Unit One
Resources
# CONTENTS

<table>
<thead>
<tr>
<th>单元资源: 小说和非小说</th>
<th>AIO</th>
<th>UR</th>
</tr>
</thead>
<tbody>
<tr>
<td>关于单元资源</td>
<td>ix</td>
<td></td>
</tr>
<tr>
<td>评估流利度指南</td>
<td>xiii</td>
<td></td>
</tr>
<tr>
<td>发音键</td>
<td>xv</td>
<td></td>
</tr>
<tr>
<td>BQ 的活动</td>
<td>1</td>
<td>.</td>
</tr>
<tr>
<td>BQ 的歌曲: “Mission Impossible”</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>BQ 提及—1</td>
<td>3</td>
<td>.</td>
</tr>
<tr>
<td>BQ 提及—2</td>
<td>4</td>
<td>.</td>
</tr>
<tr>
<td>BQ 提及—3</td>
<td>5</td>
<td>.</td>
</tr>
<tr>
<td>应用 BQ 问题</td>
<td>6</td>
<td>.</td>
</tr>
<tr>
<td>诊断测试</td>
<td>1</td>
<td>.</td>
</tr>
<tr>
<td>技能概念图 1</td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>

### 来自 “Baker Heater League” 由 Patricia C. and Fredrick McKissack

#### "The 11:59" 由 Patricia C. McKissack
- 词汇和阅读热身 | 13 |
- 听力和观看 | 17 |
- 学习小说和非小说 | 18 |
- 模型选择: 小说 | 19 |
- 模型选择: 非小说 | 20 |
- 开卷测试 | 21 |
- 选择测试 A | 24 |
- 选择测试 B | 27 |

#### "Raymond’s Run” 由 Toni Cade Bambara
- 词汇和阅读热身 | 30 |
- 写作关于 BQ 问题 | 34 |
- 阅读: 做预测并支持他们 | 35 |
- 文学分析: 情节 | 36 |
- 词汇构建 | 37 |
- 增强: 运动教练 | 38 |
- 开卷测试 | 39 |
- 选择测试 A | 42 |
- 选择测试 B | 45 |

#### “A Retrieved Reformation” 由 O. Henry
- 词汇和阅读热身 | 48 |
- 写作关于 BQ 问题 | 52 |
- 阅读: 做预测并支持他们 | 53 |
<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Cub Pilot on the Mississippi&quot;</td>
<td>99</td>
</tr>
<tr>
<td>Selection Test A</td>
<td>102</td>
</tr>
<tr>
<td>Selection Test B</td>
<td>105</td>
</tr>
<tr>
<td>&quot;Old Ben&quot; by Jesse Stuart</td>
<td></td>
</tr>
<tr>
<td>&quot;Fox Hunt&quot; by Lensey Namioka</td>
<td></td>
</tr>
<tr>
<td>Vocabulary and Reading Warm-ups</td>
<td>108</td>
</tr>
<tr>
<td>Writing About the Big Question</td>
<td>112</td>
</tr>
<tr>
<td>Literary Analysis: Narrative Structure</td>
<td>113</td>
</tr>
<tr>
<td>Vocabulary Builder</td>
<td>114</td>
</tr>
<tr>
<td>Support for Writing to Compare Literary Works</td>
<td>115</td>
</tr>
<tr>
<td>Open-Book Test</td>
<td>116</td>
</tr>
<tr>
<td>Selection Test A</td>
<td>119</td>
</tr>
<tr>
<td>Selection Test B</td>
<td>122</td>
</tr>
<tr>
<td>Writing Workshop: Reflection—Description of a Person</td>
<td>125</td>
</tr>
<tr>
<td>Writing Workshop: Concrete, Abstract, and Possessive Nouns</td>
<td>126</td>
</tr>
<tr>
<td>Benchmark Test 1</td>
<td>127</td>
</tr>
<tr>
<td>Skills Concept Map 2</td>
<td>133</td>
</tr>
<tr>
<td>from An American Childhood by Annie Dillard</td>
<td></td>
</tr>
<tr>
<td>Vocabulary and Reading Warm-ups</td>
<td>134</td>
</tr>
<tr>
<td>Writing About the Big Question</td>
<td>138</td>
</tr>
<tr>
<td>Reading: Recognize Details That Indicate the Author’s Purpose</td>
<td>139</td>
</tr>
<tr>
<td>Literary Analysis: Mood</td>
<td>140</td>
</tr>
<tr>
<td>Vocabulary Builder</td>
<td>141</td>
</tr>
<tr>
<td>Enrichment: Origins of Shadow Puppets</td>
<td>142</td>
</tr>
<tr>
<td>Open-Book Test</td>
<td>143</td>
</tr>
<tr>
<td>Selection Test A</td>
<td>146</td>
</tr>
<tr>
<td>Selection Test B</td>
<td>149</td>
</tr>
<tr>
<td>&quot;The Adventure of the Speckled Band&quot; by Sir Arthur Conan Doyle</td>
<td></td>
</tr>
<tr>
<td>Vocabulary and Reading Warm-ups</td>
<td>152</td>
</tr>
<tr>
<td>Writing About the Big Question</td>
<td>156</td>
</tr>
<tr>
<td>Reading: Recognize Details That Indicate the Author’s Purpose</td>
<td>157</td>
</tr>
</tbody>
</table>
Literary Analysis: Mood ......................................................... 41  158
Vocabulary Builder .......................................................... 42  159
Enrichment: Consider a Career as Detective ....................... 160

from An American Childhood and “The Adventure of the Speckled Band”
Integrated Language Skills: Grammar ................................ 43  161
Integrated Language Skills: Support for Writing ................... 44  162
Integrated Language Skills: Research and Technology .......... 163

“The Adventure of the Speckled Band”
Open-Book Test ............................................................... 164
Selection Test A ............................................................... 167
Selection Test B ............................................................... 170

from Steinbeck: A Life in Letters
from Travels with Charley by John Steinbeck
Vocabulary and Reading Warm-ups ...................................... 173
Writing About the Big Question ......................................... 45  177
Reading: Author’s Purpose .................................................. 46  178
Literary Analysis: Author’s Style ........................................ 47  179
Vocabulary Builder .......................................................... 48  180
Enrichment: Travel Writing Career ...................................... 181
Open-Book Test ............................................................... 182
Selection Test A ............................................................... 185
Selection Test B ............................................................... 188

“The American Dream” by Martin Luther King, Jr.
Vocabulary and Reading Warm-ups ...................................... 191
Writing About the Big Question ......................................... 49  195
Reading: Author’s Purpose .................................................. 50  196
Literary Analysis: Author’s Style ........................................ 51  197
Vocabulary Builder .......................................................... 52  198
Enrichment: Delivering a Speech Effectively ....................... 199

from Travels with Charley and “The American Dream”
Integrated Language Skills: Grammar ................................ 53  200
Integrated Language Skills: Support for Writing ................... 54  201
Integrated Language Skills: Research and Technology .......... 202

“The American Dream”
Open-Book Test ............................................................... 203
Selection Test A ............................................................... 206
Selection Test B ............................................................... 209
“The Finish of Patsy Barnes” by Paul Laurence Dunbar

“The Drummer Boy of Shiloh” by Ray Bradbury

Vocabulary and Reading Warm-ups ........................................... 212
Writing About the Big Question ............................................... 55 . 216
Literary Analysis: Comparing Characters of Different Eras .......... 56 . 217
Vocabulary Builder ............................................................... 57 . 218
Support for Writing to Compare Literary Works ....................... 58 . 219
Open-Book Test ..................................................................... 220
Selection Test A ..................................................................... 223
Selection Test B ..................................................................... 226

Writing Workshop: Narration—Autobiographical Essay ........ 229
Writing Workshop: Pronoun-Antecedent Agreement ............. 230
Vocabulary Workshop: Using a Dictionary ......................... 231
Vocabulary Workshop: Using a Thesaurus ......................... 232
Communications Workshop: Effective Listening and Note Taking . 233
Benchmark Test 2 (with Vocabulary in Context—Diagnostic) .... 234
Diagnostic/Vocabulary in Context and Benchmark Test
   Interpretation Guide ............................................................ 243
Answers ................................................................................. 247
About the Unit Resources

The Prentice Hall Literature Unit Resources provide manageable, comprehensive, and easy-to-use teaching materials to support each Student Edition Unit. You can use these resources to address your students’ different ability levels and learning styles, customize instruction to suit your teaching needs, and diagnose and assess student progress. All of these materials are also available at PHLitOnline, a rich, online source of personalized instruction and activities.

Here is a brief description of each element of the Unit Resources:

UNIT-LEVEL FEATURES

Big Questions (grades 6–10)
Support for the Big Questions includes complete lyrics to BQ Tunes (engaging songs that incorporate Big Question vocabulary: available on CD); unit-opener worksheets that practice Big Question vocabulary; and an Applying the Big Question chart, re-rendered from the Student Edition.

Essential Questions (The American Experience; The British Tradition)
Support for the Essential Questions includes unit-opener worksheets that focus on each Essential Question individually and a worksheet to support the end-of-unit Essential Question Workshop.

Skills Concept Maps
Each map presents a graphic look at the relationship between the literature and the skills taught in the unit, with space provided for students’ notes.

Vocabulary Workshop, Writing Workshop, and Communications Workshop support
End-of-unit worksheets provide opportunities for students to practice vocabulary and to gather and organize information for their Student Edition assignments.

SELECTION-LEVEL SUPPORT

Vocabulary and Reading Warm-ups
These exercises and easy reading passages provide selection vocabulary practice for students reading at one or two levels below grade level.

Writing About the Big Question (grades 6–10)
These worksheets tie the Big Question to individual selections, while giving students additional practice using the Big Question vocabulary.

Literary Analysis, Reading, and Vocabulary Builder
A series of worksheets that provide extra practice on each of the main skill strands in the Student Edition. You can find more support for the Literary Analysis and Reading strands in the separate Graphic Organizer Transparencies component.

Integrated Language Skills
The Student Edition Integrated Language Skills features are supported by grammar worksheets and additional pages containing graphic organizers and questions to help students gather and organize information to complete their Student Edition Writing and Listening and Speaking or Research and Technology assignments.

Enrichment
These activities give opportunities for advanced students to focus more closely on topics related to the content or theme of the literature selection.
ASSESSMENT

Diagnostic Tests
The beginning of each Unit One Resources book features a Diagnostic Test. Thereafter, each even-numbered Benchmark Test ends with a 20-question diagnostic component called Vocabulary in Context. Teachers desiring a larger sample for measuring students’ reading ability can find an additional 20 questions at PHLitOnline.

Benchmark Tests
Twelve Benchmark Tests, spaced evenly throughout the year, assess students’ mastery of literary, reading, vocabulary, grammar, and writing skills. A diagnostic Vocabulary in Context, described above, ends each even-numbered Benchmark Test.

Open-Book Tests
For every selection or grouping of selections, there is an Open-Book Test featuring short-answer and extended-response questions and opportunities for oral response. Most Open-Book Tests also contain a question requiring students to represent information in a graphic organizer. These tests are available as a computer test bank on CD-ROM and at PHLitOnline.

Selection Tests
For every selection or grouping of selections, there are two closed-book Selection Tests (A and B) featuring multiple-choice and essay questions. Both tests assess essentially the same material; however, Test A is designed for lower-level students and Test B is designed for students average and above.

ADDITIONAL SUPPORT IN UNIT ONE RESOURCES

Pronunciation Guide
A two-page student guide to understanding diacritical marks given in standard dictionary pronunciations; includes practice.

Form for Analyzing Primary Source Documents
In support of Primary Sources features in The American Experience and The British Tradition, a form for analyzing various types of primary sources.

Teaching Guides
To support fluency monitoring, Guide for Assessing Fluency; to support vocabulary instruction through music, a Guide for Teaching with BQ Tunes.
Guide for Assessing Fluency

The students’ All-in-One Workbooks feature a series of twelve expository and narrative reading passages to be used to assess reading fluency. The passages have lexiles of increasing difficulty within the grade level range. They are designed to test students’ reading accuracy and pace. An optional question is provided to assess comprehension.

The following oral reading rates are recommended goals:

<table>
<thead>
<tr>
<th>ORAL READING RATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>9–10</td>
</tr>
</tbody>
</table>

Instructional Routine

• Hold reading practice sessions. Choose an appropriate practice passage of about 250 words from the literature students are studying or from another source. You will find a lexile score for each literature selection in your Teacher’s Edition Time and Resource Managers. You may also use as practice passages the Warm-ups in the Unit Resources books and, for grade 6–8, articles in the Discoveries series and Real-Life Readings.

• Students should read the passage once silently, noting any unfamiliar words. Have them define or explain those words before reading the passage aloud. (Students may add these words to a Word Wall later.)

• Then, have students work in pairs to rehearse their oral fluency. (Alternatively, you may lead the class in a choral reading of a single passage.)

• After students have read the passage(s) with understanding, they may time themselves or each other for practice before the formal timed readings are conducted.

Formal Fluency Assessment

• From the students’ All-in-One workbook, select a passage at the appropriate lexile level.

• Using an audio recorder, instruct the student to read the passage aloud at a normal pace. Alternatively, you may ask the student to read as you follow along, marking the text. Time the student for one minute.

• Note these types of errors: mispronunciations, omissions, reversals, substitutions, and words with which you have to help the student, after waiting two or three seconds.

• Mark the point in the passage that the student reaches after one minute.

• Use the formula below for determining accuracy and rate.

• Determine the rate by calculating the total number of WCPM (words correct per minute) and comparing the student’s results against the goals indicated in the chart above.

• Analyze the results and create a plan for continued student improvement.
Guide for Assessing Fluency

Calculating Fluency

Use this formula to calculate reading fluency:

\[
\frac{\text{number of words read correctly}}{\text{number of words read}} \times 100 = \text{WCPM}
\]

**Example:**

\[
\frac{137}{145} \times 100 = 94\%
\]

Post-reading Comprehension Activity

A short test item allows you quickly to assess student’s comprehension. The items include these formats:

- matching
- fill-in-the-blank
- true/false
- short answer

If the student demonstrates difficulty in understanding the passage, you may remediate using selected leveled resources in the *Prentice Hall Literature* program. These components include the Vocabulary and Reading Warm-ups in the *Unit Resources*; the *Reading Kit* Practice and Assess pages, which are aligned with specific skills; and the scaffolded support for comprehension and other ELA skills in the *Reader’s Notebooks: Adapted* and *English Learner’s Versions*. 
Pronunciation Key Practice—1

Throughout your textbook, you will find vocabulary features that include pronunciation for each new word. In order to pronounce the words correctly, you need to understand the symbols used to indicate different sounds.

**Short Vowel Sounds**
These sounds are shown with no markings at all:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>as in at, cap</td>
</tr>
<tr>
<td>i</td>
<td>as in it, gym, ear</td>
</tr>
<tr>
<td>e</td>
<td>as in end, feather, very</td>
</tr>
<tr>
<td>u</td>
<td>as in mud, ton, trouble</td>
</tr>
</tbody>
</table>

**Long Vowel Sounds**
These sounds are shown with a line over the vowel:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>ā</td>
<td>as in ate, rain, break</td>
</tr>
<tr>
<td>ī</td>
<td>as in nice, lie, sky</td>
</tr>
<tr>
<td>ē</td>
<td>as in see, steam, piece</td>
</tr>
<tr>
<td>ō</td>
<td>as in no, oat, low</td>
</tr>
</tbody>
</table>

**A. DIRECTIONS:** Read aloud the sounds indicated by the symbols in each item. Then write the word the symbols stand for.

1. kap
2. kāp
3. tip
4. klōz
5. tuf
6. ker
7. wird
8. swet
9. swēt
10. nit

**Other Vowel Sounds**
Notice the special markings used to show the following vowel sounds:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>ä</td>
<td>as in father, far, heart</td>
</tr>
<tr>
<td>ô</td>
<td>as in all, law, taught</td>
</tr>
<tr>
<td>ø</td>
<td>as in look, would, pull</td>
</tr>
<tr>
<td>øø</td>
<td>as in boot, drew, tune</td>
</tr>
<tr>
<td>yǒo</td>
<td>as in cute, few, use</td>
</tr>
<tr>
<td>ū</td>
<td>as in oil, toy, royal</td>
</tr>
<tr>
<td>u</td>
<td>as in her, sir, word</td>
</tr>
</tbody>
</table>

**B. DIRECTIONS:** Read aloud the sounds indicated by the symbols in each item. Then write the word the symbols stand for.

1. bōi
2. kār
3. kōod
4. lōōz
5. kroʊn
6. wurk
7. lur
8. kōt
9. myǒo
10. rā
Pronunciation Key Practice—2

Some Special Consonant Sounds

These consonant sounds are shown by special two-letter combinations:

hw as in which, white
sh as in shell, mission, fiction
η as in ring, anger, pink
ch as in chew, nature
zh as in vision, treasure
th as in threw, nothing
th as in then, mother

Syllables and Accent Marks

Your textbook will show you how to break a word into syllables, or parts, so that you can pronounce each part correctly. An accent mark (’) shows you which syllable to stress when you pronounce a word. Notice the differences in the way you say the following words:

bā’ bē ō bā’ den’ im dē nī’

Sounds in Unaccented Syllables

You will often see the following special symbols used in unaccented syllables. The most common is the schwa (ə), which shows an unaccented “uh” sound:

ə as in ago, conceited, category, invisible
‘l as in cattle, paddle
’n as in sudden, hidden

Light and Heavy Accents

Some long words have two stressed syllables: a heavy stress on one syllable and a second, lighter stress on another syllable. The lighter stress is shown by an accent mark in lighter type, like this: (’)

C. DIRECTIONS: With a partner, read aloud the sounds indicated by the symbols in each item. Say the words that the symbols stand for.

1. kōr̩ əs 5. mezh’ ər 9. fər bid’ ən
2. kəm pash’ən 6. des’ pər ə’ shən 10. hwim’ pər
3. brē’ thın̩ 7. im’ə choor’ 11. fun’ de ment’ əl
4. ig nōrd’ 8. plunj’ η 12. rek’ əg nīz’

D. DIRECTIONS: With a partner, read aloud the sounds indicated by the symbols in the following lines. Each group of lines represent the words of a small poem.

1. i ət mi pēz with hun’ ē. 2. dōnt wər’ ē if yoor jāb iz smōl
 iv dun it ōl mī līf. and yoor ri wərdz’ ār fyōō.
it māks thə pēz tāst fun’ ē. ri mem’ bər that thə mīt’ ē ək
but it kēps them ān thə nīf. wuz wuns ə nut lik yōō.

Unit 1 Resources: Fiction and Nonfiction
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Use **BQ Tunes** to engage students in learning each unit’s Big Question vocabulary and introduce the issue that the Big Question raises. You can access **BQ Tunes** recordings and lyrics at *PHLitOnline* or in *Hear It*, the Prentice Hall Audio Program. The lyrics are also provided in your **Unit Resources** books and in the students’ **All-in-One Workbooks**. Below are suggested activities for using the songs with your class. Each activity takes 20–25 minutes. Students should have copies of the lyrics available.

**Listening Exercise**

**OBJECTIVE:** *To familiarize students with the song vocabulary and initiate discussion of definitions*

1. Instruct students to listen to the selected song, listing words they do not know.
2. Play the selected song.
3. Afterward, ask students to raise their hands if they know the definitions of words they listed, and call on individuals to share their definitions. Write the words on the board as they are called out.
4. Then, ask students to share words for which they did *not* know the definitions, and call on them individually. Write the words on the board as they are called out.
5. Direct students to turn to the selected lyrics and instruct students to infer definitions for the remaining words in the lyrics. If they experience difficulty, encourage them to work in pairs or direct them to a dictionary.
6. Play song again, and instruct students to read the lyrics to reinforce the exercise.

**Vocabulary Game Exercise**

**OBJECTIVE:** *To reinforce students’ knowledge of Big Question vocabulary in the songs, and to initiate class discussion of definitions.*

1. Divide the students into two teams, each on one side of the room.
2. Play the selected song to the class. Then, play it again as students follow along reading the lyrics.
3. Afterward, read the song’s lyrics aloud and, alternating sides, ask each team to define key words as you come upon them. Award a point for each correct definition.
4. Write the words on the board as they are defined, and keep score as the teams win points.
5. Declare the team with the most points the winner.
6. Review vocabulary missed by both teams, and field any questions the students may have.
BQ Tunes Activities

Writing Exercise, Stage 1

**OBJECTIVE:** To build students’ writing skills, leveraging newly acquired vocabulary

1. Instruct students to write three contextual sentences, each using a single vocabulary word present in the selected song. The sentences do not have to be related to one another.
2. Allow 5 to 7 minutes for students to complete the task.
3. Afterward, ask random students to read what they have composed.
4. Then, ask the class if the sentences satisfied the “contextual” criteria, and discuss the responses.
5. Repeat with as many students as time permits.
6. Field any questions the students may have.

Writing Exercise, Stage 2

**OBJECTIVE:** To build students’ composition skills, leveraging newly acquired vocabulary

1. Instruct students to write three contextual sentences, each using a single vocabulary word present in the selected song. The sentences must be related to one another, as in a paragraph.
2. Allow 5 to 7 minutes for students to complete the task.
3. Afterward, ask random students to read what they’ve composed.
4. Then, ask the class if the sentences satisfied the “contextual” criteria and the “relationship” criteria, and discuss the responses.
5. Repeat with as many students as time permits.
6. Field any questions the students may have.
I just finished lunch, stomach in knots / 
Was it the food or the stress? / 
See, I’m in school and next period’s the big math test / 
I studied hard but I’m feeling a little nervous / 
I gotta get my lucky hat and hopefully it’ll serve its purpose / 
Last I remember, I left it in my locker that I share with my teammate Roger / 
Me and him play soccer. 
Open it up (oh no!) and my hat’s not there / Just then I hear this kid Matt calling… / 
Ay! Over here! 
He says “I saw Roger a while ago, he said that he was going home sick / 
But he had your hat, that’s evidence he stole it!” 
Now some people think Matt is a little bit mean / 
And may be biased since Roger took his spot on the team / 
He says “I can prove it! / remember you got it on your birthday? / 
He said he wish he had one just like it in the worst way!” 
I’m not really sure if I should believe what he said / 
Is it true or just fantasy made up in his head / 
He said “what’s gonna convince you? Your friend is the worst! / 
He just needed to hide the evidence, he didn’t need to go to see the nurse / 
Need to investigate it further just ask Julie or Derrick / 
They were at your party too, they can confirm that he said it! 

It’s a whodunit / where is it? / what’s the truth? / 
Do I trust my instincts, my friends, or just the proof? / 
Will I find out in time? It seems illogical / 
I’ve got 5 minutes left, this is mission impossible. 

Now Matt trying to persuade me Roger stole my hat is crazy / 
But he observed him with my hat, so I don’t know, maybe / 
I need to find the facts quick so I can ace this test / 
So I ask Julie her opinion and she said more or less… 
“Yeah he said he wanted one like it, it is a really nice hat / 
But do I think that he stole it? I’d have to contradict that / 

Continued
I mean, he’s your his best friend I never see him without you / 
So Matt’s theory that he stole it in my opinion is doubtful / 

It’s a whodunit / where is it? / what’s the truth? / 
Do I trust my instincts, my friends, or just the proof? / 
Will I find out in time? It seems illogical / 
I’ve got two minutes, this is mission impossible. 

I wish that he was here so I could ask if what they’re saying is factual / 
Doing well without my hat just doesn’t seem practical / 
Julie seemed objective since she had nothing to gain… 
Just then I hear my math teacher calling my name… 
I saw your friend in the nurse’s office and he looked a little queasy / 
Are you ready for this math test? This one’s not going to be easy / 
Oh, he asked me to give this, you dropped leaving lunch real fast / 
and said he had a hunch you’d want it for just this class / 
Something about it being lucky, but if you studied you won’t need it / 
Nevertheless here you go, class please be seated.

__________________________
Song Title: Mission Impossible
Artist / Performed by Hydra
Vocals: Rodney “Blitz” Willie
Lyrics by Rodney “Blitz” Willie
Music composed by Keith “Wild Child” Middleton
Produced by Keith “Wild Child” Middleton
Technical Production: Mike Pandolfo, Wonderful
Executive Producer: Keith London, Defined Mind
The Big Question: Is truth the same for everyone?

Thematic Vocabulary

- **doubtful**: adj. not certain or not likely to happen; other forms: doubtfully, doubt, undoubtedly
- **evidence**: n. facts, details, or statistics that prove something is true; other form: evident
- **factual**: adj. true; based on facts; other form: fact
- **fantasy**: n. an idea or a belief that is not based on facts; other form: fantastic
- **illogical**: adj. not sensible or reasonable; other forms: logic, logical

Carol told this story to Simone, Anna, and Ramon: “Yesterday, the most amazing thing happened to me. I was walking in Elmwood Park when a large white bird landed on the path in front of me. It had a strange, golden glow around it. Suddenly, the bird turned to me and said, ‘You will have good luck for the rest of your life.’ Then it disappeared in a puff of smoke.”

Each of Carol’s friends had a different reaction to the story.

**DIRECTIONS:** Use the word(s) given in parentheses to write what each friend said to Carol.

- **Simone**: (doubtful)
- **Anna**: (fantasy, illogical)
- **Ramon**: (evidence, factual)
The Big Question: Is truth the same for everyone?

Thematic Vocabulary

**bias:** *n.* a definite leaning toward a certain point of view, regardless of opposing facts

*v.* to influence or change the opinions of someone; other forms: *biased, biasing*

**confirm:** *v.* to make firm or establish as true; other forms: confirming, confirmed, confirmation

**contradict:** *v.* to disagree with a point of view by stating that the opposite is true; other forms: contradicting, contradicted, contradiction

**investigate:** *v.* to focus on and search into an event or issue, in order to learn the truth; other forms: investigating, investigated, investigation

**observation:** *n.* a spoken or written comment about something that has been noticed; other forms: observe, observing, observed

A. **DIRECTIONS:** Review the Thematic Vocabulary words and their definitions shown above. Then, write the Thematic Vocabulary word that best completes each group of related words.

1. reaction, remark, description, ________________________________
2. deny, dispute, challenge, ________________________________
3. prejudice, injustice, preference, ________________________________
4. prove, assert, verify, ________________________________
5. explore, inquire, study, ________________________________

B. **DIRECTIONS:** Complete each sentence by filling in the blank with the correct Thematic Vocabulary word.

1. Because I totally disagreed with his point of view, I felt forced to ____________ him.
2. It’s important to ____________ each theory in order to gather facts that prove it to be true.
3. I’m sure that cats can be wonderful pets, but I must admit that I have a ____________ toward dogs.
4. Before leaving for the airport, I’ll call the airline to ____________ that the plane will arrive at noon.
5. Sir Isaac Newton made his ____________ about gravity after being hit on the head by an apple that fell from a tree.
Unit 1: Fiction and Nonfiction
Big Question Vocabulary—3

The Big Question: Is truth the same for everyone?

Thematic Vocabulary

**objective:** adj. relying on facts rather than personal opinions; other forms: *object, objectively*

**opinion:** n. a personal viewpoint or feeling that cannot be proved true; other forms: *opine, opinionated*

**persuade:** v. to influence the thoughts or actions of others; other forms: *persuading, persuaded, persuasion*

**prove:** v. to use facts to confirm that something is true; other forms: *proving, proved, proof*

**theory:** n. an idea that is supported by evidence but is not fully proved to be true; other forms: *theorize, theorizing, theorized, theories*

A. **DIRECTIONS:** Answer each question.

1. What might a scientist do to prove that a *theory* is true? ____________________________

2. What might you say to *persuade* a child to drink a glass of milk? ______________________

3. Why is it important that a judge be *objective*? ________________________________

4. What is the difference between facts and *opinions*? ______________________________

5. What facts would you use to *prove* that vegetables come from plants? ________________

B. **DIRECTIONS:** According to an old folk tale, the moon is made of green cheese. Write a paragraph in which you use facts to challenge that theory. Use as many Thematic Vocabulary words as you can.

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________
Unit 1: Fiction and Nonfiction
Applying the Big Question

Is truth the same for everyone?

**DIRECTIONS:** Complete the chart below to apply what you have learned about the ways that people see the truth. One row has been completed for you.

<table>
<thead>
<tr>
<th>Example</th>
<th>The “truth” about someone or something</th>
<th>Event</th>
<th>Effect</th>
<th>What I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>From Literature</td>
<td>Ben Price thinks Jimmy V. is still a thief.</td>
<td>Jimmy uses his skills to save a girl’s life.</td>
<td>Price decides that Jimmy really has changed his life.</td>
<td>The “truth” about a person can change.</td>
</tr>
<tr>
<td>“A Retrieved Reformation”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From Literature</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From Science</td>
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<tr>
<td>From Social Studies</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>From Real Life</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Diagnostic Test

Identify the answer choice that best completes the statement.

1. Our car had a flat tire, and we needed a _____ to change it.
   A. cab
   B. jack
   C. gear
   D. windshield

2. Dad’s new colorful tie is made of _____ silk.
   A. slight
   B. vague
   C. style
   D. pure

3. Over the years, many citizens have died for the cause of _____.
   A. kindness
   B. liberty
   C. fashion
   D. pleasure

4. Her wedding gown was made out of smooth _____.
   A. satin
   B. strands
   C. burlap
   D. scarlet

5. We anchored the boat and waded _____.
   A. thoroughly
   B. amid
   C. ashore
   D. outward

6. After a lifetime of working, my dad has finally _____.
   A. roused
   B. retired
   C. referred
   D. registered

7. I knew my bike was in good condition because it passed an official _____.
   A. objection
   B. opposition
   C. impression
   D. inspection
8. This building was designed by a famous _____.
   A. profession
   B. household
   C. architect
   D. blacksmith

9. We walked on the path and______ the leaves.
   A. crunched
   B. composed
   C. eroded
   D. contributed

10. This toy train station and the real train station are in_____ to each other.
    A. equal
    B. development
    C. miniature
    D. proportion

11. I knocked over my glass of milk______.
    A. obediently
    B. ajar
    C. accidentally
    D. restless

12. You will recognize him immediately because he is so tall and______.
    A. slim
    B. abrupt
    C. stingy
    D. ambitious

13. To begin this exercise, bend your knees and______ down.
    A. recoil
    B. squat
    C. hurling
    D. withdraw

14. As the ship moved, my stomach felt uneasy and I had a touch of_____.
    A. nausea
    B. hiccups
    C. restriction
    D. collapsed
15. The head of the prison is the _____.
   A. penitentiary  
   B. teller  
   C. warden  
   D. lieutenant

16. I am afraid of snakes, especially _____.
   A. cobras  
   B. paralyzed  
   C. gorillas  
   D. violence

17. The powerful river rapids here are very _____.
   A. ambitious  
   B. treacherous  
   C. vigorous  
   D. exaggerated

18. Although she is famous, she is a private person who avoids_____.
   A. eternity  
   B. destiny  
   C. minority  
   D. publicity

19. I have wonderful memories of my grandmother and remember her _____.
   A. fondly  
   B. originally  
   C. storyteller  
   D. conveniently

20. When the voters decide, we hope the outcome will be_____.
   A. pursuit  
   B. probable  
   C. favorable  
   D. cancel

21. The roof of the old cottage was_____.
   A. arid  
   B. descended  
   C. barbed  
   D. thatched
22. For over a hundred years, this farmland has been _____.
   A. tilled
   B. gnarled
   C. reformed
   D. speckled

23. After the difficult run, my knees and my _____ ached.
   A. abreast
   B. resistance
   C. thighs
   D. membranes

24. We all sat on the patio while Uncle Martin _____ the steaks.
   A. distributing
   B. labored
   C. becalmed
   D. barbecued

25. Throughout your body, blood is always _____.
   A. rapidly
   B. chugging
   C. deliverance
   D. circulating

26. If the project takes a long time, will you still be _____ to it?
   A. consumed
   B. engaged
   C. committed
   D. confronted

27. I know that you would like to stay, but it is time to leave _____.
   A. dilemma
   B. nevertheless
   C. mere
   D. ajar

28. My new suit needed to have some _____.
   A. bulky
   B. frock
   C. alterations
   D. restrictions
29. It was on a scrap of paper that his name was _____.
   A. autograph
   B. scrawled
   C. scoffed
   D. recognition

30. The person we want to hire must have all of these _____.
   A. provisions
   B. qualifications
   C. traditions
   D. investigations

31. At school, the news and events were announced over the _____.
   A. provision
   B. narrative
   C. storyteller
   D. loudspeaker

32. When other people are talking, it is not polite to _____.
   A. daresay
   B. buttress
   C. eavesdrop
   D. pestering

33. The spy’s dangerous job demands courage and _____.
   A. secrecy
   B. sadness
   C. criticism
   D. anguish

34. Walk the hospital’s corridors _____.
   A. socially
   B. abreast
   C. convulsively
   D. noiselessly

35. The character in that dark tale was haunted by a _____.
   A. specter
   B. meddler
   C. ferocious
   D. competitor
36. The walls of the castle were built of thick_____.
   A. opals
   B. masonry
   C. parapets
   D. outcroppings

37. He suddenly had a thought filled with dread and_____.
   A. dawdling
   B. foreboding
   C. gumption
   D. bluster

38. She was as graceful as a_____.
   A. rogue
   B. bulldog
   C. gazelle
   D. burglar

39. The large gift to the museum was Mr. Young's_____.
   A. legacy
   B. associate
   C. resemblance
   D. virtuous

40. With a final handshake, the deal was_____.
   A. outstanding
   B. blotched
   C. bluster
   D. clinched
Unit 1: Fiction and Nonfiction  Skills Concept Map—1
Is truth the same for everyone?

Basic Elements of Fiction and Nonfiction
- Characters
- Setting
- Plot
- Point of view
- Mood
- Author’s Style

Types of Fiction and Nonfiction
- Short Stories
- Novels
- Essays
- Speeches
- Biographies

Comparing Literary Works: Narrative Structure
may or may not be chronological and use these devices:

- flashback
- foreshadowing

(demonstrated in these selections)
Selection names:
1.
2.

Literary Analysis: Narratives
Narrative writing
has
a plot
and
conflict
(demonstrated in this selection)
Selection name:

Reading Skills and Strategies: Predictions
you can predict what will happen next
by
making informed guesses
and by
reading ahead to confirm or correct predictions
(demonstrated in this selection)
Selection name:

Informational Text: Consumer Document
When you use text aids and features
you use information to solve a problem
(demonstrated in this selection)
Selection name:

Complete this chart to track your assignments.

Student Log
<table>
<thead>
<tr>
<th>Writing</th>
<th>Extend Your Learning</th>
<th>Writing Workshop</th>
<th>Other Assignments</th>
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</table>

Words you can use to discuss the Big Question

G08U1_ST_Cmap_11.fm  Page 11  Monday, February 25, 2008  11:31 PM
from The Baker Heater League by Patricia C. and Fredrick McKissack
“The 11:59” by Patricia C. McKissack

Vocabulary Warm-up Word Lists

Study these words from the selections. Then, complete the activities.

Word List A

communication [kuh myoo nuh KAY shun] adj. designed to help people stay in touch.
News moves quickly through the modern communication chain of instant messaging.

courtesy [KUR tuh see] n. polite behavior
Show courtesy to other movie-goers by keeping cell phones turned off.

customary [kuh tuh mair ee] adj. usual; happening regularly by custom
It is customary to give couples something gold on their fiftieth anniversary.

individual [in duh VIJ oo uhl] adj. separate: specific to one person
One chef cannot possibly handle the individual requests of every diner.

loyalty [LOY uhl tee] n. being faithful and true to beliefs, ideas, or people
We showed loyalty to the team by cheering it on throughout a losing season.

performance [per FAWR muhns] n. action that has been completed
My performance on the test was great, thanks to all my study and review.

powerful [POW er fuhl] adj. having great strength
The powerful jaws of an alligator can easily snap a floating log in half.

shattering [SHAT uh ring] v. breaking into small pieces
I was shocked to see the baseball shattering the window.

Word List B

competing [kuhm PEET ing] v. taking part in a contest
We were nervous about competing against the top team in hockey.

erupted [i RUHP tid] v. broke out suddenly
The crowd erupted into applause and screams as the band took the stage.

exploits [EK sployts] n. brave or notable deeds
Sir Edmund Hillary’s exploits include being the first to reach the top of Mt. Everest.

hostile [HAHS tuhl] adj. unfriendly or angry
Police on horseback kept the hostile crowd from becoming violent.

legacy [LEG uh see] n. something handed down from one generation to the next
Firefighters killed in the line of duty leave a legacy of courage that inspires others.

predicted [pri DIK tid] v. told in advance
As predicted, the race for governor was a very close one.

scoffed [SKAHFD] v. rudely made fun of
The tall teenager scoffed at the idea that she couldn’t dunk a basketball.

storyteller [STAW ree tel er] n. someone who tells stories aloud
The storyteller used finger puppets as he told a fairy tale to the children.
from The Baker Heater League by Patricia C. and Fredrick McKissack
“The 11:59” by Patricia C. McKissack

Vocabulary Warm-up Exercises

Exercise A   Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

On the worst possible day, all of Gina’s normal [1] ________________ systems were down. She wanted to give Ben the [2] ________________ of a return call, but the phones were dead. Even her [3] ________________ new computer wasn’t working. The [4] ________________ of all the household gadgets was harmed by the workers installing the new cable lines. Only Gina’s [5] ________________ to Meg kept her from walking over to Meg’s house to use the phone. Ben had not invited Meg to his party, and Gina knew that this was [6] ________________ her friend’s feelings. Meg’s quirky [7] ________________ way of dressing and acting always seemed to mean she was left out. In her [8] ________________ way of dealing gently with Meg, Gina would never reveal her excitement about the party.

Exercise B   Decide whether each statement below is true or false. Circle T or F. Then, explain your answer.

1. A hostile environment can help make visitors feel comfortable right away.
   T / F

2. The exploits of most folk tale heroes are told in a way that stretches the truth and improves their legacy.
   T / F

3. In the 1950s many scoffed at the idea that people would walk on the moon.
   T / F

4. A great storyteller usually reads from a book when sharing a favorite tale.
   T / F

5. Some scientists in the 1990s predicted that computers would crash on January 1, 2000.
   T / F

6. Swimmers competing in a race take time to see where other racers are.
   T / F

7. A pimple has erupted when you can feel it but not see it.
   T / F
from The Baker Heater League by Patricia C. and Fredrick McKissack
“The 11:59” by Patricia C. McKissack

Reading Warm-up A

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Shortly after my grandfather stopped working as a ticket salesman for the railroad, he died. He had spent 40 years on the job. His powerful frame seemed to shrink when he no longer had to open the ticket window at the customary time of 5:00 A.M. I watched the light leave his eyes, his joyful spirit fade away, until one day he didn’t wake up at all. I was saddened by Grandpa’s death. I wanted to understand what had happened. I wondered if missing the job and all the daily communication opportunities had killed him. Had my grandfather simply become too lonely to live? Thoughts like these were shattering my sleep each night. I decided to try to find some answers to my questions.

As I talked with Grandpa’s buddies from the railroad, I did not find the answers I was seeking. I did discover many wonderful things about my grandfather, however. I heard stories of Grandpa’s courtesy at all times, even when the rudest people would holler at him about ticket prices or schedules. I was touched to learn that Grandpa’s individual efforts to help disabled people board trains led to better access for all who needed help.

Most importantly, I learned from every person what loyalty to a job really means. It means taking pride in yourself and in your own efforts. For example, few of Grandpa’s buddies ever missed more than a week of work each year. All gave their time, talents, and best efforts to their work. This was especially true of my grandfather. I hope that someday my own job performance will make my grandchildren proud of me and my efforts. I know now that daily excellence is what I will try to achieve in my life and in my work.

1. Underline a phrase that tells how Grandpa’s powerful body changed. Then, write what powerful means.
2. Circle the time that would have been customary for Grandpa to be working. Then, explain what customary means.
3. Circle a word that describes how life feels without communication opportunities. Then, describe your favorite communication channels.
4. Circle the words that name what was shattering the writer’s sleep. Explain what shattering means.
5. Underline the words that describe a good example of Grandpa’s courtesy. Give two other examples of courtesy.
6. Write a sentence about another time when someone’s individual efforts made a difference.
7. Underline the writer’s definition of job loyalty. Then, write your own definition.
8. Circle the words that describe the writer’s job performance goals. Tell what performance means.
Even before railways crisscrossed the United States, there were lots of exciting stories about the exploits of early railroad workers. These were the workers who laid the tracks from coast to coast. Their legacy is one of back-breaking work in the face of great hardships. Nothing stopped them—not hostile Indians, not mighty rivers, not even mountains of solid rock. Many of the railroad workers came from China and Ireland and other nations. They were determined to succeed in their new home.

The people who paid for the tracks, planned the routes, and found the workers had the same “can do” attitude. They scoffed at anyone who said the idea of a Transcontinental Railroad was nothing but a crazy dream. These folks came up with solutions to every problem.

It was during the Civil War that work to span the nation with rails began in earnest. The two coasts of the United States were joined by rail on May 10, 1869. That is the day when two crews who had been competing to lay the most track the most quickly met in Utah. From the East came the Union Pacific crew. From the West came the workers of the Central Pacific. On that final day, a huge spurt of energy erupted from the crews, producing a record 10 miles of track in 12 hours!

If you were to read the speeches given to celebrate the completion of the Transcontinental Railroad, you might think that everyone had predicted success. Many took credit for it. Still, when you hear a good storyteller recount the heroic deeds and efforts of railroad workers who beat all the odds, it is clear who the real heroes were.

1. Underline the words that describe the workers’ legacy. Then, explain what legacy means.

2. Write a sentence to tell why natural obstacles could have been viewed as more hostile than any people.

3. Circle words that tell what the railroad planners scoffed at. Then, write a sentence about something you have scoffed at.

4. Underline words that describe what the crews were competing to do. Write about a sport in which competing involves speed and distance.

5. Circle the words that describe what the workers did when they erupted at full force. Why is spurt a good word to use in the same sentence as erupted?

6. Had everyone predicted success for the railroad? Explain your answer.

7. Underline the words in the final sentence that describe exploits. Then, write a sentence telling why a good storyteller tells about people’s exploits.
Patricia C. McKissack

Listening and Viewing

Segment 1: Meet Patricia C. McKissack
• How does Patricia and Fred McKissack’s writing collaboration allow them to write many more books than if they wrote independently? What do you think the benefits of writing with a coauthor might be?

Segment 2: Fiction and Nonfiction
• How does Patricia C. McKissack make her fictional stories “real”? Why do you think Patricia C. McKissack uses the phrase “ticktock” repeatedly in “The 11:59”?

Segment 3: The Writing Process
• How do Patricia and Fred McKissack divide the steps in the writing process? Which of these steps do you think is the most important and why?

Segment 4: The Rewards of Writing
• What advice does Patricia C. McKissack give students about how they should approach writing? In what ways do you agree with her?
Learning About Fiction and Nonfiction

Literature may be either fiction or nonfiction. The following chart compares and contrasts these two types of literature.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Fiction</th>
<th>Nonfiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Features</td>
<td>Fiction is prose that tells an imaginary story about people, animals, or other characters. Each character has particular traits, or qualities, that can affect the story. The story’s sequence of events is its plot, which begins with a conflict, or problem, and ends with a resolution, or conclusion. The setting is the time and place when events in the story occur. The story’s theme is its message about life.</td>
<td>Nonfiction is prose that deals only with real people, events, or ideas. Nonfiction works present facts or discuss ideas. Nonfiction works reflect the author’s style, or use of language, including dialect, rhythm, and organization. The overall feeling of the writing is its mood or atmosphere.</td>
</tr>
<tr>
<td>Perspective</td>
<td>A story can be told from first-person point of view, the perspective of a character in the story; or from third-person point of view, the perspective of a narrator outside the story.</td>
<td>Nonfiction works are written from the perspective or point of view of the author, who is a real person.</td>
</tr>
<tr>
<td>Sample Forms</td>
<td>short stories, novellas, novels</td>
<td>speeches, editorials, articles, research papers, biographies</td>
</tr>
<tr>
<td>Author’s Purpose</td>
<td>to entertain</td>
<td>to persuade, inform, or entertain</td>
</tr>
</tbody>
</table>

**Directions:** Read each item. Decide whether it is a work of fiction or nonfiction, and then write fiction or nonfiction on the line provided.

