the belief that Earth is the center of the universe

   Things that represent __________________________________
The Scarlet Ibis, page 108

Analyze Literature: Mood

Mood, or atmosphere, is the emotion created in the reader by a literary work. Writers establish mood through their word choice and their use of sensory details (sights, sounds, tastes, textures, and smells). The overriding or dominant mood that the author wants readers to feel as they are reading “The Scarlet Ibis” is one of death and loss. This mood can be seen in the descriptions of the characters, actions, and setting.

As you are reading, fill in the chart below with examples or quoted passages from the story that refer to death or loss. An example is given for each category.

<table>
<thead>
<tr>
<th>Character Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doodle’s name sounds good “only on a tombstone.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The narrator makes Doodle touch his own coffin.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>“…the oriole nest in the elm was untenanted…like an empty cradle.”</td>
</tr>
</tbody>
</table>
The Scarlet Ibis, page 108

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. When constructing the plots of their stories, writers choose from four types of conflict: person vs. person, person vs. nature, person vs. society, and person vs. self. “The Scarlet Ibis” has all four 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.

| Person vs. person (the struggle between one character and another character) |
| Person vs. nature (the struggle between a character and natural events, the environment, or disease) |
| Person vs. society (the struggle between a character and the beliefs of society) |
| Person vs. self (the struggle between a character and himself or herself over a decision that must be made) |

Person vs. self is the dominant conflict in “The Scarlet Ibis.” What makes this conflict interesting is the wide range of emotions that the narrator wrestles with in the story.

Look at the pairs of opposite emotions listed below and choose one pair to discuss in a paragraph on a separate piece of paper. Include examples from the story to support your ideas.

- Love/Hate
- Joy/Sorrow
- Optimism/Pessimism
- Honesty/Dishonesty
- Courage/Fear
- Greed/Selfishness
- Determination/Apathy
- Kindness/Cruelty

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Meeting the Standards

LEVEL IV, UNIT 1

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The Scarlet Ibis, page 108

Use Reading Strategies: Make Connections

Read the connections described below and choose two that you would like to answer. Write your responses on a separate sheet of paper.

**Text-to-Self**

“The Scarlet Ibis” 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. The narrator of this story learns that pride can be both beneficial and destructive. In a brief paragraph, describe a situation that taught you a valuable lesson.

**Text-to-Text**

Compare and contrast Roger in “Thank You, M’am” (page 6 of your textbook) and the narrator in “The Scarlet Ibis.” What do the two characters have in common? How are the characters different? What is the motivation behind each character’s actions?

**Text-to-Text**

Both the narrator in “The Scarlet Ibis” and Waverly Jong in “Rules of the Game” (page 170 of your textbook) carry a heavy burden of expectations. Some of these expectations they place on themselves, and some of these expectations are placed on them by others. Compare and contrast these two main characters and how they handle their burdens.

**Text-to-World**

The narrator in “The Scarlet Ibis” realizes that he was guilty of doing the right thing for the wrong reason. Children typically learn this lesson as they grow up and become more self-aware. In your opinion, how challenging is it to not follow this path when making decisions? How challenging is it for others in this country and across the globe to not follow this way of thinking when they are attempting to help their fellow citizens?

**Text-to-World**

The narrator celebrates when he discovers that Doodle is “all there”—that is, mentally sound or healthy. Why do you think the narrator reacts in such a manner? Do you think society treats people who are physically disabled the same way that it treats those who are mentally disabled? Explain your response.
Selection Quiz

Matching

<table>
<thead>
<tr>
<th>The narrator</th>
<th>Doodle</th>
<th>Aunt Nicey</th>
<th>Mama</th>
<th>Daddy</th>
</tr>
</thead>
</table>

Write the name of the character who is identified with each of the following actions.

1. Believes that dead birds are a sign of bad luck
   _________________________
2. Curses heaven and the weather for the destroyed cotton field
   _________________________
3. Tells stories about flying
   _________________________
4. Celebrates that his brother is “all there”
   _________________________
5. Buries the scarlet ibis in the backyard
   _________________________
6. Cries when Doodle walks for the first time
   _________________________
7. Is motivated by shame
   _________________________
8. Cries out, “Don’t leave me”
   _________________________
9. Looks up the scarlet ibis in the bird book
   _________________________
10. Sets up a development program of physical skills
    _________________________

Fill in the Blank

<table>
<thead>
<tr>
<th>iridescent</th>
<th>reiterate</th>
<th>imminent</th>
<th>sullenly</th>
<th>vortex</th>
</tr>
</thead>
</table>

Fill in each blank below with the most appropriate vocabulary word from the box.

11. The negotiations grew more tense as a worker’s strike grew ___________________________.
12. “In case you didn’t get it the first time,” Mr. Wen said, “let me __________________________.”
13. After the rain, the leaves shone with a bright, ___________________________ gleam.
14. The ___________________________ of the cyclone carried debris from the shattered buildings.
15. The child stood ___________________________ in the store aisle when his mother denied his request for the latest computer game.
Build Background: Defining Moments

Sometimes, events occur in our nation’s history whose impact or significance seems to be frozen in time and in the memories of its citizens. These events represent defining moments, or moments that test our resilience or ability to recover from or adjust to change or misfortune. The stock market crash of 1929, the bombing of Pearl Harbor, the assassination of Dr. Martin Luther King Jr., and the 9/11 terrorist attacks are all considered defining moments in U.S. history. The story you are about to read, “American History,” highlights another defining moment: the assassination of President John F. Kennedy on November 22, 1963, as he rode in a motorcade in Dallas, Texas. Those citizens who were old enough at that time to remember the event have distinct memories of where they were and what they were doing when they heard the tragic news.

To help you reconstruct this moment in time, choose an adult (age fifty or older) to interview as to his or her memories of that November day. Use the template below to steer your line of questioning, and feel free to add any other questions you would like to ask. Before you proceed, refer to pages 1017–1018 of the Language Arts Handbook for guidelines on planning and conducting an interview. Then, if possible, videotape the interview so that viewers can experience a personal connection with the person being interviewed. As a class, you may even want to assemble the interview segments into one video presentation to capture the collective memory resulting from the event.

Interview Questions

1. What is your name and how old were you on this date in history?
2. What five words immediately come to mind when I say “November 22, 1963”?
3. Where were you when you heard that President Kennedy had been assassinated?
4. What were you doing when you heard the news?
5. What was your immediate reaction to the event?
6. How would you describe the reactions of those around you at that time?
7. How did Kennedy’s assassination affect your family or your community at that time?
8. How did television coverage of this event affect U.S. citizens and people around the world?
9. What are your thoughts on the criminal investigation that was conducted after the assassination?
10. Why do you think that Kennedy’s assassination is considered a defining moment in our nation’s history?
American History, page 120

Vocabulary: “Wanted” Poster

Learning a new vocabulary word means more than just learning the definitions of the word. You must also be familiar with its synonyms, usage, parts of speech, antonyms, and etymology. One project that allows you to explore a word and be imaginative while doing so is to create a “wanted” poster for the word.

To begin, choose a partner to work with for this project. Your group will have the opportunity to select a slip of paper with either a Preview Vocabulary word written on it or another challenging word from “American History” written on it. You and your partner will need to create a “wanted” poster for this word that will be displayed on a bulletin board titled “Words on the Loose.” To complete this poster, your group will want to use several resources, including a general dictionary, specialized dictionaries, a thesaurus, and online dictionary or etymology websites. Use the following categories to guide the collection of your information:

• Other Aliases… (synonyms of word)
• Wanted For… (usage/definition of word)
• Defining Characteristics… (description and behavior that reflects usage/definition of word)
• Method of Operation… (usage or manner in which he or she commits a crime)
• Last Seen Around These Parts… (part of speech of word)
• Known Enemies… (antonyms of word)
• Known Family Roots… (etymology of word)

Your completed poster should also include the name of the criminal suspect and his or her picture. Grading of the poster will be based on the fulfillment of the required information as well as on the creative approach you and your partner use to reflect your understanding of the chosen word. To get your group started, refer to the sample poster template on the next page that was used for the Preview Vocabulary word elation.
WANTED

Eddie “Smiley-face” Elation

Other Aliases…
Eddie Euphoria, Eddie Exhilaration, Double E Glee

Wanted For…
• Disturbing the peace (causing a loud disturbance by expressing extreme joy and delight to jealous onlookers caught up in their boring daily routines)
• Assault (bear-hugging a police officer and forcing the officer to jump up and down with him during the arrest)
• Assault with a weapon (slapping a smiley-face sticker on his “victims,” forcing them to to smile)

Defining Characteristics…
• Facial features: Joyful expression, shining eyes that radiate happiness, dazzling smile
• Behavior: Always positive and in high spirits; known for giddy behavior; moves with a spring in his step; claps his hands and screams in delight; uses the words “awesome,” “unbelievable,” “terrific,” and “fantastic” frequently in his speech

Method of Operation
Always leaves a smiley-face sticker on his “victims”

Last Seen Around These Parts…
Noun County, South Dakota

Known Enemies…
“Low-down” Louie and Sammy “Sad-face” Sorrow; both men want to wipe the smile off of Eddie’s face

Known Family Roots…
Ancestors go back to the old country, France, with the original family name of “Elacion”
American History, page 120

**Analyze Literature: Setting**

As you are reading “American History,” fill in the descriptive details about the story’s setting, or the time and place in which it occurs. These details can be specific words or phrases from the text as well as complete passages. When you have finished, draw a conclusion about how these descriptive details add to the overall mood or emotion of the story.

<table>
<thead>
<tr>
<th>Time</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year:</strong></td>
<td><strong>E1 Building:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other Events/Conditions of Time Period:</strong></td>
<td><strong>Paterson, New Jersey:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Season:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Weather:</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Overall Mood of Story**
American History, page 120

Essay Questions for “American History”

Choose any two of the following questions to answer in a well-developed essay. Be sure to address all parts of the question and provide plenty of evidence from the story to support your points.

1. “American History” is considered a coming-of-age story or a story where the main character learns a valuable lesson as a child. “Thank You, M’am,” “The Scarlet Ibis,” and “The Ravine,” all selections in Unit 1, are also considered coming-of-age stories. Choose one of these other short stories to draw comparisons between the lessons learned by Elena in “American History” and those learned by the main character in your chosen selection. How are the lessons similar and different? What is the importance of the lessons learned?

2. How does telling the story from young Elena’s point of view (first-person point of view) add to the authenticity of the story? How does her perspective allow readers to understand the theme or central message of the story?

3. Many people consider Kennedy’s assassination a pivotal moment in our nation’s history, claiming that this tragic event marked the end of our country’s innocence. How does this event parallel Elena’s experience?

4. Judith Ortiz Cofer gives her readers a glimpse into the lives of a Puerto Rican immigrant family. What observations can you make about Elena’s family structure and daily life?

5. What is the meaning of the story’s title “American History”? How does it apply to the historical backdrop of the story? How does it apply to Elena’s experience?

6. Characterization is the act of describing a character by showing what a character says, does, or thinks; by showing what other characters say or think about the character; or by indicating what the author says or thinks about the character. With that in mind, what three words would you use to describe Elena? Provide references to the story that support your chosen characteristics.

7. What are Elena’s sources of escape? How do these sources help her handle the conflicts in her own life?

8. The author makes several references to the color gray to describe the weather and the mood during that particular November day. Perhaps the significance of this color can also be applied to Elena’s situation in that she finds herself in a “gray area.” Explain the meaning of the idiom “gray area” and how it applies to Elena’s situation.
### Selection Quiz

#### Matching

<table>
<thead>
<tr>
<th>Elena</th>
<th>Eugene</th>
<th>Elena’s mother</th>
<th>Eugene’s mother</th>
<th>Mr. DePalma</th>
</tr>
</thead>
</table>

Write the name of the character that is identified with the following dialogue or actions.

1. Cries out, “The President is dead, you idiots. I should have known that wouldn’t mean anything to a bunch of losers like you kids.”

