

MIRRORS & WINDOWS



NEW JERSEY

Level II

**MEETING THE
STANDARDS**

Fiction

**Unit I
Meeting the
Unexpected**

EMC
Publishing

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NJ Grade 7 Unit 1 Meeting the Standards

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Publisher's Note

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

A key component of this program is a *Meeting the Standards* resource for each unit in the textbook. In every *Meeting the Standards* book, you will find a study guide to lead students through the unit, with a practice test formatted to match a standardized test. You will also find dozens of high-quality activities and quizzes for all the selections in the unit.

EMC Publishing is confident that these materials will help you guide your students to mastery of the key literature and language arts skills and concepts measured in your standardized test. To address the needs of individual students, enrich learning, and simplify planning and assessment, you will find many more resources in our other program materials—including *Differentiated Instruction*, *Exceeding the Standards*, *Program Planning and Assessment*, and *Technology Tools*.

We are pleased to offer these excellent materials to help students learn to appreciate and understand the wonderful world of literature.

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Introduction

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

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

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

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

Lessons for Guided and Directed Readings

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

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

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

Lessons for Comparing Literature Selections

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

Lessons for Independent Readings

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

Preparing to Teach the Lessons

Most of the activities in this book are ready to copy and distribute to students. However, some activities will require preparation. For example, you may need to select particular elements from the stories, write lists or cards to distribute to students, or make sure that art supplies or computer stations are available. Be sure to preview each lesson to identify the tasks and materials needed for classroom instruction.

Correlation to Formative Survey Results

The following chart indicates the difficulty level of each Guided Reading Activity and Directed Reading Activity. You can use this chart, in combination with the results of the Formative Survey from the *Assessment Guide*, to identify activities that are appropriate for your students.

Lesson	Activity	Difficulty Level
Guided Readings		
"After Twenty Years"	How to Read Fiction, page 19	Medium
	Build Background, page 22	Easy
	Build Vocabulary: Using Context Clues with Outdated Words, page 23	Medium
	Analyze Literature: Plot Diagrams, page 25	Difficult
	Extend the Text: Make Predictions, page 26	Difficult
	Selection Quiz, page 27	Easy
"The 11:59"	Build Background: History Connection, page 29	Easy
	Literary Connection: Metaphor, page 30	Medium
	Preview Vocabulary, page 31	Easy
	Analyze Literature: Supernatural Fiction, page 32	Easy
	Use Reading Strategies: Make Connections, page 33	Medium
	Analyze Literature: Fiction vs. Nonfiction, page 34	Medium
	Selection Quiz, page 35	Easy
"The Inn of Lost Time"	Build Background: Prior Knowledge, page 36	Easy
	Vocabulary: Word Families, page 37	Easy
	Analyze Literature: Setting, page 39	Medium
	Mythology Connection, page 40	Easy
	Use Reading Strategies: Make Connections, page 41	Medium
	Literary Connection: Setting, page 42	Easy
	Selection Quiz, page 43	Easy

Lesson	Activity	Difficulty Level
Directed Readings		
"The Portrait"	Build Background: Share a Photo, page 45	Easy
	Build Background: Interview a Grandparent, page 46	Easy
	Analyze Language: Euphemisms, page 47	Easy
	Analyze Literature: Narrator, page 48	Medium
	Creative Writing: Speaker Tags, page 50	Medium
	Make Connections, page 51	Easy
	Selection Quiz, page 52	Easy
"A Day's Wait"	Build Background: Math Connection, page 54	Easy
	Literary Connection: Style, page 55	Difficult
	Use Reading Strategies: Make Connections, page 57	Easy
	Selection Quiz, page 58	Easy
"The War of the Wall"	Build Background: Historical Context, page 60	Easy
	Build Vocabulary, page 61	Easy
	Analyze Literature: Allusion, page 62	Medium
	Analyze Literature: Characterization, page 64	Medium
	Selection Quiz, page 65	Easy
"The Foghorn"	Build Background: Connect to Personal Experience, page 67	Easy
	Build Vocabulary: Parts of Speech, page 68	Medium
	Analyze Literature: Personification, page 70	Difficult
	Use Reading Strategies: Make Connections, page 71	Difficult
	Selection Quiz, page 72	Easy

Name: _____ Date: _____

Fiction Study Guide for New Jersey

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

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

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

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

Self-Checklist

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



CHECKLIST

Literary Comprehension

You should understand and apply the following literary elements:

- ☐ Plot
- ☐ Setting
- ☐ Characters

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
- ☐ The world today
- ☐ Your own experiences

Vocabulary

In the Master Vocabulary List on page 17 put a check mark next to any new words that you learned while reading the selections. How many did you learn?

- ☐ 10 or more

- ☐ 20 or more
- ☐ 30 or more

Writing

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

Speaking and Listening

- ☐ You should be able to deliver or listen to oral summaries of short stories.

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 125 of your textbook.

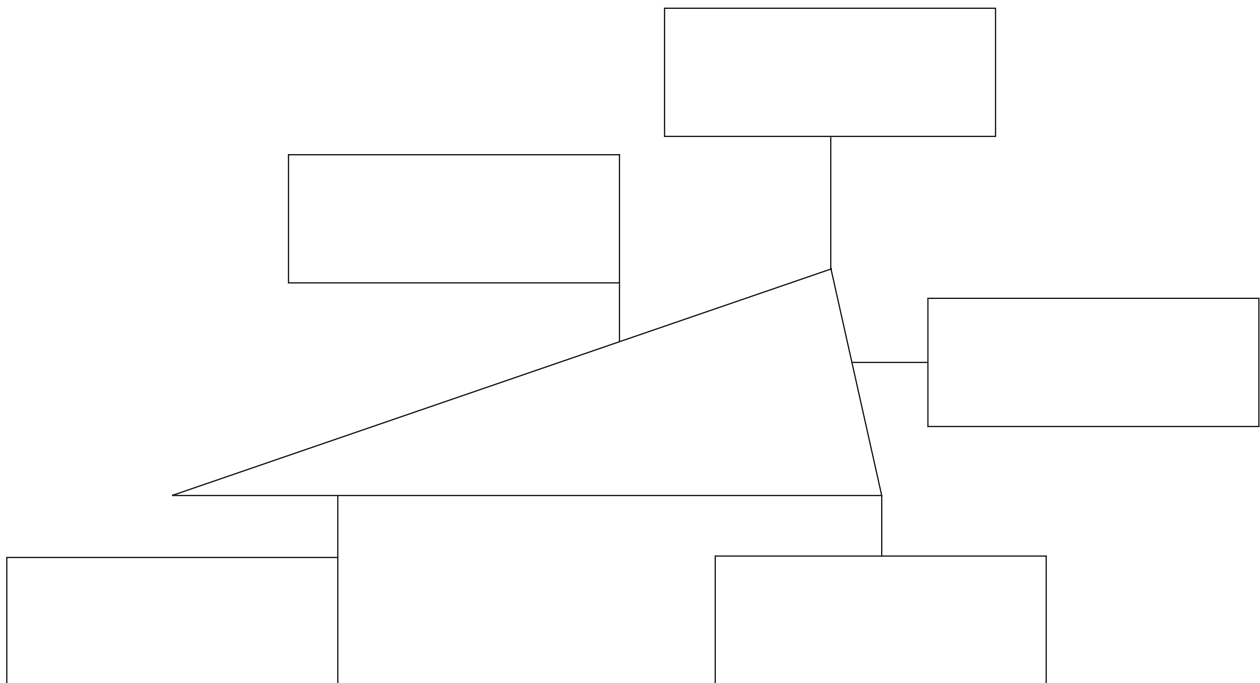
Understanding Plot

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

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

Label the five elements of a typical plot on the plot diagram.

climax	exposition	falling action	resolution	rising action
--------	------------	----------------	------------	---------------



Tell what **conflict** is in a **plot**. _____

Describe the two basic types of **conflict**. Name the three principal **outside forces** in external conflicts.

Two Types of Conflict	
External Conflict Three Outside Forces 1 2 3	Internal Conflict

Define the following terms in relationship to **plot**.

Plot Organization and Time
Chronological Order
Flashback
Foreshadowing

Applying Plot to the Selections

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

Identify the elements of plot for events in “After Twenty Years.” Write the appropriate elements from the box on the line next to each event.

climax	exposition	falling action	resolution	rising action
--------	------------	----------------	------------	---------------

Bob waits to meet his friend Jimmy Wells after twenty years. _____

A police officer walking his beat stops and talks to Bob, who tells the officer all about his successes and his friend. After the officer leaves, Bob is greeted by a man he thinks is Jimmy.

Bob realizes that the man is not Jimmy, and the man tells Bob he is under arrest.

Bob is being taken to the police station but is handed a note to read first.

The note says that the police officer that first talked to Bob was Jimmy, who recognized Bob as a wanted man but could not arrest Bob himself.

Identify the **exposition** of the **plot** of “The War of the Wall”? _____

What is the **climax** of the **plot** of “The Foghorn”? _____

What is the **resolution** of the **plot** of “The Inn of Lost Time”? _____

Describe the **plot conflict** in “The 11:59.” Is the conflict **external** or **internal**? With what does Lester have a conflict?

How is the **conflict** in “The Portrait” different from the **conflict** in “A Day’s Wait”?

The events in the **plot** of “Rikki-Tikki-Tavi” are told mostly in **chronological order**. Choose important events and write them in the order they happened in the chart.

↓
↓
↓
↓
↓
↓

Tell whether the first full paragraph on page 107 in “Uncle Tony’s Goat” is an example of **foreshadowing** or **flashback**. Explain your answer.

What does the last paragraph in column 1 on page 113 in “The Serial Garden” **foreshadow**?

Understanding Characters

Complete these pages after you read about **characters** on page 17. Try to answer the questions without looking at your book.

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

What is **characterization**? _____

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

1. _____

2. _____

3. _____

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

How does **motivation** help you understand a **character**? _____

Describe each type of character.

Types of Characters in Stories
<div>Protagonist</div> <div>Antagonist</div>
<div>Major Character</div> <div>Minor Character</div>
<div>Flat Character</div> <div>Round Character</div>
<div>Static Character</div> <div>Dynamic Character</div>

Applying Characters to the Selections

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

What is Lester's motivation in "The 11:59"? _____

How is Jimmy Wells characterized on pages 11–12 of "After Twenty Years"? What technique is used to characterize Jimmy on these pages?

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.

The protagonist in "The Portrait"	
An antagonist in "Uncle Tony's Goat"	
A major character in "The War of the Wall"	
A minor character in "The Inn of Lost Time"	
A flat character in "A Day's Wait"	
A round character in "The Serial Garden"	
A static character in "The Foghorn"	
A dynamic character in "Rikki-Tikki-Tavi"	

Understanding Setting

Read about **setting** on page 29. Then complete this page. Try to answer the questions without looking at your book.

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

List ways in which a writer may reveal the **setting** in a story.

- _____
- _____
- _____
- _____
- _____
- _____
- _____

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

How is **setting** related to **mood**? _____

Applying Setting to the Selections

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

Match the story to its setting. Write the name of the story on the line.

"After Twenty Years"	"A Day's Wait"	"The 11:59"	"Rikki-Tikki-Tavi"	"Uncle Tony' Goat"
----------------------	----------------	-------------	--------------------	--------------------

A train station and small apartment in St. Louis_____

A house and garden in India_____

A small farming community in the Southwest _____

A city street on a dark, rainy evening _____

A country home on a cold winter day_____

What clues about the **setting** does the title of Ray Bradbury's story "The Foghorn" give?

Details of **setting** tell where and when a story takes place. Identify details in the **exposition** of "The 11:59" that help reveal the **setting**.

What is the **mood** of "The Inn of Lost Time"? How does the story's **setting** help support the **mood**?

New Jersey-Based Practice Test

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

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

While the state reading test will have questions assessing many different comprehension skills, the questions on this practice test focus on the literary elements you studied in this unit. The questions also address these state standards:

3.1 Reading

STANDARD 3.1 (Reading) All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 7**, students will:

G. Comprehension Skills and Response to Text

7. Locate and analyze the elements of setting, characterization, and plot to construct understanding of how characters influence the progression and resolution of the plot.

Practice Test Answer Sheet

Name: _____ Date: _____

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

1. (A) (B) (C) (D)

2. (A) (B) (C) (D)

3. (A) (B) (C) (D)

4. (A) (B) (C) (D)

5. (A) (B) (C) (D)

6. (A) (B) (C) (D)

7. (A) (B) (C) (D)

8. (A) (B) (C) (D)

9. (A) (B) (C) (D)

10. (A) (B) (C) (D)

11. (A) (B) (C) (D)

12. (A) (B) (C) (D)

13. (A) (B) (C) (D)

14. (A) (B) (C) (D)

15. (A) (B) (C) (D)

16. (A) (B) (C) (D)

17. (A) (B) (C) (D)

18. (A) (B) (C) (D)

19. (A) (B) (C) (D)

20. (A) (B) (C) (D)

This test has 18 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 18 on your answer sheet.

Read this passage. Then answer questions 1 through 4.

Terrell and Evan
By Roberto Sanchez

Terrell had to admit it. Sometimes Evan's pranks were funny. Terrell laughed when Evan hummed the Superman theme each time their friend Randy entered the school cafeteria. He chuckled as he watched kids try to pick up coins Evan had glued to a floor mat. But today Evan had gone too far.

Terrell took out his apartment key as he got off the school bus. He opened the main door to the building and was about to go in. That's when Evan in a mask leaped out and howled like a wolf. Terrell threw up his arms as he jumped back. His key flew out of his hand, bounced on the sidewalk, and fell through a grate.

Terrell tried to reach the key, but he couldn't. Evan used a stick to try to catch the metal chain holding the key, but that didn't work. Frustrated and angry, Terrell turned to Evan and yelled, "Evan, now look at what you have done. My key is out of reach down there. How am I going to get into the apartment? My mom is not going to be happy. Your pranks just aren't funny anymore."

Terrell and Evan were looking through the grate wondering what to do when Alene came along. She took one look and said that she could get the key. Terrell and Evan rolled their eyes. They didn't think Alene would have a better chance at getting the key than they did.

But Alene surprised them. She went to her family's apartment and came back with some string and a magnet. She tied the string to the magnet and slid the magnet through the grate. She fished for the key chain and caught it. Slowly she pulled the chain and the key hanging on it up, and soon the key was back in Terrell's hand. Alene laughed when she heard how Terrell dropped the key. Terrell had to laugh too. Yes, now even this prank seemed funny.

- | | |
|---|---|
| <p>1 The antagonist in the story is</p> <ul style="list-style-type: none">A. Terrell.B. Evan.C. Mom.D. Alene. <p>2 The conflict in the story is between Terrell and</p> <ul style="list-style-type: none">A. another character.B. society.C. nature.D. himself. | <p>3 What is the climax of the story?</p> <ul style="list-style-type: none">A. Evan's leaping out at TerrellB. the key's falling through the grate after Terrell dropped itC. Terrell's yelling at Evan after they failed to get the keyD. Alene's retrieval of the key with a string and magnet <p>4 What is the <u>best</u> description for the setting of this story?</p> <ul style="list-style-type: none">A. a shopping mall on Sunday afternoonB. an apartment building in the late afternoonC. the school cafeteria at lunchtimeD. a house on Saturday |
|---|---|

Go On →

Read this passage. Then answer questions 5 through 12.

Peach Weekend
By Louise Lerraine

“Get up! It’s peach weekend.” Mom called cheerily. Cara moaned and reluctantly got out of bed. “Oh no, not peach weekend,” she mumbled to herself. Every year, the family spent one day picking peaches at Santana’s Orchard and returning home with bushels of peaches. Then the real work began. They sorted, cleaned, sliced, and prepared the peaches for freezing or making preserves. Cara did not like peach weekend. It was just too much work!

At breakfast, Cara begged to stay home. To her surprise, Mom said she could. Cara immediately began planning her Saturday. That’s when Mom gave her the list. “If you’re staying home, you can do these chores.” Suddenly, picking peaches didn’t seem so bad.

3 { Cara put on her earphones and ignored Alex, her brother, during the ride to the orchard. As soon as they arrived Mrs. Santana came out to greet them. A boy who was about Cara’s age was with her. Cara recognized him immediately. He was a popular athlete at her school. She knew who he was, but she was sure he didn’t know she existed. Once he accidentally bumped into her in the hall. He mumbled, “Sorry!” but just kept walking as Cara picked up the book she dropped. Seeing him here did not please Cara.

Mrs. Santana turned to Cara, pointed to Nico, and said, “Cara, you two know each other, don’t you? Nico is helping out in the orchard during harvest time. I’ve asked him to help your family today.” Cara wondered why Mrs. Santana felt the need to introduce them.

Nico looked her way and said, “Hey, I do know you. Aren’t you in my literature class?”

Cara smiled wanly in return. This was going to be awful. She was spending the afternoon picking peaches with one of the most popular boys in school. What could she possibly say to him? Cara grabbed a basket and said, “Let’s get started.” The sooner we get this over with, the better, Cara thought to herself. This might be just the worst day ever!

Nico gave baskets to Alex and Cara’s Mom. Then he ran ahead to walk with Cara, who wished she could hide. But then something happened. Cara relaxed and began to talk. Soon the two of them were talking about school, sports, and even peaches. Nico loved the orchard. He also thought it was great that Cara’s family made their own peach preserves. Cara felt a lot better about the weekend.

The afternoon flew by. Before long, Nico was loading bushels of peaches into her family’s car. He turned to Cara and said, “See you Monday.” Cara waved and smiled. As it happened, peach weekend was a pretty wonderful thing.

- 5 What does the story exposition explain?
- A. where Cara met Nico
 - B. what the family’s peach weekend was
 - C. how Cara’s attitude changed
 - D. when Cara would see Nico next

- 6 What motivates Cara to go to the peach orchard?
- A. the love of peaches and the outdoors
 - B. the chance to spend the day with her family
 - C. the desire to avoid chores
 - D. her hope of seeing Nico

Go On →

- 7 Which of these characters is a major character in the story?
- A. Mrs. Santana
 - B. Mom
 - C. Alex
 - D. Nico
- 8 What is the main technique used in the story to characterize Cara?
- A. showing what Mom says about her
 - B. describing Cara's physical features
 - C. showing what Cara says, does, and thinks
 - D. showing what Nico thinks of her
- 9 Cara's characterization shows that she is a
- A. dynamic character.
 - B. minor character.
 - C. static character.
 - D. flat character.
- 10 Which plot device does paragraph 3 illustrate?
- A. flashback
 - B. foreshadowing
 - C. falling action
 - D. resolution
- 11 In the story, Cara's main conflict is with
- A. nature.
 - B. society.
 - C. another character.
 - D. herself.
- 12 Which of the following is true of the story setting?
- A. The action takes place only at a peach orchard.
 - B. The action takes place during a winter weekend.
 - C. The action takes place during single day.
 - D. The action takes place first at the orchard and then at school.

Go On →

Read this passage. Then answer questions 13 through 18.

Baseball on Casey Street

By Mari Lennon

Eddy loved baseball. He and Pops watched games on TV together. Once a year, Pops treated Eddy to a game at the major league ballpark. They kept records of players' stats and collected baseball cards. That's when Pops would talk about his friend Billy. "Just the best player who ever swung a bat and a most generous man too," Pops would say.

More than watching and talking about baseball, Eddy loved playing ball. His neighborhood didn't have a baseball field or an organized baseball league for kids. That didn't stop the kids in the neighborhood from playing. With Pops's help, they cleaned up the empty lot on Casey Street. Pops said that kids needed a place to play ball. Together, they filled garbage bags with litter. Then they made a diamond. Home plate was just that, an old plastic plate from Dinah's Diner. The bases were cardboard squares. The field didn't look like much, but some great games were played there. Sometimes Pops came out and coached the players. He showed them how to throw the ball and swing the bat.

One Saturday morning, Eddy and his friends headed for the lot. To their surprise, workers were there. They were putting up a tall, wooden construction fence. Eddy asked what was going on and exclaimed, "You can't fence this lot in. We cleaned it up. It's our ball field."

One of the workers replied, "Sorry, kid. This lot has been bought. Go play somewhere else."

Eddy couldn't believe it. He ran home to tell Pops. Pops just shook his head and said, "Sooner or later, someone was going to buy that lot. We can't stop the owner from building on it."

Weeks went by. When people passed the lot, they could hear machines and knew work was being done. However, no one had a clue about what was being built. Then one day, all the neighbors received invitations. They were invited to a grand opening festival at the Casey Street lot. Pops said that he was curious. He wanted to see what was going on. Mom agreed.

Eddy, his mom, and Pops went to Casey Street with most of the neighbors. The fence was down now, but a huge tarp was draped around the entire lot. Then a bus pulled up and an elderly man stepped out. Pops gasped, "Why, that is Billy!"

