

MIRRORS & WINDOWS



WISCONSIN

Level II

**MEETING THE
STANDARDS**

Fiction

**Unit 2
Learning
Values**

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WI Grade 7 Unit 2 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		
Hollywood and the Pits	Build Vocabulary, page 19	Medium
	Journal Response, page 20	Easy
	Analyze Literature: Character, page 21	Medium
	Use Reading Skills: Cause and Effect, page 22	Difficult
	Extend Understanding: Creative Writing, page 23	Medium
	Selection Quiz, page 24	Easy
The Scholarship Jacket	Build Background, page 25	Easy
	Set Purpose, page 26	Easy
	Practice Vocabulary, page 27	Easy
	Analyze Literature: Plot, page 28	Medium
	Analyze Literature: Theme, page 29	Difficult
	Selection Quiz, page 30	Easy
Directed Readings		
Amigo Brothers	Practice Vocabulary, page 32	Medium
	Analyze Literature: Character, page 33	Easy
	Analyze Literature: Point of View, page 34	Easy
	Analyze Literature: Pros and Cons, page 35	Easy
	Analyze Literature: Fiction, page 36	Medium
	Point of View and Author's Purpose, page 37	Medium
	Selection Quiz, page 41	Easy
Four Skinny Trees	Set Purpose, page 43	Easy
	Analyze Literature: Description, page 44	Medium
	Analyze Literature: Fiction, page 45	Medium
	Selection Quiz, page 46	Easy
The White Umbrella	Vocabulary, page 47	Easy
	Journal Response, page 48	Easy
	Analyze Literature: Mood, page 49	Difficult
	Use Reading Skills: Cause and Effect, page 50	Medium
	Analyze Literature: Fiction, page 51	Medium
	Selection Quiz, page 52	Easy

Lesson	Activity	Difficulty Level
Jed's Grandfather/The Courage That My Mother Had	Build Background, page 54	Easy
	Set Purpose, page 54	Medium
	Practice Vocabulary, page 54	Medium
	Compare Literature: Tone, page 55	Medium
	Compare Literature: Theme, page 57	Easy
	Make Connections, page 58	Easy
	Focus on "Jed's Grandfather," page 59	Easy
	Focus on "The Courage That My Mother Had," page 60	Easy
	What Do You Think? page 61	Medium
Antaeus	Practice Vocabulary, page 62	Easy
	Use Reading Skills: Use Context Clues, page 63	Medium
	Analyze Literature: Conflict, page 64	Medium
	Use Reading Skills: Analyze Cause and Effect, page 65	Medium/Difficult
	Expository Writing: Compare-and-Contrast Essay, page 66	Medium
	Selection Quiz, page 67	Easy
Seventh Grade	Practice Vocabulary, page 69	Easy
	Use Reading Skills: Retell Sequence, page 70	Medium
	Analyze Literature: Character, page 71	Easy
	Describe and Critique: Fiction, page 72	Medium
	Selection Quiz, page 73	Easy

Fiction Study Guide for Wisconsin

Completing this study guide will help you understand and remember the literary elements presented in Unit 2—point of view and theme—and recognize how these elements function in the stories in the unit. It will also provide an opportunity to review and apply the elements of plot, characters, and setting.

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

After you read all the short stories in Unit 2, complete the two Applying sections in the study guide. Refer to the stories as you answer the questions. Then complete the Reviewing and Applying lessons for plot, characters, and setting. Refer to the stories as you complete the lessons for applying plot, characters, and setting.

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

Self-Checklist

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



CHECKLIST

Literary Comprehension

You should understand and apply the following literary elements:

- point of view theme

You should review and apply the following literary elements:

- plot setting
 character

Reading

You should know the following three parts of the Fiction Reading Model:

- Before Reading After Reading
 During Reading

Literary Appreciation

You should understand how to relate the selections to

- Other texts you've read Your own experiences
 The world today

Vocabulary

In the Master Vocabulary List at the end of this 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 30 or more
 20 or more

Writing

- You should be able to write a short story. The story should have a clear organization that presents and resolves a conflict and includes the elements of plot, characters, setting, and theme.

Speaking and Listening

- You should be able to deliver or listen to a literary response.

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 237 of your textbook.

Understanding Point of View

Complete this page after you read about **point of view** on page 140. Try to answer the questions without looking at your book.

What is **point of view** in a story? _____

What does the **narrator** of a story do? _____

Describe the two different points of view used in fiction. Tell what clues help identify the point of view. Name and describe the two types of third-person point of view.

Points of View Used in Fiction	
First-Person Point of View	Third-Person Point of View
	Clues that Story Is Told in Third Person
Clues that Story Is Told in First Person	Types of Third-Person Point of View
	1.
	2.

Applying Point of View to the Selections

Think about what you have learned about **point of view**. Then answer the following questions after you have read the selections in Unit 2.

Identify the point of view for each selection in the unit. Write the selection name in the appropriate column of the chart.

Point of View Used in Story Selections of Unit 2		
First-Person Point of View	Third-Person Point of View	
	Omniscient	Limited

Answer the following questions.

In stories told from the first-person point of view, is the narrator always the most important character? Support your answer with evidence from the first-person stories you read in this unit.

Whose thoughts are revealed in the third-person limited stories?

Understanding Theme

Complete this page after you read about **themes** on page 153. Try to answer the questions without looking at your book.

What is a **theme**? _____

What is a **topic**? _____

How does **theme** relate to **topic**? _____

Describe stated and implied themes.

Story Themes	
Stated Themes	Implied Themes

Applying Theme

Think about what you have learned about **theme**. Then answer the following questions after you have read the selections in Unit 2.

Choose one of the following as a possible theme of “Amigo Brothers.” Explain your choice.

- Friendship is more important than winning.
- Winning is more important than anything.
- Only losers do not care who wins.

Name two stories in Unit 2 that are on the topic of school.

Match the story title with its possible theme Write the story title on the line.

“Antaeus”

“Jed’s Grandfather

“The White Umbrella”

“Four Skinny Trees”

“Papa’s Parrot”

“Hollywood and the Pits”

“The Smallest Dragonboy”

Even if you adapt to changing circumstances, you can be affected by outside forces.

Death is a natural part of life _____

A person’s character is more important than physical size.

Great satisfaction can be gained from working with the earth.

A person may use a pet to try to overcome feelings of loneliness.

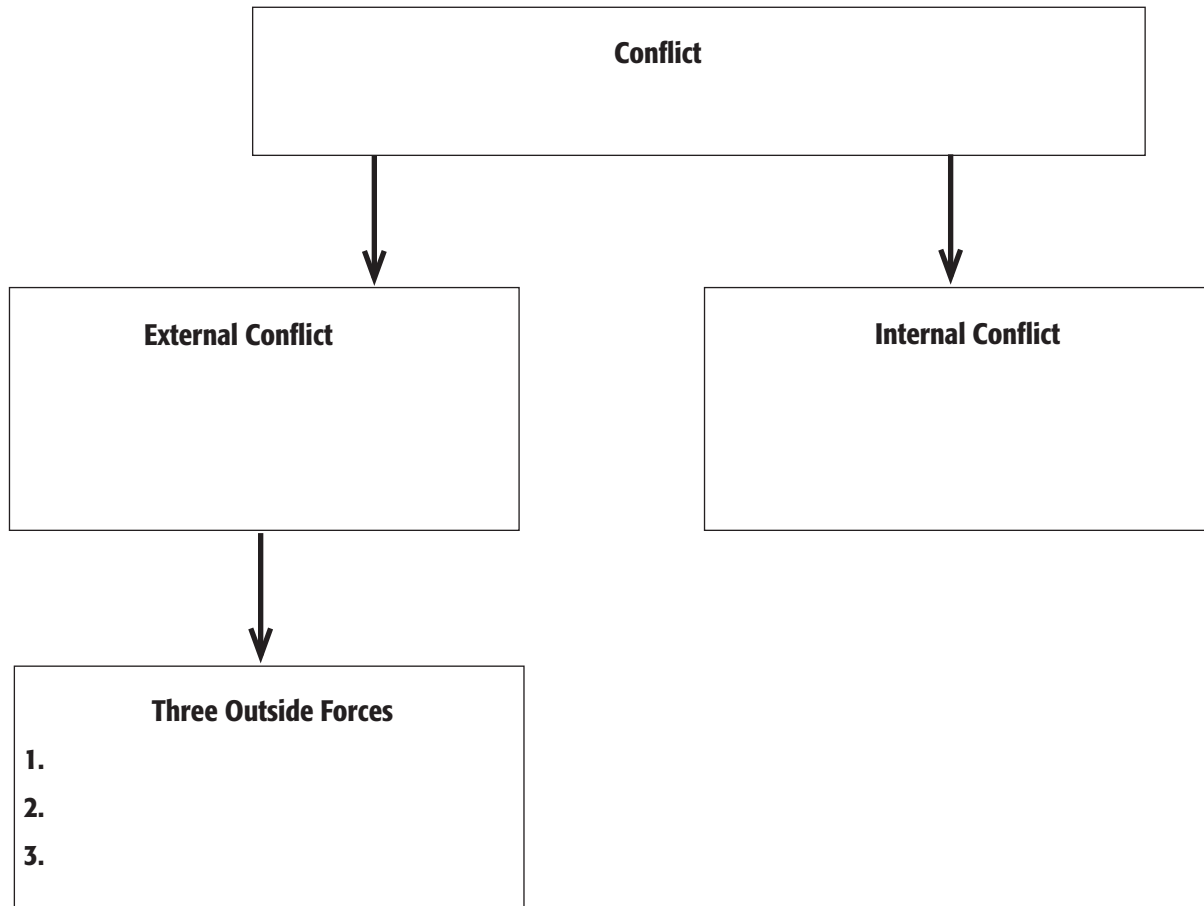
Love for a parent is stronger than desire for things.

Hidden strengths can help one grow and survive even in adverse conditions.

Reviewing Plot

Think about what you have learned about plot. Reread pages 6–7 if necessary to help you answer these questions.

Describe conflict in a story's plot and its two types. Then identify the three outside forces of external conflict.



Describe each of the following terms in relation to a story's plot.

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 2.

Describe the **plot conflict** in “Amigo Brothers.” Is the conflict **external, internal, or both**?

In each of the following stories, the main character struggles mainly with self or with an outside force. Answer each question by identifying the type of conflict. Write your answer on the line.

Another Character	Self	Society	Force of Nature
-------------------	------	---------	-----------------

In the “The Scholarship Jacket,” with what does Martha struggle?

In “Antaeus,” what kind of conflict does T.J.’s move to the city create?

In “The Smallest Dragonboy,” Keevan experiences external and internal conflicts. With what outside force is his external conflict? _____

In the stories “Seventh Grade” and “The White Umbrella,” are the main characters’ conflicts mainly with self or with another character? _____

In the story “Jed’s Grandfather,” with what type of outside force is Jed’s external conflict?

Tell whether the following are examples of flashback or foreshadowing.

In the story “Hollywood and the Pits,” paragraph 4 on page 143 is an example of _____

In the story “Scholarship Jacket,” the first full paragraph on page 157 is an example of _____

Reviewing Characters

Think about what you have learned about characters. Reread page 17 if necessary. Then answer these questions.

List three ways that writers develop **characters**.

Character Development Techniques

What is **motivation** for a story **character**? _____

Match each character type in the box with its description. Write the character type on the line.

antagonist	dynamic character	flat character	major character
minor character	protagonist	round character	static character

One of the characters who plays a major role in a story _____

A character who does not change through the course of a story _____

The main character of a story _____

A character who exhibits only a single quality or trait _____

A character who struggles with the main character _____

A character who does not have an important part in a story _____

A character who changes as a result of story events _____

A character who seems to be complex and three-dimensional _____

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 2.

Match the character type named for each story with the character. Use the character names given. Then tell why the character fits the type.

Beterli	Blackie	Eugenie Roberts	Felix
Harry Tillian	Martha	Mother	Victor

Character Type	Character	How Character Fits Type
The protagonist in "Seventh Grade"		
An antagonist in "The Smallest Dragonboy"		
A major character in "Amigo Brothers"		
A minor character in "Antaeus"		
A flat character in "The White Umbrella"		
A round character in "The Scholarship Jacket"		
A static character in "Hollywood and the Pits"		
A dynamic character in "Papa's Parrot"		

Reviewing Setting

Think about what you have learned about setting. Reread page 29 if necessary. Then answer the questions on this page.

What is **setting** in a story? _____

What kinds of descriptions are often used to reveal setting?

- _____
- _____
- _____
- _____

Applying Setting to Selections

Think about what you have learned about **setting**. Then answer the following questions after you have read the selections in Unit 2.

Identify three settings in the story “Hollywood and the Pits.”

What inference can be made about the **setting** of “Seventh Grade” from its title?

What two stories are **set** primarily in schools?

Name four stories that take place in city environments.

Describe the setting of “The Smallest Dragonboy.”

Wisconsin-Based Practice Test

Each year students in Wisconsin take tests to measure how well they meet the state standards in reading, English/language arts, mathematics, science, and social studies. The Wisconsin 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.

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 Wisconsin 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.

The questions on this practice test focus on the literary elements you studied in this unit. The questions also address these state standards:

A.4.2 Read, interpret, and critically analyze literature.

- Recognize and recall elements and details of story structure, such as sequence of events, character, plot, and setting, in order to reflect on meaning
- Extend the literal meaning of a text by making inferences, and evaluate the significance and validity of texts in light of prior knowledge and experience

A.4.3 Read and discuss literary and nonliterary texts in order to understand human experience.

- Identify and summarize main ideas and key points from literature, informational texts, and other print and nonprint sources

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.

Directions

Read the passage “Making the Choice.” Then answer Numbers 1 through 4.

Making the Choice
by Brandon Harris

Every year I play on the basketball team. Every year I play in the youth orchestra. This year, however, the schedules for these two activities coincide during the winter. I can’t do both, but how was I ever going to choose between the two?

I love playing basketball. It’s a great team sport. I’m not the star of the team, but I am a pretty good player. Last year I scored the basket that took our team to the regional finals. That was exciting.

I also love music. I’ve been playing the violin since second grade. I must admit I play really well. The youth orchestra is made up of students from schools throughout the city. We practice together twice a month throughout the year. We perform in school recitals and for community events. Once we traveled to the state capital and played for the governor. That was quite an honor.

I’ve asked my friends what I should do. Everyone has his or her own idea. I asked my mom and dad. They said that it was my decision. Mom had a suggestion, though. She said that I needed to make the decision based on what was most important to me. She suggested that I make a list of what I liked and disliked about each activity. I could use the list to help me make a decision. That’s exactly what I did. After reviewing my list, I knew I wanted to stay with the orchestra. I love playing the violin, I like getting to know kids from other schools and cooperating with them to make music. I also find playing music for people in the community very rewarding. I decided I would rather play music than basketball.

1 The story is told from the

- Ⓐ first-person point of view
- Ⓑ second-person point of view
- Ⓒ third-person limited point of view
- Ⓓ third-person omniscient point of view

2 The theme revealed in the story is

- Ⓐ follow people’s advice
- Ⓑ parents provide helpful advice
- Ⓒ consider choices carefully before making them
- Ⓓ basketball and music are both fun

3 The main conflict in the story is a conflict with?

- Ⓐ society
- Ⓑ nature
- Ⓒ another character
- Ⓓ self

4 In the passage, Dad can be classified as

- Ⓐ the protagonist
- Ⓑ an antagonist
- Ⓒ a minor character
- Ⓓ round character

Go On

Directions

Read the passage “The History Hutch.” Then answer Numbers 5 through 12.

The History Hutch

by Lindsey Vaughn

Grandpa’s desk sat in the corner of Cherise’s bedroom for as long as she could remember. The desk was old and scratched, but Dad said it reminded him of his grandfather. He said he would watch grandfather sit at the desk with its drawers always overflowing with envelopes and papers.

His grandpa had given Dad the old desk when Mom and Dad bought the house and needed furniture to fill it. At first, Dad used the desk in the den. After a few years, Dad bought a bigger desk and put Grandpa’s desk in the spare room. That spare room later became Cherise’s nursery, but the desk stayed in the corner.

For many years, Cherise paid no attention to the desk. It was like a wall. It was just a part of the room. It became her catchall, holding piles of papers, clothes, books, and other things Cherise cast aside. Now, however, Cherise and her parents were redecorating her room. They were painting over the room’s walls, giving them a sophisticated color.

Dad suggested it was time for the old desk to be retired to the garage. It wouldn’t fit in with the bedroom’s new decor. Cherise was torn. The desk was like an old friend. It was familiar. She wanted to keep it but knew it would look out of place. “What if we refinish it?” she asked. “Then it might work in the room. I could use it as a side table.”

Mom and Dad thought that was a great idea. They unloaded the desk drawers and carted the desk to the garage. They were going to sand it and refinish the wood. It would look like new. They pulled out the drawers and set them aside. That’s when Cherise noticed that two envelopes were jammed in the back of the desk. She reached in and pulled them out. “Look what I found,” she said as she handed her dad one of the envelopes. “These look really old. They must have been back there for a very long time.”

Dad took the envelope and sat down. He carefully opened it and unfolded the letter. The paper was old and brittle. The ink was faded, but the words were still legible. He read the letter and said, “Why, this is a letter from my grandfather to my grandmother. He’s asking her to marry him. This is a real piece of family history we have found.”

Cherise was excited. She opened the other envelope and found a photograph of a soldier. The uniform was very old-fashioned. “Who’s this?” she asked. “It looks almost like you, Dad.” It was Dad’s grandfather, dressed in his army uniform. The old desk had hidden these wonderful secrets for years.

The family framed the letter and photograph, and they refinished the desk. It once again sits in a corner of Cherise’s room, but it no longer is a depository for papers and clothes. It holds the treasured letter and photograph. Cherise calls the corner her history hutch.

