

MIRRORS & WINDOWS



ILLINOIS

**MEETING THE
STANDARDS**

Fiction

**Unit I
Finding
Ourselves**

Level III

EMC
Publishing 

ST. PAUL • LOS ANGELES • INDIANAPOLIS

IL Grade 8 Unit 1 Meeting the Standards

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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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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.

Correlation to Formative Survey Results

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.

Lesson	Activity	Difficulty Level
Guided Readings		
Charles	How to Read Fiction, page 19	Medium
	Build Background: Kindergarten Rules, page 21	Easy
	Vocabulary: Opposites Poems, page 22	Medium
	Literature Connection: Characterization, page 23	Easy
	Use Reading Strategies: Make Inferences, page 24	Medium
	Selection Quiz, page 25	Easy
The Treasure of Lemon Brown	Build Background: Value of Education, page 26	Easy
	Vocabulary: Adjectives, page 27	Easy
	Literary Connection: Dialect, page 28	Medium
	Use Reading Strategies: Make Predictions, page 29	Easy
	Analyze Literature: Characterization, page 30	Medium
	Selection Quiz, page 31	Easy
A Mother in Mannville	Vocabulary: Literary Definitions, page 32	Medium
	Analyze Literature: Tying Setting to Plot, page 33	Medium
	Literary Connection: Review of Literary Terms, page 34	Medium
	Use Reading Strategies: Make Connections, page 35	Medium
	Selection Quiz, page 36	Easy
Directed Readings		
The Journey	Vocabulary: Spanish Words in English, page 37	Easy
	Cross-Cultural Connection: Coming-of-Age Ceremonies, page 38	Easy
	Analyze Literature: Minor Characters, page 39	Medium

Lesson	Activity	Difficulty Level
	Media Literacy: Online Research, page 40	Medium
	Selection Quiz, page 41	Easy
The Drummer Boy of Shiloh	Literary Connection: Historical Fiction, page 42	Easy
	Media Literacy: Online Research, page 43	Easy
	Analyze Literature: Analogy, page 44	Medium
	Use Reading Skills: Make Predictions, page 45	Medium
	Text-to-Text Connection, page 46	Medium
	Selection Quiz, page 47	Easy
Gary Keillor	Build Background: Pop-Culture Profile of the '50s, page 48	Easy
	Language Connection: Idioms, page 49	Easy
	Literary Connection: Allusion, page 50	Easy
	Text-to-Text Connection, page 51	Medium
	Analyze Literature: Voice, page 52	Difficult
	Selection Quiz, page 53	Easy
Last Night	Build Background: Chinatown, page 62	Easy
	Media Literacy: Online Research, page 63	Easy
	Chinese Culture Connection, page 64	Medium
	Literary Connection: Transitions, page 65	Medium
	Analyze Literature: Epilogue, page 66	Medium
	Selection Quiz, page 67	Easy

Name: _____

Date: _____

Fiction Study Guide for Illinois

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

After you read each of the three Understanding features in Unit 1 in your text, complete the corresponding Understanding section in the study guide. This will allow you to write about the key terms and ideas you read about in the feature. 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 three 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 Characters
- Setting

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 response to a short story. The response should be clearly organized and state a clear opinion or reaction that is supported by evidence.

Speaking and Listening

- You should be able to deliver or listen to an oral summary.

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 129 of the textbook.

Understanding Plot

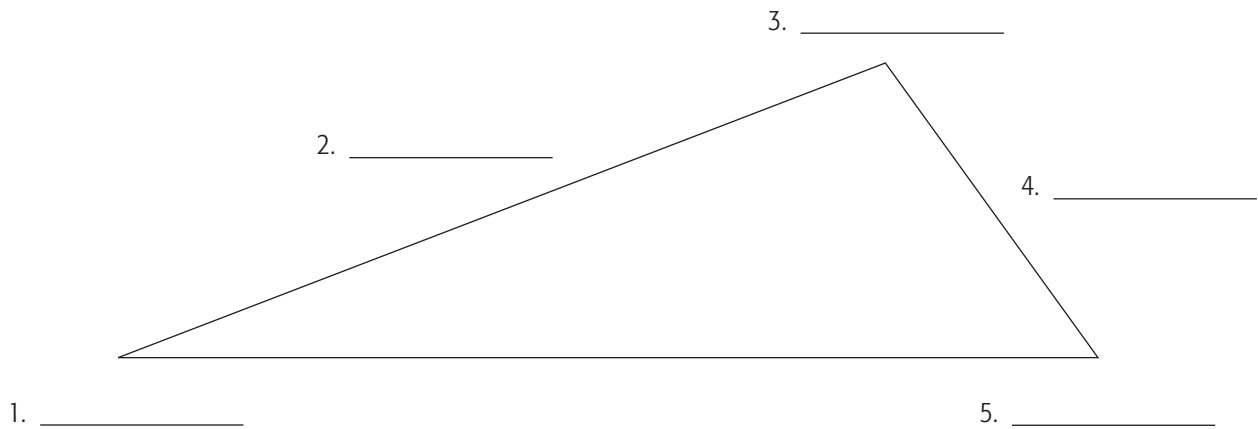
Complete these pages after you read about **plot** on pages 6–7. Try to answer the questions without looking at your book.

The **plot** of a story or novel is

Plot is important because

The Elements of Plot				
climax	exposition	falling action	resolution	rising action

Place each element of plot correctly on the diagram. On the line beside its number below the diagram, describe the role this element plays in a story.



1. _____

2. _____

3. _____

4. _____

5. _____

What effect does **conflict** have on a **plot**?

Why is **conflict** needed in a **story** or **novel**?

Explain the difference between **external conflict** and **internal conflict**. Then list three ways a character can experience **external conflict**.

Two Types of Conflict	
External Conflict	Internal Conflict
Three Types of External Conflict 1. 2. 3.	

Use the following three terms in sentences that explain how writers use time to organize **plot**.

Terms Related to Plot Organization

chronological order

flashback

foreshadowing

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.

Write a brief summary of the **plot** of “Charles.”

Write **climax**, **exposition**, **falling action**, **resolution**, or **rising action** next to each event to show where it happens in the **plot** of “Flowers for Algernon.”

Charlie works to get into the experiment. _____

Charlie gets his old job at the box company back. _____

Charlie says goodbye to Miss Kinnian and Dr. Strauss. _____

Charlie realizes that he will lose his mental capacities. _____

Charlie realizes that his “friends” humiliate and hurt him. _____

What is the **climax** of the **plot** of “The Treasure of Lemon Brown”?

What is the **resolution** of the **plot** of “Last Night”?

Describe the **conflict** in “The Drummer Boy of Shiloh.” Is it **external** or **internal**?

How is the **conflict** in “A Mother in Manville” different from the **conflict** in “The Journey”?

There are several **conflicts** in “Checkouts.” Describe them.

1.

2.

3.

Explain how **flashback** is used on page 65 of “Gary Keillor.”

Find an example of **foreshadowing** on page 50 of “The Journey.” Explain what the description foreshadows.

Understanding Characters

Complete these pages after you read about **characters** on page 18. Try to answer the questions without looking at your book.

In fiction, a **character** is

Writers use **characterization** to

What are three ways in which writers create **characters**?

Three Techniques in Characterization	
1.	
2.	
3.	

Motivation is

Motivation is important to understanding a **character** because

Boxes that appear side by side contain terms that are related. Explain the meaning of each term, focusing on its relationship to the term next to it.

Types of Characters	
Protagonist	Antagonist
Major Character	Minor Character
Round Character	Flat Character
Dynamic Character	Static Character

Applying Characters to the Selections

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

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

Type of Character/Story	Who?	How Do You Know?
The protagonist in "Raymond's Run"		
An antagonist in "The Treasure of Lemon Brown"		
A major character in "A Mother in Manville"		
A minor character in "Last Night"		
A round character in "Gary Keillor"		
A flat character in "Flowers for Algernon"		
A dynamic character in "The Drummer Boy of Shiloh"		
A static character in "Charles"		

Understanding Setting

Complete this page after you read about **setting** on page 32. Try to answer the questions without looking at your book.

The **setting** of a literary work is

Setting is important to a **story** or **novel** because it

The writer may reveal the **setting** using various techniques. Explain.

Fiction Authors Create Setting Through . . .
Descriptions of
and also by

In a literary work, **mood** is

Setting is important to **mood** in this way:

Applying Setting to the Selections

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

How are the **settings** of “Raymond’s Run” and “The Treasure of Lemon Brown” alike? How do they differ?

How does the writer use description and dialogue on page 35 to establish the **setting** of “A Mother in Manville”?

Summarize what you learn about the high school **setting** in paragraph 3 on page 66 and in paragraph 5 on page 67 of “Gary Keillor.”

The **setting** of “The Journey” changes as the story progresses. How does it change? What other change does this help emphasize?

What **mood** does the **setting** of “The Drummer Boy of Shiloh” help support?

Illinois-Based Practice Test

Each year students in Illinois take tests to measure how well they meet the state standards in reading and mathematics. The Illinois reading test measures your reading comprehension skills. You will be asked to read a passage and answer multiple-choice questions to test your understanding of the passage. Some passages on the state reading test will be fiction, like the stories you read in Unit 1.

The practice test on the following pages is similar to the state reading test. It contains several passages, each followed by two or more multiple-choice questions. As with the Illinois reading test, you will fill in circles for your answers on a separate sheet of paper. Your answer sheet for this practice test is below on this page.

While the state reading test will have questions assessing many different comprehension skills, the questions on this practice test focus on plot, characters, and setting—the literary elements you studied in this unit. The questions also address Illinois language arts standards:

STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.

- A. Understand how literary elements and techniques are used to convey meaning.
- 2.A.3b Describe how the development of theme, character, plot and setting contribute to the overall impact of a piece of literature.
- B. Read and interpret a variety of literary works.
- 2.B.3c Analyze how characters in literature deal with conflict, solve problems and relate to real-life situations.

Practice Test Answer Sheet

Name: _____ Date: _____

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

- | | | |
|--------------------|---------------------|---------------------|
| 1. (A) (B) (C) (D) | 8. (A) (B) (C) (D) | 15. (A) (B) (C) (D) |
| 2. (A) (B) (C) (D) | 9. (A) (B) (C) (D) | 16. (A) (B) (C) (D) |
| 3. (A) (B) (C) (D) | 10. (A) (B) (C) (D) | 17. (A) (B) (C) (D) |
| 4. (A) (B) (C) (D) | 11. (A) (B) (C) (D) | 18. (A) (B) (C) (D) |
| 5. (A) (B) (C) (D) | 12. (A) (B) (C) (D) | 19. (A) (B) (C) (D) |
| 6. (A) (B) (C) (D) | 13. (A) (B) (C) (D) | 20. (A) (B) (C) (D) |
| 7. (A) (B) (C) (D) | 14. (A) (B) (C) (D) | |

This test has 20 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 20 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 Babysitter
by Ana Espinosa

- 1 Mili was babysitting for her neighbors' five-year-old twins for the first time. She wanted to do a good job so they would ask her again. She had fed the twins supper and played some games with them. Then she had them take a bath and put on their pajamas. So far, it had been easy to keep the children happy. She just kept them busy doing things they liked to do.
- 2 Now she smiled and said firmly, "In fifteen minutes, it will be bedtime. We can play one more game. Then you will get into bed."
- 3 The twins whooped joyously and pulled out their beloved whiffle bat and ball. They played ball gleefully in the basement until bedtime. When Mili put away the toys and said cheerfully, "Time for bed!" the twins ignored her. They yelled and chased each other around the basement. When she insisted that it was time for bed, they burst into tears.
- 4 "Now what?" Mili asked herself. This was NOT the perfect ending she had pictured.

1

What is the setting of this passage?

- A A schoolyard
- B A home in a neighborhood
- C An apartment in the city
- D A local park

3

Which plot event occurred first in this passage?

- A Mili fed the twins their supper.
- B Mili and the twins played ball.
- C The twins refused to go to bed.
- D The twins got ready for bed.

2

The mood in the passage changes abruptly —

- A from happy to stressful
- B from nervous to calm
- C from sad to happy
- D from bored to excited

4

This passage tells part of a story. Which plot element does it *most* likely represent?

- A Exposition
- B Falling action
- C Rising action
- D Resolution

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

The Audition
by Cory Salton

- 1 Brent finally had gathered enough courage. He was making his way down the long, echoing hall to the auditorium when he saw Tomas and Tanya walking toward him.
- 2 He smiled and waved in answer to their wide grins. They would be expecting him to say something hilarious. Brent was “the funny one” in their circle of friends. He was always good for a joke or a prank. Brent had become notorious as a class clown, and he was tired of it. Right now, he was on the way to try something totally new and serious. Tomas and Tanya were the last people he wanted as witnesses.
- 3 “Hey, man,” Tomas said. “I hear you’re trying out for the musical. That will be hilarious. Mind if we tag along?”
- 4 Brent cringed inwardly; his friends assumed that he would play the audition for laughs. Nobody at school knew how he practiced his singing for hours and had weekly voice lessons. Singing was the one thing Brent thought he might be good at. His heart sunk at the thought that people would laugh at his tryout. “Yes!” he thought, “I mind!” A clown doesn’t expose his dreams and ambitions to laughter. A singer does.
- 5 But to his friends he said, “Nah. C’m’on!” He arched one eyebrow significantly and said in his best Count Dracula imitation, “I think I can promise you an entertaining spectacle.” As they walked down the hall, Brent’s thoughts were racing. Should he ham up his audition? It might be his only chance. If only Tomas and Tanya had not seen him!

5

Which is the *best* description of Brent’s character?

- A Humorless and studious
- B Brave and thoughtful
- C Ambitious and self-protective
- D Bitter and hostile

6

What motivates Brent to try out for the musical?

- A A desire to become a comedian
- B A need to be the center of attention
- C A need to change the idea of who he is
- D A desire to make new friends at school

7

This passage reveals Brent's character *mostly* through the use of —

- A lengthy dialogue with friends
- B description of thoughts and actions
- C what friends say about him
- D description of clothing and features

8

This passage is part of a story. Which event could be the climax for this story?

- A Brent sings his song at the audition.
- B Brent practices many hours for his audition.
- C Brent enters a talent show for comedians.
- D Tomas and Tanya laugh at Brent.

9

Which of the following has occurred before the events in this passage?

- A Brent confided his singing ambitions to his friends.
- B Brent decided to audition for the school musical.
- C Tomas and Tanya became upset with Brent.
- D Tomas and Tanya became jealous of Brent's talent.

10

Who is the protagonist of this story?

- A Tanya
- B Tomas
- C Brent
- D The school

11

Which is the *best* description of the conflict of this story?

- A External, a person versus society
- B Internal, disgust pitted against ambition
- C External, friend versus friend
- D Internal, a character struggling with fear of ridicule

12

What is the most important effect of the school setting on this passage?

- A It creates a light-hearted, energetic mood.
- B It causes Brent to guard his real seriousness.
- C It makes the action tragic and life-threatening.
- D It creates a mood of safety and well-being.

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

Shannon and Belle
by Paul Brandt

- 1 For many months, Susan McCann's daughter begged for a horse. Shannon had her heart set on Belle, a spirited young pinto mare. Susan hadn't the heart to say no. Shannon was such a shy girl. And Susan worried because Shannon spent so much time home alone in her room. At thirteen, the girl needed exercise and fresh air.
- 2 Right away, Shannon changed. She spent hours every day happily grooming and feeding Belle. She exercised the mare, asking Belle to walk, trot, and canter in circles while Shannon held a longe line. The mare was good-natured but, as often as not, ignored Shannon's commands. After two weeks, as Shannon ventured on her first ride, Belle reared and threw the girl off. Her confidence gone, Shannon steered clear of the barn for several days. Once again, she retreated to her room. Susan asked around to find the best horse trainer in the county. Then she went to talk to Gary West.
- 3 Susan frowned and admitted, "I think I made a big mistake, buying this horse for Shannon."
- 4 Gary said nothing as he stroked Belle's neck, observing her curious, intelligent eyes and wary stance. He handled her gently but firmly and put her through her paces. If she failed to follow a command, he corrected her immediately and made her repeat the move at once. Belle snorted and shook her head, but she did not challenge the trainer. He led the horse back to Susan and spoke slowly, "Yes, I expect it was a mistake. This mare's young and only green broke, and Shannon lacks experience. That's a recipe for trouble."
- 5 Feeling foolish, Susan asked meekly, "What do you think? Should we sell Belle?"
- 6 Gary said matter-of-factly, "Not likely you could find a ready buyer right away. And the mare's not bad, just needs a firm hand and training. Leave her with me. Let me work with her. Meanwhile, have Shannon come every week for a lesson. Not on Belle. Let's get your daughter some skills using an experienced, gentle school horse. We'll get Shannon and Belle together again when they are on a more equal footing."
- 7 Susan felt a knot in her chest relax. She instinctively liked and trusted this practical, plain-spoken man. His easy, quiet manner seemed to command respect from people as well as horses.
- 8 "Yes, I like the sound of that," she smiled, "And I'd like my confident daughter back. How soon can we begin?"
- 9 "Don't expect too much too soon," he warned. "Only time will tell if they're a team."