The man came up to Pops, shook his hand, and hugged him. "Jacko, it has been a long time." Pops grinned as he introduced Billy to Eddy. Then he asked Billy what he was doing in the neighborhood. Billy told him to pull the cord on the tarp, and he would have his answer.

Pops pulled hard on the cord and the tarp fell. The crowd was silent for a moment, and then a loud cheer went up. The lot had been transformed. It was now a real baseball field with a diamond, the outfield, bleachers, a scoreboard, and a dugout.

Billy walked onto the field and spoke into a microphone. "This park is for the children of the neighborhood, and it is dedicated to my friend Jacko Wilson and his grandson, Eddy. Now if some of you would help unload the bus. We can pass out the shirts and gear. Then let's play ball."

- 13 What part of the plot introduces Eddy and Pops as characters in the passage?
- A. rising action
 - B. resolution
 - C. climax
 - D. exposition
- 14 The main conflict in this passage is between
- A. Eddy and Pops.
 - B. the neighborhood and the lot owner.
 - C. Pops and Billy.
 - D. the neighborhood kids and the baseball players.
- 15 Which of these events occurs before the others in the story?
- A. A ballpark is constructed on a lot.
 - B. A fence is put up around the empty lot.
 - C. The kids and Pops clean up an empty lot.
 - D. Billy dedicates a ball field to Pops and Eddy.
- 16 In this story, what kind of character is Mom?
- A. minor character
 - B. dynamic character
 - C. round character
 - D. antagonist
- 17 What is Pops's motivation for helping to clean up the empty lot?
- A. to have something to do
 - B. to spend time with his grandson
 - C. so the kids would have a place to play ball
 - D. so the lot would look nice
- 18 What is the main setting in this passage?
- A. a lot in a city
 - B. a major league ballpark
 - C. a city street
 - D. a small community

STOP

Master Vocabulary List

cower, 88
cultivated, 88
desolate, 33
egotism, 14
epidemic, 58
flush, 59
forlorn, 100
habitual, 11

influenza, 58
intricate, 11
manipulate, 103
meager, 19
mesmerize, 20
poignant, 33
primeval, 77
providence, 90

rapt, 32
ravenous, 35
specter, 24
staunchest, 12
swagger, 11
verify, 76
worrisome, 21



Name: _____

Date: _____



After Twenty Years, page 9

How to Read Fiction

Reading is an active process that can be broken down into three stages:

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

The specific activities performed in each stage of the reading process can vary, depending on the genre you are reading. The **Fiction Reading Model** on page 8 of your textbook provides an overview of the reading process for fiction. When you read fiction, you need to be aware of the plot, the characters, the setting, and the theme.

Framework for Reading Fiction

The following checklist offers a framework for reading fiction. As you read “After Twenty Years,” consider the following questions.

Before Reading

- ☐ From what is this story told?
- ☐ Who are the characters? What do I know about them?
- ☐ Where is the story set?

During Reading

- ☐ What is the mood of the story?
- ☐ What do the characters and the setting look like?
- ☐ What do I predict will happen to the characters at the end?
- ☐ What is the central conflict?

After Reading

- ☐ What happens in the story?
- ☐ What message or point is the author trying to make?
- ☐ What am I supposed to understand after reading this?

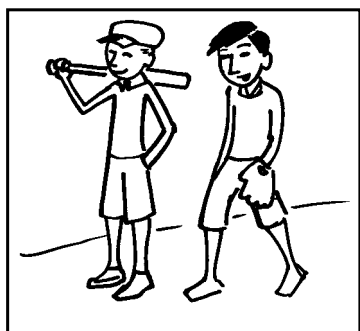
Apply the Model: Use Text Organization

A variety of strategies and skills can help you understand and appreciate a fiction selection. For “After Twenty Years,” try applying the reading strategy **Use Text Organization** in all three stages of the reading process.

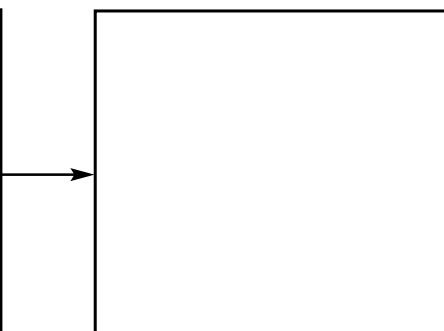
Before reading the story, look at the pictures on pages 10 and 13 of the textbook. What do these images tell you about the setting and the characters?

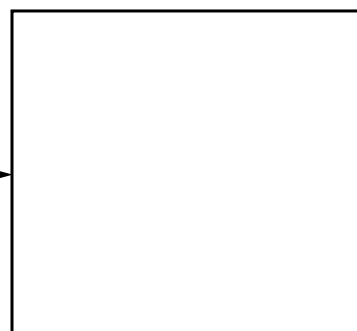
The main events in the story take place on one dark night in New York City in the early 1900s. The events that happened twenty years before and leading up to that night unfold through the dialogue between the characters. As you read, sketch pictures of the events in a Sequence Map like the one below, in chronological order (the order that they took place). Write a brief description below each picture. One example has been provided.

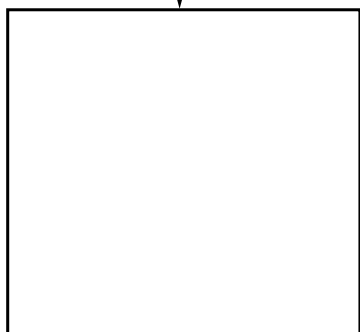
Sequence Map



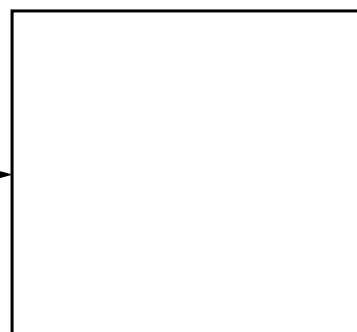
Bob and Jimmy grow up together in New York.



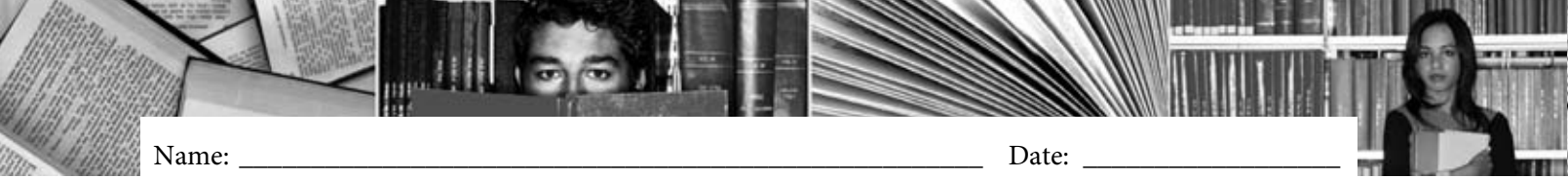








After reading, evaluate what effect the text organization had on your experience reading the story. How does the way the text is organized add to the suspense of the story?



Name: _____ Date: _____

After Twenty Years, page 9

Build Background

Survey Response

In preparation for reading “After Twenty Years,” rate the characteristics of friendship on a scale from 1 to 5, with 5 being the most important.

- _____ 1. shared interests
- _____ 2. shared personality traits
- _____ 3. appearance
- _____ 4. shared experiences
- _____ 5. admiration
- _____ 6. popularity
- _____ 7. similar socioeconomic background
- _____ 8. similar values
- _____ 9. same religion
- _____ 10. same intelligence
- _____ 11. same outlook on life (optimistic or pessimistic)

Journal Response

In your journal, relate a story about friendship that you have read or seen on TV or in a movie. How did the friends meet? What bound them together? Then analyze the friendship. On what characteristics of friendship was it based? Was it a solid friendship or one with tension or conflict? Why did the friendship work or not work?

Discussion

In a small group, come up with a list of the traits that define an ideal friend. Decide if the traits are the same for friendships between boys and friendships between girls. (You may want to come up with two lists.) Then discuss the characteristics you would need to have in a friendship to maintain a friendship after a 20-year separation. Select a spokesperson for your group, who will share your list and determinations with the class.



Name: _____ Date: _____

After Twenty Years, page 9

Build Vocabulary: Using Context Clues with Outdated Words

Just as carbon dating (determining the age of something by measuring how much carbon 14 is in it) can determine a time period for artifacts from an archaeological dig, so too can word choice date a literary selection. The story you are reading takes place a century ago.

A. Although the underlined words that follow are not contemporary, chances are you can figure out their meaning by using context clues. In other words, use the words around the underlined expression to figure out the meaning of the of the expression. Then rewrite the sentence using contemporary vocabulary to replace the dated, underlined vocabulary. Feel free to write whatever changes are needed to make the sentence sound contemporary.

1. The time was barely ten o'clock at night, but chilly gusts of wind with a taste of rain in them had well nigh depeopled the streets. (page 11)

2. "Well, I'll explain if you'd like to make certain it's all straight." (page 11)

3. "Twenty years ago tonight," said the man, "I dined here at 'Big Joe' Brady's with Jimmy Wells, my best chum and the finest chap in the world." (page 11)

4. "How has the West treated you, old man?" (page 13)

5. "Bully; it has given me everything I asked it for." (page 13)

Paragraph Summary

- B. Write a paragraph summary of the story, in the style of a century ago. Use at least three of the words that are underlined in Part A of this activity.



Name: _____ Date: _____

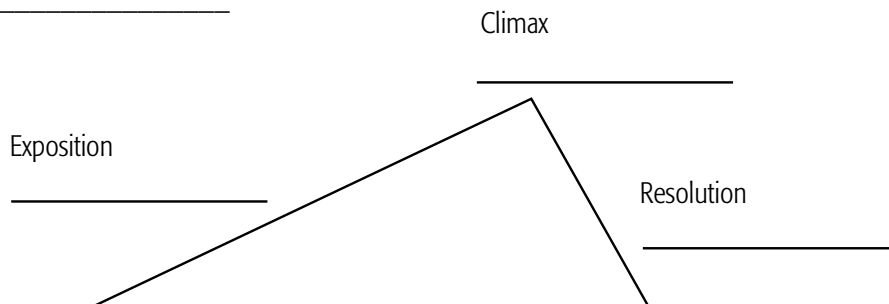
After Twenty Years, page 9

Analyze Literature: Plot Diagrams

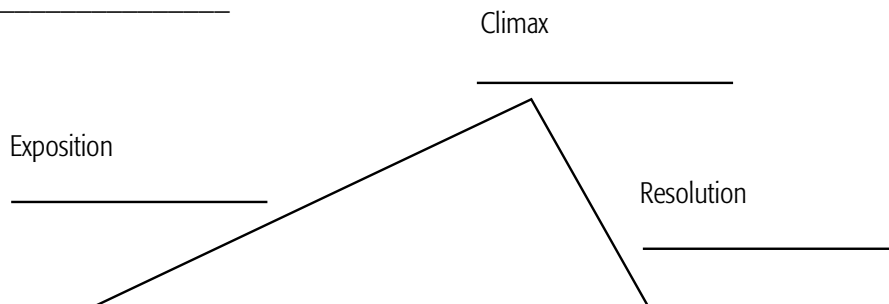
A **plot** is a series of events related to a central conflict. A plot usually involves an **exposition**, the introduction of the conflict; the events that lead to the **climax**, the point of highest tension in the story; and the **resolution**, or point at which the central conflict is resolved.

Fill in each plot diagram below with a description of the exposition, climax, and resolution for three stories—fiction, TV shows, or movies—that you know well.

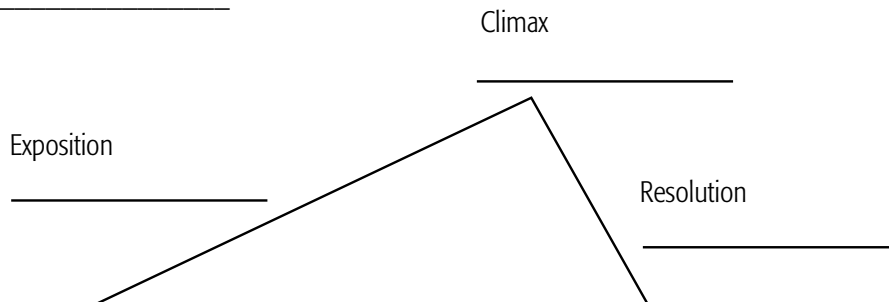
1. Title: _____

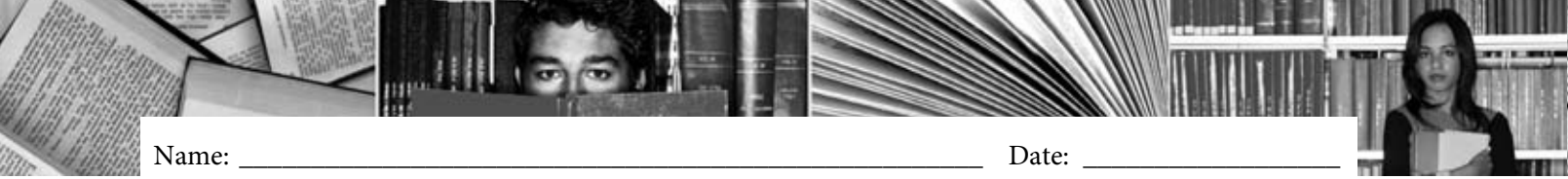


2. Title: _____



3. Title: _____





Name: _____ Date: _____

After Twenty Years, page 9

Extend the Text: Make Predictions

A **prediction** is making an informed decision about what will happen next in a literary selection.

Write a paragraph predicting what happens after the short story ends. Does Jimmy make an effort to see Bob again, or not? Fill in the chart below with Jimmy's attitudes about the items in the first column of the chart. Cite a passage or event in the second column and evaluate what it means in the third column. Use information from the chart to support your viewpoint in the paragraph.

Jimmy's Attitude Toward:	Evidence from the Selection:	What It Means:
friendship		
his profession		
law/justice		



Name: _____ Date: _____

After Twenty Years, page 9

Selection Quiz

Short Answer

Fill in the summary of the story by placing logical words or expressions in the blanks.

A well-to-do man stands in a darkened New York doorway. Nearby, (1) _____ checks to make sure the doors to the businesses are locked. The policeman eventually reaches the man in the doorway, who informs him that he made an appointment (2) _____ years ago to meet his friend at this spot. The policeman leaves and the man in the doorway continues waiting. Soon he is joined by another man, who (3) _____ to be his long-lost friend. But he is really another policeman who has come to (4) _____ the man, known as (5)“ _____ .” He is wanted by the police department in (6) _____. A note from Patrolman Wells to his old friend explains that when he arrived at the appointed time, he realized that he had seen Bob’s picture on a (7) _____ poster.

Matching

Complete each sentence by matching the first part of the sentence to the ending to show what the underlined word means.

- | | |
|---|---|
| 8. The club’s <u>habitual</u> meetings at the coffee shop ____. | A. juggled bowling pins and kept a ring moving on his foot |
| 9. Because of his <u>egotism</u> , the actor ____. | B. happened every Friday night at 7:00 |
| 10. The <u>intricate</u> pattern on the porcelain vase ____. | C. revealed the outline of each flower in an English garden |
| 11. <u>Simultaneously</u> , the clown ____. | D. looked for new pictures of himself on the Internet every day |

Short Answer

12. Some authors use traditional stock story formulas with variations, such as the pauper becoming the king. O. Henry was just such a writer. Can you identify the stock story in “After Twenty Years”? Hint: it has to do with one type of person being outsmarted by another type of person. Fill in the blank with the name of a profession.

The _____ outsmarts the _____.

Where have you seen this stock story formula before? _____

Why do you think this stock story formula is so popular?

True or False

13. “After Twenty Years” is a typical O. Henry story. If you were to read more stories by O. Henry, what elements would you expect to find? Write *T* in the blank if you would expect the element or *F* if you would not expect the element.

_____ setting in New York

_____ settings in places west of New York, like the Midwest

_____ a plot twist in the storyline

_____ working-class characters



Name: _____ Date: _____

The 11:59, page 18

Build Background: History Connection

- A. The train has been an important mode of transportation for about 200 years. Do research on the Internet so that you can fill in the blank with the correct date for each event important to the development of train travel. (You may want to divide the list with members of your small group.)

1857	1925	1971	1804	1950s and 60s	1821	1825
------	------	------	------	---------------	------	------

- _____ 1. The Brotherhood of Sleeping Car Porters forms a union.
- _____ 2. The Union Pacific and Central Pacific complete the first transcontinental railway link at Promontory Summit in Utah.
- _____ 3. Passengers first ride in a steam-powered train on wooden tracks.
- _____ 4. The first passenger road locomotive is patented in England.
- _____ 5. Amtrack is created.
- _____ 6. Railroad travel in the U.S. declines sharply.
- _____ 7. The Pullman Sleeping Car is invented by George Pullman.
- _____ 8. An American-built, steam-propelled carriage is developed by Oliver Evans in Philadelphia.

- B. Have you ever traveled by train? Write a paragraph describing your trip. If you've never traveled by train, write about an imaginary train trip. In your paragraph, try to answer the five "W" questions—who, what, where, when, and why.



Name: _____ Date: _____

The 11:59, page 18

Literary Connection: Metaphor

A **metaphor** is a figure of speech in which one thing, such as an hour glass, is spoken or written about as if it's something else, such as time.

- A. Have you ever heard the adage “Life is a journey”? Why would a train trip be a good metaphor for life’s journey? What parts of train travel could stand for important life events? Fill in the chart below with what part of the train trip the items might represent.

Part of the Train Trip	Metaphor for
Waiting in the waiting room	
Departure of the train from the station	
Miles going by as you look out the window	
Arrival of the train in the station	

- B. How could an author use a metaphor of life as a train journey in a story? Discuss this topic with the other students in your small group.



Name: _____ Date: _____

The 11:59, page 18

Preview Vocabulary

A **synonym** is a word that means the same thing as another word.

A. After reading each sentence, write the letter of the correct synonym for the underlined word in the blank.

- A. hypnotized
- B. scolded
- C. insufficient
- D. phantom

- _____ 1. The meager amount of flour in the canister meant that Heather would not be able to make her mother a birthday cake after all.
- _____ 2. The singer was reported to have mesmerized his audience with his love ballads.
- _____ 3. The specter showed Scrooge that Tiny Tim would die without some intervention.
- _____ 4. Martin's grandmother chided him for tracking mud into the house.

B. Now use each underlined word in an original sentence of your own. (The verbs may be used in any tense.)

- 5. _____
- 6. _____
- 7. _____
- 8. _____



Name: _____ Date: _____

The 11:59, page 18

Analyze Literature: Supernatural Fiction

The story you are reading comes from a book called *The Dark-Thirty: Southern Tales of the Supernatural*. Supernatural fiction contains anti-natural phenomena and beings.

- A. Make a list of anti-natural phenomena and beings you have read about or seen on TV or in a movie.
- B. As you read “The 11:59,” fill in the left side of the chart below with supernatural events that happen and Lester’s reaction to them on the right. When you are done, discuss with your partner the role of the supernatural in the story and how it transforms, or changes, Lester.