1. a piece of literature that tells about a ten-foot-tall lumberjack
2. a piece of literature that presents facts about “man-eating” plants
3. a piece of literature that urges readers to collect and use rainwater
4. a piece of literature that tells about the childhood of a famous real-life artist
5. a piece of literature about a kangaroo who misplaces her pocket
**The 11:59** by Patricia C. McKissack

**Model Selection: Fiction**

**Fiction** is prose that tells a story about characters or events from the author’s imagination. The **characters** in a work of fiction are the people or animals who take part in the story’s action. Characters have **traits**, or characteristics, that can affect the story’s events. In “The 11:59,” for example, Lester is a spellbinding storyteller. Through his stories, the reader learns about events that will happen to Lester later on.

A story’s series of events is its **plot**. A plot usually begins with a problem, or **conflict**, and ends with a conclusion, or **resolution**. The plot of “The 11:59” hinges on the conflict between Lester’s story about a mysterious train and the reality of his physical condition.

**DIRECTIONS:** Read this passage from “The 11:59,” and answer the questions that follow.

Suddenly [Lester] felt a sharp pain in his chest. At exactly the same moment he heard the mournful sound of a train whistle, which the wind seemed to carry from some faraway place. Ignoring his pain, Lester looked at the old station. He knew nothing was scheduled to come in or out till early morning. Nervously he lit a match to check the time. 11:59!

“No,” he said into the darkness. “I’m not ready. I’ve got plenty of living yet.”

Fear quickened his step. Reaching his small apartment, he hurried up the steps. His heart pounded in his ear, and his left arm tingled. He had an idea, and there wasn’t a moment to waste. But his own words haunted him. *Ain’t no way to escape the final ride on the 11:59.*

“But I’m gon’ try!” Lester spent the rest of the night plotting his escape from fate.

1. What is Lester’s **conflict**?

2. What **character traits** is Lester shown to have in this passage? List two.

3. How do these **character traits** set the rest of the story in motion?

4. Tell what **resolution** ends Lester’s conflict—and the story itself.
Nonfiction is prose in which authors present people, events, and ideas from real life. Nonfiction works can report facts and present ideas. They also might present the author’s opinions.

A work of nonfiction can sometimes refer to fictional, or imaginary, ideas. For example, The Baker Heater League describes some of the legends surrounding famous railroad men. Many details in these legends are fictional. However, it is a fact that Pullman porters liked to tell and retell these fanciful legends.

When deciding what kinds of facts and details to include in a nonfiction work, an author thinks about his or her purpose.

- To persuade readers, an author may use forceful facts and opinions.
- To entertain readers, an author may include amusing or unusual facts and details.
- To inform readers, an author may use a wide range of facts about a single topic.

DIRECTIONS: Read this passage from The Baker Heater League, and answer the questions that follow.

The real John Henry, believed to be a newly freed slave from North Carolina, joined the West Virginia steel-driving team hired to dig out the Big Bend Tunnel for the C. & O. Railroad, circa 1870. Many stories detail the life and adventures of this two hundred-pound, six-foot man who was so strong he could drive steel with a hammer in each hand. John Henry’s death occurred after competing with a steam drill, winning and then dying.

1. What real-life person does this passage describe? ___________________________
   What did this person do for a living? ___________________________

2. List two facts from the passage.
   Fact 1: __________________________________________________________________________
   Fact 2: __________________________________________________________________________

3. Why do the authors include both facts and legends in The Baker Heater League?
   (Hint: What purposes do the authors have for writing the article?) ________________
   ________________________________________________________________________________
“The Baker Heater League” by Patricia C. McKissack and Fredrick McKissack
“The 11:59” by Patricia C. McKissack

Open-Book Test

Short Answer Write your responses to the questions in this section on the lines provided.

1. You stay up late reading a book whose main character is a magnificent stallion. The twists and turns of the plot fascinate you. They resemble events from real life, but they are the product of the author’s imagination. Is the book fiction or nonfiction? Explain your choice.

2. You could read one type of fiction in about the time it takes you to watch a sitcom on television. Is it a short story, a novel, or a novella? Explain your answer.

3. You are writing a speech on global warming. You want the facts and opinions in the speech to make a dramatic impact on your audience. What is the purpose of your speech? How can you tell?

4. The Pullman porters described in “The Baker Heater League” shared a special relationship. Explain why this was so. In your explanation, cite a detail from the historical essay to support your answer.

5. Details make descriptions come alive for readers. Which detail from “The Baker Heater League” best helps readers picture a porter house?

6. According to “The Baker Heater League,” Daddy Joe was particularly beloved by the Pullman porters. Why was Daddy Joe more of a hero to the Pullman porters than were Casey Jones and John Henry?
7. In “The 11:59,” Lester Simmons tells the story of how Tip Sampson got his nickname. What is the lesson that Lester probably expected the younger porters to learn from this little story within a story?

__________________________________________________________________________

__________________________________________________________________________

8. What central conflict, or struggle, does Lester Simmons experience in “The 11:59”? Cite evidence from the story to support your answer.

__________________________________________________________________________

__________________________________________________________________________

9. Most works of fiction contain a theme, a message that can be summarized in a sentence or two. What is the theme of “The 11:59”? State it in one sentence. Then, cite one detail that supports your answer.

__________________________________________________________________________

__________________________________________________________________________

10. Complete this Venn diagram to compare “The Baker Heater League” and “The 11:59.” In the parts of the circles that do not overlap, write the most important ways in which the two selections differ. In the overlapping part of the circles, write a way in which the selections are alike. Then, on the line below, name the selection in which facts are more important. Briefly explain your answer.

“The Baker Heater League”

“The 11:59”
Essay

Write an extended response to the question of your choice or to the question or questions your teacher assigns you.

11. According to “The Baker Heater League,” the Pullman porters’ “very own hero” was Daddy Joe. In a short essay, explain the role Daddy Joe played in the lives of the porters. Think about how they spent their time between shifts. Cite at least two details from the historical essay to support your points.

12. The main character of “The 11:59,” Lester Simmons, changes his view of that mythical train during the course of the story. In an essay, describe Simmons’s state of mind when he first mentions that train and again at the very end of “The 11:59.” Cite evidence from the story in your response.

13. Although we usually think about the purposes of writing when we discuss nonfiction, the purposes of writing apply to fiction as well. Just as a writer of nonfiction may intend to persuade, inform, or entertain, so might the writer of fiction. In a short essay, compare Patricia McKissack and Fredrick McKissack’s main purpose in writing “The Baker Heater League” with Patricia McKissack’s main purpose in writing “The 11:59.” Of course, you cannot be sure of the authors’ purposes, but make an educated guess. Cite at least one detail from each selection to support your analysis.

14. Thinking About the Big Question: Is the truth the same for everyone? In “The 11:59,” when Lester Simmons talks about the 11:59, the younger porters are at first silent; it would appear that they do not want to think about death. Simmons, on the other hand, is confident at that point that one cannot escape the 11:59—one cannot escape death. That fact does not appear to bother him. Consider those different reactions—that of the younger porters and that of Lester Simmons. Why might the characters react differently to the myth of the 11:59?

Oral Response

15. Return to question 1, 4, or 8 or to the question your teacher assigns you. Take a few minutes to expand your answer and prepare an oral response. Find additional details in “The Baker Heater League” or “The 11:59” that support your points. If necessary, make notes to guide your oral response.
“The Baker Heater League” by Patricia C. and Fredrick McKissack
“The 11:59” by Patricia C. McKissack

Selection Test A

Learning About Fiction and Nonfiction Identify the letter of the choice that best answers the question.

__ 1. Which statement is true about nonfiction?
   A. It is told from the author’s perspective.
   B. It includes only imaginary events.
   C. It includes only opinions.
   D. Its narrator is a character in the story.

__ 2. Which of the following best defines the literary term setting?
   A. the early events of a story
   B. the point of view from which a story is told
   C. the author’s reasons for writing a work
   D. the time and place of a story’s action

__ 3. Which of the following is a part of a story’s plot?
   A. setting
   B. novella
   C. conflict
   D. narrator

__ 4. Which of the following is an example of nonfiction?
   A. a short story
   B. a novel
   C. a fairy tale
   D. a textbook

__ 5. In a nonfiction work, what is atmosphere?
   A. where the action takes place
   B. the overall feeling of the work
   C. the time period covered in the work
   D. the author’s style

Critical Reading

__ 6. Which phrase best describes Lester Simmons in “The 11:59”?
   A. superhuman character
   B. good storyteller
   C. retired train engineer
   D. superstitious fool
7. What is the “11:59”?
   A. the Brotherhood of Sleeping Car Porters
   B. the time to tell stories of the old days
   C. the Death Train
   D. a passenger who tips poorly

8. While locked in his apartment, Lester looks back over his life. Why does he do this?
   A. He is bored.
   B. He is looking for a new story idea.
   C. He is trying to remember what the 11:59 really is.
   D. He is preparing to die.

9. Which event is the resolution of “The 11:59”?
   A. Lester hears the train whistle.
   B. Lester locks himself in his apartment.
   C. Lester meets his old friend Tip.
   D. Lester dies.

10. What happens to Lester’s watch at the end of “The 11:59”?
    A. It stops.
    B. It gets crushed.
    C. It gets stolen.
    D. It disappears.

11. What message about death is conveyed in “The 11:59”?
    A. No one can escape death.
    B. Only cowards try to avoid death.
    C. Everyone dies at the same time.
    D. Dying is like a story.

12. Who belonged to the Baker Heater League?
    A. heater repairmen
    B. train engineers
    C. sleeping car porters
    D. steel-drivers

13. From whose point of view is “The Baker Heater League” told?
    A. Daddy Joe
    B. a retired railroad worker
    C. a member of the Baker Heater League
    D. the authors
14. Which sentence best describes the heroes of the railroad, such as Casey Jones and John Henry?
   A. They were fictional characters who never really existed.
   B. They had qualities the railroad workers valued.
   C. They were admired for their storytelling skills.
   D. They never had a chance to show their strength and bravery.

15. Why did the authors write “The Baker Heater League”?
   A. to entertain readers with a fictional story about railroad workers
   B. to teach readers the rules of the railroad
   C. to inform readers about early railroad workers
   D. to convince readers that railroad men are the best storytellers

Essay

16. In McKissack’s story, Lester tells porters the entertaining story about the legend of “The 11:59.” In a brief essay, explain how this story becomes, for Lester, a “real-life” experience.

17. In “The Baker Heater League,” the authors describe several heroes of the railroad. In an essay, identify and tell about one of these heroes. How did he become a hero? What special qualities does he have? How is he similar to or different from modern-day superheroes?

18. Thinking About the Big Question: Is truth the same for everyone? In “The 11:59,” when Lester Simmons talks about the 11:59, the younger porters are at first silent; it seems that they do not want to think about death. Simmons, on the other hand, believes that no one can escape death. Why might the characters react differently to the myth of the 11:59?
Learning About Fiction and Nonfiction  Identify the letter of the choice that best completes the statement or answers the question.

1. Which statement best distinguishes nonfiction from fiction?
   A. Nonfiction has only imaginary characters; fiction features real characters.
   B. Nonfiction never includes the writer’s opinions; works of fiction do express opinions.
   C. Unlike fiction, the series of events in a nonfiction work make up its plot.
   D. Nonfiction presents real people and events; fiction presents imaginary people and events.

2. Which statement is true about fiction?
   A. It can contain only real people.
   B. It can contain imaginary events.
   C. Its characters cannot express opinions.
   D. It cannot contain any realistic details.

3. Which of the following is the literary term for the concluding event in a plot?
   A. novella
   B. resolution
   C. introduction
   D. conflict

4. From which point of view is a work of nonfiction told?
   A. first-person point of view
   B. third-person point of view
   C. the author’s point of view
   D. the reader’s point of view

5. Which of the following groups contains one example of fiction?
   A. essay, short story, biography
   B. reference book, editorial, speech
   C. autobiography, diary, letter
   D. travel narrative, research paper, article

6. Which of the following is an example of nonfiction?
   A. a novella about a chimpanzee and the woman who raises him
   B. an article about chimpanzees who use sign language
   C. a story about a scientist who works with chimpanzees
   D. a novel about a chimpanzee who “adopts” a human child

Critical Reading

7. Which plot event best expresses the conflict in “The 11:59”?
   A. Porters love to hear Lester tell stories about the “death train.”
   B. Lester hears the whistle of the 11:59 but isn’t ready to die.
   C. Lester dies of a heart attack when the 11:59 arrives.
   D. Friends find Lester on the floor of his apartment.
8. Which of the following is the **setting** of “The 11:59”?
   A. St. Louis, the mid-1900s
   B. the Brotherhood of Sleeping Car Porters, 1926
   C. a Pullman car, the mid-1800s
   D. the St. Louis Union Train Station, the shoeshine stand, 11:59

9. In Patricia C. McKissack’s story “The 11:59,” who is Lester Simmons?
   A. a larger-than-life railroad hero
   B. an old friend of the narrator
   C. a retired Pullman car porter
   D. an engineer on the 11:59

10. Which of Lester’s **character traits** is illustrated in this passage from “The 11:59”?
    In his creakiest voice, Lester drove home the point. “All us porters got to board that train one day. Ain’t no way to escape the final ride on the 11:59.”
   A. his sense of humor
   B. his pessimistic personality
   C. his punctuality
   D. his storytelling skills

11. When Lester reviews his life, what does he decide?
    A. that examining the past is a foolish thing to do
    B. that he has no regrets and that he stands by his choices
    C. that he only had good times and that his memories are all good
    D. that he should have married Louise Henderson and had children

12. Why does Patricia McKissack repeat the phrase *Ticktock, ticktock* near the end of “The 11:59”?
    A. to build suspense and show the passing of time
    B. to introduce some humor into the story
    C. to emphasize to the reader that the Death Train has passed
    D. to show that Lester is going insane

13. Which of the following best expresses the **theme** of “The 11:59”?
    A. You can’t escape death no matter how hard you try.
    B. Telling and listening to stories can save our lives.
    C. Train travel is a passing way of life.
    D. Everyone can be a hero in his or her own way.

14. What was the Baker Heater League?
    A. a brotherhood of storytelling railroad porters
    B. a group of larger-than-life railroad heroes
    C. a team of steel-drivers who worked for the railroad
    D. a group of highly-skilled railroad engineers
15. In the McKissacks’ “The Baker Heater League,” what is a Baker heater?
A. a coal-burning train engine
B. a heater used in Pullman cars
C. a portable hot plate
D. a pot-bellied stove

16. According to “The Baker Heater League,” why did the porters tell stories?
A. to pass secret messages
B. to entertain themselves
C. to test younger porters
D. to cover up their deep loneliness

17. How is Daddy Joe different from other railroad heroes the McKissacks describe?
A. He is bigger and stronger.
B. He is a real person.
C. He is the subject of many songs and stories.
D. He is the porters’ very own hero.

18. What makes “The Baker Heater League” a work of nonfiction?
A. The authors describe their own personal experiences.
B. It is set in a distant time and place.
C. The authors provide facts about their subject.
D. It contains legends about heroes.

19. What main purpose did the authors have for writing “The Baker Heater League”?
A. to inform readers about Pullman car porters
B. to express opinions about transportation
C. to entertain readers with railroad “tall tales”
D. to persuade readers to ride trains more often

Essay

20. “The Baker Heater League” is a work of nonfiction, but it refers to fictional legends and stories. In an essay, explain why you think the authors decided to include nonfactual information in a factual work. Use examples from the essay to support your ideas.

21. In “The 11:59,” the author uses the first half of the story to give important background information. In the second half of the story, she shows the unfolding of the story’s plot. In an essay, do the following:
   - explain what background information the author provides;
   - identify the main plot events; and
   - explain how the two parts of the story relate to each other.

22. Thinking About the Big Question: Is truth the same for everyone? In “The 11:59,” when Lester Simmons talks about the 11:59, the younger porters are at first silent; it would appear that they do not want to think about death. Simmons, on the other hand, is confident at that point that one cannot escape the 11:59—one cannot escape death. That fact does not appear to bother him. Consider those different reactions—that of the younger porters and that of Lester Simmons. Why might the characters react differently to the myth of the 11:59?
Vocabulary Warm-up Word Lists

Study these words from “Raymond’s Run.” Then, complete the activities.

Word List A

energy [EN er jee] n. strength to be active
   The racer used a final burst of energy to cross the finish line.

fantasy [FAN tuh see] n. something you imagine happening
   The young girl had a fantasy of becoming President of the United States.

pageant [PAJ uhnt] n. well-planned presentation of a play or other performance
   The students presented an elaborate Thanksgiving pageant.

prefer [pri FER] v. like something more than other things
   I prefer to ride my bike instead of taking the bus or walking.

recipe [RES i pee] n. list of materials and instructions for making food
   My favorite recipe for chicken was taught to me by my mother.

satin [SAT uhn] adj. made from a smooth fabric that is shiny on one side
   The slippery satin ribbon kept coming untied.

strawberries [STRAW ber eez] n. small, red, juicy fruits
   We couldn’t resist picking the strawberries as soon as they ripened.

zoom [ZOOM] v. move quickly
   I watched the cars zoom by on the freeway.

Word List B

chugging [CHUG ing] v. making a regular puffing sound while moving
   Though I was out of breath, I kept chugging along to the finish line.

congratulate [kuhn GRACH uh layt] v. let others know you are pleased about their success
   We lined up to congratulate the other team for winning.

gorilla [guh RIL uh] n. large, strong ape
   They hoped to see a gorilla living in the wild in Africa.

hydrant [HYE druhnt] n. large, outdoor pipe supplying water to put out fires
   You can’t park in front of a fire hydrant in case it’s needed in an emergency.

loudspeaker [LOWD speek er] n. device that makes sounds louder
   Without a loudspeaker, it was impossible to hear the woman’s soft voice.

periscope [PER uh skohp] n. instrument used in submarines to view the surface
   The sailors raised the submarine’s periscope to check the ship’s location.

shoelaces [SHOO lays uhs] n. cords or strings that fasten shoes
   Felicia always laces her shoelaces in unusual patterns.

tradition [truh DISH uhn] n. something handed down through time
   It is a family tradition to make our own holiday candles.
“Raymond’s Run” by Toni Cade Bambara

Vocabulary Warm-up Exercises

Exercise A  Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

We are planning the school’s spring [1] ___________________. Since everything will be blooming, our theme is “A [2] __________________ of Flowers.” We need to write skits, sell tickets, plan refreshments, and make decorations. We’ll need lots of [3] __________________ to get it all ready in time! Since I [4] __________________ jobs that are artistic, I’m working on decorations. We’re going to create flowers out of [5] __________________ material so they’ll shine under the lights. I have seen the fabric at Sew What?, so I’ve offered to [6] __________________ by the store tonight to pick up some. The food team has decided to serve barbecue chicken. They hope Principal Rivera will share the secret [7] __________________ for his yummy sauce. I think [8] ________________ dipped in chocolate would make a great dessert.

Exercise B  Answer the questions with complete explanations.

1. If something is done once, is it a tradition?
   __________________________________________________________________________

2. Would a periscope be helpful if you were traveling by car across the plains?
   __________________________________________________________________________

3. Why can’t people use the water from a hydrant whenever they want?
   __________________________________________________________________________

4. Would a gorilla be able to live in your neighborhood?
   __________________________________________________________________________

5. Why do parents of toddlers prefer slip-on shoes to those with shoelaces?
   __________________________________________________________________________

6. When can a loudspeaker become annoying?
   __________________________________________________________________________

7. Why is it sometimes hard to congratulate someone who has defeated you?
   __________________________________________________________________________

8. Would a brand-new car be chugging up a hill?
   __________________________________________________________________________
“Raymond’s Run” by Toni Cade Bambara

Reading Warm-up A

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

May Day is one of the world’s oldest holidays. Since ancient times, people have gathered to welcome spring. The season’s beautiful flowers and warm sun were celebrated, along with people’s feelings of renewed energy for work and play. Over time, celebrations became bigger. Some villages would plan a special pageant that began the night of April 30. On this night, the villagers would put out their winter fires and go to the center of town. There, a new fire would be started. Bearing torches, the people would return home, singing and dancing.

Daytime celebrations usually included a maypole. A tall tree would be cut down and brought to the middle of the village. Colorful ribbons were tied to the trunk. They formed bright patterns as boys and girls danced around the pole, ribbons in hand. Legend said that your ribbon would wind around the ribbon of the person you would prefer to marry. Seasonal treats, such as fresh, juicy strawberries, were served.

May Day was a fantasy come true for flower lovers. Flowers were placed in doors and windows. People made bouquets for one another or filled baskets with blossoms and sweets to give away. One traditional May Day recipe used leftover oatmeal to make sweet oatcakes.

You can see that many modern spring celebrations come from the ancient May Day festivals. For example, the spring prom uses many of the same ideas. Young people dance together, perhaps hoping to find true love. Flowers are worn in lapels or at the wrist, and colorful satin ribbons are used in prom decorations. It is true that modern dancers seem to hop, jerk, and zoom across the dance floor instead of gently winding their way around a pole. Still, the true May Day feelings of young love, hope in a new season, and enjoyment of nature’s beauty remain the same.

1. Underline the words naming what people need energy to do. Tell about something you do that requires energy.

2. Circle three words naming things that were part of the May Day pageant on April 30. Explain what a pageant is.

3. What type of people do you prefer to spend time with? Make a list of words used to describe your preferred friends.

4. Circle the words that describe strawberries. Then, write your own sentence describing them.

5. Write a sentence explaining why May Day would be “a fantasy come true” for flower lovers.

6. Underline an ingredient that might be found in the recipe for sweet oatcakes. Then, write a sentence describing the food made from your favorite recipe.

7. Circle what is made of satin. Describe something else that could be made from satin material for the prom.

8. Underline the words that describe the opposite of zoom. Then, use zoom in your own sentence.
"Raymond’s Run" by Toni Cade Bambara

Reading Warm-up B

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Several of my friends thought I was crazy when I decided to start running cross-country, but I truly enjoy it. First, there are the amazing places you get to see while you run. Instead of dodging a fire hydrant here and masses of people there, you can run through the peaceful countryside. Second, I like the rhythm you get into during a long run. While you are smoothly chugging along, hearing nothing but your own breathing, your mind is free to roam.

One sports tradition that I adore is the annual Halloween cross-country track meet. To compete, you must wear a costume—the more elaborate, the better. The races are just for entertainment, but it is still a big accomplishment to win the events. Last year, I ran as a Greek god. I wore a toga over my shorts, a band of gold leaves around my head, and matching gold shoelaces. That costume barely slowed down my pace. However, one of the other competitors ran as a gorilla and nearly suffered a heat stroke under that hairy ape costume! He came in last, but I had to congratulate him for finishing at all.

This year I will not participate in the costumed meet. That weekend our school team is traveling to a nearby county to race against the state’s top-ranked teams. Nevertheless, in the spirit of Halloween, I’ve decided to imagine I am a submarine captain while running. I can dream that I am gliding along beneath the ocean, which will help me stay cool while maintaining a steady speed. When I approach a hill, I will pretend that I have a periscope to peer through and see the other side. I have always found that hills are easier to conquer if you can just visualize yourself already on the downward slope.

I hope I will hear my name over the loudspeaker at the end of the race, when the winners are announced. Regardless, it is the fun of the run that counts.

1. Explain where a runner might be if he or she has to avoid a fire hydrant.

2. Underline the words that name what you might hear while chugging on a long distance run. Tell what chugging means.

3. Circle the words naming a sports tradition. Then, write a sentence about another sports tradition you know.

4. Explain why shoelaces would be especially important to a runner.

5. Underline the words used as a synonym for gorilla. Write a sentence describing what a gorilla costume would look like.

6. Explain why the writer would congratulate this last-place runner. Define congratulate.

7. Circle the words that name what the writer would like to see through an imaginary periscope. Write a sentence about a time when a periscope could be useful to you.

8. Underline the words naming what the writer hopes to hear over the loudspeaker. Then, explain what a loudspeaker does.
“Raymond’s Run” by Toni Cade Bambara

Writing About the Big Question

Is truth the same for everyone?

Big Question Vocabulary

bias confirm contradict doubtful evidence
factual fantasy illogical investigate objective
observation opinion persuade prove theory

A. Use a word from the list above to complete each sentence.

1. Just before a race, a runner sometimes has a ________________ about winning effortlessly.
2. In a very close race, judges might be ________________ about who had won.
3. If you make the ________________ that someone runs every day, you might assume he or she is in training.
4. Diane’s personal ________________ about running is that it’s more boring than golf, but I disagree.

B. Follow the directions in responding to each of the items below. Answer in complete sentences.

1. Describe two different times when the outcome of a contest was not obvious at first.

________________________________________________________________________
________________________________________________________________________

2. Write two sentences explaining how the truth about the outcome of one of these contests was discovered or decided upon. Use at least two of the Big Question vocabulary words.

________________________________________________________________________
________________________________________________________________________

C. In “Raymond’s Run,” the narrator discovers that winning a race is not the most important thing in her life. Complete the sentence below. Then, write a short paragraph in which you elaborate on your statement and connect it to the Big Question.

A person’s view of other family members depends on ________________

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
“Raymond’s Run” by Toni Cade Bambara

Reading: Make Predictions and Support Them

When you **make predictions** about a story, you make informed guesses about what will happen next based on story details and your own experience. You can **support your predictions** by finding clues in the story that hint at what will happen next.

As you read, try to **predict**, or make reasonable guesses, about what is going to happen. Keep track of your predictions and your support for them. Notice when the story includes details that could support predictions of more than one outcome. Some stories keep you guessing in order to hold your interest and build suspense.

These questions may help you predict what might happen next in a story:

- How would you describe the main character’s personality?
- What is important to the main character?
- Does the main character think or speak about the future?
- Do other characters do or say things that hint at the future?
- Have you had experiences with people, places, or events that remind you of the ones in the story?

**Directions:** The following chart lists details from “Raymond’s Run.” Use the questions above to make predictions based on those details as you read the story. Then, in the third column, write down what actually happens.

<table>
<thead>
<tr>
<th>Details From Story</th>
<th>Prediction</th>
<th>Actual Outcome (If Known)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Squeaky and Gretchen are good runners, and each girl is sure she is the one who will win the race.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Mr. Pearson hints to Squeaky that she should let Gretchen win the race.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Raymond climbs the fence to meet Squeaky after the race.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. After the race, Gretchen and Squeaky smile at each other.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
“Raymond’s Run” by Toni Cade Bambara

Literary Analysis: Plot

Plot is the sequence of related events in a short story. As you read, identify the following parts of the story’s plot:

- **Exposition**: the basic information about the characters and the situation
- **Conflict**: a struggle between two opposing forces in the story
- **Rising action**: the events in the story that increase the tension that readers feel
- **Climax**: the high point of the story, usually the point at which the eventual outcome is revealed
- **Falling action**: the events that follow the climax
- **Resolution**: the final outcome

A. DIRECTIONS: The following six sentences describe the plot of “Raymond’s Run,” but they are out of order. Write a number on the line before each part to indicate the order in which the event takes place in the story. Then, write the name of the plot part that the event represents. The parts of the plot are exposition, conflict, rising action, climax, falling action, and resolution.

   ___ 1. _____________ Squeaky and Gretchen congratulate each other.
   ___ 2. _____________ Squeaky looks after her older brother, and she anticipates a race.
   ___ 3. _____________ Squeaky stands up for her brother and defends her reputation as the fastest runner in the neighborhood.
   ___ 4. _____________ The race ends, and Raymond begins to climb the fence that separates him from the runners.
   ___ 5. _____________ Squeaky meets a group of girls from the neighborhood while practicing for the race.
   ___ 6. _____________ Squeaky realizes that Raymond could be a good runner and thinks about coaching him.

B. DIRECTIONS: Look at the sentences you labeled “rising action” and “falling action.” On the lines below, write two details that describe the rising action of “Raymond’s Run” and two details that describe the falling action. The details might describe events, actions, a conversation, or a character’s thoughts.

   **Rising action:**
   1. ____________________________________________________________________
   2. ____________________________________________________________________

   **Falling action:**
   1. ____________________________________________________________________
   2. ____________________________________________________________________
“Raymond’s Run” by Toni Cade Bambara

Vocabulary Builder

Word List
prodigy reputation

A. DIRECTIONS: Think about the meaning of the italicized Word List word in each sentence. Then, answer the question.

1. Because of Cynthia Procter’s talent on the piano, Squeaky calls her a prodigy. How does Cynthia play the piano?

2. What kind of reputation as a runner would Squeaky have if she never won a race?

B. DIRECTIONS: Follow the instructions for writing a sentence using each Word List word. Be sure to make the meaning of the vocabulary word clear.

Example: Use prodigy in a sentence about a music student.
Sentence: Soon the prodigy Kayla was playing the violin better than her teacher.

1. Use prodigy in a sentence about a child who solves math problems.

2. Use reputation in a sentence about the behavior of an animal.

C. DIRECTIONS: On the line, write the letter of the word or phrase that answers the question.

___ 1. Who is not a prodigy?
   A. a talented person
   B. a genius
   C. a mean person
   D. a wonder

___ 2. Which word does not have anything to do with a reputation?
   A. authority
   B. influence
   C. fame
   D. disgust
“Raymond’s Run” by Toni Cade Bambara

Enrichment: Athletic Coaching

Squeaky is the fastest runner in her neighborhood, and she makes a serious effort to train for her races. She might be even faster, however, if she had a track coach.

**Athletic coaches** can make the difference between a good athlete and a great one. They teach beginners the fundamentals of the sport, lead athletes through a season, and help world champions sharpen their skills. Coaches and instructors also help amateurs who simply want to increase their enjoyment of a sport or improve their exercise routine. Coaches can be found guiding teams and individuals at the professional and Olympic levels, at schools and colleges, and at local fitness centers, ice rinks, and swimming pools.

All athletic coaches must be good teachers. They must know their sports thoroughly, keep up with the latest techniques, and develop an effective teaching method. Coaches at all levels must also be concerned with safety so that they can be sure their trainees maximize performance without injuring themselves.

Athletic coaches who work in public and private schools are usually required to have a bachelor’s degree from an accredited college. Many other sports instructors also hold a college degree. Most coaches and instructors are skilled players of at least one sport.

A. **DIRECTIONS:** Use the information in the preceding passage and your knowledge and experience to answer the following questions.

1. What are some duties of a middle-school athletic coach?

2. What are some job opportunities for coaches and sports instructors?

3. In your opinion, what personality traits should a coach have to be successful at his or her job?

B. **DIRECTIONS:** Imagine that you are the principal of a large middle-school and you are looking to hire an athletic coach. Write down four questions that you would ask an applicant during an interview. Then, trade papers with a classmate, and answer each other’s questions orally. Do you qualify for the job?

1. 

2. 

3. 

4. 

---

Unit 1 Resources: Fiction and Nonfiction
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“Raymond’s Run” by Toni Cade Bambara

Open-Book Test

Short Answer Write your responses to the questions in this section on the lines provided.

1. At the beginning of “Raymond’s Run,” readers learn that Raymond needs looking after because “he’s not quite right.” They also learn that Squeaky is an excellent runner. Based on that information and the title of the story, what do you predict the story will be about?

2. At the beginning of “Raymond’s Run,” Squeaky declares that “no one can beat me and that’s all there is to it.” Cite evidence from the beginning of the story to support the notion that Squeaky is dedicated to keeping her reputation as the fastest runner.

3. How does Squeaky feel about Raymond and about having to take care of him? Support your answer with details from the beginning of “Raymond’s Run.”

4. In “Raymond’s Run,” Cynthia Procter pretends to be a “prodigy.” What does Cynthia do to try to make people think she is a prodigy? What makes Squeaky think Cynthia is not a prodigy? Base your answer on the meaning of prodigy.

5. In a story a conflict is a struggle between two opposing forces. A short story usually contains one central conflict, and it may include one or more minor conflicts as well. What is the central conflict in “Raymond’s Run”? 
6. Halfway through “Raymond’s Run,” Squeaky describes the way Mr. Pearson “looks around the park for Gretchen like a periscope in a submarine movie.” What characteristics of Mr. Pearson remind Squeaky of a periscope on a submarine? Base your answer on the meaning of *periscope*.

7. The climax of “Raymond’s Run” takes place toward the end of the story, as Squeaky and Gretchen wait for the winner of the fifty-yard dash to be announced. What event contributes to the tension at this point in the story?

8. What is the resolution of “Raymond’s Run”? In other words, what is the final outcome of the story? Name two things that the outcome reveals about Squeaky.

9. Raymond rarely speaks, yet it is apparent that he admires his sister. His admiration is especially evident at the park where Squeaky runs the fifty-yard dash. Cite an example from the end of “Raymond’s Run” that shows Raymond’s admiration for Squeaky.

10. At the end of “Raymond’s Run,” Squeaky and Gretchen have changed their attitude toward each other. Describe the actions that demonstrate this changed attitude.

**Essay**

*Write an extended response to the question of your choice or to the question or questions your teacher assigns you.*

11. “Raymond’s Run” might have been called “Squeaky’s Run.” Would “Squeaky’s Run” have been a more appropriate title for the story? State your opinion in an essay. Refer to the resolution of the plot to support your point of view.
12. In a brief essay, compare Squeaky and Raymond as they are portrayed in “Raymond’s Run.” Their differences are obvious: Squeaky is bright and quick-witted; Raymond is “not quite right.” In what ways are they similar? Illustrate your points by citing details from the story.

13. Toward the end of “Raymond’s Run,” as Squeaky waits to hear the announcement naming the winner of the fifty-yard dash, she loses interest in the outcome of the race. In your opinion, is Squeaky’s loss of interest in the race believable? In an essay, draw on details of the plot to explain why you do or do not find the resolution of the story convincing.

14. Thinking About the Big Question: Is truth the same for everyone? In “Raymond’s Run,” Squeaky and Raymond share many activities because they spend a lot of time together, yet their experiences of the world are very different. In an essay, explain why the truth is not the same for these two characters.

Oral Response

15. Return to question 3, 5, or 8 or to the question your teacher assigns you. Take a few minutes to expand your answer and prepare an oral response. Find additional details in “Raymond’s Run” that support your points. If necessary, make notes to guide your response.
“Raymond’s Run” by Toni Cade Bambara

Selection Test A

Critical Reading  Identify the letter of the choice that best answers the question.

___  1. Where does Squeaky get her nickname in “Raymond’s Run”?
   A. She has a squeaky voice.
   B. Her sneakers squeak.
   C. The doors on her house squeak.
   D. She has a pet hamster that squeaks.

___  2. How does Squeaky feel about taking care of Raymond?
   A. She complains about it.
   B. It makes her feel important.
   C. She ignores him.
   D. She feels protective of him.

___  3. Why does Squeaky keep Raymond near the sides of the city buildings?
   A. He sometimes loses his balance.
   B. He sometimes runs into the street.
   C. He wears odd clothing.
   D. He needs to know who is boss.

___  4. In “Raymond’s Run,” why does Squeaky dislike Mary Louise?
   A. She is ungrateful.
   B. She is too loud.
   C. She is a better runner.
   D. She is a better student.

___  5. Why is Squeaky worried when she sees Mary Louise and her friends on the street?
   A. They may challenge her to a race.
   B. They may make fun of her.
   C. They may want to fight.
   D. They may laugh at Mr. Pearson.

___  6. Why does Squeaky get upset when Mary Louise talks to Raymond?
   A. Squeaky is jealous of her.
   B. Squeaky does not want her to make fun of Raymond.
   C. Mary Louise speaks too loudly.
   D. Mary Louise is a faster runner than Squeaky.
7. What does Squeaky know about the new girl Gretchen?
   A. She is wealthy.
   B. She likes to fight.
   C. She is loyal to her friends.
   D. She is a good runner.

8. What can you tell about Squeaky from this line in “Raymond’s Run”?
   You’d think she’d be glad her daughter ain’t out there prancing around the May Pole getting the new clothes all dirty and sweaty and trying to act like a fairy or a flower. . . .
   A. She likes fancy clothes.
   B. She wishes she could dance around the May Pole.
   C. She does not like to get dirty and sweaty.
   D. She thinks the May Pole is a silly waste of time.

9. Squeaky and Gretchen are competing to win the May Day race. What part of the plot does this describe?
   A. the conflict
   B. the falling action
   C. the resolution
   D. the end

10. Why does Squeaky not know at first who has won the race in “Raymond’s Run”?
    A. Raymond has climbed the fence.
    B. The May Pole gets in the way.
    C. The finish is very close.
    D. Mr. Pearson speaks too softly.

11. What is the resolution of “Raymond’s Run”?
    A. Squeaky and Gretchen meet on the street.
    B. Raymond pretends to drive a stage coach.
    C. Squeaky decides to become Raymond’s track coach.
    D. Squeaky watches Raymond run.

12. Based on what you know about Squeaky, what do you predict she will do when Raymond climbs the fence at the race?
    A. She will get angry at him.
    B. She will make sure Raymond does not get hurt.
    C. She will take Raymond home right away.
    D. She will ignore him.
13. After the race, Squeaky and Gretchen smile at each other. What do you predict about their future?
   A. They will continue not speaking to each other.
   B. They will become friendly with each other.
   C. Squeaky will let Gretchen win the next race.
   D. Gretchen will move to another town.

Vocabulary and Grammar

14. Which word has a meaning similar to *prodigy*?
   A. statue
   B. babysitter
   C. athlete
   D. wonder

15. Which sentence contains a proper noun?
   A. We danced around the May Pole.
   B. We went to a dance last weekend.
   C. They ran in a special race every year.
   D. Her mother came to watch the race.

Essay

16. Do you predict that Raymond will become a runner like Squeaky? In a brief essay, explain why or why not. Use details from “Raymond’s Run” to support your answer.

17. Even though they are different in many ways, Squeaky and Raymond are also alike in some ways. Write an essay in which you describe ways Squeaky and Raymond are alike. Include examples from “Raymond’s Run.”

18. **Thinking About the Big Question: Is truth the same for everyone?** In “Raymond’s Run,” Squeaky and Raymond share many activities because they spend a lot of time together. Their experiences of the world are, however, very different. In an essay, explain why the truth is not the same for these two characters. Support your answer with specific examples.
“Raymond’s Run” by Toni Cade Bambara

Selection Test B

Critical Reading  Identify the letter of the choice that best completes the statement or answers the question.

___  1. Squeaky got her nickname because she has a squeaky voice. Why is she also called Mercury?
   A. She is the fastest thing in the neighborhood.
   B. She is a little girl with skinny arms.
   C. She lives on Mercury Street.
   D. She competes in track races.

___  2. How does Squeaky feel about the fact that she has to take care of Raymond?
   A. She wishes he would pay more attention.
   B. She is glad to do it because it gives her a sense of importance.
   C. She doesn’t mind because he really takes care of himself.
   D. She is very protective of him.

___  3. When Squeaky says that Raymond is “not quite right,” she means that
   A. he is wrong about an argument they had.
   B. he likes to play practical jokes.
   C. he has a quick temper.
   D. he is mentally challenged.

___  4. When Squeaky sees Gretchen and her friends, she is concerned that they will
   A. make fun of George.
   B. make fun of her.
   C. challenge her to a race.
   D. challenge her to a fight.

___  5. When Mary Louise asks Raymond what grade he is in, her tone is
   A. friendly.
   B. loving.
   C. puzzled.
   D. mocking.

___  6. Which of the following best defines Gretchen’s role in “Raymond’s Run”?
   A. someone who competes with Squeaky
   B. someone who fights with Squeaky
   C. someone who stands up for Squeaky
   D. someone who teaches Squeaky a lesson

___  7. What can you tell about Squeaky’s personality from this passage?
   You’d think she’d be glad her daughter ain’t out there prancing around the May Pole getting the new clothes all dirty and sweaty and trying to act like a fairy or a flower. . . .
   A. She thinks it’s a shame to ruin expensive clothes.
   B. She is envious of girls who dance around the May Pole.
   C. She thinks the May Pole is a silly waste of time.
   D. She thinks it is unladylike to get sweaty.
8. Which of the following is not part of the rising action in “Raymond’s Run”?  
A. Squeaky and Raymond confront Mary Louise and her friends on Broadway.  
B. Mr. Pearson hints to Squeaky that she should consider letting the new girl win.  
C. Squeaky is responsible for taking care of Raymond.  
D. Squeaky practices her running to prepare for the race.

9. Squeaky and Gretchen are talented runners who each want to win the May Day race. What part of the plot does this statement describe?  
A. the resolution  
B. the conflict  
C. the exposition  
D. the falling action

10. Which statement is a reasonable prediction of Squeaky’s response to Mr. Pearson’s hints that Squeaky should let Gretchen win the race?  
A. She will consider letting Gretchen win so that they might become friends.  
B. She will agree to tie with Gretchen because they are both good runners.  
C. She will reject the hint with scorn.  
D. She will agree to let Gretchen win.

11. The resolution of “Raymond’s Run” occurs when  
A. Squeaky decides to become Raymond’s track coach.  
B. Gretchen wins the race.  
C. Raymond climbs the fence.  
D. Squeaky and Gretchen meet on Broadway.

12. After the race, Squeaky and Gretchen smile at each other with respect. What prediction can you make about their future?  
A. There is a good chance they will become friendly competitors.  
B. Squeaky will let Gretchen win the race next year.  
C. Gretchen will help Squeaky coach Raymond.  
D. Squeaky and Gretchen will probably remain unfriendly toward each other.

Vocabulary and Grammar

13. Which of the following does not have a meaning similar to prodigy?  
A. mastermind  
B. wonder  
C. ordinary  
D. genius

14. Which sentence contains a proper noun?  
A. We have no school on Memorial Day.  
B. Today is my brother’s birthday.  
C. We celebrate every holiday under the sun.  
D. Did you get my mother a gift?
15. In which sentence is *reputation* used correctly?
   A. She handed him his reputation before they went into the party.
   B. My father has a reputation for winning at checkers.
   C. Has your reputation expired?
   D. He did not know about the new reputation.

**Essay**

16. In “Raymond’s Run,” what readers know about Raymond comes through Squeaky’s words and observations about him. In an essay, describe what you know about Raymond. What important lesson does Squeaky learn from her brother? Develop your answer with examples from the story.

17. Write an essay in which you explain how Squeaky grows and changes in “Raymond’s Run.” Be specific in your answer by providing details and examples from the story to develop your essay.

18. **Thinking About the Big Question: Is truth the same for everyone?** In “Raymond’s Run,” Squeaky and Raymond share many activities because they spend a lot of time together, yet their experiences of the world are very different. In an essay, explain why the truth is not the same for these two characters.
“A Retrieved Reformation” by O. Henry

Vocabulary Warm-up Word Lists

Study these words from “A Retrieved Reformation.” Then, complete the activities.