5 What is the story narrator’s point of view?

- (A) first-person point of view
- (B) second-person point of view
- (C) third-person omniscient point of view
- (D) third-person limited point of view

6 Which of these themes best fits the story?

- (A) Old, scratched furniture can be fixed up.
- (B) Artifacts of family history should be treasured.
- (C) You never know where you will find pieces of history.
- (D) Refinishing furniture can give it a new look.

Go On

7 What is the topic of the selection?

- Ⓐ redecorating bedrooms
- Ⓑ American history
- Ⓒ things thirteen-year-olds like
- Ⓓ family artifacts

8 Which of these characters is the protagonist in the story?

- Ⓐ Cherise
- Ⓑ Mom
- Ⓒ Dad
- Ⓓ Dad's grandfather

9 What motivates the family to refinish Grandfather's desk?

- Ⓐ to sell it at their garage sale
- Ⓑ to make it better fit into Cherise's redecorated room
- Ⓒ to give it back to Grandfather
- Ⓓ to give Cherise someplace to throw her things

10 Which plot device does the first paragraph illustrate?

- Ⓐ flashback
- Ⓑ foreshadowing
- Ⓒ chronological order
- Ⓓ sequence

11 Which part of the setting is most important to the story's plot?

- Ⓐ the den
- Ⓑ Grandpa's home
- Ⓒ Cherise's bedroom
- Ⓓ the garage

12 The fourth paragraph says "Cherise was torn." What kind of conflict does this statement reflect?

- Ⓐ external conflict with another character
- Ⓑ external conflict with a force of nature
- Ⓒ external conflict with society
- Ⓓ internal conflict

Go On

Directions

Read the passage “A World of Difference.” Then answer Numbers 13 through 20.

A World of Difference

by Roberto Reyes

I’ve belonged to the Make a Difference Club for seven years. I’ve been in the club ever since first grade. That’s when our teacher, Ms. Duffy, said that everyone can make a difference even a group of first graders and their teacher. With her help, our class started the Make a Difference Club.

In that first year, our class decided on a school grounds clean-up project. Once a month, we put on protective gloves and picked up trash around the school. The first time we picked up trash, we filled twelve large bags. After the first month, other classes began to help pick up the trash, and a local business donated trashcans that were placed on the school grounds. By the end of the year, we did not fill even one bag. Few people were littering the school grounds anymore. Our club had made a difference.

Now the club is a schoolwide organization with teacher consultants and club officers. This year I decided to run for president of the club. I thought I could easily be elected to the office. After all, I’ve been the club’s treasurer, and I’ve worked on the projects each year for seven years. Then I got the news Melena was also running for president. Melena is just the most popular student in the school. How could I ever win an election against her?

Aaron noted that Melena had only been in the club for one year. I had been in it since it was formed. Aaron said we should produce campaign materials telling about the different projects I had worked on in the club. His idea sounded like a good one, so that’s exactly what we did. We made posters highlighting my contribution to the club and asking for people’s votes. We designed flyers and handed them out to everyone in the club. Melena had campaign posters and flyers too.

On election day, I was nervous. I hoped I would win, but I thought Melena was going to be the club’s next president. Melena and I waited together as the votes were counted. Unbelievable, I won! I won!

Everyone was clapping, even Melena. Then Melena congratulated me and offered her help whenever I needed it. I told her I needed all the help I could get. Since that day, Melena and I have been friends, and together we have worked hard with other club members to make a difference.

13 From what point of view is the story told?

- Ⓐ first-person point of view
- Ⓑ second-person point of view
- Ⓒ third-person limited point of view
- Ⓓ third-person omniscient point of view

14 What is the topic of this story?

- Ⓐ a school club
- Ⓑ running a campaign
- Ⓒ making difference
- Ⓓ school

Go On

15 Which theme best fits this story?

- Ⓐ School clubs are fun.
- Ⓑ Winning an election is important.
- Ⓒ With help you can achieve goals.
- Ⓓ Opponents can become friends.

16 Which character is the protagonist of the story?

- Ⓐ Ms. Duffy
- Ⓑ the story narrator
- Ⓒ Melena
- Ⓓ Aaron

17 What kind of character is Ms. Duffy?

- Ⓐ protagonist
- Ⓑ dynamic character
- Ⓒ antagonist
- Ⓓ static character

18 What kind of conflict is the main conflict in the story?

- Ⓐ conflict with self
- Ⓑ conflict with another character
- Ⓒ conflict with society
- Ⓓ conflict with a force of nature

19 What is the narrator's motivation for being in the club?

- Ⓐ to help make a difference
- Ⓑ to make friends
- Ⓒ to become its president
- Ⓓ to produce campaign materials

20 What is the main setting in this passage?

- Ⓐ first grade classroom
- Ⓑ school grounds
- Ⓒ a school
- Ⓓ a home

STOP

Master Vocabulary List

absentmindedly, 156
barrage, 143
coincidence, 157
conviction, 214
credibility, 183
desecrate, 206
devastating, 165
dismay, 157
dispel, 170
domain, 203

dub, 143
ferocity, 214
flail, 171
flourish, 207
inert, 205
kindling, 193
laborious, 205
obsessed, 142
predator, 149
revelation, 187

scavenger, 149
scepter, 184
scowl, 214
stupendous, 183
surge, 172
tether, 194
trough, 192
trudge, 215
wary, 168
withdrawn, 159



Name: _____

Date: _____

Hollywood and the Pits, page 141

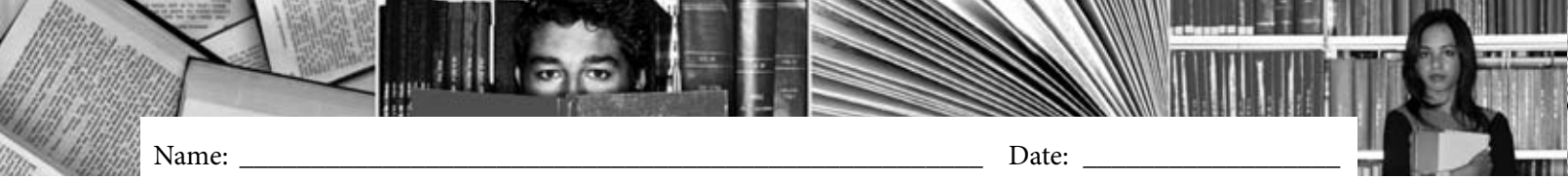
Build Vocabulary

Replace the underlined word or words with the correct vocabulary word in the box.
Rewrite the sentences on a separate piece of paper.

barrage	bewildered	dubbed	ingénue	juvenile	obsessed
predator					

1. The tiny mouse nibbled on a crumb while the whiskered attacker watched intently, ready to pounce.
2. The outpouring of e-mails from fans surprised the young actress.
3. The journalist interviewed the 16-year-old girl who would star as the inexperienced young woman in the newest Broadway musical.
4. A confused expression crossed my mother's face as she searched for her car in the crowded parking lot.
5. My little sister was absolutely preoccupied with the youngest brother in the popular rock band.
6. Following their elders, the young animals in the area approached the watering hole.
7. I nicknamed my sister "Biza" because it was easier to say than Elizabeth.

BEFORE READING



Name: _____ Date: _____

Hollywood and the Pits, page 141

Journal Response

Choose one of the following topics to write about on the lines below or in your journal.

1. Think about a time when you realized or were told that you were too old to do something. Write about the experience and about how it made you feel.

2. If you could achieve immediate fame in the entertainment industry, for what would you want to be famous? Describe your imaginary career.

3. What celebrity your age do you most admire? Explain who it is and why you admire him or her.

4. Have you visited an archaeological site? Describe what you saw and if you enjoyed the visit or not. If you could visit any archaeological site in the world, where would you visit? Explain the site and what interesting things you might see there.



Name: _____

Date: _____

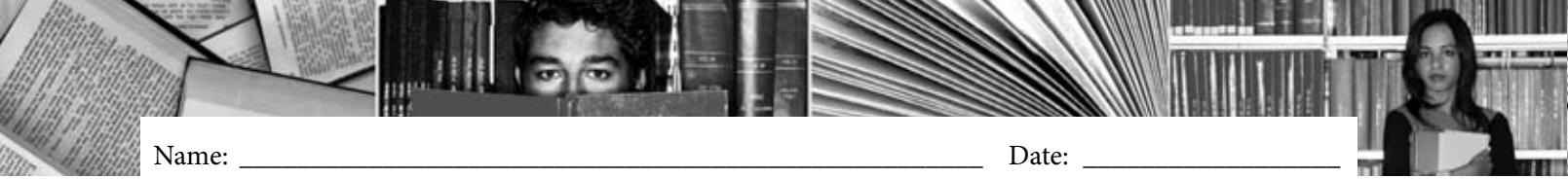
Hollywood and the Pits, page 141

Analyze Literature: Character

The narrator of “Hollywood and the Pits” draws comparisons between her experience as a child actress and the La Brea tar pits. Analyze each theme on the chart and explain in the appropriate column how the theme relates to the narrator’s acting career and the La Brea tar pits.

Theme	The Narrator’s Acting Career	The La Brea Tar Pits
quenching desires		
youth		
vulnerability		
being trapped		
the passage of time		
studying the past		

DURING READING



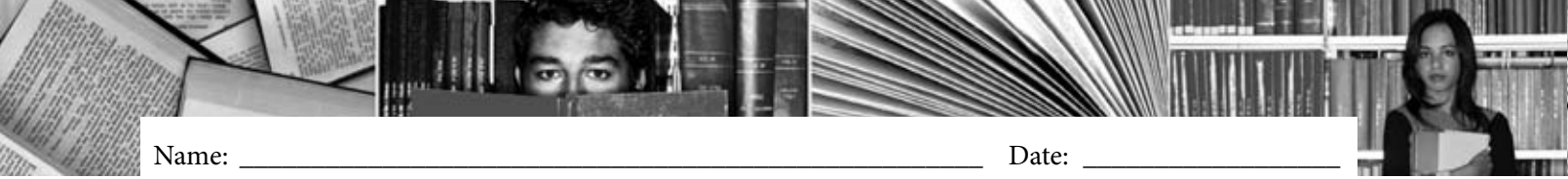
Name: _____ Date: _____

Hollywood and the Pits, page 141

Use Reading Skills: Cause and Effect

Write either the cause or the effect to complete each cause-and-effect relationship. One example is provided.

Cause	Effect
The narrator grows tall and matures.	The sister act does not get invited to perform anywhere anymore.
	Fossils are formed.
Animals shriek when they realize they are trapped in the tar pits.	
	The narrator receives many acting roles.
Filled with fascination, the narrator spends a lot of time at the tar pits.	
The narrator is unable to emulate the knots that her grandmother makes with her hair.	



Name: _____ Date: _____

Hollywood and the Pits, page 141

Selection Quiz

Fill in the Blank

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

predator barrage ingénue bewildered obsessed juvenile dubbed

1. Even though we risked getting in trouble by our teacher, her _____ behavior in class made us all laugh.
2. The _____ of sympathy helped her accept the death of her grandmother.
3. The actor's fans were _____ with the details of his personal life.
4. _____ by the announcement, the crowd did not know how to react.
5. Without making a sound, the _____ approached its victim.
6. The clever _____ stole the show with her portrayal of Nancy Drew.

Short Answer

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

7. Where does the story take place? _____
8. When the narrator was a young performer, what was she dubbed as?

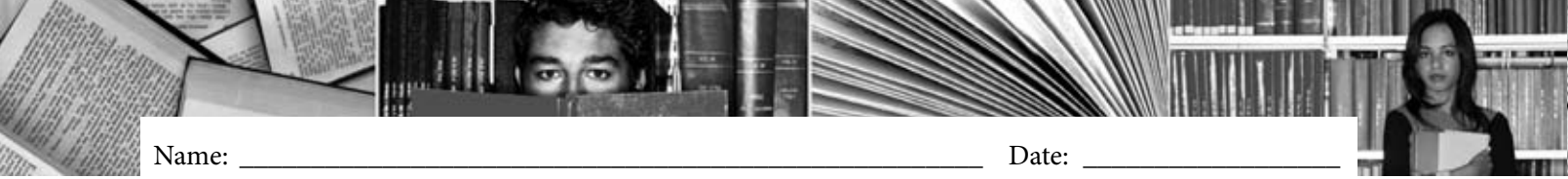
9. What did the scientists discover in the La Brea tar pits?

10. What attributes and talents led the narrator to become a child star?

11. What caused the narrator's popularity as a performer to decline?

12. How did the La Brea tar pits help the narrator gain perspective on her life?

AFTER READING



Name: _____ Date: _____

The Scholarship Jacket, page 155

Set Purpose

After reading the background information on “The Scholarship Jacket” and the author information, write two questions that you would like the short story to answer.

Build Background	Meet the Author



Name: _____ Date: _____

The Scholarship Jacket, page 155

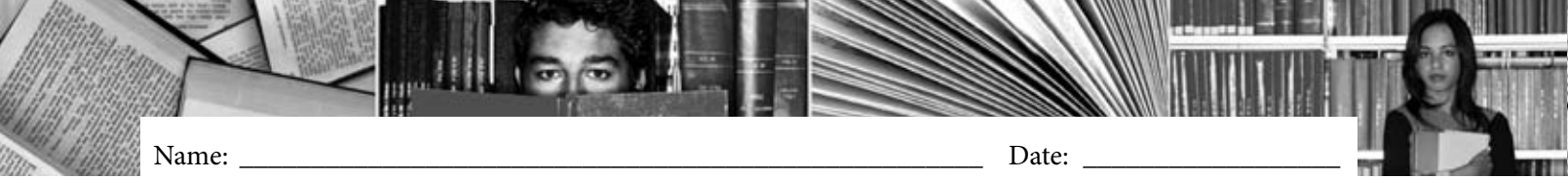
Practice Vocabulary

Complete each sentence with a word from the box below.

eavesdrop	muster	withdrawn	coincidence
mesquite	adrenalin	dismay	gaunt

1. With an unexpected jolt of _____, the runner crossed the finish line ahead of his competitors.
2. Several _____ shrubs bordered my grandparents' garden.
3. Much to my _____, I earned a failing grade on the algebra test.
4. It's a _____ that my best friend and I are in the same English class!
5. Sad and _____, the remaining kitten waited to be adopted.
6. It took all the courage I could _____ to tell her I was sorry.
7. The little boy looked small and _____ in comparison to his muscular, taller brother.
8. The sisters liked to stand next to the kitchen doorway and _____ on their parents' conversation.

BEFORE READING



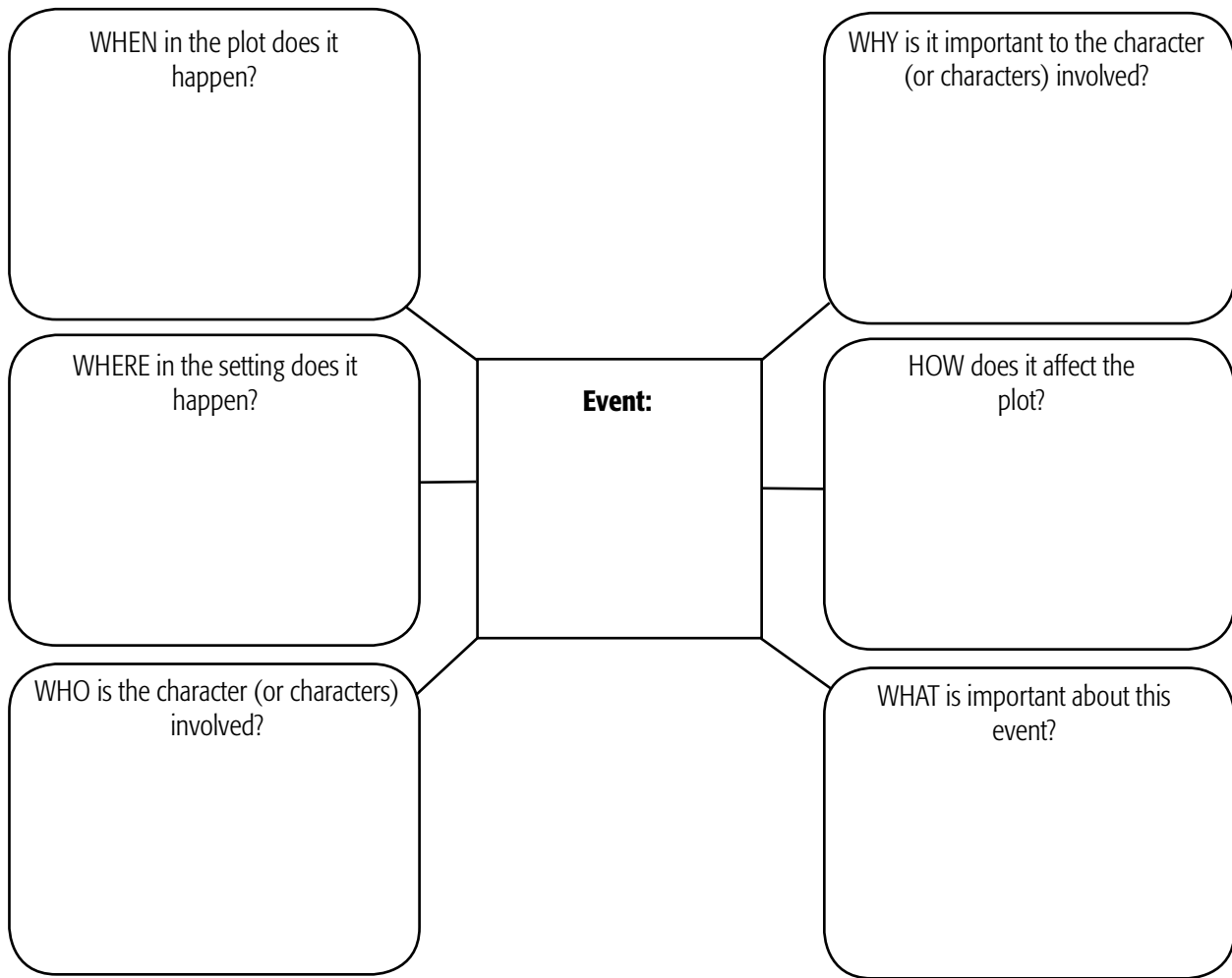
Name: _____ Date: _____

The Scholarship Jacket, page 155

Analyze Literature: Plot

A story has a plot, and a plot is a series of events. Answering basic questions about each event in the plot helps you understand the whole story.