2. Is called the “Hick” by others

3. Warns that humiliation and pain will result from the visit

4. Says, “He cannot study with you. It’s nothing personal. You understand?”

5. Wants to “feel the right thing” about President Kennedy’s death

6. Believes that grieving the loss of the president is more important than going out

7. Wants to know if Elena lives in the tenement next door

8. Is in honors classes and likes to read

9. Spies on the neighbors

10. Is considered a “source of beauty and light” for Elena
Multiple Choice

Write the letter of the correct answer on the line.

____ 11. What is the setting of the story?
   A. Atlanta, Georgia
   B. San Juan, Puerto Rico
   C. Brooklyn, New York
   D. Paterson, New Jersey

____ 12. What is the point of view of the story?
   A. The point of view is first person, with Elena telling the story.
   B. The point of view is first person, with Eugene telling the story.
   C. The point of view is third-person omniscient, with an outside narrator telling the thoughts and feelings of all of the characters in the story.
   D. The point of view is third-person limited, with Elena’s grandmother relating the thoughts and feelings of her granddaughter.

____ 13. What is an example of an external conflict in the story?
   A. Elena versus Eugene: Elena and Eugene have differing opinions about a book that they are both reading.
   B. Elena’s mother versus Eugene’s mother: The mothers disagree on the criteria to get into honors classes.
   C. Elena versus the black girls on the playground: The black girls are poking fun at Elena’s heritage by assuming that she eats nothing but rice, beans, and pork chops for breakfast.
   D. Elena versus Mr. DePalma: Mr. DePalma wants Elena to serve a day’s suspension for causing a fight on the playground; Elena denies any involvement.

____ 14. What is the climax of the story?
   A. Elena learns about the death of President Kennedy.
   B. Elena is told to go home by Eugene’s mother.
   C. Elena is called “Skinny Bones” by a classmate on the playground.
   D. Eugene invites Elena to study with him.

____ 15. What is the resolution of the story?
   A. Elena cries in her mother’s arms and admits that she should have listened to her advice.
   B. Elena secretly meets Eugene at the library to study for the test.
   C. Elena goes to church with her mother to mourn the loss of the president.
   D. Elena watches from her bedroom window as the beautiful white snow drifts from the sky and becomes tainted by the dirty ground below.
The Gift of the Magi / The Necklace, page 138

Build Background

What do you envy that others have? How might your life be different if you had what you wanted? What price would you pay to obtain it? To what lengths do you think somebody would be willing to go to get it for you? Write your response on a separate sheet of paper.

Set Purpose

Before reading each story, summarize the authors’ purposes based on the information in “Before Reading.” After reading the stories, explain whether the purposes were achieved.

<table>
<thead>
<tr>
<th>Author’s Purposes</th>
<th>Purposes Achieved?</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The Gift of the Magi” by O. Henry</td>
<td></td>
</tr>
<tr>
<td>“The Necklace” by Guy de Maupassant</td>
<td></td>
</tr>
</tbody>
</table>

Practice Vocabulary

Synonyms Match each word from the story to its synonym.

_____ 1. adornment A. stinginess
_____ 2. immoderate B. unimportant
_____ 3. imputation C. decoration
_____ 4. suppleness D. annoyance
_____ 5. chagrin E. refinement
_____ 6. parsimony F. constantly
_____ 7. finesse G. accusation
_____ 8. odious H. excessive
_____ 9. inconsequential I. flexibility
_____ 10. incessantly J. offensive
Compare Literature: Theme and Irony

A **theme** is a central idea or perception about life that is conveyed through a literary work. Wanting something you can’t afford might be the topic of either story, but each has a distinct theme. **Irony** is the difference between appearance and reality. **Irony of situation** occurs when an event happens that violates the expectations of the characters, the reader, or the audience. How does each story use irony for effect? Complete the chart to compare the stories’ themes and irony.

<table>
<thead>
<tr>
<th>Main Topic</th>
<th>Symbols</th>
<th>Irony</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The Gift of the Magi”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“The Necklace”</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Gift of the Magi / The Necklace, page 138

Compare Literature: Theme and Irony (continued)

A **theme** is a central idea or perception about life that is conveyed through a literary work. **Irony** is the difference between appearance and reality.

What do the themes of each story have in common? How are they different?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What details in the stories help to express the themes?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What is the ironic twist in each story? How does the use of irony affect the development of the themes?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
The Gift of the Magi / The Necklace, page 138

Compare Literature: Character

Fill in the chart about the **characters** of the two stories. Find and write details from each story for each character.

<table>
<thead>
<tr>
<th>What She Says</th>
<th>What She Does</th>
<th>What Others Say About Her</th>
<th>Character Traits Revealed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Della</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“The Gift of the Magi”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Madame Loisel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“The Necklace”</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Use the information in the chart to answer the questions below.

How are Della and Madame Loisel similar in their attitudes toward material wealth? How do they differ?

How are Della and Madame Loisel similar and different in their attitudes toward their physical appearances? How do these attitudes affect the way their characters end up at the end of the stories?
Make Connections

Text-to-World  In “The Necklace,” Loisel goes deeply in debt to pay for a new necklace. His and his wife’s lives change in order to repay the debt. What are some things that people go in debt for today? How does it change their lives?

Text-to-Self  In “The Gift of the Magi,” Della and Jim dramatize the adage that it is better to give than to receive a gift. Have you had any experiences in which giving a gift was more valuable than receiving one? Or do your experiences prove this adage false? Use one or two specific examples to support your ideas.
**Focus on “The Gift of the Magi”**

**Mirrors & Windows Question**

How does the phrase “the best things in life are free” relate to this selection? What are some examples of things that money can’t buy? Have you ever wanted to give a gift that you couldn’t afford? What did you do? Write your response on a separate sheet of paper.

**Selection Quiz**

**Fill in the Blank**

Write the word or phrase that correctly completes each sentence.

1. The story takes place the day before _________________________.

2. Della has about_________________________ dollars to buy a gift for Jim.

3. The two possessions of which Della and Jim are most proud are Della’s hair and Jim’s _________________________.

4. Jim’s gift for Della is a _________________________.

5. The wise men who brought gifts to the baby Jesus were called _________________________.

**Multiple Choice**

Write the letter of the correct answer on the line.

____  6. The story is narrated by
   A. Della.
   B. Jim.
   C. a second-person narrator.
   D. a third-person narrator.
7. When does the story take place?
   A. around the time of Jesus’s birth
   B. at least 100 years ago
   C. in the 1960s
   D. in the present day

8. Which word best describes Jim’s attitude when he sees Della’s new hairdo?
   A. angry
   B. pleased
   C. disbelieving
   D. amused

9. What happens in the resolution of the story?
   A. The narrator discusses the gifts of the magi.
   B. Della uses Jim’s gift.
   C. Della and Jim have an argument.
   D. Jim opens his gift from Della.

10. Which best states a theme of the story?
    A. People should not buy expensive gifts for their loved ones.
    B. The most valuable gifts are handmade.
    C. A gift from the heart is more meaningful than a costly gift.
    D. Gifts are more important to young people than to old people.
**Focus on “The Necklace”**

**Mirrors & Windows Question**

“… there is nothing more humiliating than to have a shabby air in the midst of rich women.” Mme. Loisel is very conscious of the social norms in her society. How important are social norms today? Do people place more importance on fitting in or being unique? What is important in your own culture? Write your response on a separate sheet of paper.

**Selection Quiz**

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

1. The family Madame Loisel comes from is
   - A. very poor.
   - B. middle class.
   - C. fairly well off.
   - D. extremely wealthy.

2. Which term best describes the character Madame Loisel?
   - A. antagonist
   - B. static character
   - C. flat character
   - D. dynamic character

3. At the beginning of the story, Madame Loisel is mainly motivated by
   - A. anger at her husband.
   - B. fear of wealthy people.
   - C. love for her family and friends.
   - D. desire for wealth and fame.

4. The climax of the story occurs
   - A. when Mme. Loisel borrows the necklace.
   - B. during the party.
   - C. when Mme. Loisel finds she has lost the necklace.
   - D. when Mme. Forestier says the necklace was false.

5. Which best states a theme of the story?
   - A. Trying to be something one is not can lead to tragedy.
   - B. Dressing well gives a person many opportunities.
   - C. Wealthy people are happier than people with less money.
   - D. Parties are important to young women.

**Short Answer** Write a few words to answer each question on a separate sheet of paper.

6. Why do M. and Mme. Loisel get an invitation to the ball?
7. What is Mme. Loisel’s experience at the ball like?
8. How does Mme. Loisel get the money to repay the debt?
The Gift of the Magi / The Necklace, page 138

What Do You Think?

You have compared theme, irony, and character in the stories “The Gift of the Magi” and “The Necklace.” 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 “<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><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></strong></strong>.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reasons</th>
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</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 Ravine, page 154

Practice Vocabulary

Write the meaning of each boldfaced word in your own words using the context clues in the sentence provided from “The Ravine.” The page number of each quote is given in parentheses.

1. When Vinny and three others dropped down into the ravine, they entered a jungle thick with tangled trees and rumors of what might have happened to the dead boy’s body. (page 154)

2. Vinny moved to the edge of the trail, where the ravine fell through a twisted jungle of gnarly trees and underbrush to the stream far below. (page 154)

3. Vinny scowled. Sometimes Joe-Boy was a big fat babooze. (page 155)

4. His mother scoffed and waved him off. “Don’t listen to him, Vinny, listen to me. . . .” (page 156)

5. Starlene torpedoed over, swimming underwater. . . . When she came up, she broke the surface smoothly, gracefully, like a swan. (page 158)

6. And it was wet and muddy from little rivulets of water that bled from the side of the cliff. (page 159)

7. Inch by inch Vinny made it to the ledge. He stood, swaying slightly, the tips of his toes one small movement from the precipice. (page 159)
**The Ravine**, page 154

**Analyze Literature: Setting**

Complete the sensory details chart for “The Ravine” by quoting one or two details from the story that appeal to each sense.

<table>
<thead>
<tr>
<th>Sight</th>
<th>Sound</th>
<th>Smell</th>
<th>Taste</th>
<th>Touch</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
The Ravine, page 154

Analyze Literature: Character

Answer the following questions about characters in “The Ravine.”

1. Who is the protagonist of the story? Explain why this character is considered the protagonist.

2. Is Vinny a round character or a flat character? Explain.

3. Is Vinny a dynamic character or a static character? Explain.

4. What is Vinny’s motivation for starting to jump into the pond?

5. List three character traits that describe Vinny.

6. Is Joe-Boy a flat character or a round character? Explain.

7. Give an example in which the author characterizes a character through his or her dialogue. What character traits does the dialogue indicate?

8. Give an example of dialect in the story. How does dialect help characterize the story’s characters?
The Ravine, page 154

**Analyze Literature: Plot**

Write about the events that occur in each part of the plot of “The Ravine.” 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 Ravine, page 154

Describe and Critique: Fiction

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

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Type of Fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></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 “The Ravine.” Answer these questions.

| Question                                                                 | Answer
<table>
<thead>
<tr>
<th></th>
<th></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>
**The Vision Quest**, page 161

**Practice Vocabulary**

Write a synonym of each boldfaced word from “The Vision Quest.” Then use the boldfaced word in a sentence of your own.

1. They **sanctified** him with the incense of sweet grass, rubbing his body with sage, fanning it with an eagle's wing.

2. Fear kept him awake, yet he was **cocky**, ready to wrestle with the spirits for the vision, the power he wanted.

3. His stomach felt **shriveled** up, shrunk tight against his backbone.

4. The boulder … **obliterated** it, grinding the young man's pipe and gourd rattle into dust.

5. This time the boulder actually leapfrogged over him, bouncing down the slope, … **pulverizing** everything in its way.

6. **Gaunt**, bruised, and shaken, he stumbled back to his village.
**The Vision Quest**, page 161

## Analyze Literature: Characterization

Complete the characterization chart for “The Vision Quest” by quoting one or two details from the story that characterize the story’s protagonist.