Word List A

active [AK tiv] adj. full of normal energy and activity
   After a long nap, the toddler had an active afternoon.

café [kaf AY] n. small restaurant
   During summer months, people can eat outdoors at the local café.

drugstore [DRUHG stor] n. store where medicines and other products are sold
   The local drugstore now sells all sorts of school supplies.

extremely [ek STREEM lee] adv. to a great extent or degree
   Candace was extremely excited to learn that she’d qualified for the finals.

flourishing [FLUR ish ing] v. succeeding
   The wilting plants began flourishing again as soon as they were watered.

inspection [in SPEK shun] n. very careful look at something
   An inspection of my locker finally turned up the source of the awful smell.

successful [suhk SES fuhl] adj. turning out as planned
   If our car wash is successful, we’ll earn enough for the end-of-school trip.

typical [TIP uh kuhl] adj. showing the qualities and common traits of a group
   The typical teenager needs at least eight hours of sleep each night.

Word List B

anguish [ANG gwish] n. strong feelings of suffering or distress
   I can’t imagine the anguish of losing a loved one in a tragedy.

burglary [BERG ler ee] n. act of breaking into a place and stealing things
   During the burglary, a silent alarm tipped off the police at the nearby station.

commotion [kuh MOH shun] n. great deal of noise and activity
   I could not study with all the commotion of the ball game outside my window.

similarity [sim uh LAR i tee] n. likeness; resemblance
   Have you noticed the similarity in the way your three uncles talk?

simultaneously [sy muhl TAY nee uh lee] adv. at the same time
   It’s hard to make a choice when several great movies come out simultaneously.

socially [SOH shuhl lee] adv. in friendly gatherings of people
   Middle school boys can be socially awkward at their first dance.

warden [WAR duhn] n. person in charge of a prison
   The warden was pleased to hear that so many inmates had enrolled for classes.

worthwhile [werth WYL] adj. useful and important
   The dull drive to the coast seemed worthwhile as we rode our first wave to shore.
Exercise A  Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

I have a very [1]______________ imagination. A dream I had recently is the perfect example of my mind at work. My dreams are always [2]______________ interesting. Upon close [3]______________ , though, this one was really over the top! The dream took place in a small town on the planet Venus. The town was highly [4]______________ because of its famous [5]______________ that sold medicines to heal any sickness. Truly, business was [6]______________ in that space-age shop! Travelers from Earth also visited this town on Venus just to eat in its famous [7]______________ . The meals were prepared with all the [8]______________ ingredients that have brought intergalactic fame to the foods of Venus. Now, if only I could remember those recipes when I wake up!

Exercise B  Answer each question in a complete sentence. Use a word from Word List B to replace each underlined word or group of words without changing the meaning.

1. What can people learn about you from the way you act in groups of people?
   ________________________________________________________________

2. What punishment do you think the act of stealing deserves?
   ________________________________________________________________

3. What type of personality should the head of a prison have?
   ________________________________________________________________

4. When can lots of noise and activity be part of a fun celebration?
   ________________________________________________________________

5. When have you felt misery over something that has happened?
   ________________________________________________________________

6. What two things can you easily do at the same time?
   ________________________________________________________________

7. When do you think your schoolwork is most useful for you?
   ________________________________________________________________

8. With whom in your family do you share the most likeness?
   ________________________________________________________________
“A Retrieved Reformation” by O. Henry

Reading Warm-up A

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Search for Elmore, Arkansas, on a map or on the Internet and you come up with a big zero. However, Morrilton, Arkansas, proves to be an extremely interesting find. This small town was built in the 1870s. Morrilton seems to have the same features as the town of Elmore in “A Retrieved Reformation.” Since O. Henry loved word games, to believe that he modeled his town after Morrilton is not unreasonable. Just reverse the syllables in “Morril”!

Pictures of Morrilton show a typical small town. Begun along the Little Rock and Fort Smith Railroad, the town quickly grew as a trade center. You can just imagine its main street back then. There would have been a row of red brick businesses, including a drugstore, food market, and bank. Things in Morrilton really began flourishing when a bridge to it was built across the Arkansas River. Tourists, shoppers, and farmers enjoyed visiting the charming town in the Ozark foothills. No doubt the café serving food on the main street has always been busy during summer months.

A closer inspection of Morrilton today reveals a successful small town. It even has a slogan: “Small City, No Limits.” Travelers might stay in Morrilton while visiting the nearby Museum of Automobiles or the Petit Jean State Park. The park is great for active people. You can walk the trails or explore caves. Many beautiful things are found in the park, including a natural bridge and a 95-foot waterfall. There are also stunning views from the mountain for which the park is named. Legend says that a French girl fell in love with an American sailor. In order to come with him to his home, she disguised herself as a boy named Jean. The mountain (“Little Jean”) is named for her.

1. Circle the words that tell what is an extremely interesting find. What makes something extremely interesting when you are searching for facts?

2. Underline words in the second paragraph that describe a typical small town. Then, write what typical means.

3. Write a sentence to explain why a drugstore would be found near a food market and a bank.

4. Underline the words that name people who came to Morrilton when it began flourishing. Tell what flourishing means.

5. Circle the word that tells what you find in a café. Why would a café be a good business to have during tourist months?

6. Circle the verb that tells what an inspection does. Why is the word closer used to describe an inspection?

7. Circle the words in the slogan that hint at the meaning of successful. Write a sentence to explain how this helps define successful.

8. Circle the words that show how people can be active at the park. Tell what active means.
Early in the twentieth century, prisons began to be viewed in a different way. A movement began around the idea that time in jail could be made worthwhile. This would happen if each person left prison knowing that he or she would never commit a crime again. Anguish over spending “hard time” in jail would be replaced with feelings of progress toward a better life.

These ideas about prison reform began in Ireland. There, in the 1850s, Sir Walter Crofton suggested providing work and education to people in prison. He hoped this would help them understand how to fit in socially when they left prison. Instead of returning to old friends and criminal activities such as burglary, released prisoners would fit into mainstream society and find honest work.

Prisons had to change in many ways to meet these new goals. Early prisons were places of constant commotion. All the people in the prison were thrown together at all times. Nasty fights, bad feelings, and poor behavior were common. To change these patterns, the new prisons were designed so that each person had some space of his or her own.

Simultaneously, the jobs of people in charge at prisons changed. For example, the warden at a prison who was focused on reform efforts was expected to talk to each prisoner and figure out the best actions to take with that person. As the head of the prison, the warden set an example for all the other workers. Any similarity to the old system of “punish and control” was frowned upon. Instead, hopes were great that offering prisoners opportunities to learn and work hard would encourage them to change.

1. Underline the words that describe what people thought would make prison time worthwhile. Define worthwhile.

2. Circle the words that describe feelings very different from anguish. Then, explain what anguish means.

3. Circle the word in the following sentence that relates to the word socially. Write a sentence explaining how reformed prisoners needed to change socially.

4. Underline the two words that describe the opposite way of making a living from burglary. Then, write a sentence defining burglary.

5. Circle the words that describe the types of commotion that went on in old-style prisons. Write a sentence telling how you would feel if your life were full of commotion.

6. Circle two things that happened simultaneously in the prison system. Write about two events that have happened in your life simultaneously.

7. According to the passage, what is one responsibility of a prison warden?

8. Write a sentence, describing at least one similarity among prisoners throughout time.
Is truth the same for everyone?

Big Question Vocabulary

bias
factual
observation
confirm
fantasy
opinion
contradict
illogical
persuade
doubtful
investigate
prove
evidence
objective
theory

A. Use a word from the list above to complete each sentence.

1. A warden might try to _________________ a criminal to “live straight.”

2. If a man is carrying a set of burglar’s tools, that fact seems to _________________ suspicions that the man is a burglar.

3. As detectives _________________ the scene of a robbery, they might learn the truth about who the thief is.

4. The _________________ and clues that point to the truth might include fingerprints.

B. Follow the directions in responding to each of the items below. Answer in complete sentences.

1. Suppose that your best friend has a challenging goal in mind. It might be doing well on a test, learning a new skill, planning a good party, or anything else. Write three statements of truth you would use to help your friend succeed.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

2. Choose one of those statements, and explain why it would work. Use at least two of the Big Question vocabulary words.

______________________________________________________________________________

______________________________________________________________________________

C. In “A Retrieved Reformation,” a former thief tries to re-invent the truth about his life. Complete the sentence below. Then, write a short paragraph in which you explain how your statement connects to the Big Question.

In trying to start a different kind of life, a person needs to _________________
“A Retrieved Reformation” by O. Henry

Reading: Make Predictions and Support Them

When you make predictions about a story, you make informed guesses about what will happen next based on story details and your own experience. You can support your predictions by finding clues in the story that hint at what will happen next.

As you read, predict, or make reasonable guesses about, what is going to happen. Keep track of your predictions and your support for them. Notice when the story includes details that could support predictions of more than one outcome. Some stories keep you guessing in order to hold your interest and build suspense.

These questions may help you predict what might happen next in a story:

• How would you describe the main character’s personality?
• What is important to the main character?
• Does the main character think or speak about the future?
• Do other characters do or say things that hint at the future?
• Have you had experiences with people, places, or events that remind you of the ones in the story?

Directions: The following chart lists details from “A Retrieved Reformation.” Use the questions above to make predictions based on those details as you read the story. Then, in the third column, write down what actually happens.

<table>
<thead>
<tr>
<th>Details From Story</th>
<th>Prediction</th>
<th>Actual Outcome (If Known)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Just out of prison, Jimmy looks “fondly” at his safe-cracking tools.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Investigating a series of safecrackings, Ben Price recognizes them as Jimmy's work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. In a new town, Jimmy makes eye contact with an attractive woman and “[becomes] another man.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Jimmy works honestly for a year and is engaged to marry the woman. Ben Price arrives in town.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
“A Retrieved Reformation” by O. Henry

Literary Analysis: Plot

Plot is the sequence of related events in a short story. As you read, identify the following parts of the story’s plot:

- **Exposition**: the basic information about the characters and the situation
- **Conflict**: a struggle between two opposing forces in the story
- **Rising action**: the events in the story that increase the tension that readers feel
- **Climax**: the high point of the story, usually the point at which the eventual outcome is revealed
- **Falling action**: the events that follow the climax
- **Resolution**: the final outcome

A. DIRECTIONS: The following six sentences describe the plot of “A Retrieved Reformation,” but they are out of order. Write a number on the line before each part to indicate the order in which the event takes place in the story. Then, write the name of the plot part that the event represents. The parts of the plot are exposition, conflict, rising action, climax, falling action, and resolution.

   ____ 1. _____________ Ben Price pretends he does not know Jimmy and walks away.
   ____ 2. _____________ Jimmy looks “fondly” at his safecracking tools.
   ____ 3. _____________ A prison warden encourages Jimmy to “live straight.”
   ____ 4. _____________ Agatha is accidentally locked in a safe.
   ____ 5. _____________ Ben Price, a detective, pursues Jimmy; Jimmy falls in love.
   ____ 6. _____________ Jimmy cracks the safe to free Agatha.

B. DIRECTIONS: Look at the sentences you labeled “rising action” and “falling action.” On the lines below, write two details that describe the rising action of “A Retrieved Reformation” and two details that describe the falling action. The details might include events, actions, a conversation, or a character’s thoughts.

   Rising action:
   1. ________________________________________________________________
   2. ________________________________________________________________

   Falling action:
   1. ________________________________________________________________
   2. ________________________________________________________________
“A Retrieved Reformation” by O. Henry

Vocabulary Builder

Word List
alibi anguish perceived rehabilitate retribution unobtrusively

A. DIRECTIONS: Write the Word List word that answers each question. Use each vocabulary word only once.

1. The safecrackers slipped out of the bank without being noticed. How did the burglars move? _____________________
2. When Agatha is locked in the safe, her mother is extremely worried. What emotion is Agatha’s mother feeling? _____________________
3. Ben Price is determined to see Jimmy Valentine punished for his crimes. What does Ben Price want? _____________________
4. The burglar tells the police he was somewhere else when the crime was committed. What is the burglar offering to the police? _____________________
5. After seeing how well Jimmy Valentine was dressed, the clerk became aware of his own lack of taste. You might say he _____________________ his own shortcomings.
6. Jimmy works in the prison shoe shop, learning a new trade. What is the prison system trying to do for him? _____________________

B. WORD STUDY: The Latin root -trib- means “to give in return; repay.” Answer each of the following questions using one of these words containing -trib-: attribute, tributary, contributory.

1. When you are writing a research paper, why is it important to attribute a quotation to the person who said it or wrote it? _____________________
2. How does a tributary stream add to the volume of a river? _____________________
3. How might you have a contributory role in raising money for a good cause? _______
When Jimmy Valentine was busy cracking bank safes, he did not have to worry about modern-day police investigative techniques. There was no Federal Bureau of Investigation, no scientific crime laboratories to identify evidence, and no organized method of fingerprinting.

William Herschel, a British official in India in the 1850s, was one of the first people to understand the importance of fingerprinting. He collected prints and eventually recognized that they could be used as a means of identification.

It is now widely understood that the small ridges on the tips of the fingers help us grasp and hold on to things. When we touch a surface, oils from our skin leave behind a print of the ridges—our fingerprint. Scientists eventually learned that every fingerprint is different, that everyone creates a unique pattern when leaving a fingerprint.

Police investigators came to understand the importance of this unique pattern. In 1892, Argentina became the first country to use fingerprinting as a standard police procedure. Soon, police forces in Europe and North America were collecting fingerprints at crime scenes. Today, the FBI fingerprint file contains millions of prints. The information is computerized and shared with state and local police agencies across the country.

In addition, all modern police agencies use forensic laboratories. (Forensics is the application of scientific knowledge to legal problems.) In these labs, scientists examine not only fingerprints but also footprints, hair, fibers, blood, and any other evidence left at a crime scene. They even trace the unique genetic prints in DNA (deoxyribonucleic acid) by examining a person’s skin, body fluids, or hair.

**DIRECTIONS:** Compare the task of Detective Price with the work of today’s detectives, and compare Jimmy Valentine’s fate with that of a modern safecracker.

1. What modern forensic knowledge would have been useful to Ben Price in his investigation of the crime scenes in Richmond, Logansport, and Jefferson City?

2. Would Jimmy Valentine have worn gloves when he cracked safes? Why or why not?

3. What modern communication techniques would have helped Ben Price? Explain.

“Raymond’s Run” by Toni Cade Bambara
“A Retrieved Reformation” by O. Henry

**Integrated Language Skills: Grammar**

**Common and Proper Nouns**

Nouns may be classified as common or proper. A **common noun** names any person, animal, place, thing, or idea. It is not capitalized unless it is the first word in a sentence.

The **girl** met another **girl** on a **street** and talked about a **race** they would run the next **day**.

A **proper noun** names a particular person, animal, place, thing, or idea. A proper noun is always capitalized.

**Squeaky** met **Gretchen** on **Broadway** and talked about the race they would run on **May Day**.

**A. DIRECTIONS:** *In the following paragraph, underline the common nouns once and the proper nouns twice.*

It was Sunday morning, the day of the Chicago Marathon. The weather was crisp and clear, a perfect day for a long race. Sara had trained for six months. She ran long and short distances every week to build up her endurance and strength. She ran along the lakefront paths, on the paths in Lincoln Park Zoo, and along the streets of the city neighborhoods. Sara felt anticipation, sure that she was ready for the race.

**B. Writing Application:** *Write sentences following the directions in each item. In your sentences, underline the common nouns once and the proper nouns twice.*

1. Use a proper noun in a question you might ask your teacher.

2. Use a common noun in a sentence about an activity you enjoy.

3. Use a proper noun in a sentence about your town or city.

4. Use a common noun in a question you might ask about a marathon race.
**“Raymond’s Run” by Toni Cade Bambara**  
**“A Retrieved Reformation”** by O. Henry  

**Integrated Language Skills: Support for Writing a New Ending**

Plan a new ending to “Raymond’s Run” in which Squeaky loses the race to Gretchen, or to “A Retrieved Reformation” in which Ben Price arrests Jimmy Valentine. Use the following chart to come up with narration and dialogue you can use for your ending. In the second column, write your ideas about the characters’ thoughts, feelings, actions, or dialogue. Base your responses on the personality traits described in the first column. As you write your new ending, remember the experiences that the characters share. Look for places in the story that indicate each person’s thoughts and feelings about the other.

<table>
<thead>
<tr>
<th>Characters’ Personality Traits</th>
<th>Thoughts That Characters Might Have, Actions They Might Take, Things They Might Say</th>
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In your new ending, remember to use the pronouns *he, she, him, her,* and *they* in reference to the characters; in your dialogue, match the characters’ voice and personality.
Integrated Language Skills: Support for Extend Your Learning

Listening and Speaking: “Raymond’s Run”
Answer the following questions in preparation for a radio broadcast of Squeaky’s race in “Raymond’s Run.” You will be writing and giving the broadcast. Remember to use action verbs so that listeners will feel the rising tension and the excitement of the close race between Squeaky and Gretchen.

1. How does Squeaky look?

2. How does Gretchen look?

3. How does Squeaky act—what does she do?

4. How does Gretchen act—what does she do?

5. What happens as Squeaky and Gretchen approach the finish line? How close are they?

Listening and Speaking: “A Retrieved Reformation”
Answer the following questions in preparation for a radio broadcast of Jimmy Valentine’s rescue of Agatha from the safe. You will be writing and giving the broadcast. Remember to use action verbs so that listeners will feel the characters’ fear and anxiety, as well as their relief and happiness when Valentine succeeds in freeing the child.

1. What do the various characters say when Agatha becomes locked in the safe?

2. What do the characters do?

3. Does anyone notice the man (Ben Price) who is watching from afar?

4. How do the characters react when Agatha is freed?

5. How does Valentine act?
Short Answer  Write your responses to the questions in this section on the lines provided.

1. From the title “A Retrieved Reformation,” what can you predict about the plot of O. Henry’s story? Base your prediction on the meaning of the words in the title. (Note that the word reformation is related to the verb reform.)

2. Soon after Jimmy Valentine arrives at Mike Dolan’s café at the beginning of “A Retrieved Reformation,” he undertakes a series of actions that contribute to the exposition of the plot. These actions make his intentions clear. Describe Jimmy’s actions.

3. How good is Jimmy at cracking safes? Cite evidence from “A Retrieved Reformation” to support your view.

4. In the middle of “A Retrieved Reformation,” O. Henry compares Ralph Spencer to the phoenix, a mythical bird. Explain the comparison.

5. When Agatha gets locked in the safe in “A Retrieved Reformation,” her mother reacts with anguish. Describe the behavior that shows the woman’s anguish. Base your answer on the meaning of anguish.

6. Toward the end of “A Retrieved Reformation,” Agatha gets trapped in the bank’s new vault. At that point several conflicts are about to be resolved. Name two of those conflicts.
7. Toward the end of “A Retrieved Reformation,” Jimmy Valentine is about to rescue Agatha from the bank’s vault. He first asks Annabel Adams for her rose, and he puts it in his vest pocket. How does his action help readers predict what will happen next?

8. Two major plot developments occur in “A Retrieved Reformation” after Agatha is rescued from the bank vault. Think about how Agatha is rescued and what happens after that. Describe those plot events in the boxes below. Then, on the line below, tell what is surprising about the resolution of the story.

9. In “A Retrieved Reformation,” Jimmy Valentine is a quick thinker and a fast talker. Cite one example of these character traits as they are revealed in the story.


Essay

Write an extended response to the question of your choice or to the question or questions your teacher assigns you.

11. In “A Retrieved Reformation,” consider whether Jimmy Valentine is completely different at the end of the story from how he is at the beginning. He has been living differently, but is he different inside? There is no way to know for sure, but the way he acts can give you a clue. State your viewpoint in an essay. Cite examples of his behavior to support your opinion.
12. It is important to the plot of “A Retrieved Reformation” that Agatha get trapped in the bank’s vault. In an essay, explain why that event serves as the climax of the story. In other words, tell why it is the moment of greatest tension. Consider the conflicts that are resolved as a result.

13. In “A Retrieved Reformation,” everyone in Elmore seems to accept Jimmy Valentine as Ralph Spencer. In an essay, explain why the people of Elmore might have been so accepting. Consider the traits of the main character and the setting of the story as you plan your answer.

14. **Thinking About the Big Question: Is truth the same for everyone?** What is the truth about Jimmy Valentine, the main character in “A Retrieved Reformation”? Would Jimmy Valentine, Annabel Adams, and Ben Price view the truth about Jimmy Valentine in the same way? In an essay, describe these three characters’ views of the truth about Valentine.

**Oral Response**

15. Return to question 2, 6, 7, or 10 or to the question your teacher assigns you. Take a few minutes to expand your answer and prepare an oral response. Find additional details in “A Retrieved Reformation” that support your points. If necessary, make notes to guide your response.
"A Retrieved Reformation" by O. Henry

Selection Test A

Critical Reading Identify the letter of the choice that best answers the question.

1. Which of Jimmy’s actions gives a clue to his plans for continuing to crack safes?
   A. He goes to a restaurant to eat.
   B. He goes to his room to pick up his burglar’s tools.
   C. He puts on fancy clothes.
   D. He drinks a seltzer and milk with Mike Dolan.

2. Jimmy wears fancy clothes, eats well, and robs banks for quick money. What does this tell you about him?
   A. He wants to move to a big city.
   B. He likes “the good life.”
   C. He wants to be famous.
   D. He grew up in poverty.

3. Why is Ben Price interested in Jimmy Valentine?
   A. Ben Price wants Jimmy’s safecracking tools.
   B. Ben Price wants to arrest Jimmy.
   C. Ben Price wants to be Jimmy’s friend.
   D. Ben Price has known Jimmy from childhood.

4. What can you predict that Jimmy will do when he notices Annabel coming out of the bank?
   A. He will find a way to meet her.
   B. He will ask her to be his partner in crime.
   C. He will use her friendship to get into the bank’s safe.
   D. He will go ahead and rob the bank.

5. Why does Jimmy Valentine decide to go into the shoe business?
   A. He likes fancy clothes.
   B. He wants to find an honest way to make a living.
   C. The prison warden warned him to stop cracking safes.
   D. He did not like the new safes.

6. Jimmy meets Annabel, opens a business, and plans to marry. What are these parts of the story’s plot called?
   A. falling action
   B. resolution
   C. exposition
   D. rising action
7. Which event is part of Jimmy’s old life in “A Retrieved Reformation”?
   A. Jimmy’s shoe store is doing well.
   B. Jimmy and Annabel plan to marry.
   C. Jimmy has kept his safecracking tools.
   D. Jimmy has made friends in Elmore.

8. What is the climax of “A Retrieved Reformation”?
   A. The little girl is locked in the safe.
   B. Ben Price lets Jimmy go free.
   C. Jimmy has a chicken dinner.
   D. Jimmy meets Annabel.

9. Which one of the following statements does not help you predict that Jimmy will open the safe?
   A. Annabel begs him to help.
   B. Agatha is terrified inside the dark safe.
   C. Mr. Adams is certain that no one nearby can do it.
   D. Mr. Adams is proud of his new safe.

10. Which person most affects the surprise ending of “A Retrieved Reformation”?
    A. Annabel
    B. Mr. Adams
    C. Mike Dolan
    D. Ben Price

Vocabulary and Grammar

11. Which word is the opposite of unobtrusively?
    A. quietly
    B. loudly
    C. sweetly
    D. happily

12. Which sentence contains a proper noun?
    A. My parents are reading Hamlet in their book club.
    B. The boys like to read plays aloud.
    C. My sister is going to the theater tonight.
    D. He has a copy of the script for the new movie.
13. What does the word *anguish* mean in this sentence?
   Annabel turned to Jimmy, her large eyes full of anguish, but not yet despairing.
   A. amusement
   B. illness
   C. anger
   D. suffering

14. In which sentence is a proper noun used correctly?
   A. My Sister is a year older than I am.
   B. She asked our Mother for help with homework.
   C. We saw a baseball game at Wrigley Field.
   D. I talked to sally after school.

**Essay**

15. What do you think Jimmy decides to do at the end of “A Retrieved Reformation”? Do you think he returns to Annabel and Mr. Adams to explain the truth about his criminal past? Does he take Annabel’s rose and walk away? Write an essay telling what you predict Jimmy will do. Give reasons for your answer.

16. During the course of “A Retrieved Reformation,” Jimmy Valentine changes his life and becomes Ralph Spencer. However, he keeps some of Jimmy Valentine’s characteristics. In an essay, compare Jimmy Valentine and Ralph Spencer. How are they alike? How are they different?

17. **Thinking About the Big Question: Is truth the same for everyone?** In “A Retrieved Reformation,” the leading characters have different views of Jimmy Valentine. Would Jimmy Valentine, Annabel Adams, and Ben Price view the truth about Jimmy Valentine in the same way? In an essay, describe these three characters’ views of Valentine.
Critical Reading  Identify the letter of the choice that best completes the statement or answers the question.

1. Which of Jimmy’s actions gives a clue to his plans when he is released from prison?
   A. He goes to a restaurant and has a chicken dinner.
   B. He returns to his room and picks up his burglar’s tools.
   C. He offers to give his friend his suitcase of tools.
   D. He drinks a seltzer and milk with Mike Dolan.

2. Which of the prison warden’s words to Jimmy help you predict the surprise ending?
   A. He says Jimmy is an “innocent” victim.
   B. He says Jimmy is “not a bad fellow at heart.”
   C. He praises Jimmy for having friends in “high-toned society.”
   D. He says the “mean old jury” had it in for Jimmy.

3. What prediction is a reader likely to make after reading this line from “A Retrieved Reformation”?
   He opened this and gazed fondly at the finest set of burglar’s tools in the East.
   A. Jimmy will sell his tools to Mike Dolan.
   B. Jimmy will probably put the tools away.
   C. Jimmy will keep the tools for sentimental reasons.
   D. Jimmy will use the tools again to crack a safe.

4. What does this description of Jimmy after his release from prison tell you about his character?
   He was now dressed in tasteful and well-fitting clothes, and carried his dusted and cleaned suitcase in his hand.
   A. Jimmy is wearing a disguise so Ben Price won’t find him.
   B. Jimmy is neat and likes to dress well.
   C. Jimmy wants to make people think he has changed.
   D. Jimmy does not want to be noticed.

5. What characteristics make Jimmy Valentine a successful burglar?
   I. He uses a special set of tools.
   II. He makes quick getaways.
   III. He works alone.
   IV. He is a good fighter.

6. What is Ben Price’s interest in Jimmy Valentine?
   I. Ben Price is a burglar who wants Jimmy’s tools.
   II. Ben Price has known Jimmy from childhood.
   III. Ben Price is a detective who has studied Jimmy’s habits.
   IV. Ben Price believes Jimmy should not have been released from prison.
   A. I, II, III  B. II, III  C. I, II, IV  D. III, IV
7. What is the best prediction you can make from the following sentence?

Jimmy Valentine looked into her eyes, forgot what he was, and became another man.

A. The young lady will have an effect on Jimmy’s future.
B. Jimmy will probably stay in Elmore for a short time.
C. Jimmy will never rob another bank.
D. The young lady is probably the banker’s daughter.

8. Why does Jimmy Valentine decide to go into the shoe business?

A. He decides to give up crime and needs honest work.
B. He has always liked fancy clothes and stylish shoes.
C. The warden has warned him to stay away from burglary.
D. The newer safes are nearly impossible to break into.

9. Which situation is not a sign of Jimmy’s changed life in “A Retrieved Reformation”?

A. Jimmy’s shoe store is flourishing.
B. Jimmy is engaged to Annabel Adams.
C. Jimmy has kept his suitcase of burglary tools.
D. Jimmy has won the respect of the community.

10. Jimmy meets Annabel, opens a shoe business, and plans to marry. These plot elements are examples of

A. falling action.
B. rising action.
C. resolution.
D. exposition.

11. Which event would you say best describes the climax of “A Retrieved Reformation”?

A. Jimmy meets Annabel.
B. Jimmy gets out of prison.
C. Agatha is locked in the safe.
D. Ben Price lets Jimmy go free.

12. Which sentences help you predict that Jimmy will open the safe?

I. “There isn’t a man nearer than Little Rock who can open that door.”
II. “Can’t you do something Ralph—try, won’t you?”
III. The old banker sprang to the handle and tugged at it for a moment.
IV. He looked at her with a queer, soft smile on his lips and in his keen eyes.

A. I, II
B. I, II, III
C. I, II, IV
D. I, IV

13. Which character determines the resolution of “A Retrieved Reformation”?

A. Annabel
B. Mr. Adams
C. Mike Dolan
D. Ben Price
**Vocabulary and Grammar**

14. The opposite of *unobtrusively* is  
   A. quietly.  
   B. illegible.  
   C. unnoticeably.  
   D. loudly.

15. If you are the victim of a crime, you might want  
   A. admonition.  
   B. coronation.  
   C. retribution.  
   D. celebration.

16. Which sentence contains a proper noun?  
   A. We watched a baseball game at Wrigley Field.  
   B. We saw a concert at the stadium.  
   C. My family always spends the holiday out of town.  
   D. She ate dinner at her favorite restaurant.

17. What does the word *anguish* mean in this sentence?  
   Annabel turned to Jimmy, her large eyes full of anguish, but not yet despairing.  
   A. anger  
   B. suffering  
   C. amusement  
   D. illness

**Essay**

18. What do you think happens to Jimmy Valentine at the end of “A Retrieved Reformation”? Will he go back to his old ways, get married, or start a different life? Write an essay telling what you predict Jimmy will do, and give reasons based on examples from the story.

19. One way O. Henry keeps readers interested in Jimmy Valentine in “A Retrieved Reformation” is by creating a character with a distinct personality. He is real to readers because he makes both good and bad choices along the way. Write an essay in which you describe some of Jimmy’s personal traits and the choices he makes, and explain how you think his personality traits affect those choices.

20. **Thinking About the Big Question: Is truth the same for everyone?** What is the truth about Jimmy Valentine, the main character in “A Retrieved Reformation”? Would Jimmy Valentine, Annabel Adams, and Ben Price view the truth about Jimmy Valentine in the same way? In an essay, describe these three characters’ views of the truth about Valentine.
Vocabulary Warm-up Word Lists

"Gentleman of Río en Medio" by Juan A. A. Sedillo

Study these words from "Gentleman of Río en Medio." Then, complete the activities.

Word List A

**additional** [uh DISH uh nuhl] adj. extra; more
   We were having such a good time at the fair that we bought additional tickets for the rides.

**amounted** [uh MOWNT id] v. added up
   Twelve tickets to the county fair at $5 each amounted to $60.

**document** [DAHK yuh muhnt] n. paper with important information
   A document with proof of age is needed in order to obtain a passport.

**insulted** [in SUHL tid] v. said something rude or upsetting
   She insulted all the party guests by saying that they had no manners.

**obediently** [oh BEE dee uhnt lee] adv. as one has been instructed
   Even though we didn’t want to work overtime, we obediently followed the manager’s orders.

**previous** [PREE vee uhhs] adj. former; earlier
   At my previous school, my lunch break was much earlier than it is here.

**quaint** [KWAYNT] adj. charming in an old-fashioned way
   Some people find the village quaint, but others think it just looks run-down.

**rate** [RAYT] n. standard amount used to figure a total
   Parking garages charge a higher rate to park during their busiest hours.

Word List B

**boundaries** [BOWN duh rees] n. borders; lines that separate one area from another
   After gold was found nearby, the town quickly outgrew its boundaries.

**descendants** [di SEND uhnts] n. one’s children, their children, and so on
   We should preserve the parklands for future generations, our descendants.

**gnarled** [NAHRLD] adj. twisted and lumpy with age
   The tiny tree near the timber line was stunted and gnarled.

**innumerable** [in NOO mur uh buhl] adj. uncountable; many
   As we watched, innumerable caribou thundered across the land.

**overrun** [oh ver RUHN] v. spread over in large numbers
   In some years, lemmings overrun the land, creating a population problem.

**possession** [puh ZESH uhn] n. ownership
   After taking possession of the tiny shack, they began to enlarge it.

**tilled** [TILD] v. turned over, or plowed, land for growing crops
   The farmers tilled the soil, then planted seeds in the plowed field.

**wretched** [RECH id] adj. miserable
   During the long, cold winter, the settlers lived a wretched life.
“Gentleman of Río en Medio” by Juan A. A. Sedillo

Vocabulary Warm-up Exercises

Exercise A  Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

My father had asked me to go downtown to bring him a [1]______________ he needed for a case he was working on. Although I could think of better things to do that day, I [2] _______________ headed to the bus stop. Before a [3]_______________ errand, Dad had pressed a crisp $10 bill into my hand. This time he [4]_______________ me by not offering me a red cent. Some people might find it [5] _______________ that Dad has me running errands when there’s a perfectly good messenger service. But he thinks it builds character. When I got back to his office, I figured at the [6] _______________ of $5.25 an hour, my fee [7]________________ to $10.50. But when he pulled a crisp $10 bill from his wallet, I didn’t have the heart to ask him for the [8]_______________ 50 cents.

Exercise B  Use a word from Word List B to replace each underlined word or group of words without changing the meaning. Then, write each new sentence below.

1. Weak defenses allowed armies to teem across the country’s borders.

2. Pioneers in the dusty valley turned over the soil in their miserable fields.

3. Countless trees in the orchard grew straight and tall, but a few were twisted and lumpy.

4. After two generations, inheritors of the original owners took ownership of the land.
“Gentleman of Río en Medio” by Juan A. A. Sedillo

Reading Warm-up A

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Mom and Dad were speechless when Great-aunt Bessie said that she was giving them her house and most of her furniture. It amounted to a gift of half a million dollars.

“Don’t say no,” Auntie added. “I once insulted a very dear relative by turning down a gift.”

Without a fuss, my parents obediently accepted her offer. The previous year, after the twins were born, we had gone house hunting for our growing family. With property valued at a rate of $10,000 an acre, Mom and Dad had always come up short. They told me that we needed an additional $20,000 to make moving out of our crowded apartment possible. Now that Auntie was going to live with her sister, I guess she saw the wisdom in her gift. We saw space and comfort.

Great-aunt Bessie’s house was quaint and old-fashioned. Built around the turn of the twentieth century, her grandparents had been the original owners. Her parents had been the second owners. She and her husband had been the third. They’d never had any children of their own, and now Great-uncle Oscar was gone these last three years.

One weekend afternoon, we drove over to Great-aunt Bessie’s house to meet with a lawyer. He was going to draw up a deed. Auntie pulled a document out of a crusty old envelope. It was the original bill of sale for the house.

“I want you to have this,” she said to my parents. “Keep it safe and pass it along to the next generation.” She smiled in my direction. “It’s part of our family history.”

It felt strange to know that one day I would be part of that history. For now, it felt good to be moving into that big, old house, full of places to explore.

1. Underline the two items that amounted to half a million dollars. Then, write what amounted means.

2. Circle the words that caused the relative to be insulted. Rewrite that sentence, using a synonym for insulted.

3. Circle the phrase that tells what it means to obediently accept an offer. Then, tell about a time you did something obediently.

4. Rewrite the sentence that contains the word previous, using a different phrase for the previous year.

5. Circle the phrase that tells the rate at which the narrator says property is valued. Define rate.

6. Circle the additional amount of money the family needed in order to move. How does the word additional let you know that the family had already saved some money?

7. Circle the synonym for quaint. Give an example of something you know that is quaint.

8. Underline the words that tell what the family document was. Name an important document belonging to your family or to the country.
A popular saying is, “There’s no such thing as a free lunch.” That may be true. But in 1862, the Homestead Act provided many U.S. citizens with what amounted to free land. The only thing a homesteader needed before taking possession of 160 acres in the Midwest or the West was $12. The only payment for the land after “proving” up, or showing that a home was built and the land was being farmed, was another $6. The real cost of homesteading was a great deal more, however.

To understand the Homestead Act, you have to go back to 1783. Then, our brand-new country was pushing westward and stretching its boundaries mightily. Until the mid-1800s, sale of land by our government helped pay its debts. A struggle began between two groups of people, however. Wealthy people wanted to buy up land to make money. Poor people wanted to live on the land, farm it, and leave it to their descendants, or children.

When President Lincoln signed the Homestead Act, any U.S. head of household over 21 could obtain land. This did not stop the land grab. It did, however, create opportunities for innumerable citizens, including women and ex-slaves, who were willing to brave the frontier.

The cost of starting a farm could be great. Homesteaders in Minnesota, Iowa, and eastern Nebraska and Kansas generally had more success in farming than pioneers who headed farther west. There, they tilled poor, sod-covered soil. Hailstorms and fires could strike. Hordes of grasshoppers could overrun the land and ruin the year’s crops. Many farmers wound up with little more than gnarled hands, wretched homes, and little hope for the future.

The whole story of homesteading is too long to tell here. However, there are many records of the process for anyone curious enough to know more about this period in our country’s history.
“Gentleman of Río en Medio” by Juan A. A. Sedillo

Writing About the Big Question

Is truth the same for everyone?

Big Question Vocabulary

bias confirm contradict doubtful evidence
factual fantasy illogical investigate objective
observation opinion persuade prove theory

A. Use a word from the list above to complete each sentence.

1. To any sensible person, it would seem ________________ for a man to turn down extra money for his property.

2. You would not usually have to try to ________________ someone to accept more money.

3. To ________________ someone’s false claim of land ownership, the real owner would have to produce a deed to the land.

4. Neighbors generally have a high ________________ of a person who is generous and kind.

B. Follow the directions in responding to each of the items below. Answer in complete sentences.

1. Suppose that a group of neighbors turns an empty, abandoned lot into a community vegetable garden. Then, someone presents evidence of ownership of the land. Write two sentences supporting your opinion of who you think should get the vegetables.

2. What fantasy do you have about a perfect children’s park? Which parts of your fantasy could actually come true? Write two sentences to answer these questions, using at least two of the Big Question vocabulary words.

C. In “Gentleman of Río an Medio,” an old man becomes involved in a dispute over the value of property. Complete the sentence below. Then, write a short paragraph in which you connect your answer to the Big Question.

A person selling a house may be biased about his or her property because
**“Gentleman of Río en Medio” by Juan A. A. Sedillo**

**Reading: Make Predictions and Read Ahead to Confirm or Modify Them**

When you **make predictions**, use details in what you read to make logical, informed guesses about what will happen later in a story. **Reading ahead to confirm or modify predictions** helps you remain focused on the connections between events.

As you read, look for details that suggest a certain outcome. Make a prediction about what will happen next. Then, read ahead to see if you were right. Use new details to confirm or modify your original predictions. Finally, make new predictions—and repeat the process. Here are some guidelines for making predictions as you read:

- Consider characters’ traits, actions, and relationships to other characters.
- Consider the events that have already occurred.
- Consider the setting and the kinds of events likely to occur in that setting.
- Consider the message that the writer might want to convey.
- Take into account any knowledge you have about similar situations in real life or in books or movies that you are familiar with.

**DIRECTIONS:** The following chart lists details from “Gentleman of Río en Medio.” Use the questions above to make predictions based on those details as you read the story. Then, read ahead to confirm or modify your prediction. In the third column, note whether your prediction was correct, and write what actually happens.

<table>
<thead>
<tr>
<th>Details From Story</th>
<th>Prediction</th>
<th>Confirmation/Correction of Prediction</th>
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</thead>
<tbody>
<tr>
<td>1. Don Anselmo is offered twice as much money for his land as had been agreed on.</td>
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<tr>
<td>2. After the sale of the land, the children of the village continue to play in the orchard.</td>
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<tr>
<td>3. Don Anselmo declares that he did not sell the trees in the orchard when he sold his land.</td>
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“Gentleman of Río en Medio” by Juan A. A. Sedillo

**Literary Analysis: Conflict and Resolution**

**Conflict** is the struggle between two opposing forces.

- **In external conflict,** a character struggles against another character, natural forces, or some aspect of society. In “Gentleman of Río en Medio,” the unidentified Americans are in conflict with Don Anselmo as they try to negotiate the purchase of his property.
- **Internal conflict** is a struggle between competing feelings, beliefs, needs, or desires within a single character. For example, if a character faces a loss of some kind, he or she might struggle to maintain a sense of pride or dignity.
- **In the resolution,** problems are worked out to eliminate the conflict.

The following passages from “Gentleman of Río en Medio” tell something about the characters on each side of the story’s external conflict. As you reread these passages, think about the internal conflicts with which the characters might be struggling.

It took months of negotiation to come to an understanding with the old man. He was in no hurry. What he had the most of was time. He lived up in Río en Medio, where his people had been for hundreds of years. He tilled the same land they had tilled.

“Don Anselmo, about the ranch you sold to these people. They are good people and want to be your friends and neighbors always. When you sold to them you signed a document, a deed, and in that deed you agreed to several things. One thing was that they were to have complete possession of the property. Now, Don Anselmo, it seems that every day the children of the village overrun the orchard and spend most of their time there.”

**DIRECTIONS:** Use the information in the preceding passages, along with your knowledge of the rest of the story, to answer these questions.

1. What is the external conflict in “Gentleman of Río en Medio”?

2. With what internal conflict might Don Anselmo be struggling?

3. With what internal conflict might the Americans be struggling?

4. How are the conflicts resolved?
Word List

deed  descendants  negotiation  possession  preliminary  quaint

A. DIRECTIONS: Answer each question with yes or no. Then, explain your answer.

1. Does a preliminary event follow the main event?

2. Are you likely to know any of your descendants?

3. Can merely thinking about something be called a deed?

4. Does negotiation always lead to a favorable outcome?

5. If you have possession of something, have you given it away?

6. Would you call a magnificent modern palace a quaint home?

B. WORD STUDY: The Latin root -limin- means “threshold,” the entrance or beginning point of something, such as a career or a house. Answer each of the following questions using one of these words containing -limin-: subliminal, sublime, and eliminate. Explain your answer.

1. If an advertiser uses subliminal advertising, are you consciously aware of it?

2. If you eliminate a food from your diet, do you continue to eat it?

3. Would you consider a sublime moment to be an ordinary moment?
Imagine that you are the **surveyor** who measures Don Anselmo’s land. Below is a map showing the land Don Anselmo thinks he owns. You discover that he owns a parcel of land of equal size and shape across the river.

**DIRECTIONS:** Complete the diagram to show the land that Don Anselmo owns across the river. Label its measurements in feet, based on the measurements of the original parcel. Then, answer the following questions.

1. How many acres of land does Don Anselmo own in all?

2. What is the total length of the land, in feet?

3. What is the total width of the land, in feet?

4. What is the area of one acre, in square feet?

5. Don Anselmo is selling eight acres of land for $1,200. How many dollars is that per acre?

6. How much are the Americans willing to pay Don Anselmo for the two parcels of property combined?
“Gentleman of Río en Medio” by Juan A. A. Sedillo

Open-Book Test

Short Answer Write your responses to the questions in this section on the lines provided.

1. In “Gentleman of Río en Medio,” Don Anselmo and the narrator have come to an agreement after months of negotiation. Briefly describe the parties who would have taken part and the issues involved in the negotiation that is referred to in the first sentence of the story. Base your answer on the meaning of negotiation.

2. At the beginning of “Gentleman of Río en Medio,” Don Anselmo has agreed to sell his land. What can you infer about the importance of that agreement to Don Anselmo? Cite two details in the story to support your answer.

3. In “Gentleman of Río en Medio,” the house on Don Anselmo’s property is “small and wretched, but quaint. . . . His orchard was gnarled and beautiful.” Why might Don Anselmo be willing to sell his property? Why might the buyers want it? Cite one reason in your response to each question.

4. At the beginning of “Gentleman of Río en Medio,” the narrator describes a survey of Don Anselmo’s land. What effect did you predict the survey would have on Don Anselmo’s decision to sell the land? What events or details in the story confirmed your prediction or proved it wrong?

5. In “Gentleman of Río en Medio,” the narrator describes Don Anselmo’s preliminary performance when he arrives for a meeting. He bows, slowly takes off his hat and gloves, and chats at length about the weather and his family. Why does the narrator use the word preliminary in describing those actions?
6. An important conflict in “Gentleman of Río en Medio” is between a modern culture and an old-fashioned one. What evidence in the story suggests that conflict? Cite one detail from each side of the conflict to support your answer.