Identify the event that you are going to focus on in the center box. Then, on a separate sheet of paper, answer each question about the event.



DURING READING

Event:

- When in the plot does it happen?
- Where in the setting does it happen?
- Who is the character (or characters) involved?
- Why is it important to the character (or characters) involved?
- How does it affect the plot?
- What is important about this event?



Name: _____ Date: _____

The Scholarship Jacket, page 155

Analyze Literature: Theme

Analyze the main idea and supporting details in the story “The Scholarship Jacket.”

1. State the theme of “The Scholarship Jacket.”

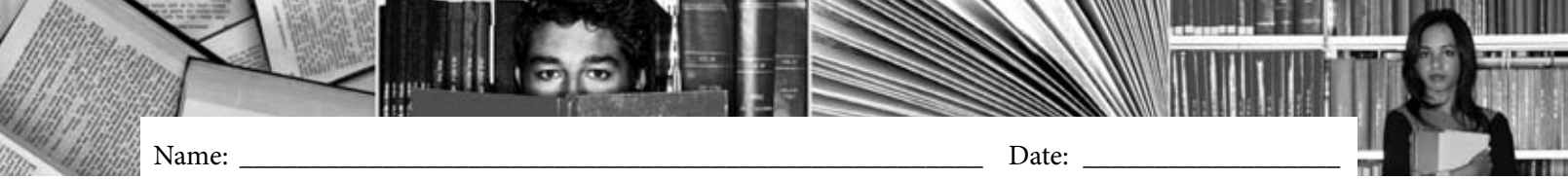
2. Summarize four different details the author uses to support her theme.

A. _____

B. _____

C. _____

D. _____



Name: _____ Date: _____

The Scholarship Jacket, page 155

Selection Quiz

Fill in the Blank

Fill in the blank with the character that is identified with the following dialogue or action.

Grandpa	Martha	Mr. Boone	Mr. Schmidt	the principal
---------	--------	-----------	-------------	---------------

- _____ 1. Maintained the highest grades in her class for eight years
- _____ 2. Expected to win a scholarship jacket
- _____ 3. Refused to loan \$15 for the scholarship jacket
- _____ 4. Asked the Board of Education to reward the jacket without expecting payment
- _____ 5. Teacher who advocated that Martha receive the scholarship jacket
- _____ 6. Teacher who advocated that Joann receive the scholarship jacket
- _____ 7. Told Martha that the School Board had decided to charge \$15 for the scholarship jacket
- _____ 8. Is proud of Martha for doing the right thing

Fill in the Blank

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

coincidence	dismay	gaunt	muster	withdrawn
-------------	--------	-------	--------	-----------

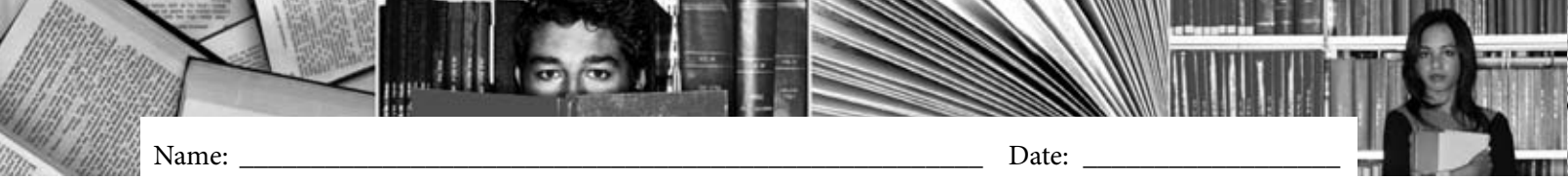
9. The 90-year old man walked slowly and looked _____.
10. The goalie looked at the scoreboard with _____ after the ball soared into his net.
11. The twins were the exact opposite. One was outgoing; the other _____.
12. It took all the kindness that I could _____ to smile at the girl who had been so mean to me.
13. It was a _____ that the best friends shared the same birthday.

Short Answer

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

14. What lesson does Martha learn from her grandfather?

15. How do you think Martha will feel the first time she puts on the scholarship jacket?



Name: _____ Date: _____

Amigo Brothers, page 163

Practice Vocabulary

Write the meaning of each **boldfaced** word. Use context clues in the sentence to help you. If you need more help, look for the word in the selection “Amigo Brothers” on the page in parentheses.

1. The loss of the championship game was **devastating** to the team. (page 165)

2. The boxer had won his last three **bouts** with ease. (page 165)

3. The defendant hesitated **pensively** before she answered the lawyer’s question. (page 167)

4. The purpose of the press conference was to **dispel** any rumors about the accident. (page 170)

5. The boxer **fainted** with his right shoulder and threw his left instead. (page 171)

6. As soon as their parents left, the babysitter was surrounded by **bedlam**. (page 171)

7. George’s arms began to **flail** as soon as his friend pushed him off of the high diving board. (page 171)

8. My younger sister always knew how to **sucker** my parents into buying her new toys. (page 171)



Name: _____

Date: _____

Amigo Brothers, page 163

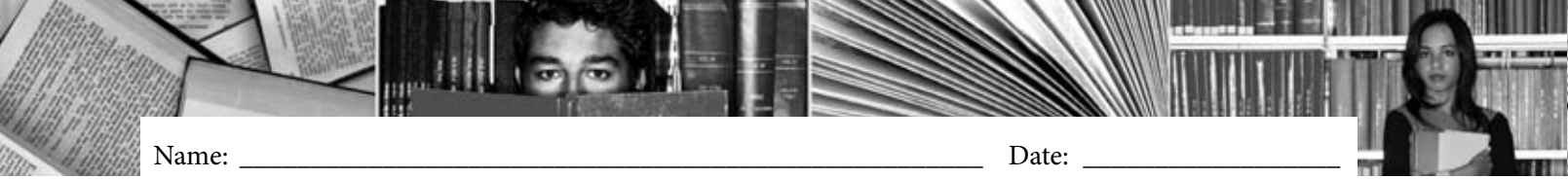
Analyze Literature: Character

A. Which character? Place a checkmark in the blank to assign the statement or quote to the most appropriate character.

- _____ Antonio _____ Felix 1. Was the better boxer
- _____ Antonio _____ Felix 2. Threw the first punch in the championship match
- _____ Antonio _____ Felix 3. Was the better slugger
- _____ Antonio _____ Felix 4. Prepared for his match by watching Kirk Douglas in "The Champion"
- _____ Antonio _____ Felix 5. Weighed in at 134 pounds
- _____ Antonio _____ Felix 6. Wore white trunks and black boxing shoes to the championship match
- _____ Antonio _____ Felix 7. Suffered a nosebleed during the championship match
- _____ Antonio _____ Felix 8. Was short and muscular

B. Based on the boys' physical attributes, mental attitudes, and training, who do you think is the better boxer? Explain.

DURING READING



Name: _____ Date: _____

Amigo Brothers, page 163

Analyze Literature: Point of View

In what ways does the third-person omniscient narrator in “Amigo Brothers” help advance the story’s plot? How does this point of view affect your understanding of the characters’ motivations, actions, and personalities? Put your ideas in the chart.

Detail of Omniscient Narration	Effect on My Understanding

DURING READING



Name: _____ Date: _____

Amigo Brothers, page 163

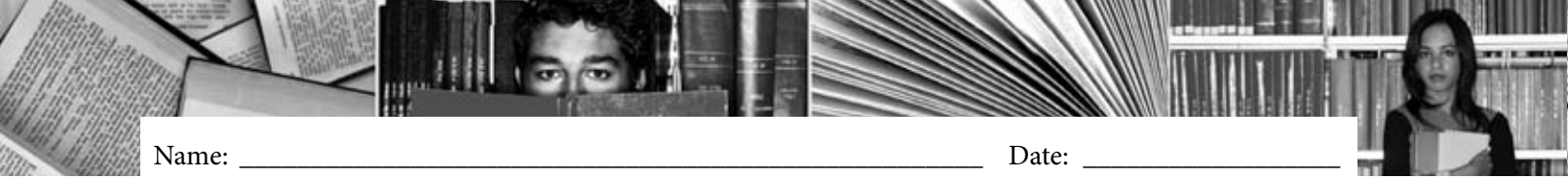
Analyze Literature: Pros and Cons

1. Complete the chart by summarizing the pros and cons of boxing as described by Piri Thomas in “Amigo Brothers” and Walter Dean Myers in “The Greatest: Muhammad Ali.”

Pros	Cons

2. Do you think that Antonio or Felix will become professional boxers like Muhammad Ali? Explain.

AFTER READING



Name: _____ Date: _____

Amigo Brothers, page 163

Analyze Literature: Fiction

Critique, or review and evaluate, the story “Amigo Brothers.” Answer these questions.

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

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

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

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

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

AFTER READING



Name: _____

Date: _____

Amigo Brothers, page 163

Point of View and Author's Purpose

Read "Meet the Author" on page 163 and the story "Amigos Brothers" and then answer the following questions. Write each answer in the shape provided.

- 1. Given his life experiences, what message do you think Piri Thomas tries to convey in "Amigo Brothers"?

- 5. What message did the speakers deliver before the fight?

- 2. What does the following quote say about how serious the boys are about the championship bout and maintaining their friendship?
"After the fight we can get it together again like nothing ever happened."

- 6. How does the author describe the relationship between Felix and Antonio?
The amigo brothers were not ashamed to hug each other tightly.

- 3. How does Piri Thomas describe the city when Antonio is making his way home before the fight?

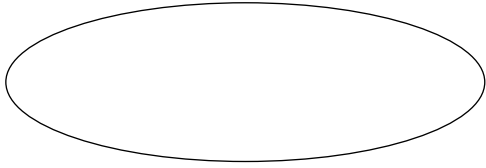
- 7. How does the announcer of the fight introduce Felix and Antonio?

- 4. What do Felix's thoughts indicate about the relationship between Felix and Antonio?
Like his friend in the South Bronx, he prayed for victory, via a quick clean knockout in the first round.

- 8. What type of young people does Felix encounter after he leaves the movie theater the night before the fight?

DURING AND AFTER READING

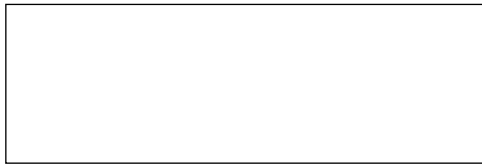
9. What do Antonio's thoughts indicate about the relationship between Felix and Antonio?
To spare Felix hurt, he would have to knock him out, early and quick.



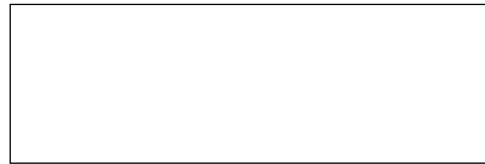
12. What does the following quote say about the boys' passion for boxing?
"We gotta be like two heavy strangers that want the same thing and only one can have it. You understand, don't cha?"



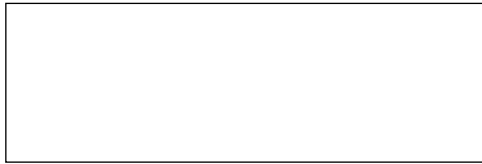
10. In what type of home do Antonio and Felix live?



13. How are Antonio and Felix different from the rest of the young people in their community?



11. Rewrite the following sentence that describes the relationship between Felix and Antonio.
They were so together in friendship that they felt themselves to be brothers.

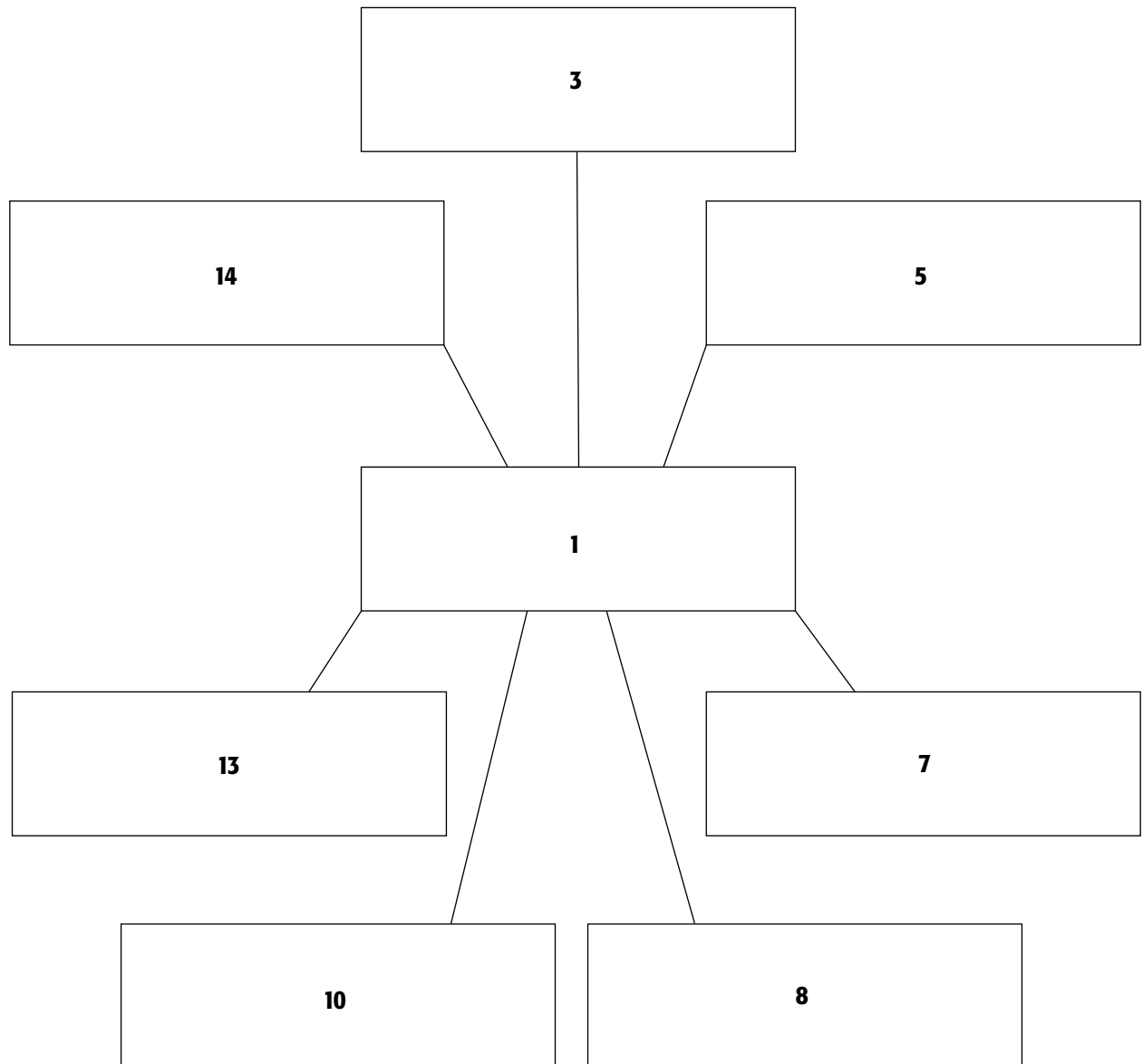


14. What influential people give speeches before the fight?



Cut out the shapes in which you have written your answers. Paste them into the chart below or the chart on the following page. The shapes on the charts are numbered to correspond with the questions.

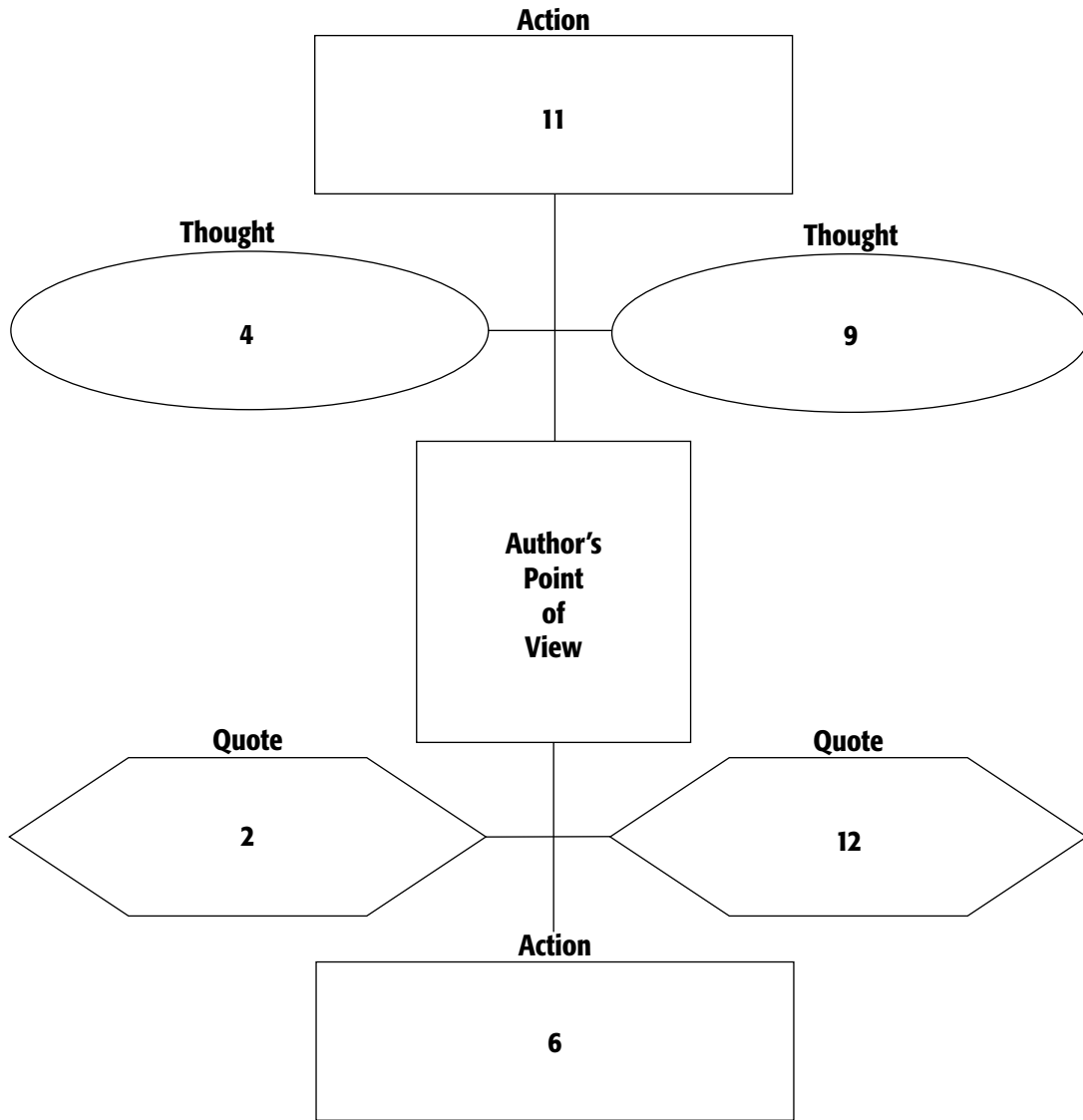
Use Reading Skills Author's Purpose



DURING AND AFTER READING

Piri Thomas's "Amigo Brothers" is told from a third-person omniscient point of view. Using this technique, Thomas shares the thoughts, actions, and words of Antonio and Felix.