Supernatural Events	Lester’s Reaction



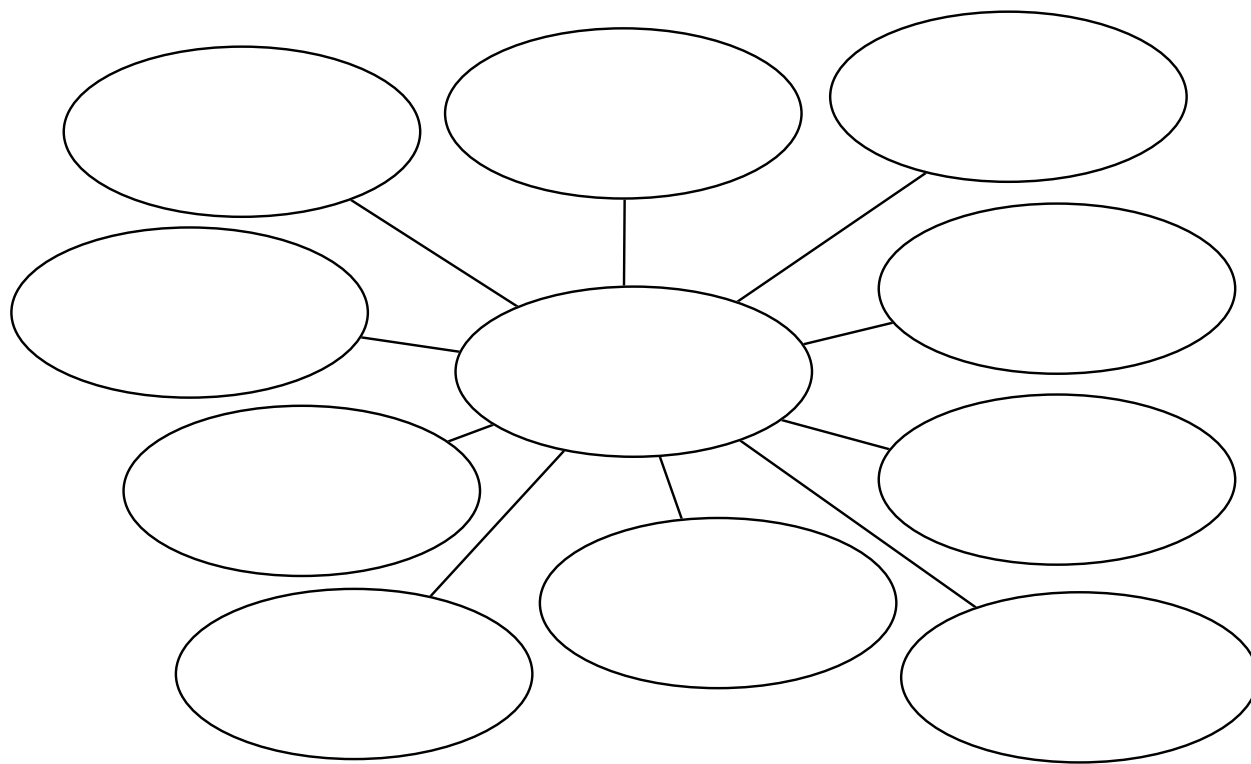
Name: _____ Date: _____

The 11:59, page 18

Use Reading Strategies: Make Connections

Text-to-Text

In his book *Rising From the Rails: Pullman Porters and the Making of the Black Middle Class*, Larry Tye describes the Pullman porters as having “the best job in the community and the worst on the train.” Let that idea be your thesis statement in an essay that draws from both the story “The 11:59” and the non-fiction selection from *A Long Hard Journey: The Story of the Pullman Porter*. You may want to gather your ideas by making cluster charts like the one below. In the middle oval of the first cluster chart, write “best job in the community.” In the middle oval of the second chart, write “worst job on the train.” Write your essay on a separate sheet of paper.





Name: _____ Date: _____

The 11:59, page 18

Analyze Literature: Fiction vs. Nonfiction

- A. Patricia McKissack has said “...I try to make my nonfiction read like fiction and my fiction read like nonfiction.” Fill in the chart below in an effort to see if McKissack has done this with “The 11:59” and the excerpt from *A Long Hard Journey: The Story of the Pullman Porter*. Begin by reviewing the definitions of *fiction* and *nonfiction* in the Literary Terms Handbook at the back of your textbook.

Nonfiction Elements in “The 11:59”	Fiction Elements in <i>A Long Hard Journey</i>

- B. Hold a discussion with your small group to discuss the evidence you found in the selection for McKissack’s statement that she writes nonfiction like fiction and fiction like nonfiction.



Name: _____ Date: _____

The 11:59, page 18

Selection Quiz

Multiple Choice

A. Write the letter of the event that happens before the event described in the numbered statement.

- _____ 1. Lester first hears the whistle of a train.
 - A. Tip dies.
 - B. Lester shuts off the space heater to avoid an explosion.
- _____ 2. Lester retires.
 - A. Lester starts shining shoes.
 - B. Lester hunts with Brother E.J. Bradley.
- _____ 3. Tip visits Lester.
 - A. Lester unplugs every electrical appliance.
 - B. Lester's watch reads 11:59.
- _____ 4. Lester's friends go to his house.
 - A. Lester sees a single headlight.
 - B. Lester's friends find his gold watch, stopped at exactly 11:59.

B. Identify the technique of characterization used by the author to create Lester.

Write A, B, or C in the blank.

- A. Showing what Lester says, does, or thinks
 - B. Showing what other characters (and the narrator) say about Lester
 - C. Describing what physical features, dress, and personality Lester has
- _____ 5. "No," he said into the darkness. "I'm not ready. I've got plenty of living yet."
 - _____ 6. Lester took the usual route home.
 - _____ 7. "Daily he went down to the St. Louis Union Station and shined shoes to help supplement his meager twenty-four-dollar-a-month Pullman retirement check."
 - _____ 8. "There was nothing the young porters liked more than listening to Lester tell true stories about the old days...."
 - _____ 9. "Everybody enjoyed it too when Lester told tall tales about Daddy Joe, the porters' larger-than-life hero."
 - _____ 10. "Stiffness seized his legs and made them tremble."

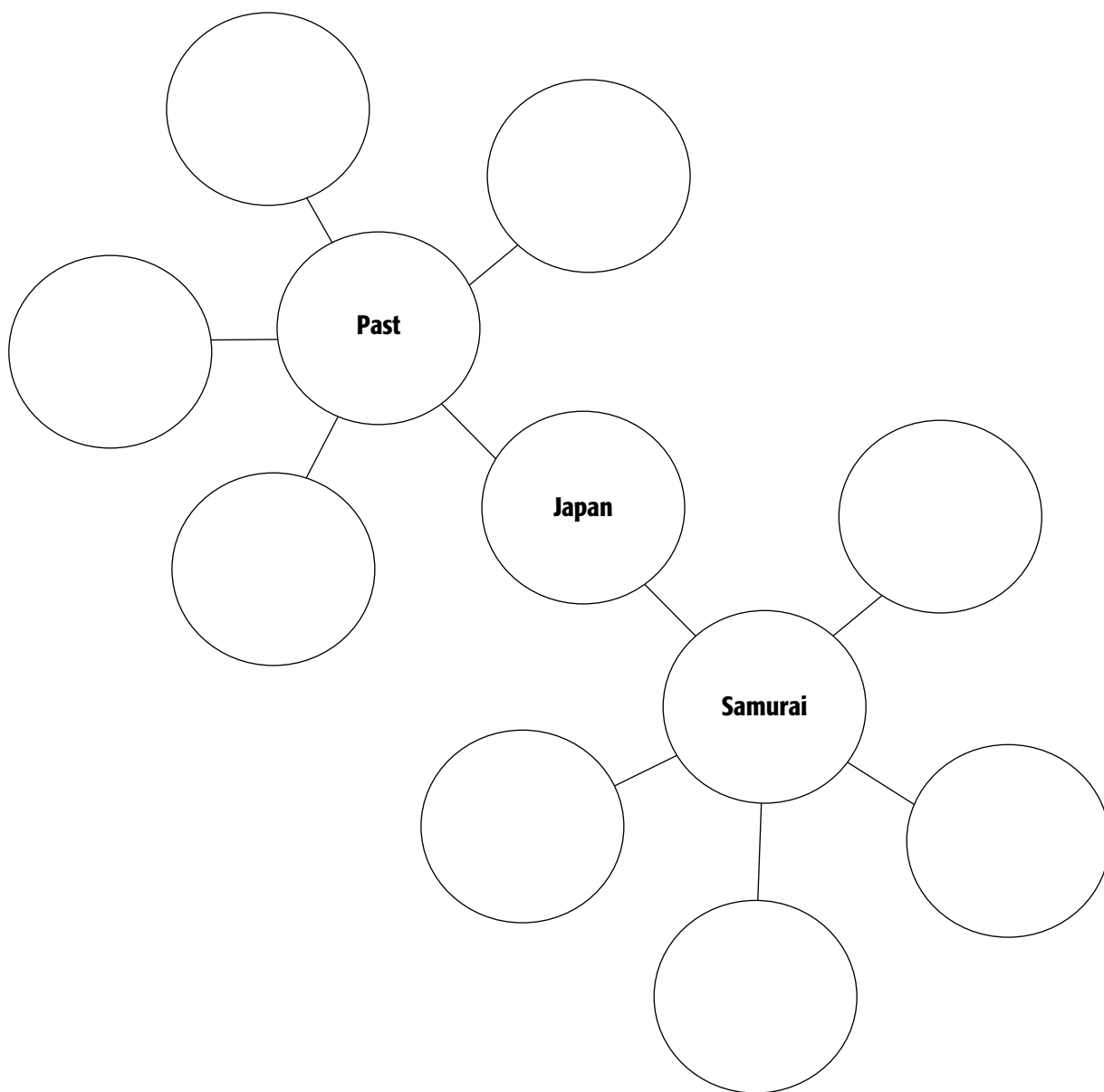


Name: _____ Date: _____

The Inn of Lost Time, page 30

Build Background: Prior Knowledge

In small groups, brainstorm about historical Japan and the samurai. Fill out the cluster chart below with your information, with one member of your group as the recorder. Then select a spokesperson from your group to share what you know with the class. Your teacher will write two master lists on the board, one for historical Japan and one for the samurai.





Name: _____ Date: _____

The Inn of Lost Time, page 30

Vocabulary: Word Families

If you determine the root, or main part, of a word, you will often find other words that have the same root. These words are all part of the same word family, though each may represent a different part of speech, such as a noun, a verb, an adjective, or an adverb. Words in the same word family often have similar meanings. As a result, by learning one new word you might actually be learning a number of new words.

- A. Read the definitions of the Preview Vocabulary on page 30 and the definitions of the footnoted words at the bottom of the selection. Write each word from the box after the vocabulary word from the selection that it is related to.

compensation	desolation	trauma	poignancy	ravenously	decrepitude
parasitical	inadequate	delusional	fraudulent		

- | | |
|--------------------|----------------------|
| 1. desolate: _____ | 6. compensate: _____ |
| 2. parasite: _____ | 7. traumatic: _____ |
| 3. delusion: _____ | 8. decrepit: _____ |
| 4. ravenous: _____ | 9. inadequacy: _____ |
| 5. poignant: _____ | 10. fraud: _____ |

- B. Use one of the words from the word box in Part A to complete each sentence.

11. Having skipped lunch, Brent ate his mom's chicken dinner
_____.
12. The _____ of living in a war zone for so long resulted in sleepless nights for the soldier when he returned home.
13. Never having money for fast-food meals and movies, Justin's
_____ dependence on his friends' generosity began to irritate them.
14. The _____ amount of money in the Morales's nest egg meant they were unable to buy the house of their dreams.

15. Troy received adequate _____ for mowing his neighbors' lawns.
16. Julie told the story of her grandmother's escape to freedom with such _____ that nearly everyone was in tears.
17. The _____ that Khaled felt at the destruction of his village made him collapse on the ground.
18. Due to the _____ of the building, the police boarded it up so that intruders couldn't be harmed by falling boards and protruding nails.
19. During a fever, Chelsea became _____, thinking she was back on the farm where she grew up.
20. The man took advantage of the old woman by having her sign a _____ form that allowed him to withdraw money from her savings account.



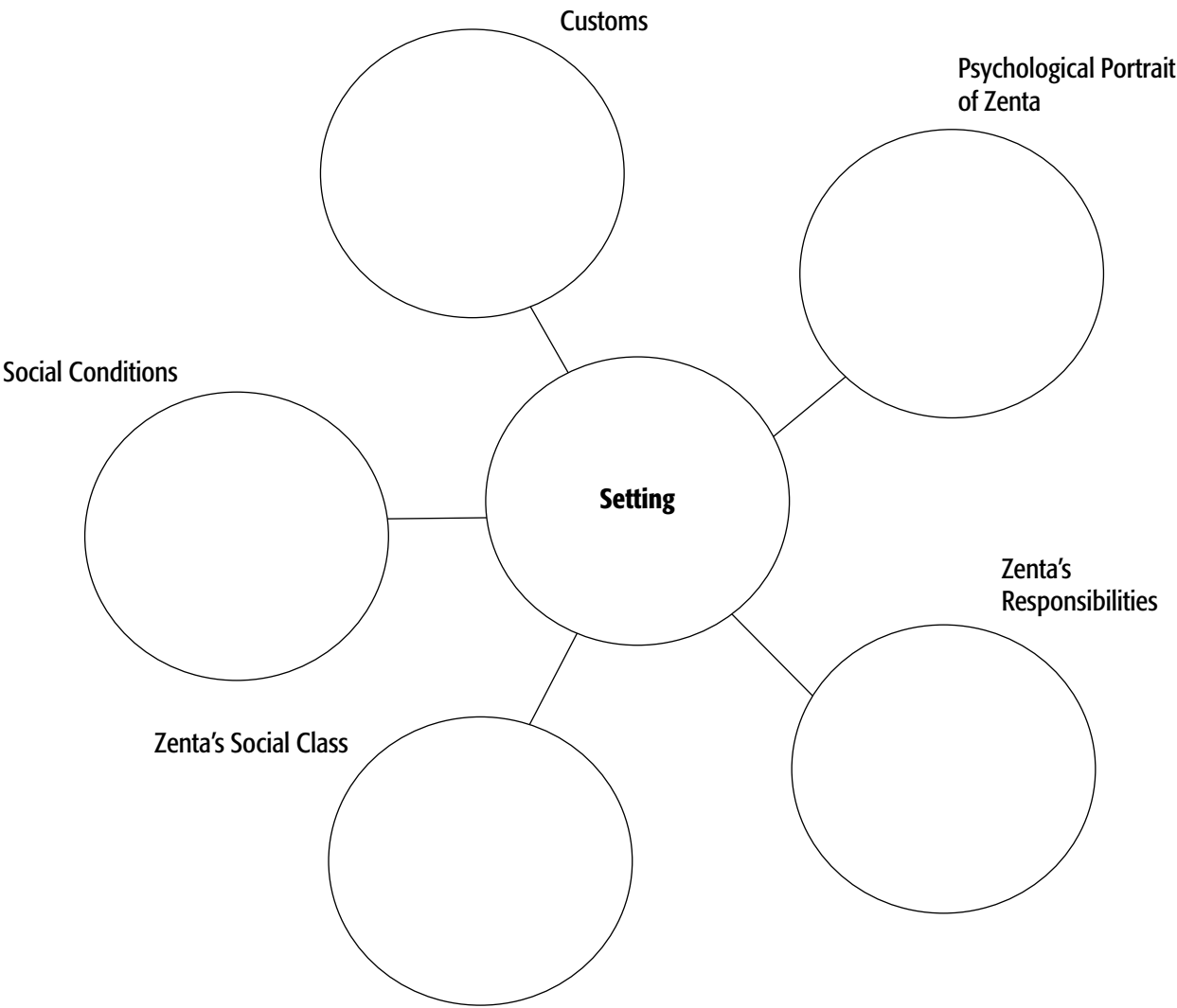
Name: _____ Date: _____

The Inn of Lost Time, page 30

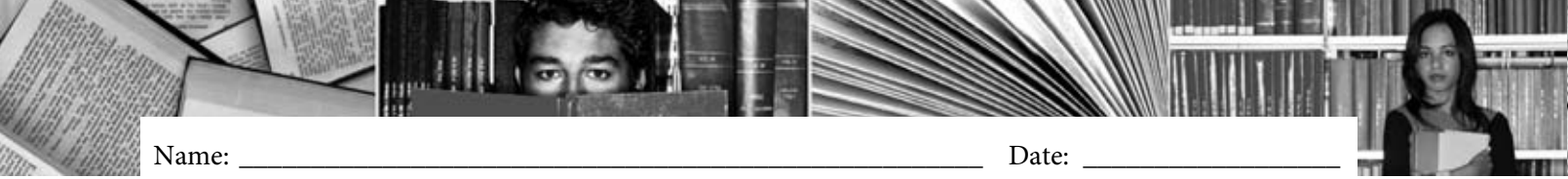
Analyze Literature: Setting

Setting, in its narrowest sense, is the time and place in which a literary work takes place, together with all the details used to create a sense of a particular time and place. Writers create setting by describing such elements as landscape, scenery, buildings, furniture, clothing, weather, and seasons. But setting in its broadest sense can reveal the general social, political, moral, and psychological conditions in which the characters find themselves.

Fill in the cluster chart below to help describe the broad setting of the story within the story, in other words the experience that Zenta relates.



DURING READING



Name: _____ Date: _____

The Inn of Lost Time, page 30

Mythology Connection

- A. Do an Internet search using your favorite search engine, by typing the words “Pandora’s Box Greek mythology” in the search field. Then read the story of Pandora’s box. Compress the story into three statements and write them in the story strip below. Draw scenes in the boxes. Describe the main events, as they pertain to the box, under each square.

- B. One theory of the similarity of early oral stories—whether myths or fairy tales—is that there was a single point of origin, and that travelers spread the stories around the world. The other theory is that the stories stem from common human experience.

Consider the myth of Pandora’s box and the fairy tale of Urashima Taro. Try to explain the similarity between these two stories. In other words why do both have a magical box? Which theory of story derivation do you think makes the most sense? Why?



Name: _____ Date: _____

The Inn of Lost Time, page 30

Use Reading Strategies: Make Connections

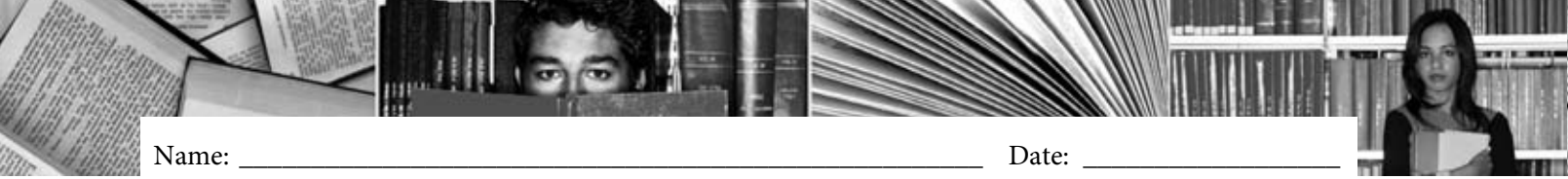
Text-within-Text

A. A **frame tale** is a story that provides a vehicle for telling another story.

Fill in the chart below with information about the two stories: (1) Matsuzo and Zenta with the family at the inn in the later time period (the frame tale); (2) and Zenta and Tokubei with the family at the inn in the earlier time period (the story within the story).

Features	Frame Tale	Story Within the Story
cause of lost time		
quantity of lost time		
change in setting returned to		
degree of suffering		

B. Write a short essay comparing and contrasting the two stories, based on the information in your chart.



Name: _____ Date: _____

The Inn of Lost Time, page 30

Literary Connection: Setting

- A. Imagine that it's possible to fall asleep and wake up 20 years later. Imagine you woke up today and 20 years had passed overnight. What would have changed? You might consider such areas as technology, fashion, music, and politics. Make a list of some of the items that would have changed.

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

- B. Select one item from your list and write an opening paragraph of a story, showing how the character who woke up after missing 20 years reacts to this change.

The Inn of Lost Time, page 30

Selection Quiz

Multiple Choice

For each of sentences 1–10, write *A* if the dialogue or action belongs to the frame story (Matsuzo and Zenta at the farmer’s inn) or write *B* if the dialogue or action belongs to the story within the story (Zenta and Tokubei traveling).

A. the frame story

B. the story within the story

- _____ 1. Three little boys listen to a fairy tale before bed.
- _____ 2. The young girl who served Zenta and Tokubei has six fingers on her left hand.
- _____ 3. Zenta and Tokubei smell rice while in a bamboo grove.
- _____ 4. The old lady admits: “My father used to operate an inn. After he died, my husband and I turned this back into a private residence.”
- _____ 5. Zenta says “The story of Urashima Taro is one of the saddest that I know among our folk tales.”
- _____ 6. Zenta figures out that the lost time is a hoax.
- _____ 7. Zenta says “Actually, my story bears some resemblance to that of Urashima Taro...”
- _____ 8. Tokubei decides to send for fifty gold pieces to pay the priestess, so that she will return his lost time.
- _____ 9. Matsuzo notices the farmer’s wife has six fingers on her left hand.
- _____ 10. Zenta notices the clump of bamboo shoots is still in the same place and that the shoots have grown a reasonable amount overnight, indicating that 50 years have not passed after all.

For each of sentences 11–15, write *A* if the description applies to **setting** in its narrowest sense (buildings, weather, seasons, furniture, etc.) and *B* if the description applies to **setting** in its broadest sense (the general social, political, moral, and psychological conditions).

A. setting: narrow sense

B. setting: broad sense

- _____ 11. Younger people in 18th century Japan don't contradict their elders.
- _____ 12. The sliding doors of the inn have landscape scenes on them.
- _____ 13. Society is changing with the rise of the merchant class.
- _____ 14. Zenta panics when he sees that the exterior of the inn has changed, as if much time has elapsed.
- _____ 15. An attractive vase stands in an alcove at the inn.
16. The Finnish folklorist Antti Aarne and the American folklorist Stith Thompson devised a classification system of the types of international folktales. The Aarne-Thompson (AT) system includes the types in the list below.

Put a check mark in the blank for the categories that best describe the tale of Urashima Taro.