7. After Don Anselmo sells his land to the Americans, the village children continue to play in the orchard. What prediction did you make concerning the reason for the children’s behavior? What did you find out later on in “Gentleman of Río en Medio” that confirmed or disproved your prediction?

8. A conflict is a struggle between two opposing forces. How does the narrator of “Gentleman of Río en Medio” resolve the conflict between Don Anselmo and the new owners of Don Anselmo’s property? What knowledge or understanding of the narrator’s plays a part in the resolution of the conflict?

9. The narrator of “Gentleman of Río en Medio” focuses on Don Anselmo, but he also reveals some information about himself. What inner conflict might the narrator have about his dealings with the older gentleman? Cite at least one detail from the story to support your answer.

10. What values are important to Don Anselmo, the main character in “Gentleman of Río en Medio”? To answer the question, fill in the following chart with evidence from the story.

<table>
<thead>
<tr>
<th>Value</th>
<th>Evidence</th>
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Essay

Write an extended response to the question of your choice or to the question or questions your teacher assigns you.

11. Think about the solution to the problem of the children playing in the orchard. Is the solution fair? Answer this question in a brief essay. Recall that Don Anselmo has signed a deed giving his property to the new owners. He has also refused to accept full value for his land. Support your opinion with evidence from “Gentleman of Río en Medio.”

12. In “Gentleman of Río en Medio,” does Don Anselmo overreact when he appears to be offended by the narrator’s offer to provide additional money for the land he has agreed to sell? What does the old man’s reaction say about his personality and his values? Answer these questions in a brief essay.

13. The major conflict in “Gentleman of Río en Medio” may be seen as between two cultures, the Mexican and the American, or it may be seen as between old-fashioned values and modern values. Choose one of these viewpoints, and describe it in a brief essay. Name the characters on each side of the conflict. Cite details from the story to support your interpretation of the conflict.

14. Thinking About the Big Question: Is truth the same for everyone? The plot of “Gentleman of Río en Medio” involves a misunderstanding about the ownership of the trees in an orchard. This misunderstanding has to do with the different ways in which people view the world based on their background and experience. In an essay, contrast Don Anselmo’s “truth” about ownership of the trees with that of the Americans. Why is his truth so different from theirs?

Oral Response

15. Return to question 3, 6, or 9 or to the question your teacher assigns you. Take a few minutes to expand your answer and prepare an oral response. Find additional details in “Gentleman of Río en Medio” that support your points. If necessary, make notes to guide your response.
Critical Reading  Identify the letter of the choice that best answers the question.

1. Who tells the story of “Gentleman of Río en Medio”?
   A. Don Anselmo
   B. a child in the village
   C. the American buyers
   D. a friend of the Americans

2. Which statement hints that there may be a conflict in “Gentleman of Río en Medio”?
   A. It took Don Anselmo months to come to a decision.
   B. Don Anselmo had lived in Río en Medio all his life.
   C. The orchard is beautiful.
   D. Don Anselmo bows to the people at the meeting.

3. Between whom is the conflict in “Gentleman of Río en Medio”?
   A. Don Anselmo and the Americans
   B. Don Anselmo and the children
   C. the Americans and the person helping them with the land
   D. Don Anselmo and his relatives

4. Why is Don Anselmo referred to as “Don”?
   A. “Don” is a nickname for “Donald.”
   B. “Don” is another way of saying “dear.”
   C. “Don” is another way of saying “sir.”
   D. “Don” means “grandfather.”

5. Which sentence best describes Don Anselmo in “Gentleman of Río en Medio”?
   A. He is a businessman at heart.
   B. He is not a very good negotiator.
   C. He is dishonest.
   D. He values fairness to all.

6. What is a reasonable prediction about how Don Anselmo will react to the Americans’ problem with the children?
   A. Don Anselmo will be angry and unreasonable.
   B. Don Anselmo will give the problem some thought.
   C. Don Anselmo will ask his family’s advice.
   D. Don Anselmo will tell the children to leave the orchard.
7. What is Don Anselmo’s reason for not selling the trees along with the land?
   A. He doesn’t think the Americans want them.
   B. He wants the trees for himself.
   C. The Americans did not ask for them.
   D. The trees belong to his descendants.

8. Why do you think Don Anselmo brings his young relative to the meetings?
   A. Don Anselmo enjoys having a servant with him at all times.
   B. Don Anselmo is proud of his family and includes them in his life.
   C. Don Anselmo never travels alone.
   D. Don Anselmo wants the company.

9. How is the conflict resolved in “Gentleman of Río en Medio”?
   A. The person helping the Americans pays for the trees.
   B. The children are allowed to play in the orchard.
   C. The Americans buy the trees from their owners.
   D. Don Anselmo moves back into his house.

10. To whom does Don Anselmo want to sell his land?
    A. to people he respects
    B. to people who can pay the highest price
    C. to people who will take care of the orchard
    D. to people who will sell the orchard

11. Based on the behavior of Don Anselmo and the Americans, what prediction can you make about their future together?
    A. Problems will continue to arise.
    B. The Americans will move away.
    C. The children will cause damage to the trees.
    D. They will work out any problems that come up.

Vocabulary and Grammar

12. Which phrase is closest in meaning to *innumerable*?
    A. not able to be seen
    B. too many to count
    C. not able to be heard
    D. very far away
13. What kind of nouns are the words *women* and *girls*?
   A. proper nouns  
   B. pronouns  
   C. singular nouns  
   D. plural nouns

14. Don Anselmo says that the trees belong to his descendants. Who are his descendants?
   A. his aunts  
   B. his grandparents  
   C. his offspring  
   D. his friends

15. In which sentence is a plural noun used incorrectly?
   A. The library had many books on its shelves.  
   B. Hundreds of geese flew overhead.  
   C. We looked for more berry bushes.  
   D. How many childs are in your family?

**Essay**

16. Don Anselmo is very proud of his large family. He is also very generous to his descendants. Write an essay in which you tell how you know that these are true statements. Give examples from “Gentleman of Río en Medio” to help prove your points.

17. Write an essay in which you predict how Don Anselmo, his relatives, and the Americans will get along as neighbors in the future. Base your answer on events that occur in “Gentleman of Río en Medio.”

18. **Thinking About the Big Question: Is truth the same for everyone?**
    “Gentleman of Río en Medio” deals with a misunderstanding about the ownership of the trees in an orchard. This misunderstanding has to do with the different ways in which people’s background and experience affect their view of the world. In an essay, contrast Don Anselmo’s “truth” about ownership of the trees with that of the Americans. Support your answer with specific examples.
“Gentleman of Río en Medio” by Juan A. A. Sedillo

Selection Test B

Critical Reading Identify the letter of the choice that best completes the statement or answers the question.

1. Who is the narrator of “Gentleman of Río en Medio”?
   A. Don Anselmo  
   B. a child in the village  
   C. the Americans who buy the property  
   D. the agent handling the sale of the property

2. Which statement from “Gentleman of Río en Medio” offers the first hint that there may be a conflict between the Americans and Don Anselmo?
   A. “It took months of negotiation to come to an understanding with the old man.”  
   B. “He lived up in Río en Medio, where his people had been for hundreds of years.”  
   C. “His orchard was gnarled and beautiful.”  
   D. “The old man bowed to all of us in the room.”

3. What do you learn about Don Anselmo from the way he dresses?
   A. He tries to appear rich.  
   B. He has lived in the same area all his life.  
   C. He is proud of his large family.  
   D. He is poor, but he has dignity.

4. In “Gentleman of Río en Medio,” why is Don Anselmo referred to as “Don”?
   A. “Don” is a shortened form of his first name, “Donald.”  
   B. “Don” is a term of affection, similar to “dear” or “darling.”  
   C. “Don” is a title of respect, such as “sir” in English.  
   D. “Don” means “to put on,” and shows that he “put on” an act.

5. Which sentence best describes Don Anselmo?
   A. Don Anselmo is a businessman at heart.  
   B. Don Anselmo is not a very good negotiator.  
   C. Don Anselmo is stubborn and uncooperative.  
   D. Don Anselmo values fairness to all.

6. Why did Don Anselmo refuse the extra money for his land?
   A. He did not want to cheat the Americans.  
   B. He was afraid the Americans were making fun of him.  
   C. He felt it was a point of honor to be paid the price they had already agreed upon.  
   D. He did not want to lose face in front of the boy who had come with him.

7. Based on the first meeting described in “Gentleman of Río en Medio,” what is a reasonable prediction about what will happen in the second meeting?
   I. Don Anselmo will be stubborn and unreasonable.  
   II. Don Anselmo will put his family first.  
   III. Don Anselmo will take his time to reach a decision.  
   IV. Don Anselmo will be upset.  
   A. I, II  
   B. I, II, III  
   C. II, III  
   D. I, III, IV
8. How do the Americans resolve the conflict over the sale of Don Anselmo’s land?
   A. They buy each tree from its owner in the village.
   B. They pay Don Anselmo double the price for his land.
   C. They give up and move away from Río en Medio.
   D. They decide to let the children play in the orchard.

9. The real conflict in “Gentleman of Río en Medio” is between two forces rather than people. Which concepts or traditions are in opposition to each other?
   A. the older generation vs. the newcomers
   B. the Americans vs. their real estate agent
   C. the custom of ownership vs. the law of ownership
   D. the buyers of the land vs. Don Anselmo

10. How might Don Anselmo’s internal conflict be described?
    A. his history with the land vs. his family’s need for money
    B. his ownership of the land vs. his descendants’ greediness
    C. his need for money vs. his obligation to the Americans
    D. his attachment to the orchard vs. his need for new clothes

11. It is important to Don Anselmo to sell his land to
    A. people he respects.
    B. people who can pay the highest price.
    C. people who can care for the orchard.
    D. people who will let the children play in the orchard.

12. Solving the problem by buying the trees from Don Anselmo’s descendants is the story’s
    A. external conflict.
    B. internal conflict.
    C. resolution.
    D. opposing force.

13. Based on the behavior of Don Anselmo and the Americans, what prediction can you make about their future together?
    A. Problems will continue to arise.
    B. The Americans will move away.
    C. The children will cause damage to the trees.
    D. They will work out any problems that come up.

Vocabulary and Grammar

14. In which sentence is innumerable used correctly?
    A. The innumerable guests sat down at the table.
    B. John tried to count the mosquitoes, but they were innumerable.
    C. Without a tape measure, figuring out the table length was innumerable.
    D. The flat tire made the car innumerable.
15. The word *women* is an example of a  
   A. plural noun.  
   B. singular noun.  
   C. phrase.  
   D. proper noun.

16. An appropriate word to describe *descendants* is  
   A. ancestors.  
   B. grandparents.  
   C. offspring.  
   D. friends.

17. In which sentence are the singular and plural nouns used correctly?  
   A. The geese migrated south for the winter.  
   B. Three friends shared a tables at the reception.  
   C. The library donated many used book to the children in the village.  
   D. Daniel took three photography class at schools.

**Essay**

18. The external conflict in “Gentleman of Río en Medio” involves people of two cultures negotiating a sale of land. Write an essay explaining the point of view of both sides of the conflict, the American buyers and Don Anselmo.

19. Don Anselmo is fair, generous, and proud. Write an essay in which you agree or disagree with this statement. Use examples from “Gentleman of Río en Medio” to support your answer.

20. **Thinking About the Big Question: Is truth the same for everyone?** The plot of “Gentleman of Río en Medio” involves a misunderstanding about the ownership of the trees in an orchard. This misunderstanding has to do with the different ways in which people view the world based on their background and experience. In an essay, contrast Don Anselmo’s “truth” about ownership of the trees with that of the Americans. Why is his truth so different from theirs?
Study these words from “Cub Pilot on the Mississippi.” Then, complete the activities.

Word List A

apprenticeship [uh PREN tis ship] n. training for a job
   After high school, Brett started an apprenticeship with a local plumber.

costly [KAWST lee] adj. expensive
   Not paying attention while driving can lead to costly errors.
criticized [KRIT uh syzd] v. told someone what he or she did wrong
   Ms. Banks criticized Lenny for his selfish attitude.
employment [em PLOY muhnt] n. paid work
   Without skills or training, it is hard to find interesting employment.
stingy [STIN jee] adj. unwilling to spend or give money
   Mr. Virgil was so stingy that he didn’t want to pay me for pet sitting.
tyrant [TY ruhnt] n. cruel ruler, or someone who behaves like one
   Whoever disobeyed the tyrant was punished or banished from the land.
varieties [vuh RY uh teez] n. different types of the same thing
   How many varieties of melon can you name?
vigorous [VIG uh ruhs] adj. lively, strong, or with great energy
   At the age of eighty, Mrs. Dawes was as vigorous as any sixty-year-old.

Word List B

abreast [uh BREST] adj. up to date
   Please keep me abreast of the latest news on the election.
aloft [uh LAWFT] adj. in the air
   After several tries, the Wright brothers finally got a plane to stay aloft.
blunder [BLUHN der] n. mistake
   Calling your sister by the wrong name was an embarrassing blunder.
dialect [DY uh lekt] n. type of language that is spoken in a specific place
   It’s easy to pick out someone with a southern dialect in a crowd of New Yorkers.
environment [en VY ruhn muhnt] n. surroundings; the natural world
   The builder designed the house in harmony with its environment.
homesick [HOHM sik] adj. missing one’s home and family
   After only two days away at camp, the brothers were already homesick.
impressively [im PRES iv lee] adv. in an outstanding way; strikingly
   Both candidates spoke impressively about what they had accomplished.
steamboat [STEEM boht] n. boat that uses steam for power
   The steamboat came downriver, its paddle turning and smoke rising into the air.
“Cub Pilot on the Mississippi” by Mark Twain

Vocabulary Warm-up Exercises

**Exercise A** Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

Some jobs require a long [1]__________ period, but I didn’t think being a reporter for the middle-school newspaper was one of them. It wasn’t as if I had sought [2]__________ at the city desk of a major paper. There were only so many [3]__________ of articles, and I thought I covered them all pretty well: sports, assemblies, elections, contests, and fundraising. Still, that [4]__________ of an editor thought otherwise. He was [5]__________ with his time except when he [6]__________ anything I wrote. He was especially [7]__________ in putting me down when other staff members were around. It wasn’t as if I could make some [8]__________ error reporting the news. After all, the paper was given out free to all students!

**Exercise B** Revise each sentence so that the underlined vocabulary word is used in a logical way. Be sure to keep the vocabulary word in your revision.

**Example:** He played impressively, throwing many incomplete passes and losing much yardage.

*He played impressively, throwing many complete passes and gaining much yardage.*

1. I always keep abreast of the news, so I know little about current events.

2. When it rains, the American flag should be hoisted aloft.

3. A terrible blunder made things better for everyone.

4. When she recognized the unfamiliar dialect, she realized how homesick she was for a strange town.

5. If you want to ruin the environment, concern yourself with the loss of habitats.

6. A flatboat was a great improvement over the slow-moving steamboat.
“Cub Pilot on the Mississippi” by Mark Twain

Reading Warm-up A

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

In colonial America, and in the early days of the republic, apprenticeship was a common way for a boy to learn a trade. He would sign an indenture, or contract, with a master. The master would then train him in all aspects of his livelihood. Usually, no money changed hands until the last year of service. All the same, it was costly to the master. He had to provide the boy with room and board, and he sometimes also taught the boy how to read, write, and keep the business’s accounts.

A master could be a tyrant or a gentle teacher, stingy or generous almost to a fault. Some masters criticized their apprentices constantly. Others taught with praise. No matter what, a boy was expected to obey the master’s wishes.

The period of service was usually five or seven years. Then, with a small amount of money in his pocket, an apprentice set out into the world. He was known as a journeyman. That is because he often had to journey from place to place to find employment. He usually hoped to save up enough money to have his own business.

Modern life offers many opportunities. However, even 200 years ago, there were many varieties of jobs. A boy could train to be a baker or a blacksmith, a cooper (barrel maker) or a chandler (candle maker). These occupations required a boy in vigorous health with a strong desire to learn and the patience to see a job through. Boys with more education and a love of learning might wind up in a printer’s shop or a merchant’s office.

The Industrial Revolution greatly reduced the apprentice system. In some fields even today, however, it is a necessary route. It is required for learning a craft, such as fine cabinet making, or a service skill, such as plumbing. Also, it is the only way to pass down years of know-how from generation to generation.

1. Underline words that give a clue to the meaning of apprenticeship. Name a trade for which you might like to serve an apprenticeship.

2. Circle the words that tell what was costly to the master. Explain why in a sentence.

3. Circle the word that is the opposite of tyrant. Write a sentence that describes someone who is the opposite of a tyrant.

4. Circle the word that is the opposite of stingy. Write a sentence that tells at least one way in which a master might have been stingy.

5. Rewrite the sentence with the word criticized using a synonym for criticized.

6. Circle one form of employment mentioned in the following sentence. Explain in a sentence why a journeyman had to find employment.

7. Circle two varieties of trades mentioned in the paragraph. Write a sentence that includes the other varieties mentioned.

8. Why did the trades listed require someone with vigorous health?
In 1800, pioneers heading west from the original 13 colonies faced a trek over miles of trails or an equally slow boat trip. Flatboats drifted downstream with the current, and going upstream was impossible.

The invention of the steamboat changed water travel forever. It opened up the Midwest to farming, shipping, and industry. It paved the way for America’s great westward expansion. Robert Fulton’s Clermont began operating on the Hudson River in New York in 1807. Boats that used burning fuel to create steam power reached their height on the Mississippi River shortly before the Civil War.

A steamboat would chug impressively downriver at eight miles an hour, billows of smoke aloft. Docking at ports along the way, it entered the environment of rough, lively river towns. Southern dialect met northern accent in the bustle of St. Louis, Missouri, the steamboat capital. Crews and passengers helped keep folks abreast of the news up and down the river. Homesick river workers would gather around to hear word from their native towns.

Within a few decades, steamboats became “floating palaces.” They could be as long as 300 feet, with five decks. Steamboats had a dark side, however. They were dangerous. Sometimes even a minor blunder would cause a boiler explosion, placing people’s lives and the boat’s cargo in jeopardy.

The Civil War brought a halt to steamboat traffic on the Mississippi. The river turned into a watery battle route. After the war, steamboat traffic resumed. It was soon overshadowed, however, by the growth of another kind of steam transportation: the railroad.

Brought to life in the stage musical Show Boat, the steamboat became a form of traveling entertainment. Today, there are still many steamboat lovers. Newly built “floating palaces” operate in some of America’s finest river towns, reminding us of days gone by.

1. Underline the words that explain what steamboats are. Write a sentence that tells about the first steamboat.

2. Rewrite the sentence with impressively and aloft, substituting different words for them.

3. Circle the words that describe the environment of the river towns. Write a sentence, describing your school environment.

4. List the two dialects mentioned in the passage. Then, write a sentence in your own words, telling what a dialect is.

5. Rewrite the sentence with the word abreast, using a synonym for the word.

6. Underline the phrase that suggests the river workers might be homesick. Explain in a sentence why they might feel this way.

7. Write a sentence that tells what the results of a blunder might be aboard a steamboat. Define blunder.
“Cub Pilot on the Mississippi” by Mark Twain

Writing About the Big Question

Is truth the same for everyone?

Big Question Vocabulary

- bias
- confirm
- contradict
- doubtful
- evidence
- factual
- fantasy
- illogical
- investigate
- objective
- observation
- opinion
- persuade
- prove
- theory

A. Use a word from the list above to complete each sentence.

1. Some bullies seem to have a ________________ against people who dress in an unusual way.

2. Such an attitude is not based on anything ________________, but rather on prejudice and mistrust.

3. Maya’s ________________ about unusual clothing is that it is interesting.

4. It is hard to have a fair and ________________ attitude toward a person who is always scowling.

B. Follow the directions in responding to each of the items below. Answer in complete sentences.

1. List two truths that you can say about most bullies. Use at least two of the Big Question vocabulary words.

   __________________________________________________________
   __________________________________________________________

2. Describe an experience you or a friend once had with a bully, and tell how you handled it.

   __________________________________________________________
   __________________________________________________________

C. In “Cub Pilot on the Mississippi,” a young man endures the abuse of a bully but defends his brother against the same bully. Complete the sentence below. Then, write a short paragraph in which you connect your statement to the Big Question.

Bullies are ________________

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
“Cub Pilot on the Mississippi” by Mark Twain

Reading: Make Predictions and Read Ahead to Confirm or Modify Them

When you **make predictions**, use details in what you read to make logical, informed guesses about what will happen later in a story. **Reading ahead to confirm or modify predictions** helps you remain focused on the connections between events.

As you read, look for details that suggest a certain outcome. Make a prediction about what will happen next. Then, read ahead to see if you were right. Use new details to confirm or modify your original predictions. Finally, make new predictions—and repeat the process.

Here are some guidelines to consider for making predictions as you read:

- Consider characters’ traits, actions, and relationships with other characters.
- Consider the events that have already occurred.
- Consider the setting and the kinds of events likely to occur in that setting.
- Consider the message that the writer might want to convey.
- Take into account any knowledge you have about similar situations in real life or in books or movies you are familiar with.

**Directions:** The following chart lists details from “Cub Pilot on the Mississippi.” Use the questions above to make predictions based on those details as you read the story. Then, read ahead to confirm or modify your prediction. In the third column, note whether your prediction was correct, and write what actually happens.

<table>
<thead>
<tr>
<th>Details From Story</th>
<th>Prediction</th>
<th>Confirmation/Correction of Prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. He was a middle-aged, long, slim, bony, smooth-shaven, horsefaced, ignorant, stingy, malicious, snarling, fault-hunting, mote magnifying tyrant.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I often wanted to kill Brown, but . . . a cub had to take everything his boss gave, in the way of . . . comment and criticism; and we all believed that there was a . . . law making it a penitentiary offense to strike or threaten a pilot . . . on duty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The racket had brought everybody to the hurricane deck, and I trembled when I saw the old captain looking up from amid the crowd. I said to myself, “Now I am done for!”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
“Cub Pilot on the Mississippi” by Mark Twain

Literary Analysis: Conflict and Resolution

**Conflict** is the struggle between two opposing forces.

- **External conflict** is a struggle against another character, natural forces, or some aspect of society.
- **Internal conflict** is a struggle between competing feelings, beliefs, needs, or desires within a single character.

In the **resolution** of a story, problems are worked out in a way that eliminates the conflict.

The following passages from “Cub Pilot on the Mississippi” tell something about the characters’ external conflicts and about one character’s internal struggle. As you reread these passages, think about the conflicts with which the characters are struggling.

He was a middle-aged, long, slim, bony, smooth-shaven, horsefaced, ignorant, stingy, malicious, snarling, fault-hunting, mote magnifying tyrant. I early got the habit of coming on watch with dread at my heart. No matter how good a time I might have been having with the off-watch below, and no matter how high my spirits might be when I started aloft, my soul became lead in my body the moment I approached the pilothouse.

I often wanted to kill Brown, but this would not answer. A cub had to take everything his boss gave, in the way of vigorous comment and criticism; and we all believed that there was a United States law making it a penitentiary offense to strike or threaten a pilot who was on duty.

**Directions:** Use the information in the preceding passages, along with your knowledge of the rest of the story, to answer these questions.

1. What is the external conflict in “Cub Pilot on the Mississippi”?

2. What is the internal conflict?

3. How are the conflicts resolved?
“Cub Pilot on the Mississippi” by Mark Twain

Vocabulary Builder

Word List

confronted  contemptuously  emancipated
judicious  malicious  pretext

A. DIRECTIONS: Revise each sentence so that the italicized Word List word is used logically. Be sure to include the vocabulary word in your revised sentence.

Example: When the rain clouds appeared, the baseball fans shouted with delight.
Revision: When the rain clouds disappeared, the baseball fans shouted with delight.

1. Because his motives were sound, Brown needed a pretext to find fault with Twain.

2. By attacking Brown, Twain showed that he was judicious.

3. Twain confronted Brown with a smile and a friendly handshake.

4. Everyone liked Brown because he was so malicious.

5. After he was emancipated from the tyranny of Brown, Twain felt like a slave.

6. By looking at Twain contemptuously, Brown showed his approval of him.

B. WORD STUDY: The Latin root -judex- means “judge.” Answer the following questions using one of these words containing -judex-: judgment, judicial, adjudicate.

1. Why might your judgment about fashion and style be different from your mom’s?

2. If a person commits a crime, how might he or she get involved in the judicial system?

3. To adjudicate a case fairly, what information must a judge have?
Mark Twain suffered during his apprenticeship under Mr. Brown. In the end, Twain was so full of anger that he punched a man who was his elder and his boss. How else might the conflict have been resolved?

Conflict at school or work cannot always be avoided. The use of violence, however, is never the answer. Of all the skills you will learn before you enter the workforce, problem solving and conflict resolution are among the most essential. Being able to recognize and solve problems early on will help you work well with others and work effectively at your job. If you believe you are being treated unfairly, you might discuss the issue respectfully with the person involved. If that is not an option, ask advice from a responsible individual. Finally, back off, or leave a bad situation before it leads to violence.

**Directions:** Imagine that Twain and Brown have the chance to resolve their conflict before any violence takes place. Using your imagination and details from “Cub Pilot on the Mississippi,” fill in this chart to show how the two men might have used problem-solving skills effectively. The first step has been completed as an example.

<table>
<thead>
<tr>
<th>Problem-Solving Steps</th>
<th>Steps Taken by Twain and Brown</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recognize that a problem exists: Identify a difference between what is and what could or should be.</td>
<td>Brown continually picks on Twain. Twain says nothing to Brown about how the criticism makes him feel.</td>
</tr>
<tr>
<td>2. Identify possible reasons for the problem.</td>
<td></td>
</tr>
<tr>
<td>3. Create a plan to solve the problem.</td>
<td></td>
</tr>
<tr>
<td>4. Evaluate how well the plan is working.</td>
<td></td>
</tr>
<tr>
<td>5. Review the plan, and revise it if necessary.</td>
<td></td>
</tr>
</tbody>
</table>
"Gentleman of Río en Medio" by Juan A. A. Sedillo
"Cub Pilot on the Mississippi" by Mark Twain

Integrated Language Skills: Grammar

Plural Nouns

A plural noun refers to more than one person, place, thing, or idea—for example, girls, towns, books, beliefs. The plurals of most nouns are formed by adding an -s to the end of the word. The plurals of certain nouns, however, are formed according to different rules. This chart shows some of the rules for forming plural nouns:

<table>
<thead>
<tr>
<th>Rule</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>For words that end in -x, -ch, or -sh, add -es.</td>
<td>box, boxes; church, churches; sash, sashes</td>
</tr>
<tr>
<td>For words that end in a consonant plus -y, change the y to i and add -es.</td>
<td>pony, ponies; fly, flies</td>
</tr>
<tr>
<td>For some words that end in -f or -fe, change the -f or -fe to -ves.</td>
<td>calf, calves; knife, knives; but roof, roofs.</td>
</tr>
<tr>
<td>For some words, the plural form is a different word.</td>
<td>goose, geese; mouse, mice; woman, women</td>
</tr>
</tbody>
</table>

A. DIRECTIONS: Underline each plural noun in the following sentences.

1. Last year I took a trip west with several friends.
2. We stayed at a ranch where oxen grazed outside our window.
3. We hiked in the desert and found fossils of animal teeth.
4. I found time to read while sitting next to the river, near low bushes of sweet-smelling sage.
5. On our last night, we were lucky enough to see three shooting stars.

B. Writing Application: Write a paragraph about a trip you have taken or would like to take. Use at least five plural nouns that are not formed by adding -s to the end of the word. Then, underline all the plural nouns in your paragraph.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Integrated Language Skills: Support for Writing a Letter

When you write a letter, you have a particular audience—a person or group of people—in mind. In addition, you usually have a particular purpose. You might be describing a trip you are taking, telling what you are doing in school or with your friends, requesting a service, or thanking someone for a gift.

As you draft your letter, think about these points:

- the person to whom you are writing
- your purpose for writing

DIRECTIONS: Use your answers to these questions in your letter to Don Anselmo.

1. What does Don Anselmo care about most?

2. What gift has Don Anselmo given to the children?

3. What did the children probably enjoy about playing in the orchard?

4. How have the children benefited from Don Anselmo’s solution to the conflict?

DIRECTIONS: Use your answers to these questions in your letter to your friend about your steamboat experiences.

1. What was your first impression of the steamboat? Did your first impression change? If so, how? What impression do you hold now?

2. What is the pilot like? How does he or she treat you? What are you learning?

3. What are the other crew members like? Do you interact with them?

4. Have you been ashore? What have you seen? What have you done?
Integrated Language Skills: Support for Extend Your Learning

Listening and Speaking: “Gentleman of Río en Medio”
To prepare to role-play the conflict between Don Anselmo and the purchasers of his property, write a script. Use the lines below to plan your dialogue. When you have completed your script, read it over a few times. Then, put it aside, and role-play the conflict without your notes.

Narrator: ____________________________
Don Anselmo: ____________________________
Narrator: ____________________________
Don Anselmo: ____________________________
Narrator: ____________________________
Don Anselmo: ____________________________

Listening and Speaking: “Cub Pilot on the Mississippi”
With a partner, write a script to role-play the conflict between Twain and Brown. Begin by stating your side of the conflict. Your goal is to find a nonviolent solution. Use the lines below to plan your dialogue. When you have completed your script, read it over a few times. Then, put it aside, and role-play the conflict without your notes.

Brown: ____________________________
Twain: ____________________________
Brown: ____________________________
Twain: ____________________________
Brown: ____________________________
Twain: ____________________________
“Cub Pilot on the Mississippi” by Mark Twain

Open-Book Test

Short Answer  Write your responses to the questions in this section on the lines provided.

1. In “Cub Pilot on the Mississippi,” Mark Twain fears and dreads Brown. Why? Use an example from Twain’s autobiography to support your answer.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. What detail in the middle of “Cub Pilot on the Mississippi” suggests that the conflict between Mark Twain and Brown might be played out in a show of force?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. In “Cub Pilot on the Mississippi,” Mark Twain says that Brown waited for a pretext to criticize him and when he had no pretext, he invented one. If Brown needs a pretext to criticize Twain, is it likely that he has good, valid reasons for criticizing him? Explain your answer based on the meaning of pretext.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. Why is Brown’s personality central to the conflict in “Cub Pilot on the Mississippi”?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

5. In “Cub Pilot on the Mississippi,” why does Mark Twain react strongly when Brown tells the captain that Henry is lying? Cite two details from the story to support your answer.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
6. In “Cub Pilot on the Mississippi,” what did you predict would happen to Mark Twain after he fights with Brown? Write your prediction in the first box in the following chart. In the second box, check confirmed if your prediction was accurate. Check modified if you changed your prediction. In the last box, describe the event that confirmed or disproved your prediction. Then, on the line below, cite one piece of information about the captain that makes it difficult to predict the outcome.

<table>
<thead>
<tr>
<th>Prediction:</th>
<th>Confirmed</th>
<th>Modified</th>
<th>Actual Outcome:</th>
</tr>
</thead>
</table>

7. What did you predict would happen when Mark Twain went to the captain’s office after his fight with Brown in “Cub Pilot on the Mississippi”? Cite one or two details from Mark Twain’s autobiography that led you to make that prediction.

8. The captain is delighted that Twain beat up Brown, but he does not want anyone else to know how he feels. Why? Support your answer with details from “Cub Pilot on the Mississippi.”

9. At first in “Cub Pilot on the Mississippi,” Mark Twain and Brown are in conflict. Who is in conflict with Brown at the end? Support your answer with a detail from Mark Twain’s autobiography.

10. What does Brown expect will happen when he tells the captain that either he or Mark Twain must be put off the boat? Cite evidence from “Cub Pilot on the Mississippi” to support your answer.
Essay

Write an extended response to the question of your choice or to the question or questions your teacher assigns you.

11. In “Cub Pilot on the Mississippi,” the main external conflict—the struggle between two characters—is between Twain and Brown. In a short essay, describe the internal conflict—the struggle between competing desires—within Mark Twain. Explain what happens to resolve, or clear up, Twain’s internal conflict.

12. In an essay, discuss Mark Twain’s decision to attack Brown. State whether or not you believe the cub pilot was right to fight with his superior. Cite details from “Cub Pilot on the Mississippi” to support your point.

13. At the end of this selection from his autobiography, Mark Twain compares himself to an emancipated slave. In a brief essay, use details from “Cub Pilot on the Mississippi” to explain why Twain felt enslaved under Brown and why he felt emancipated after Brown left the boat.

14. Thinking About the Big Question: Is truth the same for everyone? Twain’s age, background, and position on the steamship are very different from Brown’s. In what ways do those differences affect their view of the world—their “truth”? Respond to this question in a brief essay.

Oral Response

15. Go back to question 1, 4, 5, or 8 or to the question your teacher assigns you. Take a few minutes to expand your answer and prepare an oral response. Find additional details in “Cub Pilot on the Mississippi” that support your points. If necessary, make notes to guide your response.
“Cub Pilot on the Mississippi” by Mark Twain

Selection Test A

Critical Reading Identify the letter of the choice that best answers the question.

___ 1. What does this passage tell you about how young Twain feels about Brown?
   He was a middle-aged, long, slim, bony, smooth-shaven, horsefaced, ignorant, stingy, malicious, snarling, fault-hunting, mote-magnifying tyrant.
   A. Twain dislikes Brown intensely.
   B. Twain respects Brown in spite of his flaws.
   C. You can’t judge a book by its cover.
   D. Twain finds Brown funny.

___ 2. What do you predict is the possibility of Twain and Brown ever getting along, based on Twain’s first experiences with the pilot?
   A. Twain and Brown will find a lot to talk about.
   B. Twain and Brown will never get along well.
   C. Twain and Brown will become friends.
   D. Brown will become a good teacher for Twain.

___ 3. What is Twain feeling in this line from “Cub Pilot on the Mississippi”?
   As soon as I could get my voice I said apologetically, “I have had no orders, sir.”
   A. eagerness
   B. happiness
   C. discomfort
   D. anger

___ 4. In “Cub Pilot on the Mississippi,” George Ealer, Ritchie’s boss, is the opposite of Brown. Which word describes George Ealer?
   A. lazy
   B. unfair
   C. forgetful
   D. kindhearted

___ 5. What does Twain’s friend George Ritchie like to do in “Cub Pilot on the Mississippi”?
   A. play tricks on Brown
   B. tease Twain about Brown
   C. eat meals with Brown
   D. tease Twain’s brother Henry
6. Twain tries to hold his temper when Brown gets angry. What does this describe?
   A. the external conflict
   B. Twain’s internal conflict
   C. Brown’s internal conflict
   D. the falling action

7. Why does Brown command Twain to “round the boat to”?
   A. Brown wants to teach Twain a new skill.
   B. Brown knows that Twain will do a good job.
   C. Brown wants Twain to fail so he can yell at him.
   D. Brown has forgotten how to do it himself.

8. In “Cub Pilot on the Mississippi,” why does Brown not hear Henry’s shouted instruction to stop at the landing?
   A. He dislikes Henry.
   B. He is too busy yelling at Twain.
   C. He has fallen asleep at the wheel.
   D. He is deaf.

9. Which sentence best describes how the captain treats Twain after Twain’s attack on Brown?
   A. The captain supports Twain.
   B. The captain is angry with Twain.
   C. The captain is surprised at Twain’s behavior.
   D. The captain is sad about what happened.

10. What does Twain find out about himself after the conflict with Brown?
    A. He finds out that he has courage.
    B. He finds out that he is reckless.
    C. He finds out that he has steering skill.
    D. He finds out that he has a sense of humor.

11. How do you predict that Twain would have reacted to Brown’s insults if Henry had not been in danger?
    A. Twain would still have attacked Brown.
    B. Twain would have insulted Brown.
    C. Twain would have held in his anger, as usual.
    D. Twain would have leaped off the steamboat.
Vocabulary and Grammar

12. In which sentence is *ascended* used correctly?
   A. Tom ascended the stairs to the basement.
   B. Sam ascended the stairs to the balcony.
   C. Susan ascended the letter to her father.
   D. The crowded ascended wildly.

13. What does it mean if parents are *indulgent*?
   A. They are easygoing.
   B. They are strict.
   C. They have many rules.
   D. They are nervous.

14. What kind of noun is the word *books*?
   A. a proper noun
   B. a plural noun
   C. a singular noun
   D. a phrase

15. In which sentence are plural nouns used correctly?
   A. There were too many geese in our backyard.
   B. The teacher brought three book to class.
   C. All of the peoples came to the new movie.
   D. Why did you eat all those cookie?

Essay

16. Write an essay in which you agree or disagree with young Twain’s decision to fight Brown. If you agree with what he did, give examples and reasons from “Cub Pilot on the Mississippi” to support your opinion. If you disagree with what Twain did, give reasons for your opinion and suggest other ways he could have solved the conflict.

17. Write an essay in which you discuss how young Twain and Brown are different. Discuss their physical appearance, use of language, response to anger or frustration, and sense of honesty. Use examples from “Cub Pilot on the Mississippi” to support your ideas.

18. **Thinking About the Big Question: Is truth the same for everyone?** In “Cub Pilot on the Mississippi,” Twain’s age, background, and position on the steamship are very different from Brown’s. In an essay, explain how those differences affect their view of the world—their “truth.” Support your answer with specific examples from the selection.
“Cub Pilot on the Mississippi” by Mark Twain

Selection Test B

Critical Reading Identify the letter of the choice that best completes the statement or answers the question.

___ 1. Which sentence best describes how the narrator feels about Brown in this passage from “Cub Pilot on the Mississippi”?
   He was a middle-aged, long, slim, bony, smooth-shaven, horsefaced, ignorant, stingy, malicious, snarling, fault-hunting, mote-magnifying tyrant.
   A. The narrator despises him.
   B. The narrator respects him.
   C. The narrator envies Brown.
   D. The narrator finds Brown humorous.

___ 2. What do you predict about how Twain and Brown will get along, based on their first encounter?
   A. Brown and Twain will not get along well.
   B. Brown and Twain will find a lot to talk about.
   C. Brown and Twain will become friends.
   D. Brown will be a valuable teacher for Twain.

___ 3. Why do you think Brown examines Twain’s shoes so carefully?
   A. to make Twain feel uncomfortable and self-conscious
   B. to be sure Twain is using proper hygiene
   C. because he admires the shoes
   D. because he is curious

___ 4. What do you know about the conflict between Twain and Brown from this passage?
   The moment I was in the presence, even in the darkest night, I could feel those yellow eyes upon me, and knew their owner was watching for a pretext to spit out some venom on me.
   A. Brown imagines that Twain dislikes him.
   B. Brown dislikes Twain because of his poor job performance.
   C. Brown is trying to help Twain.
   D. Brown’s dislike for Twain is just part of Brown’s disagreeable personality.

___ 5. In “Cub Pilot on the Mississippi,” George Ritchie takes great pleasure in
   A. playing pranks on Brown.
   B. teasing Twain about Brown.
   C. showing up Twain in front of Brown.
   D. showing up Twain in front of Ealer.

___ 6. Brown commands Twain to “round the boat to” because he wants
   A. Twain to fail.
   B. Twain to learn a new skill.
   C. the job done right.
   D. to be a good teacher.
7. In “Cub Pilot on the Mississippi,” Brown fails to hear Henry’s shouted instruction to stop at a landing because
A. he dislikes Henry and always ignores him.
B. he is too busy yelling at Twain.
C. he has fallen asleep at the wheel.
D. he is deaf.

8. Twain struggles to hold his temper during Brown’s tirades. This statement describes
A. the external conflict.
B. Twain’s internal conflict.
C. Brown’s internal conflict.
D. the falling action.

9. Which word describes the captain’s attitude toward Twain after the attack on Brown?
A. supportive
B. sad
C. angry
D. surprised

10. Which personal quality does Twain discover as a result of his conflict with Brown?
A. courage
B. recklessness
C. steering skill
D. sense of humor

11. If Henry had not been in danger, how do you predict Twain would have reacted to Brown’s insults?
A. Twain would have attacked Brown.
B. Twain would have insulted Brown verbally.
C. Twain would have held in his anger, as usual.
D. Twain would have leaped off the steamboat.

Vocabulary and Grammar

12. In which sentence is ascended used correctly?
A. The furnace repairperson ascended the stairs to the basement.
B. The crowd ascended enthusiastically to the entertainer.
C. Tom ascended the stairs to the balcony.
D. Sandy ascended the package to her aunt.

13. What does it mean if parents are indulgent?
A. They are tolerant.
B. They are strict.
C. They are nervous.
D. They have lots of rules.
14. The word *hippopotami* is an example of
   A. a proper noun.
   B. a plural noun.
   C. a singular noun.
   D. a phrase.

15. In which sentence are singular and plural nouns used correctly?
   A. The deer grazed on the plains.
   B. The groups enjoyed hiking in the beautiful mountain.
   C. Many peoples attended the convention.
   D. There were too many dog and cat in the room.

**Essay**

16. Write an essay in which you contrast young Twain and Brown. Discuss similarities and differences in their physical appearance, use of language, response to anger or frustration, and sense of honesty. Use examples from “Cub Pilot on the Mississippi” to support your ideas.

17. Given the personalities of Brown and Twain, do you think their conflict was inevitable, or do you think there was some way they could have resolved their differences? Write an essay that addresses this question, using specific examples from “Cub Pilot on the Mississippi” to support your answer.

18. In “Cub Pilot on the Mississippi,” Twain states that his two and a half years as an apprentice on a steamboat allowed him to become “personally and familiarly acquainted with about all the types of human nature that are to be found in fiction, biography, or history.” Write an essay about what you think Twain learns about human nature from the events recounted in the selection. Discuss any characters about whom Twain learns something in the course of the story.

19. **Thinking About the Big Question: Is truth the same for everyone?** Twain’s age, background, and position on the steamship are very different from Brown’s. In what ways do those differences affect their view of the world—their “truth”? Respond to this question in a brief essay.
“Old Ben” by Jesse Stuart
“Fox Hunt” by Lensey Namioka

Vocabulary Warm-up Word Lists

Study these words from “Old Ben” and “Fox Hunt.” Then, complete the activities.

Word List A

attractive [uh TRAK tiv] adj. pretty or pleasant to look at
   The plain house looked more attractive after the flowers were planted.
charmer [CHAHR mer] n. someone who pleases
   The baby is such a charmer that people often stop to look at her.
fascinating [FAS uh nay ting] adj. very interesting
   I recommend this fascinating book about animals of the rain forest.
mischievous [MIS chuh vus] adj. playful; naughty
   This mischievous pup kept snatching the children’s treats from the picnic blanket.
ocurred [uh KERD] v. happened
   A lunar eclipse occurred last night, and I witnessed the whole event.
tamed [TAYMD] v. changed from a wild state
   After the wild bird had been tamed, it would perch on her shoulder.
unbelievingly [un buh LEEV ing lee] adv. showing doubt
   I looked at him unbelievingly when he told me I had won the raffle.
vivid [VIV id] n. bright; lively; strong
   The painter is known for his vivid hues of red, orange, and yellow.