Analyze Literature: Point of View



Explain how the author's use of omniscient point of view makes "Amigo Brothers" more interesting.



Name: _____ Date: _____

Amigo Brothers, page 163

Selection Quiz

Fill in the Blank

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

bedlam bouts devastating dismay dispel

- To the _____ of the crowd, the performer left the stage mid-song.
- _____ broke out when the boxers took the ring.
- The mayor called a press conference to _____ any rumors about the investigation.
- After a series of elimination _____, the boys learned that they would compete against each other.
- The race car driver suffered a _____ loss when the engine failed.

Fill in the Blank

Fill in the blank with a word or phrase that best completes each sentence.

- Antonio and Felix were _____ years old.
- Antonio and Felix lived _____.
- Antonio and Felix spoke Spanish because they were of _____ descent.
- The boys enjoyed _____ together in the morning along the East River Drive.
- The fight took place in the _____ instead of the gymnasium of the Boys Club because it could accommodate more people.

AFTER READING

Multiple Choice

Write the letter of the correct answer on the line.

- _____ 11. Which statement does not reflect the boys' experience with boxing?
- A. They collected *Fight* magazines.
 - B. They shared a coach.
 - C. They made a scrapbook filled with ticket stubs from the boxing matches they attended.
 - D. They dreamt positive.
- _____ 12. The winner of the boxing match would
- A. represent the Boys Club in the tournament of champions.
 - B. be crowned the champion of Fifth Street.
 - C. receive a college scholarship.
 - D. get free boxing lessons for one year.
- _____ 13. What were the friends' goals for the championship match?
- A. Each wanted to win.
 - B. The boys did not want to hurt each other.
 - C. Each boy wanted to fight well.
 - D. All of the above.
- _____ 14. At the end of the championship match,
- A. the referee declared the match a tie.
 - B. Felix was declared the winner.
 - C. Antonio was declared the winner.
 - D. the author does not reveal who won.



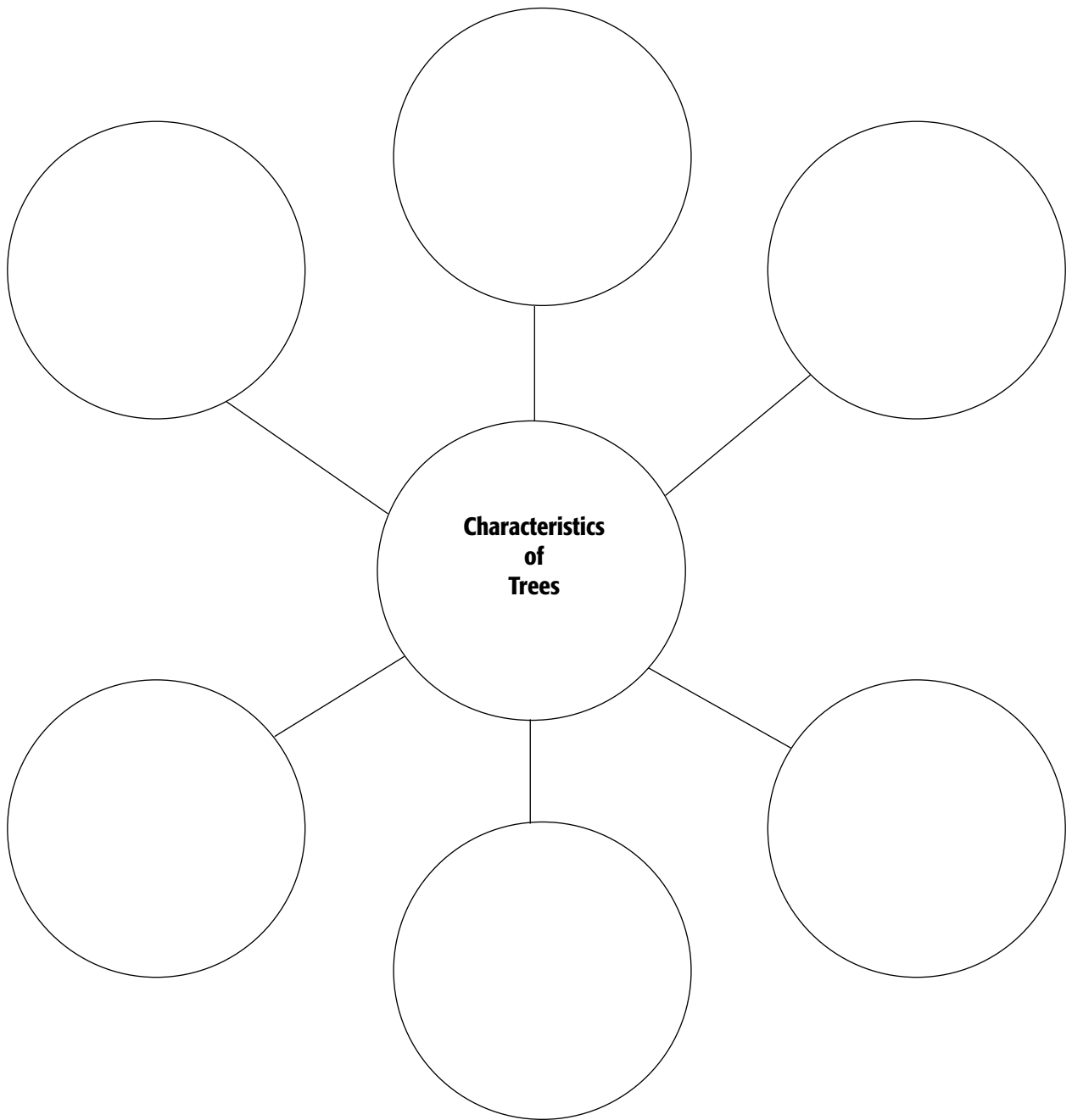
Name: _____

Date: _____

Four Skinny Trees, page 177

Set Purpose

In the short story “Four Skinny Trees,” the narrator compares herself to four trees that she can see from her bedroom window. Before reading the story, fill in the cluster chart below with adjectives and statements that describe trees. After you read the story, refer to your cluster chart to see if you used any of the same descriptions as the author.



BEFORE READING



Name: _____ Date: _____

Four Skinny Trees, page 177

Analyze Literature: Description

1. Complete the chart for “Four Skinny Trees” by describing the character trait or traits of the trees and narrator shown by each statement.

Descriptive Detail	What Is Revealed about the Trees	What Is Revealed about the Narrator
Four skinny trees with skinny elbows like mine		
Four raggedy excuses planted in the city		
They send ferocious roots beneath the ground		
Four who reach and do not forget to reach		
They grow despite the concrete		

2. Sandra Cisneros writes, “When I am too sad and too skinny to keep keeping . . .” and “Keep, keep, keep, trees say when I sleep.” What is the significance of the word “keep” in the story?



Name: _____

Date: _____

The White Umbrella, page 181

Vocabulary

Replace the underlined word or words with the correct vocabulary word in the box.
Rewrite the sentences on a separate piece of paper.

credibility	rendition	scepter
noggin	revelation	stupendous

1. I yelled at my brother, “Be careful where you aim that! Your toy airplane just crashed into my head.”
2. Her enlightenment was marked by shouts of joy.
3. The politician lost believability when he admitted to being arrested as a youth.
4. The queen slowly raised her tall baton above the enormous crowd.
5. Belinda’s performance of the crying baby made us all laugh.
6. My family had a marvelous time at the amusement park.

BEFORE READING



Name: _____ Date: _____

The White Umbrella, page 181

Analyze Literature: Mood

Analyze the mood of the character as you read. When you have completed the chart, answer the questions that follow.

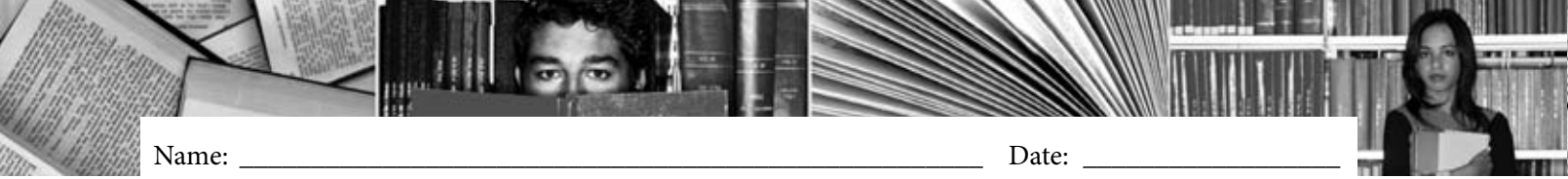
Narrator	Mood	Actions	Thoughts	Words
Your description of the mood of the narrator at the beginning of the story				
Your predictions for this character				
Your description of the mood of the narrator in the middle of the story				
Your description of the mood of the narrator at the end of the story				
Your analysis of the character at the end of the story				

1. Is the narrator a static (unchanging) or a dynamic (changing) character? Explain.

2. If the narrator changes over the course of “The White Umbrella,” what do you think she learns in the course of the change? Explain.

3. Were your predictions correct? Why, or why not?

DURING READING



Name: _____ Date: _____

The White Umbrella, page 181

Use Reading Skills: Cause and Effect

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

Cause	Effect
The narrator's mother goes to work without telling her or her younger sister.	
Mrs. Roberts picks up Eugenie from her lesson.	
	The girls repeatedly tell Miss Crosman that their mother is on her way.
The narrator covets the white umbrella.	
The narrator's mother gets in a car accident.	
	The narrator throws the umbrella down the sewer.

The White Umbrella, page 181

Selection Quiz

Matching

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

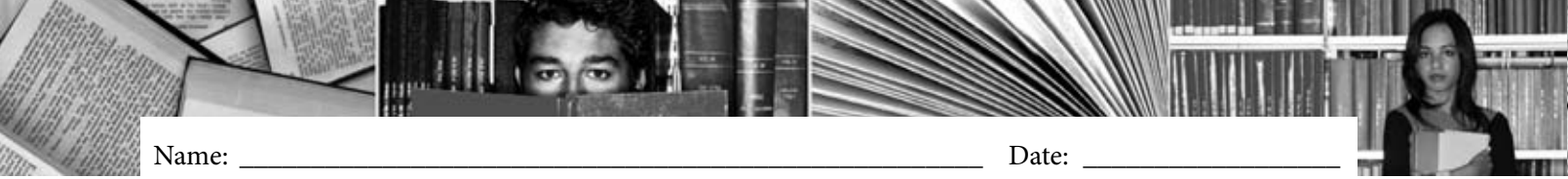
- | | |
|----------------------|---|
| _____ 1. rendition | A. act of revealing or showing, usually something astonishing or enlightening |
| _____ 2. revelation | B. head |
| _____ 3. scepter | C. tall staff or baton that a ruler carries as a symbol of authority |
| _____ 4. stupendous | D. performance |
| _____ 5. credibility | E. believability |
| _____ 6. noggin | F. marvelous, awe-inspiring |

Multiple Choice

Write the letter of the correct answer on the line.

- _____ 7. How does the narrator feel about the fact that her mother works?
- A. happy
 - B. indifferent
 - C. proud
 - D. ashamed
- _____ 8. What instrument do the narrator and her sister play?
- A. the clarinet
 - B. the violin
 - C. the piano
 - D. the flute
- _____ 9. Where does the narrator's mother work?
- A. in a grocery store
 - B. at a florist
 - C. at a perfume counter at a department store
 - D. at a music store

- _____ 10. What object in Miss Crosman's house does the narrator want for herself?
- A. the white handkerchief
 - B. the white umbrella
 - C. the piano
 - D. the pink pillow
- _____ 11. How does Miss Crosman show sympathy for the narrator?
- A. She takes the narrator to an ice cream shop.
 - B. She brings the narrator hot chocolate.
 - C. She brings the narrator a blanket and gives her the umbrella.
 - D. She gives the narrator a longer lesson.
- _____ 12. At the end of the story, what did the narrator do with the umbrella?
- A. left it at Miss Crosman's house
 - B. gave it to Eugenie
 - C. threw it down the sewer
 - D. hid it in the car



Name: _____ Date: _____

Jed’s Grandfather / The Courage That My Mother Had, page 191

Build Background

Think of elderly relatives you have known. What do you admire about them? Have they ever been ill? How did this make you feel?

Set Purpose

As you read each story, write about feelings in the chart.

“Jed’s Grandfather”	“The Courage That My Mother Had”
What writer seems to value about people based on the story’s first three paragraphs	What writer seems to value about people based on the poem’s title
Evidence that values remain the same or change throughout the story	Evidence that values remain the same or change throughout the poem

Practice Vocabulary

Match each word with its meaning. Write the letter on the line.

- | | |
|-------------------|--|
| _____ 1. brooch | A. rope or chain that allows an animal to move in a limited area |
| _____ 2. granite | B. material used to start a fire, often dry sticks |
| _____ 3. kindling | C. warm underclothing |
| _____ 4. tether | D. jewelry worn as a pin near the neck |
| _____ 5. trough | E. very hard igneous rock |
| _____ 6. withes | F. long, shallow container |
| _____ 7. woolens | G. thin, bendable branches or twigs |



Name: _____ Date: _____

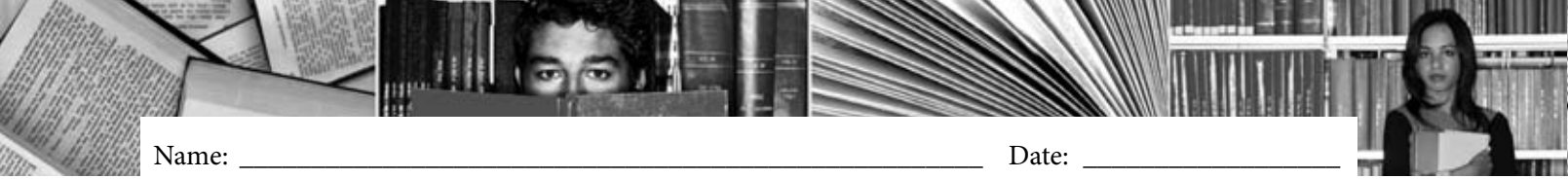
Jed's Grandfather / The Courage That My Mother Had, page 191

Compare Literature: Tone

The writer's or speaker's attitude toward his or her subject is the **tone**. Word choice is a key tool for creating tone: How a writer says things implies how he or she feels. To help you detect tone, consider the words the author uses along with the connotations of those words. Use the three-column chart to compare the tones of the pieces.

	Bruchac	Millay
Details		
Tone		

DURING READING



Name: _____ Date: _____

Jed’s Grandfather / The Courage That My Mother Had, page 191

Compare Literature: Tone (continued)

Both of these writers choose their words carefully. The connotation of some of those words influence the tone of each work. Refer to the chart in which you recorded the tone in “Jed’s Grandfather” and “The Courage That My Mother Had” to answer the questions.

1. What words used to describe Jed’s dream most influence the story’s tone?

2. How do the words **rock**, **granite**, and **courage** contribute to the tone and theme of the poem?

AFTER READING



Name: _____ Date: _____

Jed's Grandfather / The Courage That My Mother Had, page 191

Compare Literature: Theme

A theme in both “Jed’s Grandfather” and “The Courage That My Mother Had” is inheritances. Answer the questions about inheritance with details from the selections.

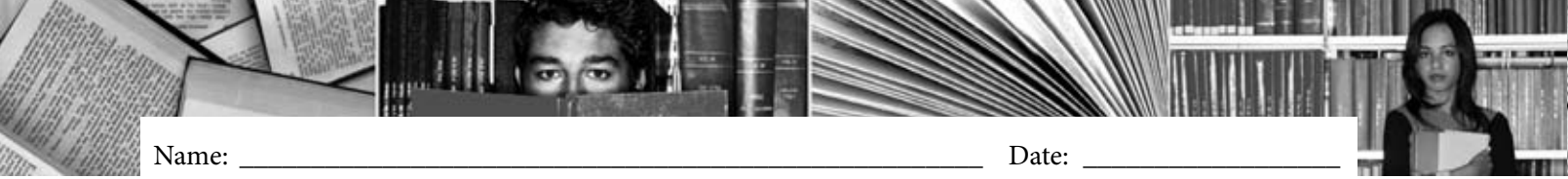
	“Jed’s Grandfather”	“The Courage That My Mother Had”
Who inherits something?		
From whom is it inherited?		
What is inherited?		
How is it valued?		