<table>
<thead>
<tr>
<th>Indirect Characterization</th>
<th>Direct Characterization</th>
</tr>
</thead>
<tbody>
<tr>
<td>What the Protagonist Says, Does, or Thinks</td>
<td>What Others Say or Think About the Protagonist</td>
</tr>
<tr>
<td></td>
<td>Descriptions of the Protagonist’s Physical Features, Dress, and Personality</td>
</tr>
</tbody>
</table>
The Vision Quest, page 161

Analyze Literature: Theme

To discover the themes of “The Vision Quest,” answer the following questions.

1. Describe the young man’s character.

2. What causes the main events of the story to occur?

3. Do any of the story characters voice a theme of the story? If so, describe the character and what he or she says.

4. What symbols do you find in the story? What larger meanings do they suggest?

5. In your own words, state one or more themes of the story.

6. Is this theme stated or implied?
The Vision Quest, page 161

Enrichment: Legends

Legends are a special type of story. Answer the questions to define the characteristics of a legend. Then follow the directions to write a legend of your own.

1. How does the narrator refer to the legend’s protagonist throughout the story? What is the effect of this technique?

2. Give two examples of direct characterization of the protagonist.

3. What internal conflict occurs in the story? What external conflict occurs?

4. How is repetition used in the story’s plot?

5. How does the story’s setting contribute to its themes?

6. Of what does the story’s resolution consist?

On your own paper, write a short legend set in your school or community. Use as many of the characteristics of a legend described above as possible.
The Vision Quest, page 161

Describe and Critique: Fiction

Describe the story “The Vision Quest.” Write the information to fill in these charts.

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Type of Fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></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 “The Vision Quest.” 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?

_________________________________________________________________________________________________________________________________________________________

_________________________________________________________________________________________________________________________________________________________

_________________________________________________________________________________________________________________________________________________________
**The Sniper, page 165**

**Practice Vocabulary**

Write each word from “The Sniper” next to its definition and/or clue. Then unscramble the letters in the boxes to write the word described in question 10.

1. a person shooting from a concealed place ________
2. low wall or railing, as along a balcony ________
3. intermittently (as the sounds of gunfire) ________
4. drink ________
5. austere in appearance (like the sniper’s face) ________
6. besieged (like the Four Courts) ________
7. armored structure on top of a tank ________
8. backward kick when a gun is fired ________
9. a sudden attack of symptoms (such as the sniper’s pain) ________
10. a word that describes the protagonist’s political affiliation ________
The Sniper, page 165

**Analyze Literature: Point of View**

The chart below shows the possible points of view from which a story is told. Find the point of view used in “The Sniper” on the chart. In that section of the chart, write the pronoun(s) used by the narrator in the story. Then briefly explain why this point of view describes the story’s narration. Finally, answer the questions below the chart.

<table>
<thead>
<tr>
<th>Point of View</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Person</td>
</tr>
<tr>
<td>Second Person</td>
</tr>
<tr>
<td>Third Person Limited</td>
</tr>
<tr>
<td>Third Person Omniscient</td>
</tr>
</tbody>
</table>

1. Rewrite the following passage from the story, using a different point of view.

   The turret opened. A man’s head and shoulders appeared, looking toward the sniper. The sniper raised his rifle and fired.

2. What advantages and/or disadvantages does the author’s chosen point of view have in effectively telling the story and communicating the themes?
Make Connections

Make text-to-text connections by writing answers to the following questions.

1. Compare and contrast the use of irony in “The Sniper” to the use of irony in “The Gift of the Magi” or “The Necklace.” Consider how irony reinforces the theme of each story.

2. Compare and contrast the conflict in “The Sniper” to the conflict in “The Interlopers.”

3. Compare and contrast the conflict in “The Sniper” to the conflict in “The Most Dangerous Game.”
The Sniper, page 165

Analyze Literature: Setting

Complete the concept web below by describing the mood created in “The Sniper” and quoting sensory details that help create the mood. Find details that appeal to as many senses as possible.
**Describe and Critique: Fiction**

Describe the story “The Sniper.” 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**

| __________________________________________ |

**Main Characters**

| __________________________________________ |
| __________________________________________ |
| __________________________________________ |

**Conflict/Problem**

| __________________________________________ |
| __________________________________________ |
| __________________________________________ |

**Main Events in Plot**

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

**Theme**

________________________________________

---

**The Sniper**, page 165
Critique, or review and evaluate, the story “The Sniper.” 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>
Rules of the Game, page 170

Practice Vocabulary

Each boldfaced word from “Rules of the Game” below has one or more Latin roots. Use a dictionary to find the Latin root or roots in each word. Then write the meaning of the word.

1. My brothers and I would peer into the medicinal herb shop, watching old Li dole out onto a stiff sheet of white paper the right amount of insect shells, saffron-colored seeds, and pungent leaves for his ailing customers.

   Latin roots and meanings: __________________________________________________________
   Meaning of word: ________________________________________________________________

2. Then I ran off with my friends, shrieking with laughter as we scampered across the alley and hid in the entryway grotto of the China Gem Company. …

   Latin roots and meanings: __________________________________________________________
   Meaning of word: ________________________________________________________________

3. My mother graciously thanked the unknown benefactor …

   Latin roots and meanings: __________________________________________________________
   Meaning of word: ________________________________________________________________

4. “Little sister, been a long time since I play with dolls,” he said, smiling benevolently.

   Latin roots and meanings: __________________________________________________________
   Meaning of word: ________________________________________________________________

5. The knight came forward ready for the sacrifice.

   Latin roots and meanings: __________________________________________________________
   Meaning of word: ________________________________________________________________

6. At the next tournament, I won again, but it was my mother who wore the triumphant grin.

   Latin roots and meanings: __________________________________________________________
   Meaning of word: ________________________________________________________________
Rules of the Game, page 170

**Analyze Literature: Character**

Complete the chart for “Rules of the Game” by describing the character trait or traits shown by each piece of the mother’s dialogue. Then add two additional pieces of dialogue by the mother and name the character traits shown by them.

<table>
<thead>
<tr>
<th>What Mother Says</th>
<th>What Is Revealed</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Chinese people do business, do medicine, do painting. Not lazy like American people. We do torture. Best torture.”</td>
<td></td>
</tr>
<tr>
<td>“Every time people come out from foreign country, must know rules. You not know, judge say, Too bad, go back. They not telling you why so you can use their way go forward.”</td>
<td></td>
</tr>
<tr>
<td>“Is shame you fall down nobody push you.”</td>
<td></td>
</tr>
<tr>
<td>“Aii-ya! Stupid girl!”</td>
<td></td>
</tr>
</tbody>
</table>
**Rules of the Game**, page 170

**Analyze Literature: Point of View**

To learn more about the point of view of “Rules of the Game,” answer the following questions.

1. Who is telling the story?

2. Is the narrator a character in the story?

3. What is the name of this point of view?

4. Does the narrator simply present the story or offer commentary on the story? Explain.

5. What biases, attitudes, or opinions do you think the narrator has? How might these assumptions color her view? Can you trust her to be truthful and objective? Explain.

6. What advantages does the author’s chosen point of view have in effectively telling the story and communicating the themes? What disadvantages, if any, does it have?

7. How might the story be different if told from the mother’s point of view? From the narrator’s brother Vincent’s point of view?
Rules of the Game, page 170

Writing Assignment

The Writing Option on page 182 says, “The wind is used symbolically in this story. Write a brief critical essay that explores the use of the wind in the story.” Fill in the chart and answer the questions below as prewriting for this assignment.

<table>
<thead>
<tr>
<th>Description of Wind</th>
<th>Summary</th>
<th>What Does It Symbolize?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother’s advice to Waverly (pages 170–171)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>during Waverly's first tournament (page 176)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>after Waverly tells her mother off (page 178)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>end of story (page 179)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How are the situations in which the wind is described similar? How do they differ?

__________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________

How is the relationship between Waverly and her mother connected to the wind symbolism?

__________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________

Of what significance is the fact that the story begins and ends with descriptions of the wind?

__________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________
Describe and Critique: Fiction

Describe the story “Rules of the Game.” 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>Setting</th>
<th></th>
</tr>
</thead>
</table>

**Main Characters**

<table>
<thead>
<tr>
<th>Character</th>
<th></th>
</tr>
</thead>
</table>

**Conflict/Problem**

<table>
<thead>
<tr>
<th>Conflict/Problem</th>
<th></th>
</tr>
</thead>
</table>

**Main Events in Plot**

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 

**Theme**

---
Critique, or review and evaluate, the story “Rules of the Game.” 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?

____________________________________________________________________________________________________

____________________________________________________________________________________________________
The Man to Send Rain Clouds, page 183

Practice Vocabulary

Complete the crossword puzzle with words from “The Man to Send Rain Clouds.”
If you need help, you will find many of the words in the footnotes at the bottom of
the story pages.

Across
1. Native American shoes, often used for
ceremonial dances
4. animal symbolizing Jesus Christ
7. a flat-topped hill or small plateau with
steep sides
8. members of a church district or parish
9. a word sometimes used to refer to people
who are not Christians
10. dry gully or channel carved by water

Down
2. place of protection and seclusion for people
who follow a religious vocation
3. people afflicted with the disease known as
leprosy
5. person sent to convert others to a religion
or to teach religious beliefs
6. brick made of sun-dried earth
8. Spanish word for a village
The Man to Send Rain Clouds, page 183

**Analyze Literature: Setting**

Complete the chart for the settings of “The Man to Send Rain Clouds.” Write sensory details that describe each setting and tell which sense each one refers to. Then describe the mood created by the descriptions of each setting.

<table>
<thead>
<tr>
<th>Setting</th>
<th>Sensory Details</th>
<th>Sense Detail Appeals To</th>
<th>Mood</th>
</tr>
</thead>
<tbody>
<tr>
<td>the cottonwood grove (pp. 183–184)</td>
<td>1.</td>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>outside after the funeral (pp. 184–185)</td>
<td>1.</td>
<td>1.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>the priest’s house (pp. 185–186)</td>
<td>1.</td>
<td>1.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>the graveyard (p. 187)</td>
<td>1.</td>
<td>1.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>2.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>
The Man to Send Rain Clouds, page 183

Analyze Literature: Symbols

Complete the chart for objects with symbolic meanings in “The Man to Send Rain Clouds.” Think about the larger meaning or meanings that each object suggests, and describe it in the correct column. Some objects may apply to both columns. Then answer the question at the bottom of the page.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Pueblo Indians</th>
<th>Catholic Priest</th>
</tr>
</thead>
<tbody>
<tr>
<td>red blanket</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gray feather</td>
<td></td>
<td></td>
</tr>
<tr>
<td>corn meal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>moccasins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the Lamb</td>
<td></td>
<td></td>
</tr>
<tr>
<td>holy water</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How do the symbols relate to the story’s theme?
The Man to Send Rain Clouds, page 183

Make Connections

Read the connections and choose two that you connect with. Write your responses in the space provided.

Text-to-Self

In his actions, Father Paul takes into account both his own beliefs and traditions and those of his parishioners. Think about a situation in which you needed to be flexible about your own cultural or religious traditions. Describe the situation and explain how you handled it.

Text-to-Text

Compare and contrast the Native American traditions described in “The Man to Send Rain Clouds” to those described in “The Vision Quest.” Consider the purposes, attitudes, customs, and objects involved in each tradition. Explain how they are similar and different.

Text-to-World

Father Paul and Teofilo’s family have different ideas about proper funeral traditions. What are some situations in which religion or cultural differences clash in today’s world? Do people generally handle these differences wisely? Discuss at least two examples.
### Describe and Critique: Fiction

Describe the story “The Man to Send Rain Clouds.” 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

| ____________________________________________________ |
| ____________________________________________________ |

#### Main Characters

| ____________________________________________________ |
| ____________________________________________________ |
| ____________________________________________________ |
| ____________________________________________________ |
| ____________________________________________________ |
| ____________________________________________________ |
| ____________________________________________________ |

#### Conflict/Problem

| ____________________________________________________ |

#### Main Events in Plot

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

#### Theme

__________________________________________
The Man to Send Rain Clouds, page 183

Critique, or review and evaluate, the story “The Man to Send Rain Clouds.” 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?