Word List B

affectionate [uh FEK shun it] adj. showing love
   The affectionate puppy licked its master’s cheek.
ambitious [am BISH uhs] adj. having a strong desire to achieve
   He is so ambitious that he plans to be a millionaire by age 25!
competitors [kuhm PET i terz] n. rivals; opponents
   The Yankees and the Red Sox have been bitter competitors for years.
eavesdrop [EEVZ drahp] v. listen in secret
   He hid outside the window to eavesdrop on the private conversation.
outstanding [owt STAND ing] adj. excellent; standing above
   There were so many outstanding essays that it was hard to choose the best.
paralyzing [PA ruh lyz ing] adj. making unable to move
   With a paralyzing bite, the snake made sure its prey was unable to escape.
qualifications [kwahl uh fuh KAY shunz] n. conditions that must be met
   Few candidates for the job met its tough qualifications.
scholarship [SKAHL er ship] n. money award that pays school bills
   She was able to attend the expensive college thanks to a full scholarship.
“Old Ben” by Jesse Stuart
“Fox Hunt” by Lensey Namioka

Vocabulary Warm-up Exercises

**Exercise A**  Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

I still have [1]________ memories of the time I tried to adopt a homeless, stray cat. He seemed happy enough living the outdoor life, but I couldn’t believe that he wouldn’t prefer a warm, [2]________ house to curl up in. He was such a [3]________, and he seemed fond of me as well. So I placed a bowl of tempting food near the door. Scruffy, as I called him, sniffed at the bowl [4]________. I found it [5]________ that he hesitated so long before digging in. Then, something unfortunate [6]________. My brother made a loud noise, and the cat took off. I never [7]________ that wild cat, but I still think of his [8]________ ways.

**Exercise B**  Answer the questions with complete explanations.

1. Are competitors likely to be affectionate? Why or why not?

2. Do people ask permission to eavesdrop on conversations?

3. Is an outstanding student more likely to win a scholarship than a lazy student?

4. If you’re ambitious to be elected to student council, should you prepare a speech, stating your qualifications?

5. Why is it a good idea to avoid the kinds of substances that might have a paralyzing effect on your body?
“Old Ben” by Jesse Stuart
“Fox Hunt” by Lensey Namioka

Reading Warm-up A

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

If your idea of a pet is something warm and fuzzy, then a snake isn’t for you. If you want a fascinating creature to marvel at, though, you might enjoy one of these slinky, slithery reptiles.

People may look at you unbelievingly if you suggest the idea of a snake as a pet. They may think you’ve got to be a snake charmer to know how to manage these reptiles. Through the ages, situations have occurred in which people have kept tamed snakes as pets. You just need to pick your snake carefully. That’s true of approaching snakes in general.

For example, the bands of vivid red, yellow, and black on a scarlet king snake may be familiar to you. Be careful, however, if you approach one. The deadly coral snake has similar markings. The two snakes live in overlapping areas in the southeastern part of our country, so you need to be especially cautious if you live within the coral snake’s range.

There is one clear difference between the two snakes. Starting from the head, the harmless king snake’s first color is red. The coral snake’s first color is black. Luckily, there’s a trick to remembering the difference. You need to learn two rhymes. Actually the first, about the coral snake, is all you need to know: *If red touches yellow, it can kill a fellow.* The second, true of the scarlet king snake, can keep you from a panic attack: *If red touches black, it’s a friend of Jack.*

Even if the idea of keeping a snake at home makes you feel creepy, it is hard to deny that many snakes are attractive in a purely colorful way. Just identify them correctly and don’t be mischievous. Keep your distance from the poisonous ones and the ones that can squeeze the life out of you. If you do, there is no reason that you cannot enjoy their beauty from afar.

1. Circle the word that fascinating describes. Then, rewrite the sentence in which it appears, using a synonym for fascinating.

2. Underline the words that tell why someone might look unbelievingly at you. Write about a time when you looked unbelievingly at someone.

3. Circle the words that tell what a snake charmer can do. What makes someone a charmer?

4. Rewrite the sentence with the word occurred, using a synonym for occurred.

5. Underline the words in the last paragraph that give a clue to the meaning of the word tamed. Write about an animal you or someone you know has tamed.

6. Underline what is described as vivid. Write a short description of something in your house that’s a vivid color.

7. Circle the word that tells what about snakes is attractive. Do you find snakes attractive? Why or why not?

8. In your own words, tell why the narrator warns you not to be mischievous around snakes. Tell what mischievous means.
“Old Ben” by Jesse Stuart
“Fox Hunt” by Lensey Namioka

Reading Warm-up B

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

I knew from the start that the scholarship contest would not be a piece of cake. In fact, I almost didn’t enter it. Still, I wanted the all-expenses-paid tuition, room, and board at the State Science Institute so badly, I could almost taste it.

To tell the truth, I had never even thought about going to a summer school until about a month before the contest was to take place. I will admit that I am ambitious and I enjoy working hard to invent and build gadgets. I just never thought of spending my leisure time on a school project if I didn’t have to. I started thinking differently, however, thanks to a habit I have that my mom says will get me in trouble someday: I eavesdrop. I do not hang around at doorways or listen in at keyholes. Still, if someone is talking in a loud voice at the next table in the library, what am I supposed to do, plug up my ears with my fingers?

In any event, that time eavesdropping worked in my favor because I learned about the scholarship that State Science awards to one outstanding student each year. The qualifications include high grades, an interesting and fully-functional project with a written explanation, and a winning personal interview. How could I miss? I would knock out all my competitors. At least, that is what I told myself before I found out that my rivals were not just from my school but from all the schools in the city.

The morning of the big test, I felt a paralyzing fear as if I had to will my feet to move. When Mom went to hug me, I knew she was just trying to be affectionate, but I brushed her aside.

To make a long story short, I choked on the test—but only for a minute. As I recovered my wits, I began to fill in answers. Luckily, this story has a happy ending. Next summer, I’ll be inventing and building in a fully equipped modern science lab.

1. Circle the words that tell what a scholarship to State Science consists of. Tell why the narrator might want a scholarship.

2. Underline the phrase that gives a clue to the meaning of ambitious. Describe an ambitious person.

3. Write a sentence that includes the three ways mentioned in which someone might eavesdrop.

4. In your own words, tell what kind of student is outstanding.

5. Circle the three qualifications for the scholarship. Write a sentence giving three qualifications for being good in your favorite sport.

6. Underline the synonym for competitors. Write a sentence telling who have been your competitors.

7. Circle the words that tell what caused the paralyzing fear. Write a sentence that explains what a paralyzing fear is.

8. Circle the words that tell how Mom tried to be affectionate. Write a sentence in which you list three things that show someone is affectionate.
“Old Ben” by Jesse Stuart
“Fox Hunt” by Lensey Namioka

Writing About the Big Question

Is truth the same for everyone?

Big Question Vocabulary

bias confirm contradict doubtful evidence
factual fantasy illogical investigate objective
observation opinion persuade prove theory

A. Use a word or words from the list above to complete each sentence.

1. Most people seem to have a ________________ against snakes.

2. All the ________________ seems to ________________ that snakes are dangerous creatures.

3. The Chinese story about a fox who becomes a girl is clearly a ________________.

4. It is completely ________________ to believe that a girl could really be a fox.

B. Follow the directions in responding to each of the items below. Answer in complete sentences.

1. Describe two different times when you felt a special connection to a wild animal.

   ____________________________________________________________
   ____________________________________________________________

2. Write two sentences explaining your theory about why one of those special connections occurred. Use at least two of the Big Question vocabulary words.

   ____________________________________________________________
   ____________________________________________________________

C. In these stories, each main character has a special connection to a wild animal. Complete the sentence below. Then, write a short paragraph in which you give an example to support your opinion.

   Relationships between wild animals and people __________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
“Old Ben” by Jesse Stuart  
“Fox Hunt” by Lensey Namioka  

**Literary Analysis: Narrative Structure**

**Narrative structure** is the form or pattern a story follows. In some stories, authors may break the straight timeline by using one or both of these two common devices:

- **A flashback** is a scene within a narrative that interrupts the sequence of events to relate events that occurred in the past. A flashback often reveals something important about a character.

- **Foreshadowing** is the use of clues hinting at events that are going to occur later in the plot of a narrative. Foreshadowing creates suspense by keeping readers guessing.

**DIRECTIONS:** Read the passages from “Old Ben” and “Fox Hunt.” Then, answer the questions.

One morning in July when I was walking across a clover field to a sweet-apple tree, I almost stepped on him. There he lay coiled like heavy strands of black rope. He was a big bull blacksnake. We looked at each other a minute, and then I stuck the toe of my shoe up to his mouth. He drew his head back in a friendly way. He didn’t want trouble. Had he shown the least fight, I would have soon finished him. My father had always told me there was only one good snake—a dead one.

1. Identify one detail that foreshadows the friendship between the narrator and the snake.

2. Identify one detail that hints at what will ultimately happen to Ben.

3. Which of the two details you identified helps the author create suspense? In what way?

   One night, while he was struggling to stay awake over his book, [Fujin] heard a soft voice behind him. “A fine, hardworking young man like you deserves to pass the examination.”

   Fujin whirled around and saw a beautiful girl standing behind him. Somehow she had appeared without making any noise. She had huge, bewitching eyes that slanted sharply. Could he be dreaming?

   “Let me help you,” continued the girl. “I can act as a tutor and coach you.”

   “And that was how your ancestor, Liang Fujin, got the coaching he needed to pass the examinations,” said Andy’s mother.

4. Explain why this passage is a flashback.

5. What does this flashback reveal about Andy, his goals, or his motives?

6. Explain the element of foreshadowing in this passage.
“Old Ben” by Jesse Stuart
“Fox Hunt” by Lensey Namioka

Vocabulary Builder

Word List

affectionate decadent partition scarce studious tantalized

A. DIRECTIONS: For each numbered item, write a new sentence so that the underlined vocabulary word makes sense. Be sure not to change the vocabulary word.

Example: When fresh tomatoes are scarce, we enjoy them at every meal.

Revised sentence: When fresh tomatoes are scarce, we use canned ones.

1. The decadent nobleman was honest and hard working.

2. The affectionate little girl pinched her cousin.

3. Carmen was tantalized by the beautiful bracelet she had received.

4. With the help of a partition, the twins created one large room out of two smaller rooms.

5. Mom has a hard time persuading my studious brother to do his homework.

B. DIRECTIONS: Circle the letter of the word or phrase that is most nearly the same in meaning to the word in CAPITAL LETTERS.

1. PARTITION:
   A. divider
   B. problem
   C. conflict
   D. request

2. STUDIOUS:
   A. comical
   B. strict
   C. nervous
   D. bookish

3. DECADENT:
   A. everlasting
   B. corrupt
   C. generous
   D. depressed

4. AFFECTIONATE:
   A. mean
   B. rebellious
   C. loving
   D. clinging

5. SCARCE:
   A. abundant
   B. fearful
   C. not plentiful
   D. not sharp

6. Tantalized:
   A. tricked
   B. lied
   C. teased
   D. equaled
“Old Ben” by Jesse Stuart
“Fox Hunt” by Lensey Namioka

**Integrated Language Skills: Support for Writing to Compare Narrative Structures**

Before you draft your essay comparing and contrasting the narrative structures of these stories, complete the graphic organizers below. For each selection, list examples of foreshadowing and/or flashback that the author uses. Then, for each example, tell how it affects the reader or the story. For example, does the reader feel suspense? Does the example reveal something important about a character? Does it make you think differently about something or someone in the story?

<table>
<thead>
<tr>
<th>“Old Ben”</th>
<th></th>
<th>“Fox Hunt”</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples of Foreshadowing</td>
<td>Effect on Reader or Story</td>
<td>Examples of Flashback</td>
<td>Effect on Reader or Story</td>
</tr>
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<td>1.</td>
<td>1.</td>
<td>1.</td>
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<tr>
<td>2.</td>
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</tr>
<tr>
<td>Examples of Flashback</td>
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<td>1.</td>
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</tbody>
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Now, use your notes to write an essay comparing and contrasting the narrative structures of “Old Ben” and “Fox Hunt.”
"Old Ben" by Jesse Stuart
"Fox Hunt" by Lensey Namioka

Open-Book Test

Short Answer Write your responses to the questions in this section on the lines provided.

1. At the beginning of “Old Ben,” the narrator remembers what his father has said about snakes. That information provides a clue about what will happen in the essay. In other words, it provides foreshadowing. What do the father’s words foreshadow?

2. When the narrator first brings Old Ben home, his parents are opposed to his keeping the snake. What details or events in the essay show that the narrator’s mother and father grow fond of the snake?

3. In “Old Ben,” the narrator and his parents have a theory about what happened to the snake. What is their theory, and what evidence supports it?

4. In the “Fox Hunt,” after Lee agrees to study for the PSAT with Andy, Andy has a dream. Describe two details in that dream that foreshadow the outcome of the story. Tell what the details foreshadow.

5. In “Fox Hunt,” what does Lee say when Andy frets that Lee is not benefiting from their studying together? What detail in the story does her reply refer to, and what does it foreshadow?
6. When Lee and Andy meet just before the exam, she says, “So you know.” Describe three details in “Fox Hunt” that explain what she means by this remark.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

7. “Old Ben” and “Fox Hunt” are very different, but they are also similar in several ways. List two similarities.

________________________________________________________________________

________________________________________________________________________

8. “Old Ben” is about a boy and a snake. “Fox Hunt” is about a boy and a girl. Which of the two selections is more realistic? Explain your answer.

________________________________________________________________________

________________________________________________________________________

9. Both “Old Ben” and “Fox Hunt” have a chronological structure, and both contain foreshadowing. Complete the following chart with details from the two selections.

<table>
<thead>
<tr>
<th>Foreshadowing in “Old Ben”</th>
<th>Foreshadowing in “Fox Hunt”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In which selection is there more foreshadowing?

________________________________________________________________________

________________________________________________________________________

10. Think about the main events that take place in “Old Ben” and “Fox Hunt”—but do not consider the flashback. In which of the selections do the main events take place over a longer period of time? Explain your answer.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Essay

Write an extended response to the question of your choice or to the question or questions your teacher assigns you.

11. Both the snake in “Old Ben” and Lee in “Fox Hunt” are remarkable characters. Choose one of those characters, and write an essay that explains why you find the character memorable. Cite at least three details from the story to support your explanation.

12. The title of a selection may foreshadow, or give clues about, its ending. In an essay, discuss whether the titles “Old Ben” and “Fox Hunt” foreshadow those selections’ endings. First, briefly describe each selection’s ending. Then, evaluate whether the title foreshadows the ending. Finally, state the title you prefer, and explain why.

13. In an essay, compare the effects of foreshadowing in “Old Ben” and “Fox Hunt.” In your essay, consider these questions: In which selection is foreshadowing more important? What is its effect in each selection? For example, does it provide suspense? Does it serve mainly to move the narrative along? Does it serve some other purpose? Finally, in which selection is foreshadowing more effective? Explain your opinion.

14. Thinking About the Big Question: Is truth the same for everyone? In an essay, compare what the narrator in “Old Ben” believes to be true about the snake with what his father and mother at first believe to be true. Does the narrator’s truth come to resemble his parents’ truth, or is the reverse true?

Oral Response

15. Go back to question 2, 5, or 8 or to the question your teacher assigns you. Take a few minutes to expand your answer and prepare an oral response. Find additional details in “Old Ben” and “Fox Hunt” that support your points. If necessary, make notes to guide your oral response.
“Old Ben” by Jesse Stuart
“Fox Hunt” by Lensey Namioka

Selection Test A

Critical Reading  Identify the letter of the choice that best answers the question.

1. At the beginning of “Old Ben,” how does the father feel about snakes?
   A. He admires them.
   B. He does not worry about them.
   C. He hates them.
   D. He thinks they are funny.

2. In “Old Ben,” why does Old Ben make a good pet?
   A. He drinks milk.
   B. He does tricks for visitors.
   C. He eats the mice in the corncrib.
   D. He gets along with the barn animals.

3. How are Old Ben and the narrator alike?
   A. They are both easily frightened.
   B. They are both trusting.
   C. They both dislike the narrator’s father.
   D. They both live in the barn.

4. How does Old Ben die?
   A. He dies of old age.
   B. Fred the horse stomps on him.
   C. He dies of hunger.
   D. He is killed in the hogpen.

5. What purpose does foreshadowing serve in “Old Ben”?
   A. It makes the reader wonder what will happen to Ben.
   B. It tells the reader more about the narrator.
   C. It gives the reader factual information about snakes.
   D. It helps the author describe the setting.

6. Why does Andy feel lonely at the beginning of “Fox Hunt”?
   A. because he does not have a girlfriend
   B. because no other students invite him to study with them
   C. because no one gets off with him at the bus stop
   D. because his parents make him study all the time
7. In “Fox Hunt,” how does Andy’s father feel about his ancestors?
   A. proud
   B. ashamed
   C. amused
   D. curious

8. Read these sentences from “Fox Hunt.”
   Last year, one of the girls in his geometry class had asked him to give her some help
   after school. . . . But after she passed the geometry test, she didn’t look at him again.
   These sentences are an example of what?
   A. narrative structure
   B. foreshadowing
   C. flashback
   D. setting

9. Which of the following is a main idea of both “Fox Hunt” and “Old Ben”?
   A. Good things happen to gentle creatures.
   B. Some creatures are not what they seem.
   C. Snakes make good pets.
   D. It pays to study hard.

10. What happens to both Andy in “Fox Hunt” and the narrator in “Old Ben”?
    A. They fall in love.
    B. They are rewarded for their hard work.
    C. They learn something about their past.
    D. They make an unusual friend.

11. Which of the following is an example of flashback from one of the stories?
    A. Liang Fujin lived with his widowed mother in a small thatched cottage. . . . 
    B. I opened the corncrib door and took Old Ben from around my neck. . . . 
    C. He, Andy Liang, would have to study for the PSAT the hard way. 
    D. Old Ben failed one morning to drink his milk.

12. Which of the following is an example of foreshadowing from one of the stories?
    A. My father had always told me there was only one good snake—a dead one.
    B. But with the change in his pocket, he had to be satisfied with a candy bar.
    C. When I lifted him he was as long as I was tall.
    D. Maybe if he studied less and went in for sports, girls would get interested in him.
Vocabulary

13. Which sentence uses a vocabulary word incorrectly?
   A. In “Fox Hunt,” Andy’s parents expect him to be studious.
   B. The narrator of “Old Ben” likes the snake because it is affectionate.
   C. One night, Andy has a partition about a fox hunt.
   D. Old Ben would have been tantalized by the mice if they had been out of reach.

14. In “Fox Hunt,” what are scarce in Andy’s life?
   A. parents
   B. friends
   C. dreams
   D. snacks

Essay

15. The title of a story may give clues about the story’s ending. In an essay, tell what you think of the titles of “Old Ben” and “Fox Hunt.” First, tell how each story ends. Then, explain how each title does or does not give clues about its ending. In your opinion, which is the better title?

16. Both “Old Ben” and “Fox Hunt” are told mostly but not entirely in chronological order. The author of each story uses certain story elements to break the flow of time. One of these elements takes the reader back in time, while the other points forward in time. In a short essay, identify these two elements. Then, tell which element(s) each author uses, and give examples from the stories. Finally, explain what purpose the elements serve.

17. Thinking About the Big Question: Is truth the same for everyone? In “Old Ben,” the narrator has a unique view about the presence of snakes on the farm. In an essay, compare what the narrator in “Old Ben” believes to be true about the snake with what his father and mother at first believe to be true.
“Old Ben” by Jesse Stuart
“Fox Hunt” by Lensey Namioka

Selection Test B

Critical Reading  Identify the letter of the choice that best answers the question.

___ 1. Which pair of words best describes the father’s attitude toward snakes at the beginning of “Old Ben”?
   A. care, concern  
   B. amusement, affection  
   C. uncertainty, distrust  
   D. fear, dislike

___ 2. “Old Ben” suggests that the narrator’s willingness to be friendly toward a snake is
   A. unusual.  
   B. dangerous.  
   C. perfectly normal.  
   D. foolish.

___ 3. In “Old Ben,” the narrator’s father eventually sees Old Ben as a good pet because he
   A. ignores the cats.  
   B. stays away from the dog.  
   C. gets rid of all the mice in the corncrib.  
   D. gets along with the other barn animals.

___ 4. What story event do these sentences foreshadow?
   One morning in early October we left milk for Old Ben, and it was there when we went back that afternoon. But Old Ben wasn’t there.
   A. Old Ben’s return in April  
   B. Old Ben’s encounter with Fred the horse  
   C. the disappearance of Old Ben  
   D. the father’s first reaction to Old Ben

___ 5. The author of “Old Ben” uses foreshadowing mainly to
   A. give the reader important information about the narrator.  
   B. build suspense.  
   C. teach the reader about snakes.  
   D. describe the setting.

___ 6. In “Fox Hunt,” why does Andy plan to study alone for the PSAT examination?
   A. because he does not want the other kids to slow him down  
   B. because the only person he wants to study with is Lee  
   C. because he wants to avoid studying for as long as possible  
   D. because the other kids have not invited him to study with them

___ 7. Read this passage from “Fox Hunt.”
   Last year, one of the girls in his geometry class had asked him to give her some help after school. That went pretty well, and for a while he thought they might have something going. But after she passed the geometry test, she didn’t look at him again.
   The author most likely included this information
   A. to give the reader a clue about Lee’s feelings for Andy.  
   B. to explain why his father wants Andy to study hard.  
   C. to cause the reader to feel sorry for Andy.  
   D. to help explain why Andy feels unpopular with girls.
8. Near the end of “Fox Hunt,” what does Lee mean when she says “I’ll get my reward someday”?
   A. that she will someday become Andy’s wife
   B. that she will someday earn a scholarship to college
   C. that Andy will someday earn enough money to pay her
   D. that Andy will someday realize her true identity

9. Which sentence from “Fox Hunt” does not foreshadow Lee’s true identity?
   A. A girl got off the bus behind him and started walking in the same direction.
   B. “My name is Leona Hu.”
   C. Lee’s eyes, on the other hand, definitely slanted upward at the corners.
   D. When they passed the corner house on their way home, the German shepherd went into a frenzy of barking . . .

10. Which is true of the snake in “Old Ben” and Lee in “Fox Hunt”?
    A. Neither is friendly at first.
    B. They are humans posing as animals.
    C. They behave in unexpected ways.
    D. Neither is treated fairly.

11. What do the fathers in “Old Ben” and “Fox Hunt” have in common?
    A. They are unwilling to change their minds about anything.
    B. They have strong ideas about some things in life.
    C. They allow their sons plenty of free time.
    D. They live mainly in the past.

12. Which phrase best describes the narrative structure of both “Old Ben” and “Fox Hunt”? 
    A. told in strict chronological order
    B. told mainly through flashbacks, but with occasional glimpses of the present
    C. told only through foreshadowing and flashbacks
    D. told in chronological order, but with occasional foreshadowing or flashbacks

13. Which of the following is true of both “Old Ben” and “Fox Hunt”? 
    A. They have magical elements.
    B. They contain mysteries.
    C. They are true stories.
    D. They have happy endings.

14. Which of the following is an example of flashback from “Old Ben” or “Fox Hunt”?
    A. “He crawled from the hayloft down into Fred’s feed box, where it was cool. . . . Lucky for Old Ben that he got out in one piece.”
    B. “There was somebody running with him—another fox, with reddish hair and a bushy tail.”
    C. “One day early in April I went to the corncrib, and Old Ben lay stretched across the floor. . . . His skin was rough and his long body had a flabby appearance.”
    D. “Fujin whirled around and saw a beautiful girl standing behind him. Somehow she had appeared without making any noise.”
15. Which of the following experiences do Andy in “Fox Hunt” and the narrator in “Old Ben” share?
   A. making an unusual friend
   B. earning a reward for hard work
   C. losing someone or something very dear
   D. discovering something about his family’s past

16. How are the narrator in “Old Ben” and Andy in “Fox Hunt” different?
   A. The narrator is trusting, while Andy is cautious.
   B. The narrator is superstitious, while Andy is a realist.
   C. The narrator is scholarly, while Andy enjoys nature.
   D. The narrator is lonely, while Andy is surrounded by friends.

Vocabulary

17. Which sentence uses a vocabulary word incorrectly?
   A. Andy’s studious nature would help him do well on the PSAT.
   B. Old Ben and the narrator develop an affectionate friendship.
   C. Andy’s father constantly praises his decadent ancestors.
   D. Old Ben becomes tantalized by the mice in the hayloft.

18. How might a partition be used at an examination like the PSAT?
   A. to keep time
   B. to separate two groups of test-takers
   C. to sort used and unused test booklets
   D. to provide help for students who need it

Essay

19. The title of a work of literature may contain a clue about the work’s outcome. In an essay, evaluate the titles “Old Ben” and “Fox Hunt.” First, summarize the outcome of each story. Then, go on to show how the title does or does not give clues about that outcome. In your opinion, which title is more effective? Why?

20. Write an essay comparing and contrasting the snake in “Old Ben” and Lee in “Fox Hunt.” Show similarities and differences between the two characters with regard to their true nature, their behavior, their relationships to the people around them, and their goals and motives.

21. In some ways, the narrative structures of “Old Ben” and “Fox Hunt” are similar, but in other ways the structures are different. In an essay, compare and contrast the pattern each story follows. How does the narrative structure of each story add to or detract from the experience of reading the story? Use examples from the stories to support your ideas.

22. **Thinking About the Big Question: Is truth the same for everyone?** In an essay, compare what the narrator in “Old Ben” believes to be true about the snake with what his father and mother at first believe to be true. Does the narrator’s truth come to resemble his parents’ truth, or is the reverse true?
Writing Workshop—Unit 1, Part 1

Description of a Person

Prewriting: Choosing Your Topic
Use the following chart to list people who have influenced you in some important way. Then, review your list and select one person as a topic for your description.

<table>
<thead>
<tr>
<th>Family</th>
<th>Friends</th>
<th>Teachers</th>
<th>Coaches</th>
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</thead>
<tbody>
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Drafting: Organizing Examples and Details
Use the following chart to organize your examples and details in order of importance.

<table>
<thead>
<tr>
<th>Least Important</th>
<th>1.</th>
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</thead>
<tbody>
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<td></td>
<td>3.</td>
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<tr>
<td></td>
<td>4.</td>
</tr>
<tr>
<td>Most Important</td>
<td>5.</td>
</tr>
</tbody>
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Concrete, Abstract, and Possessive Nouns

Concrete nouns name people, places, or things that can be perceived by the five senses. Abstract nouns name ideas, beliefs, qualities, or concepts. Possessive nouns show ownership.

Using Vivid, Concrete Nouns

A. DIRECTIONS: To complete each sentence, circle the letter of the most vivid, specific noun.

1. César is a great (A) person (B) chef (C) man.
2. He certainly knows how to grill (A) steaks (B) meat (C) food.
3. For the perfect (A) barbecue (B) meal (C) time, invite him to cook.
4. We have our best picnics in that (A) meadow (B) field (C) place.
5. César will need a (A) tool (B) thing (C) spatula to turn the food on the grill.

Fixing Errors in Possessive Nouns

B. DIRECTIONS: Rewrite each sentence using the correct possessive forms of the nouns.

1. At the picnic, we will have a girlses’ relay race.

2. Two mens’ teams will have a tug-of-war.

3. This trees’ branch is a good place to hang the swing.

4. Mr. and Mrs. Hodges are coming with their dogs, known as “The Hodge’s Three.”

5. Mom is taking her book, Honestys’ Reward, to read in the shade.
MULTIPLE CHOICE

Reading Skill: Predicting

1. What are the two main things you should consider in order to make accurate predictions as you read a story?
   A. the author’s background and the personalities of the characters
   B. the title and the names of the characters
   C. the theme and the cultural context of the work
   D. story details and your own experience

2. What is the best procedure for making predictions as you read a story?
   A. Make a prediction as you read, and then modify your prediction as you encounter further details.
   B. Make a prediction as you read, and then skim the rest of the story to see if you are right.
   C. Never change a prediction you make, no matter what new details the story provides.
   D. Read the story out of order so that you know everything that will happen before it happens.

3. What main effect does making predictions have on most readers?
   A. It removes all the suspense from the plot of a story.
   B. It reduces the reader’s interest in the story.
   C. It makes the story seem more realistic and believable.
   D. It helps keep the reader actively engaged in the story.

4. Read these sentences from a story. Then, choose the best prediction of what will happen next.
   In the early morning, Cara walked to the bus stop on Round Lake Road. Her breath came out in white puffs in the frigid air. Suddenly, as she rounded the curve before the bus stop, she lost her balance on the slick pavement and dropped all of her textbooks. “I hate this freezing rain!” she muttered, as she gingerly got up and picked up her books. Just then, an ancient 1970s station wagon approached the curve at high speed.
   A. The anti-lock brakes on the station wagon will prevent it from skidding on the curve.
   B. The driver of the station wagon will lose control on the icy curve.
   C. The driver of the station wagon will be able to maintain control around the curve because he is going at high speed.
   D. The driver of the station wagon will wave at Cara as he flies around the curve.

5. Which of the following was an important piece of background knowledge that could help support your prediction of what would happen next?
   A. Older cars do not have anti-lock brakes.
   B. Story writers often add danger and excitement by putting together elements such as bad weather and reckless behavior.
   C. High speed and road conditions often contribute to accidents.
   D. All of the above
Read this selection from a short story. Then, answer the questions that follow.

(1) In the ballroom, the orchestra began to play. (2) Jorge listened, tapping a foot to the rhythm. (3) Across the table Anna smiled, tapping a foot as well. (4) Jorge rose from his chair at the table and smiled back at Anna. (5) “Shall we?” he said, motioning toward the dance floor. (6) The tablecloth hung low between them, and as Jorge moved forward, he stepped on it. (7) Then, his legs in a tangle, he fell flat on his face.

6. From the details in the first five sentences of the selection, which of these predictions seems most likely to happen?
   A. Jorge will refuse to ask Anna to dance with him.
   B. Anna will refuse to dance with Jorge when he asks.
   C. Jorge and Anna are going to get up and dance.
   D. Jorge is going to trip and fall on his face.

7. Which detail in the selection should make you reconsider your first prediction and expect a different outcome?
   A. Jorge taps his foot to the music.
   B. Anna taps her foot to the music.
   C. Jorge motions toward the dance floor.
   D. Jorge steps on the tablecloth.

Reading Skill: Use Information to Solve a Problem

8. If you were traveling by ferry on July 4th, which part of a ferry schedule should you consult?
   A. Weekdays
   B. Weekends
   C. Holidays
   D. Winter

9. Which part of a ferry schedule should you read to know when to get on the boat?
   A. Arrivals
   B. Departures
   C. Tourism Information
   D. Fares

10. Which of the following do a ferry schedule and a movie schedule have in common?
    A. They both depend on maps.
    B. They both feature pictures.
    C. They are both organized according to price.
    D. They are both organized according to time.
Literary Analysis: Plot, Conflict, and Narrative Structure

11. What is the term for the part of a story that provides background information about main characters and their situation?
   A. exposition
   B. flashback
   C. falling action
   D. resolution

12. Which of these choices is the best definition of the climax of a story?
   A. the point at which the conflict is introduced
   B. the point at which new complications to the conflict are introduced
   C. the point of highest tension or suspense
   D. the point at which all the loose ends of a plot are tied together

13. Which of these is a good example of an internal conflict?
   A. A knight struggles to defeat a fire-breathing dragon.
   B. A lawyer struggles to prove the innocence of her client.
   C. A farmer struggles to bring his crops through a bad drought.
   D. A student struggles with a decision about whether to turn in a friend for cheating.

14. In what part of the story are problems worked out so that the conflict is settled?
   A. exposition
   B. rising action
   C. foreshadowing
   D. resolution

15. What does foreshadowing usually help create?
   A. suspense
   B. flashbacks
   C. external conflict
   D. internal conflict

16. What does it mean when a story has a chronological narrative structure?
   A. The narrator presents events that happened long ago.
   B. The narrator presents events in the order in which they happened in time.
   C. The narrator jumps around in time in order to provide additional plot information.
   D. The narrator introduces a character who goes on to tell a story within the story.

Read the selection. Then, answer the questions that follow.

(1) Jean, a high school student, was such a good swimmer that she was able to get a summer job as a lifeguard at the local pool. (2) She had no idea that the experience would test her skill and quick thinking more than anything had before. (3) One Thursday afternoon, Dean and Frank Rinaldo showed up at the pool. (4) Noisy and reckless, the two teenage brothers quickly drove the other swimmers away. (5) They
paid no attention when Jean told them to behave. (6) Jean was just about to phone her supervisor when she saw the brothers crash into each other and begin to sink. (7) No one was there to help as Jean dove into the pool and struggled to pull them out. (8) They were very heavy, but she finally managed to drag out first Dean and then Frank. (9) Dean was conscious but in pain. (10) Frank was unconscious, and Jean had to give him mouth-to-mouth resuscitation. (11) When he finally began breathing, Jean raced to her cell phone and called an ambulance. (12) After the brothers recovered, they apologized to Jean and never misbehaved at the pool again.

17. Which sentence in the story is part of the exposition?
   A. sentence 1
   B. sentence 5
   C. sentence 7
   D. sentence 12

18. Which sentence in the story is an example of foreshadowing?
   A. sentence 1
   B. sentence 2
   C. sentence 5
   D. sentence 6

19. Around what conflict do the events in the story center?
   A. Jean and the doctors’ struggle to save the lives of the injured Rinaldo brothers
   B. Jean’s struggle to control the crowds at the swimming pool
   C. Jean’s struggle to keep the Rinaldo brothers safe at the swimming pool
   D. Jean’s struggle to be the best swimmer she can be

20. Where does the climax of the story take place?
   A. sentence 3
   B. sentences 4–5
   C. sentences 6–11
   D. sentence 12

Vocabulary: Roots

21. What is the meaning of retribution in the following sentence?
   The judge sent the thief to jail as retribution for his crimes.
   A. a reward
   B. a test
   C. a punishment
   D. a trial

22. What is the definition of periscope in the following sentence?
   From behind the wall, Jack used a periscope to observe the activity inside the fort.
   A. a machine used to build walls
   B. an optical instrument containing lenses and mirrors
   C. a plan for surprising an enemy on the field of battle
   D. an antique weapon

23. Which word has the same root as preliminary?
   A. eliminate
   B. limitation
   C. minimal
   D. elementary
24. Which of these best defines *judicious* in the following sentence?
   Thinking before you speak is a judicious thing to do.
   A. careless
   B. silly
   C. polite
   D. wise

25. Which of the following sentences uses the word *tribute* correctly?
   A. The museum paid tribute to the artist to express its dislike of his work.
   B. The museum exhibition was a fitting tribute to the painter’s talent.
   C. The audience ridiculed the speaker as a tribute to his ideas.
   D. The newspaper accused the politician of lying as a tribute to his years in office.

26. Which pair of words contains a root that means “judge”?
   A. hesitation and elation
   B. deform and reform
   C. prejudice and adjudicate
   D. anguish and agony

**Grammar**

27. Which statement is true about common and proper nouns?
   A. A proper noun is more specific than a common noun.
   B. A proper noun is more polite than a common noun.
   C. A common noun usually begins with a capital letter.
   D. A proper noun usually does not begin with a capital letter.

28. How many proper nouns are there in this sentence?
   Sally and her brother visited the D-Day Museum in New Orleans.
   A. two
   B. three
   C. four
   D. six

29. Which sentence below uses correct capitalization?
   A. Carmine saw the United Nations and a museum when he visited New York City.
   B. Carmine saw the United Nations and a Museum when he visited New York City.
   C. Carmine saw the united Nations and a museum when he visited New York city.
   D. Carmine saw the United Nations and a museum when he visited new york city.

30. Which of these spelling rules is accurate?
   A. To form the plural of any noun that ends in *y*, change the *y* to an *i* and add *es*.
   B. To form the plural of any noun that ends in *y*, just add *s*.
   C. To form the plural of a noun that ends in a vowel + *y*, change the *y* to an *i* and add *es*.
   D. To form the plural of a noun that ends in a consonant + *y*, change the *y* to an *i* and add *es*. 
31. Which of these sentences uses plural nouns correctly?
   A. The wifes used knifes to cut bunchies of berrys from the leafs.
   B. The wives used knives to cut bunches of berries from the leaves.
   C. The wives used knives to cut bunchies of berries from the leaves.
   D. The wifes used knifes to cut bunches of berryes from the leaves.

32. In which pair of words are both plural nouns spelled correctly?
   A. armies and loaves
   B. lifes and feet
   C. papers and countrys
   D. churchs and foots

33. What do you call a noun that names something that can be perceived by one or more of the five senses?
   A. a common noun
   B. a proper noun
   C. a concrete noun
   D. an abstract noun

34. Which word in this sentence is an abstract noun?
   The child showed great kindness to the stray puppy that she found on the street.
   A. child
   B. kindness
   C. puppy
   D. street

35. Which of these sentences uses possessive nouns correctly?
   A. The two brothers' invention was a children's game; each player's marker was an animal.
   B. The two brother's invention was a childrens' game; each player's marker was an animal.
   C. The two brother's invention was a children's game; each players' marker was an animal.
   D. The two brothers' invention was a childrens' game; each players' marker was an animal.

**WRITING**

36. Think of a children's story that you read or heard when you were younger. Then, on a separate piece of paper, write a very short version of the story, but give it a new ending. You can include details that help point to the new ending, or you can make it a complete surprise.

37. Think of a new experience you had that might be of interest to others. It can be something you did recently or something you recall from the past. Then, on a separate piece of paper, write a letter to a close friend in which you describe this experience.

38. Think of a person in your town or neighborhood who has made a strong impression on you. Then, on a separate piece of paper, write a short description of this person. Explain what he or she is like and why he or she has made such a strong impression on you.
Unit 1: Fiction and Nonfiction
Skills Concept Map—2

Is truth the same for everyone?

Literary Analysis: Narratives

- Conveys a mood
- An author’s style

Reading Skills and Strategies: Author’s Purpose

- You can determine an author’s purpose
- Recognizing details that indicate the author’s purpose
- Evaluating whether the author achieves his or her purpose

Comparing Literary Works: Types of Narratives

- May be either fictional narratives about imaginary characters and events or nonfictional narratives about real characters and events

Selection names:
1. 
2. 

Informational Text: Magazine Article

- You can preview the text features
- To identify the main idea and details

Selection name:

Student Log

<table>
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<tr>
<th>Writing</th>
<th>Extend Your Learning</th>
<th>Writing Workshop</th>
<th>Other Assignments</th>
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from An American Childhood by Annie Dillard

Vocabulary Warm-up Word Lists

Study these words from the excerpt of An American Childhood. Then, complete the activities.

Word List A

comparison [kuhm PAR uh suhn] n. looking at similarities and differences
People always seem to want to make a comparison between twins.

deliberately [duh LIB er uht lee] adv. on purpose
I did not deliberately try to hurt the girl’s feelings.

depths [DEPTHS] n. deep part
Some very strange animals live in the depths of the ocean.

depth [ek STENT] n. range; scope; amount
The full extent of the hurricane damage will not be known for weeks.

item [EYE tuhm] n. one thing
If you could pack only one item for the trip, what would it be?

precisely [pree SYS lee] adj. exactly
I found it hard to define that word precisely.

sensations [sen SAY shuhnz] n. physical feelings experienced through the senses
The hot pepper caused burning sensations on my tongue.

transparent [trans PA ruhnt] adj. clear; letting light pass through
In cold weather, our usually transparent windows become foggy.

Word List B

basis [BAY sis] n. something, such as an idea or reason, on which another thing is based
She had no basis for disliking the new student.

conceivably [kuhn SEE vuh blee] adv. possibly
Life on a faraway island conceivably could become boring and lonely.

fiction [FIK shuhn] n. made-up stories
My uncle’s many travel adventures are as interesting as fiction.

membrane [MEM brayn] n. thin layer of skin
The dew was like a membrane covering the lawn.

petals [PET uhlz] n. colored outer parts of a flower
The beautiful tulips began dropping their petals one by one.

posing [POHZ ing] v. staying in a certain position
The cat, lying quite still on the ledge, seemed to be posing for the camera.

restless [REST lis] adj. having trouble concentrating or being still
The crowds grew restless as they continued to wait in long lines.

serene [suh REEN] adj. calm and quiet
The small inn was in such a serene setting that we relaxed immediately.
Vocabulary Warm-up Exercises

Exercise A  Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

I went to the store looking for one specific [1] ___________________. Somehow, I left with many purchases. I am just now figuring out the [2] ___________________ of my spending. The first thing that caught my eye was a beautiful red scarf. Next, the CD playing in the store gave me pleasant [3] ___________________—as if I were swimming in the [4] ___________________ of the cool ocean. I had to buy that, too! Then, my [5] ___________________ of this store’s prices on the [6] ___________________ lampshades I wanted with prices I’d seen elsewhere resulted in another purchase. Finally, having spent [7] ___________________ one hour and one hundred dollars more than planned, I left the store. No one would ever believe that I had not [8] ___________________ planned on spending so much money.

Exercise B  Decide whether each statement below is true or false. Circle T or F. Then, explain your answer.

1. Scientists could conceivably find a cure for all diseases in the future.
   T / F ___________________

2. Race car drivers grow restless during slow laps when they are not allowed to pass other cars.
   T / F ___________________

3. Hours of posing are required when someone is painting a person’s portrait.
   T / F ___________________

4. Mucous membrane is an important part of the respiratory system.
   T / F ___________________

5. The shelves of fiction in our library include many biographies.
   T / F ___________________

6. When people are in a serene mood, they want to be in a noisy place.
   T / F ___________________

7. The basis for most kinds of prejudice is a lack of knowledge about other cultures.
   T / F ___________________

8. The petals of some flowers are so soft that they feel like velvet.
   T / F ___________________
Most parents of children under five years of age know the extent of childhood fears. Fears of the dark, monsters under the bed, being separated from parents, and loud noises are all common. Some of these fears might seem ridiculous to grown-ups. Nevertheless, a child’s sensations of danger, even imagined, are very real. The challenge for a parent is to accept those fears without allowing them to take over a child’s life.

The first task is to know what scares a child. Any item can frighten a youngster. Remember, children think differently than adults. They often think an object is alive, and they may feel small and helpless. Just think about how many toddlers fear the loud sound and action of water flushing. They imagine being flushed away to the depths of who knows where. It is this sort of unknown thing that can be most scary and leave a child feeling helpless.

Once you know the sources of a child’s fears, you can work deliberately with the child to talk about them. Never treat childhood fears as silly. Instead, figure out precisely what is scaring the child. Then, help the child understand the fear so that everything about it becomes transparent to the child. It’s hard to fear things that you understand clearly. Remember, too, that hugs and kind words really do help a scared child.

Try to avoid any comparison of one child’s fears to another’s. It doesn’t matter if a youngster you know is scared of the very things you loved most as a child. What counts is your understanding and careful actions to move the child past the fears that trouble him or her.

1. Underline the sentence that tells the extent of childhood fears. Then, explain what extent means.

2. Circle a pair of antonyms that describe a child’s sensations. Write a sentence about sensations you do not like.

3. Underline a synonym for item. Write a sentence telling about an item that scared you as a child.

4. Circle the words that tell where these depths might be. Then, explain what depths means.

5. What should parents do deliberately? Write a sentence about how you do something deliberately.

6. Write a sentence that identifies precisely something that might scare a child. Give a synonym for precisely.

7. Underline the phrases describing how something becomes transparent and less scary. Then, explain what transparent means.

8. Circle the words naming the type of comparison you should not make. Then, explain what a comparison is.
Almost a teenager and therefore not too closely supervised, the average twelve-year-old has lots of hours alone during the summer. Many of those hours are spent sleeping, and the rest conceivably could be opportunities for getting into trouble.

For me, the long days of my thirteenth summer seemed like a work of fiction that I should fill with interesting events. Unable to do so, I became restless. Eventually, I became downright unhappy. I know now that I should have figured out some decent ways to fill my time, but I didn’t.

The difficulty was that I lived in the country, far from any opportunity for intrigue. Just imagine this. My greatest summer adventure as a young child was looking for a plant that had four petals, the lucky “four-leaf clover” that my Irish grandma raved about. Well, maybe the greatest adventure part isn’t quite true.