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

How are the inheritances alike? How are they different?

Who do you think values his or her inheritance more? Explain your answer.

AFTER READING



Name: _____ Date: _____

Jed’s Grandfather / The Courage That My Mother Had, page 191

Make Connections

Text-to-Self In “Jed’s Grandfather,” Jed’s dream reflects his sense of helplessness as his grandfather becomes weaker. The dream stays with Jed. Even after he awakens, the dream continues to disturb him. Have you ever had a dream that stayed with you after you were awake? Was it a pleasant dream or a disturbing one? Did the dream reflect something that was going on in your life?

Text-to-Text Grandfathers play an important part in the stories “Jed’s Grandfather,” pages 192–196, and “The Scholarship,” pages 155–160. Why were the grandfathers important in the stories? What were their relationships with their grandchildren? How were the grandfathers alike and different?

Text-to-Self In “The Courage That My Mother Had,” the speaker identifies her mother’s great strength—courage. Choose a person in your family. Identify one of that person’s strengths that you most admire. Give an example of how the family member uses that strength in daily life.



Name: _____ Date: _____

Jed's Grandfather / The Courage That My Mother Had, page 191

Focus on "Jed's Grandfather"

Mirrors & Windows Question

What has Jed inherited from his grandfather? Have you inherited anything similar from one of your grandparents? How can a person be sure to receive knowledge from members of previous generations?

Selection Quiz

Set in Place "Jed's Grandfather" has two settings—a dream setting and a real setting. Tell which setting each of the following is from. Circle **Dream** for the dream setting, Real for the real setting, and **Both** if it is part of both settings.

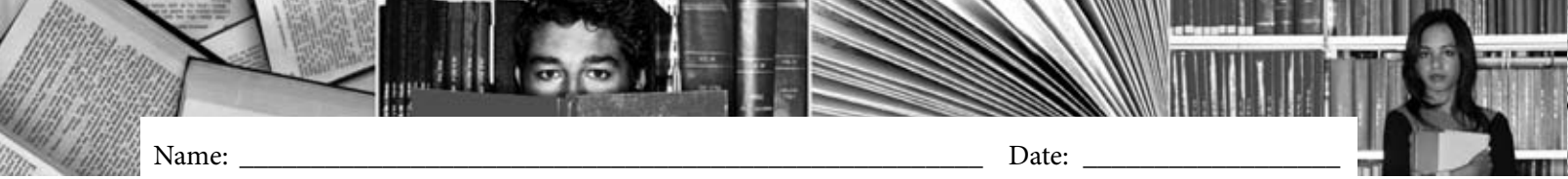
- _____ 1. the boat Dream Real Both
- _____ 2. the trough Dream Real Both
- _____ 3. The Island Dream Real Both
- _____ 4. Little House Dream Real Both
- _____ 5. great dark wave Dream Real Both
- _____ 6. waveless lake Dream Real Both
- _____ 7. spring morning Dream Real Both
- _____ 8. water opening like
 a crack in the earth Dream Real Both

Name That Character Answer the questions about the story characters. Write the name of the character on the line.

Jed	Jed's father	Jed's grandfather	Jed's mother
-----	--------------	-------------------	--------------

- 9. Who is Joseph Sabael? _____
- 10. Who works as a store clerk? _____
- 11. Who has had a dream about separation? _____
- 12. Who is dying of cancer? _____
- 13. Who is the child of Joseph Sabael? _____
- 14. Who sends Jed to the Little House? _____
- 15. Who feeds the gulls pancakes? _____

AFTER READING



Name: _____ Date: _____

Jed's Grandfather / The Courage That My Mother Had, page 191

Focus on "The Courage That My Mother Had"

Mirrors & Windows Question

If you had to pick just one thing to inherit from your mother or father, what would it be? Is it right to want to inherit something in particular? Why or why not? Write your response on a separate sheet of paper.

Selection Quiz

Answer It Use the word *courage* or *brooch* to answer each question. Write the word on the line.

1. What did the narrator inherit from her mother? _____
2. What does the narrator say she can spare? _____
3. What does the narrator wish she had inherited? _____
4. What does the narrator say she needs? _____
5. What did the narrator's mother no longer need? _____

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

- _____ 6. What is the point of view of the selection?

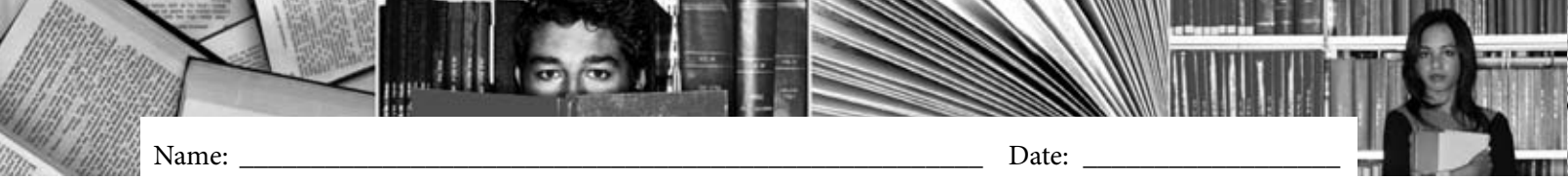
A. first person	C. third person omniscient
B. third person limited	D. third person all knowing
- _____ 7. What is granite?

A. wood	B. soil	C. stone	D. metal
---------	---------	----------	----------
- _____ 8. What does the narrator compare to granite?

A. her mother	C. her mother's grave
B. her mother's courage	D. her mother's brooch
- _____ 9. What does the word **quarried** mean?

A. built	B. dug	C. buried	D. treasured
----------	--------	-----------	--------------
- _____ 10. What was the brooch made of?

A. granite	B. rock	C. gold	D. cloth
------------	---------	---------	----------

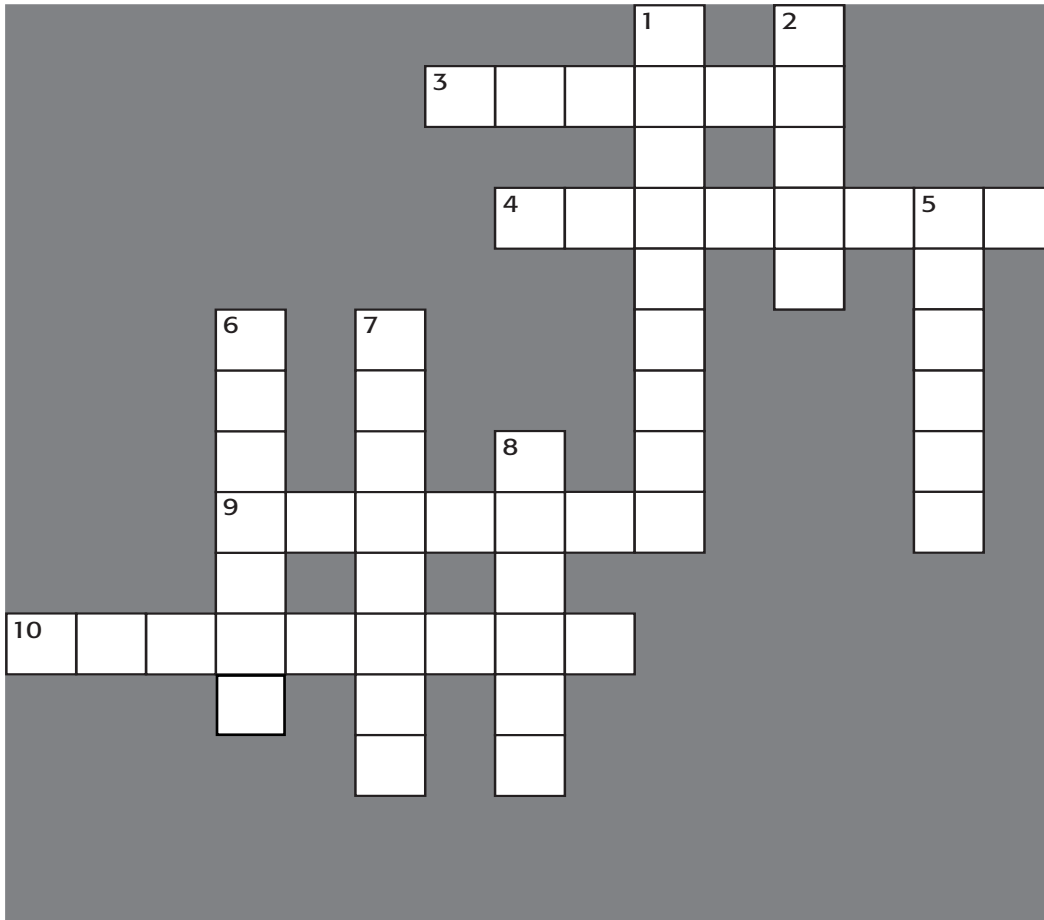


Name: _____ Date: _____

Antaeus, page 199

Practice Vocabulary

Complete the following puzzle.



Across

- The dog didn't allow any cats in its _____. (6)
- Flowers always _____ when they have water and proper sunlight. (8)
- T. J. was connected to his garden just like _____ was connected to the earth. (7)
- She did not want to _____ the American flag by letting it touch the ground. (9)

Down

- The _____ task would not be finished by sundown. (9)
- The boys stood inert, not knowing where to start. (5)
- T. J. had a _____ sense of righteousness. (6)
- The boys discovered that there was a _____ which made it impossible to see what was happening on the rooftop from the ground. (7)
- The candidate's _____ opinions did not make him the lead contender for mayor. (8)
- The flimsy ladder started to _____ dangerously. (6)



Name: _____ Date: _____

Antaeus, page 199

Use Reading Skills: Use Context Clues

Use clues from the passage to help you figure out four unfamiliar words. Write a definition in your own words.

1. Word _____ page _____

What clue(s) from the text helped you figure out this word?

A. _____

B. _____

Your definition: _____

2. Word _____ page _____

What clue(s) from the text helped you figure out this word?

A. _____

B. _____

Your definition: _____

3. Word _____ page _____

What clue(s) from the text helped you figure out this word?

A. _____

B. _____

Your definition: _____

4. Word _____ page _____

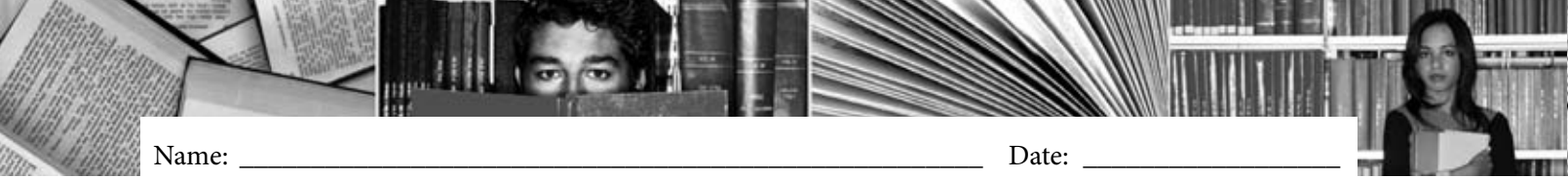
What clue(s) from the text helped you figure out this word?

A. _____

B. _____

Your definition: _____

DURING READING



Name: _____ Date: _____

Antaeus, page 199

Analyze Literature: Conflict

Conflict is a struggle between two forces in a literary work. Conflict is an important element of plot and provides both interest and suspense in a story. There are four types of conflict that writers use when constructing the plots of their stories: person vs. person, person vs. nature, person vs. society, and person vs. self. “Antaeus” has several types of conflict woven into the story line. These conflicts help readers understand the story’s characters and actions and add to the suspense of the plot.

1. Fill in the chart below with an example of each type of conflict.

Person vs. person (the struggle between one character and another character)

Person vs. nature (the struggle between a character and natural events, the environment, or disease)

Person vs. society (the struggle between a character and the beliefs of society)

2. Person vs. person is the dominant conflict in “Antaeus.” What makes this conflict so interesting to readers is the effort that T. J. and his neighborhood friends put forth to build the rooftop garden. In at least two paragraphs, on a separate sheet of paper write an alternate ending to the story where T.J. and his friends triumph over the factory owner and get to keep their grass-covered rooftop.



Name: _____

Date: _____

Antaeus, page 199

Use Reading Skills: Analyze Cause and Effect

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

Cause

Effect

T. J. is used to living in a place where he can plant and raise crops.



T. J. asks the boys to put all of the dirt in one corner of the building.



T. J. gives in to the gang and plants grass.



The factory owner goes up to the roof.

The factory owner demands that the grass be removed from the roof.

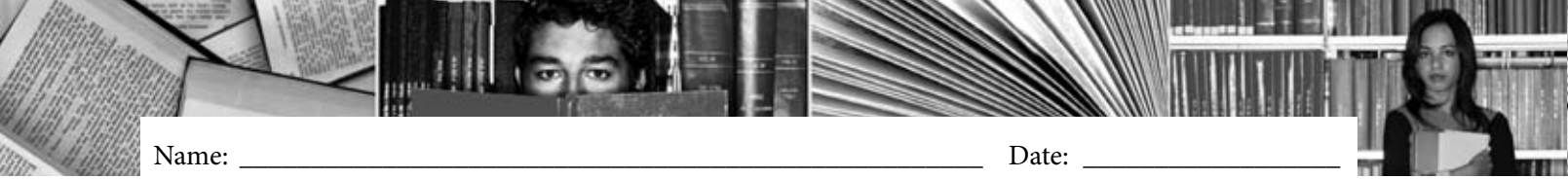


"They can't touch it," he said. I won't let 'em lay a dirty hand on it!"



T. J. runs away.

DURING AND AFTER READING



Name: _____ Date: _____

Antaeus, page 199

Expository Writing: Compare-and-Contrast Essay

A. Put a checkmark in the appropriate column to indicate which writer’s selection is being described.

Characteristics	Deal	Clifton
Wrote a short story		
Wrote a lyric poem		
Enviess life in uptown		
Welcomes a new boy to the neighborhood		
Compares the main character to a Greek god		
Expresses a preference to live in the city		
Describes a gang of boys that forms		
Contrasts the differences of activity in the city		
Tries to recreate the country in the city		

B. On a separate sheet of paper, write a compare-and-contrast essay examining the similarities and differences between “Antaeus” and “In the City.” You may want to include characteristics from the table in your essay.



Name: _____

Date: _____

Antaeus, page 199

Selection Quiz

Matching

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

- | | |
|---|--|
| <p>_____ 1. The head-high _____ prevented anyone from seeing our rooftop garden.</p> <p>_____ 2. T. J. suggested that we create our own private _____ where we could play and relax.</p> <p>_____ 3. Like the mythical _____, we gained our strength from being close to the earth.</p> <p>_____ 4. With a _____ gaze, the principal punished the girls for their involvement in the prank.</p> <p>_____ 5. Armed with spray paint, the children planned to _____ the walls of the school.</p> <p>_____ 6. The _____ earth that we had toiled and planted remained dormant until the spring came.</p> <p>_____ 7. Her _____ comments about the politician were ignored.</p> <p>_____ 8. We hoped that the results of our efforts would _____ into a beautiful paradise.</p> <p>_____ 9. The boys decided to build a bridge so they didn't have to _____ over a plank to get to the other side.</p> <p>_____ 10. After they exerted so much energy, they remained _____ on the bench until someone started laughing.</p> | <p>A. stolid</p> <p>B. esoteric</p> <p>C. domain</p> <p>D. inert</p> <p>E. flourish</p> <p>F. Antaeus</p> <p>G. laborious</p> <p>H. parapet</p> <p>I. teeter</p> <p>J. desecrate</p> |
|---|--|

Fill in the Blank

Fill in the blank to complete each sentence about *Antaeus*.

11. The story takes place during _____ and in _____.
12. T. J. wanted to build a rooftop garden because _____.
13. Creating the rooftop garden makes T. J. and the gang feel _____.
14. After the owner tells T. J. and the boys that the roof will be shoveled off the next day, the boys _____.



Name: _____

Date: _____

Seventh Grade, page 213

Practice Vocabulary

Write the meaning of each **boldfaced** word. Use context clues in the sentence to help you. If you need more help, look for the word in the selection from “Seventh Grade” on the page in parentheses.

1. His teeth showed along with the **ferocity** of his soul. (page 214)

2. He **scowled** with greater conviction. (page 214)

3. The students **herded** noisily through the door. (page 215)

4. Victor **lingered**, keeping his head down and staring at his desk. (page 215)

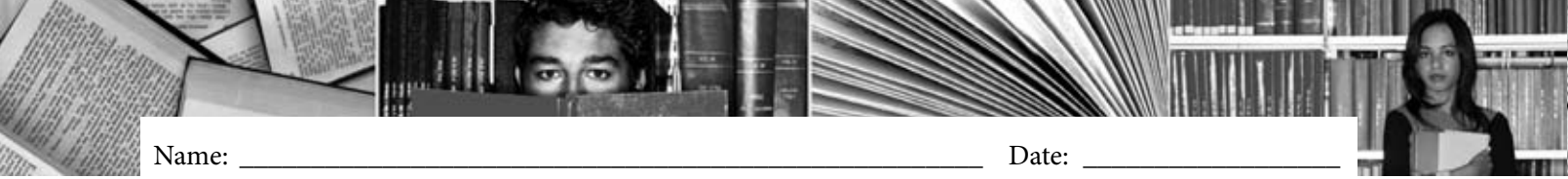
5. Mr. Lucas, a **portly** man, waddled down the aisle, asking, “What is a noun?” (page 215)

6. As he **trudged** to English, he practiced scowling. (page 215)

7. He stretched out lazily in an attempt to **disguise** his snooping. (page 216)

8. She smiled and pushed **wisps** of hair from her face. (page 217)

BEFORE READING



Name: _____ Date: _____

Seventh Grade, page 213

Use Reading Skills: Retell Sequence

A. Put the following events in the order that they occurred in the story.

- _____ 1. Teresa says, "Hi, Victor."
- _____ 2. Victor goes to metal shop, then biology.
- _____ 3. Victor pretends to speak French in French class.
- _____ 4. Teresa compliments Victor on his ability to speak French.
- _____ 5. Victor checks out French textbooks from the library.
- _____ 6. Victor picks up his school schedule.
- _____ 7. Victor accidentally uses Teresa's name as an example of a noun in English class.
- _____ 8. Victor lingers after the bell in homeroom, hoping to bump into Teresa.