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________
**Fiction Study Guide**

**Understanding Plot**

The *plot of a story* is the series of events related to a central conflict.

In a story’s *exposition*, the author sets the tone or mood, introduces the characters and setting, and provides necessary background information.

The *rising action* of a story occurs when the conflict is developed and intensified.

The *climax* of a story is the high point of interest or suspense.

The *resolution* of a story is the point at which the central conflict is ended or resolved.

Another word for conflict in a story is *struggle*.

Two types of conflict are *internal* and *external*.

The type of conflict that can take three different forms is *external*. They are between a character and nature, between a character and society, and between two main characters.

A *flashback* in a story is an interruption in the story’s chronological sequence that presents an event that occurred earlier.

*Foreshadowing* in a story is the presentation of hints or clues to events that will occur later in a story.

**Applying Plot to the Selections**

Summarize an important fact provided in the *exposition* of “The Interlopers.”
Possible answer: A lawsuit over land led to a feud between the Gradwitz and Znaeym families.

Summarize an event or remark that *foreshadows* General Zaroff’s plans in “The Most Dangerous Game.”
Possible answer: “Here in my preserve on this island, I hunt more dangerous game.”

Summarize the *climax* of the *plot* of “The Necklace.”
Mme. Loisel realizes she has lost Madame Forestier’s necklace.

In “Tears of Autumn,” Hana recalls her uncle saying he must find a young bride. This is an example of what plot element? flashback

What happens in the *resolution* of “The Scarlet Ibis”? 
Doodle dies and his brother grieves.

Summarize the *conflict* in the *plot* of “The Good Deed.” Explain whether this is an *internal* or *external conflict* and why.
Mrs. Pan dislikes and fears America. It is an internal conflict because it is based on Mrs. Pan’s attitudes toward society.

**Understanding Point of View**

*What is point of view?* the vantage point or perspective from which a story is told

*Why is it important to identify a story’s point of view?* The meaning of a story can shift depending on who is telling it and his or her relationship to its characters and conflict.

Write definitions of the terms in the chart.
First Person is a story told from the I or we perspective
Second Person uses the word you, addressing the reader directly
Third Person Limited uses the pronouns he, she, and it; gives the reader insight into the mind of only the narrator or of one other character
Third Person Omniscient uses the pronouns he, she, and it; reveals to the reader the thoughts of all or most characters

What is a narrator? a character or speaker who tells a story
What is the difference between a reliable narrator and an unreliable narrator? A reliable narrator’s account can be trusted while an unreliable narrator’s account cannot.

Applying Point of View to the Selections

Does the third-person narrator of “Tears of Autumn” have a limited or omniscient point of view? Explain. The narrator has an omniscient point of view, describing the thoughts and feelings not only of Hana but of her uncle and mother.

Is the narrator of “The Scarlet Ibis” a reliable or unreliable narrator? Explain. Students may say the narrator is reliable because he seems to describe the events and his thoughts and feelings fully and honestly; or somewhat unreliable because the guilt he feels about his brother’s death colors his view.

Write the title of each of the following stories in Unit 1 in the column that characterizes the story’s point of view.

First Person “Blues Ain’t No Mockin Bird”; “The Cask of Amontillado”; “Destiny”; “The Scarlet Ibis”; “American History”
Third Person Limited “The Most Dangerous Game”

Understanding Character

What is a character? an individual who takes part in the action of a literary work
How do major characters differ from minor characters? Major characters are those around whom a story is centered; minor characters play lesser roles and may give the major characters points of interaction.

What is the difference between a story’s protagonist and antagonist? The protagonist has the central role in the story; the antagonist works against the protagonist.

How do round characters differ from flat characters? Round characters show emotional complexity and development; flat characters exhibit only a single trait.

How do static characters differ from dynamic characters? Static characters remain the same throughout the course of a story; dynamic characters are affected by plot and undergo change.

What is characterization? the act of creating or describing a character

Complete the concept web to show three ways in which writers create characters.

First web oval: show what characters say, do, or think
Second web oval: say what other characters say or think about them
Third web oval: describe the physical features, dress, and personalities of the characters

What is motivation? the force or forces that drive a character to behave in a certain way
Define **dialogue** and **dialect**. Why are they important parts of a story? Dialogue is conversation between two or more characters. Dialect is a version of a language spoken by the people of a particular place, time, or social group. The form and content of these make a story engaging and provide indirect characterization.

**What are two ways an author may use indirect characterization?** show what characters say, do, and think; and show what other characters say or think about them

**What is a way an author uses direct characterization?** by directly describing a character’s physical features, dress, or personality

**Applying Character to the Selections**

Name one **major character** and one **minor character** in “The Necklace.”
**Major character:** Mme. Loisel; **Minor characters:** Mme. Loisel’s husband or Mme. Forestier

Is Hana in “Tears of Autumn” a **flat character** or a **round character**? Explain.
She is a round character, showing emotional complexity and development.

What is Celestine’s **motivation** for making her special gelatin dish in “Destiny”? Celestine doesn’t like her son and daughter-in-law’s habit of putting strange items in gelatin; her daughter-in-law is not gracious and welcoming.

Is Ulrich von Gradwitz in “The Interlopers” a **static character** or a **dynamic character**? Explain. He is dynamic; when faced with an outside danger, he is willing to give up his longstanding feud with his antagonist.

Who are the **protagonist** and **antagonist** of “The Cask of Amontillado”?
The protagonist is the narrator, Montresor; the antagonist is Fortunato.

In “Blues Ain’t No Mockin Bird,” the narrator says, “Granny wasn’t sayin nuthin.” What **characterization** technique is the author using? What does it add to the story? The dialect adds realism; it helps characterize the education, region, and socioeconomic class of the characters.

**Fill in the chart by giving examples of each type of characterization for the characters listed.**
**Possible answers:**

**General Zaroff in “The Most Dangerous Game”**
**Indirect Characterization** He says, “It gives me pleasure” to hunt men.
**Direct Characterization** The narrator describes him “dressed in the tweeds of a country squire.”

**Mrs. Pan in “The Good Deed”**
**Indirect Characterization** Mr. Pan is very concerned when she is not well.
**Direct Characterization** The narrator says she is afraid of the children.

**Doodle in “The Scarlet Ibis”**
**Indirect Characterization** Doodle works hard to learn how to walk.
**Direct Characterization** The narrator says Doodle was “just about the craziest brother a boy ever had.”

**Eugene in “American History”**
**Indirect Characterization** He blushes when the narrator speaks to him.
**Direct Characterization** The narrator says he is tall and blond and wears glasses.

**Della in “The Gift of the Magi”**
**Indirect Characterization** She sells her hair to buy her husband a gift.
**Direct Characterization** The narrator says she has beautiful hair that she takes pride in.
Understanding Setting

**What is setting?** the time and place in which the action of a story occurs

**Name five types of sensory details that might be used to describe a setting.** sight, sound, smell, taste, touch

**How do sensory details help create a setting?** They help readers see, hear, feel, and smell a setting, making it realistic and memorable.

**What are three reasons setting is important to a story?** It provides background for the story; it creates a connection between the characters of a story and the context in which they are placed; and it establishes a mood.

**What is mood?** the emotion created in the reader by part or all of a story

**Give five examples of moods that might be created in a story.** mysterious, happy, frightening, peaceful, serious, tense

Applying Setting to the Selections

Use the chart to describe the settings of the stories.

- “The Interlopers” late 1800s–early 1900s; a forest in the Carpathians
- “Blues Ain’t No Mockin Bird” late 1900s; rural southern United States
- “Destiny” late 1900s; small town in North Dakota
- “Tears of Autumn” mid-1900s; ship going from Tokyo to San Francisco
- “The Scarlet Ibis” early 1900s; rural southern United States
- “The Gift of the Magi” 1800s; furnished flat in New York City
- “The Necklace” 1800s; Paris, France

**How are the settings of “The Good Deed” and “American History” alike? How are the settings different?** Both are set in a middle-class neighborhood of a large city. The first is set in Chinatown in New York City. The second is in a Puerto Rican neighborhood in Paterson, New Jersey.

**What is the mood of “The Cask of Amontillado”? How does the story’s setting help support the mood?** The mood is dark, suspenseful, and frightening. Sensory details such as the torchlight, dampness, foul air, and human remains in the catacombs create the mood.

**Use the chart to list some sensory details used in the setting of “The Most Dangerous Game.”**

Possible answers:
- **Sight:** “one patch of weeds was stained crimson”
- **Sound:** “a high screaming sound”
- **Smell:** “long black cigarette … gave off a smell like incense”
- **Taste:** “the rich, red soup with whipped cream”
- **Touch:** the night “like moist black velvet”

Understanding Theme

**What is theme?** a central idea in a literary work

**What is the difference between theme and plot?** Plot outlines the events of a story; theme answers the question “What is the point?”

**How does the theme of a modern story usually differ from the moral of a fable or fairy tale?** The moral of a fable or a fairy tale tends to be simple and obvious. A theme is more sophisticated and less easy to find.

**What is a symbol?** anything that stands for and represents both itself and something else

**What three things should a reader examine to find a story’s theme?** plot, symbol, character

**How does a stated theme differ from an implied theme?** A stated theme is presented directly; an implied theme requires the reader to make inferences about the author’s intent and perception of the events in the story.
Applying Theme to the Selections

Name an object that serves as a symbol in “Destiny.” What ideas does the object suggest? Possible answer: The gelatin suggests the differing views of life of Celestine and Adele.

What threat do Ulrich and Georg face at the end of “The Interlopers”? What theme does this suggest? They are threatened by a pack of wolves, suggesting that nature is the strongest threat to people or that petty bickering can lead to tragedy.

Describe Granny Cain’s character in “Blues Ain’t No Mockin Bird.” How does her character relate to the story’s theme? She is proud and sensitive and protective of her privacy and that of her family. These traits contribute to the story’s themes that people should respect the privacy of others and that people’s lives should not be exploited for entertainment.

Fill in the chart by making a list or summary in the first three columns for each story. Then write a complete sentence that states the story’s theme based on the information on the chart. Possible answers:

<table>
<thead>
<tr>
<th>Story</th>
<th>Main Topic</th>
<th>Symbols</th>
<th>Important Elements of Plot and Character</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The Good Deed”</td>
<td>becoming accustomed to a new country</td>
<td></td>
<td>customs from the old country; arranging marriages</td>
<td>Customs differ, but people everywhere have similar wants and needs.</td>
</tr>
<tr>
<td>“Tears of Autumn”</td>
<td>moving to a new country</td>
<td>persimmons, rice fields, maple trees</td>
<td>Hana is not very bold but wants a better life.</td>
<td>Improving one’s life may require taking great risks.</td>
</tr>
<tr>
<td>“The Scarlet Ibis”</td>
<td>sibling relationships; disabilities</td>
<td>scarlet ibis</td>
<td>Doodle adores his brother; his brother is ashamed of Doodle.</td>
<td>False pride can make a person take actions he will regret.</td>
</tr>
<tr>
<td>“American History”</td>
<td>growing up; prejudice; public tragedies</td>
<td>El Building; President Kennedy</td>
<td>The narrator is infatuated with a boy; his mother is prejudiced against her ethnic group.</td>
<td>One’s personal life is sometimes more important than public events.</td>
</tr>
<tr>
<td>“The Necklace”</td>
<td>materialism; social climbing</td>
<td>the necklace</td>
<td>Mme. Loisel is enthralled by wealth and beautiful things.</td>
<td>Overemphasis on material possessions may lead away from the truly important parts of life.</td>
</tr>
</tbody>
</table>

Practice Test

1. B
2. C
3. D
4. B
5. C
6. D
7. D
8. A
9. B
10. A
11. D
12. C
13. B
14. A
15. C
16. D
17. C
18. D

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Meeting the Standards

LEVEL IV, UNIT 1

131
Thank You, M’am

How to Read Fiction

Framework for Reading Fiction

Before Reading
- The story is told in third person limited omniscient point of view, from Roger’s perspective. The author provides insights into Roger’s thoughts, but only presents the dialogue and actions of Mrs. Jones.
- The two characters in the story are Roger and Mrs. Jones. Roger is a fourteen-year-old boy who doesn’t have any money or anyone at home to take proper care of him. Mrs. Jones is a large woman who can take care of herself, showing Roger kindness after he tries to rob her.
- The story is set in Harlem, a section of New York City, in the 1950s.