13

Which characterization technique has the writer used to show Shannon's character?

- A Things that Shannon says to others
- B Descriptions of what Shannon does
- C Other characters' thoughts about Shannon
- D Description of Shannon's looks and personality

14

The writer's intent in the whole story is most likely to create —

- A static characters
- B comic characters
- C round characters
- D flat characters

15

Which conflict is *not* revealed in the passage?

- A A mother's attempt to make a daughter happy
- B A struggle of wills between a horse and a girl
- C A mother's struggle with worry about her daughter
- D A struggle for control between a father and a mother

16

The first paragraph of the passage illustrates the plot element —

- A exposition
- B resolution
- C climax
- D rising action

17

What is *most* likely to happen next, based on the passage?

- A Gary West will find a more suitable buyer for Belle.
- B Belle will become more obedient and better trained.
- C Shannon will not want to ride a school horse and take lessons.
- D Susan will become interested in riding and take lessons too.

18

A character who is objective, practical, and steady is —

- A Belle
- B Susan McCann
- C Shannon McCann
- D Gary West

19

What motivates Susan's actions in this passage?

- A Loneliness
- B Lack of interest
- C Love and concern
- D A need to meet new people

20

The setting for this passage is *not* likely to be —

- A in the heart of a city
- B in a rural area
- C on a horse training facility
- D at a stables in a suburban area

Master Vocabulary List

ajar, 21
anomalous, 42
askew, 56
beckon, 25
benediction, 56
brazen, 82
churn, 90
clarity, 37
coma, 51
commune, 66
deftly, 82
delirium, 48
elaborately, 11
erratic, 88

flutter, 90
gravity, 69
haggard, 15
inadequate, 36
inflection, 69
insolently, 11
intuition, 81
involuntary, 23
legitimately, 58
matronly, 15
meager, 50
mindful, 11
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omen, 90

pandemonium, 72
predicated, 38
prevail, 66
resolute, 59
sallow, 49
sensation, 88
solitary, 81
stoop, 21
strewn, 57
sufficient, 39
tedious, 82
tentatively, 22



Name: _____

Date: _____

Charles, page 9

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 and determine your own purpose and develop expectations for what you are about to read. These activities are related to what you already know and what you have experienced.
- During reading, you use reading strategies and critical thinking skills to understand and make connections with what you are reading.
- After reading, you reflect on what you have read and extend your understanding beyond the text.

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 8 of your textbook provides an overview of the reading process for fiction.

Framework for Reading Fiction

When you read fiction, you need to be aware of the plot, the characters, the setting, and the theme. The following checklist offers a framework for reading fiction. As you read “Charles,” ask yourself the following questions.

<p>Before Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> From which perspective is this story told? <input type="checkbox"/> Who are the characters? What do I know about them? <input type="checkbox"/> Where is the story set?
<p>During Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is the mood of the story? <input type="checkbox"/> What do the characters or the setting look like? <input type="checkbox"/> What do I predict will happen to the characters at the end? <input type="checkbox"/> What is the central conflict?
<p>After Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> What happens in the story? <input type="checkbox"/> What message or point is the author trying to make? <input type="checkbox"/> What am I supposed to understand after reading this?

BEFORE, DURING, AND AFTER READING

Apply the Model

Use Reading Skills: Compare and Contrast

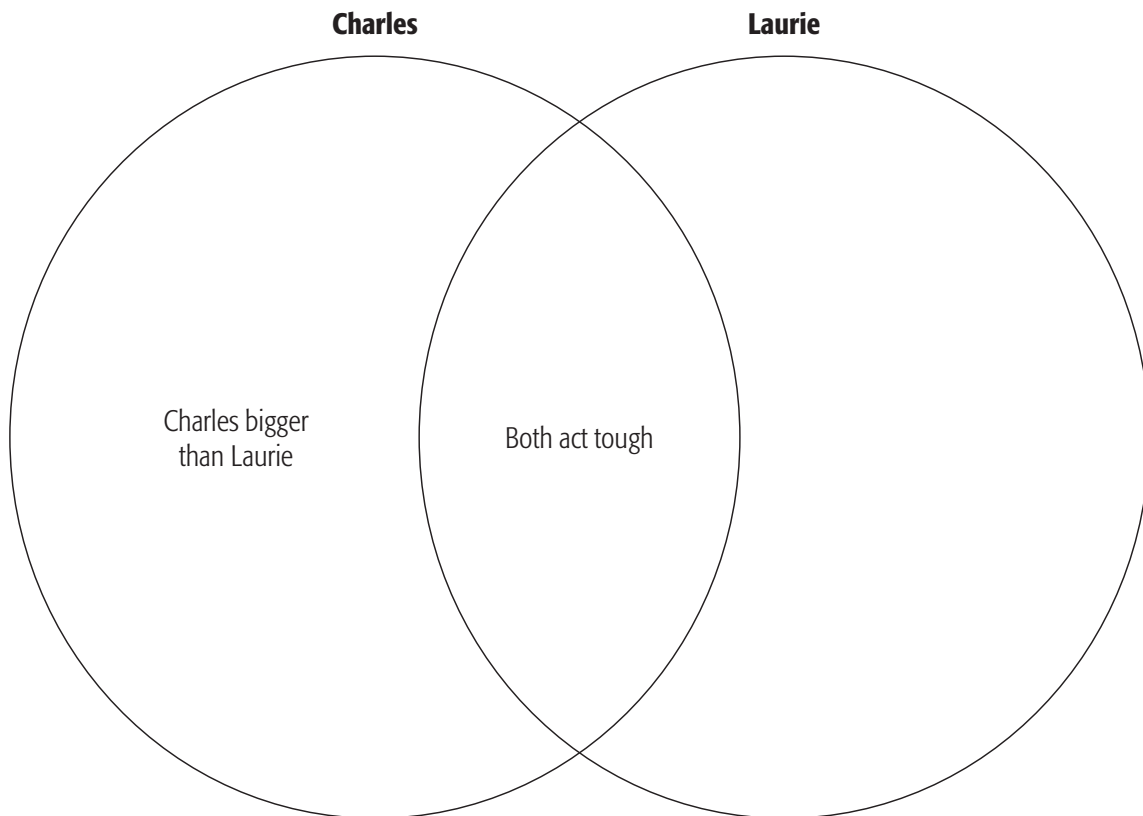
A variety of strategies and skills can help you understand and appreciate a fiction selection. For “Charles,” try applying the reading skill **Compare and Contrast** in all three stages of the reading process.

Comparing and contrasting are closely related processes. When you compare one thing to another, you describe similarities between the two things. When you contrast two things, you describe their differences.

Before reading the story, preview the Venn diagram below. The outer part of each circle shows what aspects of two things are different from each other. The inner, or shared, part of each circle shows what aspects the two things have in common.

As you read “Charles,” note the similarities and differences between Laurie and Charles. Begin by listing the features of each character that are different from each other in the outer circles. Then write the traits that the two characters share in the inner combined part of the circles. An example has been provided.

Venn Diagram



After reading, analyze how Laurie’s behavior changes during the first few weeks of kindergarten. In reality, how do you think Laurie’s actions compare to the actions that he claims Charles has committed?



Name: _____ Date: _____

Charles, page 9

Build Background: Kindergarten Rules

A. Think about your experience of being in kindergarten. With a small group of your classmates, write a list of rules for behavior in a kindergarten class.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

B. Fill out the chart with behavior descriptions for a good kindergarten student and one who has trouble following the rules you outlined in Part A.

Good Student	Bad Student
1.	
2.	
3.	
4.	
5.	
6.	

BEFORE READING



Name: _____ Date: _____

Charles, page 9

Vocabulary: Opposites Poems

- A. Choose three of the Preview or footnoted vocabulary words in the selection. Write three “opposites” poems. For example, if using the word “sad,” you might write:

What is the opposite of happy?
A head on a desk, sobbing.

1. _____

2. _____

3. _____

- B. Now use your three vocabulary words in original sentences.

1. _____

2. _____

3. _____



Name: _____

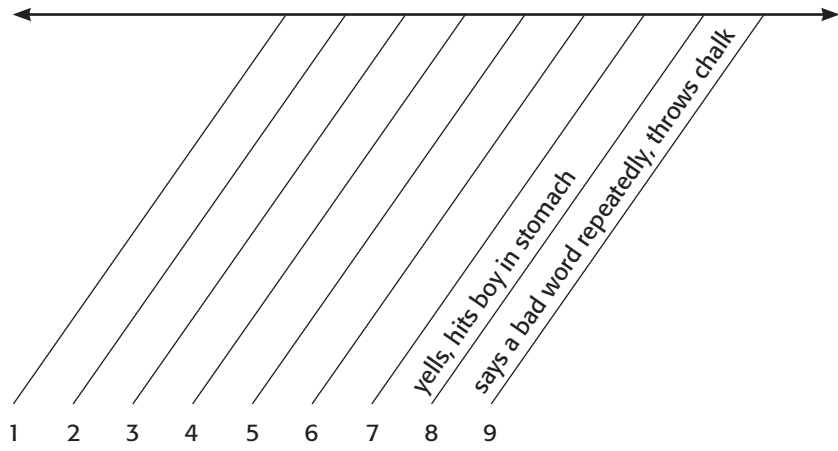
Date: _____

Charles, page 9

Literature Connection: Characterization

Characterization is the act of creating or describing a character. One way that authors do this is by showing what a character does.

- A. Make a chronological list of what Charles does in school. Note that the last two have been done for you.



- B. Imagine you are Charles's teacher. Write a report on Charles to give to the guidance counselor so that he or she can counsel Charles about his behavior.

DURING READING



Name: _____ Date: _____

Charles, page 9

Use Reading Strategies: Make Inferences

An **inference** in a story is a conclusion drawn from the dialogue or narrative.

Read the context for each statement from the story that appears in the chart on the left. Note that the page number is listed to help you. Then make an inference in the right-hand column by responding to the question in the left-hand column.

Dialogue or Narration	Inference
1. "...[Laurie] forgot to stop at the corner and wave goodbye to me." (page 11) What can you infer about any anxiety in Laurie about going to kindergarten?	
2. "At lunch [Laurie] spoke insolently to his father...." (page 11) What can you infer about the type of kindergarten Laurie is attending?	
3. "Charles wanted to color with green crayons so he hit the teacher and she spanked him and said nobody play with Charles but everybody did." (page 12) What can you infer about how Charles is regarded by his classmates?	
4. "What are they going to do about Charles, do you suppose?" (page 13) What can you infer about how the father communicates with his son?	
5. "We don't have any Charles in the kindergarten." (page 16) What can you infer about who is responsible for the bad behavior in kindergarten?	

DURING READING



Name: _____ Date: _____

Charles, page 9

Selection Quiz

Fill in the Blank

A. Identify which vocabulary word answers each question.

renounce	reformation	haggard	routine	raucous
----------	-------------	---------	---------	---------

- _____ 1. What is the opposite of quiet?
- _____ 2. What is the opposite of accept?
- _____ 3. What is the opposite of youthful?
- _____ 4. What is the opposite of unusual?
- _____ 5. What is the opposite of delinquency?

B. Identify the character being described and write his or her name in the blank.

narrator	Laurie	father	teacher	Charles
----------	--------	--------	---------	---------

- 6. _____ enjoys telling his parents about the misdeeds of a boy named Charles.
- 7. According to Laurie, _____ says bad words, hits students, and throws chalk.
- 8. The _____ seems worried about the negative impact that kindergarten is having on her son, Laurie.
- 9. The _____ thinks Charles’s mother will be at the PTA meeting.
- 10. The _____ says there’s no one in the kindergarten class named Charles.

AFTER READING



Name: _____ Date: _____

The Treasure of Lemon Brown, page 19

Build Background: Value of Education

- A. Ask a parent, guardian, or grandparent their opinion of the value of education. Summarize his or her response below. Then explain why you do or do not agree.

- B. Do an Internet search on attitudes and ideas about the value of education. Key in “importance of education” using your favorite search engine. Select an attitude or idea that resonates with you and explain why you think it makes sense.

BEFORE READING



Name: _____

Date: _____

The Treasure of Lemon Brown, page 19

Vocabulary: Adjectives

An **adjective** is a word that modifies, or describes, a noun. A creative use of adjectives can make descriptions come alive. A good description uses language in a compact and concrete way.

A. As you read the story, replace the description on the left with the language that Walter Dean Myers uses on the right.

Ordinary Description	Descriptive Writing from Story
1. a checkers tournament arranged at the last minute	page 21:
2. the building covered in graffiti	page 22:
3. a patch of light that formed a square	page 22:
4. the neon sign going on and off	page 22:
5. a halo of hair that was frizzy and white	page 23:

B. Rewrite each description below using an adjective from the box.

involuntary	ominous	brittle	ajar	mindful
-------------	---------	---------	------	---------

1. When the detective entered the office, he knew there had been a robbery because the door of the safe was open a few inches.

2. Her hand on the lottery check, Abigail couldn't keep her hand from trembling, even though she didn't want it to.

3. A noise that seemed to signal danger came from the back of the theater.

4. Andrew kept in mind that his test was tomorrow and didn't go to the arcade with his friends.

5. Alexa thought her friendship with Jessica was capable of breaking at any minute.



Name: _____ Date: _____

The Treasure of Lemon Brown, page 19

Literary Connection: Dialect

A **dialect** is a version of a language spoken by the people of a particular place, time, or social group. Linguists, or people who study language, recognize African-American English as a dialect of American English used by many African Americans in certain settings and circumstances.

A. In the column on the left are examples of how Lemon Brown speaks in the story, using African-American English. In the column on the right, rewrite the lines using Standard American English.

Dialect from the Story	Translation in Standard American English
1. "You mean you ain't never heard of Sweet Lemon Brown?" page 24	
2. "They's bad men." page 25	
3. "Let's...see what them scoundrels be doing." page 27	
4. "...he go on mess with somebody else." page 27	
5. "Him carrying it around with him like that..." page 28	
6. "...and when I give it to him..." page 28	

B. Write a rap that uses the African-American dialect. Be sure to stay away from any words that may be seen as offensive.

DURING READING



Name: _____

Date: _____

The Treasure of Lemon Brown, page 19

Use Reading Strategies: Make Predictions

As you read the story, look for the following lines. Each time you find one, stop and make a prediction about Greg. Refer to the Language Arts Handbook in the back of your book, section 1.2 Using Reading Strategies, for an example of how to fill in a Prediction Chart.

Text	Prediction	Reason	Evidence
1. page 21: "That had been two nights before. His father's words... still rumbled softly in his ears."			
2. page 22: "...[Greg] let himself in."			
3. page 22: "Greg thought he heard the noise again."			
4. page 25: "Greg went to the window and saw three men, neighborhood thugs, on the stoop."			
5. page 29: "...[Greg] thought of the lecture he knew his father would give him, and smiled."			

DURING READING

The Treasure of Lemon Brown, page 19

Analyze Literature: Characterization

Characterization is the act of creating or describing a character. One way an author does this is by showing what characters say. A lot is revealed about the character Lemon Brown in this story through dialogue.

- A. Find meaning in the following lines of dialogue that Lemon Brown says. Interpret what these lines mean to Lemon Brown and may mean to Greg by the end of the story. The first example has been done for you.

Dialogue	Interpretation
1. "Every man got a treasure." page 24	Even though Brown is down and out, he still has something that gives his life meaning. He thinks everyone has a treasure, whether it's a material object or not. This quote shows how wise Brown is about life and how resilient he is to be able to find meaning in his difficult life. At the end of the story, Greg may be thinking that education is a treasure to his dad.
2. "After a while you do good for yourself, and it ain't nothing but foolishness singing about how hard you got it." page 24	
3. "Then when Mr. Pain see he can't worry you none, he go on mess with somebody else." page 27	
4. "If you know your pappy did something, you know you can do something too." page 28	
5. "That was my treasure, and when I give it to him, he treated it just like that, a treasure." page 28	

- B. Based on what you know about Lemon Brown, write a Character Poem about him. Follow the model of the poem about Laurie in the story "Charles." Insert some descriptions about Lemon Brown that come from the chart you filled out in Part A. Write your poem on a separate sheet of paper.