B. What do you think will happen during Victor's second day of school? List details and events.



Name: _____

Date: _____

Seventh Grade, page 213

Analyze Literature: Character

Gary Soto, the author of “Seventh Grade,” provides many clues about Victor. Through these clues, the reader can determine the traits that Victor possesses. In each box on the left-hand side, list one of Victor’s traits. In each box on the right-hand side, list the clue or clues that let readers discover Victor’s traits.

Victor

I know Victor has each of these traits . . .

. . . because of these clues.

Trait

Clue(s)



Trait

Clue(s)



Trait

Clue(s)



Trait

Clue(s)



Trait

Clue(s)



DURING READING



Name: _____

Date: _____

Seventh Grade, page 213

Selection Quiz

Multiple Choice

Write the letter of the correct answer on the line.

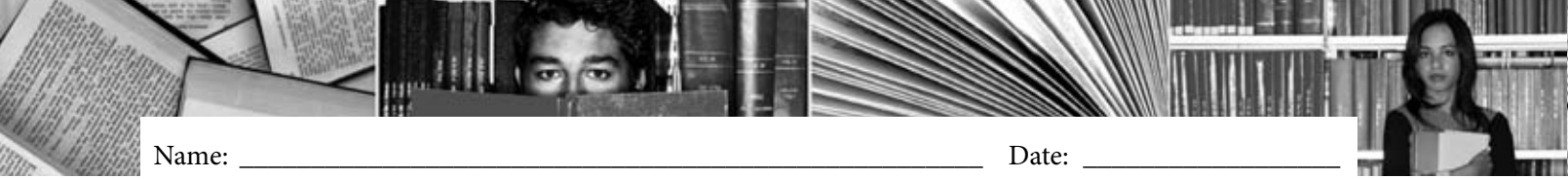
- _____ 1. When does the story take place?
 A. the first day of school C. spring
 B. winter D. the last day of school
- _____ 2. Why does Victor decide to study French?
 A. He wants to travel to France. C. His parents made him.
 B. Michael was taking French. D. He already knew French.
- _____ 3. What does Michael do to imitate male models?
 A. flex his muscles C. scowl
 B. smile sweetly D. walk slowly
- _____ 4. How does Victor claim to have learned French?
 A. taking French classes C. studying in France
 B. speaking French with his parents D. watching French movies
- _____ 5. What did Victor plan to do to prepare to help Teresa with French?
 A. He studied with Mr. Bueller after school. C. He hired a French tutor for himself.
 B. He checked out French books from the library. D. He went to France.

Short Answer

Write your answer to the following question in the space provided.

6. Why did Mr. Bueller not ridicule Victor for the nonsense sentence that he shared with the class? _____
- _____

AFTER READING



Name: _____ Date: _____

Papa's Parrot, page 220

Vocabulary

Matching

First, match each word in the box to its definition.

embarrassed	ignore	merely
resume	sob	stroll

- _____ 1. simply; just
- _____ 2. begin again; continue
- _____ 3. cry; weep
- _____ 4. walk in a leisurely way
- _____ 5. self-consciously distressed, ashamed
- _____ 6. not to take notice, not pay attention

Fill in the Blank

Next, use the words from the box to complete the sentences. Write the words on the lines.

- 7. Sometimes Harry would _____ by the store and look in the window.
- 8. Harry tried to _____ the bird but he could not help but listen to what its chatter.
- 9. Harry felt _____ and flustered when his friends heard Papa talking to the bird.
- 10. Papa would have to recover from his heart attack before he could _____ working.
- 11. The parrot was _____ repeating what Papa had said, but its words made Harry realize his Papa missed seeing him at the shop.
- 12. Harry felt his tears sting his face and he began to _____ uncontrollably.

BEFORE READING



Name: _____

Date: _____

Papa's Parrot, page 220

Identify Cause and Effect

As you read "Papa's Parrot," complete each cause-and-effect relationship by writing the missing cause or effect.

Cause	→	Effect
Harry and his friends were older and had more money.	→	

Rocky screamed when the romantic music of Soap operas came on.	→	
--	---	--

	→	Harry kept walking instead of stopping in the shop when he was going by.
--	---	--

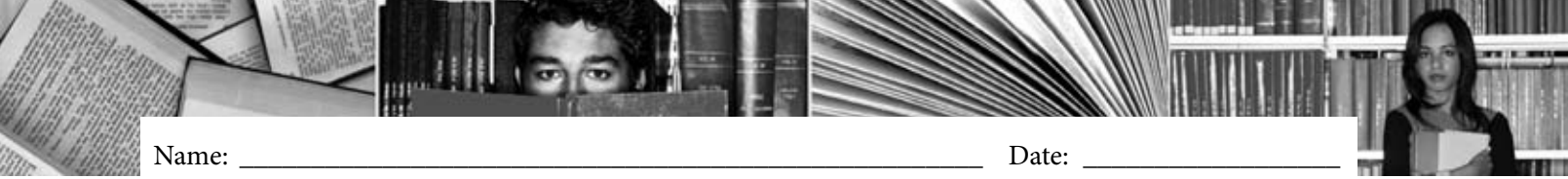
Mr. Tillman had to remain in the hospital and was worried about the shop.	→	
---	---	--

Rocky said "Hello!" to Harry as Harry was putting candies where they belong.	→	
--	---	--

Rocky kept saying, "Where's Harry? Miss him."	→	
---	---	--

	→	Harry sobbed, buried his face in his arms, and sighed as he wiped his face.
--	---	---

DURING OR AFTER READING



Name: _____ Date: _____

Papa's Parrot, page 220

Questions to Answer as You Read

Pages 220–223 **Analyze Literature: Point of View** What is the narrator's point of view in "Papa's Parrot"?

Pages 220–221 **Use Reading Skills: Compare and Contrast** For Harry's father, how are Harry and his friends and the parrot Rocky alike? How are they different?

Page 221 **Use Reading Strategies: Make Inferences** Why is Harry embarrassed by his father's talking to the parrot?

DURING READING

Page 221 **Use Reading Strategies: Make Predictions** What do you think will happen between Harry and Rocky?

Page 220 **Use Reading Strategies: Make Inferences** Why do you think Rocky keeps repeating "Hello, Rocky!" and "Where's Harry"?

Page 223 **Use Reading Skills: Draw Conclusions** How does Harry's attitude toward Rocky change by the end of the story? Explain.



Name: _____ Date: _____

Papa's Parrot, page 220

Describe and Critique: Fiction

Describe the story "Papa's Parrot." 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 _____

AFTER READING

Critique, or review and evaluate, the story “Papa’s Parrot.” 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: _____

The Smallest Dragonboy, page 224

Vocabulary

Write the word that matches the definition in the boxes. Then identify the word in the gray boxes. Write that word next to its definition.

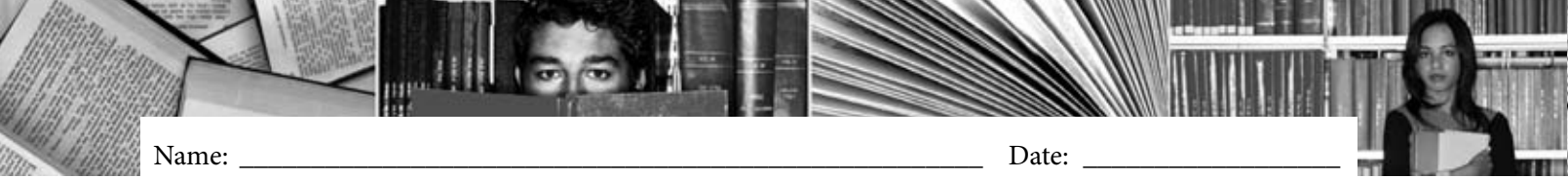
alleviate	consensus	contemptuous	enticing	ignominious
imperative	plaintive	prestige	reprehensible	squinch

1. unacceptable; deserving condemnation
2. tempting
3. sad-sounding
4. very important
5. showing contempt or scorn
6. agreement of a group
7. honor
8. crouch down
9. shameful
10. relieve

What is the word written vertically in the gray boxes?

_____ : unmoving; statuelike

BEFORE READING



Name: _____ Date: _____

The Smallest Dragonboy, page 224

Identify Main Characters

Keevan and Beterli are two main characters in the selection “The Smallest Dragonboy.” Each of the following statements tells about one of the boys or both. Write the described boy’s name on the line. If the statement is true of both boys, write **both**.

1. This boy is the oldest dragonrider candidate. _____
2. This boy is the smallest and youngest dragonboy. _____
3. This boy desperately wants to impress a dragon. _____
4. This boy is a fast runner. _____
5. This boy is a bully who does not fight fair. _____
6. This boy works hard trying to prove himself capable. _____
7. This boy has been through eight other Impressions. _____
8. This boy has concentrated hard on a particular egg. _____
9. This boy was sent on an errand to fetch black rock. _____
10. This boy fights over a shovel. _____
11. This boy suffers a broken leg in a scuffle. _____
12. This boy did not want to force the other out of candidacy. _____
13. This boy’s conduct eliminates him from the Impression. _____
14. This boy is chosen by a bronze dragon. _____
15. This boy’s name is shortened. _____

Based on your identifications, tell whether Keevan and Beterli are more alike or different from each other. Give reasons for your answer.

DURING OR AFTER READING



Name: _____ Date: _____

The Smallest Dragonboy, page 224

Who Said That?

Match the quotations to the character who said the words. Tell why the character used the words.

Beterli	F'lar	Keevan	Lessa	L'vel	Mende
---------	-------	--------	-------	-------	-------

1. "I like to believe that dragons see into a man's heart. If they find goodness, honesty, a flexible mind, patience, courage and you've got that in quantity, dear Keevan that's what dragons look for."

Who: _____ Why: _____

2. "I don't know why you're allowed in this Impression, Keevan. There are enough of us without a babe."

Who: _____ Why: _____

3. "Having older candidates makes sense. Why waste four to five years of a dragon's fighting prime until his rider grows up enough to stand the rigors?"

Who: _____ Why: _____

4. They're going to keep me from this Impression."

Who: _____ Why: _____

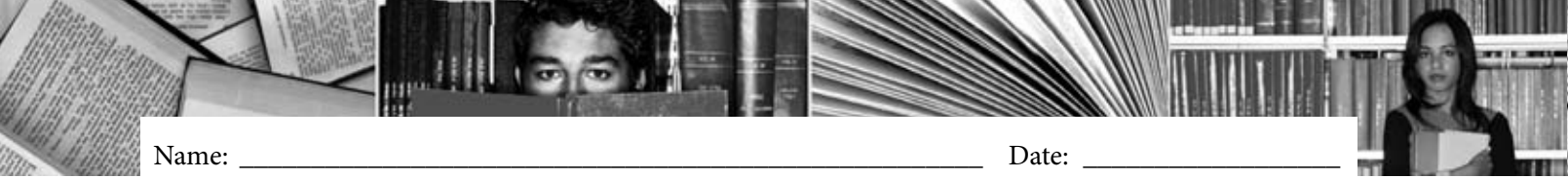
5. "You may be the smallest dragonrider ever, young K-van, but you're the bravest."

Who: _____ Why: _____

6. "Be that as it may, Keevan, you'll have other Impressions. Beterli will not."

Who: _____ Why: _____

AFTER READING



Name: _____ Date: _____

The Smallest Dragonboy, page 224

Cross-Curriculum: Math Connection

In “The Smallest Dragonboy,” the dinner conversation turns to the roster for Impression. Read the following comment made by one dragonrider. Use the information to help you answer the questions.

“Now, K’last, just look at the roster this Impression. Seventy-two boys and only forty eggs. Drop off the twelve youngest, and there’s still a good field for the hatchlings to choose from.”

1. What percent of the candidates will be chosen by a dragon if the roster of candidates does not change?

2. What percent of the candidates will be chosen by a dragon if the twelve youngest candidates are dropped from the roster?

3. When the eggs do hatch, only one bronze dragon hatches. What is the chance that a candidate will be chosen by the bronze dragon? (Remember: Beterli was dropped from the roster of candidates.)

Your answer to number three gives the mathematical chance that Keevan would be chosen by the bronze dragon. In context of the story, do you think his chances were actually greater than that? Explain.

AFTER READING

Critique, or review and evaluate, the story *The Smallest Dragonboy*. 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?)

ANSWER KEY

Fiction Study Guide for Wisconsin

Understanding Point of View

What is *point of view* in a story?

Point of view is the vantage point from which a writer presents the events and characters of the story.

What does the *narrator* of a story do?

The narrator describes the events and characters in a story.

Describe the two different points of view used in fiction. Name and describe the two types of third-person point of view.

First-Person Point of View: Narrator is a character in the story who describes the events. Information is limited to what the narrator experiences or knows.

Clues that Story Is Told in First Person: Use of pronouns *I* and *we*.

Third-Person Point of View: Narrator is usually not a character in the story.

Clues that Story Is Told in Third Person: Use of pronouns *he*, *she*, *it*, and *they*.

Types of Third-Person Point of View

1. third-person omniscient: Narrator is all-knowing and can relate everything about all the characters and their experiences, thoughts, and feelings.
2. third-person limited: Narrator mainly presents the perspective of only one character.

Applying Point of View to the Selections

Point of View Used in Story Selections of Unit 2

First-Person Point of View:

“Hollywood and the Pits”

“The Scholarship Jacket”

“Four Skinny Trees”

“The White Umbrella”

“Antaeus”

Third-Person Point of View

Omniscient:

“Hollywood and the Pits”

“Amigo Brothers”

“Papa’s Parrot”

Limited:

“Jed’s Grandfather”

“Seventh Grade”

“The Smallest Dragonboy”

In stories told from the first-person point of view, is the narrator always the most important character? Support your answer with evidence from the first-person stories you read in this unit.

Possible answer: Often first-person stories are told from the perspective of the most important character, but sometimes the main character is not the narrator. In “Antaeus,” the most important character is T.J., whom the narrator befriends.

Whose thoughts are revealed in the third-person limited stories?

In “Jed’s Grandfather,” Jed’s thoughts are revealed. In “Seventh Grade,” Victor’s thoughts are revealed. In “The Smallest Dragonboy,” Keevan’s thoughts are revealed.

Understanding Theme

What is a *theme*?

A theme is a central idea of a literary work.

What is a *topic*?

A topic is the subject of the literary work.

How does *theme* relate to *topic*?

Theme is a general observation based on the topic, or subject, of a literary work.

Describe stated and implied themes.

Stated Theme Stated theme is a central idea of a literary work that is presented directly.

Inferred Theme Inferred theme is a central idea that must be inferred by the reader; it is not presented directly.

Applying Theme to the Selections

Choose one of the following as a possible theme of “Amigo Brothers.” Explain your choice.

Possible answer: Friendship is more important than winning. In the story, the friends fight until both are hurt and exhausted. They then hug each other, secure in the knowledge that their friendship is longlasting and more important than winning the fight.

Name two stories in Unit 2 that are on the topic of school.

“The Scholarship Jacket,” “Seventh Grade”

Match the story title with its possible theme Write the story title on the line.

One must adapt to changing circumstances. “Hollywood and the Pits”

Death is a natural part of life. “Jed’s Grandfather”

A person’s character is more important than physical size. “The Smallest Dragonboy”

Great satisfaction can be gained from working with the earth. “Antaeus”

A person may use a pet to try to overcome feelings of loneliness. “Papa’s Parrot”

Love for a parent is stronger than desire for things. “The White Umbrella”

Hidden strengths can help one grow and survive even in adverse conditions. “Four Skinny Trees”

Reviewing Plot

Describe conflict in a story’s plot and its two types. Then identify the three outside forces.

Conflict: a struggle between forces

External Conflict a struggle that takes place between characters and an outside force

Outside Forces

1. other characters
2. force of nature
3. society

Internal Conflict

a struggle within the main character

Describe each of the following terms in relation to a story’s plot.

Chronological order Plot events are told in the order that they occur in time.

Flashback Events that happened in the past are recalled.

Foreshadowing Hints or clues suggest what is going to happen in the future.

Applying Plot to Selections

Describe the *plot conflict* in “Amigo Brothers.” Is the conflict *external, internal, or both*?

Possible answer: Best friends are competing against one another for the opportunity to represent their club in Golden Gloves Championship Tournament. The conflict is both internal and external. Antonio and struggle with the effect their friendship will have on their fight and the effect the fight may have on their friendship. The conflict is external as the two friends battle each other for the championship.

In each of the following stories, the main character struggles mainly with self or with an outside force. Answer each question by identifying the type of conflict. Write your answer on the line.

In the “The Scholarship Jacket,” with what does Martha’s struggle? society

In “Antaeus,” what kind of conflict does T.J.’s move to the city create? society

In “The Smallest Dragonboy,” Keevan experiences external and internal conflicts. With what outside force is his external conflict? another character

In the stories “Seventh Grade” and “The White Umbrella,” are the main characters’ conflicts mainly with self or with another character? self

In the story “Jed’s Grandfather,” with what type of outside force is Jed’s external conflict? force of nature

Tell whether the following are examples of flashback or foreshadowing.