During Reading
- Even though the story begins with an attempted robbery, Mrs. Jones’s reaction and the dialogue between the characters creates a humorous, uplifting mood.
- All we are told about Mrs. Jones’ appearance is that she is a large woman. Roger is described as looking as if he were fourteen or fifteen, frail and thin, wearing blue jeans and tennis shoes, with a dirty face. The first part of the story takes place on the street, and the rest of the story takes place in Mrs. Jones kitchenette-furnished room.
- Responses will vary.
- The central conflict is an external conflict, man vs. man, between Roger and Mrs. Jones. Roger also experiences internal conflict, as he struggles with his guilt and how to react to the kindness Mrs. Jones shows him.

After Reading
- Roger, a fourteen-year-old boy tries to steal Mrs. Jones’s purse in order to buy himself a pair of blue suede shoes. Mrs. Jones drags Roger back to her apartment, feeds him dinner, and gives him the money to buy the shoes. Roger is too overwhelmed by her kindness to thank her.
- The theme of the story is that forgiveness and understanding may have a positive affect on people who misbehave because of difficult circumstances.
- Responses will vary. Students may say that people should not judge other people until they come to understand what their motivations are.

Predictions Chart

Responses will vary.

Preview Vocabulary

Word: frail
Definition: weak; slight
Synonyms: fragile, delicate
The word used in a sentence from the story: “He looked as if he were fourteen or fifteen, frail and willow-wild, in tennis shoes and blue jeans.”
Antonyms: strong, sturdy
The word used in a sentence I wrote: Responses will vary.

Word: presentable
Definition: looking good enough to be shown to other people
Synonyms: respectable, groomed
The word in used in a sentence from the story: “You might run that comb through your hair so you will look presentable.”
Antonyms: scruffy, unkept
The word used in a sentence I wrote: Responses will vary.
Word: barren
Definition: lacking interest or charm
Synonyms: sterile, bleak
The word in used in a sentence from the story: “… he couldn’t even say that as he turned at the foot of the barren stoop and looked up at the large woman in the door.”
Antonyms: fertile, adorned
The word used in a sentence I wrote: Responses will vary.

Analyze Literature: Character

Character Chart

Mrs. Jones:
What characters say, do, or think: Mrs. Jones defends herself against attack and drags the boy to her house. She realizes he needs caring guidance from an adult and feeds him dinner and gives him money to buy shoes. Her statements indicate she has had a hard life and can empathize with Roger.
What other characters say or think about them: The fact that Roger stays in her room and responds to her hospitality indicates that she is someone who can be trusted.
Descriptions of physical features, dress, and personalities of the characters: The author gives the only physical description of Mrs. Jones as being a large woman. Her dialogue and actions reveal that she is a strong-willed woman who is caring and can “turn the other cheek.”

Roger:
What characters say, do, or think: Roger’s statements and actions reveal that he is a poor boy with no one home to watch over him. He needs money to buy a pair of blue suede shoes. He is ashamed of himself for trying to steal Mrs. Jones’s purse.
What other characters say or think about them: Mrs. Jones finds out that Roger needs adult guidance. Her actions show that she thinks she can help him to change his ways.
Descriptions of physical features, dress, and personalities of the characters: Roger is described as looking fourteen or fifteen, frail and thin, wearing blue jeans and tennis shoes, with a dirty face and messy hair. The author reveals that Roger cares about what Mrs. Jones thinks of him and wants to thank her, but can’t find the right words.

Use Reading Skills: Determine the Importance of Details

Details Chart
Possible answers:

<table>
<thead>
<tr>
<th>Detail from the Story, Page Number</th>
<th>What it Tells about the Characters, Setting, or Plot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Jones is a large woman and kicks the boy and picks him up by his shirt front, page 6</td>
<td>Mrs. Jones is strong enough to fight off a robbery attempt; Roger is thin enough for her to lift up.</td>
</tr>
<tr>
<td>Mrs. Jones asks Roger, “Ain’t you got nobody home to tell you to wash your face?”, page 7</td>
<td>Mrs. Jones finds out that Roger is unsupervised and neglected at home.</td>
</tr>
<tr>
<td>The door was open and Roger could have run, but doesn’t, page 8</td>
<td>Roger trusts Mrs. Jones and appreciates the attention she is showing him</td>
</tr>
<tr>
<td>Mrs. Jones feeds Roger dinner and gives him money to buy blue suede shoes, pages 9–10</td>
<td>Mrs. Jones hopes that by helping Roger she could teach him to change his ways.</td>
</tr>
</tbody>
</table>
Analyze Literature: Dialect

Possible answers:

1. “Now, aren’t you ashamed of yourself?”
2. “Why did you want to do that?”
3. “Your face certainly is dirty.”
4. “I think I’d like to wash your face for you.”
5. “Isn’t there anybody home to tell you to wash your face?”
6. “Are you going to take me to jail?”
7. “I was young once and wanted things I could not get.”
8. “Maybe you haven’t had your supper either, late as it is.”
9. “With that face, I would not take you anywhere.”
10. “No, m’am. I just want you to let me go.”

Use Reading Strategies: Make Connections

Responses will vary.

Writing Options: Creative Writing

Creative Writing
Use the Writing Rubric on page 27 to evaluate students’ narrative writing assignment.

Selection Quiz

1. B 4. B
2. A 5. D
3. C

Mrs. Jones: large, strong, caring
Roger: ashamed, desperate, neglected

The Interlopers

Build Background

1. Boundary disputes are caused by military, cultural, ethnic, religious, or political conflicts.
2. Items that can be used to mark boundaries include fences, walls, stones, buoys, stakes, and landmarks such as rivers and mountain ranges.
3. Responses will vary.
4. Eminent domain is the process whereby a government can seize private property for public use—for example, the building of a school, road, office complex, and so on. In other words, the government offers the private property owners a fair price for the land and forces the owners from their homes. This process blurs the boundaries between public and private property.
5. Responses will vary.
6. Responses will vary.
7. Boundary disputes among private citizens are typically settled by real estate lawyers in the local court system. Federal courts and the Supreme Court are involved in disputes involving states. The United Nations oversees many of the disputes among nations.
8. The Great Wall of China
9. No country owns the North Pole; however, every country that borders the Artic Ocean has a claim on some its waters and resources that lie beneath those waters.
10. The stone markers on the Maryland side have an “M” or are inscribed with the coat-of-arms of the Calvert family. The markers on the Delaware and Pennsylvania sides have a “P” or are inscribed with the coat-of-arms of the Penn family.
11. The Berlin Wall that separated the governments of West Berlin and East Berlin
12. Israel and Palestine are engaged in a long-standing land dispute. Israel believes that the land occupied by the Palestinians is a part of their land. This conflict has created tension in this area and has resulted in the loss of life.
13. The Mississippi River
14. The Mason-Dixon line

Preview Vocabulary: Words in Action

Responses will vary.

Text-to-Text Connection: “The Interlopers” and “A Poison Tree”

Responses will vary. Students may say that the two men in “The Interlopers” and the speaker of “A Poison Tree” are both holding long-term grudges that are festering. However, unlike the very public feud in “The Interlopers,” the speaker in “A Poison Tree” did not reveal his anger to his foe.

Selection Quiz

1. C
2. B
3. A
4. D
5. B
6. C
7. D
8. A
9. C
10. C
11. A
12. irony of situation
13. plot
14. flashback
15. character

The Most Dangerous Game

Build Background: Survival of the Fittest

Responses will vary.

Preview Vocabulary: Would You Rather…

1. disarming
   Explanations will vary.
2. mosquito net
   Explanations will vary.
3. an act of betrayal
   Explanations will vary.
4. a friend who is shy
   Explanations will vary.
5. tangible evidence
   Explanations will vary.
6. analytical mind
   Explanations will vary.
7. welcomed solicitously
   Explanations will vary.
8. Responses will vary. These suffixes indicate adjectives.
9. Responses will vary. These suffixes indicate adjectives.
10. Responses will vary.

Analyze Literature: Suspense

Responses will vary. Below are some sample answers:

Ship-Trap Island and the Surrounding Sea: “Sailors have a curious dread of the place”; “The place has a reputation—a bad one”; “This place has an evil name among sea-faring men, sir.” All of these details hint at upcoming danger for Rainsford.

Château: “…a lofty structure with pointed towers plunging upward into the gloom”; “…it was set on a high bluff, and on three sides of it cliffs dived down to where the sea licked greedy lips in the shadows”; “The stone steps were real enough; the massive door with a leering
gargoyle for a knocker was real enough; yet about it all hung an air of unreality.” All of these
details indicate an imposing structure that is out of place in its surroundings. Its presence holds
mystery for visitors to the island.

**General Zaroff:** “Rainsford’s first impression [of Zaroff] was that the man was singularly
handsome; his second was that there was an original, almost bizarre quality about the general’s
face”; “…his thick eyebrows and pointed military mustache were as black as the night from
which Rainsford had come”; “…his eyes, too, were black and very bright…had high cheek
bones, a sharp-cut nose, a spare, dark face, the face of a man used to giving orders…..” These
details about Zaroff’s physical description focus on “black” and “dark,” which reflect the dark
heart or evilness of his character.

**Ivan:** “The first thing Rainsford’s eyes discerned was the largest man Rainsford had ever
seen—a gigantic creature, solidly made and black-bearded to the waist”; “…the menacing look
in the eyes did not change”; “He gave no sign that he understood Rainsford’s words…..” The
details about Ivan suggest that Ivan is an animal, a creature, whose presence in the château is
intimidating and unsettling to visitors.

### Critical Thinking Discussion Questions

Responses will vary for questions 1, 3, and 4. For question 2, students may say that chaos
and destruction of the human race would result if General Zaroff’s mantra were followed by
everyone. For question 5, students may point out that Rainsford uses reasoning to set his traps
for General Zaroff; however, he also has to rely on his survival instincts (for example, climbing
a tree) to outwit his opponent. For question 6, students may say that the moral dilemma
highlighted in the story questions the distinction between the killing of humans in a wartime
situation versus the killing of humans for sport.

### Selection Quiz

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. F</td>
<td>6. T</td>
<td>11. T</td>
</tr>
<tr>
<td>2. T</td>
<td>7. T</td>
<td>12. T</td>
</tr>
<tr>
<td>5. F</td>
<td>10. F</td>
<td>15. F</td>
</tr>
</tbody>
</table>

### Blues Ain’t No Mockin Bird

#### Build Background

1. Possible responses: Students may mention “Thank You, M’am,” “Rules of the Game,” and
“Sweet Potato Pie” as examples of short stories that contain dialect. Students may also
suggest poetry by Robert Burns, Langston Hughes, and Dylan Thomas.
The most widely-regarded example of the use of dialect is in the novel *The Adventures of
Huckleberry Finn*.

2. Students may say that dialect adds to the authenticity of the characters.

3. Students may say that dialect reveals many things about an individual character, including
level of education, area of residence, ethnicity, age, and occupation.

4. Students may say that, for an author, writing dialect requires a great attention to detail
and to the nuances of a language. For a reader, dialect can be a stumbling block to
comprehension and may require a slower reading pace.

#### Analyze Literature: Point of View

Responses will vary.
Descriptive Essay: Dominant Impression

Students may refer to the Revision Checklist to ensure that they have met the requirements of the descriptive essay.

Selection Quiz

1. The granddaughter
2. Cathy
3. Granny Cain
4. Granddaddy Cain
5. Smilin man
6. true
7. true
8. false
9. D
10. B

The Cask of Amontillado

Build Background: Murder He Wrote

1. True
2. True
3. False  A “perfect crime” is a crime that may go completely undetected or a crime in which there is no apparent evidence and, therefore, the suspect cannot be traced or found.
4. True
5. True
6. False  A criminal’s modus operandi or m.o. is a system that is used to classify a criminal by the manner in which he or she commits a crime.
7. True
8. True
9. False  The top priority in processing a crime scene is to protect the area from any contamination or destruction by others before the evidence is collected.
10. True

Vocabulary: Poe’s Diction

Responses will vary.