Portrait of a Kindergartner

Laurie
 High-spirited, imaginative, and active
 Who goes off to school unafraid
 Who yells and kicks and hits
 Who invents an alter ego
 because he can't admit what he's done
 Who....



Name: _____

Date: _____

The Treasure of Lemon Brown, page 19

Selection Quiz

Matching

A. Match each word on the left to its definition on the right.

- | | |
|----------------------|--|
| _____ 1. tentatively | A. front steps or entrance |
| _____ 2. stoop | B. violent person; criminal |
| _____ 3. beckon | C. small grocery store |
| _____ 4. bodega | D. make a gesture to encourage someone to follow |
| _____ 5. thug | E. in an uncertain or hesitant way |

Fill in the Blank

B. Tell Greg’s story by writing a logical word in each blank.

Greg’s father is worried about his son’s grade in _____, so he won’t let him play _____. On a day when the weather is _____, Greg slips into an abandoned building where he meets _____. A group of thugs want Brown’s _____, but Brown succeeds in defending it by throwing himself down the _____ at them. Brown’s treasure is a _____ and some newspaper clippings from when he was a successful _____. Greg is inspired by Brown’s outlook on _____ and will probably make more of an effort to study in the future and to listen to his _____.

AFTER READING



Name: _____ Date: _____

A Mother in Mannville, page 33

Vocabulary: Literary Definitions

Examine how the author, Marjorie Kinnan Rawlings, defines the word *integrity* in the story: “It is bedded on courage, but it is more than brave. It is honest, but it is more than honesty.”

A. Using the quote from the story above as a model, write literary definitions for five words from the selection, either the Preview words or the footnoted words or a combination of both.

1. _____

2. _____

3. _____

4. _____

5. _____

B. Now write an original sentence for each of the words you chose in Part A. Give clues for each sentence to show that you know what the word means, for example, “kindling: Joe picked up six pieces of kindling in the fireplace and placed them on top of the burning paper before adding a log.”

6. _____
7. _____
8. _____
9. _____
10. _____

BEFORE READING



Name: _____ Date: _____

A Mother in Mannville, page 33

Analyze Literature: Tying Setting to Plot

A. Explain how the setting of the story ties into the plot. A broad definition of setting may include a psychological condition. Note that one example has been done for you as a model.

Setting	Tying Setting to Plot
1. A writer rents a cabin without central heating in the Carolina mountains. (setting: building and state)	The orphanage that owns the cabin sends a boy, Jerry, to chop wood for the woman. Out of this necessity, a strong bond develops between the boy and the writer.
2. It is autumn, but there is still laurel in the hills. (setting: season)	
3. The boy, Jerry, needs love from a mother figure. (setting: psychological condition)	
4. Jerry needs the affection of a pet. (setting: psychological condition)	
5. Fog settles into the mountain pass for two days, making the writer unable to return to the cabin. (setting: weather)	

B. Write a paragraph explaining how the setting of the story ties in to the plot. Use information from the chart you filled out in Part A to compose your paragraph.

DURING READING



Name: _____ Date: _____

A Mother in Mannville, page 33

Literary Connection: Review of Literary Terms

- A. Review the definitions for the following words in the Literary Terms Handbook on page 976 of your textbook: plot, character, dynamic character, themes, setting, conflict, motivation. Then insert each word in the appropriate place in the chart to define the information that is listed in the left-hand column about Marjorie Kinnan Rawlings’s Pulitzer Prize-winning novel *The Yearling* (1938).

<i>The Yearling</i> Details	Literary Term that Applies
1. northeast Florida during the early 1870s	
2. Jody is a 12-year-old farm boy.	
3. Jody wants a pet that will love him and follow him.	
4. A clever old bear has been tormenting farmers and Jody’s dad says they will hunt it.	
5. Jody is forced to kill his pet deer because it’s eating the family’s crop.	
6. At the beginning of the novel, Jody is close to his father. At the end of the story, he makes a break with his father because he made him kill his pet.	
7. An animal can be a friend to a child. The loss of a pet can be as devastating as the loss of a person.	

- B. Write a paragraph in which you compare and contrast the literary elements of *The Yearling* with those in Rawlings’s short story “A Mother in Mannville.” Indicate what you think typifies Rawlings’s body of work.



Name: _____

Date: _____

A Mother in Mannville, page 33

Use Reading Strategies: Make Connections

Text-to-Self

Write about a relationship you have had with an adult who was not a family member. What did he or she give you that you needed? In what way(s) was he or she a role model for you?

Text-to-Self

Write about a time you lied. At the time you may not have understood why you lied. Looking back, what was your motivation? What did you learn about lying?

Text-to-Text

In the stories "Charles" and "A Mother in Mannville," the children lie to adults. Compare and contrast Laurie's and Jerry's reasons for lying. You will have to infer their motivations because the authors do not explicitly state why they lie.

Text-to-Text

The theme of this unit is "finding ourselves." What do the characters Laurie, Greg, and Jerry have to face in the stories "Charles," "The Treasure of Lemon Brown," and "A Mother in Mannville"? Make a prediction about how well they will succeed after the stories conclude, based on what you know about them.

Text-to-World

In the time period "A Mother in Mannville" takes place, children without parents were placed in orphanages. Now such children are placed in foster care. Which system do you think is better for children? Why?



Name: _____ Date: _____

A Mother in Mannville, page 33

Selection Quiz

Fill in the Blank

A. Fill in the blank with the word from the box that best completes each sentence.

clarity	predicated	impelled	subterfuge	inadequate
---------	------------	----------	------------	------------

At first the relationship between the writer-narrator and Jerry is _____ on Jerry chopping wood well. But soon a real bond develops between them because Jerry has had _____ affection in his life and needs the loving and supportive affection of a mother figure. The narrator has _____ about Jerry's character when she sees his integrity. Jerry's only _____ is to say he has a mother. The narrator feels _____ to find out about his mother at the orphanage before she leaves for Mexico.

Matching

B. Write the letter that corresponds to the correct answer in the blank.

- | | |
|---|--|
| _____ 1. Why does the writer's pointer dog not bark at Jerry? | A. He is grieving the loss of the writer and her dog, who made him feel loved. |
| _____ 2. Why does the narrator think Jerry will be unable to chop the wood effectively? | B. He seems too small. |
| _____ 3. Why does the narrator get angry when Jerry says he has a mother in Mannville? | C. He senses that Jerry is a friend. |
| _____ 4. Why does the narrator think Jerry has integrity? | D. She feels he should not have been deserted because he's such a good boy. |
| _____ 5. Why does Jerry disappear from the orphanage at the end of the story? | E. Jerry is committed to the tasks he does for the writer. |

AFTER READING



Name: _____ Date: _____

The Journey, page 46

Vocabulary: Spanish Words in English

Some linguists say that Spanish has contributed about 10,000 words to English. A couple of them appear in “The Journey.”

A. Write the definitions for the Spanish words below.

- 1. barrio: _____
- 2. barranca: _____
- 3. bodega: _____
- 4. aficianado: _____
- 5. junta: _____

B. Using the words you just learned, complete the following sentences.

- 6. The _____ ruled the South American country after the president was deposed.
- 7. The Hispanic teens painted over the graffiti in their area, or _____.
- 8. The tour guide called the deep gorges the tourists passed in their bus “_____.”
- 9. Movie _____ attended the International Film Festival in droves.
- 10. Mary walked down to the _____ to buy milk and bread.

C. Now use three of the Spanish-English words from above in original sentences.

- 11. _____
- 12. _____
- 13. _____

BEFORE READING



Name: _____ Date: _____

The Journey, page 46

Cross-Cultural Connection: Coming-of-Age Ceremonies

A. Do online research to find out about coming-of-age ceremonies in different religions and cultures. Write a brief summary for each rite of passage below.

1. *quinceañera* (Hispanic):

2. *Bat Mitzvah* (Judaism):

3. *Bar Mitzvah* (Judaism):

4. *seijin shiki* (Japan):

5. *Manjal Neerattu Vizha* (Hinduism):

6. *Guan Li* (China):

7. *Ji Li* (China):

B. Describe what serves as a rite of passage in your family, religious community, or country of origin. Explain how it is different or similar to one of the ceremonies in Part A. You may write your paragraph on a separate piece of paper.



Name: _____

Date: _____

The Journey, page 46

Analyze Literature: Minor Characters

Minor characters are characters other than the protagonist who interact with the main character and help move the story along.

A. Describe the role of each of the minor characters in the story and how they help the narrator on his journey.

1. Mama: _____
2. Papa: _____
3. Papa's friends: _____
4. Alejandro: _____
5. Rosalie Stands Tall: _____

B. Compare the sense of community in “The Journey” with the American belief in individualism.

DURING READING



Name: _____ Date: _____

The Journey, page 46

Media Literacy: Online Research

In some Native American cultures, there is mythology or folklore about the coyote. Sometimes he appears as the creator, the messenger, the trickster, or the transformer. In the story the coyote is mentioned on page 52.

A. Do online research to find out about the role of the coyote in Native American culture. Write notes about the coyote as the creator, the messenger, the trickster, and the transformer.

1. Creator:

2. Messenger:

3. Trickster:

4. Transformer:

B. Decide whether the coyote in the story is primarily a creator, a messenger, a trickster, or a transformer. Write a paragraph in which you explain why the author included him in the story.

AFTER READING



Name: _____

Date: _____

The Journey, page 46

Selection Quiz

Fill in the Blank

A. Choose the correct word from the box and write it in the blank.

barrio	coma	delirium	meager	sallow
--------	------	----------	--------	--------

- In his _____, Felix thought he was a pirate off the coast of Africa.
- While ill, Andrea's skin appeared _____, but after her treatment her skin lost its yellowish, sickly color.
- During World War II, many commodities were rationed and there was such a _____ amount of sugar that Grandma didn't get a birthday cake until 1946.
- Although Mrs. Montrose had been in a _____ in the hospital for five years, her family still had hope she would wake up one day.
- José lived in an apartment with other manual laborers in a _____ in Los Angeles.

Matching

B. Identify how each person, or group of people, helps the narrator.

- | | |
|---|------------------------|
| _____ 6. performs a native ceremony to cure him | A. Papa |
| _____ 7. loan money to his father for the train journey | B. Mama |
| _____ 8. keeps thieves away from his possessions | C. Alejandro |
| _____ 9. had told him truths that sustain him on his journey | D. Papa's friends |
| _____ 10. gives him food during his train journey | E. Rosalie Stands Tall |
| _____ 11. walks to Oklahoma as part of a plan to cure his son | |

AFTER READING



Name: _____ Date: _____

The Drummer Boy of Shiloh, page 54

Literary Connection: Historical Fiction

The short story “The Drummer Boy of Shiloh” is an example of historical fiction, which is fiction that takes place in the past, sometimes with historical characters.

A. Do online research to find out what the historical novels listed below on the left are about. Write the letter of the description on the right that matches each novel.

_____ 1. *The Other Boleyn Girl* by Philippa Gregory

_____ 2. *Girl with a Pearl Earring* by Tracy Chevalier

_____ 3. *A Tale of Two Cities* by Charles Dickens

_____ 4. *The Clan of the Cave Bear* by Jean Auel

_____ 5. *April Morning* by Howard Fast

- A. the lives of a Frenchman and an Englishman before and during the French Revolution
- B. a teen’s participation in the Battle of Lexington and Concord (Revolutionary War)
- C. the life of one of English King Henry VIII’s mistresses during the 16th century
- D. the life of a servant girl in the household of 17th-century Dutch painter Vermeer
- E. the life of a Cro-Magnon girl raised by a group of Neanderthals

B. If you were assigned to do a book report on a historical novel, which one would you choose? You are not limited to the titles in Part A. Write a paragraph explaining why you selected the book you did.

BEFORE READING



Name: _____ Date: _____

The Drummer Boy of Shiloh, page 54

Media Literacy: Online Research

A. Do online research to find out about the topics below that are related to the Civil War. Write a short summary for each item.

- 1. Ulysses S. Grant: _____

- 2. blue and gray: _____

- 3. Battle of Shiloh: _____

- 4. Pittsburgh Landing, Tennessee: _____

- 5. drummer boys: _____

- 6. amputation with bone saws: _____

B. Make a prediction about what the short story will be about. Answer the five “W” questions: who, what, where, when, why.

- 7. Who: _____
- 8. What: _____
- 9. Where: _____
- 10. When: _____
- 11. Why: _____

BEFORE READING



Name: _____ Date: _____

The Drummer Boy of Shiloh, page 54

Analyze Literature: Analogy

An **analogy** is a comparison of two things that are alike in some ways but otherwise quite different. Writers often use analogies to explain or describe something unfamiliar by comparing it to something more familiar.

A. As you read, fill in the chart by quoting the analogies used in the story and indicating the speaker of each one.

What Is Being Described	Analogy	Speaker
1. the unprepared troops that need four months of training (page 58)		
2. a regiment that is untrained and undisciplined (page 59)		
3. an image of lines of soldiers coming in step down the hill to the opposing side (page 59)		

B. Write a paragraph explaining why the speaker uses analogies with the drummer boy. What is he trying to convey? Is he successful? How is the drummer boy transformed once the speaker has spoken?

DURING READING



Name: _____ Date: _____

The Drummer Boy of Shiloh, page 54

Use Reading Skills: Make Predictions

A. Fill in the chart with examples of the actions of the characters described in the left-hand column.

What Character Does	Examples
General:	
1. Reflects	
2. Gives advice	
Drummer boy:	
3. Reflects	
4. Worries	

B. Write a paragraph in which you make predictions about how the general and the drummer boy will behave during the battle. Refer to Part A for ideas about the character traits of the man and the boy.

DURING READING



Name: _____ Date: _____

The Drummer Boy of Shiloh, page 54

Text-to-Text Connection

A. Check the appropriate column to describe each quote from the story or the article.

Quote	Anticipatory	Imaginative
1. "Me, thought the boy, I got only a drum, two sticks to beat it, and no shield."		
2. "The band will play. And I'll be there to hear it."		
3. "Stand up, bare the breast, ask to be a target, thank them and sit down, that's us, that's them."		
4. "More innocents will get shot out of pure enthusiasm than ever got shot before."		
5. "I got to make one army of them. And for that, boy, I need you."		
6. "Focus the eye and set the teeth, flare the nostrils and tighten the hands, put steel armor all over the men, for blood moving fast in them does indeed make men feel as if they'd put on steel."		
7. "I was the drummer boy at Shiloh."		
8. "Cock an ear some calm day in the woods or fields or on the grass-carpeted lip of that tall bluff, and you may hear...the cries of battle mingling the deep-throated Union roar with the weird halloo of the Rebel yell..."		
9. "Once [the historian] has studied and written of an event in relation to the ground on which it happened, that scrap of earth belongs to him forever."		

B. On a separate sheet of paper, write a paragraph in which you analyze the relationship to history in the story and the article. How is the relationship to history different for the drummer boy/general and the historian? Use information from the chart in Part A.

AFTER READING



Name: _____ Date: _____

The Drummer Boy of Shiloh, page 54

Selection Quiz

Fill in the Blank

A. Fill in the blank with the word from the box that best completes each sentence.

mutely	resolute	strewn	legitimately	benediction
--------	----------	--------	--------------	-------------

- The toddler had _____ the spaghetti all over the kitchen floor.
- The Oxford student gained his inheritance _____ when his father, Lord Bertram, died and left him the family estate in his will.
- To Elizabeth the sound of the mourning doves in the morning was like a _____, making her feel blessed for the day that was to come.
- The homeless man, too ashamed to speak, _____ held out a can for coins and dollar bills.
- The teacher was _____: there would be no more paper airplanes in her class!