- _____ Animal Tales
- _____ Religious Tales
- _____ Tales of Magic
- _____ Realistic Tales
- _____ Tales of the Stupid Ogre/Giant/Devil



Name: _____ Date: _____

The Portrait, page 49

Build Background: Share a Photo

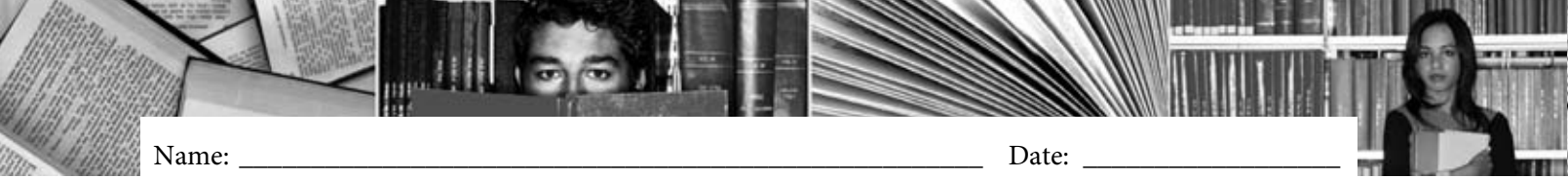
- A. Fill in the chart below with information about a photo you cherish. Try to answer the five “W” questions: who, what, where, when, why.

Questions	Answers
Who is in your photo?	
What is the occasion?	
Where was the photo taken?	
When was the photo taken?	
Why is this photo important to you?	

Now, describe your photo to a small group of your classmates. Tomorrow bring your photo to class.

- B. Give your photo to your partner, who will tell the class why it is important to you. After your partner has presented your photo, write an evaluation of how well he or she did. Ahead of time, explain to your partner the criteria you are using, such as answering the five “W” questions.

- C. After looking at the photo on page 50, write a sentence about what you expect the story to be about. You might also consider the suggested meaning of the title.



Name: _____ Date: _____

The Portrait, page 49

Build Background: Interview a Grandparent

In the story you are about to read, a team of door-to-door salesmen comes to a Hispanic neighborhood. Your grandparents may have some information to contribute to help you understand this part of American culture.

- A. Interview a grandparent to find out what he or she remembers about door-to-door salesmen. You can ask questions to find out such things as what they sold, if the same salesman came back year after year, during which decades this trend persisted, if there were promotions for certain products, and why this practice ceased (in your grandparent's opinion). Follow the steps below to complete this project. (If your grandparent came from another country, ask him or her to share stories about traveling salesmen in that country.)
1. Make a list of questions.
 2. Practice using the tape recorder to make sure it is working properly.
 3. Record the interview.
 4. Before you turn off the tape recorder, ask if your grandparent has anything to add that your questions didn't cover.
 5. Play the interview, or an excerpt, for your class.

If you don't have a tape recorder at home, take notes during the interview and summarize the information for your classmates.

- B. Make a list of what you learned about door-to-door salesmen from your grandparent's interview and the interviews done by your classmates.



Name: _____ Date: _____

The Portrait, page 49

Analyze Language: Euphemisms

A **euphemism** is an indirect word or phrase used in place of a direct statement that might be considered too harsh or offensive.

A. Write the direct meaning of the underlined words or phrases in the sentences below.

1. Amber's grandfather passed away last Tuesday.

2. The soldiers took out the insurgents.

3. Did you hear Mrs. Buckley kicked the bucket?

4. Heather's dog had cancer, so she had him put to sleep.

5. Mr. Jensen is looking for a new job because his company downsized.

6. The guards used enhanced interrogation techniques to get information from the prisoner.

7. On March 18, 2003, President Bush authorized a preemptive strike on Iraq.

8. The magazine company outsourced their desktop publishing work to India.

9. The soldier was killed by friendly fire.

10. Ten percent of the airline's workers were furloughed.

B. Find the euphemism in the selection. (Hint: it is one of the footnoted vocabulary words.) Then make a graphic organizer to categorize the types of euphemisms from Part A of this activity. Include the euphemism from the story in your graphic organizer. Place the description of the category in the top row and the examples underneath. There are three categories.

Category #1	Category #2	Category #3



Name: _____ Date: _____

The Portrait, page 49

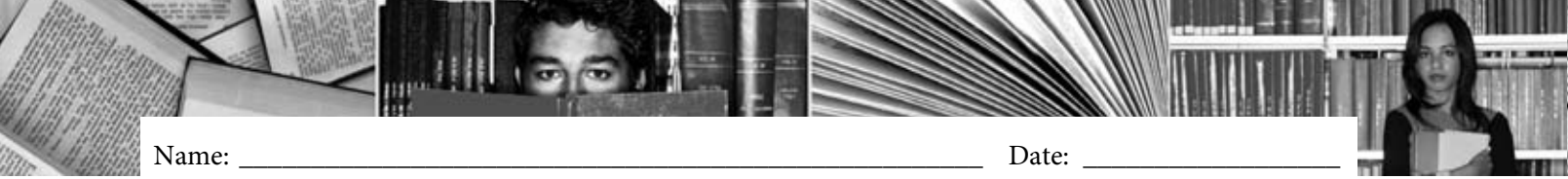
Analyze Literature: Narrator

A **narrator** is a character who tells a story. The writer's choice of narrator is important to the story and determines how much and what kind of information readers will be given about events and other characters.

- A. Put a check mark in the appropriate column to say if we learn the following things about the narrator. If you feel that you can infer something, though it is not stated directly, place a check mark in the "Yes" category. As you read the story, pay particular attention to the paragraphs without quotation marks.

Questions About the Narrator:	Yes	No
1. Do we learn the sex of the narrator?		
2. Do we learn the age of the narrator?		
3. Do we know the ethnic origin of the narrator?		
4. Do we know the narrator's relationship to Don Mateo?		
5. Is the narrator a witness to events in the story?		
6. Do we find out how the narrator knows the story's conclusion?		
7. Does the narrator reveal his or her attitude toward Don Mateo?		

- B. Write a paragraph about the role of the narrator in the story. Be sure to include the information suggested by your responses to the chart above.



Name: _____ Date: _____

The Portrait, page 49

Creative Writing: Speaker Tags

As you know, when you read dialogue in a selection, it has quotation marks around it. Usually, the writer also places a speaker tag after the quotation. For example, “I’ll meet you in the cafeteria at 12:00,” yelled Matt as he ran to get to his next class before the bell quit ringing. However, author Tomás Rivera frequently leaves off the speaker tags in this selection.

A. Add speaker tags to the quotations from the story that follow. Besides identifying the speaker, feel free to embellish the tag in order to suggest how the speaker is feeling or reacting. The speaker tags you add should reflect your understanding of the characters and what is happening in the story.

1. [page 51] “Good afternoon, traveler. I would like to tell you about something new that we’re offering this year,”

2. [page 51] “Well, let’s see, let’s see...,” _____

3. [page 51] “And what for?” _____

4. [page 51] “No, I’ll tell you, it costs about the same. Of course, it takes more time,”

5. [page 53] “But he’s not wearing a uniform in that picture,” _____

6. [page 53] “Don’t you worry about the picture,” _____

7. [page 54] “Well, to be honest, I don’t remember too well how Chuy looked. But he was beginning to look more and more like you, isn’t that so?”

B. Write a short dialogue between you and a friend. Use speaker tags to add more meaning to the exchange.



Name: _____ Date: _____

The Portrait, page 49

Make Connections

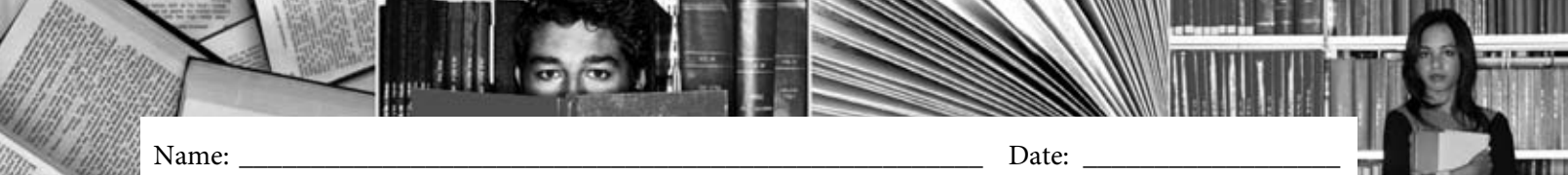
Text-to-Self Connection: Career Education

The salesman is an important character in “The Portrait.” He has the skills to get people in the Hispanic community to part with some of their hard-earned money.

- A. Below are some qualifications for being a salesperson. Add to the chart by thinking about the salesman in the story. Then check the appropriate column to indicate whether you are comfortable with or talented at those things or not.

Qualifications	Yes	No
Can take the risk to work on commission		
Likes to travel		
Can make people feel comfortable		
Is comfortable with being away from home for periods of time		
Can learn the details of the product line		

- B. Tell a classmate why or why not being a salesperson would be a good fit for you. If it isn't, discuss with your partner what your skills are and then come up with at least one career you would be good at. Maybe your partner will have some suggestions. Summarize your conclusions below.



Name: _____ Date: _____

The Portrait, page 49

Selection Quiz

Matching

A. Identify who said or did the following things by writing the appropriate letter in the blank.

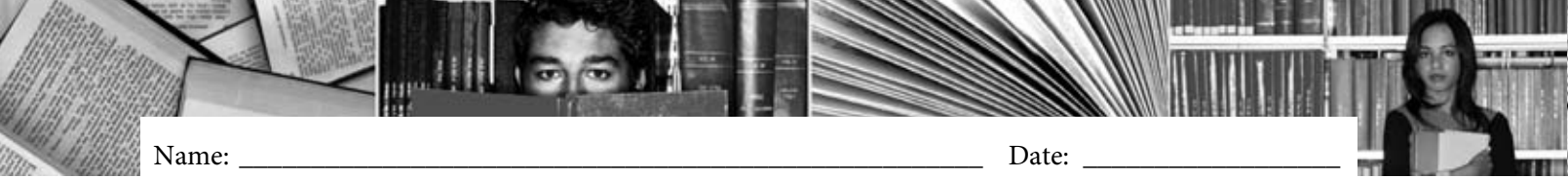
- A. door-to-door salesman
- B. Don Mateo
- C. Mrs. Mateo
- D. narrator

- _____ 1. "That's what everybody tells me now. That Chuy's a chip off the old block and that he was already looking like me...."
- _____ 2. Informs the reader that the photos taken by the salesman were found discarded and wet and ruined.
- _____ 3. "We took [the picture] right before he left for Korea. Poor m'ijo, we never saw him again."
- _____ 4. Says that his manager wants everything in cash.
- _____ 5. "I remember once I was at the house of one of my father's friends when one of these salesmen arrived."
- _____ 6. Informs the reader that Don Mateo went directly to San Antonio to find the salesman after finding out his portrait of Chuy had been ruined.
- _____ 7. "Don't you worry. We're responsible people. And we understand the sacrifices that you people make. Don't worry."
- _____ 8. Stayed at Esteban's house and went to the market every day.
- _____ 9. "...when you're angry enough, you don't forget a face."

Cause and Effect

B. Decide which is the cause and which is the effect in each pair of sentences. Write *C* for “Cause” or *E* for “Effect.”

- _____ 10. Mrs. Mateo wants an inlaid portrait of her son.
_____ The door-to-door salesman shows sample portraits.
- _____ 11. The portrait salesmen arrive from San Antonio.
_____ The migrant workers return from up north.
- _____ 12. Don Mateo goes to San Antonio.
_____ Some children find the families’ ruined pictures.
- _____ 13. Don Mateo confronts the door-to-door salesman.
_____ Don Mateo gets a new portrait of his son, Chuy.
- _____ 14. The door-to-door salesman doesn’t have the original portrait to work from.
_____ In the new portrait Chuy looks like his dad.



Name: _____ Date: _____

A Day's Wait, page 57

Build Background: Math Connection

A. Solve the following math problems that deal with units of measurement. You may want to use a metric converter online. Type in “metric measurements converter,” using your favorite search engine. Round your answers to the nearest hundredth.

1. Rome is 687 kilometers from Paris. What is this distance in miles?

2. Gretchen buys 20 liters of gas for her Mercedes in Germany. How many gallons is this?

3. For Christmas the Dupont family in Paris buys a turkey that weighs 8 kilos. How much does it weigh in pounds?

4. If today's temperature in Moscow is 20 degrees Celsius, what is the temperature in Fahrenheit?

5. Mrs. Schneider buys 1.5 meters of fabric to make a skirt. How many feet of material does she buy?

6. Mr. Zicarelli is 6 feet tall. What is his height in meters?

B. Write a word problem that uses units of measurement. Then exchange your question with your partner. Solve each other's problem.



A Day’s Wait, page 57

Literary Connection: Style

Style is the manner in which a literary text is written. A writer’s style is characterized by such elements as word choice, sentence structure, and length. When the Nobel Committee awarded the Nobel Prize in Literature to Hemingway in 1954, they said it was partly due to “the influence that he has exerted on contemporary style.” Hemingway’s prose style is often characterized as having few adjectives and using short, simple sentences. “A writer’s style,” said Hemingway, “should be direct and personal, his imagery rich and earthy, and his words simple and vigorous.”

A. Change the following sentences to a style similar to Hemingway’s by deleting the adjectives and figurative language and using short simple sentences.

- 1. The sun shone like floodlights in a theater and it was as cold as the inside of a freezer.

- 2. The ground was as slippery as an ice skating rink.

- 3. The sky was empty of clouds and Robert Jordan sat on the rocks with the sun beating down on his back and avidly reading the letters that he had found in the pockets of the dead cavalryman.

- 4. The edges of the letter were stained and Robert Jordan put it back with the military documents with utmost care and opened another letter, one with handwriting that was less severe.

- 5. Then he heard the sound of planes in the distance and, when he quickly looked up, the sleek silver planes came into view.

DURING READING

B. Hemingway had early training in writing when he was a journalist. Explain how this type of writing may have influenced his style. You may want to take a look at a few newspaper articles before you begin.

[illegible]



Name: _____ Date: _____

A Day's Wait, page 57

Use Reading Strategies: Make Connections

Text-to-Text

- A. Fill in the chart below with answers to questions about Hemingway's short story and the NASA press release.

Questions	"A Day's Wait"	NASA Press Release
1. Who is responsible for the miscommunication?		
2. What was miscommunicated?		
3. What was the result of the miscommunication?		
4. Where did the miscommunication occur?		
5. When did the miscommunication occur?		
6. Why did the miscommunication occur?		

- B. Based on what you learned from "A Day's Wait" and the NASA press release, which of the two miscommunications do you feel is more serious? Why? What does your answer reveal about what you value?

- C. What would be your advice to people when discussing units of measurement in their personal lives or at work?



Name: _____ Date: _____

A Day's Wait, page 57

Selection Quiz

True or False

A. Write *T* if the sentence about the story is true or *F* if it is false. Correct any false statements by rewriting them on the lines provided.

_____ 1. The season is spring.

_____ 2. Schatz is a boy of seven.

_____ 3. The doctor says the boy's temperature is one hundred and two degrees, using the Celsius system.

_____ 4. The father is responsible about giving his son the capsules prescribed by the doctor.

_____ 5. The mother reads to her son.

_____ 6. The son thinks his temperature is so high that he will surely die.

_____ 7. The family has a cat.

_____ 8. Schatz is concerned that his father may be upset watching him die and tells him he doesn't have to stay in his bedroom.

_____ 9. Schatz was back to normal the day after he found out he wasn't going to die.

Matching

B. Match the detail with the most logical conclusion. Write the letter of the conclusion in the blank provided.

- _____ 10. Schatz shivers, his face turns white, and he walks slowly in his parents' bedroom.
A. Schatz is sick.
B. Schatz is afraid.
- _____ 11. When the father asks Schatz if he wants to be read to, the boy says "All right, if you want to."
A. Schatz was raised to take other people's feelings into account.
B. Either Schatz doesn't feel well enough to be read to or he's concerned about taking his father away from something he'd rather be doing.
- _____ 12. Schatz says "...you don't have to stay if it's going to bother you."
A. Schatz wants to spare his father watching him die.
B. Schatz knows his father would rather go hunting.
- _____ 13. Schatz asks "About what time do you think I'm going to die?"
A. Schatz doesn't understand the difference between temperatures given in Celsius and Fahrenheit.
B. Schatz got the impression that the doctor thought his illness was terminal.



Name: _____ Date: _____

The War of the Wall, page 63

Build Background: Historical Context

The Civil Rights Movement was a struggle in the United States during the 20th century to win equal protection under the law for all citizens, regardless of their race, color, religion, or national origin.

Fill in the timeline with the numbers of the listed events from the Civil Rights Movement. Do research online to discover when each event occurred. Type in “Civil Rights timeline,” using your favorite search engine. Some years may have more than one event; in that case, write the numbers in the order the events occurred during that year.

- | | | |
|--|------|-------|
| 1. Assassination of Martin Luther King | 1954 | _____ |
| 2. Assassination of Malcolm X | | |
| 3. Brown vs. Board of Education decision | 1955 | _____ |
| 4. Rosa Parks refuses to give up her bus seat to a white man | 1957 | _____ |
| 5. Freedom rides begin | 1960 | _____ |
| 6. Southern Christian Leadership Conference founded | 1961 | _____ |
| 7. Civil Rights Act: racial discrimination in housing illegal | 1963 | _____ |
| 8. Civil Rights Act: racial discrimination illegal | 1964 | _____ |
| 9. Militant Black Panthers are founded | | |
| 10. Loving vs. Virginia lawsuit: interracial marriage allowed | 1965 | _____ |
| 11. Sit-in at segregated Woolworth’s lunch counter | 1966 | _____ |
| 12. Voting Rights Act | 1967 | _____ |
| 13. Race riots erupt in Watts | | |
| 14. March on Washington; “I Have a Dream” speech | 1968 | _____ |
| 15. 24th amendment abolishes the poll tax | | |
| 16. Fannie Lou Hamer founds the Mississippi Freedom Democratic Party | | |



Name: _____ Date: _____

The War of the Wall, page 63

Build Vocabulary

A. Fill in each blank with one of the words in the box that come from the selection.

courtesies	masterpiece	liberation	scheme	aromas	trance	integration	inscription
------------	-------------	------------	--------	--------	--------	-------------	-------------

1. The *Mona Lisa* is Leonardo da Vinci's _____.
2. The colossal monument in Lomé celebrates Togo's _____ from French colonial rule in 1960.
3. The _____ on the plaque under the statue praised the soldiers for their service.
4. On Thanksgiving, the _____ coming from the kitchen made Charisse hungry for turkey and stuffing.
5. The duke's _____ toward the queen, who liked good manners, eventually led to her giving him land.
6. The man was arrested for his _____ to steal residents' social security checks out of their mailboxes.
7. Meditation had put Taylor in a(n) _____ and she didn't hear me calling her.
8. The _____ of American schools did not happen all at once; there was resistance from some white communities to putting black and white children in the same classroom.

B. Write the lyrics for a rap, using several of the vocabulary words from the box in Part A. Imagine that you are the narrator and are either angry while the mural is under construction or proud of the mural when it has been completed. Do not use any profane language or inappropriate lyrics in your rap song.



Name: _____ Date: _____

The War of the Wall, page 63

Analyze Literature: Allusion

An **allusion** is a reference to a well-known person, event, object, or work from history or literature.

A. The following people are directly or indirectly alluded to in the story. Do research online to find out who they were. Write a sentence about the contributions of each important African-American.