Using Foils to Fool

Responses will vary. Some students may note that the wearing of costumes by the party-goers, in particular the jester costume that is worn by Fortunato, stands in sharp contrast with the evilness that is about to take place. Other students may say that Montresor’s false concern for Fortunato’s health stands in contrast to Fortunato’s lack of concern about his own health.

Follow-Up Activity: Murder He Wrote

1. Students may say that there is premeditation on the part of Montresor. He plans his crime to coincide with the chaos of carnival; he makes certain that there are no attendants at home; he preys on Fortunato’s character flaw (pride) and weakness (wine) to lure him into his deadly trap; he chooses the catacombs as the ideal place to commit the murder; he carries a trowel into the catacombs to carry out the entombment.
2. Responses will vary. Some students may say that Montresor did commit the “perfect crime” because immurement or the punishment of entombing a person alive is hard to detect, and Montresor has made sure that there are no loose ends.
3. Montresor’s lawyer could not have his client plead insanity because insanity cannot be used as a defense in a first-degree (premeditated) murder. Although Montresor’s lawyer could argue that seeking revenge for insults by entombing a person is a clear sign of mental instability, Fortunato’s lawyer could prove that the act of immurement was premeditated and not performed on impulse, indicating calculation and logical reasoning by Montresor.

4. Responses will vary. Students may say that Montresor had the motive (seeking revenge for insults), the means (ability to obsess over perceived wrongs and carry out evil intentions), and the opportunity (the merriment of carnival to cover up his crime and his knowledge of the catacombs to complete his crime).

5. Responses will vary. Students may say that Montresor is an opportunist who does not seek fame for his evil deeds but rather is driven by internal factors—in this case, revenge.

6. Montresor preys on Fortunato’s weakness of character (his pride in his connoisseurship of wine) to convince Fortunato to enter the catacombs. While traveling through the catacombs, Montresor feigns concern about the health of Fortunato and plies his friend with wine to increase Fortunato’s vulnerability.

7. Montresor is seeking revenge for what he describes as “injuries” and “insult.” The goal of revenge is to seek atonement for the shame and humiliation brought on by another person. Responses will vary.

8. Responses will vary. Crime scene investigators might find fibers of Fortunato’s jester costume, bits of mortar, a torch or trowel, hair or skin cells, and so on. Fortunato’s body might reveal the cause and time of death. His costume would indicate the circumstances surrounding his death.

9. Responses will vary. Investigators would try to establish a connection between the two men by speaking with family members and friends and finding similarities in routines, relationships, workplaces, and leisure activities. Investigators would try to construct a time line of events leading up to the murder.

**Selection Quiz**

1. A  
2. C  
3. B  
4. A  
5. D  
6. C  
7. E  
8. H  
9. F  
10. A  
11. B  
12. G  
13. I  
14. D  
15. C

**Destiny**

**Build Background: Coping With Stress**

Responses will vary.

**Analyze Literature: Using Similes in Characterization**

Responses will vary. Below are sample answers:

Wallacette: “The girl’s pale legs are brawny as a wrestler’s.”
Norris: “He is like a version of his mother, left too long in the water.”
Celestine: “She is wearing a white turban on her head, and earrings that look like tiny red plungers.”
Analyze Literature: Character

Part I: Who Am I?

1. Wallacette
2. Wallacette
3. Wallacette
4. Adele
5. Celestine
6. Celestine
7. Celestine
8. Celestine
9. Wallacette
10. Celestine
11. Celestine
12. Celestine
13. Norris
14. Wallacette
15. Celestine
16. Wallacette

Part II: Using Characterization to Draw Conclusions

Responses will vary.

Selection Quiz

1. Wallacette
2. Wallacette
3. Celestine
4. Adele
5. Celestine
6. Norris
7. Wallacette
8. Norris
9. Wallacette
10. Norris
11. wield
12. elude
13. premonition
14. earnest
15. gloat

The Good Deed / Tears of Autumn

Build Background

Students’ answers will vary.

Set Purpose

Students’ answers will vary.

Practice Vocabulary

1. quizzically
2. conscientious
3. tentative
4. sparse
5. contemplatively
6. indignantly

Compare Literature: Motivation and Character

Possible answers:

Mrs. Pan in “The Good Deed”

Character Traits traditional, strict, strong, stubborn, helpful
Motivation to follow cultural traditions; to be useful

“Hana Omiya in “Tears of Autumn”

Character Traits intelligent, ambitious, adventurous
Motivation to widen her experience; to have a better life

Both Mrs. Pan and Hana have been removed from their countries. Consider how the degree of choice each had in that removal might have affected their opinions of America.

Mrs. Pan had very little choice in her decision, which may contribute to her disliking America. Hana, on the other hand, made her decision herself. She may work hard to like America in order to validate her choice.

Both characters make life-changing decisions. What motivates them to make these decisions? Consider the outside forces that affect their choices and determine the motivations of other characters who affect their choices.
Mrs. Pan makes the decision to create roots in her new home by becoming socially involved with other people. She is motivated by her sense of what is proper and by her desire to keep her old traditions alive. Hana’s decision to move to America and marry someone she doesn’t know is motivated by her desire to make a new, better life for herself.

Do Mrs. Pan and Hana Omiya come to the United States for the same reason? Explain.
Mrs. Pan and Hana Omiya both come to the United States to make their lives better, but their motivations are different. Mrs. Pan has little choice as her son engineers her move in order to get her away from negative elements in her home. Hana, on the other hand, makes the positive choice herself to move to the United States for a new life with more opportunities.

Is what motivates Lili to accept Mrs. Pan’s help in “The Good Deed” the same as Hana's motivation to volunteer for the marriage to Taro Takeda? Explain.
Although Lili and Hana have similar motivations in wishing to get married, Hana’s action is more life-changing and takes more courage since she must move to a faraway country with a different culture and marry someone she has never met.

How do you think each of the women view marriage? Explain.
Lili views marriage as giving her something she has always wanted: a husband and children. Hana views her future marriage as a key to a better, entirely different life.

Compare Literature: Setting

Sample sensory details:

<table>
<thead>
<tr>
<th></th>
<th>“The Good Deed”</th>
<th>“Tears of Autumn”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sight</td>
<td>“… the old lady’s cheeks were faintly pink and that her large beautiful eyes were beginning to shine and glow.”</td>
<td>“… to see once more the maple trees lacing their flaming colors through the green pine.”</td>
</tr>
<tr>
<td>Sound</td>
<td>“To her joy he spoke good Chinese, and the words fell sweetly upon her old ears.”</td>
<td></td>
</tr>
<tr>
<td>Smell</td>
<td></td>
<td>“… the relentless smell of fish that penetrated the lower decks.”</td>
</tr>
<tr>
<td>Taste</td>
<td>“The water tastes of metal and not of earth…”</td>
<td>“She could not eat the bean soup and rice … and took only a few bites of the yellow pickled radish.”</td>
</tr>
<tr>
<td>Touch</td>
<td>“He led her inside the cool, dark shop…”</td>
<td>“She clung to the moist rail and breathed the damp salt air deep into her lungs.”</td>
</tr>
</tbody>
</table>

Identify the setting of each story.
“The Good Deed” takes place in an apartment in the Chinatown of a big American city and a china shop in the neighborhood. “Tears of Autumn” takes place in a small house in a village in Japan and on a ship traveling from Japan to California.

Identify the mood created by the setting of each story. How do the moods of the two stories differ?
The mood of “The Good Deed” is pleasant and hopeful, created by the homely apartment of Mrs. Pan’s family and the cozy china shop. The mood of “Tears of Autumn” is darker, created by the stifling atmosphere of Hana’s home in Japan and the unpleasant setting of the ship. This reinforces Hana’s doubts about her decision.
Make Connections

Students’ answers will vary.

Focus on “The Good Deed”

Mirrors & Windows Question
Students’ answers will vary.

Selection Quiz

1. A
2. D
3. D
4. C
5. D
6. some china bowls
7. to speak with her in Chinese
8. that he and his wife were in love before their marriage was “arranged”

Focus on “Tears of Autumn”

Mirrors & Windows Question
Students’ answers will vary.

Selection Quiz

1. C
2. B
3. D
4. E
5. A
6. ship
7. letters
8. Oakland, California
9. high school
10. kimono

What Do You Think?

Students’ answers will vary.

The Scarlet Ibis

Build Background

Responses will vary.

Preview Vocabulary

1. careen
2. are iridescent
3. have a vortex
4. evanesce
5. reiterate
6. are imminent
7. sullenly
8. infallibility
9. heresy

Analyze Literature: Mood

Responses will vary. Students may include these examples: “[Aunt Nicey] said caul babies should be treated with special respect since they might turn out to be saints” (character); “…I [the narrator] began to make plans to kill him by smothering him with a pillow” (action); “The last graveyard flowers were blooming, and their smell drifted across the cotton field and through every room of our houses, speaking softly the names of our dead” (setting).
Analyze Literature: Conflict

Responses will vary. Possible answers may include person versus person (the narrator versus his brother Doodle); person versus nature (Doodle versus the thunderstorm); person versus society (the narrator versus the low expectations of others for Doodle); and person versus self (the narrator versus his pride or the reason behind wanting to help his brother Doodle).

Use Reading Strategies: Make Connections

Responses will vary.

Selection Quiz

2. Daddy 7. The narrator 12. reiterate
3. Doodle 8. Doodle 13. iridescent
5. Doodle 10. The narrator 15. sullenly

American History

Build Background: Defining Moments

Responses will vary.

Vocabulary: “Wanted” Poster

Responses will vary.

Analyze Literature: Setting

Sample response:

Time:
Year: 1963
Other Events/Conditions of Time Period: Cold War with Russia (shifting struggle for power between the democratic government of the United States and the communist regime of Russia); space race; racial injustice and segregation
Season: winter—“I hated the city, especially in winter.”
Weather: a typical gray November day—“It was a cold gray day in Paterson. The kind that warns of early snow.”

Place:
E1 Building: “The Puerto Rican tenement known as E1 Building...was like a monstrous jukebox, blasting out salsas from open windows as the residents, mostly new immigrants just up from the island, tried to drown out whatever they were currently enduring with loud music.”
Paterson, New Jersey: “Every Sunday we drove out to the suburbs of Paterson, Clifton, and Passaic, out to where people mowed grass on Sundays in the summer, and where children made snowmen in the winter from pure white snow, not like the gray slush of Paterson, which seemed to fall from the sky in that hue.”

Overall Mood of Story:
The overall mood of the story reflects the dreariness and oppressiveness of city life for immigrants.
Essay Questions for “American History”

Responses will vary.

Selection Quiz

1. Mr. DePalma
2. Eugene
3. Elena’s mother
4. Eugene’s mother
5. Elena
6. Elena’s mother
7. Eugene’s mother
8. Eugene
9. Elena
10. Eugene
11. D
12. A
13. C
14. B
15. D

The Gift of the Magi / The Necklace

Build Background

Students’ answers will vary.

Set Purpose

Sample answers:

“The Gift of the Magi” by O. Henry

to entertain readers by surprising them; to violate readers’ and characters’ expectations; to depict lower middle-class, forgotten characters

Students’ answers will vary.

“The Necklace” by Guy de Maupassant

to depict fashionable life of Paris; to portray human beings truthfully; to use irony effectively

Students’ answers will vary.