I did have some happy moments, though. I remember the joy of swimming in the smooth, still, serene waters of the local lake in the hot days of summer. My grandma would take me there sometimes. When I was twelve, however, my grandma died and my parents both worked. I had no way to get to the lake, and I had no basis for figuring out how to enjoy myself on my own.

I began that summer posing as a happy and lazy preteenager who wanted nothing more than to be left to my own devices. Within two weeks, however, the thin membrane dividing that lie from my true state of misery broke. My parents couldn’t help but see my boredom and unhappiness. Thinking it would help, they sent me away to summer camp—a great solution, they thought. That is when the worst summer of my life really began. I think it should be in the running to win the prize for the worst waking nightmare of an American childhood.
from An American Childhood by Annie Dillard

Writing About the Big Question

Is truth the same for everyone?

Big Question Vocabulary

<table>
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<tr>
<th>bias</th>
<th>confirm</th>
<th>contradict</th>
<th>doubtful</th>
<th>evidence</th>
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<tbody>
<tr>
<td>factual</td>
<td>fantasy</td>
<td>illogical</td>
<td>investigate</td>
<td>objective</td>
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<td>observation</td>
<td>opinion</td>
<td>persuade</td>
<td>prove</td>
<td>theory</td>
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</table>

A. Use a word from the list above to complete each sentence.

1. Some children have a _________________ about monsters that can be disproved easily.

2. These children are so young that they still live in a _________________ world sometimes.

3. In their minds, if the monster could find _________________ of their existence, it would destroy them.

4. As they grow up, they finally realize the logical explanation of their _________________ fears.

B. Follow the directions in responding to each of the items below. Answer in complete sentences.

1. Describe a childhood fantasy that used to frighten you. Use at least two of the Big Question vocabulary words.

________________________________________________________________________

________________________________________________________________________

2. Explain how you finally realized the truth and overcame your fear.

________________________________________________________________________

________________________________________________________________________

C. In An American Childhood, Annie Dillard’s perception of the world around her is influenced by her youthful imagination. Complete the sentence below. Then, write a short paragraph in which you connect your answer to the Big Question.

What is perceived as reality depends on __________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Reading: Recognize Details That Indicate the Author’s Purpose

The author’s purpose is his or her reason for writing. Learn to recognize details that indicate the author’s purpose. The author’s purpose and the types of details in the work affect the way you read the work. Look for these types of details:

- To inform, an author might use facts and technical language. Pause frequently to check your understanding, and take notes from material written to inform you.
- To persuade, an author might include reasons that lead readers to agree with an opinion. With this kind of writing, question the author’s statements and check facts.
- To entertain, an author might provide details that amuse, intrigue, horrify, or fascinate readers. With such material, pay attention to sensory images.

Frequently, the author has both a general purpose and a specific purpose in mind. In the excerpt from *An American Childhood*, Dillard’s general purpose is to entertain you by telling about an event in her childhood. Dillard provides details that entertain in a particular way by arousing curiosity and perhaps frightening you, as in the following sentences.

I lay alone and was almost asleep when the thing entered the room by flattening itself against the open door and sliding in. It was a transparent, luminous oblong.

A. DIRECTIONS: Read each passage from *An American Childhood*. From the list, choose the item or items that best identify the author’s specific purpose in that passage. Alternatively, you may describe the author’s specific purpose in words of your own.

to make readers curious to frighten readers to give readers a sense of relief

1. When I was five, growing up in Pittsburgh in 1950, I would not go to bed willingly because something came into my room.

2. I heard the rising roar it made when it died or left. I still couldn’t breathe. I knew—it was the worst fact I knew, a very hard fact—that it could return again alive that same night.

3. What, precisely, came into the bedroom? A reflection from the car’s oblong windshield. Why did it travel in two parts? The window sash split the light and cast a shadow.

B. DIRECTIONS: Write one or two sentences in which you entertain readers with details that frighten them. You might tell about something you were afraid of as a young child.
from An American Childhood by Annie Dillard

Literary Analysis: Mood

Mood, or atmosphere, is the overall feeling that a literary work or passage creates for the reader. The mood of a work might be somber, joyful, sentimental, and so on. A variety of elements contributes to the mood of a work.

- Words, such as *whooping*, and images, such as “two joined parts, a head and a tail, like a Chinese dragon.”
- Setting, such as “I could see the door whiten at its touch. . . .”
- Events, such as “When I needed someone most, I was afraid to stir. . . .”

A writer chooses words carefully in order to create a particular mood. As you read the following passage from An American Childhood, notice how the underlined words help create a mood of fear.

Most often, restless, it came back. The light stripe *slipped* in the door, ran *searching* over Amy's wall, stopped, *stretched lunatic* at the first corner, raced *wailing* toward my wall, and *vanished* into the second corner with a *cry*.

A. DIRECTIONS: Write the words in each passage from the selection that contribute to the mood of fear.

1. Every night before it got to me it gave up. It hit my wall's corner and couldn't get past. It shrank completely into itself and vanished like a cobra down a hole.

2. Night after night I labored up the same long chain of reasoning, as night after night the thing burst into the room where I lay awake and Amy slept prettily and my loud heart thrashed and I froze.

3. It raced over the wall, lighting it blue wherever it ran; it bumped over Amy's maple headboard in a rush, paused, slithered elongate over the corner, shrank, flew my way, and vanished into itself with a wail.

B. DIRECTIONS: Write one or two sentences using some of the words you underlined in the passages above and any others you think of. Your goal is to create a mood of fear. You might begin by recalling an unusual character or situation in a book or movie. Underline the words you use to help create the mood.
from An American Childhood by Annie Dillard

Vocabulary Builder

Word List

ascent conceivably luminous overwhelming serene willingly

A. DIRECTIONS: Respond to each numbered item by writing a sentence that uses one word from the word list. Underline that word.

1. Describe the numbers on a watch that you can read in a dark room.

2. Describe the mood you might feel at the end of a day when things went your way.

3. How do scientists express the likelihood that temperatures will go up throughout the world in the future?

4. Describe how you might feel as you climbed a steep hill.

5. Explain why a leader might prefer a volunteer over someone who is forced to participate in a project.

6. Tell about a time you found it almost impossible to control your emotions.

B. WORD STUDY The Latin root -lum- means “light.” Explain your answers to the following questions, using one of these words containing-lum:- luminous, luminary, illuminate.

1. Would you be able to see a luminous object in the dark?

2. What might you use to illuminate a cabin that had no electricity?

3. Would a luminary in a certain field know a lot or a little about the subject?
We do not often pay attention to shadows, even though they follow us everywhere. In Annie Dillard’s autobiographical story, shadows trigger her imagination. Shadows have played a significant role in storytelling in many cultures, for many purposes.

One of the most intriguing uses of shadows is in a special kind of puppetry. Paper or leather cutouts are held behind a light-colored cloth (called a screen) and manipulated with rods. There are usually no more than three rods for a puppet—one for the body and two for the arms. The legs swing freely, but a skilled puppeteer can control their movement. A light shines behind the puppets, creating, on the audience side of the screen, shadows of the puppets. A **shadow puppeteer** can tell epic stories or hilarious comedies.

Most historians consider India to be the birthplace of shadow shows. Since 200 B.C. shadow puppetry has been one method used there to present the *Mahabharata* and the *Ramayana*, two epics of wars, gods, demons, heroes, and kings. Shadow puppetry eventually spread, by way of conquest and trade, to countries such as Malaysia, Indonesia, China, Egypt, and Turkey.

Shadow shows in Indonesia are presented at weddings, births, deaths, and during illness. In Indonesia, all puppetry is called *wayang* (which means “shadow”) because Indonesians say that drama is the shadow of life. Shadow puppet performances, called *wayang-kulit*, usually last all night, and the *dalang*, or puppeteer, must have stamina as well as skill. The *dalang* usually adds music and vocals to the performance, often including stories, songs, jokes, and political and philosophical thoughts. The show may be set outside to allow people to come and go throughout the night.

**DIRECTIONS:** Write your answers to the following questions.

1. Why do you think shadow puppetry is so popular in many cultures? Explain.

2. Why do you think shadow shows are usually performed at night?

3. What is the role of the *dalang* in Indonesian society?

4. Imagine you have a chance to produce a shadow puppet play. What story would you tell your audience? Why?
from An American Childhood by Annie Dillard

Open-Book Test

Short Answer  Write your responses to the questions in this section on the lines provided.

1. Early in this excerpt from An American Childhood, Annie Dillard describes an experience she had as a child of five. What was her purpose in writing this description? In other words, what did she want her readers to think or feel? Include two details from Dillard’s autobiography to support your answer.

2. Why does Annie Dillard describe her sleeping sister as “serene”? Base your answer on the definition of serene. Include two details from the excerpt from An American Childhood to support your answer.

3. What is the mood in the excerpt from An American Childhood when Annie Dillard describes her nighttime experiences as a five-year-old? Cite a phrase or sentence that helps create the mood.

4. The mood in this excerpt from An American Childhood changes abruptly. Recall what the author realizes one night and how that knowledge changes her understanding. Then, explain the reason for the change in mood.

5. In this excerpt from An American Childhood, Annie Dillard describes what she thought was a monster. Later she figured out that what she thought was a monster was actually a light. Use this chart to compare the “monster” with the actual light. Then, on the line below, tell what the completed chart suggests about the kind of child Dillard was.

<table>
<thead>
<tr>
<th>What Dillard Saw</th>
<th>What Dillard Imagined</th>
<th>What Dillard Figured Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oblong of light sliding through open door</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two joined parts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. As a child, Annie Dillard figured out what “the thing” was that had been scaring her, but she continued to imagine that it was some kind of spirit coming to get her. Why did she not give up her childish imagining? Cite a detail from this excerpt from *An American Childhood* to support your answer.

7. In this entertaining excerpt from *An American Childhood*, Annie Dillard describes how she figured things out as a young child. Besides making readers shiver or chuckle, what purpose might she have had in writing this description? Support your answer with evidence from Dillard’s autobiography.

8. Based on the evidence in this excerpt from *An American Childhood*, how would you describe Annie Dillard at age five? Cite two details from the autobiography to support your answer.

9. What is the mood at the end of this excerpt from *An American Childhood*? Cite a detail from Annie Dillard’s autobiography to support your answer.

10. This excerpt from *An American Childhood* focuses on Annie Dillard as a child, yet it contains many clues that Dillard would grow up to be a writer. Cite two details from Dillard’s autobiography that may be considered clues to her future career as a writer. Explain what those clues indicate about Dillard as a writer.
Essay

Write an extended response to the question of your choice or to the question or questions your teacher assigns you.

11. In this excerpt from An American Childhood, Dillard uses details about herself at age five to entertain readers. Most important, she describes the light that is reflected on her bedroom wall—and what she imagines it to be—as cars drive by her house at night. In a brief essay, identify two or three details concerning Dillard’s bedtime fears. Tell whether the details are entertaining, and explain why they are or are not.

12. In this excerpt from An American Childhood, Annie Dillard writes, “The things in the world did not necessarily cause my overwhelming feelings; the feelings were inside me. . . . They were even, to some extent, under my control.” In an essay, describe the effect that this realization can have. First, explain how it affects Dillard’s attitude toward the reflected light in her bedroom. Then, give another example of how it can affect a person. Choose a real-life example or an example from a book, a television show, or a movie.

13. At the end of this excerpt from An American Childhood, Dillard frightens herself for fun. She does so because she knows that she is not in danger. In an essay, cite one or two examples of playful frightening behavior that you have read about, seen in movies or on television, or perhaps experienced yourself. Then, explain why people might enjoy being scared—but not too scared.

14. Thinking About the Big Question: Is truth the same for everyone? In this excerpt from An American Childhood, Annie Dillard’s truth changes when she finds a rational explanation for the light in her bedroom. Using Dillard as an example, write an essay in which you explain how the experiences of young children lead them to view truth differently from adults.

Oral Response

15. Go back to question 4, 6, 7, or 8 or to the question or questions your teacher assigns you. Take a few minutes to expand your answer and prepare an oral response. Find additional details in the excerpt from An American Childhood that support your points. If necessary, make notes to guide your oral response.
from An American Childhood by Annie Dillard

Selection Test A

Critical Reading Identify the letter of the choice that best answers the question.

___ 1. Why does the author of An American Childhood resist going to bed when she is five?
   A. She does not want to be in the same bedroom with her sister.
   B. She wants to spend more time with her parents.
   C. She sees something scary in her room at night.
   D. She has nightmares about monsters.

___ 2. Why does the author of An American Childhood not tell anyone about her feelings at bedtime?
   A. She does not think anyone will care.
   B. She is too afraid.
   C. She knows her parents are in the next room.
   D. She does not want anyone else to worry.

___ 3. In An American Childhood, why does the author’s sister not feel the same as the author?
   A. She has more courage.
   B. She has a better sense of humor.
   C. She is sleeping.
   D. She is too young to have such feelings.

___ 4. What does the author of An American Childhood see every night in her bedroom?
   A. a mouse
   B. a moving light
   C. her parents
   D. the moon

___ 5. Which of these sentences from An American Childhood does not create a mood of fear?
   A. “If I spoke of it, it would kill me.”
   B. “It made noise. It had two joined parts, a head and a tail, like a Chinese dragon.”
   C. “I lay alone and was almost asleep when the thing entered the room by flattening itself against the open door and sliding in.”
   D. “Even at two she composed herself attractively for sleep.”
6. The author of *An American Childhood* describes a previous experience in which she heard a loud noise during her naps. How is this similar to her experience at bedtime?
   A. Both happen at night.
   B. Both happen when her parents are not at home.
   C. She figures out that the noise and light are caused by everyday things.
   D. She realizes that both experiences occur because of passing cars.

7. What happens after the author of *An American Childhood* figures out the mystery?
   A. The occurrence still has the power to frighten her sometimes.
   B. She is never afraid again.
   C. She explains it to her parents, and they all laugh.
   D. She tries to scare her sister with the mystery.

8. When does the mood of *An American Childhood* change to wonder?
   A. when the author awakens her sleeping sister
   B. when the author realizes that she has been dreaming
   C. when the author realizes that what she sees are lights from a passing car
   D. when the author moves to another house

9. In *An American Childhood*, what is the author’s purpose in describing what she sees as a “spirit” entering her room?
   A. to create a feeling of humor
   B. to create a feeling of fear
   C. to create a feeling of happiness
   D. to create a feeling of boredom

10. What facts about the author’s life do you learn from *An American Childhood*?
    A. The author lived near a road and shared a room with her younger sister.
    B. The author spent most of her childhood too frightened to sleep well at night.
    C. The author began her career as a writer when she was five.
    D. The author spent much of her childhood driving in cars.

**Vocabulary and Grammar**

11. Which word means the opposite of *serene*?
    A. calm
    B. quiet
    C. peaceful
    D. excited
12. Which sentence contains a personal pronoun?
   A. Where did they go for lunch?
   B. Bill read the book over the weekend.
   C. Many people enjoy going to museums.
   D. Is going to the beach fun?

13. What is the possessive pronoun in the following sentence? “Tom walked his dog to the store and back.”
   A. Tom
   B. dog
   C. his
   D. and

14. In which sentence is luminous used correctly?
   A. The lamp’s luminous burned out.
   B. The luminous moon lit the surface of the lake.
   C. We watched a luminous cat climb the tree.
   D. My father read a luminous article aloud at breakfast.

15. Which word is the best definition of conceivably?
   A. quickly
   B. correctly
   C. possibly
   D. vividly

Essay

16. In An American Childhood, the author discovers that she—not the world—can control her feelings. In an essay, tell what she first feels about what she sees at bedtime. Describe what parts of the bedtime experience lead to that feeling. Then, explain how the experience later gives the author pleasure. Use specific details from the piece in your answer.

17. In An American Childhood, the author uses many details to entertain the reader. In a brief essay, identify some of the details the author uses to describe what she sees at bedtime and how she feels as a result. Then, tell whether or not these details were successful in entertaining you.

18. Thinking About the Big Question: Is truth the same for everyone? In this excerpt from An American Childhood, Annie Dillard’s truth changes when she finds out the real reason for the light in her bedroom. Using Dillard as an example, write an essay in which you explain how the experiences of young children lead them to view truth differently from adults.
from An American Childhood by Annie Dillard

Selection Test B

Critical Reading  Identify the letter of the choice that best completes the statement or answers the question.

___ 1. In An American Childhood, what does the author call the thing that comes into her childhood bedroom at night?
   A. a swift spirit
   B. a ghost
   C. her friend
   D. a princess

___ 2. Why does the author of An American Childhood not wake up her little sister, Amy?
   A. Her parents tell her not to wake up Amy.
   B. Amy is sleeping too soundly.
   C. She is too afraid to move.
   D. She wants to protect Amy.

___ 3. Why does Dillard describe her sleeping sister in An American Childhood?
   A. to make fun of her sister
   B. to contrast her sister’s calmness and her own fear
   C. to develop sympathy for her sister
   D. to show how frightening the night was for her sister

___ 4. What mood does the author of An American Childhood create with the following details? “It made noise. It had two joined parts, a head and a tail, like a Chinese dragon. . . . I dared not blink or breathe.”
   A. happiness
   B. fear
   C. peace
   D. jealousy

___ 5. In An American Childhood, why does the author tell how she solved the mystery of the lights?
   A. to show that siblings are often envious of one another
   B. to explain how she discovered that inside and outside worlds connect
   C. to explain how passing car lights can cause reflections on indoor walls
   D. to confirm that children are often afraid of the dark

___ 6. What is the author describing in the following passage from An American Childhood?
   “I climbed deliberately from the depths like a diver who releases the monster in his arms and hauls himself hand over hand up an anchor chain till he meets the ocean’s sparkling membrane and bursts through it. . . .”
   A. a bad dream that used to make her scream
   B. a trip she took later in life
   C. her struggle to separate fantasy from reality
   D. her father’s stories of life at sea
7. In *An American Childhood*, Dillard compares her experience of car lights with what past experience?
   A. carnival lights
   B. noisy children playing outside her window
   C. noise from jackhammers in the street
   D. light streaming in from the moon

8. Which of the following details does Dillard use to support her main insight in *An American Childhood*?
   A. “All night long she slept smoothly in a series of pleasant and serene, if artificial-looking, positions. . . .”
   B. “There was a world outside my window and contiguous to it.”
   C. “When I was five, growing up in Pittsburgh in 1950, I would not go to bed willingly because something came into my room.”
   D. “It was a passing car whose windshield reflected the corner streetlight outside.”

9. What is Dillard’s purpose in *An American Childhood* for comparing her insight about the car lights with another insight she had had the year before during a nap?
   A. to tell stories of her childhood
   B. to explain why she was afraid to take naps
   C. to talk about her sleeping disorder
   D. to express her frustration with herself

10. How does the mood of *An American Childhood* change during the bedtime experience the author describes?
    A. from wonder to boredom
    B. from terror to control
    C. from boredom to wonder
    D. from control to terror

11. In *An American Childhood*, how does the experience of solving the mystery change the young girl?
    A. She becomes more fearful.
    B. She learns to confide in her parents.
    C. She learns to share more with her sister.
    D. She learns the difference between reason and imagination.

12. Which of the following statements is an insight conveyed by *An American Childhood*?
    A. “The things in the world did not necessarily cause my overwhelming feelings. . . .”
    B. “Sometimes it came back, sometimes it didn’t.”
    C. “I could see the door whiten at its touch . . . .”
    D. “My sister Amy, two years old, was asleep in the other bed.”

13. How can you tell that the little girl in *An American Childhood* continued to value the world of the imagination?
    A. She finally admits that the story is not really true.
    B. She enjoys scaring herself even after she solves the mystery.
    C. She refuses to accept the explanation for the mystery.
    D. She says that parents should not tell children scary stories.
14. As a child, how did the author of An American Childhood come to feel about her place in the world?
   A. She felt she was simply part of a collection of things that made up the world.
   B. She knew that her words and thoughts meant a great deal to the world.
   C. She was fearful because she was not sure if she was real or imaginary.
   D. She felt that her life mattered only in terms of her imagination.

15. Which of the following words is a synonym for luminous in “a luminous shape”?
   A. jagged
   B. shining
   C. moving
   D. dark

16. Which of these sentences contains a personal pronoun?
   A. Joe and Carol decided to go to a movie.
   B. They saw a new science-fiction thriller.
   C. Many of the town’s teenagers were in the theater.
   D. Everyone was glad to have caught the film.

17. Which sentence does NOT use conceivably correctly?
   A. Conceivably, we were the best musicians in the band.
   B. The sun, conceivably, did not rise yesterday.
   C. David’s joke was, conceivably, the worst one I had ever heard.
   D. Mr. Oeberst is, conceivably, the most talented teacher I know.

18. Which of these words is a possessive pronoun?
   A. me
   B. they
   C. all
   D. hers

Essay

19. In this excerpt from An American Childhood, the author uses vivid details to describe her experience at bedtime. Write an essay in which you give examples of details the author uses. Explain what feelings she conveys through the details.

20. In an essay, tell what you think is the author’s purpose in this part of An American Childhood. Start by mentioning details Dillard uses to describe her experience. Then, explain what these details lead you to determine is Dillard’s purpose in reporting the experience.

21. Thinking About the Big Question: Is truth the same for everyone? In this excerpt from An American Childhood, Annie Dillard’s truth changes when she finds a rational explanation for the light in her bedroom. Using Dillard as an example, write an essay in which you explain how the experiences of young children lead them to view truth differently from adults.
“The Adventure of the Speckled Band” by Sir Arthur Conan Doyle

Vocabulary Warm-up Word Lists

Study these words from “The Adventure of the Speckled Band.” Then, complete the activities.

Word List A

beloved [bi LUHV id] adj. dearly loved
Our beloved cat lived to ten years of age, but I wish he had survived longer.

clad [KLAD] v. clothed or dressed
Remember the story of the emperor who was clad in no clothes at all?

fate [FAYT] n. destiny; future; chances
We wondered about the fate of the dog that had fallen through the ice.

hastening [HAY suhn ing] v. moving quickly
Hastening to complete his chores before game time, Ned forgot to take out the garbage.

objections [uhb JEK shunz] n. reasons for disagreeing
I don’t understand your objections to my vacation plans.

satisfying [SAT is fy ing] n. doing enough for; having enough
Curious people often have trouble satisfying their need for exploration.

unfortunate [uhn FAWR chuh nit] adj. happening because of bad luck
The unfortunate car accident left the driver with a broken leg.

withdraw [with DRAW] v. go out; leave
The judge asked the loud man to withdraw from the courtroom.

Word List B

excursion [eks KUR zhuhn] n. short trip
We chose to take the train for our mountain excursion.

ferocious [fuh ROH shuhs] adj. fierce
At the wild animal park, you can safely view ferocious animals roaming around.

massive [MAS iv] adj. big, heavy, and solid
The lawyer seemed tiny behind her massive desk, but her voice was firm.

noiselessly [NOYZ luhs lee] adv. without sound
The thief crept noiselessly through the dark store.

resemblance [ri ZEM bluhns] n. likeness in appearance or way of acting
Many people say that a dog owner often has a resemblance to his or her pet.

residence [REZ uh duhns] n. place where a person lives
The mayor’s residence was so big it looked like a palace.

speckled [SPEK uhld] adj. covered with spots
I learned to ride on a speckled pony named Dot.

tragic [TRAJ ik] adj. very sad or unfortunate
The news on TV kept showing the tragic events over and over.
“The Adventure of the Speckled Band” by Sir Arthur Conan Doyle

Vocabulary Warm-up Exercises

Exercise A  Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

My great-grandfather came from Ireland and talked kindly about his [1]_________________________ homeland. He had some [2]_________________________ times and as a teen, [3]_________________________ to find a way out, he came to America. Now, as an old man, he wondered why he had ever wanted to [4]_________________________ from such a beautiful place. We reminded him that it was [5]_________________________ that brought him here. [6]_________________________ in the only clothes he owned, he came despite the [7]_________________________ of his family. He came because he knew he was not [8]_________________________ his need to see new things. As he spoke, we could still see that spark of curiosity shining in his deep blue eyes.

Exercise B  Answer each question in a complete sentence. Use a word from Word List B to replace each underlined word or group of words without changing the meaning.

1. Why would a father ask you to move without sound around the house when his baby is sleeping?

2. Which two members of your family have the greatest likeness to each other?

3. What is the best place you have lived?

4. What story have you read that has an extremely sad ending?

5. What would you do if you saw a sick person with spotted skin?

6. Why does a bank safe always have a thick, heavy door?

7. Why do you suppose people like to see fierce animals?

8. What was your favorite family trip?
A life on the move is a beloved life for the roaming people named Gypsies. For centuries, they have been moving from place to place, satisfying their need to travel. Today, Gypsies are scattered all around the globe. However, the largest number of them lives in Europe.

The first Gypsies came from India, not Egypt, as their name might indicate. No one knows why these people decided to withdraw from their country. Only the Gypsy language, called Romany, has carried with it the traditions of India. The Gypsy culture has its own proud heritage.

The Gypsies first left India around A.D. 1000. By the fifteenth century, Gypsies had reached western Europe. People often had objections to Gypsies being in their region. No doubt, they feared the different looks and way of life of the Gypsies. People in many areas seemed hostile toward Gypsies. In Nazi Germany, half a million Gypsies suffered the terrible fate of death in prison camps, alongside Jews and other targets of terrible hatred. Yet, through all the unfortunate events, Gypsies have remained a close group. They also have stayed true to their beliefs and customs.

Because they prefer temporary work, Gypsies have taken many interesting jobs. They have traded everything from horses to crafts to pots and pans. They have worked as farmers and as circus performers. Gypsy women have often made money telling other people’s fortunes. Indeed, the picture most people have of a Gypsy is of a woman clad in black, looking into a crystal ball.

Like many other groups in the world today, Gypsies seem to be hastening toward a more modern way of life. Still, their songs and dances as well as their desire to pick up in the spring and be on their way, will surely never leave them completely.
“The Adventure of the Speckled Band” by Sir Arthur Conan Doyle

Reading Warm-up B

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Have you ever dreamed of seeing rare and ferocious animals in the wild? If so, perhaps one day you can visit India. You might go on an excursion, traveling all around this vast country. Or, you might choose to visit just one wildlife area for a few days.

Corbett National Park was established in 1936 as Hailey National Park. It was India’s first attempt to protect the country’s wildlife from hunters. Located in a beautiful area of the foothills of the massive, looming Himalayas, the park is the residence of thousands of plant and animal species. You can see crocodiles noiselessly and sneakily moving through the river. You can spot a dole, with its resemblance to a wild dog. You might find a black bear, a mongoose, or a tiger on the prowl for food. You can ride an elephant, go fishing, or simply listen to the monkeys chattering.

For all of these experiences, visitors should thank Jim Corbett. This famous photographer helped set up the park in its modern form. With the aid of the World Wildlife Fund, the park also became the place where Project Tiger was launched in 1973. This effort was aimed at stopping the killing of tigers, which could lead to the tragic and unthinkable wiping out of species. The project has spread, so that many tiger reserves can now be found wherever tigers live in the wild.

Corbett Park, which covers more than 201 square miles, could take years to explore. The time to visit is from November 15 to June 15. The rest of the year, the park is closed because of monsoons. During the season, whether you’re in the bright, open grasslands or the huge jungles that are only speckled with sunlight, you will be amazed at all that Corbett National Park has to offer.

1. Explain what ferocious means. Then, list all the ferocious animals you can think of.
2. Underline the phrases that describe an excursion. Then, write a sentence describing an excursion you’d like to take.
3. Write a sentence describing what the massive Himalayas must look like.
4. Circle the words that tell who makes their residence in the park. Describe your place of residence.
5. Explain why crocodiles move noiselessly.
6. Circle the name of the animal with a resemblance to a wild dog. Then, write your own sentence about two animals with a resemblance to each other.
7. Circle the words that tell what is tragic. Then, write a sentence using the word.
8. Explain the meaning of speckled, naming something else that could be described this way.
"The Adventure of the Speckled Band" by Sir Arthur Conan Doyle

Writing About the Big Question

Is truth the same for everyone?

Big Question Vocabulary

bias  confirm  contradict  doubtful  evidence
factual  fantasy  illogical  investigate  objective
observation  opinion  persuade  prove  theory

A. Use a word or words from the list above to complete each sentence.

1. Sherlock Holmes is known for his excellent powers of ________________, which lead him to the truth.

2. Any detective who wants to ________________ a crime would do well to follow Holmes’s methods.

3. To ________________ that his ________________ about a certain crime is correct, Holmes must often take dangerous chances.

4. Holmes always tries to stay ________________, keeping his emotions in check.

B. Follow the directions in responding to each of the items below. Answer in complete sentences.

1. List two events that occur in nature and seemed mysterious to ancient peoples.

2. Explain how the truth about one of these mysterious events was finally revealed. Use at least two of the Big Question vocabulary words.

C. In The Adventure of the Speckled Band, a detective determines that the truth about a young woman’s mysterious death is not what people had previously believed. Complete the sentence below. Then, write a short paragraph in which you connect this statement to the Big Question.

The truth can be difficult to see, but it can be revealed by ________________
“The Adventure of the Speckled Band” by Sir Arthur Conan Doyle

Reading: Recognize Details That Indicate the Author’s Purpose

The author’s purpose is his or her reason for writing. Learn to recognize details that indicate the author’s purpose. The author’s purpose and the types of details in the work affect the way you read the work. Look for these types of details:

- To inform, an author might use facts and technical language. Pause frequently to check your understanding, and take notes from material written to inform you.
- To persuade, an author might include reasons that lead readers to agree with an opinion. With this kind of writing, question the author's statements and check facts.
- To entertain, an author might provide details that amuse, intrigue, horrify, or fascinate readers. With such material, pay attention to descriptions—especially, to images that appeal to the senses.

Frequently, the author has both a general purpose and a specific purpose in mind. In “The Adventure of the Speckled Band,” Doyle’s general purpose is to entertain you with a mystery. As Doyle tells the story, he provides details that entertain in a particular way—for instance, by puzzling you or frightening you, as in the following description of Helen Stoner.

She raised her veil as she spoke, and we could see that she was indeed in a pitiable state of agitation, her face all drawn and gray, with restless, frightened eyes, like those of some hunted animal.

**DIRECTIONS:** Read each passage from “The Adventure of the Speckled Band.” From the list, choose the item or items that best identify the author’s specific purpose in that passage. Alternatively, you may describe the author’s specific purpose in words of your own.

- to frighten readers
- to make readers curious
- to give readers a sense of relief

1. A series of disgraceful brawls took place, two of which ended in the police court, until at last he became the terror of the village, and the folks would fly at his approach, for he is a man of immense strength, and absolutely uncontrollable in his anger.

2. The lady could not move her bed. It must always be in the same relative position to the ventilator and to the rope—or so we may call it, since it was clearly never meant for a bell-pull.

3. He had ceased to strike and was gazing up at the ventilator when suddenly there broke from the silence of the night the most horrible cry to which I have ever listened. It swelled up louder and louder, a hoarse yell of pain and fear and anger all mingled in the one dreadful shriek.

4. “It means that it is all over,” Holmes answered. “And perhaps, after all, it is for the best. Take your pistol, and we will enter Dr. Roylott’s room.”
"The Adventure of the Speckled Band" by Sir Arthur Conan Doyle

Literary Analysis: Mood

Mood, or atmosphere, is the overall feeling that a literary work or passage creates for the reader. The mood of a work might be somber, joyful, sentimental, and so on. A variety of elements contributes to the mood of a work.

• Words, such as gloomy, and images, such as “the wind was . . . splashing against the windows”
• Setting, such as “the windows were broken and blocked with wooden boards”
• Events, such as “our door had been suddenly dashed open”

A writer chooses words carefully in order to create a particular mood. As you read the following passage from “The Adventure of the Speckled Band,” notice how the underlined words help create a mood of terror.

There was something else which she would fain have said, and she stabbed with her finger into the air in the direction of the doctor’s room, but a fresh convulsion seized her and choked her words.

DIRECTIONS: Write the words in each story passage that contribute to the mood of terror.

1. Imagine, then, my thrill of terror when last night, as I lay awake, thinking over her terrible fate, I suddenly heard in the silence of the night the low whistle which had been the herald of her own death. I sprang up and lit the lamp, but nothing was to be seen in the room. I was too shaken to go to bed again. . . .

2. A large face, seared with a thousand wrinkles, burned yellow with the sun, and marked with every evil passion, was turned from one to the other of us, while his deep-set, bile-shot eyes, and his high, thin, fleshless nose, gave him somewhat the resemblance to a fierce old bird of prey.

3. How shall I ever forget that dreadful vigil? I could not hear a sound, not even the drawing of a breath, and yet I knew that my companion sat open-eyed, within a few feet of me, in the same state of nervous tension in which I was myself. The shutters cut off the least ray of light, and we waited in absolute darkness.
“The Adventure of the Speckled Band” by Sir Arthur Conan Doyle

Vocabulary Builder

Word List

avered deductions indiscreetly invaluable sinister tangible

A. DIRECTIONS: Respond to each numbered item by writing a sentence that uses one word from the Word List. Underline that word.

1. Describe a reason someone catches the flu.

2. Describe the costume that one student considered wearing to a masquerade party.

3. Explain how a detective solved a crime by analyzing clues at a crime scene.

4. Describe how one person’s behavior or words embarrassed another person.

5. Explain how one city managed to protect itself from a natural disaster.

6. Tell about some memorable words of advice you once received.

B. WORD STUDY: The Latin root -duc- means “to lead” or “to bring.” Explain your answers to the following questions using one of these words containing -duc-: aqueduct, induction, ductile.

1. Does an aqueduct stop water from flowing?

2. Why is it useful to us that metals are ductile?

3. At an induction ceremony for a club, what happens?
“The Adventure of the Speckled Band” by Sir Arthur Conan Doyle

Enrichment: Consider a Career as a Detective

When Sherlock Holmes solved the case of the speckled band, he showed resourcefulness, intelligence, tenacity, logical thinking, and the desire to help people. These are all characteristics of a good detective. Within local and state police departments, the Federal Bureau of Investigation (FBI), and other federal agencies, detectives are the men and women who analyze information to solve crimes.

After a crime has been committed, detectives receive information from the uniformed police officers who respond to the crime and from technicians who collect physical evidence from the scene. Detectives talk to any victims or witnesses, and they interview anyone with possible information about the crime. Detectives must be very organized and able to put together information from many sources. When questioning, interviewing, and observing witnesses and suspects, detectives must also be skilled at judging a person’s character. Many colleges and special schools offer degrees in criminal justice.

A. DIRECTIONS: Use information from the story to answer the following questions.

1. What was Holmes’s first opportunity in the story to use the skill of logical reasoning?

2. Which other detective skill did Holmes employ during his first meeting with Miss Stoner?

3. What physical evidence did Holmes first examine at the house of Dr. Roylott?

4. What task did Holmes perform when entering Miss Stoner’s room?

B. DIRECTIONS: Use the information on this page and from your own knowledge and experience to answer these questions.

1. What do you think is the most important characteristic of a good detective? Give your reasons.

2. Which school subjects are important in preparing for a career as a detective? Explain your reasoning.
“The Adventure of the Speckled Band” by Sir Arthur Conan Doyle

*from An American Childhood* by Annie Dillard

**Integrated Language Skills: Grammar**

**Personal Pronouns**

When you speak and write, you automatically use personal pronouns instead of repeating nouns. Here are the personal pronouns grouped according to their three cases:

- **Nominative Case:** I, we, you, he, she, it, they
- **Objective Case:** me, us, you, him, her, it, them
- **Possessive Case:** my, mine, our, ours, your, yours, his, her, hers, its, their, theirs

The personal pronouns are underlined in the following example.

After Carla and I finished lunch, we rode our bikes to the volleyball game. She rode faster and beat me.

In the example,

- *I, we,* and *she* are in the nominative case
- *me* is in the objective case
- *our* is in the possessive case

**A. Practice:** First, underline the personal pronouns in each sentence. Next, circle each personal pronoun that shows possession.

1. One day I want to race my sailboat across the lake.
2. Jim and Carol ordered a pizza while they studied for their math test.
3. When the storm hit, it shook the windows in our house.
4. He watched the rain pound on his garage roof.
5. Have you ever lost your way in the fog?

**B. Writing Application:** Revise the following sentences by replacing each italicized word or phrase with the appropriate pronoun.

1. When Paula was younger, *Paula* was afraid of dogs.

2. Even though dogs usually liked Paula, *Paula* found *dogs* frightening.

3. Paula’s brother Ray had always wanted a dog of *Ray’s* own.

4. Paula and Ray visited a pet store where *Paula and Ray* watched a puppy playing.

5. After Paula held a puppy on *Paula’s* lap, *Paula* began to lose *Paula’s* fear of dogs.
Integrated Language Skills: Support for Writing a Personal Narrative

In a personal narrative, a writer tells about an event or experience that has happened in his or her life. The writer usually narrates the event in the order in which it occurred, from first incident to last.

Before you begin writing your own personal narrative, think of an event in your life in which you solved a problem using your reasoning skill. Or, think about an event that has led you to an important childhood insight. Maybe you have already told others about this event. The event may be funny, scary, sad, or memorable for some other reason.

When you begin to prepare notes for your personal narrative, list what happened first (the first incident) and continue to the end of the event or experience (the last incident). Reexamine the list, and if necessary, move incidents into the proper order, or add incidents you may have left out. Then, jot down thoughts you had along the way for each incident in the overall event. Use the chart to list each incident and the thoughts you had. Add rows if the event involved more than three incidents.

<table>
<thead>
<tr>
<th>Incidents (First to Last)</th>
<th>What I Was Thinking at This Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

Now, based on your notes, write a personal narrative about a time you used logic, or reasoning, to solve a problem.
Research and Technology: “The Adventure of the Speckled Band”
To prepare your report about how a famous real-life crime was solved, you will need to consult a variety of sources. Use the suggestions below to get started. For each general resource, write down at least one specific person or organization you might approach to get information.

General Resources

Individuals ____________________________

______________________________

Government agencies ____________________________

______________________________

Other organizations ____________________________

______________________________

Research and Technology: from An American Childhood

Puzzles have existed in all scientific fields. A biologist puzzled over strange animal behavior. An engineer wondered why certain cars hug the road better than others. A chemist developed a way to make sodas fizzy. As you think about your report on solving a puzzle of the past, list questions you still have about the puzzle and about its solution. After each general category, list at least one specific resource you might approach to ask your questions.

General Resources

Individuals ____________________________

______________________________

Government agencies ____________________________

______________________________

Corporations ____________________________

______________________________

Other organizations ____________________________

______________________________
“The Adventure of the Speckled Band” by Sir Arthur Conan Doyle

Open-Book Test

Short Answer  Write your responses to the questions in this section on the lines provided.

1. An author always has at least one purpose when he or she writes a story. What was Sir Arthur Conan Doyle’s purpose in writing “The Speckled Band”? Was it to inform, persuade, or entertain? Cite three words or phrases from the first sentence of the story that support your answer.

2. The narrator of “The Speckled Band” is Dr. Watson, a friend and roommate of the detective Sherlock Holmes. What is Watson’s attitude toward Holmes? To support your answer, cite one or two details from the opening scene, before the men meet Helen Stoner.

3. When Sherlock Holmes first meets Helen Stoner in “The Speckled Band,” he describes the methods of transportation that she has used to reach his office. What was Sir Arthur Conan Doyle’s purpose in having Sherlock Holmes do that?

4. In evaluating the story that Helen Stoner tells Sherlock Homes and Dr. Watson in “The Speckled Band,” Watson calls it “a most dark and sinister business.” What about Helen Stoner’s story—the story she tells when she visits Sherlock Holmes at his home—is sinister? Base your answer on the meaning of sinister.

5. As Dr. Watson begins his narration, Sherlock Holmes is waking him up. How does the mood of the story change from that point to the point where Helen Stoner finishes telling her story? Cite one detail from the beginning of “The Speckled Band” and one from the end of Helen Stoner’s story to support your answer.
6. Think about the scene in “The Speckled Band” as Holmes and Watson prepare to spend the night in the room in which Julia Stoner died. What is the mood at that point? Support your answer with a detail from the story.

__________________________________________________________________________

__________________________________________________________________________

7. It seems clear from Helen Stoner’s story and Sherlock Holmes’s research that Dr. Roylott murdered Julia Stoner and is planning to kill Helen Stoner as well. What, then, is the mystery that Sherlock Holmes must solve in “The Speckled Band”?

__________________________________________________________________________

8. In “The Speckled Band,” Sir Arthur Conan Doyle carefully planted clues in order to build suspense and entertain his readers. Fill in the following chart by explaining why each clue proves important. Then, on the line below, describe how these clues support Doyle’s purpose for writing.

<table>
<thead>
<tr>
<th>Clue</th>
<th>Meaning of Clue</th>
</tr>
</thead>
<tbody>
<tr>
<td>In India, Dr. Roylott beat a man to death.</td>
<td></td>
</tr>
<tr>
<td>Dr. Roylott is fascinated by Indian animals.</td>
<td></td>
</tr>
<tr>
<td>Julia Stoner smelled cigar smoke in her room.</td>
<td></td>
</tr>
</tbody>
</table>

__________________________________________________________________________

9. At the beginning of “The Speckled Band,” Helen Stoner tells a story. Two clues in that story lead Sherlock Holmes to draw a false conclusion. What are the clues, and what conclusion does Holmes draw?

__________________________________________________________________________

__________________________________________________________________________

10. At the end of “The Speckled Band,” Sherlock Holmes explains his reasoning to Dr. Watson. At that point the mood of the story has changed. Describe the new mood, and cite two words or phrases to support your answer.

__________________________________________________________________________

__________________________________________________________________________
Essay

Write an extended response to the question of your choice or to the question or questions your teacher assigns you.

11. Do you think “The Speckled Band” is a good mystery story? Think about what happens in the story, the clues the author provides, and the mood the author creates. Write a brief essay evaluating the story. Cite details relating to the characters, the clues, and the mood to support your answer.

12. How important are clues in a mystery story? What should authors consider as they plant clues in their mysteries? In an essay, explain the importance of clues in a mystery. Cite two clues in “The Speckled Band,” and explain why they were or were not successful.

13. Near the end of “The Speckled Band,” Sherlock Holmes says, “Violence does, in truth, recoil upon the violent, and the schemer falls into the pit which he digs for another.” In a brief essay, explain what Holmes means and how his words relate to the story.

14. Thinking About the Big Question: Is truth the same for everyone? In an essay, explore Sherlock Holmes’s view of the truth. How does he decide what is true? How does his way of arriving at the truth differ from that of the other characters in “The Speckled Band”?

Oral Response

15. Choose question 2, 3, or 6 or the question or questions your teacher assigns you. Take a few minutes to expand your answer and prepare an oral response. Find additional details in “The Speckled Band” that support your points. If necessary, make notes to guide your response.
"The Adventure of the Speckled Band" by Sir Arthur Conan Doyle

Selection Test A

Critical Reading  Identify the letter of the choice that best answers the question.

1. In “The Adventure of the Speckled Band,” what makes Helen Stoner seek help from Sherlock Holmes?
   A. Her father has been murdered, and his money is missing.
   B. Her mother is missing, and her stepfather does not seem upset.
   C. Her sister was murdered, and Helen fears for her own safety.
   D. Her stepfather has threatened to kill her mother.

2. In the mystery by Sir Arthur Conan Doyle, what is the speckled band?
   A. a poisoned necklace
   B. a scarf used to strangle Helen’s sister
   C. a bracelet identifying the murderer
   D. a snake

3. In “The Adventure of the Speckled Band,” Holmes tells Helen Stoner how she got to his office. How does he know how she traveled?
   A. He followed Helen after she left her house.
   B. He has good powers of deduction.
   C. He listened through the door as she told Watson.
   D. He made a wild guess.