1. Martin Luther King, Jr.

2. Malcolm X

3. Harriet Tubman

4. Fannie Lou Hamer

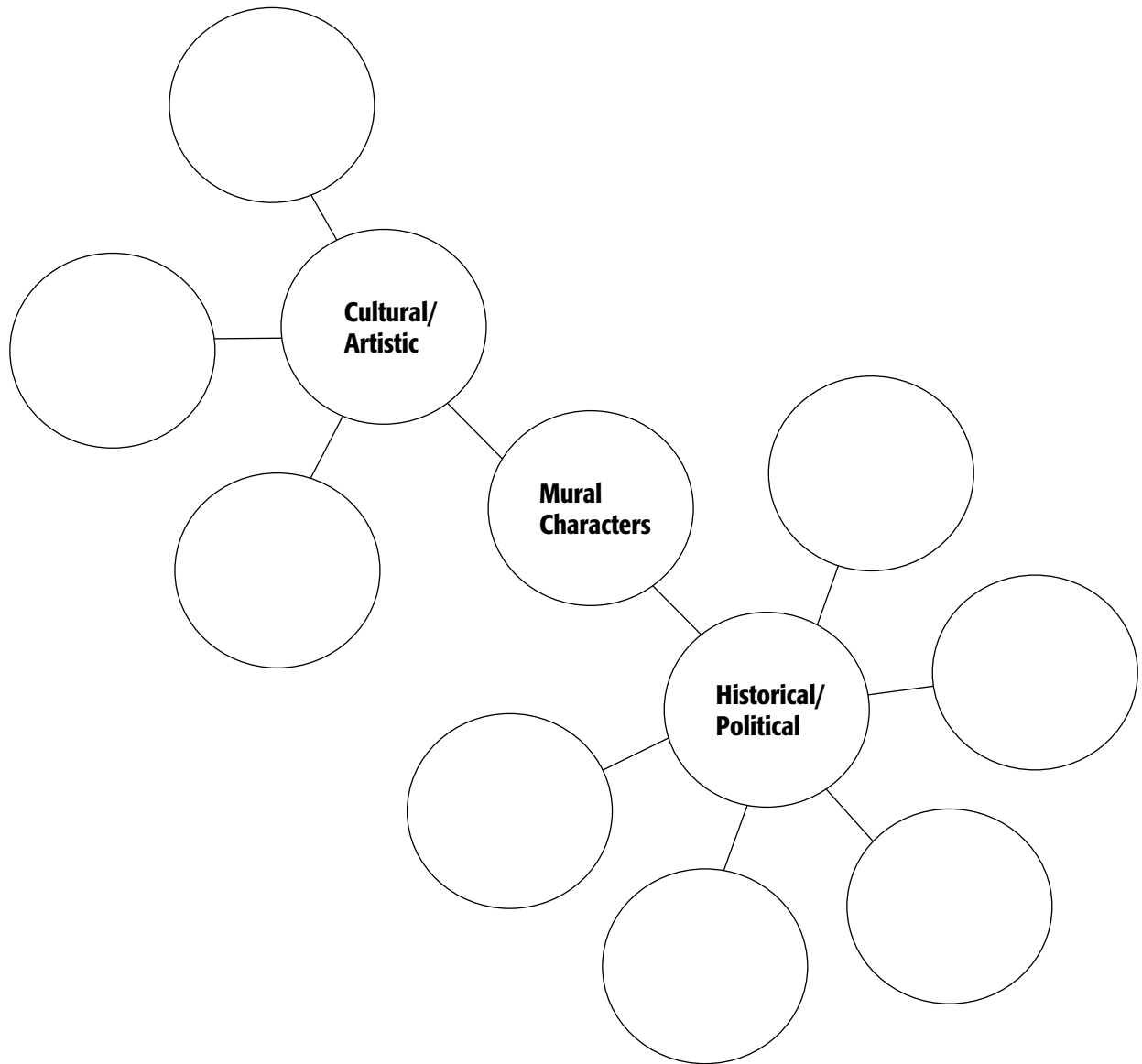
5. Louis Armstrong (“a man with a horn”)

6. W.E.B. DuBois (“a man with a goatee”)

7. Count Basie (“a handsome dude in a tuxedo seated at a piano”)

8. Billie Holiday (“a woman with a big white flower in her hair”)

- B. Copy the format of the graphic organizer below on a separate sheet of paper and fill in the circles with the names from the list above, placing them in the correct section based on your research.



- C. On a separate sheet of paper, respond to the following questions. Why did the author have the artist include the famous African-Americans in the mural? What types of African-Americans are depicted in the mural? What feeling did the author want to evoke in the characters who lived in the neighborhood by adding such a mural to their community?



Name: _____ Date: _____

The War of the Wall, page 63

Analyze Literature: Characterization

Characterization can be created by showing what a character says, does, or thinks. By studying what the painter does—paint the mural—we can examine her values.

A. Fill in the chart, giving an explanation of what the painter values.

Features of the Mural	What the Painter Values
King, Malcolm X, Harriet Tubman, Fannie Lou Hamer	
Louis Armstrong, Billie Holiday, Count Basie	
"leaflike flags of the vine," page 70	
portraits of children from the neighborhood	
inscription, page 70	

B. Fill in the graphic organizer, following the guidelines below, in order to create a portrait of the painter.

line 1: write "the painter"

line 2: two adjectives that describe her

line 3: three *-ing* verbs

line 4: four nouns

line 5: three more *-ing* verbs (or you may repeat line 3)

line 6: two more adjectives that describe her (or you may repeat line 2)

line 7: another name for her

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



Name: _____ Date: _____

The War of the Wall, page 63

Selection Quiz

Matching

A. Write the letter that corresponds to the name of the character that is identified with the following dialogue or action.

A. Side Pocket

B. Narrator

C. Painter

D. Narrator's mother

- _____ 1. Pitched pennies against the wall for years
- _____ 2. Gave a lesson about the art on the mural
- _____ 3. Said "If you eat in the community, sistuh, you gonna eat pig by-and-by...."
- _____ 4. Wrote "I Dedicate This Wall of Respect Painted in Memory of My Cousin Jimmy Lyons"
- _____ 5. Said "Do you have any bread made with unbleached flour?"
- _____ 6. Said "I've brought my own dinner along"
- _____ 7. Bought paint to deface the mural

Short Answer

B. Complete the sentence to make an inference about each event in the story.

8. The Morris girls brought the painter a full dinner plate.

Inference: The people in the community are _____.

9. The painter wanted to know if pieces of pork were in some of the dishes at the restaurant.

Inference: The painter doesn't eat _____.

10. The narrator and Lou buy a can of white epoxy paint at the hardware store.

Inference: The kids plan to _____ the mural.

11. "The painter lady had found the chisel marks and had painted Jimmy Lyon's name in a rainbow."

Inference: The narrator's attitude about the painter

_____.

12. "One kid was looking at a row of books. Lou punched me 'cause the kid looked like me."

Inference: The painter put kids from the _____ in the mural.

13. The wall smells of "bubblegum and kids' sweat."

Inference: The people who gather by the wall are mostly

_____.

14. The mural on the wall is dedicated to Jimmy Lyons, the artist's cousin.

Inference: Jimmy Lyons must have been a(n) _____ person.

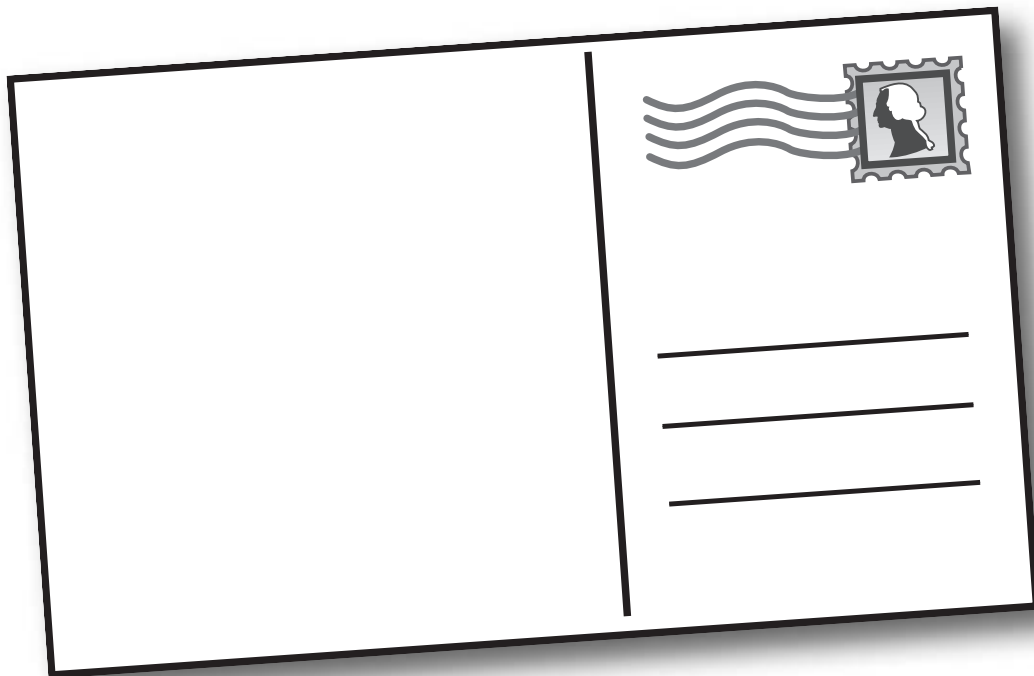


Name: _____ Date: _____

The Foghorn, page 73

Build Background: Connect to Personal Experience

- A. Write a postcard to a friend. Imagine that you are at the seaside. Share your reaction to being in or near the water. You might express a sense of wonder, mystery, fear, or joy. You may draw on personal experience or your imagination.



- B. Read the excerpt below from “The Foghorn.” Then write down a one-word description of the character’s attitude toward the ocean.

“The mysteries of the sea,” said McDunn thoughtfully. “You know, the ocean’s the biggest snowflake ever? It rolls and swells a thousand shapes and colors, no two alike. Strange.”



Name: _____ Date: _____

The Foghorn, page 73

Build Vocabulary: Parts of Speech

When you look up a word in a dictionary, you will find the part of speech indicated. For example, if you look up *walk*, it will be followed by *v*, which stands for “verb.” Other parts of speech include nouns (*n*), adjectives (*adj*), and adverbs (*adv*). See the Language Arts Handbook, Grammar & Style, page 855 in your textbook, for a review of the parts of speech.

A. The following words appear in the selection “The Foghorn.” For each word, first write down the abbreviation (*v*, *n*, *adj*, or *adv*) for its part of speech. Then read one or two sentences containing a related (underlined) word, and write down the abbreviation that represents the related word’s part of speech.

1. _____ verify

_____ The bookseller wanted verification that the signature on the title page belonged to the author.

_____ The Citizens for Verifiable Voting are concerned with flaws in voting machines.

2. _____ algaic

_____ The rise in the lake’s water temperature resulted in an increased amount of algae.

3. _____ brood

_____ The brooding teenager refused to leave his room.

_____ Angelique walked home broodingly after Jared refused to give her a ride.

4. _____ lament

_____ A loud lamentation arose from the crowd after the bus exploded.

_____ The director of the museum found it lamentable that attendance at the exhibit was so low.

B. For each sentence, choose the correct word from Part A and write it in the blank.

5. A(n) _____ substance covered the pond.
6. The Romantic hero chose to _____ about his separation from his lover.
7. The _____ came from a woman cradling her dead dog in her arms.
8. The policeman asked the witness, "Can you _____ that this is the man you saw leaving the bank on December 11?"

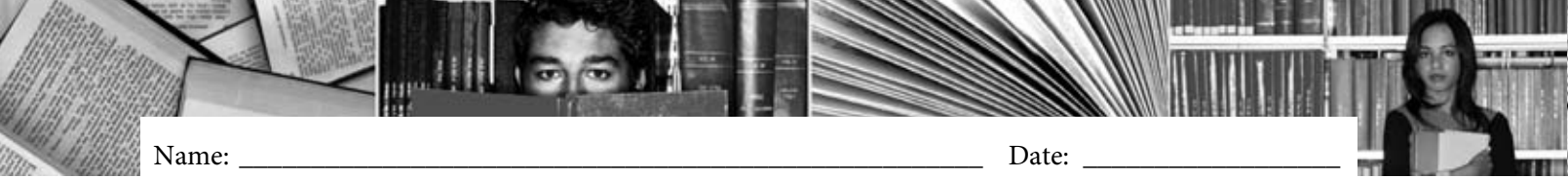
C. Choose four of the words from Part A and use each one in an original sentence.

9. _____

10. _____

11. _____

12. _____



Name: _____ Date: _____

The Foghorn, page 73

Analyze Literature: Personification

Personification is a figure of speech in which an animal, a thing, a force of nature, or an idea is described as if it were human or is given human characteristics. It can also be a description of an inanimate object or thing as having lifelike qualities.

A. Fill in the chart with examples that show how the lighthouse in “Fog Horn” is personified. In the first column, cite the example of personification and the page on which it appears in your textbook. In the second column, explain the personification. Note that one example has been done for you.

Personification Example	Explanation
“the great deep cry of our Fog Horn,” page 75	The lighthouse has a voice.

B. What does the lighthouse resemble, according to the examples of personification you cited? How does personification help the author tell his story? What does the personification set up for the reader? Discuss answers to these questions with a classmate.

C. For each item from nature, write a sentence that shows it personified. Example:
The wind whistled as it ran through the trees.

1. tree

2. flower

3. ocean

DURING READING



Name: _____ Date: _____

The Foghorn, page 73

Use Reading Strategies: Make Connections

Read the connections and choose one that you would like to respond to. Write your response on a separate sheet of paper.

Text-to-Self

In "The Foghorn," McDunn is fascinated by the ocean and the sea creature. Write about something that fascinates you. Describe its characteristics without naming it. Then give your description to a classmate and see if he or she can figure out the identity of your fascination.

Text-to-Text

Imagine that the narrator goes beneath the ocean to find out more about the sea creature. As he descends, he is aware of how the aqualung (described on page 83) functions. Describe how the aqualung is functioning as the narrator makes his descent into the depths of the ocean.

Text-to-Text

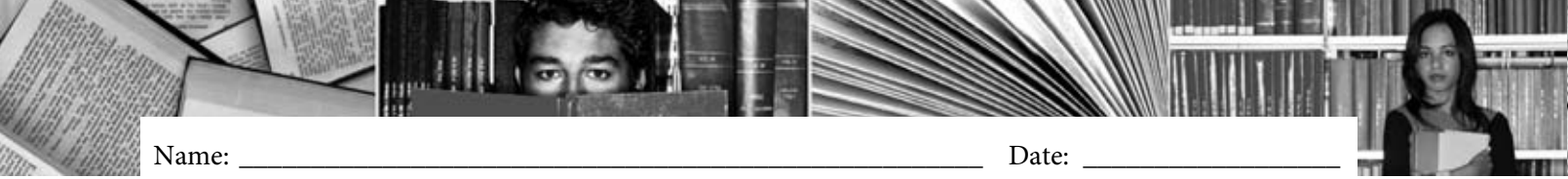
Consider the supernatural elements of the train in "The 11:59" and the sea monster in "The Foghorn." Were you able to "suspend your disbelief" to appreciate the death train and the sea monster in these stories? What did the authors do to try to get you to suspend your disbelief? Discuss the techniques they used.

Text-to-Text

Lester in "The 11:59" and the narrator in "The Foghorn" run into something unexpected. Compare their responses to those experiences. How are they resistant to the train and the sea monster, respectively?

Text-to-World

McDunn in "The Foghorn" makes us believe that the sea monster exists and that it's the last of its kind, a kind of remnant of the age of the dinosaurs. Do you believe that there are things in the world that can't be explained by reason and science? Explain your response.



Name: _____ Date: _____

The Foghorn, page 73

Selection Quiz

Matching

A. Write the letter that corresponds to the literary element that is indicated by the quote from the story.

- | | |
|---|---------------------|
| _____ 1. "[McDunn] had been nervous all day and hadn't said why." | A. mood |
| _____ 2. "It was a quarter past seven on a cold November evening...." | B. personification |
| _____ 3. "The great eye of the light was humming...." | C. plot |
| _____ 4. "You couldn't see far and you couldn't see plain but there was the deep sea moving on its way about the night earth...." | D. setting |
| _____ 5. "It seized the tower and gnashed at the glass...." | E. characterization |

Short Answer

B. Complete the summary of the story by placing a logical word or phrase in each blank.

The (6)_____ and McDunn work at a(n) (7)_____ on an island in the ocean. McDunn tells the story of one night when all the fish of the sea surface because they are (8)_____. A while later, a(n) (9)_____ rises out of the water forty feet above the water and gives an anguished cry, or (10)_____. It (11)_____ the tower, but the two workers are safe in the (12)_____. McDunn tells the authorities that the structure just fell apart, and they build another one out of steel-reinforced (13)_____. A year later, the sea monster (14)_____.

C. Look up the definitions of *fantasy* and *science fiction* in the Literary Terms Handbook at the back of your textbook. Would you label "The Foghorn" as an example of one of these or as something else? Explain your answer.



Name: _____ Date: _____

Rikki-Tikki-Tavi / The Green Mamba, page 85

Build Background

Who is the most courageous person you've ever met? What do you think made that person so brave? Write your response on a separate sheet of paper.

Set Purpose

Complete the chart as you read each story. Tell about your feelings when you are looking at illustrations. Tell about the characters feelings when they are in danger.

"Rikki-Tikki-Tavi"	"The Green Mamba"
Feelings you get from the illustration on page 93	Feelings you get from the photograph on page 103
Feelings characters have when facing danger	Feelings characters have when facing danger

Practice Vocabulary

Words from the story appear in the box below. In the sentences that follow, replace the word or words in parentheses with a story word that has about the same meaning. Write the word on the line.

covered	forlorn	manipulate	sluice	unruffled	veranda
---------	---------	------------	--------	-----------	---------

1. We sat in rocking chairs on the (open porch). _____
2. The frightened rabbit (shrank back and trembled) in a corner of the garden.

3. The (calm) contestant answered each question. _____
4. Pilots (operate) the controls of the airplanes. _____
5. I was feeling (very unhappy) when my puppy was lost. _____
6. The water ran through the (water valve) and into the ditch. _____



Name: _____ Date: _____

Rikki-Tikki-Tavi / The Green Mamba, page 85

Compare Literature: Personification

Personification is a figure of speech in which something not human, such as an animal, object, or idea, is described as if it were human. To understand the technique of personification, use a chart to record the different characteristics given to the snakes in each work.

Complete the chart. Tell how each character is personified.

"Rikki-Tikki-Tavi"	"The Green Mamba"
Karait:	Green Mamba:
Nag:	
Nagaina:	



Name: _____ Date: _____

Rikki-Tikki-Tavi / The Green Mamba, page 85

Compare Literature: Personification (continued)

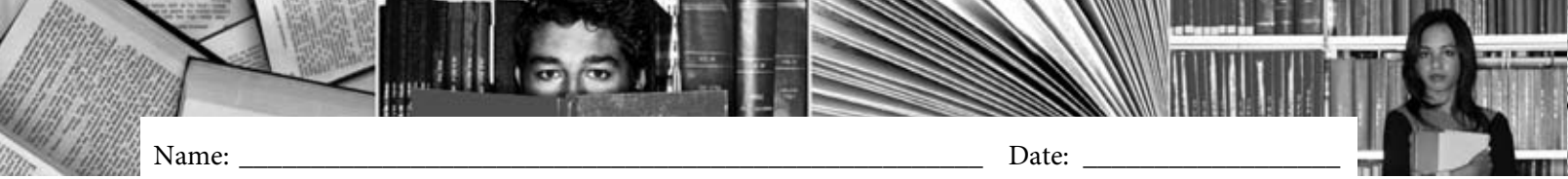
When a writer uses personification, he or she gives human intelligence, emotions, abilities, and other traits to nonhuman characters. Review the characteristics of the snakes in “Rikki-Tikki-Tavi” and “The Green Mamba” that you recorded in your chart to answer the following questions.

1. How does the author personify Karait, Nag, and Nagaina in “Rikki-Tikki-Tavi”?

2. Does the author personify the snake in “The Green Mamba”? Explain your answer.

3. Which snakes—those in “Rikki-Tikki-Tavi” or “The Green Mamba”—do you find more frightening? Why do you feel this way?

AFTER READING



Name: _____ Date: _____

Rikki-Tikki-Tavi / The Green Mamba, page 85

Compare Literature: Character Traits

Fill in the chart about the main characters in “Rikki-Tikki-Tavi” and “The Green Mamba.” Tell about each character. Tell how the character is described in the story.

	Rikki-tikki in “Rikki-Tikki-Tavi”	The Snake-man in “The Green Mamba”
What the character says, does, or thinks		
Physical features, dress, and personality		
What other characters say or think about the character		

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

How are Rikki-tikki and the snake-man most alike? How are they different?

Which character—Rikki-tikki or the snake-man—is the better hunter of snakes?
Give reasons to support your opinion.

AFTER READING



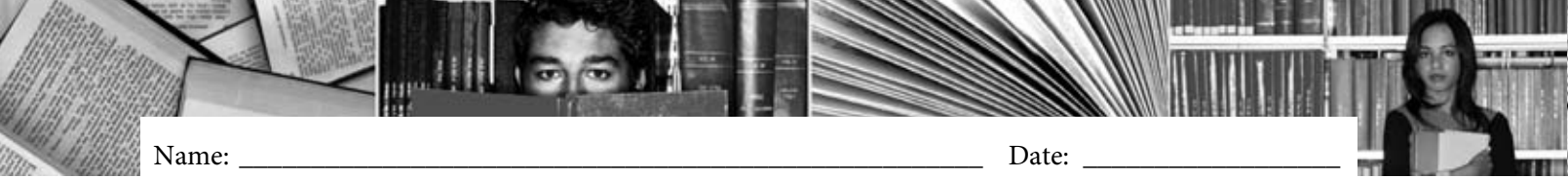
Name: _____ Date: _____

Rikki-Tikki-Tavi / The Green Mamba, page 85

Make Connections

Text-to-Text In “Rikki-Tikki-Tavi,” Rikki-tikki is a brave mongoose that battles snakes. In “A Day’s Wait,” Schatz is a boy who tries to be brave when he believes he is dying. How are the two characters and their situations alike? How are they different?