Matching

B. Choose the correct word from the box and write it in the blank. Each word is a literary term that describes an aspect of the story.

setting	characters	sensory details	characterization	dialogue
---------	------------	-----------------	------------------	----------

- | | |
|-------|---|
| _____ | 6. the drummer boy and the general |
| _____ | 7. "in the peach field near the Owl Creek not far from the church at Shiloh" |
| _____ | 8. "How long you been with us, Joby?" |
| _____ | 9. "He smelled as all fathers should smell, of salt sweat, ginger tobacco, horse and boot leather..." |
| _____ | 10. The general cried last night. |

AFTER READING



Name: _____ Date: _____

Gary Keillor, page 63

Language Connection: Idioms

An **idiom** is an expression whose meaning cannot be derived from the conjoined meanings of its elements. For example, if you say “Jack is a *pain in the neck*,” the meaning is not that Jack is a literal pain in the neck, but that figuratively he causes trouble.

A. Write a definition of each idiom used in the story.

1. “Of course my brothers and sisters were fit to be tied.” _____
2. “Trips to Colorado don’t *fall in your lap*.” _____
3. “...we West River Roaders were the *cream* of the school.” _____
4. “I guessed that [Dede] might laugh at it and also that her boyfriend Bill Swenson might *pound me into the ground*.” _____
5. “What *burned my toast* was [Dede] saying ‘You?’ when I volunteered to be in her talent show.” _____

B. Write the letter that corresponds to the definition of the following idioms in the blank.

- | | |
|---|--|
| _____ 6. a piece of cake | A. to be angry |
| _____ 7. a slap on the wrist | B. a task that can be accomplished easily |
| _____ 8. to have a chip on one’s shoulder | C. to start all over again |
| _____ 9. to bend over backwards | D. a mild punishment |
| _____ 10. to go back to square one | E. to go beyond what’s required to get a task accomplished |

C. Use any five idioms on this page in original sentences.

11. _____
12. _____
13. _____
14. _____
15. _____

BEFORE READING



Name: _____ Date: _____

Gary Keillor, page 63

Literary Connection: Allusion

An **allusion** is a reference to a well-known person, event, object, or work from history or literature. In “Gary Keillor,” the author makes repeated allusions to Walt Whitman’s poem “O Captain! My Captain!”

- A. Write a summary of the mentions of Whitman’s poem “O Captain! My Captain!” in Keillor’s personal narrative. Then tell what they reveal about the author as a high school junior.

Mentions of Poem	Summary of Use of Poem in Story
1. He is memorizing the poem and recites it on the way home.	
2. He recites poem in class.	
3. His teacher signs him up to recite the poem at the school talent show.	
4. He recites the poem with an English accent at a party.	
5. He performs the poem with an English accent at the school talent show.	

- B. Write a paragraph in which you explain the personal relationship of the author with the poem when he was a high school junior.

DURING READING



Name: _____

Date: _____

Gary Keillor, page 63

Text-to-Text Connection

Tone is the emotional attitude toward the reader or toward the subject implied by a literary work.

A. Place a check mark in the appropriate column to describe the tone of the personal narrative and poem.

	"O Captain! My Captain!"	"Gary Keillor"
1. humorous		
2. serious		
3. familiar		
4. formal		
5. joyful		
6. mournful		

B. Write a short essay in which you compare the tone of both literary works and describe the writers' attitudes toward the reader and toward the subject.

AFTER READING



Name: _____ Date: _____

Gary Keillor, page 63

Analyze Literature: Voice

Voice is the way a writer uses language to reflect his or her unique personality and attitude toward topic, form, and audience. A writer expresses voice through tone, word choice, and sentence structure.

- A. Choose the word in each pair that best describes Garrison Keillor’s voice and write it in the column in the middle. In the column on the right provide at least one example from the text.

Choices	Description of GK’s Voice	Example from Story
1. Midwestern or Eastern?		
2. pretentious or unpretentious?		
3. socially conservative or liberal?		
4. self-deprecating or self-praising?		
5. anecdotal or explanatory?		

- B. Write a paragraph in which you describe Keillor’s voice in “Gary Keillor,” providing an example from the personal narrative for each descriptor.

AFTER READING

Name: _____

Date: _____

Gary Keillor, page 63

Selection Quiz

Fill in the Blank

A. Choose the correct word from the box and write it in the blank.

enterprising

gravity

commune

prevail

pandemonium

1. Brent felt he would _____ in opening a coffee shop, even though one of his partners had backed out.
2. My friends and I like to _____ together in the cafeteria after school and give our opinions of the day's events.
3. The doctor tried to explain the _____ of her diabetes to Mrs. Clement, but she still didn't take her insulin every day.
4. _____ broke out at the graduation ceremony when a car backfired and everyone thought it was a gun.
5. Sallie was a(n) _____ young woman who always figured out a way to get funding for her photography projects.

Sequence of Events

B. Write the letter of the action that comes last in each pair of sentences.

- _____ 6. A. Gary goes to Colorado.
B. He tells his aunt, "I don't see how people can look at those mountains and not know there's a God."
- _____ 7. A. Gary gets a crush on Dede.
B. He volunteers for the school talent show.
- _____ 8. A. Gary recites "O Captain! My Captain!" in class to mockery from the students.
B. He recites the poem with a British accent at a party.
- _____ 9. A. Gary entertains the audience at the talent show with his recitation of "O Captain! My Captain!"
B. He makes the music warble during Bill Swenson's lip-synch of "Vaya con Dios" by touching the album.
- _____ 10. A. Miss Rassmussen says it's important to encourage students with talent.
B. Gary tells Miss Rassmussen he forgot a line of the poem, even though he added Bill Swenson's name deliberately.



Name: _____ Date: _____

Checkouts/Oranges, page 78

Build Background

Have you known someone who was infatuated with someone? How did that person behave toward the person he or she liked? Write your response on a separate sheet of paper.

Set Purpose

As you read each story, note details of each type that help to make the story or poem realistic. Complete the chart. Write details about each selection.

	"Checkouts"	"Oranges"
Realistic images (create concrete pictures in the mind)		
Realistic places		
Realistic characters		
Realistic events		

Practice Vocabulary

Complete each sentence with a story word from the box.

deftly	intuition	reverie	rouge	tedious	tiered
--------	-----------	---------	-------	---------	--------

BEFORE READING

- The cans were _____ neatly in a pyramid shape.
- The pianist's hands moved _____ over the keyboard.
- My _____ told me that I would see the boy again soon.
- Mort found cleaning his room a(n) _____ task.
- When bored, Alice stared out the window, lost in a(n) _____.
- Dark spots of _____ on her cheeks looked like cherries.



Name: _____ Date: _____

Checkouts/Oranges, page 78

Compare Literature: Motivation

A **motivation** is a force that moves a character to think, feel, or behave in a certain way. As you read the selections, try to figure out the characters' and speakers' motivations for the way they behave. Complete the chart. Tell what the characters do, think, or feel. Then give reasons for what the characters do, think, or feel.

Characters	What Character Does, Thinks, or Feels	Reason for Character's Action, Thought, or Feeling
In "Checkouts"		
Girl		
Bagboy		
In "Oranges"		
Boy		
Girl		

DURING READING



Name: _____ Date: _____

Checkouts/Oranges, page 78

Compare Literature: Motivation (continued)

In order for characters in narratives to seem realistic, they have to have **motivations**, or reasons, for doing, thinking, or feeling things. Use your chart to answer the following question.

Do you feel that the authors of “Checkouts” and “Oranges” gave their characters clear and realistic motivations for the way they act and feel? Explain your answer.



Name: _____ Date: _____

Checkouts/Oranges, page 78

Compare Literature: Setting

Setting, or the time and place in which a narrative is set, affects the characters, plot, and mood of the story. Complete the chart to tell about the setting and its effects in each selection.

	“Checkouts”	“Oranges”
Time when story takes place		
Effects of time on story		
Place		
Effects of place on story		

Use the information in the chart first to answer the question below and then to make a comparison of your own.

How do the different settings of “Checkouts” and “Oranges” determine the different outcomes of each story?

AFTER READING



Name: _____ Date: _____

Checkouts/Oranges, page 78

Make Connections

Read each connection. Jot down your ideas in the box. Write your response on a separate sheet of paper.

Text-to-Text

Compare and contrast the feelings that draw two people together in "A Mother in Manville" and "Checkouts." Comment on what you think the author is trying to say about the nature of love in each story.

Text-to-Text

Compare and contrast the forms of the selections "Checkouts" and "Oranges." How are a short story and a poem different? How is the speaker's point of view in each selection the same?

Text-to-World

Think about what it is like to move to a new community or to start a new school. What are the pros and cons of such a change? Compare what you have observed about moving to the experience of the girl in "Checkouts."



Name: _____

Date: _____

Checkouts/Oranges, page 78

Focus on “Checkouts”

Mirrors & Windows Question

In “Checkouts” the girl feels that her parents “were not safe for sharing... important facts about herself.” Do you agree? Explain. Why might teenagers feel this way? Explain. What overall point about love do you think the story makes?

Selection Quiz

Cast of Characters Write “bagboy,” “girl,” or “both” to identify which character the phrase describes.

- _____ 1. is relaxed and happy in the grocery store
- _____ 2. is envious of experienced workers
- _____ 3. is awkward and untidy
- _____ 4. eagerly anticipates next meeting
- _____ 5. pretends to be indifferent

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

6. Where does the story take place?

7. What has made the girl unhappy?

8. When does the girl fall in love with the bagboy?

9. Where does the bagboy find a better job?

10. Where and when do the girl and bagboy see each other again?

AFTER READING



Name: _____ Date: _____

Checkouts/Oranges, page 78

Focus on “Oranges”

Mirrors & Windows Question

The speaker of “Oranges” chooses to tell about the first time he experienced a date with a girl. If you were to write a poem about the first time you experienced something important, what would you write about and why? Why is a first date such an important event in a person’s life?

Selection Quiz

By the Numbers Write each word or phrase in the box on the line before the correct clue.

- | | | |
|-------|--------------------------|--------------|
| _____ | 1. what the girl chooses | drugstore |
| _____ | 2. what the boy eats | nickel |
| _____ | 3. cost of the candy | used car lot |
| _____ | 4. money the boy has | dime |
| _____ | 5. place they stop | orange |
| _____ | 6. place they cross | candy |

Multiple Choice

Write the letter of the correct answer on the line.

- _____ 7. The speaker in the poem uses a bell to summon
 A. the dog. C. his date.
 B. a bus. D. a saleslady.
- _____ 8. The speaker compares an orange to
 A. a fire. C. fog.
 B. bleachers. D. a porch light.
- _____ 9. Most of the images in the poem appeal to the sense of
 A. taste. C. sound.
 B. touch. D. sight.
- _____ 10. The mood created by the imagery and word choices in the poem is
 A. humorous. C. somber.
 B. tender. D. bitter.

AFTER READING



Name: _____

Date: _____

Checkouts/Oranges, page 78

What Do You Think?

You have compared the character motivations and the settings of the stories “Checkouts” and “Oranges.” 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.

Opinion
I like the selection “_____” better than the selection “_____.”
Reasons
1 _____
2 _____
3 _____

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

AFTER READING



Name: _____ Date: _____

Last Night, page 86

Build Background: Chinatown

A. Do online research about San Francisco’s Chinatown to determine if each statement is true or false. Write *T* if the statement is true or *F* if it is false. For any false statement, change the underlined information to make it true. Write your change on the line that follows the sentence.

- _____ 1. San Francisco’s Chinatown is the largest Chinatown outside of Asia.

- _____ 2. Dim Sum is a style of Chinese cooking. _____
- _____ 3. Portsmouth Square is known as the “heart of Chinatown.”

- _____ 4. It was named after a U.S. president. _____
- _____ 5. It houses a night market where one can find bargains, entertainment, and arts. _____
- _____ 6. Cathay House is a hotel. _____
- _____ 7. Chinese New Year has been celebrated for 2,000 years.

- _____ 8. Tongs were associations set up to protect the interests of the Chinese community. _____
- _____ 9. Tourists can take a guided walking tour of Chinatown.

B. Look at photos of San Francisco’s Chinatown. Circle the choice that correctly describes what you see there.

- 10. congested or spacious
- 11. drab or colorful
- 12. signs in English or signs in Chinese
- 13. alleys or boulevards
- 14. department stores or shops

BEFORE READING



Name: _____ Date: _____

Last Night, page 86

Media Literacy: Online Research

Type “Poetic Waves Angel Island” in the search box of your favorite search engine. Answer the questions below about the content on the immigration station’s website.

A. Write a short answer.

1. Read the introduction. The immigration station for immigrants coming from Asia was _____
2. Between 1910 and 1940, how many Asian immigrants came through Angel Island?

3. Click on “POETRY” and listen to the poems. In general, what are they about?

4. What does it mean when the poet says “the waves tossed in sympathy”?

5. Which poem moved you the most? Why?

6. Look at the time line. What was the Chinese American population in 1980?

7. What was the Chinese American population in 2000?

8. Click on “GALLERY.” Describe one of the documents or photos in the gallery.

B. Write the letter that corresponds to the person who is being described.

- | | |
|--|----------------|
| _____ 9. succeeded in negotiating for toilet paper and soap for Chinese immigrants | A. Mrs. Maurer |
| _____ 10. spent exactly one year in the United States | B. Mr. Lee |
| _____ 11. was 16 when he was detained in 1939 | C. Mr. Lowe |
| _____ 12. helped Asian immigrants at Angel Island for 30 years | D. Mr. Tong |

DURING READING



Name: _____ Date: _____

Last Night, page 86

Chinese Culture Connection

Sometimes doing research can deepen your understanding and appreciation of a story, especially if it involves a culture different from your own. Do online research to find out the significance of the following quotes from the story.

1. “a brush stroke on the wide bed” page 87 (Tip: research “Chinese calligraphy”)

How did your research help you to understand this metaphor? Explain.

2. “the palace ladies and plum blossoms” page 90 (Tip: research “Chinese symbols and motifs in art”)

How did your research help you understand the decoration of the Chinese pot in the story?

3. “Good Luck and Long Life” page 90 (Tip: research “Chinese good luck symbols”)

How did your research help you understand the calligraphy on the Chinese pot?

DURING READING



Name: _____

Date: _____

Last Night, page 86

Literary Connection: Transitions

A **transition** is a word, sentence, or passage that connects a topic to one that follows.

A. In the chart write the word, sentence, or passage that connects the topic in column one to the topic in column two.

Setting or Action 1	Setting or Action 2	Transition
1. Hang Fong's thinking about not being an adventuress any longer	Her desire to return to China	
2. Hang Fong's thinking about a trip to China	Her world now	
3. Their apartment	Their landlady	
4. Hang Fong and You Thin hearing a sound	"Something's wrong!"	
5. HF and YT discussing where landlady's son is	YT's memory of getting landlady's Chinese pot	
6. YT's memory of getting pot	Idea of calling Rescue Car	
7. From their apartment	To landlady's apartment	
8. From landlady's apartment	To outside to find landlady's son	
9. Landlady's apartment	Portsmouth Square	

B. Explain how you can use transitions in your creative writing and what transitions you can use in your expository writing to become a better writer.

DURING READING



Name: _____ Date: _____

Last Night, page 86

Analyze Literature: Epilogue

An **epilogue** is a short addition or concluding section at the end of a literary work. It follows the resolution of the plot.

Answer the following questions.

1. On which page does the epilogue begin?

2. What can you infer happens between the last paragraph of page 92 and the first paragraph of page 93?

3. The epilogue involves which of the main characters?

4. What do we learn about the characters in the epilogue?

5. If the story of the Italian landlady were made into a Cantonese opera, who would be the hero? Why?

6. What is more important in the epilogue, the characters or the setting?

AFTER READING



Name: _____ Date: _____

Last Night, page 86

Selection Quiz

Fill in the Blank

A. Fill in the blank with the word from the box that best completes each sentence.

sensation	erratic	flutter	omen	churn
-----------	---------	---------	------	-------

- Sammy watched the wings of the bird _____ as it moved off the ledge.
- The boat motor started to _____ the water and soon Josie was standing on water skis.
- Michaela had a(n) _____ that she was going to fall down from the shock, so she grabbed the handrail.
- At the peace rally, the organizer released a dove as a good _____.
- Due to his _____ behavior in class, Miss Taylor sent Doug to the guidance office.

Who Is That?

B. Choose the letter that corresponds to the character being described and write it in the blank.

- | | |
|---|-------------------------|
| _____ 6. sews in a garment shop | A. You Thin |
| _____ 7. used to be in the merchant marine | B. Hang Fong |
| _____ 8. falls in her apartment | C. the landlady's son |
| _____ 9. cannot speak | D. the Italian landlady |
| _____ 10. wants to take a trip to China | |
| _____ 11. goes to find the landlady's son | |
| _____ 12. works as a porter at the Oasis Club | |
| _____ 13. uses a board to get to the landlady's apartment via the fire escape | |

AFTER READING



Name: _____ Date: _____

Raymond's Run, page 96

Vocabulary

An *idiom* is a unique expression in which the words do not have their usual meanings; instead, together they create a totally new meaning. For example, if you say "I lost my head," you don't mean that you couldn't find your head. Rather, the phrase has its own meaning: "lost composure" or "became overexcited." Context often suggests the meanings of idioms.