4. Why does the author or “The Adventure of the Speckled Band” include information about Dr. Roylett’s violent past in India?
   A. The author wants us to feel sorry for Roylett.
   B. The author wants us to believe that Helen’s sister died in India.
   C. The author wants to set up Roylett as a prime suspect.
   D. The author is trying to mislead us.

5. In “The Adventure of the Speckled Band,” what Indian animals does Helen Stoner say are living on the estate?
   A. a monkey and a baboon
   B. a baboon and a cheetah
   C. a cheetah and a tiger
   D. a tiger and a baboon
6. What mood is created in the following sentence from “The Adventure of the Speckled Band”?

   “Imagine, then, my thrill of terror when last night, as I lay awake, thinking over her terrible fate, I suddenly heard in the silence of the night the low whistle which had been the herald of her own death.”

   A. fear
   B. curiosity
   C. humor
   D. calm

7. In “The Adventure of the Speckled Band,” why does Dr. Roylett need Helen to move to her sister’s former room?

   A. It is larger and more comfortable.
   B. It has a better view of the estate grounds.
   C. It is more secure.
   D. It is equipped with a bell-rop and ventilator.

8. In “The Adventure of the Speckled Band,” when Helen Stoner begins sleeping in her sister’s former bedroom, what sound does she hear?

   A. a bell tolling
   B. a cheetah howling
   C. a whistling noise
   D. a crying sound

9. In “The Adventure of the Speckled Band,” what mood does the author create by having Sherlock Holmes and Watson wait in dark silence in the murdered woman’s bedroom?

   A. hatred
   B. tension
   C. wonder
   D. sleepiness

10. The author of “The Adventure of the Speckled Band” tells readers that Dr. Roylett likes unusual animals from India. Why does this information turn out to be an important clue in the solution to the murder?

    A. because the murderer is an animal trainer from India
    B. because the murder weapon is a rare knife brought from India
    C. because an animal strangled Julia
    D. because a poisonous snake from India killed Julia
Vocabulary and Grammar

11. Which of the following words is a personal pronoun?
   A. Mary          C. girl
   B. she           D. girls

12. Which sentence does not contain a possessive pronoun?
   A. David let me borrow his bike.
   B. I drove my car to the beach.
   C. Joanie gave her dog a bone.
   D. Larry ran to the store for a pork chop.

13. Choose the word that is closest in meaning to *sinister*.
   A. wicked
   B. bored
   C. dramatic
   D. canister

14. Which of the following words is not a possessive pronoun?
   A. mine
   B. our
   C. he
   D. his

15. Which word is the opposite of *tangible*?
   A. real
   B. unclear
   C. scary
   D. understandable

Essay

16. Do you think “The Adventure of the Speckled Band” is a good mystery story? Write a brief essay evaluating the story. Be sure to include details that show how skillful Holmes is as a detective, how well the author presents the clues, and how successful the author is in keeping you interested in the solution to the mystery.

17. A mystery story usually has suspects. In “The Adventure of the Speckled Band,” Sir Arthur Conan Doyle sets up Dr. Roylett to be Holmes’s prime suspect in the murder of Julia Stoner. Write an essay in which you explain how the author made Roylett a convincing suspect. Be sure to support your ideas by including specific examples of Roylett’s personality and background.

18. **Thinking About the Big Question: Is truth the same for everyone?** In an essay, explore Sherlock Holmes’s view of the truth. How does he decide what is true? How does his way of arriving at the truth differ from that of the other characters in “The Adventure of the Speckled Band”?
**The Adventure of the Speckled Band** by Sir Arthur Conan Doyle

**Selection Test B**

**Critical Reading** Identify the letter of the choice that best answers the question.

1. In “The Adventure of the Speckled Band,” why does the author show Holmes figuring out how Helen Stoner got to his rooms?
   A. to show that the detective has strong powers of deduction
   B. to show how silly Helen Stoner is
   C. to show what a good memory Watson has
   D. to foreshadow how the story will end

2. In “The Adventure of the Speckled Band,” why does Holmes quickly suspect that Dr. Roylett is the criminal?
   A. Dr. Roylett’s wife died under mysterious circumstances.
   B. Dr. Roylett is violent and has a financial motive.
   C. Dr. Roylett has poisoned people in the past.
   D. Holmes worked on a previous case involving Dr. Roylett.

3. What might be Doyle’s purpose for including the gypsies?
   A. The gypsies have gathered poisoned herbs for Dr. Roylett.
   B. The gypsies have cast a spell on Dr. Roylett.
   C. The gypsies have threatened Dr. Roylett and his two stepdaughters.
   D. The gypsies are a false clue and add to the difficulty of solving the mystery.

4. In “The Adventure of the Speckled Band,” what is Doyle’s purpose for mentioning Dr. Roylett’s interest in Indian animals?
   A. His interest in these animals shows that he is insane.
   B. The murder “weapon” turns out to be an animal from India.
   C. The cheetah helps track down the murderer.
   D. His interest in animals is a false clue and provides no evidence.

5. What reason does Helen Stoner in “The Adventure of the Speckled Band” give to explain to Holmes why she and her late sister had locked their bedroom doors at night?
   A. They were afraid of the gypsies camping nearby.
   B. Locking the door kept out cold drafts.
   C. They were afraid of the wild animals roaming the estate.
   D. Their stepfather had once killed a man and was dangerous.

6. In Doyle’s mystery, what were the final words of Julia Stoner, the murder victim?
   A. “Arrest Dr. Roylett!”
   B. “It was the band! The speckled band!”
   C. “Call Sherlock Holmes. . . . Now!”
   D. “He wants our money! Run for your life!”

7. What two sounds are important clues in solving the mystery in “The Adventure of the Speckled Band”?
   A. a whistling and a metallic clang
   B. a barking dog and a police siren
   C. a ticking clock and a ringing bell
   D. a tinkling piano and a gypsy’s song
8. In “The Adventure of the Speckled Band,” how is Helen Stoner’s situation when she appeals to Holmes similar to that of the murder victim?
   A. She is poor and running away from home.
   B. She has just returned from India and likes cheetahs.
   C. She is to be married and sleeps in her sister’s room.
   D. She is a friend of Holmes and lives in London.

9. What mood does Doyle create in “The Adventure of the Speckled Band” by having the detective and the prime suspect meet?
   A. The meeting frightens the detective and slows the action.
   B. The meeting creates tension and motivates the detective.
   C. The meeting explains the mystery.
   D. The meeting creates sympathy for the suspect.

10. Which of the following questions sums up the mystery Holmes must solve in “The Adventure of the Speckled Band”?
    A. Why would anyone want to murder an innocent young girl?
    B. Why do the fingerprints on the speckled band not match those of the prime suspect?
    C. How did the murderer get into a locked room and kill someone without a trace?
    D. Why is Helen Stoner lying about where she was on the night of the murder?

11. In “The Adventure of the Speckled Band,” why does Holmes wait for a signal before returning to the crime scene?
    A. He doesn’t want the criminal to know he is there.
    B. He wants to make sure that no one is home.
    C. He wants to make sure that everyone is asleep.
    D. The signal will mean that the mystery is solved.

12. What mood does the author convey in the following sentence from “The Adventure of the Speckled Band”?
    “From outside came the occasional cry of a night bird, and once at our very window a long-drawn catlike whine, which told us that the cheetah was indeed at liberty.”
    A. curiosity
    B. peace
    C. horror
    D. anxiety

13. How was Julia Stoner murdered in “The Adventure of the Speckled Band”?
    A. Her stepfather opened the iron bars on the window and poisoned her.
    B. A snake was released into her room through a ventilator slot.
    C. A cheetah came through a trap door in the floor.
    D. A gypsy put some poison in her tea.

14. Why does Holmes say, “Violence does, in truth, recoil upon the violent, and the schemer falls into the pit which he digs for another”?
    A. Holmes himself is injured in the trap he sets for Dr. Roylett.
    B. Helen Stoner is revealed to be the true criminal.
    C. Dr. Roylett is poisoned by the snake he was using to try to kill Helen.
    D. Dr. Roylett turns himself in and goes to prison for life.
15. The author of “The Adventure of the Speckled Band” creates a mood of terror and mystery by describing
A. Holmes’s home in London.
B. Julia Stoner’s last night.
C. Holmes’s logical explanation of the solution to the crime.
D. several of Holmes’s past cases.

Vocabulary and Grammar
16. In “The Adventure of the Speckled Band,” Holmes insists that Julia’s death has a tangible cause, or a cause that
A. can be explained logically.
B. is very suspicious.
C. can be frightening.
D. is difficult to discover.

17. If a person smiles in a sinister way, what kind of person might you expect him or her to be?
A. amusing
B. energetic
C. dishonest
D. moody

18. Which word in the following sentence is a personal pronoun? “Beth had waited for the bus for an hour before she decided to take the train.”
A. Beth
B. she
C. for
D. an

19. Which of the following sentences contains a possessive pronoun?
A. Helen walked her dog around the block.
B. He put the ferret back into a cage.
C. Did they find the lost cat?
D. Raccoons pick through garbage cans.

20. Which word is the best substitution for compliance in the following sentence?
“Josh’s compliance was necessary before the group could go on the field trip.”
A. contribution
B. persistence
C. cooperation
D. appliance

Essay
21. How successful were you in solving the mystery along with Holmes in “The Adventure of the Speckled Band”? In a brief essay, explain which relevant clues you were able to identify and which false clues may have led you astray. Did you know how the crime was committed before Holmes explained it in the end? Why or why not?

22. The following sentence is a good example of how the author created a mood of terror and mystery throughout “The Adventure of the Speckled Band”: “Imagine, then, my thrill of terror when last night, as I lay awake, thinking over her terrible fate, I suddenly heard in the silence of the night the low whistle which had been the herald of her own death.” Write an essay in which you explain why this passage is so effective in creating the mood. Refer to specific words and phrases in your explanation.

23. Thinking About the Big Question: Is truth the same for everyone? In an essay, explore Sherlock Holmes’s view of the truth. How does he decide what is true? How does his way of arriving at the truth differ from that of the other characters in “The Adventure of the Speckled Band”?
from Steinbeck: A Life in Letters
from Travels with Charley by John Steinbeck

Vocabulary Warm-up Word Lists

Study these words from “Travels with Charley.” Then, complete the activities.

Word List A

**bombardment** [bom BAHRD muhnt] n. an attack with bombs; a vigorous attack with questions
   The bombardment of hostile questions from the press surprised the mayor.

**conceal** [kuhn SEEL] v. hide
   When Lisa won first prize, she couldn’t conceal her excitement.

**creation** [kree AY shun] n. all things that exist in the world
   Rita thinks that a blazing red maple tree in autumn is the most beautiful thing in creation.

**flaming** [FLAYM ing] v. burning with a flame; shining brightly or glowing
   He was so embarrassed that his face turned a bright flaming red.

**landscape** [LAND skayp] n. land area visible from one spot
   Outside the train window, the landscape changed from forest to field.

**reluctance** [ri LUHK tuhns] n. unwillingness
   Danielle has a great reluctance to get out of bed on Monday morning.

**thrives** [THRYVZ] v. prospers or flourishes
   From his shiny coat and bright eyes, we could see that our dog thrives on homemade food.

**typical** [TIP uh kuhl] adj. having the qualities of the group
   Whiskers was a typical cat, curious and independent.

Word List B

**clarity** [KLA ruh tee] n. clearness
   Looking at each step of the problem will help you gain clarity about it.

**commotion** [kuh MOH shuhn] n. noisy activity; fuss
   The dog running loose in the cafeteria caused a great commotion.

**desolate** [DES uh lit] adj. deserted
   The government chose a desolate area in the Southwest to test the bomb.

**foreboding** [for BOH ding] n. feeling that something bad will happen
   When Marco saw the dark storm clouds and lightning, he was filled with foreboding.

**omens** [OH muhnz] n. signs of good or bad luck
   Some people think that walking under a ladder and breaking a mirror are bad omens.

**populated** [PAHP yew lay tid] v. furnished or provided with inhabitants or members
   The Perez family moved from the crowded city to the more lightly populated suburbs.

**stretches** [STRECH iz] n. pl. extents or lengths in area
   During our drive through the Midwest, we saw long stretches of flat farmland.

**yearlings** [YEER lingz] n. pl. animals that are one year old or in their second year
   Most of the horses were yearlings who were not old enough to compete in the race for three-year-olds.
Vocabulary Warm-up Exercises

Exercise A  Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

In a popular work of fiction, Anastasia, a [1] ________________ heroine, lives with a rich but cold relative who doesn't understand her. She is engaged to a solid but boring young suitor, a prospect that leaves her feeling [2] ________________. She knows that she [3] ________________ on the kind of excitement of a more powerful man, such as the groundskeeper. For he is the best man in [4] ________________. She has great [5] ________________ to tell anyone of her feelings. She must [6] ________________ her love because he barely acknowledges her existence. In actuality, for years, he has been planting a magical garden, a colorful [7] ________________ of flowers in which he can reveal his own love. Do these flowers serve as [8] ________________ of their future happiness together?

Exercise B  Decide whether each statement below is true or false. Circle T or F. Then, explain your answers.

1. Dark, whirling funnel clouds, often seen as omens, should fill people with foreboding.
   T / F ________________

2. When a city is under aerial bombardment, residents feel safe walking freely about the streets.
   T / F ________________

3. Being grounded because someone thinks you may cause a commotion is fair.
   T / F ________________

4. In the autumn in New England, the leaves erupt into a stunning variety of flaming colors.
   T / F ________________

5. The North Pole is a desolate place, but the South Pole isn’t.
   T / F ________________

6. For long stretches of the desert, there is no water or greenery to be found.
   T / F ________________

7. The more clarity you gain about a problem, the harder it is to solve it.
   T / F ________________
Much of American literature and folklore thrives on images of the open road. This theme flourishes in the writings of authors as diverse as Walt Whitman and Jack Kerouac. For present-day Americans, that open road is usually the interstate highway. Two-lane roads with traffic lights are too slow for busy lives. I consider my own taste typical. When I have a long distance to go, I show no reluctance to take the modern road. I don’t think twice about hopping onto the freeway. Tooling down the highway in my flaming red convertible makes up for the dull view and boring landscape. Sometimes I click on the radio and, as my eardrums are attacked by the bombardment of ads for used cars and miracle creams, I still manage to discover fascinating and charming talk and music from small-town America.

Yet somehow the interstate, built by the government, lacks the style of a “real” road such as Route 66.

From the late 1920s to the 1950s, many drivers followed Route 66 west from Chicago to Los Angeles. It is worth your time today to get off at one of the ramps of Interstate 40 in New Mexico or Arizona. You might catch a glimpse of what the slick highway will conceal. Motels with rooms shaped liked tepees, theme diners, and streamlined service stations loom up as if out of nowhere.

One of the best treasures in all of creation is a certain hotel in Winslow, Arizona. It not only sits beside the old route but also backs up onto railroad tracks. These well-used tracks carried many a passenger across the country. In the 1920s and 1930s, many roads were still rough and long-distance air travel was not readily available, so people often took the train. They would stop off at railroad hotels along the way. Clean, cozy rooms and tasty meals at fair prices awaited them.

Some people have accused the interstate of ruining a whole civilization of quirky small towns, colorful backroads, and elegant trains. With the sameness of the endless miles of concrete, fast-food joints, and chain hotels, we have gained speed and convenience but lost the adventure of discovering something new on the open road.
Reading Warm-up B

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

From watching Westerns on TV, many people expect the West to be a folksy, welcoming land, dotted with quiet, sunny ranches. They imagine horse farms full of prancing yearlings who have not yet seen their second birthday.

In western South Dakota, however, there are two areas that provide a sharp contrast to this popular image of the West. Just hearing their names—the Badlands and the Black Hills—make the places sound like a desolate wasteland, sparsely populated and lonely, where the few scattered humans are overwhelmed by the greatness of the sky and land. The strange, pointy rock formations stir feelings of the unknown, dark forces, and eerie mysteries of nature that can inspire a sense of foreboding. Some look for signs of bad things to come in omens—a dead bird, a sudden whirlwind—in order to justify making a hasty exit. However, that is only half the story. The other half is acres and acres of grassland, vast stretches of green that make up the largest protected mixed-grass prairie in the United States.

The Badlands were once covered with a shallow sea. Over millions of years, the land rose and the sea disappeared. A warm, humid forest emerged, which later gave way to cooler grasslands. Rocks and soil contain clues to each era. Scientists have dug countless fossils from the land, and many more lie waiting to be found. With each new find, we look into the distant past with greater clarity.

The Black Hills are home to one of the most famous monuments in the United States: Mt. Rushmore, four presidential heads carved in rock. One rule at Mt. Rushmore is “no climbers.” Nevertheless, the site occasionally becomes the scene of commotion as yet another group attempts to reach the top of the monument, and officials must get the people down.

If you plan to be in western South Dakota, make sure you visit the Badlands and the Black Hills. They each offer a visual delight unequalled anywhere else on Earth.

1. Circle the words or phrases that give a clue to the meaning of yearlings. Then, write a sentence about a place where you might be likely to see yearlings.

2. Circle a synonym for desolate. Explain whether you would find many people in a desolate place.

3. Write a sentence explaining why a place might be heavily or lightly populated.

4. Circle the words that give a clue to the meaning of foreboding. Write about a time when you were filled with foreboding.

5. Circle the words that give examples of omens. Tell why you think some people may look for omens.

6. Circle the words or phrases that give a clue to the meaning of stretches. Then, write a sentence about stretches that you have seen.

7. What helps us look into the past with greater clarity? Explain why someone would want to do this.

8. Would you get much sleep if there were a commotion going on outside your window? Explain.
from Steinbeck: A life in Letters
from Travels with Charley by John Steinbeck
Writing About the Big Question

Is truth the same for everyone?

Big Question Vocabulary

bias  confirm  contradict  doubtful  evidence
factual  fantasy  illogical  investigate  objective
observation  opinion  persuade  prove  theory

A. Use a word from the list above to complete each sentence.

1. To have a(n) ________________ view of our country, it helps to travel around and see it for yourself.

2. It is ________________ that you can learn much about the American people by just reading books and newspapers.

3. John enjoys traveling, so it takes little effort to ________________ him to take a long drive.

4. As John travels, he makes one interesting ________________ after another.

B. Follow the directions in responding to each of the items below. Answer in complete sentences.

1. List two observations that a visitor might make about the area where you live. Use at least two of the Big Question vocabulary words.

   ________________________________________________________________
   ________________________________________________________________

2. For one of those observations, name two details that would confirm it.

   ________________________________________________________________
   ________________________________________________________________

C. In Travels with Charley, Steinbeck tours the country to refresh his memory about what Americans are really like. Complete the sentence below. Then, write a short paragraph in which you connect your idea to the Big Question.

From my __________, I would describe America as __________________ and Americans as __________________.
from Travels with Charley by John Steinbeck

Reading: Author’s Purpose

The author’s purpose is the reason he or she has for writing. A purpose might be to persuade readers, to entertain readers, or to provide information to readers. Keep in mind that sometimes an author may try to achieve more than one purpose. One of your jobs as a reader is to evaluate whether an author achieves his or her purpose(s). You must ask yourself if the author has included sufficient support to persuade you of an idea or a position, to entertain you, or to teach you about something. In Steinbeck’s case, he felt that he had lost touch with the people, landscapes, and communities of America. So in 1960, he decided to set out on a cross-country journey with his French poodle, Charley, to regain a first-hand sense of his native land and its people.

Think about what Steinbeck has to do in Steinbeck: A Life in Letters and Travels with Charley for you to conclude that, becoming informed about his country, he has in turn informed his readers and, therefore, achieved his general purpose.

A. DIRECTIONS: Read each of the following passages and tell in what way it helps Steinbeck support the thoughts quoted above and accomplish his general purpose—informing himself and you about the America through which he travels.

1. “I guess Wisconsin is the prettiest state I ever saw—more kinds of country—hills and groves like Somerset, and the Dells a strange place of water and odd mushroom-shaped rocks. Lousy with tourist places but nearly all closed now with signs saying—’See you next spring.’”

2. “She was hungry to talk, frantic to talk, about her relatives, her friends, and how she wasn’t used to this. For she was not a native and she didn’t rightly belong here. Her native clime was a land of milk and honey and had its share of apes and ivory and peacocks. Her voice rattled on as though she was terrified of the silence that would settle when I was gone. As she talked it came to me that she was afraid of this place and, further, that so was I.”
You express yourself through the clothes you wear, the hairstyle you prefer, and the activities in which you participate. All of these things reflect your individual style. **Style** also refers to the way in which authors express themselves in their writing. It is the stamp that gives their writing its unique character. A key element of an author’s style is his or her tone, the way in which the writer views a particular subject. Choice of words and sentence structure are other important elements of an author’s style.

**A. DIRECTIONS:** Complete the chart by providing for each numbered item at least two examples from **Steinbeck: A Life in Letters** and two examples from **Travels with Charley** that reflect Steinbeck’s style.

<table>
<thead>
<tr>
<th>Author’s Style</th>
<th></th>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Word Choice:</td>
<td>Mostly, the vocabulary of an educated person, but lots of informal, conversational words and phrases, including unusual, homey modifiers</td>
<td></td>
</tr>
<tr>
<td>2. Sentence Length and Rhythm: A lot of mature sentences, but once in a while short, conversational -sounding sentences pop up to give the piece an informal feel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Tone:</td>
<td>Personal, modest, open</td>
<td></td>
</tr>
</tbody>
</table>

**B. DIRECTIONS:** In no more than three sentences, state what you think Steinbeck’s style is in these two excerpts.
from Steinbeck: A Life in Letters
from Travels with Charley by John Steinbeck

Vocabulary Builder

Word List

<table>
<thead>
<tr>
<th>celestial</th>
<th>barred</th>
<th>desolate</th>
<th>foreboding</th>
</tr>
</thead>
<tbody>
<tr>
<td>gusty</td>
<td>inexplicable</td>
<td>desolate</td>
<td>omens</td>
</tr>
<tr>
<td></td>
<td>prosper</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A. DIRECTIONS: From the following alphabetized lists, select one synonym and one antonym for each of the numbered words in the table below. Write your choices in the appropriate boxes.

Synonyms
- deserted
- thrive
- dread
- foreshadowings
- heavenly
- blustery
- unexplainable
- forbidden

Antonyms
- fail
- confidence
- crowded
- earthbound
- easy
- flashbacks
- tranquil
- encouraged

<table>
<thead>
<tr>
<th>Vocabulary Word</th>
<th>Synonym</th>
<th>Antonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. barred</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. prosper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. inexplicable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. celestial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. gusty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. desolate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. foreboding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. omens</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. WORD STUDY: The Latin root -sol- means “alone.” Explain your answers to the following questions using one of these words containing -sol-: soloist, solitary, sole.

1. What do the other orchestra members do when a soloist performs?

2. If a person takes sole responsibility for painting a room, how many helpers does he or she have?

3. If a prisoner is put into solitary confinement, how many others are in the cell?
Enrichment: Travel Writing Career

A travel writer writes books or articles for magazines, special sections of newspapers, and Web sites focused on exploring the world beyond one’s own backyard. A travel writer must have a talent not only for writing but also for interviewing and conducting other research. He or she must develop curiosity, flexibility, and organizational skills. To succeed in this field, a travel writer should want to experience a variety of places, people, and events.

**DIRECTIONS:** Imagine that you are a travel writer for a magazine for teenagers and that your editor has asked you to write about teenage life in a city (other than your own) anywhere in the world. Plan your visit and the focus of your article by answering the following questions:

1. What city do you want to visit? Why?______________________________

2. What kind of background research should you do before you get to the city?______________________________

3. Where will you go to locate teenagers to interview in that city?______________________________

4. How will you communicate with teenagers in that city if you do not speak their language?______________________________

5. What five things do you think your readers want to know about their peers in that city?______________________________

______________________________

______________________________

______________________________

______________________________
**Short Answer**  Write your responses to the questions in this section on the lines provided.

1. In the excerpt from *Steinbeck: A Life in Letters*, Steinbeck tells about talking to a man at a gas pump, conversing with a trucker in Minnesota, and talking to “lots of people” along the way. What do these details reveal about Steinbeck’s purpose for taking a cross-country trip and writing about it?

2. According to this excerpt from *Travels with Charley*, John Steinbeck named his truck Rocinante after the horse in the novel *Don Quixote*. Steinbeck also recounts conversations he has with Charley, the poodle he takes along with him. What do these details indicate about Steinbeck’s attitude toward himself and his travels?

3. In the excerpt from *Steinbeck: A Life in Letters*, Steinbeck gives detailed descriptions of various kinds of sights, activities, and people he encounters on his trip across the country. Cite one example of each kind of detail Steinbeck includes in his letters—a sight, an activity, and kinds of people—and for each one state what it reveals about his purpose in writing.

<table>
<thead>
<tr>
<th>Details from the Trip</th>
<th>What Details Show About Author's Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. In this excerpt from *Travels with Charley*, John Steinbeck writes of a night “loaded with omens.” Name one omen that Steinbeck noticed, and describe his reaction to the omen. Base your answer on the definition of *omen*.

<table>
<thead>
<tr>
<th>Details from the Trip</th>
<th>What Details Show About Author's Purpose</th>
</tr>
</thead>
</table>
5. In both *Steinbeck: A Life in Letters* and *Travels with Charley*, Steinbeck gives detailed descriptions of his interactions with his dog, Charley. From what you learn in these descriptions, why do you think Steinbeck brings Charley along? What function does Charley serve in Steinbeck’s writing about his journey? Cite a detail from each work to support your answer.

6. How do John Steinbeck’s feelings about the Bad Lands change? How does the tone of his writing change during the course of his description of the place? Cite two details from this excerpt from *Travels with Charley* to support your answer.

7. What is John Steinbeck’s attitude toward the Bad Lands in the late afternoon? Cite two phrases in this excerpt from *Travels with Charley* to support your answer.

8. At the end of this excerpt from *Travels with Charley*, John Steinbeck observes that each “safe generality I gathered in my travels was canceled by another.” What in particular is he referring to? What does he mean in a more general sense?

9. Do you think John Steinbeck’s main reason for taking his trip was the same as his main reason for writing the letters to his wife and, later, the book *Travels with Charley*? Or was it different? Cite details from each work to support your answer.
10. In the excerpts from Steinbeck: A Life in Letters and Travels with Charley, Steinbeck gathers a number of small details and observations in the hope of arriving at some larger truth about America and its people. Based on your reading of these excerpts, do you think that Steinbeck succeeds in this task? Cite at least one detail from each selection to support your answer.

---

**Essay**

Write an extended response to the question of your choice or to the question or questions your teacher assigns you.

11. Based on details that Steinbeck provides in the excerpts from Steinbeck: A Life in Letters and Travels with Charley, do you think Steinbeck equipped himself physically and emotionally for the journey that led to these writings? In an essay, state your opinion of Steinbeck’s preparations.

12. Based on the information in this excerpt from Travels with Charley, what would you expect to find in the Bad Lands if you had never been there? Again based on Steinbeck’s description, how would you feel if you were traveling through the region? In a brief essay, describe your attitude toward the Bad Lands. Cite two or three details from the excerpt to support your points.

13. What important things does John Steinbeck discover about America, and what important thing does he discover about himself on the trip that he describes in Steinbeck: A Life in Letters and in Travels with Charley? In an essay, answer those questions, referring to details in the excerpt to support your points.

14. **Thinking About the Big Question: Is truth the same for everyone?** In Travels with Charley, both the man of few words and the talkative lady live in the Bad Lands. Yet what they make of the setting—their truth about it—seems different. Write an essay that describes their reactions to this harsh yet beautiful land. Suggest possible reasons for their differences.

**Oral Response**

15. Choose question 1, 6, 8, or 9 or the question or questions your teacher assigns you. Take a few minutes to expand your answer and prepare an oral response. Find additional details in the excerpt from Travels with Charley to support your points. If necessary, make notes to guide your oral response.
Critical Reading  Identify the letter of the choice that best answers the question.

___ 1. Why does Steinbeck make the trip he reports on in *Steinbeck: A Life in Letters* and *Travels with Charley*?
   A. He wants to visit relatives in the West.
   B. He wants to try out his custom camping truck.
   C. He wants to learn about America’s landscapes and people firsthand.
   D. He is tired of living in one place and thinks it is time that he explored more.

___ 2. In the excerpt from *Steinbeck: A Life in Letters*, Steinbeck finds that most of the people he meets are not interested in
   A. his books.
   B. political issues.
   C. Charley the dog.
   D. hunting.

___ 3. Whom or what does Steinbeck take along on the trip that leads to *Travels with Charley*?
   A. his poodle
   B. his brother
   C. his son
   D. his father

___ 4. From your reading of the excerpt from *Steinbeck: A Life in Letters*, it is evident that Charley the dog
   A. is a skillful fighter.
   B. makes it easier for Steinbeck to meet people.
   C. finds it difficult to adjust to life on the road.
   D. is a good traveling companion.

___ 5. Which word best describes Steinbeck’s style in the following sentence from *Travels with Charley*?
   And the night, far from being frightful, was lovely beyond thought, for the stars were close, and although there was no moon the starlight made a silver glow in the sky.
   A. choppy
   B. descriptive
   C. unemotional
   D. humorous
6. In *Travels with Charley*, Steinbeck stops in the Bad Lands to ask about eggs. What is his real reason for stopping?
   A. He has not eaten all day.
   B. He thinks the man looks lonely.
   C. He wants to meet someone from there.
   D. Charley needs a break from driving.

7. In *Travels with Charley*, what does Steinbeck mean when he says to Charley, “I have a strong impulse to stay, amounting to a celestial command.”
   A. He wants to stay in one place so that he can see shooting stars.
   B. He wants Charley to understand that Steinbeck, not Charley, is in charge of the trip.
   C. He has such a strong feeling about danger ahead that it feels like a message from heaven.
   D. He can tell by reading the stars that it is important that they stay where they are.

8. How does Steinbeck learn about people on his journey?
   A. He has casual conversations with people he meets at each stop.
   B. He interviews people and takes notes.
   C. He observes people from a distance, so they will not recognize him.
   D. He pays attention to Charley’s reactions to the people they meet.

9. Which word best describes Steinbeck’s tone in this passage from *Steinbeck: A Life in Letters*?
   And I heard that Dag Hammarskjöld [then the secretary general of the United Nations] could easy be President. When I suggested that he was a Swede the reply was—“What of it.” I think I’ll write that to him.
   A. angry
   B. sarcastic
   C. humorous
   D. respectful

10. In *Travels with Charley*, what is Steinbeck’s purpose in describing the chatty woman in the Bad Lands?
   A. to make fun of her
   B. to explain that she moved there recently
   C. to show how talkative everyone is
   D. to show how landscape affects people
11. Why does Steinbeck end the excerpt from *Travels with Charley* by saying that each generalization he made about his trip “was canceled by another”?
   A. He is thinking about giving up writing.
   B. He wants readers to feel sorry for him.
   C. He wants sympathy from Charley.
   D. He is gently criticizing himself.

**Vocabulary and Grammar**

12. Which word means the opposite of *thrive*?
   A. weakens
   B. strengths
   C. lessens
   D. damages

13. What does *inexplicable* mean?
   A. hard to explain
   B. obvious
   C. simple
   D. unavoidable

14. In which sentence is a reflexive pronoun used incorrectly?
   A. Hank gave himself five minutes to finish.
   B. We bought ourselves some pencils.
   C. Bea wrote a story about herself.
   D. I missed yourself when you were gone.

**Essay**

15. Steinbeck writes, “In the night the Bad Lands had become Good Lands.” In an essay, describe Steinbeck’s first reaction to the Bad Lands. Then, go on to explain the experience that causes his feelings to change. Support your ideas with details from the selection.

16. In the excerpt from *Steinbeck: A Life in Letters*, Steinbeck writes letters to his wife on the road. He also mentions speaking to her “in a small grocery store with truck drivers tripping over me.” What do these details reveal about technology in America in 1960 and how it affected the ways in which people communicated? How does this compare with how people communicate in the present?

17. **Thinking About the Big Question: Is truth same for everyone?** In *Travels with Charley*, both the man of few words and the talkative lady live in the Bad Lands. Yet, their reactions to this setting are different. Write an essay that describes their reactions to this harsh yet beautiful land.
Selection Test B

Critical Reading Identify the letter of the choice that best completes the statement or answers the question.

1. Which of the following best expresses Steinbeck’s feeling toward his wife in *Steinbeck: A Life in Letters*?
   A. He is jealous of her.  
   B. He resents her.  
   C. He misses her.  
   D. He is grateful to her.

2. In *Steinbeck: A Life in Letters*, Steinbeck states that he has not combed and clipped Charley because
   A. he has been so busy.  
   B. the dog has been misbehaving.  
   C. he thinks the dog looks cuter unkempt.  
   D. the dog snarls at him every time he picks up the scissors.

3. The dates of the letters in *Steinbeck: A Life in Letters* show that he was traveling during the early autumn, and the tourist hotels in Wisconsin feature signs that read, “See you next spring.” Given Steinbeck’s purpose in making the trip, which of the following is the likeliest reason that Steinbeck is traveling during this time of the year?
   A. He does not like warm weather.  
   B. He can get better hotel rates.  
   C. He wants to avoid summer tourists and meet real local people.  
   D. He is an inexperienced traveler and was given incorrect advice about the best time to travel.

4. In *Steinbeck: A Life in Letters*, when Steinbeck calls truckers “a set-apart bunch of men,” which character trait best describes these men?
   A. nonconformity  
   B. greed  
   C. kindness  
   D. friendliness

5. Does Steinbeck achieve his purpose: getting to know America again and writing about it?
   A. yes, because he talks to strangers  
   B. no, because he talks only with Charley  
   C. yes, because he talks with Charley  
   D. no, because he cancels the trip

6. From his actions in *Travels with Charley*, you can conclude that Steinbeck
   A. has no sense of humor about himself.  
   B. does not easily make conversation.  
   C. tends to be ruled by his emotions.  
   D. is fearful of new experiences.

7. In *Travels with Charley*, Steinbeck’s description of the Bad Lands differs from one in a travel guide because it
   A. does not describe the landscape.  
   B. makes observations about human nature.  
   C. is very lengthy and detailed.  
   D. concentrates on the climate.
8. In *Travels with Charley*, Steinbeck makes as many observations about humans as he does about nature because
   A. the natural setting is not interesting.
   B. he does not like travel guides.
   C. he feels close to all the people he meets.
   D. one of his main interests is human nature.

9. In *Travels with Charley*, which sequence best describes Steinbeck’s changing emotions about the Bad Lands?
   A. uneasiness, fear, delight
   B. boredom, amusement, contentment
   C. anxiety, resentment, exhilaration
   D. anger, surprise, happiness

10. What does the following sentence from *Travels with Charley* say about Steinbeck’s writing style?
    Against the descending sun the battlements were dark and clean-lined, while to the east, where the uninhabited light poured slantwise, the strange landscape shouted with color.
    A. He uses vague words.
    B. He likes long, descriptive sentences.
    C. He avoids figures of speech.
    D. His sentences are short and choppy.

11. In *Travels with Charley*, what reaction does Steinbeck have to his conversation with the old woman in the Bad Lands?
    A. He is comforted by her friendly manner.
    B. He is annoyed by her constant prattle.
    C. He realizes that he misses his friends.
    D. He realizes that he is afraid of the area.

12. In *Travels with Charley*, at the end of his day in the Bad Lands, Steinbeck builds a fire in order to enjoy its smell and sound. What might be his purpose in telling readers this anecdote?
    A. to show how much he enjoys fires
    B. to demonstrate his camping abilities
    C. to show his comfort with his surroundings
    D. to ward off his fears of the barren land

13. What does this passage say about Steinbeck’s style in *Travels with Charley*?
    Someone must have told me about the Missouri River at Bismarck, North Dakota, or I must have read about it. In either case, I hadn’t paid attention. I came on it in amazement. Here is where the map should fold.
    A. He leans toward short sentences.
    B. He leans toward long sentences.
    C. He mixes long and short sentences.
    D. He hides his emotions.
14. Which of the following sentences illustrates Steinbeck’s reflective style in *Travels with Charley*?
   A. “I was set for some scratch-hen eggs.”
   B. “I felt I wouldn’t like to have the night catch me there.”
   C. “I stopped where people stopped or gathered.”
   D. “Before I slept I spread a map on my bed, a Charley-tromped map.”

15. Why does Steinbeck carefully describe the man of few words and the chatty woman in *Travels with Charley*?
   A. The author uses a lot of description regardless of the topic.
   B. The contrast helps readers see that the Bad Lands can affect people differently.
   C. He remembers meeting them both on past travels.
   D. He is about to turn back and wants to record his final experiences with care.

**Vocabulary and Grammar**

16. In which sentence is *reluctance* used correctly?
   A. I wolfed down the pasta dish with great reluctance.
   B. Her speedy acceptance of the position reflected her reluctance to take the job.
   C. Karen’s fear of heights explained her reluctance to hike to the mountaintop.
   D. Tino’s constant reluctance caused him to snap at people for no reason.

17. Which word or term is an acceptable reflexive pronoun?
   A. themselves
   B. him or her
   C. everyone’s
   D. hisself

18. Which sentence contains a reflexive pronoun used incorrectly?
   A. Sara baked a cake for herself.
   B. Sara baked a cake for her.
   C. Ray told Mark he would be late.
   D. The gift means a lot to myself.

19. Something that is *inexplicable* is
   A. understandable.
   B. inconclusive.
   C. incomprehensible.
   D. undebatable.

**Essay**

20. Steinbeck equipped himself, both physically and emotionally, for the journey he describes in *Steinbeck: A Life in Letters* and *Travels with Charley*. Write an essay in which you tell whether he was adequately prepared, inadequately prepared, or overprepared. Give specific examples.

21. In *Travels with Charley*, Steinbeck undertakes an across-country journey to learn more about America’s landscape and people. Using specific examples from the text, discuss in an essay some of the things Steinbeck discovers about American people and American landscapes.

22. **Thinking About the Big Question: Is truth the same for everyone?** In *Travels with Charley*, both the man of few words and the talkative lady live in the Bad Lands. Yet, what they make of the setting—their truth about it—seems different. Write an essay that describes their reactions to this harsh yet beautiful land. Suggest possible reasons for their differences.
“The American Dream” by Martin Luther King, Jr.

Vocabulary Warm-up Word Lists

Study these words from “The American Dream.” Then, complete the activities.

Word List A

democracy [di MAHK ruh see] n. government that is run by the people who live under it
   People in a democracy have the privilege of voting for their leaders.

destruction [di STRUHK shun] n. end; ruin
   Pollution has caused the destruction of many sources of clean water.

emerge [i MERJ] v. come into being
   Out of a group of four candidates, one will emerge as the winner.

equal [EE kwuh] adj. same in amount, number, size, or value
   I will divide the pie into equal slices so we all get our share.

individual [in duh VIJ oo uhl] n. person
   Every individual has a say in the kind of work he or she will do.

perspective [pur SPEK tiv] n. way of looking at things
   Paul’s perspective on life is different from mine because he grew up in England.

segregation [seg ruh GAY shuhn] n. practice of keeping groups apart
   Segregation forced African Americans to sit in the back of buses.

slavery [SLAY vuh ree] n. the practice of one person owning another
   Trying to escape from slavery was dangerous, and runaway slaves were in great peril.

Word List B

development [di VEL uhp muhnt] n. growth
   The development of the empty lot has provided new housing for many.

dilemma [duh LEM uh] n. problem that requires a difficult choice
   Learning that Dan cheated on the test has created a dilemma about the right thing to do.

essentially [i SEN shuhl lee] adv. basically
   A lamp is essentially a fancy object to hold a light bulb.

heir [AIR] n. person who receives something from a previous generation
   Grandma Rose named me as an heir in her will.

legacy [LEG uh see] n. something handed down from one generation to the next
   Stories and photos provide a living legacy from our ancestors.

moral [MAWR uhl] adj. relating to right and wrong
   Many parents expect children to learn moral behavior by their examples.

pursuit [puhr SOOT] n. search; finding ways to get something
   In pursuit of a goal, don’t be afraid to change direction if necessary.

ultimately [UHL tuh mit lee] adv. finally; in the end
   The roller coaster was worth waiting for, as it was ultimately the best ride.
Exercise A  Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

Under the system of [1] __________________, one [2] __________________ can own another. It is clear to people in our country today that such a system doesn’t belong in a [3] __________________. In a nation where we are all [4] __________________, no one can own someone else. Also, laws have made clear that our country is no place for the [5] __________________ of people by skin color. It took too many years for the [6] ______________ of such a practice. Why did it take so long for such a different [7] __________________ to [8] ______________? Attitudes and feelings are often passed down from generation to generation, and changing people’s views is a difficult challenge.

Exercise B  Answer each question in a complete sentence. Use a word from Word List B to replace each underlined word or group of words without changing the meaning.

1. During the search for the right thing to do, have you ever found yourself with a problem that requires a difficult choice?

2. What might be handed down to you from a grandparent?

3. Do you believe that people are basically good?

4. What does the growth of a business require?

5. Do you believe that in the end how successful you are depends on your own actions?

6. Who receives parents’ possessions after they die?
In 1954, Oliver Brown—an African American railroad worker—sued the Topeka, Kansas, Board of Education. The board wouldn’t allow his daughter to attend an all-white school in his neighborhood. At the time, segregation was widespread in public schools.

From the perspective of the board, and according to many other people’s way of looking at the situation, it was only business as usual. The rule of “separate but equal” was law in the land. That meant it was acceptable for black people to be required to have different schools, neighborhoods, lunch counters, bathrooms, and many other things. These places were supposed to be of the same quality as the ones white people had. Mostly, however, that wasn’t the case.

The matter went all the way to the Supreme Court. A young African American lawyer named Thurgood Marshall took the case. From a lawsuit brought by just one individual, the movement to allow black children into white schools grew. The justices decided other similar cases at the same time.

Brown and his side won. Their victory helped achieve the destruction of these unfair practices, thus opening doors which had long been closed to blacks. It was a long but clear fight. Soon, civil rights bills were passed. One hundred years had passed since black people had been freed from slavery. Finally, they could start to emerge as full citizens and enjoy the same rights as other Americans, such as voting.

In a democracy, people vote for representatives who make the laws of the land. But after civil rights laws pass, people’s hearts and minds still have to change. African Americans have many more opportunities today than they did fifty years ago. Still, more change must occur to make sure that all citizens of the United States have the same rights and opportunities.

1. Underline the sentence that explains segregation. Then, write a sentence describing another form of segregation.

2. Circle the phrase that tells what perspective is. Then, write a sentence explaining your perspective on an issue at your school.

3. Underline the phrase in the paragraph that explains equal. Then, write a sentence using equal.

4. Rewrite the sentence with individual, using a synonym for the word. Then, write a sentence about an individual whom you admire.

5. Underline words that describe the destruction of unfair practices. What helped with the destruction of these practices? Explain.

6. Underline the sentence that tells what happens when someone is freed from slavery. Use slavery in a sentence.

7. Explain what it means in this passage to emerge as a citizen.

8. Underline the words that explain what a democracy is. Then, write a sentence about living in a democracy.
I sat at my desk rereading the letter, wondering what was the best way around this unexpected development. I had not anticipated this precise turn of events. I was indeed faced with a moral dilemma and would have to wrestle with it. What was right and what was wrong?

I had been working diligently in pursuit of my goal to be elected to City Council. A life in politics had been my dream since my days as class president. I had always been convinced that with positive intentions and concern for all people, one person really could make a difference. Many thought that I was overly optimistic and would soon see things differently. As time went on, though, the more I looked for the good in people, the more I seemed to find it. My belief was confirmed: A legacy of mistrust and prejudice is not a proud inheritance, but a shameful one.