In the story “Hollywood and the Pits,” paragraph 4 on page 143 is an example of a flashback.

In the story, “Scholarship Jacket,” the first full paragraph on page 157 is an example of foreshadowing.

Reviewing Characters

Character Development Techniques

showing what characters say, do, or think

showing what other characters or the narrator say or think about the characters

describing the physical features, dress, and personality that the characters display

What is *motivation* for a story *character*? Motivation is the force that moves characters to think, feel, or behave in a certain way.

Match each character type in the box with its description. Write the character type on the line.

One of the characters who plays a major role in a story: major character

A character who does not change through the course of a story: static character

The main character of a story: protagonist

A character who exhibits only a single quality or trait: flat character

A character who struggles with the main character: antagonist

A character who does not have an important part in a story: minor character

A character who changes as a result of story events: dynamic character

A character who seems to be complex and three-dimensional: round character

Applying Characters to the Selections

Look at the character type named for each story. Name a character from the story for that character type. Tell why you chose that character.

Possible answers:

The protagonist in “Seventh Grade” Victor; The story is about Victor’s first day in school and his desire to Make Teresa his girlfriend.

An antagonist in “The Smallest Dragonboy” Beterli; Beterli and Keevan, the protagonist, are antagonistic throughout the story. A fight between them sends Keevan to bed with a broken leg.

A major character in “Amigo Brothers” Felix; Felix is one of the two friends who fight each other for the change to go to a boxing tournament.

A minor character in “Antaeus” Blackie; Blackie is just one of the boys in the gang that helps plant the rooftop.

A flat character in “The White Umbrella” Eugenie Roberts; Eugenie Roberts is portrayed as someone who is perfect in every way.

A round character in “The Scholarship Jacket” Martha; Martha is a good student and athlete who goes through a range of emotions as she fears losing the jacket and after learning she will be given it.

A static character in “Hollywood and the Pits” Mother; Mother cannot understand how her daughter is no longer in demand in Hollywood.

A dynamic character in “Papa’s Parrot” Harry Tillian; Harry Tillian changes when he realizes how much his father means to him and he means to his father.

Reviewing Setting

What is *setting* in a story?

Setting is the time and place in which a story happens.

What kinds of descriptions are often used to reveal setting?

- descriptions of seasons and weather
- descriptions of landscapes, cities, and towns
- descriptions of buildings and vehicles
- descriptions of furniture and clothing

Applying Setting to Selections

Identify three settings in the story “Hollywood and the Pits.” Movie studio, the Lee home, and the La Brea Tar Pits

What inference can be made about the *setting* of “Seventh Grade” from its title? The story is set in a school.

What two stories are *set* primarily in schools? “Seventh Grade” and “The Scholarship Jacket.”

Name four stories that take place in city environments. Possible answer: “Amigo Brothers,” “Four Skinny Trees,” “The White Umbrella,” “Antaeus,” and “in the inner city”

Describe the setting of “The Smallest Dragonboy.” The setting is a dragon hatchery in one of the caves on the planet Pern, which has a green sun.

Wisconsin-Based Practice Test

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

Hollywood and the Pits

Build Vocabulary

1. predator
2. barrage
3. ingénue
4. bewildered
5. obsessed
6. juvenile
7. dubbed

Journal Response

Answers will vary

Analyze Literature: Character

Theme	The Narrator's Acting Career	The La Brea Tar Pits
quenching desires	The narrator and her family craved attention and fame.	The animals were thirsty and craved water and/or the vulnerable animals that were trapped in the tar pit.
youth	The story was about young aspiring actors.	Many of the animal bones discovered belonged to juvenile animals.
vulnerability	The young aspiring actors were very vulnerable to the plans and wishes of the adults in their lives. They lacked a sense of control.	Once trapped, the animals could not free themselves from their doom. They had no means of escape.
being trapped	The narrator became trapped by the celebrity and glamour of the stage.	The animals became trapped in the gooey sand.
the passage of time	The narrator's career came to a slow end as she aged.	As time passed, the sand dried up and the tar pit disappeared.
studying the past	After the narrator's career was over, her mother studied old scrapbooks and memorabilia from her show business career.	Thousands of years after the tar pits were no longer active, scientists studied the skeletons of the animals trapped in the tar pits.

Use Reading Skills: Cause and Effect

Cause	Effect
The narrator grows tall and matures.	The sister act does not get invited to perform anywhere anymore.
The black gooey sand of the tar pits swallows the animals and preserve their skeletons.	Fossils are formed.
Animals shriek when they realized they are trapped in the tar pits.	Predators are drawn to the tar pits looking for an easy meal, not realizing that they too will become food for other animals.
At the age of 9, the narrator could read and memorize lines that a five-year old could not.	The narrator receives many acting roles.
Filled with fascination, the narrator spends a lot of time at the tar pits.	The narrator finds a place where she can be herself without having to perform.
The narrator is unable to emulate the knots that her grandmother makes with her hair.	The narrator becomes very frustrated with all of the changes that are taking place in her life.

Extend Understanding: Creative Writing

Answers will vary.

Selection Quiz

1. juvenile
2. barrage
3. obsessed
4. bewildered
5. predator
6. ingénue
7. in the Los Angeles area, in 1968, at the La Brea tar pits archaeological site
8. the Chinese Shirley Temple
9. fossils of animals that got trapped in the tar during the Pleistocene era.
10. **Possible answers include:** she was cute and small for her age
11. **Possible answers include:** she started to get taller and became less cute because she was older
12. **Possible answers include:** She was able to make comparisons between her life as a child star and the dinosaur fossils. The pits also gave her a place to go where she could just be herself.

The Scholarship Jacket

Build Background

Responses will vary.

Set Purpose

Build Background

Possible answers:

Why was the letterman's jacket so important in the narrator's school?

Does the narrator win/earn the letterman's jacket?

Meet the Author

Possible answers:

Why did the author write about the scholarship jacket?

Was Salinas or anyone in her family poisoned by pesticides?

Practice Vocabulary

- | | |
|----------------|--------------|
| 1. adrenalin | 5. withdrawn |
| 2. mesquite | 6. muster |
| 3. dismay | 7. gaunt |
| 4. coincidence | 8. eavesdrop |

Analyze Literature: Plot

Events may vary, but could include: Marta overhears Mr. Schmidt and Mr. Boone arguing about Marta receiving the scholarship jacket, Marta's grandpa refuses to pay for the scholarship jacket, Marta tells the principal that her grandpa refused to pay for the scholarship jacket.

Analyze Literature: Theme

1. Standing up for your rights
2. Individual responses will vary, but details could include:
 - A. Martha overhears that she will have to unfairly pay for the jacket that she has fairly earned.
 - B. Martha asks her grandfather for money to pay for the jacket. She wants it because her grades earned her the right to have it.
 - C. Martha's grandfather refuses to pay for the scholarship jacket because if she had to pay for it, she really didn't earn it.
 - D. Martha stands up for herself and in the end truly earns the scholarship jacket.

Selection Quiz

- | | |
|------------------|---|
| 1. Martha | 11. withdrawn |
| 2. Martha | 12. muster |
| 3. Grandpa | 13. coincidence |
| 4. the principal | 14. Martha learns to stand up for her right to what she has earned. |
| 5. Mr. Schmidt | 15. Martha will be proud to know that she truly earned the jacket. It probably will mean even more to her because she had to advocate for herself in order not to have to pay for it. |
| 6. Mr. Boone | |
| 7. the principal | |
| 8. Grandpa | |
| 9. gaunt | |
| 10. dismay | |

Amigo Brothers

Practice Vocabulary

1. overwhelming
2. athletic matches
3. thoughtfully
4. break up; make vanish
5. pretended to aim at one place and then hit elsewhere
6. loud confusion
7. swing
8. deceive; lure under false pretenses

Analyze Literature: Character

A.

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

B. Answers will vary.

Analyze Literature: Point of View

Detail of Omniscient Narration	Effect on My Understanding
They were so together in friendship that they felt themselves to be brothers.	Their friendship was very deep.
Early morning sunrises would find them running along the East River Drive, . . .	Because the boys got up so early most mornings, they were very devoted to being the best at boxing.
But even when joking with each other, they both sensed a wall rising between them.	Both Antonio and Felix really wanted to win the championship fight.
The amigo brothers were not ashamed to hug each other tightly.	The friendship was very strong. The boys were not afraid for others to see how much they loved and respected each other.
In Tompkins Square Park, everyone who wanted could view the fight, whether from ringside or window fire escapes or tenement rooftops.	The fight was a very big event for the community.

Analyze Literature: Pros and Cons

1. Pros and Cons Chart

Pros	Cons
Answers may include: Boxers must be healthy and physically fit. All the practice time required helps develop discipline. Boxers learn how to think positively and stay focused. It's exciting when an enthusiastic crowd cheers for the boxer. Boxers have to maintain a specific weight. Famous, talented boxers get good medical care.	Answers may include: Boxing is tough on a boxer's body. It takes a lot of practice time to become a good boxer. It can be emotionally draining and very disappointing when boxers lose. (When boxers lose they might suffer physical and emotional pain.) It can be scary and intimidating if the crowd boos the boxer. Boxers have to maintain a specific weight. Boxing can cause long-term brain damage as it did to Muhammad Ali. Young and inexperienced boxers don't get good medical care.

2. Answers will vary.

Analyze Literature: Fiction

Answers will vary.

Point of View and Author's Purpose

1. Piri Thomas shows young readers how Antonio and Felix overcame hardships of living in a poor, rough neighborhood in New York City and negative peer pressure to be strong young members of their community.
2. No matter who wins, the friendship will stay strong.
3. Six stories beneath the lights of the city blinked and the sounds of cars mingled with the curses and laughter of children in the street.
4. Felix loves his friend and also wants to win, so the only solution is to win as quickly and as painlessly as possible.
5. They said that it was a great pleasure and honor at being part of such a historic event.
6. Even in their rough neighborhood, Felix and Antonio were secure and confident enough to give each other a friendly and thoughtful hug. They didn't care what people thought.
7. two fine young Puerto Rican fighters, products of our lower east side
8. wary-looking kids wearing gang colors
9. Antonio loves his friend and also wants to win, so the only solution is to win as quickly and as painlessly as possible.
10. Tenement building

11. Felix and Antonio were as close of friends as brothers would be.
12. The boys will fight as hard as they possibly can to win fairly.
13. While some youngsters were into street negatives, Antonio and Felix slept, ate, rapped, and dreamt positive.
14. dignitaries, community leaders, and great boxers of yesteryear

Selection Quiz

1. dismay
2. bedlam
3. dispel
4. bouts
5. devastating
6. 17
7. lower east side of Manhattan in the same tenement building on Fifth Street between Avenue A and Avenue B.
8. Puerto Rican
9. running
10. park
11. B
12. A
13. D
14. D

Four Skinny Trees

Set Purpose

Answers will vary.

Analyze Literature: Description

1.

Descriptive Detail	What Is Revealed about the Trees	What Is Revealed about the Narrator
Four skinny trees with skinny elbows like mine	Like the narrator, the trees are not yet mature.	The narrator is slowly evolving into a young woman.
Four raggedy excuses planted in the city	The trees seem out of place in the city.	The narrator is discovering who she is and what her place and purpose are in the world.
They send ferocious roots beneath the ground.	With sun, rain, and nurturing, the trees grow stronger every day.	Day by day, the narrator gets stronger and wiser.
Four who reach and do not forget to reach	The trees continue to be trees. They stand tall and reach for the sky.	Like the trees, the narrator needs to keep growing and learning about life through experience.
They grow despite the concrete.	Even though the trees are surrounded by the barrier of concrete, they continue to grow and flourish.	Everyone must overcome the obstacles and negativity that occur in life.

2. Answers will vary.

Analyze Literature: Fiction

Title	Four Skinny Trees
Author	Sandra Cisneros
Type of Fiction	Short Story
Author's Purpose	Possible answer: By comparing herself to four scraggly trees that she sees from her window, the author claims that despite appearances, great strength and will can exist below the surface.
Summary	Possible answer: The trees outside the author's window appear weak and misplaced, just like her. However, beneath the surface, the trees and the author hold deep secrets. The author and the trees possess great strength and will to rise up and be successful.
Thesis	Possible answer: The author compares herself to the trees that she sees outside her window. Like the trees, the narrator is stuck in a place where she doesn't belong and strives to grow despite the obstacles.

Selection Quiz

1. Sandra Cisneros
2. trees
3. city
4. sister
5. survive, stay strong, or remember why you exist
6. Possible answers: sad, tired, small, empty, reassured

Short Answer

Answers will vary.

The White Umbrella

Vocabulary

1. noggin
2. revelation
3. credibility
4. scepter
5. rendition
6. stupendous

Journal Response

1. Answers will vary.
2. Rain can make people sad, reflective, and melancholy. Rain can also help people resolve their inner conflicts and conflicts with other people.
3. What are the functions of an umbrella? What could the umbrella symbolize? An umbrella protects from rain and sometimes, sun. It provides comfort to people who want to shield themselves from wetness, and sometimes from sunburn and heat. The umbrella can symbolize protection, care, and well-being.
4. Answers could include: Rain is often used as a dramatic backdrop in stories and movies. Rain usually indicates cleansing and problem resolution. The story will probably be tense.

Analyze Literature: Mood

Narrator	Mood	Actions	Thoughts	Words
Your description of the mood of the narrator at the beginning of the story	embarrassed	(After Mona blurted out that her mother was working) I put my hand over her mouth, but she licked it, and so I was wiping my hand on my wet dress when the front door opened.	"Any minute," I said again, even though my mother had been at least twenty minutes late every week since she started working.	"I wish you would quit," I said after a moment.
Your predictions for this character	The narrator will realize why her mother needs to work and eventually accept the situation.			
Your description of the mood of the narrator in the middle of the story	anxious	We watched and watched the street.	I tried to imagine her writing messages in the sky, even though I knew she was afraid of planes.	"I bet she left already left," I said. "How could she forget about us?"
Your description of the mood of the narrator at the end of the story	grateful	Suddenly I was jumping up and down in the rain.	I could not believe that I was actually holding the umbrella, opening it.	"It's the most beautiful umbrella I have ever seen," I said.
Your analysis of the character at the end of the story	The narrator feels guilty that she had said that she wished Ms. Crosman was her mother. When she throws the umbrella down the sewer after the car accident, she realizes her selfishness and harsh feelings towards her mother.			

1. The narrator is a dynamic character because the author describes the changes that she makes through her thoughts and words. The character moves from naïve to resentful to accepting.
2. The narrator learns to appreciate her mother for who she is, despite the fact that she has a job. She also discovers that she needs her mother more than she needs her umbrella.
3. Answers will vary.

Use Reading Skills: Cause and Effect

Cause	Effect
The narrator's mother goes to work without telling her or her younger sister.	The narrator imagines that her mother has a glamorous job.
Mrs. Roberts picks up Eugenie from her lesson.	The narrator thinks Eugenie left the white umbrella behind.
The narrator's mother is late picking her and her sister up from their piano lessons.	The girls repeatedly tell Miss Crosman that their mother is on her way.
The narrator covets the white umbrella.	She becomes very excited when Miss Crosman offers her the white umbrella when it starts to rain.
The narrator's mother gets in a car accident.	The narrator thinks that her mother is dead.
The narrator feels guilty for having betrayed her mother when she was talking to Miss Crosman.	The narrator throws the umbrella down the sewer.

Analyze Literature: Fiction

Title:	The White Umbrella
Author:	Gish Jen
Type of Fiction:	Short Story
Setting:	Inside and outside of the house of Miss Crosman, the piano teacher of the narrator and her sister. The community in which the girls live is a small town. The girls' family is one of two Asian families in the small town.
Main Characters:	The narrator Mona: the narrator's younger sister The narrator's mother Miss Crosman: the piano teacher
Conflict/Problem:	The narrator becomes obsessed with a white umbrella that she discovers at her piano teacher's house. As each minute passes, the narrator becomes more obsessed with possessing the white umbrella and by her mother's lateness in picking up the narrator and her sister from their piano lessons.

Main Events in Plot:

1. The narrator and her sister are dropped off at their piano lesson.
2. The narrator becomes obsessed with the white umbrella.
3. The narrator's mother is late picking up the girls from the piano lesson.
4. The narrator makes up excuses for Miss Crosman as to why their mother is late.
5. The narrator accepts the blanket and umbrella that Miss Crosman offers.
6. The narrator tells her piano teacher that she wishes that she was her mother.
7. After the mother picks up the girls from their piano lesson, the mother causes a car accident.
8. The narrator feels guilty for having betrayed her mother and throws the umbrella in the sewer.
9. The narrator realizes that she needs her mother more than the umbrella.

Theme: Children should trust and love their parents. Parents make many sacrifices for their children.

Selection Quiz

- | | |
|------|-------|
| 1. D | 7. D |
| 2. A | 8. C |
| 3. C | 9. A |
| 4. F | 10. B |
| 5. E | 11. C |
| 6. B | 12. C |

Jed's Grandfather / The Courage That My Mother Had

Build Background

Students' answers will vary.

Set Purpose

As you read each story, write about feelings in the chart.

Possible answer:

“Jed's Grandfather”

What writer seems to value about people based on the story's first three paragraphs

Observation of nature, family relationships

Evidence that values remain the same or change throughout the story

The story ends with the boy and grandfather communing with nature.

“The Courage That My Mother Had”

What writer seems to value about people based on the poem's title

Courage, family relationships

Evidence that values remain the same or change throughout the poem

The poem ends with the writer wishing she had inherited her mother's strength and courage.

Practice Vocabulary

1. d
2. e
3. b
4. a
5. f
6. g
7. c

Compare Literature: Tone

Bruchac

Details

The patterns of dreams still going through his head.