Each sentence from "Raymond's Run" contains an underlined idiom. Write your prediction of the idiom's meaning, based on the context of the sentence.

1. And I don't play the dozens or believe in standing around with somebody in my face doing a lot of talking. (page 96)

2. I'd much rather just knock you down and take my chances even if I am a little girl. (page 97)

3. She'll clutch the lace on her blouse like it was a narrow escape. (page 98)

4. Here comes Gretchen and her sidekicks: Mary Louise, who used to be a friend of mine when she first moved to Harlem from Baltimore and got beat up by everybody till I took up for her.... (page 98)

5. The biggest thing on the program is the May Pole dancing, which I can do without, thank you, even if my mother thinks it's a shame I don't take part. (page 99)

6. And I'm smiling to beat the band cause...I can always retire as a runner and begin a whole new career as a coach with Raymond as my champion. (page 102)



Name: _____

Date: _____

Raymond’s Run, page 96

Set Purpose

The narrator of “Raymond’s Run” is the protagonist. Every action is described from her point of view; every motive is filtered through the screen of her opinions and prejudices. Her “don’t mess with me” way of looking at life creates the tone of the story.

Read the title, the callout above it, and the first two paragraphs of the story to get a feel for Squeaky’s voice and the story’s tone. As you read, complete the chart. Tell what Squeaky’s viewpoint is. Then tell the effect of the viewpoint on what Squeaky thinks, says, or does.

Situation	Squeaky’s Viewpoint about the Situation	Effects of Viewpoint
Squeaky looks after Raymond.		
People talk about Raymond.		
Squeaky is a good runner.		
People pretend they don’t practice to have skill.		
Gretchen’s sidekicks say Gretchen will win the race.		
Rosie and Mary Louise talk to Raymond.		
Squeaky avoids the May Pole dancing.		
Mr. Pearson hints that Squeaky should let someone else win.		
Squeaky sees that Raymond can run pretty well.		

DURING READING



Name: _____ Date: _____

Raymond's Run, page 96

Text Connections

Text-to-Self

Squeaky dislikes people who pretend they are naturally gifted at a skill when in reality they worked hard to achieve it. Think of people you know who have great skill at something. Is their talent natural, or have they worked hard to attain it? Which outcome do you feel is better? Explain.

Text-to-World

Squeaky observes that girls "never really smile at each other." That is, what passes for a smile does not express real goodwill or respect. Would you agree or disagree with her observation? Describe what you have observed in relationships among girls.



Name: _____

Date: _____

Raymond's Run, page 96

Analyze Character

Circle the character traits in the box that describe Squeaky well. Beside each number below, write one of these traits and evidence from the story that supports it.

sarcastic	hot-headed	hard-working	mEEK	competitive
peace-making	self-assured	laid-back	focused	flattering

1. _____:

2. _____:

3. _____:

4. _____:

5. _____:

AFTER READING



Name: _____ Date: _____

Raymond's Run, page 96

Describe and Critique: Fiction

Describe the story "Raymond's Run." Write the information to fill in these charts.

Title _____
Author _____
Type of Fiction _____
Setting
Main Characters
_____ :
_____ :
_____ :
_____ :
_____ :
Conflict/Problem _____
Main Events in Plot
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
Theme _____

Critique, or review and evaluate, the story “Raymond’s Run.” 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? (Does the sequence of events make sense? Is there a clear beginning, middle, and end? Is the conflict or problem introduced, developed, and solved 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?



Name: _____ Date: _____

Flowers for Algernon, page 104

Practice Vocabulary

Look up each of these words from “Flowers for Algernon.” Find the page on which it is located and skim to find the word. Use context clues to predict its meaning. Write each term on the line beside the appropriate meaning below. Use a dictionary if necessary.

page 119	page 120	page 121	page 123	page 124
specter	refute semantic	vacuous naiveté	obscure impaired deterioration	syndromes convolutions fissures introspective

- _____ 1. curved and folded ridges on the brain’s surface
- _____ 2. marked by a lack of intelligence or ideas
- _____ 3. the action or process of going to pieces; decline
- _____ 4. something that haunts the mind
- _____ 5. having to do with examination of one’s own thoughts and feelings
- _____ 6. to prove wrong using argument or evidence
- _____ 7. damaged, made worse, or diminished
- _____ 8. of or relating to meaning in language
- _____ 9. the quality of being immature or inexperienced
- _____ 10. to conceal or hide, as though by covering up
- _____ 11. symptoms that occur together and form a pattern
- _____ 12. narrow cracks within an organ



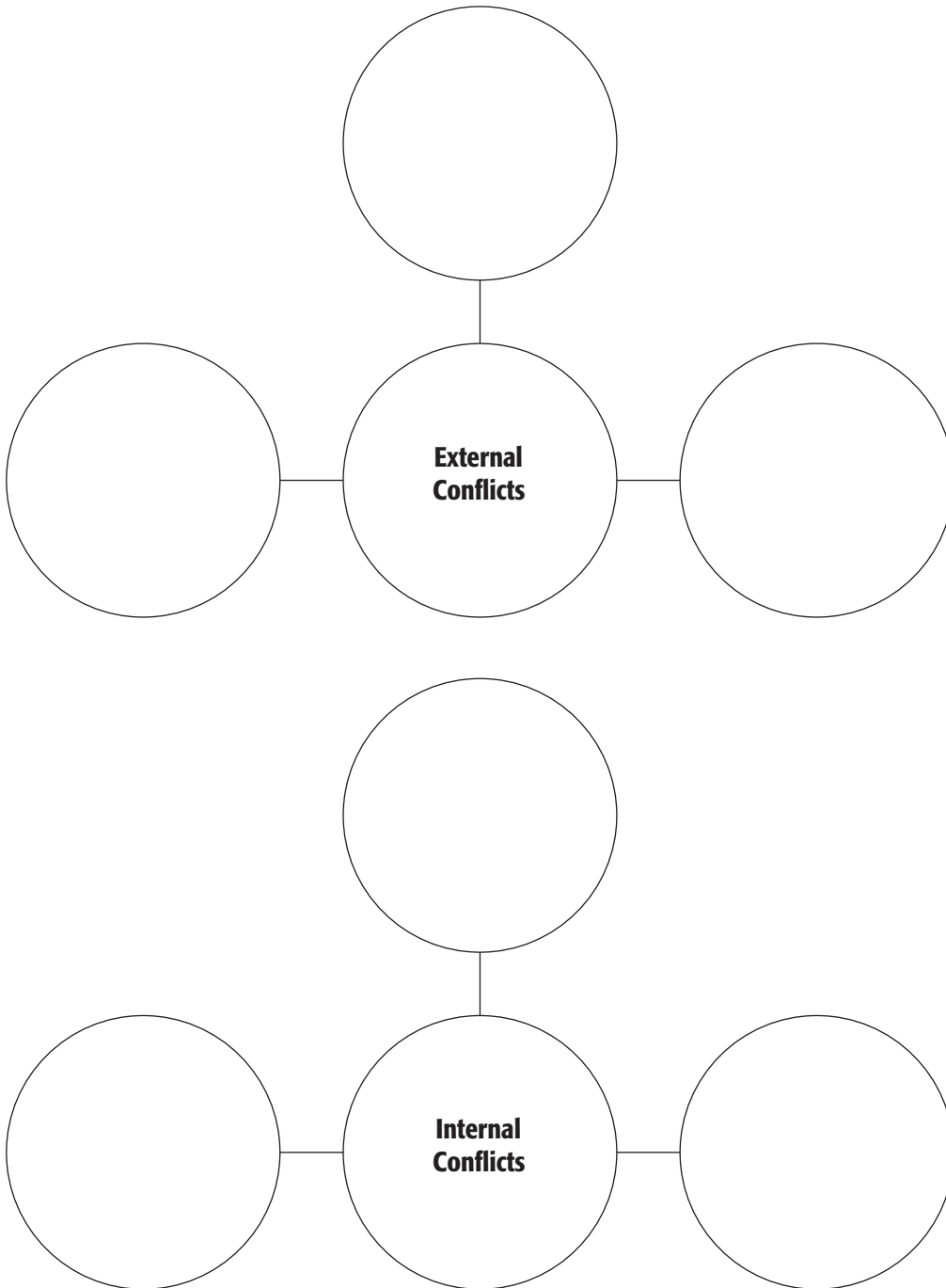
Name: _____

Date: _____

Flowers for Algernon, page 104

Analyze Plot

Story plot develops around one or more conflicts, or struggles. *Internal conflicts* involve a character’s inner struggles. *External conflicts* pit a character against society, nature, or another character. On the word webs below, describe internal and external conflicts that occur in “Flowers for Algernon.”



AFTER READING



Name: _____ Date: _____

Flowers for Algernon, page 104

Prewriting Guide: Write a Diary Entry

Answer the following questions. Refer to your answers to get ideas as you complete the writing assignment on page 128.

1. What happens to Charlie in the following parts (dated entries) of the story?
Write your answers in the chart.

Mar. 1–10	
Mar. 15–Apr. 3	
Apr. 6–20	
Apr. 21–28	
Apr. 30–May 20	
May 23–July 7	
July 10–28	

2. In which of these time periods would you like to add your diary entry? Why?

3. What is happening to Charlie at this time? What are his thoughts and feelings about himself? About his friends and acquaintances?

4. What additional observations might Charlie make at this time? How would he express himself; what would his sentences be like?

AFTER READING



Name: _____

Date: _____

Flowers for Algernon, page 104

Selection Quiz

Who Is That?

Miss Kinnian	Charlie Gordon	Dr. Nemur	Dr. Strauss	Joe Carp	Mrs. Flynn
--------------	----------------	-----------	-------------	----------	------------

Write each name next to the correct description of the character.

1. _____: Charlie’s landlady
2. _____: factory worker who abuses Charlie
3. _____: a kind teacher with a special interest in Charlie
4. _____: an older, ambitious psychologist/research scientist
5. _____: a highly motivated mentally challenged man
6. _____: a neurologist who operates on Charlie

Multiple Choice

Write the letter of the correct answer on the line.

- | | |
|--|--|
| <p>_____ 7. Charlie Gordon has an operation in order to</p> <ol style="list-style-type: none"> A. correct speech defects. B. get friends. C. increase his intelligence. D. earn more money. <p>_____ 8. As Charlie’s mental powers grow, the people around him react with</p> <ol style="list-style-type: none"> A. fear and rejection. B. anger and suspicion. C. pride and admiration. D. envy and hatred. <p>_____ 9. Charlie loses his intelligence because</p> <ol style="list-style-type: none"> A. he is attacked by a virus. B. he hits his head. C. the effects of the operation are temporary. D. Dr. Nemur gives him the wrong injection. | <p>_____ 10. The author includes a Rorschach test two times in order to contrast</p> <ol style="list-style-type: none"> A. Charlie’s intelligence with Algernon’s intelligence. B. the doctors’ prejudice with Charlie’s naiveté. C. different ways of administering the test. D. Charlie’s intelligence before and after the operation. <p>_____ 11. All Charlie’s mental changes are shown most clearly through</p> <ol style="list-style-type: none"> A. higher test scores. B. a better living situation. C. better relationships with people. D. changes in the way he uses language. |
|--|--|

AFTER READING



Name: _____ Date: _____

Flowers for Algernon, page 104

Describe and Critique: Fiction

Describe the story “Flowers for Algernon.” Write the information to fill in these charts.

Title _____
Author _____
Type of Fiction _____
Setting
Main Characters
_____ :
_____ :
_____ :
_____ :
_____ :
Conflict/Problem _____
Main Events in Plot
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
Theme _____

Critique, or review and evaluate, the story “Flowers for Algernon.” 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? (Does the sequence of events make sense? Is there a clear beginning, middle, and end? Is the conflict or problem introduced, developed, and solved 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?

ANSWER KEY

Fiction Study Guide for Illinois

Understanding Plot

The *plot* of a story or novel is a series of related events that tell what it is about.

Plot is important because it carries the story line and draws in readers.

Place each element of plot correctly on the diagram. On the line beside its number below the diagram, describe the role this element plays in a story.

1. exposition; introduction which establishes characters, setting, and mood and suggests conflict
2. rising action; events that develop and intensify the conflict
3. climax; point of highest interest or suspense
4. falling action; events that follow the climax
5. resolution; point at which central conflict is resolved

What effect does *conflict* have on a *plot*? Conflict develops the plot, and plot revolves around conflict.

Why is *conflict* needed in a *story* or *novel*? Conflict creates tension and interest; we want to read on to see how the problem will be resolved.

Explain the difference between *external conflict* and *internal conflict*. Then list three ways a character can experience *external conflict*.

External Conflict

A struggle between a character and a force outside the character

Three Types of External Conflict

- 1 character versus character
- 2 character versus nature
- 3 character versus society

Internal Conflict

A struggle within a character; between the person and his or her emotions, for example

Use the following three terms in sentences that explain how writers use time to organize *plot*.

chronological order Stories are usually told in chronological order, with the events described in the sequence in which they occurred.

flashback A writer uses flashback to look back at an action that happened earlier and help readers understand a character or situation.

foreshadowing Foreshadowing is writing that hints at what is going to happen in the future.

Applying Plot to the Selections

Write a brief summary of the *plot* of “Charles.” Laurie reports on the bad behavior of Charles, a bad boy in his kindergarten class. Laurie’s parents become more fascinated as the reports of Charles’ misbehavior become more outrageous. Laurie acts up at home, but his parents hardly notice. At a PTA meeting, Laurie’s mother learns from his teacher that there is no Charles, but Laurie has had trouble adjusting to school.

Write *climax*, *exposition*, *falling action*, *resolution*, or *falling action* next to each event to show where it happens in the *plot* of “Flowers for Algernon.”

Charlie works to get into the experiment. exposition

Charlie gets his old job at the box company back. falling action

Charlie says goodbye to Miss Kinnian and Dr. Strauss. resolution

Charlie realizes that he will lose his mental capacities. climax

Charlie realizes that his “friends” humiliate and hurt him. rising action

What is the *climax* of the *plot* of “The Treasure of Lemon Brown”?

Lemon Brown attacks the intruders who have come to take his treasure and runs them off.

What is the *resolution* of the *plot* of “Last Night”? You Thin and Hang Fong tell their friends and co-workers about their rescue of Manager Lady the night before.

Describe the *conflict* in “The Drummer Boy of Shiloh.” Is it *external* or *internal*?

The drummer boy struggles with his fear and confusion about going into battle unarmed. The conflict is internal.

How is the *conflict* in “A Mother in Manville” different from the *conflict* in “The Journey”?

In “A Mother in Manville,” Jerry’s desire for a mother-son relationship wars with his realization that she must leave. In “The Journey,” the narrator struggles to defeat a mysterious illness that threatens to kill him.

There are several *conflicts* in “Checkouts.” Describe them.

- 1 The girl’s homesickness for the home she left vies with her curiosity about her new home.
- 2 The boy and the girl both struggle with their tumultuous emotions about each other.
- 3 The girl and boy act against their own feelings when they refuse to acknowledge each other when they finally meet again.

Explain how *flashback* is used on page 65 of “Gary Keillor.” In the third paragraph, the writer describes a trip to Colorado he made with his aunt, uncle, and cousins two years before.

Find an example of *foreshadowing* on page 50 of “The Journey.” Explain what the description foreshadows. The narrator sees a beautiful girl about his age in a dark red dress, who smiles and waves. The report hints that he will survive the journey. His interest in the sensual girl also suggests that he is growing up.

Understanding Characters

In fiction, a *character* is an imaginary person or animal that takes part in the story.

Writers use *characterization* to create characters and make us familiar with them as people.

What are three ways in which writers create *characters*?

- 1 a character’s words, thoughts, and actions
- 2 what other characters say or think about the character
- 3 description of the character’s features, clothing, and personality

Motivation is a force such as a need that moves a character to act, think, or feel a certain way.

Motivation is important to understanding a *character* because it explains why a character acts, thinks, and feels as he or she does; it helps explain the action.

Rows in the chart contain terms that are related. Explain the meaning of each term.