Text-to-Self In “The Green Mamba,” the Fuller family faces an emergency situation when a deadly snake enters their home. The family members act quickly to exit their home safely. Think about how your family could exit your home in an emergency. How could your family exit the home safely? Where could the family gather to be sure everyone is safe?



Name: _____ Date: _____

Rikki-Tikki-Tavi / The Green Mamba, page 85

Focus on “Rikki-Tikki-Tavi”

Mirrors & Windows Question

Is Rikki-tikki brave in killing the snakes, or is he just doing what a mongoose does? Is courage more like an instinct we are born with or like a habit we learn? Write your response on a separate sheet of paper.

Selection Quiz

Matching Match each character with his or her description.

- | | |
|----------------------|---|
| _____ 1. Rikki-tikki | A. a male black cobra |
| _____ 2. Nag | B. a muskrat in the house |
| _____ 3. Teddy | C. a tailorbird with a nest in the garden |
| _____ 4. Darzee | D. the wife of the male cobra |
| _____ 5. Nagaina | E. a mongoose that kills snakes |
| _____ 6. Chuchundra | F. a small brown snakeling |
| _____ 7. Karait | G. a human child living in the house |

In Character Write the answer to each question.

8. Which character is the protagonist? _____
9. Which characters are the antagonists? _____

All in Order Number these events in the order that they happen in the story.

- _____ 10. The mongoose breaks all of the female cobra’s eggs but one.
- _____ 11. The mongoose is dragged down the snake hole.
- _____ 12. The big man shoots the male cobra as it fights the mongoose.
- _____ 13. The cobras plot to kill the human family in the house.
- _____ 14. The mongoose emerges from the snake hole and announces that the female snake is dead.
- _____ 15. The mongoose and the male cobra talk in the garden.



Name: _____ Date: _____

Rikki-Tikki-Tavi / The Green Mamba, page 85

Focus on “The Green Mamba”

Mirrors & Windows Question

Who do you think shows more courage—the snake-man or Rikki-tikki-tavi? How is their behavior in the presence of danger similar? How is it different? Write your response on a separate sheet of paper.

Selection Quiz

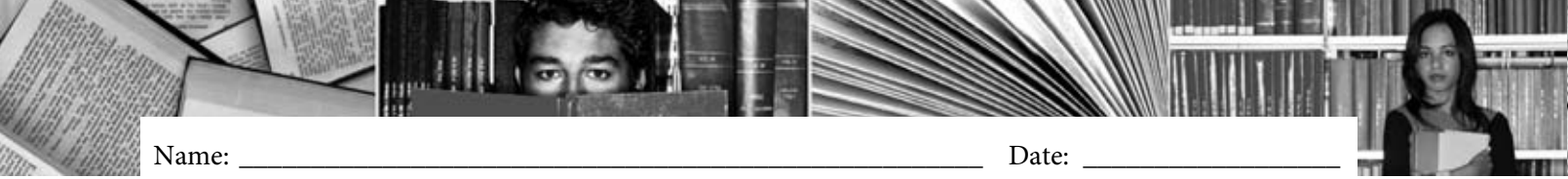
Short Answer Write the answer to each question.

1. Who is the protagonist in the selection? _____
2. What is the conflict in the selection? _____

3. Where does the action take place? _____
4. When does the action take place? _____

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

- | | |
|--|---|
| _____ 5. Donald Macfarlane is the _____.
A. snake-man
B. father of the family
C. son of the family
D. family dog | _____ 8. When Jack wasn't outside, the children feared that the dog _____.
A. would fight the snake
B. was hiding
C. had run away
D. had been bitten by the snake |
| _____ 6. The snake gets in the house through _____.
A. a window
B. water pipes
C. the back door
D. the front door | _____ 9. The snakes that the snake-man captures are _____.
A. released outside
B. sold
C. destroyed
D. given away |
| _____ 7. The family escapes from the house by going through _____.
A. a window
B. water pipes
C. the back door
D. the front door | _____ 10. The snake-man carries the green mamba away in a _____.
A. plastic bag
B. wooden box
C. cloth sack
D. metal can |



Name: _____ Date: _____

Rikki-Tikki-Tavi / The Green Mamba, page 85

What Do You Think?

You have compared personification and characters in the selections “Rikki-Tikki-Tavi” and “The Green Mamba.” Now compare your thoughts and feelings about the stories themselves.

What did you like about each selection? Why? What didn’t you like? Why? In the chart below, write your opinions about each story. Then use the information in the chart to help you write a paragraph telling which story you liked better and why.

	“Rikki-Tikki-Tavi”	“The Green Mamba”
What I liked and why		
What I didn’t like and why		

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



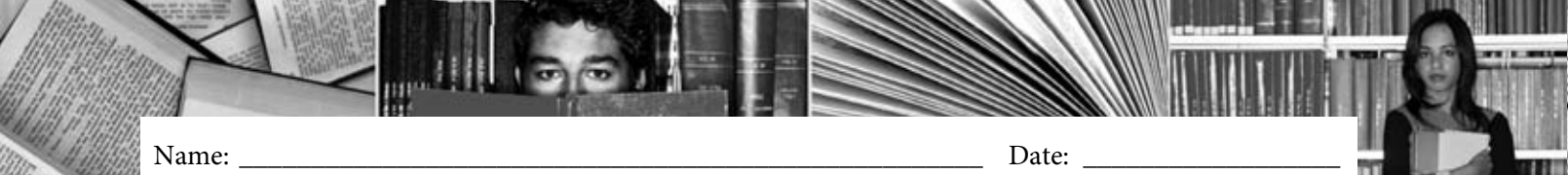
Name: _____ Date: _____

Uncle Tony's Goat, page 105

Vocabulary

Unscramble the letters in parentheses to form a word with about the same meaning as the boldfaced words. Complete each sentence by writing the unscrambled word on the line.

1. (hotiles): The **unfriendly** goat gave the children a _____ look.
2. (lostrice): The _____ was the **nuns' residence** near the church.
3. (sham): We fed the pigs table scraps and **animal feed** called _____.
4. (meancotsoap): The children tried to _____, or **make up**, for the crooked shape of the arrows by the way they aimed the arrows.
5. (kindgane): My sister tried **pressing her hands** into some dough as Mother was _____ the bread dough.
6. (name): The **hair growing on the goat's neck** would stand on end if anyone tried to pet its _____.
7. (carengine): The goats did not seem to mind the _____ arrows **moving wildly** around them.
8. (coilsoycupsun): We held the bows and arrows **in a very noticeable way** so that they were _____ displayed for all to see.
9. (drythan): I fetch water from the _____, or **water-discharge pipe**, located outdoors.
10. (duc): Goats rechew their **partially digested food**, or _____, just as cows do.



Name: _____ Date: _____

Uncle Tony's Goat, page 105

Set Purpose

Read the story title, opening quotation, and author's information. Given this information, what do you think the story is about?

Use the following chart to make predictions as you read.

Make a Prediction	Check the Prediction
1. Read page 105. Predict what the narrator and the other children will do with their bows and arrows.	
2. Read through column 1 of page 107. Predict what the goat will do with the memory of the arrow shooters.	
3. Read up to the last paragraph on page 108. Predict what Uncle Tony will do after the narrator is knocked down.	
4. Read through column 1 on page 109. Predict how the story "Uncle Tony's Goat" will end.	



Name: _____ Date: _____

Uncle Tony's Goat, page 105

Questions to Answer as You Read

Pages 105–106 **Analyze Literature: Setting** What is the setting of the story?

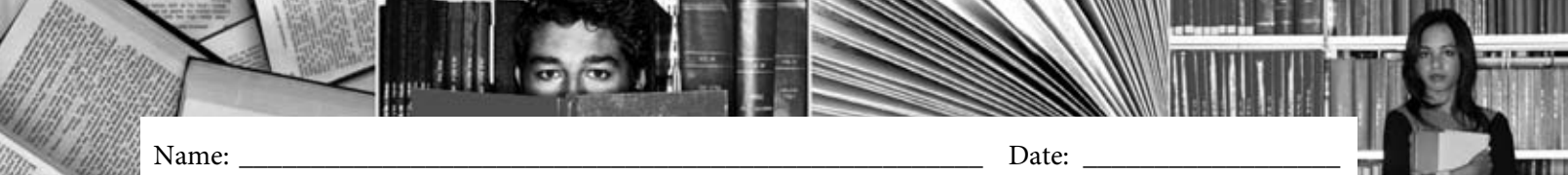
Page 106 **Use Reading Skills: Cause and Effect** Why were the children going to the church?

Page 107 **Analyze Literature: Character** What is Uncle Tony's goat like?

Page 108 **Use Reading Strategies: Make Predictions** What do you think will happen to the goat?

Page 109 **Use Reading Strategies: Make Inferences** Why do you think the narrator feels stiffness in his throat and chest?

Page 110 **Use Reading Skills: Draw Conclusions** Is Uncle Tony upset about losing the goat? Explain.



Name: _____ Date: _____

Uncle Tony's Goat, page 105

Selection Quiz

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

- _____ 1. Who is the narrator of the story?
- A. Uncle Tony
 - B. Father
 - C. seven-year-old child
 - D. Mother
- _____ 2. Where does the story take place?
- A. a big city
 - B. rural farm community
 - C. the local zoo
 - D. a small town
- _____ 3. Who has the job of milking goats?
- A. Uncle Tony
 - B. Father
 - C. seven-year-old child
 - D. Mother
- _____ 4. What did Uncle Tony's goat remember about the narrator?
- A. The narrator milked the goats.
 - B. The narrator shot arrows at the goats.
 - C. The narrator chased the kids.
 - D. The narrator fed the goats mash.
- _____ 5. What was the first thing Uncle Tony did after the goat charged the narrator?
- A. closed the gate to the pen
 - B. yelled at the narrator to be more careful
 - C. locked the goat up in the pen
 - D. carried the narrator into the house

Name That Character Identify which character made each statement. Use the characters listed in the box.

Narrator	Uncle Tony	Mother
----------	------------	--------

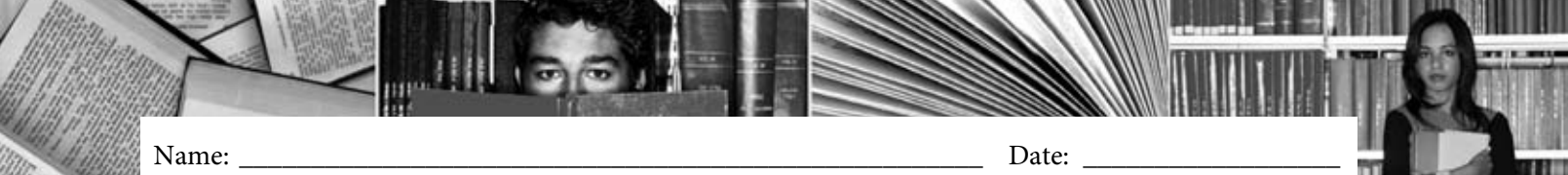
6. "Something will get hurt. Maybe even one of you." _____
7. "It's a good thing, I saw you; what if your uncle had seen you?"

8. "The billy goat won't come out." _____
9. "We can't have that goat knocking people down for no good reason."

10. "That stubborn goat was just too mean anyway." _____

All in Order Number the events in the order that they happen.

- _____ 11. The billy goat runs away.
- _____ 12. The billy goat refuses to come out of the shed.
- _____ 13. The narrator and friends shoot arrows at the nanny goats and kids.
- _____ 14. Uncle Tony returns home without the billy goat.
- _____ 15. The billy goat knocks the narrator down.



Name: _____ Date: _____

Uncle Tony's Goat, page 105

Describe and Critique: Fiction

Describe the story "Uncle Tony's Goat." Write the information to fill in these charts.

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

Critique, or review and evaluate, the story “Uncle Tony’s Goat.” Answer these questions.

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

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

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

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

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



Vocabulary

aggrievedly biddably cache fretfully hauteur Kapellmeister noisome vigil

- $$\begin{array}{cccccccc|cccc} 11 & 2 & 10 & 9 & 9 & 4 & 5 & 7 & 1 & & 11 & 2 & 3 & 9 & 9 & 7 \\ \hline & & & & & & & & & & & & & & & \\ \hline 8 & 10 & 2 & 10 & 5 & 6 & & & & & & & & & & \end{array}$$



Name: _____ Date: _____

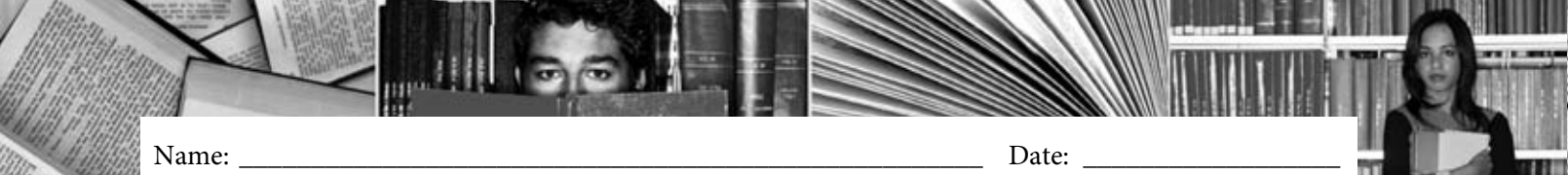
The Serial Garden, page 111

Complete a Story Events Chart

As you read “The Serial Garden,” complete the chart. Tell what Mark did after he left the garden.

	What Mark Did in the Garden	What Mark Did After He Left the Garden
Visit 1	Mark entered the garden after singing a tune. He saw flowers, a yew arch, and then blackness. He left the garden by singing the tune.	Mark immediately sang the song again.
Visit 2	Again Mark entered the garden. He returned to the playroom when he heard a clanging sound.	
Visit 3	In the garden, Mark visited a section with flowers like blue cabbages and heard a crying sound.	
Visit 4	Mark walked over a lawn and around a lake. He caught a glimpse of a figure.	He ate more cereal and added another section to the garden.
Visit 5	Mark walked on a path bordered by trees and saw a person. He ran to where she was standing, but she had vanished.	
Visit 6	Mark saw an orchard and met the princess. She had cast a spell to vanish to the garden and wait for the musician she wanted to marry. She had been waiting fifty years.	
Visit 7	Mark visited the princess and agreed to bring her a dog for protection because she had seen animal tracks.	
Visit 8	In the garden, the dog happily greeted the princess. It was the dog of the musician she loved. Mark and the princess realized she loved his music teacher.	

Why is his eighth visit to the garden Mark’s last one? What did Mark do as a result?



Name: _____ Date: _____

The Serial Garden, page 111

Analyze Literature

At the beginning of the story, Mark's father is trapped in the larder. As the story progresses, Mark meets Princess Sophia who is also in a trap. Answer the questions in the chart about each character.

	Mr. Armitage	Princess Sophia
Where is he or she trapped?		
Why did he or she go in this place?		
How did he or she become trapped?		
How is he or she able to gain freedom?		

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

1. How are Mr. Armitage's and the princess's situations alike and different?

2. Do you think Mr. Armitage's being trapped in the larder foreshadows the princess's situation? Explain.



Name: _____

Date: _____

The Serial Garden, page 111

Write a New Ending

Princess Sophia chose to wait in the garden for Mark to bring Rudi to her. What do you think would have happened if the princess left the garden to go to Rudi? How would the ending of the story be different? Think about what might happen.

Read and answer the following questions. Use your ideas to write a new ending for the story. Begin your ending by having the princess step out of the garden.

How does the princess react when she leaves the garden?

How does Mark get the princess out of his home without being seen?

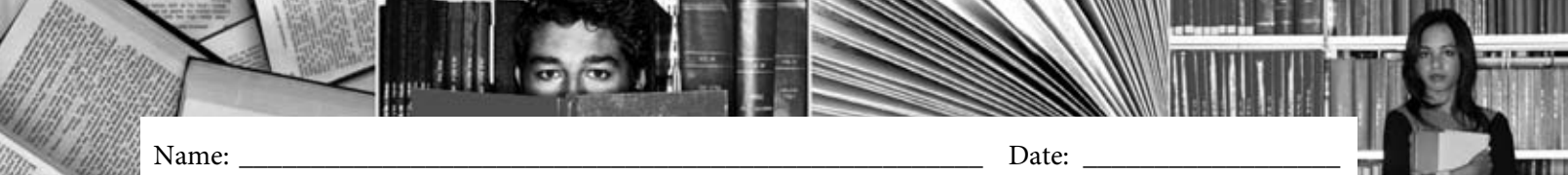
What happens to the princess? Does she change when she leaves the garden?

What happens when the princess and Rudi see each other again?

What do Princess Sophia and Rudi decide to do?

Do they still care for each other?

Can the princess live in the world of the music teacher?



Name: _____ Date: _____

The Serial Garden, page 111

Describe and Critique: Fiction

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

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

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

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

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

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

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

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

ANSWER KEY

Fiction Study Guide for New Jersey

Understanding Plot

What is *plot* in a story?

Plot is a series of events that drive a short story or novel.

Label the five elements of a typical plot on the plot diagram.

Going clockwise beginning at bottom left: exposition, rising action, climax, falling action, resolution

Tell what *conflict* is in a *plot*.

Conflict in a plot is a struggle between forces.

Complete the chart

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

Define the following terms as they apply to 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 the Selections

Bob waits to meet his friend Jimmy Wells after twenty years. exposition

A police officer walking his beat stops and talks to Bob, who tells the officer all about his successes and his friend. After the officer leaves, Bob is greeted by a man he thinks is Jimmy.

rising action

Bob realizes that the man is not Jimmy, and the man tells Bob he is under arrest. climax

Bob is being taken to the police station but is handed a note to read first. falling action

The note says that the police officer that first talked to Bob was Jimmy, who recognized Bob as a wanted man but could not arrest Bob himself. resolution

Identify the *exposition* of the *plot* of “The War of the Wall.”

In “The War of the Wall,” the exposition notes that a painter had started working on the neighborhood wall. It then explains the importance of the wall as a place where children played and adults talked as they sat in the shade.

What is the *climax* of the *plot* of “The Foghorn”?

The climax of the “The Foghorn” is the sea monster’s destruction of the lighthouse.

What is the *resolution* of the *plot* of “The Inn of Lost Time”?

The resolution of the plot of “The Inn of Lost Time” is when the farmwoman reveals she and her husband have turned the inn into a farm where they are raising their children.

Describe the *plot conflict* in “The 11:59.” Is the conflict *external* or *internal*? With what does Lester have a conflict?

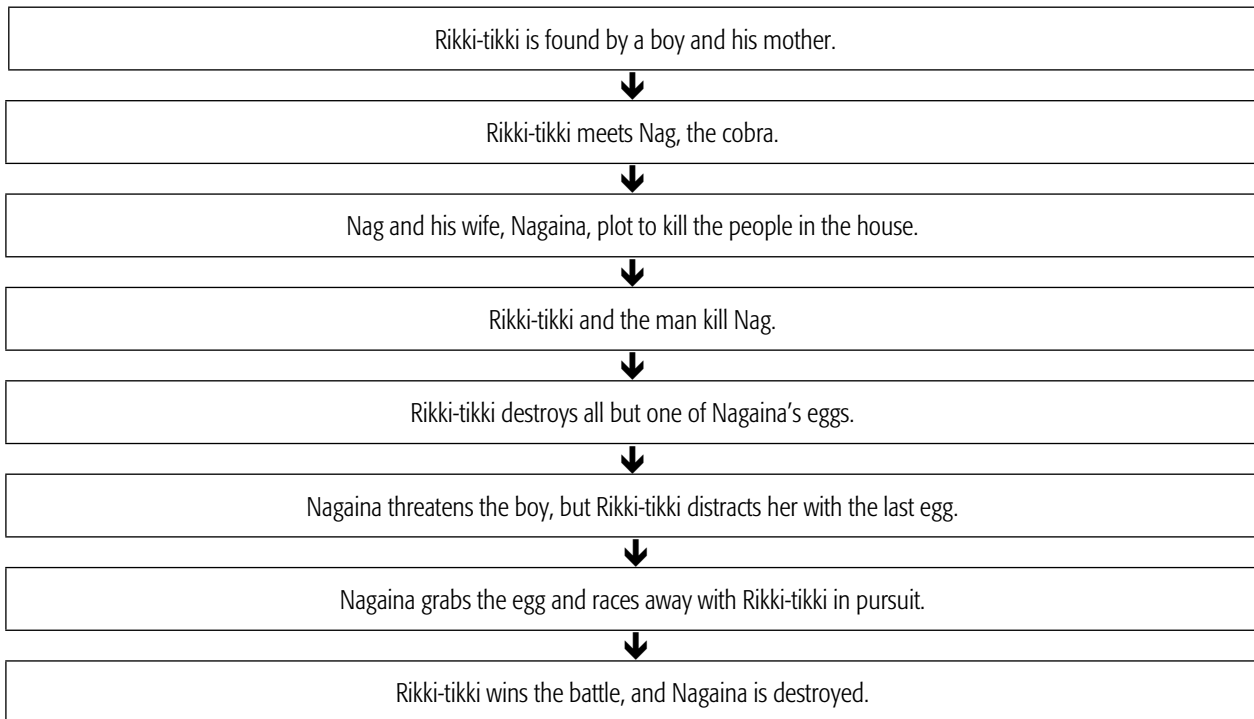
The conflict in “The 11:59” is an external conflict between Lester and death as a force of nature represented by the death train.