Practice Vocabulary

1. C
2. H
3. G
4. I
5. D
6. A
7. E
8. J
9. B
10. F

Compare Literature: Theme and Irony

Sample answers:

<table>
<thead>
<tr>
<th>Main Topic</th>
<th>Symbols</th>
<th>Irony</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The Gift of the Magi”</td>
<td>love between a man and woman; wanting material things that one cannot afford</td>
<td>hair; combs; watch; watch chain</td>
<td>Della and Jim each sells his or her most precious possession to get one another a gift; the gifts are unusable because they were meant to be used with their most precious possessions.</td>
</tr>
<tr>
<td>Main Topic</td>
<td>Symbols</td>
<td>Irony</td>
<td>Theme</td>
</tr>
<tr>
<td>------------</td>
<td>---------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>“The Necklace”</td>
<td>wanting material things one cannot afford; wanting to be a person one is not; envying others for their material possessions</td>
<td>necklace</td>
<td>Temporarily fulfilling her dream of appearing wealthy and of a high social status leads Madame Loisel to a life of hard work and poverty.</td>
</tr>
</tbody>
</table>

**What do the themes of each story have in common? How are they different?**
Both stories deal with wanting more material possessions than one can afford. They differ in that the characters of “The Gift of the Magi” want wealth in order to give a gift to their loved one. The protagonist of “The Necklace” wants wealth in order to satisfy her vanity. So the theme of the first story is a positive statement about the unimportance of wealth compared to love. The theme of the second is a sad commentary on how people harm themselves when their values are skewed.

**What details in the stories help to express the themes?**
In “The Gift of the Magi,” the plain, meager flat that Della and Jim live in is compared to the couple’s gifts for one another and their true love. The brilliant necklace and ball in “The Necklace” is compared to the poor household and life of drudgery that Mme. Loisel experiences after the ball.

**What is the ironic twist in each story? How does the use of irony affect the development of the themes?**
Della and Jim each sells his or her most precious possession to get one another a gift; the gifts are unusable because they were meant to be used with their most precious possessions. Temporarily fulfilling her dream of appearing wealthy and of a high social status leads Madame Loisel to a life of hard work and poverty. The use of irony brings the theme to life in each story.

**Compare Literature: Character**
Sample answers:

<table>
<thead>
<tr>
<th>What She Says</th>
<th>What She Does</th>
<th>What Others Say About Her</th>
<th>Character Traits Revealed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Della “The Gift of the Magi”</td>
<td>“I couldn’t have lived through Christmas without giving you a present.”</td>
<td>sells her hair to buy Jim a present</td>
<td>“... and went to work repairing the ravages made by generosity added to love.”</td>
</tr>
<tr>
<td>Madame Loisel “The Necklace”</td>
<td>“I will have such a poverty-laden look. I would prefer not to go to this party.”</td>
<td>convinces her husband to spend a large sum for a new dress; borrows a fancy necklace</td>
<td>“Oh! my poor Matilda! How you have changed.”</td>
</tr>
</tbody>
</table>

**How are Della and Madame Loisel similar in their attitudes toward material wealth? How do they differ?**
Both wish they had more money. However, Della wants money to buy a gift for her husband while Madame Loisel wants money to make herself look beautiful and important.
How are Della and Madame Loisel similar and different in their attitudes toward their physical appearances? How do these attitudes affect the way their characters end up at the end of the stories?

Both want to look attractive: Della is sad about cutting off all her hair, and Madame Loisel wants to look beautiful at the ball. However, Della wants to look good because she loves her husband; Madame Loisel is self-centered and wants admiration from strangers. Della ends up happy because she values her love for her husband above all else; Madame Loisel is ruined because of her misplaced values.

**Make Connections**

Students’ answers will vary.

**Focus on “The Gift of the Magi”**

**Mirrors & Windows Question**

Students’ answers will vary.

**Selection Quiz**

<table>
<thead>
<tr>
<th>1. Christmas</th>
<th>5. magi</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. two</td>
<td>6. D</td>
</tr>
<tr>
<td>3. watch</td>
<td>7. B</td>
</tr>
<tr>
<td>4. set of combs</td>
<td>8. C</td>
</tr>
</tbody>
</table>

**Focus on “The Necklace”**

**Mirrors & Windows Question**

Students’ answers will vary.

**Selection Quiz**

<table>
<thead>
<tr>
<th>1. B</th>
<th>6. M. Loisel wangles it from his employer to make his wife happy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. D</td>
<td>7. She has a wonderful time and makes a vivid impression on the men.</td>
</tr>
<tr>
<td>3. D</td>
<td>8. She goes without a maid and moves into a cheaper apartment; she does all the housework herself.</td>
</tr>
<tr>
<td>4. C</td>
<td></td>
</tr>
<tr>
<td>5. A</td>
<td></td>
</tr>
</tbody>
</table>

**What Do You Think?**

Students’ answers will vary.

**The Ravine**

**Practice Vocabulary**

Possible answers:

1. a small, deep canyon with water
2. full of knots
3. jerk, idiot
4. mocked
5. dove like a torpedo, a thin, cylindrical weapon
6. small streams
7. a steep place, a cliff
Analyze Literature: Setting

Possible answers:
Sight: “… a descent of rich Kikuyu grass pastureland, flowing from there over vast highlands of brown and green …” Sound: “The roar of the waterfall got louder, louder.” Smell: “Vinny ripped a hank of white ginger from the ginger patch and smelled it … so sweet and alive …” Taste: “The cold mountain water tasted tangy.” Touch: “The cool breeze that swept the Hawaiian hillside pastures above died early in the descent.”

Analyze Literature: Character

1. Vinny is the protagonist; he has the central role in the story.
2. Vinny is a round character; he shows emotional complexity and development.
3. Vinny is a dynamic character; he changes from a person who feels compelled to follow his peers to one who does what is right for him.
4. He is motivated by peer pressure, by the fear that his friends will laugh at him.
5. Possible answer: Vinny is sensitive, rational, and courageous.
6. Joe-Boy is basically a flat character, mainly playing the role of an insensitive adolescent who doesn’t take life very seriously.
7. Sample answer: Joe-Boy says, “Hey, Vinny, just think, that kid walked where you walking,” to taunt Vinny. It shows that he is insensitive and doesn’t take life and death seriously.
8. Joe-Boy: “Hey, maybe you going be the one to find his body.” The dialect shows the characters’ middle class Hawaiian background.

Analyze Literature: Plot

1. A boy had drowned in the ravine two weeks earlier; Vinny’s mother told him never to go there again.
2. The teenagers hike to the ravine. They swim, and then Starlene, Joe-Boy, and Mo jump in from a fifty-foot ledge.
3. Vinny hikes to the ledge and considers whether to jump.
4. Vinny chooses not to jump; the friends hike out, and Vinny feels at peace with himself.

Describe and Critique: Fiction

<table>
<thead>
<tr>
<th>Title</th>
<th>The Ravine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>Graham Salisbury</td>
</tr>
<tr>
<td>Type of Fiction</td>
<td>Short Story</td>
</tr>
<tr>
<td>Setting</td>
<td>a ravine in Hawaii</td>
</tr>
<tr>
<td>Main Characters</td>
<td>Four teen-aged friends: Vinny; his best friend, Joe-Boy; Mo; and Mo’s girlfriend Starlene</td>
</tr>
<tr>
<td>Conflict/Problem</td>
<td>Vinny’s friends want Vinny to take a dangerous jump off a fifty-foot ledge. Vinny is fearful but doesn’t want his friends to think he is a coward.</td>
</tr>
<tr>
<td>Main Events</td>
<td>Four friends go to a ravine where a boy has recently drowned. They jump from a ledge and swim in the pond. Then Starlene, Joe-Boy, and Mo hike to a fifty-foot ledge and jump in turn. Vinny hesitates, thinking about the danger and about the boy who recently died. Finally, he decides not to jump. He hikes down with his friends, knowing they think he is a coward but feeling a profound peace within himself.</td>
</tr>
<tr>
<td>Theme</td>
<td>Being true to oneself and to what one knows is right creates inner peace.</td>
</tr>
</tbody>
</table>

Critique, or review and evaluate, the story “The Ravine.” Answer these questions. Students’ answers will vary.
The Vision Quest

Practice Vocabulary

Students’ sentences will vary.

1. purified
2. self-confident
3. withered
4. destroyed
5. grinding
6. thin

Analyze Literature: Characterization

Possible answers:

Indirect Characterization

What the Protagonist Says, Does, or Thinks
“The young man clenched his teeth, determined to stick it out, resolved to force that vision to come.”

What Others Say or Think About the Protagonist
“His relatives thought he had the power even before he went up …”

Direct Characterization

Descriptions of the Protagonist’s Physical Features, Dress, and Personality
“The young man was daring and brave.”

Analyze Literature: Theme

1. The young man is brave and determined, but he lacks patience and humility.
2. The young man wants to have a vision so he can become a great medicine man.
3. The young man’s uncle tells him that he felt he was owed a vision, but a vision comes only as “a gift born of humility, of wisdom, and of patience.”
4. The vision pit may symbolize the hardships of life, which keep a person from gaining enlightenment. The boulder might symbolize forces that are not in a person’s control that can influence his or her life.
5. Possible answer: Even the strongest, most talented person should not expect success or enlightenment to be handed to him or her on a silver platter.
6. Possible theme provided for question 5 is implied. One theme is stated: “Suffering alone brings no vision nor does courage, nor does sheer will power.”

Enrichment: Legends

1. He is referred to only as “the young man,” making him more of a universal figure than an individual person.
2. “Having a high opinion of himself …”; “The young man was daring and brave.”
3. An internal conflict is the young man’s struggle with fear and doubt. The external conflict is with nature and the gods, symbolized by the boulder.
4. The first two days and nights, in which the young man hopes for a vision and is told by a mysterious voice that he should not expect one, are described similarly. The boulder rolls down the mountain repeatedly, four times.
5. The protagonist is by himself in a desolate place with only nature around him. This setting emphasizes the theme that a person must be in harmony with nature, or “the gods” in order to have vision, or find oneself.
6. The resolution consists of a medicine man summarizing what the young man should have learned from his quest.

Students’ legends will vary.
Describe and Critique: Fiction

Title The Vision Quest
Author Lame Deer, recorded by Richard Erdoes
Type of Fiction Short Story
Setting a mountaintop
Main Characters a young man, two medicine men
Conflict/Problem A young man tries very hard to have a vision, but nature and the gods oppose his attempts.
Main Events A young man wants to have a vision; his family feeds him well all winter in preparation. In spring, two medicine men oversee his purification in a sweat lodge. He spends a night on the mountaintop but is fearful and does not have a vision. A voice tells him he is not ready to have a vision. This happens two more nights. The young man is about to give up but tells the voice he is not quite ready to leave. Then a huge boulder rolls down the hill and stops just before crushing him. The boulder rolls back up the hill and comes toward him three more times. The young man returns to his village and tells the medicine men he was unable to have a vision and made the spirits angry. One of the men tells him that a vision is a gift born of humility and patience, not of suffering or will power.

Theme Life owes us nothing; success comes from humility, wisdom, and patience.

Critique, or review and evaluate, the story “The Vision Quest.” Answer these questions.
Students’ answers will vary.

The Sniper

Practice Vocabulary

1. sniper 2. parapet 3. spasmodically 4. draught
5. ascetic 6. beleaguered 7. turret 8. recoil
9. paroxysm 10. republican

Analyze Literature: Point of View

Third Person Limited
he; The third-person narrator gives an insight only into the mind of one character, the sniper.

1. Possible answer:
   The turret opened. A man’s head and shoulders appeared, looking toward me. I raised my rifle and fired.
2. Possible answer:
   Using a third-person narrator enables the author to begin with a larger view of the scene. It effectively communicates the irony at the end of the story. Using a first-person point of view would have made the narrative less objective; the irony would not have been as effective or as believable. Using an omniscient point of view would have taken away from the focus on the sniper, the most important character.
Make Connections

1. Possible answers: In “The Sniper,” the protagonist is doing what he thinks is right or what others have made him believe is right. The ironic twist at the end of the story will make him rethink his choices and actions. It also allows the author to make a statement about the absurdity of war. This is similar to the use of irony in “The Necklace,” in which the ironic twist shows the protagonist, Mme. Loisel, how her choices and misplaced values have led to hardship. As in “The Sniper,” the author of “The Necklace” uses the ironic twist to teach a lesson: too much emphasis on material wealth can lead to tragedy. The use of irony in “The Gift of the Magi” differs somewhat from these two in that the ironic twist ultimately confirms the characters’ choices and values although they are temporarily upset by their actions.