Protagonist

The main character, who has the central role

Antagonist

A character or force in conflict with the protagonist

Major Character

Any character who plays an important role in the story

Minor Character

Any character who plays a less important role in the story

Round Character

A complex, fully developed character, who is believable as a human being

Flat Character

A one-dimensional character, who exhibits one quality

Dynamic Character

A character who changes as a result of the story events

Static Character

A character who does not change during the story

Applying Characters to the Selections

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

The protagonist in “Raymond’s Run” Squeaky, or Hazel Elizabeth Deborah Parker; The story follows her, is told through her point of view, develops her fully, and shows that she has changed by the end.

An antagonist in “The Treasure of Lemon Brown” Greg Ridley’s father (or the intruders at the tenement); Greg (the main character) is struggling with his father.
(Greg and Lemon Brown struggle against the intruders.)

A major character in “A Mother in Manville” Jerry (or the narrator); Jerry is the central character who changes. (The narrator is very important to Jerry and always present in the story.)

A minor character in “Last Night” Ah Boy (or Manager Lady); Ah Boy takes part in only one or two scenes and gets little description. (Manager Lady is the reason for the conflict, but she has little to do with the action itself.)

A round character in “Gary Keillor” Gary; The narrator (Gary) reveals his complex motivations and emotions.

A flat character in “Flowers for Algernon” Dr. Nemur (or Dr. Strauss or Miss Kinnian); Each of these characters exhibits one dimension; for example, Dr. Nemur shows selfish ambition.

A dynamic character in “The Drummer Boy of Shiloh” Joby; Joby comes to understand his importance to the battle; this changes his fear to resolve.

A static character in “Charles” Laurie’s father (or Laurie’s mother); Laurie’s parents do not change in any essential way; they never seem to have understood Laurie.

Understanding Setting

The *setting* of a literary work is the time and place where it occurs.

Setting is important to a *story* or *novel* because it helps the reader imagine the action, helps set the mood, and can even create a conflict or motivation.

The writer may reveal the *setting* using various techniques. Identify them.

Descriptions of

- weather and seasons
- the landscape, a city or town
- styles of buildings, vehicles, clothing, furnishings

and also by

- how characters behave
- the way characters speak

In a literary work, *mood* is the overall atmosphere—the emotion or feeling.

Setting is important to mood in this way: Details that establish setting often also help establish mood.

Applying Setting to the Selections

How are the settings of “Raymond’s Run” and “The Treasure of Lemon Brown” alike? How do they differ? Both stories are set in poor urban neighborhoods where some toughness is needed to get by. The sidewalk and park in “Raymond’s Run” allow for swift movement, but the tenement and storm in “Lemon Brown” require stillness.

How does the writer use description and dialogue on page 35 to establish the setting of “A Mother in Manville”? Description of the mountains and weather suggest severity and hardship balanced by great beauty. Jerry’s words do the same.

Summarize what you learn about the high school setting in paragraph 3 on page 66 and in paragraph 5 on page 67 of “Gary Keillor.” On page 66, Keillor shows that the high school is crowded and split between rural and suburban students. On page 67, he describes the depressing effect of the surroundings and season.

The setting of “The Journey” changes as the story progresses. How does it change? What other change does this help emphasize? The setting moves from the narrator’s home in Mexico to his aunt’s home in Oklahoma. It emphasizes the boy’s change from childhood to adulthood and from sickness to health.

What mood does the setting of “The Drummer Boy of Shiloh” help support? The dark spring night in a peach orchard helps create and support a mood of quiet thoughtfulness. The falling peach blossoms emphasize the soldiers’ youth.

Illinois-Based Practice Test

- | | | | |
|------|-------|-------|-------|
| 1. B | 6. C | 11. D | 16. A |
| 2. A | 7. B | 12. B | 17. B |
| 3. A | 8. A | 13. B | 18. D |
| 4. C | 9. B | 14. C | 19. C |
| 5. C | 10. C | 15. D | 20. A |

Charles

How to Read Fiction

Framework for Reading Fiction

Before Reading

- The story is told in third person, from the perspective of Laurie’s mother.
- The characters are Laurie, Laurie’s mother and father, Charles, and Laurie’s teacher. Laurie is a young boy going to kindergarten for the first time. Laurie tells his parents that Charles is a classmate that is misbehaving.
- The events of the story take place at Laurie’s home and at his school.

During Reading

- ❑ Laurie’s parents’ concern about Charles’s influence on Laurie causes the mood of the story to be apprehensive and curious.
- ❑ Laurie is described as changing from a sweet-voiced nursery-school tot into a long-trousered, swaggering character. Charles is described as being bigger than Laurie and lacking proper outdoor clothing. Most of the story is told in dialogue; no description is given of the house or the school setting.
- ❑ Responses will vary. Students may predict that Laurie’s mother confronts Charles’s mother about her son’s behavior.
- ❑ The central conflict is the impact that Laurie’s parents think a classmate named Charles is having on their son.

After Reading

- ❑ The narrator’s son Laurie reports on the bad behavior of a kindergarten classmate named Charles. Charles’s behavior improves at times when the teacher asks him to be her helper. At the PTA meeting his parents find out that there is no one named Charles in his class.
- ❑ Responses will vary. Students may say that people’s behavior is sometimes negatively affected by difficulty adjusting to a new situation.
- ❑ Responses will vary. Students may say that as we mature, we tend to find behavior that shows compassion, confidence, or a sense of justice attractive.

Apply the Model

Use Reading Skills: Compare and Contrast

Venn Diagram

Charles: bigger than Laurie; acts “fresh”; hits the teacher; constantly gets in trouble; doesn’t have proper outdoor clothing

Inner Circle: both act tough; respond well to being a helper; have occasional lapses

Laurie: changes after he goes to kindergarten; speaks insolently to his father, admires Charles’s unruly behavior

At the beginning of the story, Laurie seems in awe of Charles’s boldness and fresh behavior. When Charles changes and becomes a helper, Laurie does not seem impressed and is joyful when Charles has had a lapse. Students may say that Laurie is actually the one committing the unruly acts he tells his parents about, or that he may be exaggerating the behavior.

Build Background: Kindergarten Rules

- A. Possible list: 1. Share with your classmates. 2. Don’t hit or kick. 3. Use good language. 4. Don’t throw objects. 5. Participate in activities. 6. Don’t yell or scream.
- B. Possible descriptions: Good student: 1. Shares with his/her classmates 2. Doesn’t hit or kick 3. Uses appropriate language 4. Doesn’t throw objects 5. Participates in activities 6. Doesn’t yell or scream; Bad student: 1. Doesn’t share with his/her classmates 2. Hits and/or kicks 3. Uses bad language 4. Throws objects 5. Doesn’t participate in activities 6. Yells and/or screams

Vocabulary: Opposites Poems

- A. Students’ poems will vary.
- B. Students’ sentences will vary.

Literature Connection: Characterization

- A.
- | | |
|--|---------------------------------------|
| 1. Was fresh | 5. Threw chalk |
| 2. Hit the teacher | 6. Yelled |
| 3. Bounced a see-saw on the head of a girl | 7. Was fresh and kicked the teacher’s |
| 4. Pounded his feet on the floor | friend |

B. Possible report: Charles X is physically and verbally abusive in class. He hits and kicks students and teachers and says bad words. He also yells. He has also thrown objects in class and bounced a see-saw on the head of a girl, who bled. As a teacher, I am concerned because Charles disrupts my class. I am also concerned about other students emulating his behavior.

Use Reading Strategies: Make Inferences

1. Laurie is not anxious about going to kindergarten or being separated from his mother.
2. Since Laurie is home by lunchtime, he must be in half-day morning kindergarten.
3. Charles seems to be popular with his classmates.
4. The fact that Laurie's father asks him what he thinks the solution to Charles's bad behavior is suggests that the father wants Charles to think for himself and he values his opinion.
5. It appears that Laurie is projecting his own behavior onto a fictitious child named Charles because he is not ready to claim responsibility for his actions.

Selection Quiz

- | | |
|----------------|-------------|
| A. | B. |
| 1. raucous | 6. Laurie |
| 2. renounce | 7. Charles |
| 3. haggard | 8. narrator |
| 4. routine | 9. father |
| 5. reformation | 10. teacher |

The Treasure of Lemon Brown

Build Background: Value of Education

- A. Answers will vary. You may want to hold a class discussion and make a list of ideas on the board.
- B. The point of this activity is for each student to find some value in education for themselves.

Vocabulary: Adjectives

- A.
1. an impromptu checkers tournament
 2. the graffiti-scarred building
 3. a squarish patch of light
 4. the blinking neon sign
 5. a halo of crinkly white hair
- B.
1. When the detective entered the office, he knew there had been a robbery because the door of the safe was ajar.
 2. Her hand on the lottery check, Abigail couldn't stop the involuntary trembling.
 3. An ominous noise came from the back of the theater.
 4. Andrew was mindful of the fact that his test was tomorrow and didn't go to the arcade with his friends.
 5. Alexa thought her friendship with Jessica was brittle.

Literary Connection: Dialect

- A.
1. You mean you haven't ever heard of Sweet Lemon Brown?
 2. They are (They're) bad men.

3. Let's...see what those scoundrels are doing.
4. ...he'll go on and mess with somebody else.
5. His carrying it around with him like that....
6. ...and when I gave it to him....

B. Raps will vary. You might ask if there are any student volunteers who would like to perform their rap for the class.

Use Reading Strategies: Make Predictions

1. Students may predict that Greg will rebel against his father's wishes that he study his math and take his education more seriously. His rebelliousness would come from his anger and disappointment at not being able to play basketball.
2. Students may predict that Greg will meet Lemon Brown in the abandoned building because he's the character in the title. Or they might think he'll get into some sort of trouble because it's described as a dangerous-looking place.
3. Students may predict that Greg will flee because the noise makes him afraid and because he can't see well in the room.
4. Students may predict that there will be some type of altercation between the thugs, Lemon Brown, and Greg because one of the men is carrying a piece of pipe.
5. Students may predict at this point where the story ends that Greg will begin to study his math because he's learned some valuable life lessons from Lemon Brown.

Analyze Literature: Characterization

A.

2. Brown is explaining why he quit singing the blues. He experienced some financial success and it no longer felt right to be singing sad songs. Greg may learn from this that there are changes and turn-arounds in some people's lives, as contrasted with his father who has stayed with the post office throughout his career.
3. Brown reveals an optimistic attitude and a toughness of character in this line. His life may be hard, but he's no quitter. Greg may be learning an attitude to adopt when things get tough.
4. Brown reveals the philosophy behind his giving the harmonica to his son, that it was to give his son roots and a feeling that he could make something of himself. Greg may learn from this that his father is a hard worker and may strive to be more like his father in the future.
5. Brown is talking about his harmonica and the newspaper clippings, all he has left of a time in his life when he was happy and successful. It meant a lot to him that his son treasured them during his short life; it made Brown feel that his son accepted him for who he was. Greg may learn from this that his father has his best interests at heart when he tells him to study his math. His father is trying to share with him something as valuable to him as the harmonica and clippings are to Brown.

B. Poems will vary. You might ask for a couple volunteers to read their poems for the class.

Selection Quiz

A.

- | | |
|------|------|
| 1. E | 4. C |
| 2. A | 5. B |
| 3. D | |

B. math, basketball, wet/bad, Lemon Brown, treasure, stairs, harmonica, blues singer, life, father

A Mother in Mannville

Vocabulary: Literary Definitions

- A. Answers will vary.
- B. Original sentences will vary.

Analyze Literature: Tying Setting to Plot

- A.
 - 2. When the woman goes out of town for a weekend, Jerry takes the dog out to the fields and hills with laurel. He is excited to tell the woman how well the dog behaved and how much fun the two of them had. This creates a bond between the writer and the boy: “And it seemed to me that being with my dog, and caring for him, had brought the boy and me, too, together, so that he felt that he belonged to me as well as to the animal.”
 - 3. Jerry’s need for affection from a woman brings him often to the writer’s cabin. First, he comes to chop wood. Then he comes to chat with the woman: “He made simple excuses to come and sit with me,” says the narrator. Next he befriends the dog and cares for him when the woman goes out of town. When the woman and dog leave, Jerry is bereft and the writer is told that he is ill, a psychosomatic illness due to all that he is losing.
 - 4. When Jerry first comes to the cabin, the writer’s dog does not bark at him, sensing a friend. When the woman goes out of town for the weekend, Jerry takes care of the dog: “I took him up over the hill and we both ran fast.” The woman has come to trust Jerry implicitly and knows, due to his integrity, that he would take good care of her pointer, even though she was unable to warn him of her delay.
 - 5. Even though the woman is away longer than expected, Jerry comes to give her dog some breakfast and she tells Jerry upon her return, “I didn’t worry.”
- B. Possible paragraph: In “A Mother in Mannville,” descriptions of a cabin, a state, the season, the weather, and the psychological condition of an orphaned boy conspire to bring the boy and a single woman together in a strong bond. The woman, a writer, rents a cabin without central heating in “the Carolina mountains.” The orphanage that owns the cabin sends a boy, Jerry, to chop wood for her. Out of this necessity, the boy and the writer strike up a friendship. The woman notices immediately that her pointer doesn’t bark at the boy. The boy is happy to take care of the dog when the writer goes out of town for a weekend. The dog loves the laurel in the autumnal hills and the boy and the dog play together. Due to the fog, the woman can’t drive up the mountain for two days, but the dog doesn’t go hungry because Jerry brings him some of his own breakfast. The boy is excited to tell the writer about this adventure with the dog when she returns and she begins to feel that the boy belongs to her: “And it seemed to me that being with my dog, and caring for him, had brought the boy and me, too, together, so that he felt that he belonged to me as well as to the animal.” Jerry’s need for love from a woman and a pet are met only temporarily, however, for the writer has to move to Mexico for her writing.

Literary Connection: Review of Literary Terms

- A.
 - 1. setting
 - 2. character
 - 3. motivation
 - 4. plot
 - 5. conflict
 - 6. dynamic character
 - 7. themes

- B. Possible paragraph: Marjorie Kinnan Rawlings’s Pulitzer Prize-winning novel *The Yearling* resembles her short story “A Mother in Mannville” in setting, characterization, motivation, and theme. The novel takes place in Florida and the short story takes place in “the Carolina mountains”; while taking place in different states, both works of fiction are in a southern setting. Both characters are 12-year-old boys who love an animal. Jody, the hero of *The Yearling*, has a pet deer; Jerry, the boy in “A Mother in Mannville,” adopts the pet dog of the woman for whom he chops wood. Both boys are dynamic characters. Jody is at first close to his father, who takes him hunting; but when his father makes him kill his pet deer, he makes a break with his father because he really loved that deer. Jerry is at first an unloved orphan, but he learns to accept love and comfort from the woman he’s working for. After finding love, at least temporarily, Jerry feels a deep loss when the woman and dog leave him. Both boys are motivated by a need for love. Jody’s loss of his pet deer parallels Jerry’s loss of his adopted pet dog and the woman who has given him motherly affection. Both boys grieve their losses. If these two fiction pieces are typical of Rawlings’s body of work, she likes southern settings, pre-adolescent characters, animals, and is interested in themes of loss and grieving.

Use Reading Strategies: Make Connections

Answers will vary.

Selection Quiz

- A. predicated, inadequate, clarity, subterfuge, impelled
- B.
- | | |
|------|------|
| 1. C | 4. E |
| 2. B | 5. A |
| 3. D | |

The Journey

Vocabulary: Spanish Words in English

- A.
1. barrio: city neighborhood for Hispanics
 2. barranca: deep gorge
 3. bodega: small grocery store
 4. aficionado: a person who knows about and pursues an interest or activity
 5. junta: a group of persons controlling a government, especially after a revolutionary seizure of power
- B.
6. junta
 7. barrio
 8. barrancas
 9. aficionados
 10. bodega
- C. Sentences will vary.

Cross-Cultural Connection: Coming-of-Age Ceremonies

- A.
1. *quinceañera*: A large celebration for a 15-year-old Hispanic girl to which family and friends are invited; marked by a candle lighting ceremony.
 2. *Bat Mitzvah*: A ceremony in a religious service at which time the 12- or 13-year-old girl is directed to fulfill Jewish commandments. The religious service is often followed by a party.