How is the *conflict* in “The Portrait” different from the *conflict* in “A Day’s Wait”?

The conflict in “The Portrait” is an external struggle between Don Mateo and the salesman who cheated him whereas the conflict in “A Day’s Wait” is an internal struggle between Schatz and his fear that he is dying from a dreaded disease.

The events in the *plot* of “Rikki-Tikki-Tavi” are told mostly in *chronological order*. Choose important events and write them in the chart in the order they happened.

Possible sequence of events in “Rikki-Tikki-Tavi”:



Tell whether the first full paragraph on page 107 in “Uncle Tony’s Goat” is an example of *foreshadowing* or *flashback*. Explain your answer.

The paragraph is an example of flashback because it tells about a past event when the narrator’s sister was scolded for chasing newborn kids.

What does the last paragraph in column 1 on page 113 in “The Serial Garden” *foreshadow*?

The paragraph foreshadows the destruction of the garden by Mother as she cleans the playroom.

Understanding Characters

What is a *character* in a story?

A character is an imaginary person or animal that takes part in a literary work.

What is *characterization*?

Characterization is the act of creating or describing a character.

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

1. Showing what characters say, do, or think
2. Showing what other characters or the narrator say or think about the characters
3. 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.

How does *motivation* help you understand a *character*?

Motivation is important because it provides reasons or explanations for what the character is, says, or does.

Describe each type of character.

Protagonist the main character

Antagonist character that struggles against the main character

Major Character a character that plays an important role in a story

Minor Character a character who plays a less important role in a story

Flat Character a one-dimensional character that exhibits only one quality or trait

Round Character a three-dimensional character that seems to have all the complexities of an actual person

Static Character a character that does not change throughout the course of a story

Dynamic Character a character that changes as a result of the story events

Applying Characters to the Selections**What is Lester's motivation in "The 11:59"?**

Lester's motivation is wanting to stay alive. He is trying to prevent death from taking him aboard the 11:59.

How is Jimmy Wells characterized on pages 11–12 of "After Twenty Years"? What technique is used to characterize Jimmy on these pages?

Jimmy Wells is characterized as a good friend and fine man who loved New York. He is someone who will do anything possible to keep a promise. However, he is also described as a plodder. The characterization is shown through the words of another character.

Look at the character type named for each story. In the following chart, name a character from the story for that character type. Tell why you chose that character.

The protagonist in "The Portrait": Don Mateo. He is the main character who goes after a salesman who swindled him and other people in town.

An antagonist in "Uncle Tony's Goat": the goat. The goat is mean and hurts the narrator when the narrator tries to get him out of the shed.

A major character in "The War of the Wall": possible answer: the painter lady. She painted a mural on a wall despite opposition from some children in the neighborhood.

A minor character in "The Inn of Lost Time": possible answer: Matsuzo. He was one of the ronins who listened to the stories told by others.

A flat character in "A Day's Wait": possible answer: the doctor. He is viewed only as a health professional, who takes the boy's temperature and leaves medicine with instructions.

A round character in "The Serial Garden": possible answer: Mark Armitage. He has different interests and pursues them, does chores at home, goes to school, builds models, takes music lessons, and is curious and thoughtful.

A static character in "The Foghorn": possible answer: McDunn. He remains a lighthouse keeper throughout the story.

A dynamic character in "Rikki-Tikki-Tavi": possible answer: Rikki-tikki. The mongoose changes from a somewhat insecure young mongoose to a self-confident, valued protector of the family.

Understanding Setting**What is setting in a story?**

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

List ways in which a writer may reveal the *setting* in a story.

Writers may develop setting through...

- action

- dialogue
- descriptions of seasons and weather
- descriptions of landscapes, cities, and towns
- descriptions of buildings and vehicles
- descriptions of furniture and clothing
- character’s behavior and talk

What is *mood* in a story?

Mood is the feeling or emotion created by a story.

How is *setting* related to *mood*?

Setting helps create mood through its details.

Applying Setting to the Selections

Match the story to its setting. Write the name of the story on the line.

A train station and small apartment in St. Louis	“The 11:59”
A house and garden in India	“Rikki-Tikki-Tavi”
A small farming community in the Southwest	“Uncle Tony’s Goat”
A city street on a dark, rainy evening	“After Twenty Years”
A country home on a cold winter day	“A Day’s Wait”

What clues about the *setting* does the title of Ray Bradbury’s story “The Foghorn” give?

Possible answer: The title “Foghorn” provides clues to the location of the story. Foghorns are used along coasts as warnings for ships. Foghorns are also associated with lighthouses.

Details of *setting* tell where and when a story takes place. Identify details in the *exposition* of “The 11:59” that help reveal the *setting*.

The exposition identifies the location of the St. Louis Train Station as well as the porter house on Compton Avenue. Time is established by noting that Lester had retired after thirty years and had worked for the Pullman company since 1920. The reader can conclude that the story takes place in the early 1950s.

What is the *mood* of “The Inn of Lost Time”? How does the story’s *setting* help support the *mood*?

Possible answer: The mood is one of anxiety and confusion as the story of the inn unfolds. The setting contributes to the mood with the dreary nightfall and morning mist in a remote area. The story takes place in feudal Japan. The setting includes a remote inn that ages, a bamboo grove, and a forested areas with hills. As the story ends, the mood changes to surprise as the reader learns that the ronins are in the very same place, but it has changed from an inn to a farmhouse.

New Jersey-Based Practice Test

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

After Twenty Years

How to Read Fiction

Framework for Reading Fiction

Before Reading

- ☐ The story is told by a narrator from a third person point of view. The narrator is not omniscient and does not relate the thoughts or feelings of any of the characters.
- ☐ The main characters are childhood friends, Bob and Jimmy. The other character in the story is a plainclothes policeman whom Jimmy sends to arrest Bob. Jimmy is now a police officer in New York and Bob comes back to meet him after twenty years of “hustling around” out West. We later learn that Bob is wanted for crimes committed in Chicago.
- ☐ The story is set in New York City in the early 1900s.

During Reading

- ☐ A suspenseful mood is created by the structure of the story. The characters meet but we don’t find out that Patrolman Wells is actually Jimmy until we read his note to Bob at the end of the story.
- ☐ The patrolman Jimmy Wells is described as having a stalwart form and a slight swagger, representing a fine picture of a guardian of the peace. We later learn that Jimmy has what Bob calls a “Roman” nose. Bob is described as having a pale, square-jawed face with keen eyes and a little white scar near his right eyebrow. He’s wearing a scarf pin with a large diamond. The setting is a deserted New York street at ten o’clock at night. The weather is chilly with gusts of wind threatening rain.
- ☐ Responses will vary.
- ☐ The central conflict is man vs. man, Jimmy versus Bob. Jimmy also experiences an internal conflict, because he knows Bob is a wanted man, but he can’t bring himself to make the arrest on his old friend.

After Reading

- ☐ Two childhood friends agree to meet twenty years later. One of them has become a police officer and one has become a criminal. They meet at the designated time, but when the police officer discovers his old friend is a wanted man, he doesn’t reveal his identity and sends a plainclothes policeman to make the arrest.
- ☐ The author is questioning the limits of loyalty to a friend. In the end the character does the right thing and has his friend arrested for his crimes.
- ☐ Responses will vary. Students may say that loyalty should not be extended to those who break the law.

Apply the Model: Use Text Organization

The picture on page 10 provides a clue that the story may take place on a street on a cold dark night in an earlier time period. From the picture of the police officer on page 13, the reader might predict that one of the characters in the story is in law enforcement.

Sequence Map

The sequence of events in the story takes place in the following order:

1. Bob and Jimmy grow up together in New York.
2. When they are 18 and 20, they agree to meet in New York exactly twenty years later.
3. Jimmy stays in New York.
4. Bob goes out West to seek his fortune.
5. Exactly twenty years later, Bob waits for Jimmy on the street.
6. Jimmy (Patrolman Wells) meets Bob but recognizes him from a wanted poster.
7. Jimmy doesn’t reveal his identity to Bob and leaves.
8. A plainclothes policeman meets Bob, presenting himself as Jimmy.

9. Bob recognizes that the man is not Jimmy, by his pug nose.
10. The officer arrests “Silky Bob” for his crimes in Chicago.
11. The officer gives Bob a note from Jimmy explaining that he couldn’t arrest his old friend himself, but sent the plainclothes officer to do the job.

Responses will vary. Students may say that the structure of the story adds to the suspense because the reader does not know that the police officer is Jimmy until the end of the story.

After Twenty Years

Build Background

Responses will vary.

Build Vocabulary: Using Context Clues with Outdated Words

A. Possible responses:

1. It was about 10:00 at night, but chilly gusts of wind with a taste of rain in them had nearly emptied the streets.
2. “Well, I’ll explain if you’d like to be sure it’s on the up-and-up.”
3. “Twenty years ago tonight,” said the man, “I dined here at Applebee’s with Jimmy Wells, my best friend and the finest dude in the world.”
4. “How has the West treated you, buddy?”
5. “Terrific; it has given me everything I asked for and more.”

Analyze Literature: Plot Diagrams

Responses will vary.

Extend the Text: Make Predictions

Jimmy’s Attitude Toward	Evidence from the Selection	What it Means
1. friendship	Jimmy keeps an appointment made 20 years ago.	He values friendship and thought of Bob as a very good friend.
2. his profession	Jimmy dutifully sees that all the doors of businesses on his beat are locked and secure. He sends another cop to arrest his old friend.	He is dutiful and serious about doing a good job. He’s not about to compromise the values of his profession.
3. law/justice	After recognizing Bob as a wanted criminal, Jimmy knows that Bob must be arrested.	He believes that criminals should be arrested and prosecuted, even if one is an old friend.

Responses will vary.

Selection Quiz

1. Patrolman Wells
2. 20
3. pretends
4. arrest
5. Silky Bob
6. Chicago
7. Wanted
8. B
9. D
10. C
11. A
12. policeman, criminal
Responses will vary.
13. All answers are True.
Responses will vary.

The 11:59

Build Background: History Connection

A.

- | | |
|---------|------------------|
| 1. 1925 | 6. 1950s and 60s |
| 2. 1869 | 7. 1857 |
| 3. 1825 | 8. 1804 |
| 4. 1821 | |
| 5. 1971 | |

B. Responses will vary.

Literary Connection: Metaphor

A.

Part of the Train Trip	Metaphor for
Waiting in the waiting room	Waiting for something to happen in your life; life may be dull and without incident
Departure of the train from the station	A trip or an event that is meaningful or adventurous
Miles going by as you look out the window	Events in your life
Arrival of the train in the station	An important episode in your life has just concluded; the end of life, or death

B. Discussions will vary.

Preview Vocabulary

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

B. Responses will vary.

Analyze Literature: Supernatural Fiction

A. Answers will vary.

B.

Supernatural Events	Lester's Reaction
Lester feels "a sharp pain in his chest." Then he hears the "mournful sound of a train whistle."	Lester hurries to his apartment and doesn't eat or drink to stave off catastrophe and death. He shuts off the space heater and nails shut the doors and windows, unplugs all appliances.
After sleeping, Lester hears the train whistle again.	Lester waits fearfully, feeling "fastened to the chair."
Tip appears in his porter's uniform.	Lester is glad to see his old friend and is no longer fearful about dying.
Lester sees a single headlight from the train.	Lester dies after saying he's ready to die.

Use Reading Strategies: Make Connections

The best job in the community: Porters had steady pay, full-time permanent employment, and pensions. Due to the union, these “Ambassadors of Hospitality” (page 27) had more security than many other African-Americans of this time period. They had colleagues with whom they could socialize when not at work (pages 20–22).

The worst job on the train: Porters have to respond to passengers’ demands and whims and are often not tipped well, which recalls Sampson’s incident with the “Big Money lady” who gave him a mere dime (page 22). They had to receive passengers graciously, carry their luggage, make up sleeping berths, serve beverages and food, keep the guests happy, and smile constantly (pages 26–27).

Analyze Literature: Fiction vs. Nonfiction

A.

Nonfiction Elements in “The 11:59”	Fiction Elements in <i>A Long Hard Journey....</i>
Pension of a retired porter page 19	Descriptions of how porters did their work “willingly and joyfully” and “graciously” page 26
Factual information about the founding of the Brotherhood of Sleeping Car Porters page 20	Descriptive language: “Their smiles changed to pleas in the beginning, then shouts of protest.” page 27
Thirteen-year struggle between the Brotherhood and the Pullman Company page 20	
Name of the train: Silver Arrow page 21	

There are more examples of *nonfiction* elements in “The 11:59” than there are *fiction* elements in *A Long Hard Journey*. However, since the latter is a longer work, there may well be more examples in other parts of the book. To adapt this assignment for advanced students, encourage them to read more of the nonfiction work.

B. Discussions will vary.

Selection Quiz

- | | | |
|------|------|-------|
| 1. A | 5. A | 9. B |
| 2. B | 6. A | 10. C |
| 3. A | 7. A | |
| 4. A | 8. B | |

The Inn of Lost Time

Build Background: Prior Knowledge

Responses will vary.

Vocabulary: Word Families

- | | |
|-----------------|------------------|
| 1. desolation | 11. ravenously |
| 2. parasitical | 12. trauma |
| 3. delusional | 13. parasitical |
| 4. ravenously | 14. inadequate |
| 5. poignancy | 15. compensation |
| 6. compensation | 16. poignancy |
| 7. trauma | 17. desolation |
| 8. decrepitude | 18. decrepitude |
| 9. inadequate | 19. delusional |
| 10. fraudulent | 20. fraudulent |

Analyzing Literature: Setting

Students may fill in the cluster chart with information that includes the following:

Social conditions: rise of the merchant class in Japan; trade with Portugal

Customs: wives sit behind their husbands; younger people are taught to not contradict their elders; inn owners treat guests with deference (hospitality)

Psychological portrait of Zenta: panics when he see the inn has changed when he awakens; relieved when he realizes only one day has passed

Zenta's responsibilities: to protect Tokubei, his master; to safeguard his swords

Facts about his social class: a ronin, or unemployed samurai; subservient to his master, merchant Tokubei

Mythology Connection

- A. Box #1: Zeus gives Pandora a box, telling her to never open it.
Box #2: Curious, Pandora opens the box and every bad thing in the world, such as hate, anger, sickness, poverty, flies out.
Box #3: Pandora closes the box before hope flies out.
- B. Responses will vary.

Use Reading Strategies: Make Connections

A. Possible table:

Features	Frame Story	Story within the Story
cause of lost time	The Princess of the Underseas gives Urashima Taro a box, which he opens despite her warning.	A father and his daughter, a girl with six fingers on her left hand, contrive a hoax to make Zenta and Tokubei think much time has passed.
quantity of lost time	Urashima Taro loses 72 years of his life.	Fifty years seem to have elapsed.
change in setting returned to	Urashima Taro's parents are dead, another couple lives in his family home, his son is 72-years-old.	The thatched roof of the inn looks much darker and older, and the plastering on the walls looks dingy. The sliding door's panel art is torn.
degree of suffering	Urashima Taro loses everything that was important to him.	Zenta and Tokubei panic, but the latter is relieved when Zenta explains the "lost time" is a hoax.

B. Essays will vary.

Literary Connection: Setting

A. Responses will vary.

B. Paragraphs will vary.

Selection Quiz

- | | | |
|------|-------|-------|
| 1. A | 6. B | 11. B |
| 2. B | 7. A | 12. A |
| 3. B | 8. B | 13. B |
| 4. B | 9. A | 14. A |
| 5. A | 10. B | 15. A |

16. Animal Tales, Tales of Magic

The Portrait

Build Background: Share a Photo

- A. Responses will vary.
- B. Responses will vary.
- C. Students should say that the portrait shows a soldier, so the story may be about a character who was in a war. The title indicates that this photo is important to the story.

Build Background: Interview a Grandparent

Responses will vary.

Analyze Language: Euphemisms

- A.
 - 1. died
 - 2. killed
 - 3. died
 - 4. euthanized
 - 5. laid off employees
 - 6. torture
 - 7. President Bush bombed Iraq.
 - 8. The magazine company sent their desktop publishing work overseas to India.
 - 9. members of his own squadron
 - 10. fired
- B. Graphic organizers should show three categories of euphemisms: death, employment, military. The euphemism from the story is “lost in action,” which stands for “killed in battle.”

Analyze Literature: Narrator

- A.
 - 1. No
 - 2. Yes: It is implied the narrator witnessed the events as a child.
 - 3. Yes: It is implied that the narrator is also Hispanic as he/she lived in a Hispanic neighborhood.
 - 4. Yes: It is implied that the narrator is Don Mateo’s neighbor.
 - 5. Yes
 - 6. No
 - 7. Yes: The way the narrator concludes the story implies he/she finds humor in the similarity of the resemblance between Chuy and his father in the plot.
- B. Paragraphs will vary but should include some items from the chart.

Creative Writing: Speaker Tags

- A. Responses will vary.
- B. Responses will vary.

Make Connections

- A. Students might mention that the salesman in the story talks to people easily, has good persuasion skills, and is strong enough to carry the product.
- B. Responses will vary.

Selection Quiz

- A.
 - 1. B
 - 2. D
 - 3. C
 - 4. A
 - 5. D
 - 6. D
 - 7. A
 - 8. B
 - 9. B
- B.
 - 10. E, C
 - 11. E, C
 - 12. E, C
 - 13. C, E
 - 14. C, E

A Day's Wait

Build Background: Math Connection

- A.
1. 426.88 miles
 2. 5.28 gallons
 3. 17.64 pounds
 4. 68 degrees
 5. 4.92 feet
 6. 1.83 meters
- B. Math problems will vary.

Literary Connection: Style

- A. Students may like to compare their writing to that of Hemingway:

from "A Day's Wait"

1. "It was a bright, cold day...."
2. "...the bare ground had been varnished with ice."

from *For Whom the Bell Tolls*

3. "There were no clouds in the sky and Robert Jordan sat on the rocks with his shirt off browning his back in the sun and reading the letters that had been in the pockets of the dead cavalryman."
4. "This letter was a little stained around the edges and Robert Jordan put it carefully back with the military papers and opened a letter with a less severe handwriting."
5. "Then he heard the far-off, distant throbbing and, looking up, he saw the planes."

- B. Journalists often need to count their words, so they use adjectives and adverbs sparingly. They get to the point and then, if they have room, they give more detail or support. Hemingway's spare style may have some foundation in his early work as a reporter. There is much conjecture from Hemingway experts about this.

Use Reading Strategies: Make Connections

A.

Questions	"A Day's Wait"	NASA Press Release
1. Who is responsible for the miscommunication?	The doctor failed to say the temperature was given in Fahrenheit, the son didn't seek to verify, the father didn't notice his son's agony over it.	In the transfer of information between the Mars Climate Orbiter spacecraft team and the mission navigation team, employees neglected to clarify which unit of measurement they were using.
2. What was miscommunicated?	The severity of the boy's temperature. It was not explained that it was given in Fahrenheit, not Celsius.	Math information was miscommunicated. It wasn't clarified by either division which system of measurement was being used.
3. What was the result of the miscommunication?	The boy thought he was going to die.	The Mars Climate Orbiter was lost in space.
4. Where did the miscommunication occur?	At the home.	In Colorado with the Mars Climate Orbiter spacecraft team and in California with the mission navigation team.

Questions	"A Day's Wait"	NASA Press Release
5. When did the miscommunication occur?	In winter when the boy got a fever.	Date not given.
6. Why did the miscommunication occur?	The father and son didn't explain their thoughts and emotions.	There was a "failure to recognize and correct an error in a transfer of information" between the two agencies.

- B. Many students may say that the loss of the Mars Climate Orbiter was a greater loss due to its large cost. However, Schatz's day of suffering cannot be neglected since it surely made an indelible mark on such a young boy and the memory may be with him for a lifetime.
- C. Students may respond that, whether at work or in their personal lives, it is best to state which unit of measurement one is using to avoid problems like those presented in the selections.