The dream was too strong.

He was in the boat, dark water widening between them.

The old man stood there on The Island, unaware of the great dark wave coming at him from behind.

He (Jed) was paralyzed.

Jed drew in a breath, feeling it catch in his stiff throat

It seemed as if his (Grandfather's) shoulders were falling in around his chest.

Again, Jed smelled the strange odor, but now he knew what it was and he was not confused.

Tone

Throughout the story the tone is serious. At first, it is also disturbed and ominous. Then it becomes accepting.

Millay

Details

The courage that my mother had went with her.

Rock from New England quarried.

I have no thing I treasure more (the brooch):

Yet, it is something I can spare.

If instead she had left me . . . that courage.

Tone

The tone is sincere, reflective, and a bit sorrowful about what was not inherited.

Compare Literature: Tone (continued)

1. Possible answer: The ominous tone is set by words such as *dark wave*, *unaware*, *paralyzed*. All connote the helplessness that Jed feels as he tries to cope with his grandfather's impending death.
2. Possible answer: *Rock*, *granite*, and *courage* all connote strength and steadfastness. The serious, somewhat sad tone of the poem is reflected in the speaker's regret that she did not inherit her mother's great inner strength—courage. The theme of inheritance is reflected by the speaker's wish that she had inherited her mother's courage, something that she needed, rather than the brooch, which she treasured but could spare.

Compare Literature: Theme

Who inherits something?

“Jed’s Grandfather”: Jed

“The Courage That My Mother Had”: the speaker

From whom is it inherited?

“Jed’s Grandfather”: Grandfather

“The Courage That My Mother Had”: Mother

What is inherited?

“Jed’s Grandfather”: physical strength, appreciation of nature, native language, basket-making skills

“The Courage That My Mother Had”: brooch

How is it valued?

“Jed’s Grandfather”: as something to cherish and use

“The Courage That My Mother Had”: as something treasured, but unneeded

How are the inheritances alike? How are they different?

Both inheritances are treasured, but Jed’s inheritance affects his character, the kind of person he is, whereas the speaker inherits just a physical object that reminds her of her mother.

Who do you think values his or her inheritance more? Explain your answer.

Students’ answers will vary.

Make Connections

Text-to-Self Students’ answers will vary.

Text-to-Text Possible answer: Both grandfathers have strength of character and close, loving relationships with their grandchildren. Both impart wisdom to their grandchildren through simple life observations. Martha’s grandfather helps Martha understand that the scholarship jacket only has value because it is something that she earned through excellence in school. It is not something that can be bought. Jed’s grandfather teaches him to appreciate nature and to understand the natural circle of life. Jed’s grandfather had been a farmer but now is weak and dying. Martha’s grandfather continues to farm and remains strong.

Text-to-Self Students’ answers will vary.

Focus on “Jed’s Grandfather”

Mirrors & Windows Question

Students’ answers will vary.

Selection Quiz

1. both
2. real
3. both
4. real
5. dream
6. real
7. real
8. dream
9. Jed's grandfather
10. Jed's father
11. Jed
12. Jed's grandfather
13. Jed's mother
14. Jed's mother
15. Jed

Focus on "The Courage That My Mother Had"

Mirrors & Windows Question

Students' answers will vary.

Selection Quiz

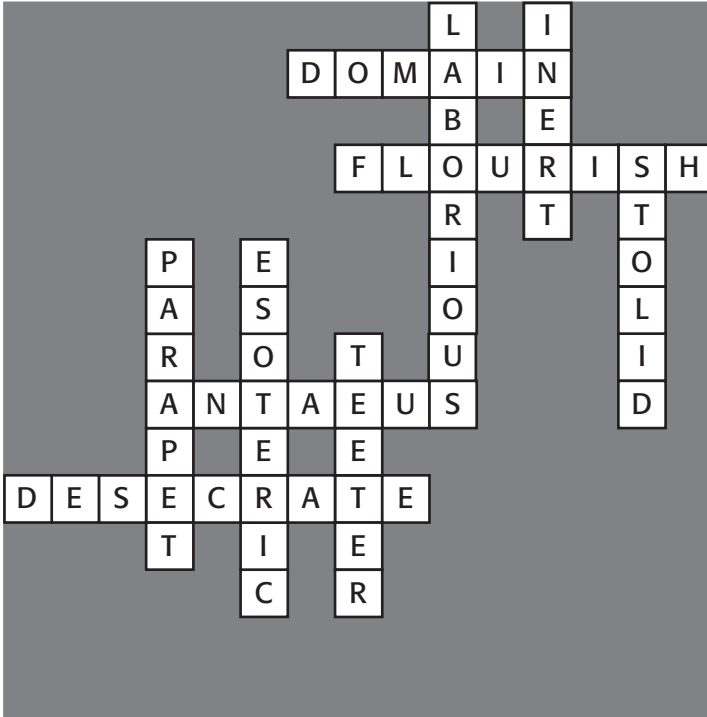
1. brooch
2. brooch
3. courage
4. courage
5. courage
6. A
7. C
8. B
9. B
10. C

What Do You Think?

Students' answers will vary.

Antaeus

Practice Vocabulary



Use Reading Skills: Use Context Clues

Answers may include:

1. Word robust page 201

What clue(s) from the text helped you figure out this word?

A. T. J. is described as stocky.

B. T. J. is described as not having anything sissy about him.

Your definition: strong and healthy-looking

2. Word calculated page 204

What clue(s) from the text helped you figure out this word?

A. shrewd

B. fulfillment of dream

Your definition: carefully considered; well-planned

3. Word bravado page 206

What clue(s) from the text helped you figure out this word?

A. The previous paragraph discusses how the boys had so much respect that they didn't step on it or play on it.

B. The passage says that "one time" someone stepped on the grass. The paragraph explained how horrible he felt immediately after he did it.

Your definition: confidence; proud recklessness

4. **Word** sterile **page** 207

What clue(s) from the text helped you figure out this word?

- A. The passage describes the grass as a green carpet.
- B. The author describes the grass as a patch of deep greenness startling . . . The rest of the sentence has to indicate the opposite.

Your definition: without life; colorless; boring; barren

Analyze Literature: Conflict

Answers should include:

1. **Person vs. person**

T. J. and his gang square off against the factory owner when the factory owners does not allow the grassy area to exist on his rooftop.

Person vs. nature

The city doesn't allow the existence of nature and its glory. Because T. J. moved to the city from the country, he misses the richness of his crops in Alabama.

Person vs. society

Society is changing from an agricultural to an industrial-based society. Many people, including T.J., are forced to leave their peaceful farming communities and lifestyle to become factory workers in the bustling, big city.

2. Answers will vary.

Use Reading Skills: Analyze Cause and Effect

Cause		Effect
T. J. is used to living in a place where he can plant and raise crops.	→	T. J. wants to make something grow in the city's cold, hard landscape.
T. J. asks the boys to put all of the dirt in one corner of the building.	→	T. J. knows if the boys can see results, they will be more likely to keep working hard.
T. J. wants to plant corn and vegetables.	→	T. J. gives in to the gang and plants grass.
The factory owner might have noticed the sagging roof or someone may have seen the boys hauling dirt or walking on top of the roof.	→	The factory owner goes up to the roof.
The factory owner demands that the grass be removed from the roof.	→	T. J. tries to defend the rooftop garden.
"They can't touch it," he said. I won't let 'em lay a dirty hand on it!"	→	The boys destroy the garden.
T. J. is upset that his rooftop was discovered and destroyed.	→ →	T. J. runs away.

Expository Writing: Compare-and-Contrast Essay

A. Put a checkmark in the appropriate column to indicate which writer's selection is being described.

Characteristics	Deal	Clifton
Wrote a short story	✓	
Wrote a lyric poem		✓
Enviies life in uptown		✓
Welcomes a new boy to the neighborhood	✓	
Compares the main character to a Greek god	✓	
Expresses a preference to live in the city		✓
Describes a gang of boys that forms	✓	
Contrasts the differences of activity in the city		✓
Tries to recreate the country in the city	✓	

B. Answers will vary.

Selection Quiz

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

Answers will vary. Possible answers:

- during wartime; in a city in the North
- he wanted to grow something; he missed the place where he grew up
- proud; happy; fulfilled
- desperate; angry; resigned; sad

Seventh Grade

Practice Vocabulary

1. fierceness or intensity
2. lowered the eyebrows, as if squinting or frowning
3. moved together, like a herd of cattle
4. left slowly and hesitantly
5. stout
6. walked heavily; plodded
7. to mask or conceal
8. small tuft or lock of hair

Use Reading Skills: Retell Sequence

A.

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

- B. Victor will be more confident at school in general and when he sees Teresa, although he might still be nervous in her presence. In French class, Victor will share his knowledge and won't pretend to speak French.

Analyze Literature: Character

Answers will vary. Victor is genuine because when he tries to scowl as Michael does, he feels uncomfortable. Victor is shy because he gets nervous when he is in Teresa's presence. Victor is realistic because he knows that he will have to study extra to succeed in French and impress Teresa.

Describe and Critique: Fiction

Title:	Seventh Grade
Author:	Gary Soto
Type of Fiction:	Short Story
Setting:	Fresno, California. First day of seventh grade in a middle school or high school.
Main Characters:	Victor: seventh grade boy. Michael Torres: Victor's best friend who scowls to win girls' attention. Teresa: a girl who Victor likes. Victor met her in catechism class; she is currently in Victor's homeroom and French class.
Conflict/Problem:	On the first day of seventh grade, Victor hopes to gain Teresa's attention and impress her.
Main Events in Plot:	Victor notices Teresa and tries to get her attention. Victor is caught speechless when Teresa says "hello" to him after homeroom. Victor embarrasses himself in English class when he uses Teresa's name in an example. Victor embarrasses himself again when he pretends to know French. Teresa admits that she is impressed with Victor's perceived knowledge of French. Victor goes to the library and checks out French books so that he can continue his quest to impress Teresa in French class.
Theme:	Be yourself.

Selection Quiz

1. A
2. A
3. C
4. D
5. B
6. Mr. Mueller does not reveal Victor because he empathizes with him. Mr. Mueller recalls his college years when he tried to impress his girlfriend with the cars that he borrowed.

Papa's Parrot

Vocabulary

- | | |
|----------------|----------------|
| 1. merely | 7. stroll |
| 2. resume | 8. ignore |
| 3. sob | 9. embarrassed |
| 4. stroll | 10. resume |
| 5. embarrassed | 11. merely |
| 6. ignore | 12. sob |

Identify Cause and Effect

Cause: Harry and his friends were older and had more money.

Effect: Harry and his friends did not stop by the candy and nut shop as often. They went to the burger place, played video games, and bought records.

Cause: Rocky screamed when the romantic music of Soap operas came on.

Effect: Mr. Tillian yelled at him to be quiet.

Cause: Mr. Tillian would be talking to Rocky, which embarrassed Harry.

Effect: Harry kept walking instead of stopping in the shop when he was going by.

Cause: Mr. Tillian had to remain in the hospital and was worried about the shop.

Effect: Harry offered to go to the shop and take care of things.

Cause: Rocky said "Hello!" to Harry as Harry was putting candies where they belong.

Effect: Harry was startled and spilled a box of jawbreakers.

Cause: Rocky kept saying, "Where's Harry? Miss him."

Effect: Harry yelled at the bird and threw peppermints at it.

Cause: Harry realized that his father had missed him and he felt bad about disappointing his father.

Effect: Harry sobbed, buried his face in his arms, and sighed as he wiped his face.

Questions to Answer as You Read

Pages 220–223 Analyze Literature: Point of View

What is the narrator's point of view in "Papa's Parrot"?

Third person omniscient

Pages 220–221 Use Reading Skills: Compare and Contrast

For Harry's father, how are Harry and his friends and the parrot Rocky alike? How are they different?

Harry and his friends and the parrot are all good company for Harry's Dad. The boys have their own interests and could carry on conversations with Harry's dad whereas the bird could only repeat what it heard.

Page 221 Use Reading Strategies: Make Inferences

Why is Harry embarrassed by his father's talking to the parrot?

Harry is embarrassed because he thought that having the bird and talking to it made his father strange. He could not understand why his father liked the bird.

Page 221 Use Reading Strategies: Make Predictions

What do you think will happen between Harry and Rocky?

Possible answer: Harry will treat the bird more kindly as he visits his father more often in the store. The bird will start repeating things Harry says to his father.

Page 220 Use Reading Strategies: Make Inferences

Why do you think Rocky keeps repeating "Hello, Rocky!" and "Where's Harry?"

Possible answer: These are words the bird has heard many times, and it repeats what it hears.

Page 223 Use Reading Skills: Draw Conclusions

How does Harry's attitude toward Rocky change by the end of the story? Explain.

Possible answer: Harry becomes more caring toward the bird, making sure it would be warm enough. He realized why his father had the bird and so wanted to care for it.

Make Connections

Text-to-Self Students' answers will vary.

Text-to-Text Possible answer: Although both parent-child relationships are based on love, both children are somewhat embarrassed by their parents. Both children realize by the end of the story how important the parent is to them. "In Papa's Parrot," Harry is embarrassed by his father's bird and the way his father talks to the bird. In "The White Umbrella," the narrator is embarrassed that her mother is working and about her family's situation.

Describe and Critique: Fiction

Title	"Papa's Parrot"
Author	Cynthia Rylant
Type of Fiction	Short Story
Setting	Possible answer: Candy and nut shop in the downtown area of a small city or suburb.
Main Characters	Harry: twelve-year-old boy Mr. Tillian: Harry's father and owner of the candy and nut shop Rocky: a pet parrot
Conflict/Problem	Possible answer: Harry is embarrassed by his father's talking to a bird that he keeps in the shop. Harry's father is lonely.

Plot

Possible answers:

1. Harry and his friends no longer visit Harry's father at the candy and nut shop.
2. Harry's father buys a parrot, keeps it in the shop, and spends a lot of time talking to it.
3. Harry avoids going into the shop because he thinks the bird is embarrassing.
4. Harry's father is taken to the hospital where he must stay to recover from an illness.
5. Harry goes to the shop to take care of things.
6. Rocky keeps asking where Harry is and saying "miss him."
7. This at first angers Harry.
8. Finally, Harry realizes that Rocky says this because Harry's father was always saying it.
9. Harry sobs, closes the shop, and goes to see his father.

Theme Possible answers: People need love and companionship. Sometimes we get caught up in our own feelings and experiences and forget about those of others.

Critique, or review and evaluate, the story "Papa's Parrot." Answer these questions.

Students' answers will vary.

The Smallest Dragonboy

Vocabulary

- | | |
|------------------|----------------|
| 1. reprehensible | 6. consensus |
| 2. enticing | 7. prestige |
| 3. plaintive | 8. squinch |
| 4. imperative | 9. ignominious |
| 5. contemptuous | 10. alleviate |

What is the word written vertically in the gray boxes?

statuesque: unmoving; statuelike

Identify Main Characters

- | | |
|------------|-------------|
| 1. Beterli | 9. both |
| 2. Keevan | 10. both |
| 3. both | 11. Keevan |
| 4. Keevan | 12. Keevan |
| 5. Beterli | 13. Beterli |
| 6. Keevan | 14. Keevan |
| 7. Beterli | 15. Keevan |
| 8. both | |

Based on your identifications, tell whether Keevan and Beterli are more alike or different from each other.

Possible answer: The boys are much more different than they are alike. Both want to become dragonriders, but they are different ages and sizes. Beterli is a bully, who tries to belittle others. He has been through eight other Impressions and soon will be too old to Impress. He is desperate to be chosen by a dragon. Keevan is experiencing his first Impression. He strives to prove himself and in doing what is right, yet he will stand up for himself.

Who Said That?

- Who:** Mende
Why: To encourage Keevan who was worried about not being chosen by a dragon
- Who:** Beterli
Why: To taunt Keevan about his size and age
- Who:** L'vel
Why: To express a point of view during a discussion about the roster of candidates for Impression
- Who:** Keevan
Why: To express his fear of being dropped as a candidate after listening to the dinner conversation
- Who:** F'lar
Why: To recognize Keevan's courage in struggling to get to the Impression and for being selected by the bronze dragon
- Who:** Lessa
Why: To encourage Keevan who was worried about not being chosen by a dragon
- Who:** Mende
Why: To console Keevan about not being able to attend the Impression even though he was still eligible

Cross-Curriculum: Math Connection

1. 55.6%
2. 66.6%
3. 14.1%

Your answer to number three gives the mathematical chance that Keevan would be chosen by the bronze dragon. In context of the story, do you think his chances were actually greater than that? Explain.

Students' answers will vary.

Describe and Critique: Fiction

Title	"The Smallest Dragonboy"
Author	Anne McCaffrey
Type of Fiction	Short Story
Setting	Dragon hatchery on the planet Pern
Main Characters	Keevan, a dragonrider candidate Beterli, an older candidate Mende, Keevan's foster mother
Conflict/Problem	Keevan, the youngest candidate for dragonrider, fears he will not get a dragon. Beterli is a bully who tries to prevent others from trying to impress one of the scarce dragons .

Plot

Possible answers:

1. Keevan is teased about his size by Beterli and others.
2. The boy's handle the eggs hoping to get a dragon to select them when the eggs hatch.
3. Talk at dinner centers around limiting the number of candidates possibly by raising the age.
4. Beterli makes Keevan think he has been eliminated.
5. They get into a scuffle and Keevan breaks a leg.
6. Beterli is eliminated from the dragon selection because of this behavior.
7. The dragon eggs begin to hatch when Keevan is confined to bed.
8. Keevan struggles to arrive at the hatchery where a bronze dragon seems to be refusing all candidates.
9. The bronze dragon, the most prestigious dragon, chooses Keevan.

Theme Possible answers: The measure of a person is his or her character, not his or her physical size.

Critique, or review and evaluate, the story "The Smallest Dragonboy." Answer these questions.

Students' answers will vary.