3. *Bar Mitvah*: A ceremony in a religious service at which time the 13-year-old boy is directed to fulfill Jewish commandments. The religious service is often followed by a party.
 4. *seijin shiki*: A ceremony at a local city office in which all young men and women turning 20 receive small presents after listening to government officials give speeches.
 5. *Manjal Neerattu Vizha*: A ceremony at which a girl wears a ceremonial dress and is informed of what will be expected of her as a woman.
 6. *Guan Li*: A ceremony in which a young man of 20 obtains a style name.
 7. *Ji Li*: A ceremony in which a young woman of 20 obtains a style name.
- B. You may want to read aloud a couple of the paragraphs.

Analyze Literature: Minor Characters

A.

1. *Mama*: The boy's mother helps him on his journey when he remembers sayings she has often repeated to him. She says that "finding fault is only a way of clouding a problem," meaning that as regards his illness it is of no help to assess blame. She also says, "You can do anything in the world if you take it little by little and one step at a time." The latter quote can apply to the narrator's voyage from boyhood to manhood, illness to health, sedentary to traveler.
 2. *Papa*: The boy's father borrows money from his friends in order to be able to afford a train trip for his son to get to a medicine woman relative in Oklahoma. He walks all the way to the United States in order to find a cure for his son.
 3. *Papa's friends*: The boy's father's friends give what money they can so that the narrator can get to Oklahoma to be cured.
 4. *Alejandro*: The narrator's second cousin, Alejandro, watches over him during his train journey. Alejandro keeps the thieves who want to steal the narrator's "meager possessions" at bay and brings him "fresh peaches and apples and leftover bread and pastries from the first-class carriages."
 5. *Rosalie Stands Tall*: The narrator's father's aunt, Rosalie Stands Tall, is a medicine woman. When the narrator arrives at her home in Oklahoma after a long train journey, she performs a ceremony "in the center of an oval-shaped lodge built of bent willow limbs covered with skins and lit by a small fire." As a result of her ministrations, the boy is healed and tells his father, "Papa, I've come on a journey out of childhood."
- B. Possible paragraph: When the narrator falls ill, he is surrounded by many people who care about his welfare. His father carries him on his back after a doctor visit. He borrows money from his friends to pay for his son's train journey. He himself goes on foot to Oklahoma where he has arranged to have his Aunt Rosalie Stands Tall perform a ceremony to cure his son. During the train journey, the boy recalls his mother's saying that "You can do anything in the world if you take it little by little and one step at a time." What the narrator is doing is turning from a child to a man, though he doesn't know it yet. On the journey, the narrator's second cousin, Alejandro, watches over him, keeping thieves who want to steal his "meager possessions" at bay and bringing him "fresh peaches and apples and leftover bread and pastries from the first-class carriages." Finally, Rosalie Stands Tall performs a ceremony "in the center of an oval-shaped lodge built of bent willow limbs covered with skins and lit by a small fire." As a result, the narrator comes out of his delirium and is cured. He tells his father, "Papa, I've come on a journey out of childhood." The African saying "It takes a whole village to raise a child" applies to the narrator's life of concerned family and community members helping him grow into a responsible man. The narrator's sense of community contrasts with the American sense of individualism. Americans are brought up to put themselves first and attain what material goods they can. Although Americans give liberally to charities, they often do not even know their neighbors or have a support system if they fall ill.

Media Literacy: Online Research

A.

1. Possible answer: Creator: In various Native American myths, the coyote is responsible for creating man (“Old Man Coyote took up a handful of mud and out of it made people”) and animals (“Old Man Coyote named buffalo, deer, elk, antelopes, and bear. And all these came into being.” The coyote represents one of the First People, members of a mythic race who first populated our world before humans.
2. Possible answer: Messenger: In other myths, the coyote is the messenger, for example, “Coyote was sent to the camp of the chief of the Cold Wind tribe to deliver a challenge; Coyote traveled around to tell all the people in both tribes about the contest.” In this role, Coyote was cruelly treated and his work is never done.
3. Possible answer: Trickster: In this role, Coyote takes water from the Frog people “because it is not right that one people have all the water.” Or he is a mischievous character who tries to survive the dangers and challenges of the world using trickery and deceit. In others he is just plain mean: “Coyote took Duck’s wife and children, whom he treated badly.”
4. Possible answer: Transformer: In this role, Coyote is sometimes also responsible for changing the course of rivers, creating new landscapes, and getting sacred things for people, such as fire.

B. Possible paragraph: The narrator hears his father’s voice in his ear: “[Rosalie Stands Tall] is calling her spirit helpers....” These are the animals that represent the First People, members of a mythic race who first populated the world before humans. Among them is the coyote whom the narrator perceives as having words “tinged with mocking laughter.” To the narrator, the coyote is the trickster, a mischievous character who is pleased with the boy’s illness and taunts him. But the boy is in a delirium, so his senses and perceptions are not coherent. Thus, the coyote may also play the role of the transformer in the story, helping the narrator move from sick to well, sedentary to traveler, and boy to man. After the healing ceremony, the boy comes out of his delirium and announces to his father, “Papa, I’ve come on a journey out of childhood.”

Selection Quiz

A.

1. delirium
2. sallow
3. meager
4. coma
5. barrio

B.

6. E
7. D
8. C
9. B
10. C
11. A

The Drummer Boy of Shiloh

Literary Connection: Historical Fiction

A.

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

B. Students should give reasons for selecting the book they did.

Media Literacy: Online Research

A.

1. Ulysses S. Grant: the general in charge of Union troops at the battle of Shiloh who became the 18th president of the United States
2. blue and gray: colors of the uniforms of Union and Confederate troops, respectively
3. Battle of Shiloh: a Civil War battle fought on April 6 and 7, 1862, by largely inexperienced troops; the resulting heavy casualties shocked the North and South alike
4. Pittsburgh Landing, Tennessee: where the Union troops were encamped during the Battle of Shiloh
5. drummer boys: the Union and Confederate Armies recruited young boys for service as drummers; the drums performed an important role in the battlefield communications system
6. amputation with bone saws: the most common Civil War surgery was amputation; the slow-moving Minié bullet caused catastrophic injuries; taking his bone saw, the surgeon sawed through the bone until it was severed, leaving a flap of skin on one side; the widespread use of the bone saw led to Civil War doctors being called “Sawbones”

B. Possible answers:

7. Who: a drummer boy
8. What: Battle of Shiloh
9. Where: Pittsburgh Landing, Tennessee
10. When: April 6 and 7, 1862
11. Why: Civil War

Analyze Literature: Analogy

A.

1. Analogy: “It’s wrong, boy, it’s wrong as a head put on hindside front and a man marching backward through life.”
Speaker: General Ulysses S. Grant
2. Analogy: “Well, when you got a bunch of wild horses on a loose rein somewhere, somehow you got to bring order, rein them in.”
Speaker: General Ulysses S. Grant
3. Analogy: “But if he beat a sure, steady, ever faster rhythm, then, then their knees would come up in a long line down over that hill, one knee after the other, like a wave on the ocean shore!”
Speaker: General Ulysses S. Grant

B. Possible paragraph: Due to the tender age of the drummer boy, the general uses analogies to make complicated ideas clear to him. The general shares his concerns about the upcoming battle with the drummer boy, beginning with the fact that the Union troops are not ready for battle: “It’s wrong, boy, it’s wrong as a head put on hindside front and a man marching backward through life.” Grant wants to discipline his troops so that fewer men will die in battle: “...when you got a bunch of wild horses on a loose rein somewhere, somehow you got to bring order, rein them in.” Grant wants to instill in Joby that he has an important role to play in the next day’s battle: “...if [you] beat a sure, steady, ever faster rhythm, then, then their knees would come up in a long line down over that hill, one knee after the other, like a wave on the ocean shore!” The general seems to be calming his own fears as much as those of the drummer boy. He knows that the Battle of Shiloh, as yet unnamed, will be an important battle in the war. He tells the boy that after the war he can tell everyone, “I was the drummer boy at Shiloh.” Grant’s words reassure the young boy and he is finally able to settle himself and rest before the battle, the drum by his side.

Use Reading Skills: Make Predictions

A.

1. Possible answer: The general reflects on the lack of preparedness of his troops: “We should turn tail and train four months....” He compares his troops to “a bunch of wild horses.”
2. Possible answer: The general advises Joby how to use his drum to get the best out of the soldiers: “...if [you] beat a sure, steady, ever faster rhythm, then, then their knees would come up in a long line down over that hill, one knee after the other, like a wave on the ocean shore!”
3. Possible answer: Joby thinks he knows what’s on every soldier’s mind: “Me, I’m the one, I’m the one of all the rest won’t die. I’ll live through it. I’ll go home. The band will play. And I’ll be there to hear it.”
4. Possible answer: Joby worries about not being armed like the soldiers: “Me, thought the boy, I got only a drum, two sticks to beat it, and no shield.”

B. Possible paragraph: The general has thought long and hard about his disadvantages as the time for battle approaches. He knows his troops haven’t been properly trained and that they resemble “a bunch of wild horses.” He knows the stakes are high: “men actually die, in war.” The general will be thoughtful of the maneuvers he orders, and try to save as many men as he can while trying to win the battle. He is ready for action, even if his troops are not. Joby is worried about surviving the battle and knows what all the soldiers are thinking: “Me, I’m the one, I’m the one of all the rest won’t die. I’ll live through it. I’ll go home. The band will play. And I’ll be there to hear it.” The general gives Joby advice on how to use his drum to its best effect to get the most out of the men: “...if [you] beat a sure, steady, ever faster rhythm, then, then [the soldiers’] knees would come up in a long line down over that hill, one knee after the other, like a wave on the ocean shore!” Because of what the general has said, Joby will push his fears aside and beat a steady drum to drive the Union soldiers on. When the war is over and he’s back at home, he will be able to say with pride, “I was the drummer boy at Shiloh.”

Text-to-Text Connection

A.

- | | |
|-----------------|-----------------|
| 1. Anticipatory | 6. Anticipatory |
| 2. Anticipatory | 7. Anticipatory |
| 3. Anticipatory | 8. Imaginative |
| 4. Anticipatory | 9. Imaginative |
| 5. Anticipatory | |

B. Possible paragraph: The general and the drummer boy anticipate the upcoming Battle of Shiloh, while the historian imagines what it was like. The general is regretting the loss of life even before the battle has begun: “More innocents will get shot out of pure enthusiasm than ever got shot before.” Joby wonders if he’ll be lucky enough to be one of the survivors: “The band will play. And I’ll be there to hear it.” He’s worried because he has no weapons with which to defend himself. The general helps Joby anticipate his role in the conflict by instructing him to beat his drum with a “steady, ever faster rhythm.” Both the general and Joby are afraid because they don’t know what the next day will bring. On the other hand, the historian, Shelby Foote, has the benefit of hindsight. He has seen “those six square miles of green, evocative landscape” at Shiloh and pays homage to those “with courage as immeasurable as the suffering.” He believes those who are attuned to history can hear the battle again and that the battle belongs to the historian who has studied it “truthfully and well.” The battlefield belongs not just to the soldier but to the historian: “Once [the historian] has studied and written of an event in relation to the ground on which it happened, that scrap of earth belongs to him forever.”

Selection Quiz

- | | |
|-----------------|----------------------|
| A. | B. |
| 1. strewn | 6. characters |
| 2. legitimately | 7. setting |
| 3. benediction | 8. dialogue |
| 4. mutely | 9. sensory details |
| 5. resolute | 10. characterization |

Gary Keillor

Build Background: Pop-Culture Profile of the '50s

- A.
1. “Til There Was You”: hit song by Anita Bryant in 1959
 2. “Love Me Tender”: hit song by Elvis Presley in 1956
 3. “All Shook Up”: hit song by Elvis Presley in 1957
 4. “Vaya con Dios”: hit song by the Conquistadores
 5. “Bali Hai”: popular song from the musical *South Pacific* (1949)
 6. Natalie Wood: movie star of the 1950s and '60s who starred in *Rebel Without a Cause* (1955)
 7. John Gielgud: English stage and screen actor known for his Shakespearean roles
 8. Rodgers and Hammerstein: American songwriting duo who wrote the music and lyrics for Broadway musicals in the 1940s and '50s
 9. Fashion for girls: long skirts, ankle socks
 10. Fashion for boys: white long-sleeved shirts
- B. Possible paragraph: During the 1950s the baby boom was in full swing. The GI Bill meant that more people were buying homes. In suburbia, which was growing, wives and mothers stayed at home. There was an air of prosperity. People entertained themselves watching live programs on TV. The McCarthy hearings took place at the beginning of the decade. Soldiers went off to the Korean War.

Language Connection: Idioms

- | | |
|--|-------|
| A. | B. |
| 1. fit to be tied: upset | 6. B |
| 2. fall in your lap: come easily | 7. D |
| 3. cream: best of the best | 8. A |
| 4. pound me into the ground:
beat me up | 9. E |
| 5. burned my toast: upset me | 10. C |
- C. Sentences will vary.

Literary Connection: Allusion

- A.
1. reveals his interest in literature (he also writes his own poems)
 2. is aware of teacher’s praise and students mocking him
 3. considers the poem “an inferior piece of material” because he’s afraid it won’t entertain the audience
 4. enjoys making his classmates and friends laugh
 5. enjoys making the audience laugh

- B. Possible paragraph: Walt Whitman’s poem “O Captain! My Captain!” was part of the curriculum at Gary Keillor’s high school. After school he walks home “through the rain one cold day” reciting the poem aloud. His teacher, Miss Rassmussen, had him recite the poem to the class. While she “sat in a back corner of the room, her head bowed, her eyes closed,” the students mocked Gary: “A couple of boys in front clapped their hands over their mouths and pretended to lose their lunch.” Impressed with his recitation, Miss Rassmussen signed Gary up for the talent show, but Gary considered the poem “an inferior piece of material” because of the reaction he got from his classmates. At a party he recited the poem with an English accent and got a great reception, so he decided to recite the poem that way at the talent show. The audience loved it and Gary was proud of his success, especially for having overshadowed Bill Swenson’s lip-synch of “Vaya con Dios.”

Text-to-Text Connection

A.

- | | |
|-----------------------------|-----------------------------|
| 1. “Gary Keillor” | 4. “O Captain! My Captain!” |
| 2. “O Captain! My Captain!” | 5. “Gary Keillor” |
| 3. “Gary Keillor” | 6. “O Captain! My Captain!” |

- B. Possible essay: “Gary Keillor” is a humorous personal narrative by Garrison Keillor. He says, “I was intense and had the metabolism of a wolverine.” “I was smart, so smart that poor grades didn’t bother me in the slightest...” He describes a “subtle sideways technique” he had for picking his nose. More specifically, Keillor’s humor is self-deprecating and understated. His tone is also familiar; he sprinkles idioms through his writing and invites the reader to share his romp through his junior year. At the end of the story especially, his tone is joyful as he successfully entertains the audience at the school talent show doing a send-up of Whitman’s “O Captain! My Captain!” with a British accent.

“O Captain! My Captain!” is a serious narrative poem by Walt Whitman that commemorates the death of Abraham Lincoln. In the first stanza, the poet describes a ship that has weathered the storm and won the prize; this is a reference to the Union winning the Civil War. The joyful tone turns to one of horror and sadness with an image of the ship’s captain “Fallen cold and dead.” In the second stanza, Whitman refers to Lincoln as the father of the nation who is oblivious to the jubilation of the people at the war’s end (“For you bouquets and ribbon’d wreaths—for you the shores a-crowding.” The third stanza shows a personal response to the tragedy: “But I with mournful tread,/Walk the deck my Captain lies,/Fallen cold and dead.” A tone of mourning concludes the poem. Whitman’s language is formal; he uses vocabulary such as “Exult” and “tread.” This tone befits the subject as the poet bemoans the loss of a great leader.

While Keillor treats the reader as a friend, there is more distance between Whitman and the reader. Keillor’s personal narrative has a light touch while Whitman’s poem is dark, sad, and heavy. The tones of these two literary works are opposites of each other.

Analyze Literature: Voice

A.

1. Midwestern: Keillor describes a Minnesota setting: “My family lived in the country, along the Mississippi River between Minneapolis and Tryon...”
2. unpretentious: Keillor describes his failures as well as his successes, as when the class mocks his recitation of Whitman’s “O Captain! My Captain!”
3. socially conservative: Keillor dresses in “brown corduroy pants, a green plaid cotton shirt, a charcoal gray sweater vest.” He writes Dede a fourteen-page love letter that he is too timid to send.
4. self-deprecating: “I had good skin except when it flared up....”
5. anecdotal: Keillor’s personal narrative is filled with anecdotes, such as his trip to Colorado, his ruse to get invited on the trip, and his mother standing up to the fuel oil truck driver who ruined her garden.