2. The conflict in “The Sniper” and “The Interlopers” is similar in that the characters in both have made a choice to fight against people with whom they share a way of life and a homeland. In both stories, ironic events point out the absurdity of the fight against their “enemies.”

3. The conflict in “The Sniper” and the conflict in “The Most Dangerous Game” are different in that the protagonists have different reasons for fighting their antagonists. The protagonist of “The Sniper” is obeying the politics of his time and doing what he thinks is right. The protagonist of “The Most Dangerous Game” is fighting to protect himself from an enemy who is fighting for his own entertainment.

Analyze Literature: Setting

Possible answers:

Mood: Possible answers: tense, uneasy
Details: Possible answers: “Dublin lay enveloped in darkness …”; “machine guns and rifles broke the silence of the night spasmodically, like dogs barking on lone farms”; “There was no pain—just a deadened sensation, as if his arm had been cut off”

Describe and Critique: Fiction

Title The Sniper
Author Liam O’Flaherty
Type of Fiction Short Story
Setting Dublin, nighttime
Main Characters a sniper for the Irish Republican Army
Conflict/Problem A sniper must kill an enemy soldier in order to save himself.
Main Events A Republican sniper lies in wait for his enemy on a Dublin rooftop. An old woman informs the enemy in an armored car of the sniper’s presence. The sniper kills a man in the turret of the armored car and the old woman. An enemy soldier on the opposite roof shoots the sniper in the arm. The sniper gives himself first aid and plans his escape. He pretends to be dead and shoots his enemy. The enemy soldier falls to the ground dead, and the sniper feels remorseful. He climbs off the roof and looks at the man he has killed. He sees that it is his brother.
Theme War is tragic and absurd.

Critique, or review and evaluate, the story “The Sniper.” Answer these questions. Students’ answers will vary.
Rules of the Game

Practice Vocabulary

1. **pungent**
   - Latin roots and meanings: pugnare: “to fight”
   - Meaning of word: causing a sharp or irritating sensation

2. **grotto**
   - Latin roots and meanings: crypta: “cavern”
   - Meaning of word: cave

3. **benefactor**
   - Latin roots and meanings: bene facere: “to do good”
   - Meaning of word: one that makes a gift

4. **benevolently**
   - Latin roots and meanings: bene volent: “to wish well”
   - Meaning of word: in a way that is doing good

5. **sacrifice**
   - Meaning of word: an act of offering deity something precious

6. **triumphant**
   - Latin roots and meanings: triumphus: “a victory or conquest”
   - Meaning of word: victorious

Analyze Literature: Character

Complete the chart for “Rules of the Game” by describing the character trait or traits shown by each piece of the mother’s dialogue. Then add two additional pieces of dialogue by the mother and name the character traits shown by them.

<table>
<thead>
<tr>
<th>What Mother Says</th>
<th>What Is Revealed</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Chinese people do business, do medicine, do painting. Not lazy like American people. We do torture. Best torture.”</td>
<td>She is biased toward and proud of the Chinese people. She is biased against Americans.</td>
</tr>
<tr>
<td>“Every time people come out from foreign country, must know rules. You not know, judge say, Too bad, go back. They not telling you why so you can use their way go forward.”</td>
<td>She is mistrustful and fearful of getting fooled by those in charge.</td>
</tr>
<tr>
<td>“Is shame you fall down nobody push you.”</td>
<td>She is hard on her daughter.</td>
</tr>
<tr>
<td>“Aii-ya! Stupid girl!”</td>
<td>She is impatient and has a quick temper.</td>
</tr>
</tbody>
</table>

Student’s answers will vary.

Analyze Literature: Point of View

1. the protagonist, Waverly
2. Yes, the narrator is a character.
3. first-person point of view
4. The narrator offers commentary on the story, expressing her feelings about the characters and events.
5. The narrator feels that her mother is unreasonable in her expectations of her, which might color her characterization of her mother. Although the narration of the events and actions of her mother seems reliable, it probably differs from the story as it would be told by Waverly’s mother.

6. The first-person point of view enables the author to describe how the experiences felt to Waverly herself. It is very effective in communicating the themes of mother-daughter relationships and how parents encourage or demand that their children develop their talents. There are no disadvantages because the story succeeds in showing how the child feels in the parent-child struggle.

7. If the mother told the story, it would be biased against Waverly and would probably emphasize behavior by Waverly that she found unreasonable. If Vincent narrated the story, it might be more objective than either Waverly or her mother’s version but would lack the emotional truth only known by the participants in the mother-daughter battle.

Writing Assignment

Possible answers:

Mother’s advice to Waverly (pp. 170–171)
Summary A wise man does not go against the wind, and the strongest wind cannot be seen.
What Does It Symbolize? how to win an argument or get what one wants from someone else
during Waverly’s first tournament (p. 176)
Summary A light wind blows past Waverly’s ears with secrets only for her.
What Does It Symbolize? Waverly’s mother’s guidance and advice

after Waverly tells her mother off (p. 178)
Summary Waverly feels the wind rushing around her ears.
What Does It Symbolize? her mother’s anger

end of story (p. 179)
Summary Waverly hears her mother say, “Strongest wind cannot be seen”; she imagines herself blown away by the wind.
What Does It Symbolize? Waverly’s mother’s strong, unbending will; the ongoing battle between the two of them

How are the situations in which the wind is described similar? How do they differ?
Waverly is dealing directly with her mother or thinking about her mother in each situation. However, some of the situations are positive, as when Waverly uses her mother’s advice to win a chess tournament. Others are negative, as when Waverly and her mother are arguing.

How is the relationship between Waverly and her mother connected to the wind symbolism?
Waverly’s mother originally gave Waverly her metaphorical interpretation of the wind, so whenever Waverly thinks about it, she is thinking about her mother or experiencing feelings about her.

Of what significance is the fact that the story begins and ends with descriptions of the wind?
Beginning and ending with the wind symbolism connects it with Waverly’s mother and with the mother-daughter relationship. So each time the symbolism arises, the reader assesses the elements of that relationship.

Describe and Critique: Fiction

Title Rules of the Game
Author Amy Tan
Type of Fiction Short Story
Setting Chinatown in San Francisco
Main Characters Waverly, a young Chinese-American girl; Waverly’s mother
Conflict/Problem  Waverly’s mother pushes her daughter to succeed; Waverly resents her mother’s pushing and interference as she becomes a chess champion.

Main Events  Waverly’s brother receives a chess set as a gift at a community Christmas party. Waverly learns to play and learns about strategy at the library. She begins playing chess with old men at the park and becomes an excellent player. Waverly enters and wins several tournaments, remembering advice her mother had given her about invisible strength. Waverly becomes a national champion, and her mother becomes more and more invested in her success. One day Waverly accuses her mother of using her to show off to her friends and neighbors. Her mother gets angry, and Waverly runs away into the neighborhood. She returns home after a few hours, and her mother will not speak to her. Waverly goes to bed pondering her next move in the battle with her mother.

Theme  Pushing a child to succeed too hard can cause the child to rebel.

Critique, or review and evaluate, the story “Rules of the Game.” Answer these questions. Students’ answers will vary.

The Man to Send Rain Clouds

Practice Vocabulary

Down: 2. cloister  3. lepers  5. missionary  6. adobe  8. pueblo

Analyze Literature: Setting

Possible answers:

<table>
<thead>
<tr>
<th>Setting</th>
<th>Sensory Details</th>
<th>Sense Detail Appeals To</th>
<th>Mood</th>
</tr>
</thead>
<tbody>
<tr>
<td>the cottonwood grove</td>
<td>1. winterbare cottonwoods</td>
<td>1. sight</td>
<td>bleak</td>
</tr>
<tr>
<td>(pages 183–184)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>outside after the funeral</td>
<td>1. “sky ... full of pale yellow light”</td>
<td>1. sight</td>
<td>sad, lonely</td>
</tr>
<tr>
<td>(pages 184–185)</td>
<td>2. “It was getting colder”</td>
<td>2. touch</td>
<td></td>
</tr>
<tr>
<td>the priest’s house</td>
<td>1. brown sofa, green armchair</td>
<td>1. sight</td>
<td>worn, unpretentious</td>
</tr>
<tr>
<td>(pages 185–186)</td>
<td>2. “curtains were heavy, and the light from within faintly penetrated”</td>
<td>2. sight</td>
<td></td>
</tr>
<tr>
<td>the graveyard (page 187)</td>
<td>1. “cold dry wind”</td>
<td>1. touch</td>
<td>sad, depressing</td>
</tr>
<tr>
<td></td>
<td>2. “Drops of water fell on the red blanket and soaked into dark icy spots.</td>
<td>2. sight</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. “the water fell through the light from sundown like August rain that fell</td>
<td>3. sight</td>
<td></td>
</tr>
<tr>
<td></td>
<td>while the sun was still shining.”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Analyze Literature: Symbols

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Pueblo Indians</th>
<th>Catholic Priest</th>
</tr>
</thead>
<tbody>
<tr>
<td>red blanket</td>
<td>death; honor for the dead</td>
<td>Indian tricks</td>
</tr>
<tr>
<td>gray feather</td>
<td>honor for Indian traditions; honor for the dead</td>
<td></td>
</tr>
<tr>
<td>corn meal</td>
<td>Indian traditions; food for life after death</td>
<td></td>
</tr>
<tr>
<td>moccasins</td>
<td>Indian traditions; honor for the dead</td>
<td></td>
</tr>
<tr>
<td>the Lamb</td>
<td></td>
<td>Jesus Christ; traditional Christian beliefs</td>
</tr>
<tr>
<td>holy water</td>
<td>a necessity of life, and of life after death</td>
<td>traditional Christian beliefs</td>
</tr>
</tbody>
</table>

How do the symbols relate to the story’s theme?
The Indians and the priest have very different symbols of life and death, representing their differing views and traditions.

Make Connections

Text-to-Self
Students’ answers will vary.

Text-to-Text
Possible answer: Both stories describe traditional Native American traditions. They are both concerned with life passages: however, one is involved with dying and one with a young man becoming a leader. Each has objects related to the tradition: in “The Man to Send Rain Clouds,” corn meal, pollen, and face paint are used to send the dead man to his grave. In “Vision Quest,” incense, sage, and an eagle’s wing are used to sanctify the young man before he seeks his vision. In both traditions, the participants are very particular about following the tradition properly.

Text-to-World
Students’ answers will vary.
## Describe and Critique: Fiction

<table>
<thead>
<tr>
<th>Title</th>
<th>The Man to Send Rain Clouds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>Leslie Marmon Silko</td>
</tr>
<tr>
<td>Type of Fiction</td>
<td>Short Story</td>
</tr>
<tr>
<td>Setting</td>
<td>a Pueblo Indian reservation: Leon’s home, the home of a Catholic priest, and a graveyard</td>
</tr>
<tr>
<td>Main Characters</td>
<td>Leon, Ken, Louise; their recently deceased grandfather, Teofilo; and Father Paul, the local Catholic priest</td>
</tr>
<tr>
<td>Conflict/Problem</td>
<td>After Teofilo’s death, his grandchildren want him to have a traditional Pueblo burial; the Catholic priest wants him to have a Christian burial.</td>
</tr>
<tr>
<td>Main Events</td>
<td>Leon and Ken find Teofilo dead. They take him home and prepare a traditional Pueblo burial. Louise suggests they ask the priest for holy water so Teofilo won’t be thirsty in his grave. Leon goes to Father Paul’s house and asks for the holy water. Father Paul says he can’t give him holy water because he didn’t have a proper Christian burial. Father Paul changes his mind and sprinkles holy water on Teofilo’s grave.</td>
</tr>
<tr>
<td>Theme</td>
<td>Sometimes compassion is more important than following specific cultural or religious rules.</td>
</tr>
</tbody>
</table>

Critique, or review and evaluate, the story “The Man to Send Rain Clouds.” Answer these questions.  
Students’ answers will vary.