Selection Quiz

- | | | |
|---|--|--|
| <p>A.</p> <ol style="list-style-type: none"> 1. F—The season is winter. 2. F—Schatz is a boy of nine. 3. F—The doctor says the boy's temperature is one hundred and two degrees, using the Fahrenheit system. 4. T 5. F—The father reads to his son. | <ol style="list-style-type: none"> 6. T 7. F—The family has a dog. 8. T 9. F—Schatz wasn't back to normal the day after he found out he wasn't going to die. He "cried very easily at little things that were of no importance." | <p>B.</p> <ol style="list-style-type: none"> 10. A 11. B 12. A 13. A |
|---|--|--|

The War of the Wall

Build Background: Historical Context

- 1954: 3. Brown vs. Board of Education decision
- 1955: 4. Rosa Parks refuses to give up her bus seat to a white man
- 1957: 6. Southern Christian Leadership Conference founded
- 1960: 11. Sit-in at segregated Woolworth's lunch counter
- 1961: 5. Freedom rides begin
- 1963: 14. March on Washington; "I Have a Dream" speech
- 1964: 15. 24th amendment abolishes the poll tax
 - 16. Fannie Lou Hamer founds Mississippi Freedom Democratic Party
 - 8. Civil Rights Act: racial discrimination illegal
- 1965: 2. Assassination of Malcolm X
 - 12. Voting Rights Act
 - 13. Race riots erupt in Watts
- 1966: 9. Militant Black Panthers founded
- 1967: 10. Loving vs. Virginia lawsuit: interracial marriage allowed
- 1968: 1. Assassination of Martin Luther King, Jr.
 - 7. Civil Rights Act: racial discrimination in housing illegal

Build Vocabulary

A.

- | | |
|----------------|----------------|
| 1. masterpiece | 5. courtesies |
| 2. liberation | 6. scheme |
| 3. inscription | 7. trance |
| 4. aromas | 8. integration |

B. Rap lyrics will vary.

Analyzing Literature: Allusion

A.

- 1. A pivotal figure in the Civil Rights Movement, King led the organization that was responsible for the successful Montgomery Bus Boycott. A gifted orator, he gave the "I Have a Dream" speech at the March on Washington. (1929–1968)
- 2. A former street hustler, Malcolm X became a brilliant and charismatic speaker on the topic of black consciousness and integration; he built the Nation of Islam into a large organization. (1925–1965)
- 3. An ex-slave who fought for her freedom, Tubman led other slaves to freedom in the Underground Railroad. (c. 1820–1913)
- 4. Hamer fought for the right to vote and economic assistance for blacks and helped found the Mississippi Freedom Democratic Party. (1917–1977)
- 5. A renowned trumpeter, Louis Armstrong was one of the most influential artists in jazz history. (1901–1971)
- 6. A scholar and prolific writer, DuBois promoted integration. (1868–1963)
- 7. A jazz pianist, Basie was the first leader of a Kansas City style swing band to rise to national fame. (1904–1984)
- 8. One of the most influential jazz vocalists of her day, Holiday had a thriving career until drug addiction took over her life. (1915–1959)

B. Graphic organizer:

Cultural/artistic: Louis Armstrong, Count Basie, Billie Holiday

Historical/political: Martin Luther King, Jr., Malcolm X, Harriet Tubman, Fannie Lou Hamer, W.E.B. DuBois

- C. Possible answer: Perhaps the author had the artist include famous African-Americans in the mural to show how far African-Americans had come. The people in her portraits ranged from slaves to Civil Rights Leaders and cultural icons to kids from the neighborhood. Perhaps the author wanted the characters on Taliaferro Street to be proud of their people's accomplishments, as well as remember a local soldier who died in the Vietnam War.

Analyze Literature: Characterization

Features of the Mural	What the Painter Values
King, Malcolm X, Harriet Tubman, Fannie Lou Hamer	People who fought for rights for African-Americans
Louis Armstrong, Billie Holiday, Count Basie	People who contributed to American culture.
"leaflike flags of the vine" page 70	Liberation of African countries from colonial rule.
portraits of children from the neighborhood	The possibilities of the next generation.
inscription page 70	Her cousin, Jimmy Lyons; maybe even his service to his country.

B. Sample Character Diamante:

The Painter
determined, outsider
painting, not talking, working
black, artist, northerner, driver
painting, not talking, working
polite, insistent
The Community Organizer

Selection Quiz

A.

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

B.

8. generous/friendly/
welcoming
9. pork
10. paint over/deface
11. is changing
12. community/
neighborhood
13. kids/children
14. special/important/
respected

The Foghorn

Build Background: Connect to Personal Experience

- A. Postcards will vary.
- B. Students might write words such as “wonder,” “fascination,” “strange,” or “mystery.”

Build Vocabulary: Parts of Speech

- A.
 - 1. verb, noun, adjective
 - 2. adjective, noun
 - 3. verb, adjective
 - 4. noun, noun, adjective
- B.
 - 5. algaic
 - 6. brood
 - 7. lament
 - 8. verify
- C. Responses will vary.

Analyze Literature: Personification

A.

Personification Example	Explanation
“the great deep cry of our Fog Horn,” page 75 “high throat of the tower,” page 75	The lighthouse has a voice.
“[Fog Horn] shuddered through the rags of mist,” page 75	The lighthouse reacts to stimulation.
“the light switching its tail in two hundred directions,” page 75	The lighthouse has a tail.
“The great eye of the light was humming, turning easily in its oiled socket,” page 76	The lighthouse can see.
“a big lonely animal crying in the night,” page 76	The lighthouse shows emotion.
“calling and calling through the raveling mist,” page 77	The lighthouse communicates.

- B. Possible answer: The lighthouse resembles the sea monster. It sees, cries out in an effort to communicate, has a tail, and shows emotion. Personification helps Bradbury convince the reader that the lighthouse is similar to the fellow creature that the sea monster sees in it. Personification sets up the reader to see the sea monster try to interact with the lighthouse.
- C. Examples: The tree danced in the wind. The flower gazed up at the sun. The first wave ran to the shore and pulled back to pass the relay baton to the next wave.

Use Reading Strategies: Make Connections

Responses will vary.

Selection Quiz

A.

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

B.

- | | |
|-------------------------|-----------------------|
| 6. narrator | 11. destroys |
| 7. lighthouse | 12. cellar/basement |
| 8. afraid | 13. cement/concrete |
| 9. sea creature/monster | 14. doesn't come back |
| 10. lament | |

C. An argument for fantasy is the imaginary element of the sea monster, even though he has no real “magical” qualities. An argument for science fiction is the otherworldliness of the ocean as a home for a being that is “one of the tribe” of dinosaurs. Still other students may see the sea monster as a supernatural creature.

Rikki-Tikki-Tavi / The Green Mamba

Build Background

Students' answers will vary.

Set Purpose

“Rikki-Tikki-Tavi”

Feelings you get from the illustration on page 93 Students' answers will vary.

Feelings characters have when facing danger Possible answer: Human and animal characters express fear; the mongoose acts to protect and appear strong even though it is not very sure of itself.

“The Green Mamba”

Feelings you get from the photograph on page 103 Students' answers will vary.

Feelings characters have when facing danger Possible answer: Snake-man seems businesslike and self-assured; others appear frightened and upset.

Vocabulary

- | | |
|--------------|---------------|
| 1. veranda | 4. manipulate |
| 2. cowered | 5. forlorn |
| 3. unruffled | 6. sluice |

Compare Literature: Personification

“Rikki-Tikki-Tavi”

Karait—able to speak, wicked

Nag—wicked, cold-hearted, able to speak, boastful, a bit afraid of Rikki-tikki, plotting, has a wife

Nagaina—wicked, plotting, in mourning, caring toward her eggs and children

“The Green Mamba”

Green mamba—has malevolent eyes; called a good boy, my pretty, a lovely fellow, a clever boy; told to relax

1. The author gives all the snakes the ability to think and speak. All are described with human characteristics, such as being wicked. Nag and Nagaina's relationship is that of a married couple who are protective of their children. Nagaina goes through mourning when Nag dies.
2. The author personifies the snake mostly through the comments of the snake-man who talks to the snake as though it were a human. The narrator of the story notes that the snake has malevolent eyes.
3. Students' answers will vary.

Compare Literature: Character Traits

What the character says, does, or thinks

Rikki-tikki Possible answers: Rikki-tikki spies on snakes, kills snakes, destroys eggs, challenges Nagaina and tells her about smashing her eggs.

The Snake-man Possible answers: The snake-man looks for and captures a snake, talks soothingly to the snake, says he's sorry about the dog that was bitten and died, and advises that the dog should be taken away so the children won't see it.

Physical features, dress, and personality

Rikki-tikki Possible answers: Physical features: mongoose, fur and tail much like those of a cat; pink eyes and nose; eyes turn red when angry; young; white teeth Personality: curious; restless; gentle with humans; afraid for a little while; thoughtful; sure of himself; snake killer by nature; plans way to kill snakes

The Snake-man Possible answers: Physical features and dress: old Englishman; very small and old; wearing boots of thick cowhide and gloves to his elbows; carrying long, forked pole; impressive looking with pale blue eyes deep-set in a round, wrinkled face; thick, white eyebrows; head full of almost black hair Personality: moves softly; confident, slow strides; direct; waits silently; animal lover; quick; sympathetic, yet focused on the job; unafraid

What other characters say or think about the character

Rikki-tikki Possible answers: Darzee says he is great and mourns him when he goes down the snake hole. The family considers him a hero.

The Snake-man Possible answers: A character explains that the snake-man will not accept snakes that others catch because they might get hurt trying to catch the snakes.

How are Rikki-tikki and the snake-man most alike? How are they different?

Both bravely deal with the snakes until their task is completed. Both could be harmed by snakes. Rikki-tikki is an animal that kills the snakes. The snake-man is a human who captures the snakes.

Which character—Rikki-tikki or the snake-man— is the better hunter of snakes? Give reasons to support your opinion.

Students' answers will vary.

Make Connections

Text-to-Text: Both Rikki-tikki and Schatz bravely try to protect those around them from deadly dangers. Rikki-tikki faces a real possibility of death as he tries to protect others from deadly snakes. Schatz thinks he is dying and tries to protect others from getting his deadly disease.

Text-to-Self: Students' answers will vary.

Focus on “Rikki-Tikki-Tavi”**Mirrors & Windows Question**

Students' answers will vary.

Selection Quiz

- | | |
|----------------|--------------------|
| 1. E | 9. Nag and Nagaina |
| 2. A | 10. 4 |
| 3. G | 11. 5 |
| 4. C | 12. 3 |
| 5. D | 13. 2 |
| 6. B | 14. 6 |
| 7. F | 15. 1 |
| 8. Rikki-tikki | |

Focus on “The Green Mamba”**Mirrors & Windows Question**

Students' answers will vary.

Selection Quiz

- | | | |
|--|---------------------|-------|
| 1. the snake-man | 4. a Sunday evening | 8. D |
| 2. A snake gets in a house and
must be removed. | 5. A | 9. B |
| 3. a house in Dar es Salaam | 6. C | 10. C |
| | 7. A | |

What Do You Think?

Students' answers will vary.

Uncle Tony's Goat

Set Purpose

- | | |
|---------------|------------------|
| 1. hostile | 6. mane |
| 2. cloister | 7. careening |
| 3. mash | 8. conspicuously |
| 4. compensate | 9. hydrant |
| 5. kneading | 10. cud |

Possible answer: The story is about a mean goat that a child's uncle owns and how someone gets hurt.

1. Possible prediction: The children will shoot their arrows at the uncle's goat and hurt it.
Check: The children shoot their arrows at nanny goats and kids. The uncle's goat watches.
2. Possible prediction: The goat will store the memory and retaliate against one of the arrow shooters. Check: The goat knocks the narrator over and hurts him when the narrator tries to get the goat out of the shed.
3. Possible prediction: Uncle Tony will warn the narrator to be more careful when dealing with animals. Check: Uncle Tony carries the narrator into the house and locks the goat in the pen.
4. Possible prediction: The narrator and the goat stay away from each other. Check: The goat runs away from the farm; Uncle Tony goes looking for it but returns home without it.

Questions to Answer as You Read

Pages 105–106 **Analyze Literature: Setting** What is the setting of the story?

Possible answer: The setting is a small farming community with a nearby stream and river and land for grazing.

Page 106 **Use Reading Skills: Cause and Effect** Why were the children going to the church?

The children are going to the churchyard to shoot arrows at cats there.

Page 107 **Analyze Literature: Character** What is Uncle Tony's goat like?

Uncle Tony's goat is a smelly, black billy goat that is observant and has a good memory. The goat only lets Uncle Tony care for him.

Page 108 **Use Reading Strategies: Make Predictions** What do you think will happen to the goat?

Possible answer: Uncle Tony might sell the goat or keep the goat locked in a pen.

Page 109 **Use Reading Strategies: Make Inferences** Why do you think the narrator feels stiffness in his throat and chest?

The narrator feels guilty because his uncle thinks that the goat charged the narrator for no reason. The narrator fears how severe the goat's punishment will be.

Page 110 **Use Reading Skills: Draw Conclusions** Is Uncle Tony upset about losing the goat? Explain.

Possible answer: No, Uncle Tony values his family and their safety more than his animals. He believes the goat hurt the narrator for no reason, and so the family is better off without him.

Selection Quiz

- | | | |
|------|----------------|-------|
| 1. C | 6. Uncle Tony | 11. 4 |
| 2. B | 7. Mother | 12. 2 |
| 3. A | 8. Narrator | 13. 1 |
| 4. B | 9. Mother | 14. 5 |
| 5. D | 10. Uncle Tony | 15. 3 |

Describe and Critique: Fiction

Title: “Uncle Tony’s Goat”

Author: Leslie Marmon Silko

Type of Fiction: Short Story

Setting: Possible answer: Rural area with a stream, grazing land and houses with animal pens

Main Characters: Possible answers: narrator: seven-year-old child
Uncle Tony: brother of the narrator’s mother and owner of the goat
Uncle Tony’s billy goat: expensive goat

Conflict/Problem

Possible answer: The narrator must get Uncle Tony’s goat out of the shed. The goat remembers that the narrator and his friends shot arrows at the goats. The goat refuses to move and then charges.

Plot

Possible answers:

1. Children made bows and arrows and were looking for something to shoot at for practice when they saw the goats, including Uncle Tony’s prized billy goat.
2. Children shoot their arrows at goats. The billy goat takes a good long look at them.
3. The narrator’s uncle warns the children not to shoot at things.
4. Later, the narrator helps out with the animals by letting the goats out of the pen. The billy goat won’t budge.
5. The goat remembers the narrator and the bow and arrows. He charges the child, who falls and gets hurt.
6. Uncle Tony carries the child into the house and then locks the goat in a pen
7. The goat runs away, and Uncle Tony goes looking for him.
8. Uncle Tony returns without the goat. He explains that he couldn’t find the goat.
9. Uncle Tony notes that it is better not to have the stubborn goat because it was just too mean.

Theme: Possible answers: Do no harm to others, and they will not harm you. Animals won’t bother you if you don’t bother them first. Treat all creatures with respect. One must go on with life even if one loses something valuable.

Critique, or review and evaluate, the story “Uncle Tony’s Goat.” Answer these questions.

Students’ answers will vary.

The Serial Garden

Vocabulary

- | | | |
|--------------|----------------|------------------|
| 1. hauteur | 4. aggrievedly | 7. Kapellmeister |
| 2. vigil | 5. noisome | 8. obediently |
| 3. fretfully | 6. cache | |

Answer to question: Brekkfast Brikks Cereal

Complete a Story Events Chart

	What Mark Did in the Garden	What Mark Did After He Left the Garden
Visit 1	Mark entered the garden after singing a tune. He saw flowers, a yew arch, and then blackness. He left the garden by singing the tune.	Mark immediately sang the song again.
Visit 2	Again Mark entered the garden. He returned to the playroom when he heard a clanging sound.	He bought boxes of Brekkfast Brikks with the rest of the garden sections. Mark added on the second section.
Visit 3	In the garden, Mark visited a section with flowers like blue cabbages and heard a crying sound.	He finished another box of cereal and added another section of garden.
Visit 4	Mark walked over a lawn and around a lake. He caught a glimpse of a figure.	He ate more cereal and added another section to the garden.
Visit 5	Mark walked on a path bordered by trees and saw a person. He ran to where she was standing, but she had vanished.	Mark built another section. He forgot the song for two days and went on a day trip with his parents.
Visit 6	Mark saw an orchard and met the princess. She had cast a spell to vanish to the garden and wait for the musician she wanted to marry. She had been waiting fifty years.	Mark put together the last section, which had been chewed by a mouse.
Visit 7	Mark visited the princess and agreed to bring her a dog for protection because she had seen animal tracks.	Mark's music teacher recognized the tune Mark asked him to write as one he had written many years ago. He gave Mark his dog.
Visit 8	In the garden, the dog happily greeted the princess. It was the dog of the musician she loved. Mark and the princess realized she loved his music teacher.	Mark left the garden to get Mr. Johansen and bring him to the garden.

Why is his eighth visit to the garden Mark's last one? What did Mark do as a result?

Mark brought Mr. Johansen to his home to take him into the garden. While he was away, his mother had burned the garden pieces as she was cleaning. The garden was gone. Mark began advertising for boxes of Brekkfast Brikks, so he could put the garden together again.

Analyze Literature

Answer the questions in the chart about each character.

Where is he or she trapped?

Mr. Armitage in the larder, or pantry

Princess Sophia in the serial garden

Why did he or she go in this place?

Mr. Armitage to find out how a mouse was getting into the larder

Princess Sophia to hide from her father and to meet the musician she loved so that they could be together

How did he or she become trapped?

Mr. Armitage The catch on the larder door jammed, and the door would not open.

Princess Sophia The maid whom the princess trusted did not bring the book of garden pictures to Rudi. Only Rudi knew how to get into the garden, but he did not have the pictures to get there.

How is he or she able to gain freedom?

Mr. Armitage The blacksmith will come and open the larder door.

Princess Sophia The tune Mr. Johansen wrote opens the garden, but the princess chooses to stay in and wait for Mr. Johansen to come to her.

1. Both are trapped in places and cannot get out. Mr. Armitage was accidentally trapped and cannot wait to get out. The princess voluntarily put herself in the garden but never expected to be there alone. Both need help getting out. Mr. Armitage needs the help of the blacksmith. The princess needs someone to have pictures of the garden and to sing the song Rudi wrote.
2. Mr. Armitage's situation does foreshadow the princess's situation by giving clues about someone being trapped and needing help to be released.

Write a New Ending

How does the princess react when she leaves the garden? The princess may be surprised at how small and messy Mark's playroom is.

How does Mark get the princess out of his home without being seen? Possible answer: Mark might wait for his parents to be in another part of the house before sneaking the princess out.

What happens to the princess? Does she change when she leaves the garden? Possible answer: The princess might begin to age because she has left the enchanted garden.

What happens when the princess and Rudi see each other again? Possible answer: Rudi and the princess might be amazed at how different they look, but they may still love one another.

What do Princess Sophia and Rudi decide to do? Possible answer: They might decide to marry and live together in the music teacher's home.

Do they still care for each other? Possible answer: The two may continue to care for each other although Rudi has likely changed a great deal and the princess has not changed.

Can the princess live in the world of the music teacher? Possible answer: The princess may have trouble living in a world that does not treat her as royalty.

Describe and Critique: Fiction

Title: “The Serial Garden”

Author: Joan Aiken

Type of Fiction: Short Story

Setting: Possible answer: Rural area with a stream, grazing land and houses with animal pens

Main Characters: Possible answers: Mark Armitage: boy who explores the garden

Mrs. Armitage: Mark’s mother

Princess Sophia: princess who cast a spell so she could vanish into the garden

Rudolph Johansen: the court conductor and Mark’s musician

Conflict/Problem Possible answer: In an alternative world, a German princess has waited for about fifty years for the man she loves to come to her world.

Plot

Possible answers:

1. Mark buys Brekkfast Briks cereal and puts together the garden cutout on the back.
2. Mark sings a song, and the garden opens up for him to enter.
3. Mark buys five more boxes of cereal with the remaining sections of the garden.
4. Mark glimpses a figure in the garden.
5. Mark meets Princess Sophia in the garden who tells her love story.
6. Mark builds the last section of the garden, part of which was chewed by a mouse.
7. Mark brings his music teacher’s dog to the princess, and it turns out to be the dog of the conductor the princess loved.
8. Mark brings his music teacher to his home, but his mother has burned the garden.
9. The music teacher accepts the idea that he will never see the princess again, but Mark advertises for more boxes of the cereal.

Theme: Possible answers: If you value something, keep it in a safe place. Plans can fail to produce the expected results. You cannot predict the future.

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

Students’ answers will vary.