B. Possible paragraph: In his personal narrative, Garrison Keillor has a distinctive Midwestern voice. He describes an almost innocent America along one of the country's great rivers: "My family lived in the country, along the Mississippi River between Minneapolis and Tryon...." The author's voice is unpretentious as he describes his failures as well as his successes, as when the class mocks his recitation of Whitman's "O Captain! My Captain!" Keillor has a socially conservative voice as he recalls his days as a junior at New Tryon High School. He dresses in "brown corduroy pants, a green plaid cotton shirt, a charcoal gray sweater vest." Though in love with Dede, he is too timid to give her a fourteen-page love letter he wrote. Keillor's voice can also be self-deprecating, as when he says, "I had good skin except when it flared up...." Keillor doesn't explain his feelings or experiences in the story; rather, he uses a series of anecdotes to bring his junior year alive, culminating in his triumph at the talent show where he recites Whitman's "O Captain! My Captain!" using a ridiculously exaggerated British accent.

Selection Quiz

A.

1. prevail
2. commune
3. gravity
4. Pandemonium
5. enterprising

B.

6. A. Gary goes to Colorado.
7. B. He volunteers for the school talent show.
8. B. He recites the poem with a British accent at a party.
9. A. Gary entertains the audience at the talent show with his recitation of "O Captain! My Captain!"
10. B. Gary tells Miss Rassmussen he forgot a line of the poem, even though he added Bill Swenson's name deliberately.

"Checkouts/Oranges"

Build Background

Students' answers will vary.

Set Purpose

Realistic images (create concrete pictures in the mind)

"Checkouts" shards of glass and oozing cream; descriptions of way teens dressed

"Oranges" frost cracking; porch light burned yellow; cars hissing past

Realistic places

"Checkouts" grocery store

"Oranges" drugstore; used car lot

Realistic characters

"Checkouts" teen angry at parents; teen boy nervous with girl he likes

"Oranges" girl wearing make-up for date; boy has a nickel

Realistic events

"Checkouts" difficulty adjusting to new home; working at a grocery store

"Oranges" walking on a date in a city; quiet on first date

Practice Vocabulary

Complete each sentence with a story word from the box.

- | | |
|--------------|------------|
| 1. tiered | 4. tedious |
| 2. deftly | 5. reverie |
| 3. intuition | 6. rouge |

Compare Literature: Motivation

As you read the selections, try to figure out the characters' and speakers' motivations for the way they behave. Decide if the authors give clear motivations for behavior, thoughts, and feelings of the characters and speakers. Record your discoveries in the chart.

Sample answers are shown.

Characters	What Character Does, Thinks, or Feels	Reason for Character's Action, Thought, or Feeling
In "Checkouts"		
Girl	suffers in new home; ignores bagboy she loves; dwells on love for bagboy for weeks	misses friends, old home; doesn't know how to act on feelings; needs focus to make new home desirable
Bagboy	acts indifferent to girl; watches for girl every day; ignores her when she does reappear	embarrassed by his awkwardness; feels she thinks him a fool; is infatuated; doesn't know what to do with feelings
In "Oranges"		
Boy	smiles, touches girl's shoulder; puts nickel and orange on counter; holds girl's hand	Likes girl, is pleased with her appearance; appeals to clerk to accept these instead of dime; shows he thinks of her as "his girl"
Girl	wears make-up; smiles; chooses chocolate costing a dime	shows date is important to her; is pleased with offer of candy; doesn't realize boy has only a nickel

Compare Literature: Motivation (continued)

Use your chart to answer the question.

Do you feel that the authors of "Checkouts" and "Oranges" gave their characters clear and realistic motivations for the way they act and feel? Explain your answer.

Characters in "Checkouts" and "Oranges" act out classic adolescent behaviors. The boy and girl in "Checkouts" fall in love instantly and daydream for weeks about each other based on a moment's impersonal encounter. The shyness of the couple on a first date in "Oranges" rings true, too. So does the boy's offer to buy "his girl" a chocolate. The writers have captured the intensity of awakening love in young people.

Compare Literature: Setting

Complete the chart to compare the setting and its effects in the two selections.

Time when story takes place

"Checkouts" summer vacation from school

"Oranges" in December

Effects of time on story

“Checkouts” girl is isolated; unable to meet new friends at first

“Oranges” cold contrasts with the warmth of emotions; also causes them to need to go inside somewhere

Place

“Checkouts” Cincinnati—new home in city

“Oranges” familiar neighborhood

Effects of place on story

“Checkouts” unfamiliar place increases uprooted feeling, makes new adventures possible

“Oranges” comfortable place for friends to walk on a date

How do the different settings of “Checkouts” and “Oranges” determine the different outcomes of each story?

If the girl’s family in “Checkouts” had not moved to Cincinnati, she would never have met the bagboy and fallen in love. If school had been in session, she would not have done the grocery shopping. If it had not been a cold day in “Oranges,” there would have been no contrast between the temperature and the warmth of the images and the feelings in the poem. If it had not been set in the familiar neighborhood, the couple would not have been as at ease together.

Make Connections

Compare and contrast the feelings that draw two people together in “A Mother in Manville” and “Checkouts.” Comment on what you think the author is trying to say about the nature of love in each story.

Possible answer: Jerry in “A Mother in Manville” desperately wants a mother’s love, while the boy and girl in “Checkouts” experience a fleeting infatuation. The author of “A Mother in Manville” shows the depth of a child’s need for love, while the author of “Checkouts” points out the temporary, if intense, nature of teenage love.

Compare and contrast the forms of the selections “Checkouts” and “Oranges.” How are a short story and a poem different? How is the speaker’s point of view in each selection the same?

A short story is written in prose, while a poem is written in verse. Poems rely heavily on imagery and figurative language to create an effect, while short stories give more description and explanation. In both selections, the speaker stands outside the events and reports on them.

Text-to-World

Students’ answers will vary.

Focus on “Checkouts”

Mirrors & Windows Question

Students’ answers will vary.

Selection Quiz

1. girl
2. bagboy
3. bagboy
4. both
5. both
6. Cincinnati, in a home and at a grocery store
7. moving away from her familiar home
8. when he drops a jar of mayonnaise while bagging her order
9. at a bookstore
10. in line at a movie theater while on a date with someone else

Focus on “Oranges”

Mirrors & Windows Question

Students’ answers will vary.

Selection Quiz

- | | |
|--------------|-----------------|
| 1. candy | 6. used car lot |
| 2. orange | 7. D |
| 3. dime | 8. A |
| 4. nickel | 9. D |
| 5. drugstore | 10. B |

What Do You Think?

Students’ answers will vary.

Last Night

Build Background: Chinatown

A.

- | | |
|------------|------------------|
| 1. T | 6. F; restaurant |
| 2. T | 7. F; 5,000 |
| 3. T | 8. T |
| 4. F; ship | 9. T |
| 5. T | |

B.

10. congested
11. colorful
12. signs in Chinese are larger, but there are some signs in English
13. alleys
14. shops

Media Literacy: Online Research

A.

1. Angel Island
2. 175,000
3. victimization at Angel Island, boredom, the passage of time, homesickness
4. The poet is personifying the waves and he or she feels that they understand how desperate things are at Angel Island.
5. Answers will vary.
6. 608,219
7. 2,879,636
8. Descriptions will vary.

B.

9. D
10. B
11. C
12. A

Chinese Culture Connection

1. The author is comparing You Thin Toy's sleeping position to a calligraphy brush stroke.
2. In the dead of winter, the plum tree grows new blossoms from seemingly dead branches. The blossoms represent new life at the end of winter and the gods of good luck, which ties it to the calligraphy, "Good Luck and Long Life."
3. The Chinese calligraphy for "Good Luck and Long Life" can be found on Chinese art and calligraphy scrolls. In Chinese culture these are considered auspicious sayings.

Literary Connection: Transitions

A.

1. "There was a time"
2. "After raising their children"
3. There is no direct transition, but the ideas are related; the landlady is introduced with a topic sentence.
4. "The pounding comes again. Once. Twice."
5. "Last week"
6. "So"
7. "One leg, then the other, and he is over there."
8. "The air outside is sharp. The street lamps cast an orange glow to the empty alley...."
9. "At the square the next day"

- B. Possible response: I can use transitions when I change from one action to another or one setting to another or one character to another. In my creative writing I can show a change in time with such expressions as "last night," "the week before," "a year ago," "when he was fourteen." In my expository writing I can use words such as "then," "next," "consequently," "as a result," "finally."

Analyze Literature: Epilogue

1. The epilogue begins on page 93, with the first paragraph.
2. The Rescue Car came to help the Italian landlady.
3. The epilogue involves You Thin and Hang Fong.
4. Both characters like storytelling and are relating the incident of helping the Italian landlady that occurred "Last Night."
5. You Thin would be the hero because he got into the landlady's apartment and went to get her son at work.
6. Possible answer: The setting seems more important than the characters. At Portsmouth Square, You Thin is playing chess, but in the background the author describes the movement of the bus down Clay, the cars honking, the Newspaper Man's children, and little boys running to the water fountain. At the garment shop, the activity of the women sewing takes precedence over the act of Hang Fong telling the landlady story: "Clumps of thread knot around the chair legs; spools of color ripple above the ladies' bent heads. The overlock machines click; the steam irons hiss."

Selection Quiz

A.

1. flutter
2. churn
3. sensation
4. omen
5. erratic

B.

6. B
7. A
8. D
9. C
10. B

11. A
12. C
13. A

Raymond's Run

Vocabulary

1. trade insults with an enemy
2. trust my luck and accept my fate even if it is unpleasant
3. a difficult, dangerous, or troublesome situation that is barely avoided
4. friends or constant companions
5. prefer to avoid; describing something that brings no benefit
6. with great or exaggerated emphasis

Set Purpose

Situation	Squeaky's Viewpoint about Situation	Effects of Viewpoint
Squeaky looks after Raymond.	It's a big job, but she takes it seriously. She wants to protect him.	She takes good care of Raymond.
People talk about Raymond in hurtful ways.	They are stupid and make her angry.	She defends Raymond and fights people who make fun of him.
Squeaky is a good runner.	Squeaky believes she is unbeatable.	Belief in her skill accounts for her confidence and spunk.
People pretend they don't practice to have skill.	Their dishonesty is shameful.	She practices in public and doesn't care who knows about her hard work.
Gretchen's sidekicks say Gretchen will win the race.	They are getting "in her face" to be mean; they are deluded.	She ignores the sidekicks; she says she will win because she is the best.
Rosie and Mary Louise talk to Raymond.	They are making fun of him.	She threatens to beat up Rosie and Mary Louise.
Squeaky avoids the May Pole dancing.	It is silly and wasteful to buy a dress and shoes to wear one time.	She goes late to the park to avoid the dancing.
Mr. Pearson hints that Squeaky should let someone else win.	His comment is offensive and uncalled for and useless.	She is furious and stomps away from him.
Squeaky sees that Raymond can run pretty well.	He could be a good runner, too, and this would give him something of his own.	She plans to coach him.

Text Connections

Students' answers will vary.

Analyze Character

Circle the character traits in the box that describe Squeaky well. Beside each number below, write one of these traits and evidence from the story that supports it.

These words should be circled: hot-headed; hard-working, competitive, self-assured, focused

1. hot-headed: gets angry at and fights people who make fun of Raymond; gets angry at Mr. Pearson

2. hard-working: practices whenever and wherever she can, including while walking down the street
3. competitive: thinks she can beat anyone; meets challenge of competition; when racing, tells herself “you must win”
4. self-assured: says “I’m the best” and means it
5. focused: concentrates on breathing exercises while walking down Broadway; pays attention only to race preparation at the park; prepares mentally and physically

Describe and Critique: Fiction

Title Raymond’s Run

Author Toni Cade Bambara

Type of Fiction short story

Setting Harlem, New York City, in May

Main Characters

Squeaky: a girl with a talent for running and a good opinion of herself

Gretchen: a girl in Squeaky’s grade who has moved to Harlem

Raymond: Squeaky’s mentally challenged brother

Mr. Pearson: annual race organizer

Conflict/Problem Squeaky is challenged by a newcomer and for the first time the outcome of the race is not absolutely certain.

Main Events in Plot

1. Squeaky explains her role in her family: she looks after Raymond.
2. Squeaky explains that she sticks up for Raymond and is the fastest runner.
3. Gretchen broadcasts that she will win the first-place medal this year.
4. Squeaky and Raymond meet Gretchen and friends while walking on Broadway.
5. Squeaky says that she will win the race and threatens the girls, who back down.
6. Squeaky readies herself for the race at the park, visualizing her victory.
7. As she races, Squeaky sees Raymond running and recognizes his potential.
8. Squeaky wins the race, decides to coach Raymond, and feels friendship for Gretchen.

Theme Develop your chosen talent to the best of your ability and be honest and real in dealings with others.

Critique, or review and evaluate, the story “Raymond’s Run.” Answer these questions.

Students’ answers will vary.

Flowers for Algernon

Practice Vocabulary

- | | | |
|------------------|------------------|---------------|
| 1. convolutions | 5. introspective | 9. naiveté |
| 2. vacuous | 6. refute | 10. obscure |
| 3. deterioration | 7. impaired | 11. syndromes |
| 4. specter | 8. semantic | 12. fissures |

Analyze Plot

External Conflicts Charlie vs. Drs. Nemur and Strauss; Charlie vs. factory workers; Dr. Nemur vs. Dr. Strauss

Internal Conflicts Charlie’s struggle to gain knowledge; Charlie’s struggle to hold on to his intelligence; Charlie’s struggle to accept his return to his old self.

Prewriting Guide: Write a Diary Entry

1.

Mar. 1–10	He takes tests and is chosen and prepared for the surgery.
Mar. 15–Apr. 3	He waits impatiently to become smarter.
Apr. 6–20	Dramatic improvements occur; he realizes how “stupid” he was.
Apr. 21–28	His intelligence skyrockets; he helps the factory and the experiment; he falls in love with Miss Kinnian
Apr. 30–May 20	He is isolated because he is smarter than everyone in his life.
May 23–July 7	Algernon regresses and dies; Charlie begins to lose his intelligence.
July 10–28	He becomes the old Charlie and goes back to the factory.

2. Possible answer: May 23–July 7; I would have Charlie write himself a memory about an experience that meant a lot to him—such as what he loved about *Paradise Lost*—in simple language he could understand later.
3. Possible answer: He is aware that he is becoming absent-minded, losing knowledge and skills. He is angry and frustrated, increasingly sad and depressed. He stays in his room and won't let people in.
4. Possible answer: His sentences would use correct grammar but they would be simple and direct and deal more with concrete observations than with abstract ideas.

Selection Quiz

- | | | |
|-----------------|-------------------|-------|
| 1. Mrs. Flynn | 5. Charlie Gordon | 9. C |
| 2. Joe Carp | 6. Dr. Strauss | 10. D |
| 3. Miss Kinnian | 7. C | 11. D |
| 4. Dr. Nemur | 8. A | |

Describe and Critique: Fiction

Title Flowers for Algernon

Author Daniel Keyes

Type of Fiction short story

Setting At a brain research facility, at Charlie's boarding house, and at a box factory

Main Characters

Charlie Gordon: a mentally challenged man who wants to be smart

Dr. Strauss: a brilliant, humane neurological surgeon who operates on Charlie

Dr. Nemur: an ambitious, insecure psychologist and psychoexperimentalist

Miss Kinnian: Charlie's reading and language teacher; later, his love interest

Conflict/Problem Charlie must struggle with his changing emotions and intelligence, as well as with the people who are frightened, insecure, or jealous of his growth.

Main Events in Plot

1. Charlie is mentally challenged but struggles to improve his mind; he hopes to be chosen for an experimental operation.
2. Charlie has the operation; his intelligence slowly begins to improve.
3. Charlie improves efficiency at the factory where he works but “friends” avoid him.
4. Charlie falls in love with his teacher; co-workers demand he be fired from the factory.
5. Charlie becomes more intelligent than everyone around him; his isolation and frustration grow.

6. Experimental mouse partner Algernon deteriorates and then dies; Charlie realizes he will lose everything.
7. Charlie gradually loses his intelligence.
8. Charlie returns to work at the factory and to night class.

Theme Intelligence brings understanding but not happiness or acceptance by others.

Describe the story “Flowers for Algernon.” Write the information to fill in these charts.
Students’ answers will vary.