The letter that arrived today came from a group whose ideas troubled me. I knew these people dealt unfairly with others and were essentially dishonest at heart. Yet, they were offering a large contribution in support of my campaign. A check for $3,000 was attached to the letter. Did they consider me an heir to their way of thinking, someone who would follow in their footsteps? If I accepted the money, they would expect me to support their side of issues. However, I thought, and my campaign was in serious need of funding. Perhaps some compromise was possible.

As I pondered, the answer finally revealed itself: Ultimately, accepting this support would mean selling part of my good character. It might be foolish to reject such a large contribution. I might lose the election as a result. Nevertheless, my reply would be, “No, thank you.”

As I ripped the check into pieces, I felt at peace. My moral dilemma was solved.

1. Underline the phrase that means the same thing as development. Write a sentence describing something that would be an unexpected development.

2. Circle the sentence that describes the problem when facing a moral dilemma. Then, tell about a moral dilemma you have wrestled with.

3. Underline the words that tell what the author is in pursuit of. Then, write a sentence about a pursuit of yours.

4. Circle the word that means the same as legacy. Is there more than one kind of legacy? Explain your answer in a complete sentence.

5. Circle the phrase that gives a clue to the meaning of essentially. Write a sentence about yourself that begins, “I feel that essentially . . .”

6. Underline the phrase that gives clues to the meaning of heir. Then, write a sentence what you might be heir to.

7. Underline the word that is a synonym for ultimately. Think of one more word or phrase that means the same as ultimately, and use it in a sentence.
“The American Dream” by Martin Luther King, Jr.

Writing About the Big Question

Is truth the same for everyone?

Big Question Vocabulary

bias confirm contradict doubtful evidence
factual fantasy illogical investigate objective
observation opinion persuade prove theory

A. Use a word or words from the list above to complete each sentence.

1. The American dream does not allow for ________________ against any one group.

2. Slavery and segregation ________________ the principles on which this country was founded.

3. You could use an ________________ about jet travel to ________________ that the world has become a single neighborhood.

4. We should not have to ________________ people to care about one another—they should just do it naturally.

B. Follow the directions in responding to each of the items below. Answer in complete sentences.

1. List two facts that prove the point that the world is one big neighborhood now.

2. Name one positive result of our being one big neighborhood, and name one negative result.

C. In “The American Dream,” Martin Luther King, Jr., quotes from the Declaration of Independence that “all men are created equal.” Write a short paragraph in which you answer the question below.

How true is “all men are created equal” in America today?
“The American Dream” by Martin Luther King, Jr.

Reading: Evaluate Whether the Author Achieves His or Her Purpose

The author’s purpose is the reason he or she has for writing. A purpose might be to persuade readers, to entertain readers, or to provide information to readers. Keep in mind that sometimes an author may try to achieve more than one purpose. One of your jobs as a reader is to evaluate whether an author achieves his or her purpose(s). You must ask yourself if the author has included sufficient support to persuade you of an idea or a position, to entertain you, or to teach you about something. With that question in mind, read the opening of “The American Dream,” which conveys King’s purpose: to persuade you to accept his argument.

America is essentially a dream, a dream as yet unfulfilled. It is a dream of a land where men of all races, of all nationalities and of all creeds can live together as brothers.

Think about what King has to do in the rest of the piece for you to conclude that he has persuaded you of his opening remark and, therefore, has achieved his general purpose.

A. DIRECTIONS: Read each passage, and tell in what way it helps support King’s opening statement and accomplish his purpose—persuading you to agree with him.

1. On the one hand, we have proudly professed the principles of democracy, and on the other hand, we have sadly practiced the very antithesis of those principles. Indeed, slavery and segregation have been strange paradoxes in a nation founded on the principle that all men are created equal.

2. The hour is late; the clock of destiny is ticking out. It is trite, but urgently true, that if America is to remain a first-class nation she can no longer have second-class citizens. Now, more than ever before, America is challenged to bring her noble dream into reality, and those who are working to implement the American dream are the true saviors of democracy.

3. Through our scientific genius, we have made of this world a neighborhood; now, through our moral and spiritual development, we must make of it a brotherhood. In a real sense, we must all learn to live together as brothers, or we will all perish as fools.
You express yourself through the clothes you wear, the hairstyle you prefer, and the activities in which you participate. All of these things reflect your individual style. **Style** also refers to the way authors express themselves in their writing. It is the stamp that gives their writing its unique character. Among other things, an author’s style is characterized by his or her tone, the way in which the writer views a particular subject. Writers also produce their style by their choice of words and sentence structure.

**A. DIRECTIONS:** Complete the chart by providing for each numbered item at least three examples from “The American Dream” that reflect King’s style.

<table>
<thead>
<tr>
<th>King’s Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Word Choice:</strong> Many formal, sophisticated words and phrases</td>
</tr>
<tr>
<td>Examples:</td>
</tr>
<tr>
<td>2. <strong>Sentence Length and Rhythm:</strong> Repetition in short sentences; some long, complicated but smooth, even sentences</td>
</tr>
<tr>
<td>Examples:</td>
</tr>
<tr>
<td>3. <strong>Tone:</strong> Mostly serious, urgent, authoritative, preaching</td>
</tr>
<tr>
<td>Examples:</td>
</tr>
</tbody>
</table>

**B. DIRECTIONS:** In no more than three sentences, state what you think King’s style is in “The American Dream.”

________________________________________

________________________________________

________________________________________

________________________________________
**Vocabulary Builder**

**Word List**

antithesis  devoid  exploitation  paradoxes  perish  unequivocal

**A. DIRECTIONS:** From the following alphabetized lists, select one synonym and one antonym for each of the numbered words in the table below. Write your choices in the appropriate boxes.

<table>
<thead>
<tr>
<th>Synonyms</th>
<th>Antonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td>abuse</td>
<td>agreements</td>
</tr>
<tr>
<td>contradictions</td>
<td>doubtful</td>
</tr>
<tr>
<td>die</td>
<td>filled</td>
</tr>
<tr>
<td>lacking</td>
<td>flourish</td>
</tr>
<tr>
<td>opposite</td>
<td>respect</td>
</tr>
<tr>
<td>sure</td>
<td>same</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary Word</th>
<th>Synonym</th>
<th>Antonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. antithesis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. paradoxes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. unequivocal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. exploitation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. devoid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. perish</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B. WORD STUDY:** The Latin root *-equi-* means “equal.” Revise each sentence so that the underlined word containing the root *-equi-* is used logically. Be sure not to change the underlined word.

1. Because our homes are **equidistant** from the park, it will take you longer to get there.

2. The **equilateral** triangle has two six-inch sides and one four-inch side.

3. After dividing the money **equitably**, Dave had twice as much as Susan.
“The American Dream” by Martin Luther King, Jr.

Enrichment: Delivering a Speech Effectively

Some public speakers speak totally without notes. Some use notes to remind themselves of the major points they want to make. Some write out a speech word for word but, in delivering a speech, make an effort not to sound as though they are reading. Here is an opportunity for you to practice the third approach.

Directions: Read the following excerpt from “The American Dream” to yourself several times. When you are convinced that you understand every word and every sentence, move on to thinking about how you want to present the speech orally. With a writing instrument (a marker or a pencil), mark up the speech to indicate where you want to (a) put emphasis, (b) speed up, (c) slow down, (d) pause, (e) speak loudly and authoritatively, (f) speak more quietly and casually, and so on. You can mark the text with words (for example, “speed up”) or symbols (for example, a wavy line to show which words you want to emphasize, a vertical line to show where you want to stop and pause for a few seconds, two vertical lines to indicate where you want a longer pause). Finally, present the excerpt to your class. Afterward, ask for comments on the strengths and weaknesses of your presentation.

Man’s specific genius and technological ingenuity has dwarfed distance and placed time in chains. Jet planes have compressed into minutes distances that once took days and months to cover. It is not common for a preacher to be quoting Bob Hope, but I think he has aptly described this jet age in which we live. If, on taking off on a nonstop flight from Los Angeles to New York City, you develop hiccups, he said, you will hic in Los Angeles and cup in New York City. That is really moving. If you take a flight from Tokyo, Japan, on Sunday morning, you will arrive in Seattle, Washington, on the preceding Saturday night. When your friends meet you at the airport and ask you when you left Tokyo, you will have to say, “I left tomorrow.” This is the kind of world in which we live. Now this is a bit humorous, but I am trying to laugh a basic fact into all of us: the world in which we live has become a single neighborhood.
Reflexive Pronouns

A reflexive pronoun ends in -self or -selves and indicates that someone or something performs an action to, for, or upon itself. A reflexive pronoun points back to a noun or pronoun stated or implied earlier in the sentence.

He told himself to remember his algebra book. [points back to He]
Jacob wrote a poem about himself. [points back to Jacob]
My father said, “You should be generous to yourself.” [points back to You]
My father said, “Be generous to yourself.” [points back to an unstated you]

A reflexive pronoun is formed by adding the suffix -self or -selves to a personal pronoun.

my + self = myself                  her + self = herself
our + selves = ourselves           him + self = himself
your + self = yourself             it + self = itself
your + selves = yourselves         them + selves = themselves

A. PRACTICE: Write a reflexive pronoun on the line in each sentence below. Be sure that the pronoun is appropriate for the noun or pronoun to which it refers.

1. Joanna forced _______________ to eat the dried beets.
2. Jack and his friends wrote a play about _______________.
3. My uncle put a note to _______________ next to the phone to remember to call the doctor.
4. The dog barked _______________ hoarse.
5. My teacher said, “Have confidence in _______________.”
6. Herbert hurt _______________ climbing the barbed wire fence.
7. We wanted to try solving the problem by _______________.
8. Janet repeated the lines to _______________.

B. Writing Application: Use each of the following reflexive pronouns in a complete sentence.

1. myself __________________________________________
2. herself __________________________________________
3. ourselves _______________________________________
4. itself __________________________________________
5. yourself ________________________________________
**Integrated Language Skills: Support for Writing an Observation Journal Entry**

**Notes for an observation journal entry about a favorite place that you have visited and remember well**

<table>
<thead>
<tr>
<th>What I remember:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details about it</td>
</tr>
<tr>
<td>Anecdotes involving it</td>
</tr>
<tr>
<td>First impressions</td>
</tr>
<tr>
<td>How you feel about it now</td>
</tr>
</tbody>
</table>

**Notes for an observation journal entry about an aspect of today’s society that needs improvement**

<table>
<thead>
<tr>
<th>Problem:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details about it</td>
</tr>
<tr>
<td>Anecdotes involving it</td>
</tr>
<tr>
<td>Examples of it</td>
</tr>
</tbody>
</table>

**Solution:**

<table>
<thead>
<tr>
<th>Actions spurred by it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changes in attitude toward it over time</td>
</tr>
</tbody>
</table>
from Steinbeck: A Life in Letters
from Travels with Charley by John Steinbeck
“The American Dream” by Martin Luther King, Jr.

Integrated Language Skills: Support for Extend Your Learning

Research and Technology: from Travels With Charley
Sightseers depend on brochures to get information quickly about a place they are visiting. Information in a brochure should be clear, accurate, and concise—or to the point. As you locate information about places in the Bad Lands, fill in a chart such as the following. You can work with the three places suggested on the chart or places you come across in your own research.

<table>
<thead>
<tr>
<th>Information for Brochure</th>
<th>Fort Union Trading Post National Historic Site</th>
<th>Knife River Indian Villages National Historic Site</th>
<th>Theodore Roosevelt National Park</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why you should visit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What you can do there</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Directions for getting there</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Research and Technology: “The American Dream”
Sightseers depend on brochures to get information quickly about a place they are visiting. Information in a brochure should be clear, accurate, and concise, or to the point. As you locate information about the places associated with Martin Luther King, Jr., fill in a chart such as the following:

<table>
<thead>
<tr>
<th>Information for Brochure</th>
<th>Site 1:</th>
<th>Site 2:</th>
<th>Site 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for King’s visit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Message delivered</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form of message (speech? act of civil disobedience)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Unit 1 Resources: Fiction and Nonfiction
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“The American Dream” by Martin Luther King, Jr.

Open-Book Test

**Short Answer** Write your responses to the questions in this section on the lines provided.

1. At the beginning of “The American Dream,” Martin Luther King, Jr., quotes from the Declaration of Independence. Why does he call the quotation “sublime” and “lifted to cosmic proportions”?

2. Martin Luther King, Jr., uses the word *unequivocal* in the third paragraph of “The American Dream” to describe the message of universalism in the Declaration of Independence. Why does King consider the message unequivocal? Base your answer on the meaning of *unequivocal*.

3. In the fourth paragraph of “The American Dream,” Martin Luther King, Jr., describes America as “a schizophrenic personality, tragically divided against herself.” What does King mean by that?

4. In the fourth paragraph of “The American Dream,” Martin Luther King, Jr., refers to “strange paradoxes” in the history of the United States. Analyze the paradoxes King describes by completing the following chart. Base your answers on the meaning of *paradoxes*. Then, on the line below, explain why King describes these paradoxes as “strange.”

<table>
<thead>
<tr>
<th>Dream</th>
<th>Reality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Toward the end of “The American Dream,” Martin Luther King, Jr., declares that “all of us must develop a world perspective if we are to survive.” He then explains why he believes that “a world perspective” is essential to our survival. What is that reason?
6. Bob Hope was a popular comedian in the time of Martin Luther King, Jr. Toward the end of “The American Dream,” King repeats a joke that Hope has told. What does King’s use of Hope’s joke say about his tone in this section of the speech?

7. Toward the end of “The American Dream,” Martin Luther King, Jr., describes a world that has become “a single neighborhood.” He gives several examples to illustrate his claim. Why does King call the world “a single neighborhood”? Cite one detail from the speech to support your answer.

8. What purpose did Martin Luther King, Jr., have in delivering “The American Dream”? Cite one detail from the speech to support your answer.

9. How well did Martin Luther King, Jr., achieve his purpose in “The American Dream”? Cite two details to support your evaluation of the effectiveness of the speech.

10. What characteristics make “The American Dream” an effective speech? Refer to two details from Martin Luther King’s speech to support your answer.
Essay

Write an extended response to the question of your choice or to the question or questions your teacher assigns you.

11. In “The American Dream,” Martin Luther King, Jr., says that the world “has become a single neighborhood.” What is your opinion of that viewpoint? Do you agree or disagree that the entire world is one big neighborhood? Explain your opinion in a brief essay.

12. In a short essay, summarize Martin Luther King, Jr.’s, opinions in “The American Dream.” Explain how those opinions logically lead to his conclusion that “we must all learn to live together as brothers, or we will all perish together as fools.”

13. Martin Luther King, Jr., delivered “The American Dream” almost fifty years ago. Are King’s ideas more relevant today than they were when the speech was first delivered? Are they about as relevant now as they were in 1961? Are they less relevant? State your opinion in a brief essay. Cite details from the speech to defend your argument.

14. Thinking About the Big Question: Is truth the same for everyone? People assemble their own truths from their life experiences. What might have influenced the truths King expressed in “The American Dream”? Why might those truths have been different for a white person?

Oral Response

15. Go back to question 3, 7, or 9 or to the question your teacher assigns you. Take a few minutes to expand your answer and prepare an oral response. Find additional details in “The American Dream” that support your points. If necessary, make notes to guide your oral response.
“The American Dream” by Martin Luther King, Jr.

Selection Test A

Critical Reading Identify the letter of the choice that best answers the question.

1. What historic document does King quote to express “the American dream”?
   A. the Constitution of the United States
   B. the Declaration of Independence
   C. the Emancipation Proclamation
   D. the Mayflower Compact

2. How does King define the American dream?
   A. Every person has a right to a job.
   B. Each person should live in America.
   C. All people have equal rights.
   D. All people should have the right to vote.

3. King wants readers to act morally for the good of all. What is King’s goal called?
   A. inspiration
   B. a statement
   C. author’s purpose
   D. author’s opinion

4. King repeats a story about traveling fast by airplane. What tone does King convey to readers through the story?
   A. an angry tone
   B. a logical tone
   C. a serious tone
   D. a humorous tone

5. What is King’s tone in the following sentence?
   The American dream reminds us that every man is heir to the legacy of worthiness.
   A. hope
   B. irony
   C. peace
   D. despair

6. Why does King describe how planes have made distances between countries seem smaller?
   A. He is encouraging inventors to design even faster modes of travel.
   B. He would like to see more people have the opportunity to travel.
   C. He wants to make the point that the world has become like a neighborhood.
   D. He wants to show his pride in American creativity.
7. According to King, what must America eliminate to remain a “first-class nation”?
   A. politicians
   B. inventors
   C. second-class citizens
   D. third-class travel

8. King says that Americans talk about personal freedom, but that they practiced slavery and segregation. What has a sociologist called this paradox, according to King?
   A. the American dilemma
   B. America’s tragic past
   C. a blight on the nation
   D. universalism

9. What does King say will make the American dream come true?
   A. making speeches
   B. learning about other cultures
   C. inventing more high-tech solutions
   D. thinking of everyone as brothers

10. What does King fear will happen if Americans do not respond to his pleas to live in peace?
    A. We will be forced to go to war.
    B. We will perish as fools.
    C. Many people will leave the country.
    D. Neighborhoods will disappear.

11. Which word does not describe King’s style in “The American Dream”?
    A. direct
    B. serious
    C. educated
    D. uneducated

Vocabulary and Grammar

12. Which of the following words is closest in meaning to antithesis?
    A. same
    B. opaque
    C. opposite
    D. separate
13. In which sentence is devoid used correctly?
   A. She filled devoid with ice cream.
   B. A desert is devoid of water.
   C. The movie was suspenseful and devoid.
   D. He asked the customer to devoid the sale.

14. In which sentence is a reflexive pronoun used incorrectly?
   A. You and myself are best friends.
   B. You wrote a note to yourself.
   C. I can get to the office myself.
   D. We baked the cake ourselves.

15. In which sentence is a reflexive pronoun used incorrectly?
   A. They gave themselves no time for lunch.
   B. I’m going to miss yourself when you go.
   C. Patrick taught himself to play the clarinet.
   D. Penny saw herself in the mirror.

Essay

16. Write a brief essay in which you explain what view, or opinion, King wants you to accept in “The American Dream.” Then, tell whether you think King accomplished what he set out to do in this speech, and give examples to support your evaluation of the speech.

17. Write an essay in which you discuss King’s explanation of how the world has become smaller. Then, decide whether or not you agree with King that a smaller world means we have more opportunities to treat other countries as “neighbors.” Defend your opinion with specific reasons.

18. Thinking About the Big Question: Is truth the same for everyone? People’s view of the truth is shaped by their life experiences. What might have influenced the truths King expressed in “The American Dream”? 
“The American Dream” by Martin Luther King, Jr.

Selection Test B

Critical Reading  Identify the letter of the choice that best answers the question.

1. According to King, the American dream is that
   A. every person has equal rights, dignity, and worth.
   B. every person is exactly the same.
   C. some people are better than others and deserve more.
   D. human rights are granted by the state.

2. Why does King call America “a schizophrenic personality, tragically divided against herself”?
   A. Blacks and whites, Gentiles and Jews, and Protestants and Catholics are in conflict.
   B. Americans refuse to develop a world perspective.
   C. Americans have professed democracy yet have practiced the direct opposite.
   D. Many support technological advances, but many others oppose them.

3. What price does King say America will pay for treating people as “second-class citizens”?
   A. unemployment
   B. lower self-esteem
   C. higher taxes
   D. destruction

4. Which of the following is the view King wants Americans to accept?
   A. Distances are shorter.
   B. We are brothers.
   C. We are beyond the American dilemma.
   D. Quote Bob Hope when appropriate.

5. What does King mean when he refers to the “American dilemma”?
   A. helping industry but saving environments
   B. defining “American”
   C. claiming equality, but segregating races
   D. promising citizens too much

6. Why does King say that the world has become “a single neighborhood”?
   A. People respect one another.
   B. All people watch the same television shows.
   C. People can travel so quickly.
   D. People all over want to come to America.

7. Why does King refer to the Declaration and to the Founding Fathers?
   A. to ground himself in American history
   B. to quote a rhythmic passage
   C. to make his speech longer
   D. to move people to rewrite the document
8. King quotes this line from the Declaration of Independence:
   We hold these truths to be self-evident, that all men are created equal, that they are
   endowed by their Creator with certain unalienable rights, that among these are life,
   liberty, and the pursuit of happiness.
   Why does he choose this particular line?
   A. The line promotes nonviolence.
   B. The line is very recognizable.
   C. The line is easy to remember.
   D. The line stresses the equality of people.

9. The following sentence is a good example of King’s style of writing and speaking.
   The American dream will not become a reality devoid of the larger dream of a world
   of brotherhood and peace and good will.
   Which word best describes up this style?
   A. passionate
   B. vague
   C. illogical
   D. clipped

10. Given his strong language about America’s potential for change, what is King’s purpose?
    A. to persuade his audience to vote for him
    B. to persuade people to act morally
    C. to persuade immigrants to vote
    D. to change the Constitution

11. What does King mention to introduce a lighter tone?
    A. an original joke
    B. a story told by Bob Hope
    C. a story told by President Kennedy
    D. a quotation from the Constitution

12. Which word best describes King’s tone in the following sentence?
    But the shape of the world today does not permit us the luxury of an anemic democracy.
    A. ironic
    B. hopeful
    C. critical
    D. despairing

13. What does King say Americans must do to make the American dream a reality?
    A. see the world as a brotherhood
    B. produce more ingenious inventions
    C. travel to learn about other cultures
    D. stop moving so quickly and work harder
14. According to King, what principle separates totalitarian regimes from democratic governments?
   A. the right to vote in elections
   B. a belief in individual rights
   C. peace and brotherhood
   D. technology and ingenuity

15. Whom does King credit as the “true saviors of democracy”?
   A. sightseers
   B. the writers of the Constitution
   C. those who bring justice to all citizens
   D. those who fight in America’s wars

Vocabulary and Grammar
16. What is the antithesis of freedom?
   A. liberty
   B. free
   C. slavery
   D. America

17. Which sentence contains a reflexive pronoun?
   A. We gave the gift to her.
   B. She gave herself only five minutes to eat.
   C. Everyone enjoyed the speech.
   D. Will he make a contribution?

18. What situation is not an example of exploitation?
   A. paying workers less than the job is worth
   B. taking advantage of one’s good nature
   C. making false claims about a product
   D. paying an employee a fair salary

19. Which of these words is a reflexive pronoun?
   A. himself
   B. him
   C. his
   D. self

Essay
20. Write a short essay summarizing King’s opinion in “The American Dream.” Explain how that opinion logically leads to his conclusion that “we must all learn to live together as brothers, or we will all perish together as fools.”

21. Write an essay in which you agree or disagree with the views King expresses in “The American Dream.” Begin by clearly stating your opinion about equality in America. Then, support your view with three or more pieces of evidence.

22. Thinking About the Big Question: Is truth the same for everyone? People assemble their own truths from their life experiences. What might have influenced the truths King expressed in “The American Dream”? Why might those truths have been different for a white person?
“The Finish of Patsy Barnes” by Paul Laurence Dunbar
“The Drummer Boy of Shiloh” by Ray Bradbury

Vocabulary Warm-up Word Lists

Study these words from the selections. Then, complete the activities.

Word List A

ambition [am BI shuhn] n. strong desire to achieve
   Jason’s ambition was to become a professional soccer player.

confines [KAHN fynz] n. boundaries; limits
   Even in the rain, the boy felt snug within the confines of the tent.

considerable [kuhn SID uh ruh buhl] adj. large enough to be important
   The guests loved the crawfish and paid a considerable amount for them.

retracted [ri TRAK tid] v. took back; withdrew
   Ann wished she could have retracted her unkind words to Lee.

strewn [STROON] v. scattered in a messy way
   The ancient cave was strewn with the bones of tiny mammals.

tremor [TREM er] n. shaking movement
   The tremor was just an aftershock of the earthquake.

truant [TROO uhnt] adj. absent from school without permission
   When Tom cut school, he spent his truant days at the junkyard.

twitched [TWICHT] v. made small, sudden, uncontrolled movements
   His eye twitched nervously as he lied about finishing his homework.

Word List B

accordance [uh KAWR dens] n. agreement
   The Shakers lived in accordance with their religion’s customs.

askew [uh SKYOO] adv. not straight or level
   At the first rehearsal, the tap dancers’ hats were all askew.

eternal [i TER nuhl] adj. endless
   Will the eternal wailing of the sirens never stop?

exposure [ek SPOH zhur] n. harmful effects of being out in bad weather
   In the biting cold, arctic explorers must guard against exposure.

miraculously [mi RAK yuh luhs lee] adv. unexpectedly and luckily
   Miraculously, no one was hurt in the head-on collision.

penetrated [PEN uh tray tid] v. went into or passed through
   The rain penetrated the poorly built roof and drenched us.

philosophy [fuh LAHS uh fee] n. person’s principles and beliefs
   Dawn’s philosophy of life was “live and let live.”

pitiful [PIT i fuhl] adj. arousing sorrow and sympathy
   After surgery, Aunt Carmela looked pitiful, but she soon grew healthy.
“The Finish of Patsy Barnes” by Paul Laurence Dunbar
“The Drummer Boy of Shiloh” by Ray Bradbury
Vocabulary Warm-up Exercises

Exercise A Fill in the blanks using each word from Word List A only once.

John could hardly hide his burning [1] ________________ to attend Princeton next year. At the interview, he tried to keep his [2] ________________ excitement hidden, but it was pointless. Within the [3] ________________ of that small office, he imagined that Mr. Hobbs, the interviewer, saw the slight [4] ________________ of his hands and noticed the way his muscles [5] ________________ beneath the cover of his pin-striped suit. After the interview, John wished he could have [6] ________________ a few statements that he now thought had sounded idiotic. He imagined that his silly remarks were [7] ________________ across the office floor like dead weeds in summer. He decided not to return to school that afternoon, but to spend the few [8] ________________ hours cooling off.

Exercise B Answer the questions with complete explanations.

1. If someone acts in accordance with your philosophy, should you be happy?

2. Are soldiers lying askew on a battlefield a pitiful sight?

3. Are you more likely to solve a math problem logically or miraculously?

4. How can you avoid exposure if you’re out in a blizzard?

5. How do you know if water has penetrated a plastic bandage on your finger?

6. Where might you find eternal rain?
“The Finish of Patsy Barnes” by Paul Laurence Dunbar
“The Drummer Boy of Shiloh” by Ray Bradbury

Reading Warm-up A

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Most fourteen-year-olds in our country today go to school, but during the Civil War, Susie King Taylor, at fourteen, taught school to soldiers. This remarkable story begins in 1848, when Susie King Taylor was born into slavery on an island off the Georgia coast. At the age of six, she went to live with her grandmother in Savannah.

Despite considerable risk, Taylor’s grandmother had a neighbor teach Taylor and other slave children to read and write. Every day they secretly filed into the safe confines of the neighbor’s house. There were no truant children; every child attended school. Each of them had a strong desire to escape slavery and a fierce ambition to learn.

Just after the war began, Taylor escaped from Savannah. She set up a school for African American children and adults on an island under control of the North. The following year, at fourteen, she married Sergeant Edward King, an African American soldier. She began to teach her husband’s soldiers and do their laundry, too.

In addition, she soon began to nurse wounded soldiers. For a time, she worked with Clara Barton, founder of the American Red Cross. Taylor didn’t work on the battlefield, where the dead and wounded were strewn about like all-too-real toy soldiers, but she saw plenty in the hospital. Some soldiers twitched in pain. Others shook with a tremor, having lost a limb. Taylor tended to their wounds and tried to find them food.

In a 1902 book about those war years, Susie King Taylor wrote: “It seems strange . . . how we are able to see the most sickening sights. . . . Instead of turning away, how we hurry to . . . bind up their wounds, and press the cool water to their parched lips, with feelings only of sympathy and pity.” It’s clear that Taylor, wanting others to know about the war, would never have retracted one word of her account.

1. Underline the word that considerable describes. Then, write your own sentence for considerable.

2. Circle the words that give a clue to the meaning of confines. Then, write a sentence telling about the confines you are inside of now.

3. What makes a truant child? Underline the phrase that shows the opposite.

4. Underline two words that give a hint to the meaning of ambition. Then, describe your ambition.

5. Circle the words that describe how the wounded were strewn. Then, tell about something else that is strewn.

6. Circle the words that tell why the soldiers twitched and what caused a tremor. Write a sentence using twitched and tremor.

7. Circle the words that tell what Taylor would have never retracted. Describe a time when you would have retracted something you said.
In philosophy and in action, the opposing sides in the Civil War were far apart. They seemed to be locked in an eternal argument over the rights of states to override federal law. The war didn’t end those questions—far from it. When it came to enduring the horrors of war, however, it was soon clear that the fighting men of both sides were brothers. Images of the dead and wounded, lying with their bodies askew on battlefields throughout the South and occasionally in the North, haunted the dreams of all the soldiers for years.

The bloodiest battle of the war up to April 1862 was the Battle of Shiloh. Nearly a quarter of the 100,000 troops involved were killed, wounded, or captured. The Confederate, or Southern, army attacked the Northern, or Union, army by surprise near Shiloh Church in southwestern Tennessee. In accordance with the North’s mission to bring the South back into the Union, General Grant and his troops had pushed into Tennessee. They had penetrated nearly to the border with Mississippi. They were trying to take control of an important railroad junction. Their goal was to interrupt the east-west flow of supplies in the South.

On the first day of the battle, a gentle spring breeze suggested the soldiers wouldn’t have to worry about exposure to nature’s elements. The South seemed to be close to victory. Miraculously, the northern troops held them off. By nightfall, rain started to fall. By the next day, the greater strength of the Union army dealt the South a pitiful loss.

The North and the South went on to fight many battles for the next three years. Although it has been nearly a century and a half since that awful time, we still look upon it with sorrow. We can only hope that the people of our country will never again take up arms against one another.
Is truth the same for everyone?

Big Question Vocabulary

- bias
- confirm
- contradict
- doubtful
- evidence
- factual
- fantasy
- illogical
- investigate
- objective
- observation
- opinion
- persuade
- prove
- theory

A. Use a word or words from the list above to complete each sentence.

1. What is your ___________ about whether a fourteen-year-old should be allowed to ride a race horse?

2. I think it is ___________ that a young rider would have the necessary strength and skill to win.

3. ___________ reports about the Civil War indicate that some drummer boys were only ten years old.

4. Historical records can ___________ that many young drummer boys were killed on the battlefield.

B. Follow the directions in responding to each of the items below. Answer in complete sentences.

1. List two truths about growing up that you can confirm by your own experience.

   ___________________________________________________________

   ___________________________________________________________

2. Write two sentences in which you give advice to a younger person about growing up. Use at least two of the Big Question vocabulary words.

   ___________________________________________________________

   ___________________________________________________________

C. These stories involve two boys who have to assume serious adult responsibilities. Complete the sentence below. Then, write a paragraph in which you elaborate on your answer.

   When a child is forced to grow up too soon, he or she may later regret it because
“The Finish of Patsy Barnes” by Paul Laurence Dunbar
“The Drummer Boy of Shiloh” by Ray Bradbury

Literary Analysis: Comparing Characters of Different Eras

A character is a person who takes part in the action of a literary work.

- A dynamic character develops and learns because of events in the story.
- A static character does not change. Static characters are often used by writers to develop conflict. These characters are not usually the central characters in a story.

Just as in real life, characters in fiction are affected by the settings in which they live. The forces that shape characters can include their jobs, living conditions, and major historical events. When a major historical event—such as a war or an economic downturn—occurs in a story, it can force characters to make difficult decisions for their own survival. Both “The Finish of Patsy Barnes” and “The Drummer Boy of Shiloh” present boys who live through challenging times. In one story, a recent move and a sudden illness have a devastating impact on a poor family. In the other, a war threatens to change the life of a soldier forever.

DIRECTIONS: Answer the questions about the characters in these stories.

1. Describe Patsy at the beginning of “The Finish of Patsy Barnes.”
__________________________________________________________________________________

2. What is life like for Eliza and Patsy Barnes in Dalesford?
__________________________________________________________________________________

3. What does Patsy accomplish by the end of the story?
__________________________________________________________________________________

4. How does Patsy develop and change through events in the story?
__________________________________________________________________________________

5. Describe Joby, the drummer boy, at the beginning of “The Drummer Boy of Shiloh.”
__________________________________________________________________________________

6. What does Joby think of his drum at the beginning of the story?
__________________________________________________________________________________

7. What causes the general to notice Joby as he walks by?
__________________________________________________________________________________

8. How has Joby—and his feelings about the drum—changed by the end of the story?
__________________________________________________________________________________
“The Finish of Patsy Barnes” by Paul Laurence Dunbar
“The Drummer Boy of Shiloh” by Ray Bradbury

Vocabulary Builder

Word List

compulsory  diplomatic  immortality  legitimately  meager  resolute

A. DIRECTIONS: Answer each question, and then explain your answer.

1. Would a person be able to live extravagantly on a meager income?

2. If Sarah is resolute in her decision, is it likely that she will change her mind?

3. If chorus practice is compulsory, would the music teacher let students not attend?

4. Would a business that is run legitimately be likely to break the law?

5. If Tim is diplomatic with classmates, would other students ask him to help settle arguments?

6. Would someone who believes in immortality be afraid of death?

B. DIRECTIONS: Fill in the blanks using each Word List word only once.

1. Shianne was ________________ about going to law school; no one could talk her out of it.

2. Before the class trip, students must attend a ________________ meeting.

3. The poor boy tried to earn money ________________ rather than steal from others.

4. The college student barely survives on his ________________ salary at the bookstore.

5. Julio can be very ________________ when helping his coworkers resolve a problem.

6. Dan’s belief in ________________ makes him unafraid of death.
Integrated Language Skills: Support for Writing to Compare Characters

Before you write an essay that compares and contrasts the characters of Patsy Barnes and Joby, use the graphic organizer below to list ideas about each character.

**Patsy Barnes**

Describe the character.

What time period does the character live in? What is the character living through?

What outside forces act on the character?

How do time and place affect the character?

Do the events of the story lead him to change? How?

**Joby**

Describe the character.

What time period does the character live in? What is the character living through?

What outside forces act on the character?

How do time and place affect the character?

Do the events of the story lead him to change? How?

Now, use your notes to write an essay that compares and contrasts Patsy Barnes and Joby.
**Open-Book Test**

**Short Answer** Write your responses to the questions in this section on the lines provided.

1. In “The Finish of Patsy Barnes,” Patsy’s mother becomes ill and is seen by “the city physician.” Why does Patsy mistrust that doctor?

2. In “The Finish of Patsy Barnes,” Patsy believes that Black Boy can win the race. On what information does he base that belief?

3. In “The Finish of Patsy Barnes,” Patsy is paid by Bracket for winning the race. Are his earnings meager? Base your response on the definition of *meager*.

4. In “The Drummer Boy of Shiloh,” the general finds Joby crying. Why is Joby crying?

5. In “The Drummer Boy of Shiloh,” the narrator of the story compares the general with a father. Describe one way in which the general is like a father.

6. In “The Drummer Boy of Shiloh,” the general tells Joby how to beat his drum during the battle. He instructs the boy to keep a sure, steady beat on his drum so that “those wounds got in hot blood—in blood he’d helped stir—would feel less pain.” What does the general mean by that instruction?
7. Both Patsy in “The Finish of Patsy Barnes” and Joby in “The Drummer Boy of Shiloh” face challenges. Those challenges reflect the historical eras in which they live. In this chart, write the main challenge that each boy faces and one detail from the story that shows how the boy responds to the challenge. Then, on the line below, tell how the boys show that they are brave.

<table>
<thead>
<tr>
<th>Character</th>
<th>Challenge</th>
<th>Detail Showing Response to Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patsy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joby</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Both “The Finish of Patsy Barnes” and “The Drummer Boy of Shiloh” take place in the past. In which story do historical events more clearly play a role in the development of the main character? Explain your answer.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

9. A static character is one who does not change in the course of a literary work. Name one static character in “The Finish of Patsy Barnes” and one static character in “The Drummer Boy of Shiloh.”

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

10. In both “The Finish of Patsy Barnes” and “The Drummer Boy of Shiloh,” the times in which the characters live shape the development of the main characters. How could the following line from “The Finish of Patsy Barnes” apply to both Patsy and Joby?

   A man goes where he is appreciated; then could this . . . boy be blamed for doing the same thing?
Essay

Write an extended response to the question of your choice or to the question or questions your teacher assigns you.

11. In “The Finish of Patsy Barnes,” Patsy decides not to tell his mother the name of the horse he has ridden to victory, and in “The Drummer Boy of Shiloh,” Joby decides not to say more than a few words to the general. In a short essay, explain why each boy makes the decision to remain silent. Cite one detail from each story to support your ideas.

12. A dynamic character changes and learns new things over the course of a literary work. In a brief essay, explain why Patsy in “The Finish of Patsy Barnes” and Joby in “The Drummer Boy of Shiloh” are dynamic characters. Tell how each boy changes and what new things he learns. Cite one detail from each story to support your ideas.

13. The main characters of both “The Finish of Patsy Barnes” and “The Drummer Boy of Shiloh” are affected by the historical period in which they live. Choose one of these stories to write about. In a brief essay, identify the time in which the story takes place, and tell how the events or the attitudes of the time affect the main character. Then, tell how the character's life might be different if he lived today.

14. Thinking About the Big Question: Is truth the same for everyone? In both “The Finish of Patsy Jones” and “The Drummer Boy of Shiloh,” the main characters learn a truth about themselves that sets them apart from other people. In an essay, explain what each boy’s truth is and how he discovers it. Describe how it makes him different from other people. Use examples from the stories to support your ideas.

Oral Response

15. Go back to question 1, 4, or 10 or to the question your teacher assigns you. Take a few minutes to expand your answer and prepare an oral response. Find additional details in the “The Finish of Patsy Barnes” and/or “The Drummer Boy of Shiloh” that support your points. If necessary, make notes to guide your oral response.
“The Finish of Patsy Barnes” by Paul Laurence Dunbar
“The Drummer Boy of Shiloh” by Ray Bradbury

Selection Test A

Critical Reading  
Identify the letter of the choice that best answers the question.

1. When “The Finish of Patsy Barnes” opens, why is Patsy’s mother Eliza upset?
   A. Patsy plays practical jokes.
   B. Patsy refuses to help around the house.
   C. Patsy skips school to go to the stables.
   D. Patsy studies without taking breaks.

2. In “The Finish of Patsy Barnes,” why does Patsy want to race on Black Boy?
   A. Patsy feels Black Boy owes him a win.
   B. Black Boy is the best horse.
   C. Patsy wants to please Brackett.
   D. Patsy wants to prove he is a man.

3. In “The Finish of Patsy Barnes,” which word best describes Patsy’s decision to race?
   A. intelligent
   B. unwise
   C. cowardly
   D. courageous

4. What is the setting for the most exciting scene in “The Finish of Patsy Barnes”?
   A. the school
   B. the Fair-grounds
   C. Patsy’s church
   D. Patsy’s home

5. Which character from “The Finish of Patsy Barnes” is a dynamic character?
   A. Patsy
   B. Patsy’s mother
   C. Brackett
   D. the city doctor

6. When does the story “The Drummer Boy of Shiloh” take place?
   A. the Revolutionary War
   B. World War I
   C. the Civil War in the United States
   D. the Spanish-American War
7. Why is the drummer boy of “The Drummer Boy of Shiloh” crying?
   A. He misses home.
   B. He feels unimportant.
   C. He wants a gun, not a drum.
   D. He fears the battle to come.

8. Why does the author of “The Drummer Boy of Shiloh” say it is a “solemn night for a boy just turned fourteen”?
   A. The wind is full of whispers.
   B. The army is camped near a church.
   C. The boy will be in his first battle soon.
   D. The boy does not like sleeping in a field.

9. In “The Drummer Boy of Shiloh,” what does the general call the drummer boy?
   A. the brains of the army
   B. the heart of the army
   C. the backbone of the army
   D. the pride of the army

10. Which character from “The Drummer Boy of Shiloh” is a dynamic character?
    A. Joby
    B. the general
    C. the older soldier
    D. the drum

11. What do both Patsy in “The Finish of Patsy Barnes” and Joby in “The Drummer Boy of Shiloh” fear?
    A. fighting in a war
    B. the unseen enemy
    C. being hungry, sick, and poor for the rest of their lives
    D. the death of someone they love or their own death

12. What is similar about Patsy in “The Finish of Patsy Barnes” and Joby in “The Drummer Boy of Shiloh”?
    A. Both are affected by their surroundings.
    B. Both are from Little Africa.
    C. Both are fighting in a war.
    D. Both are static characters.
Vocabulary

13. If Sharon is determined to finish college, how would she be described?
   A. compulsory
   B. diplomatic
   C. legitimate
   D. resolute

14. Which word is most similar in meaning to meager?
   A. scrawny
   B. poor
   C. plentiful
   D. pretty

15. Which vocabulary word is most similar in meaning to legally?
   A. compulsory
   B. meager
   C. legitimately
   D. resolutely

Essay

16. In an essay, define dynamic character, and then compare and contrast Patsy and Joby by answering the following questions: What is a dynamic character? In what ways is Patsy dynamic or not dynamic? In what ways is Joby dynamic or not dynamic?

17. Both “The Finish of Patsy Barnes” and “The Drummer Boy of Shiloh” have several static characters. In an essay, define static character, and describe at least one static character from each story. Use the following questions to help you write your essay. What is a static character? Who is a static character in “The Finish of Patsy Barnes”? How does this static character help develop the story? Who is a static character in “The Drummer Boy of Shiloh”? How does this character help develop the story?

18. Thinking About the Big Question: Is truth the same for everyone? People learn truths about themselves in different ways. In both “The Finish of Patsy Jones” and “The Drummer Boy of Shiloh,” the main characters learn something about themselves. This truth makes them different from other people. In an essay, explain what each boy’s truth is and how he discovers it. Does he learn it by his own actions, or does someone else help him learn it? Describe how it makes him different from other people. Use examples from the stories to support your ideas.
“The Finish of Patsy Barnes” by Paul Laurence Dunbar
“The Drummer Boy of Shiloh” by Ray Bradbury

Selection Test B

Critical Reading Identify the letter of the choice that best completes the statement or answers the question.

1. In “The Finish of Patsy Barnes,” which word best describes the city doctor’s treatment of Eliza?
   A. careless
   B. competent
   C. thorough
   D. caring

2. In “The Finish of Patsy Barnes,” how does Patsy react to his mother’s treatment by the city doctor?
   A. with gratitude
   B. with anger
   C. with amazement
   D. with puzzlement

3. In “The Finish of Patsy Barnes,” when Patsy saw Black Boy, his “heart was beating very wildly beneath his jacket” because he
   A. had never ridden in a race before.
   B. feared his mother’s reaction to his riding in the race.
   C. was thinking about his mother’s illness.
   D. had a personal connection to the horse.

4. In “The Finish of Patsy Barnes,” what is the primary factor that causes Patsy to change from “incorrigible” to courageous?
   A. Patsy’s mother’s serious illness
   B. help from the city doctor
   C. Patsy’s obsession with horses
   D. Brackett’s positive influence on Patsy

5. In “The Finish of Patsy Barnes,” who or what has the traits of a dynamic character?
   A. Patsy
   B. Patsy’s mother
   C. Brackett
   D. Black Boy

6. In “The Drummer Boy of Shiloh,” why does the drummer boy feel he will be in greater danger than the other soldiers during battle?
   A. The enemy soldiers will try to shoot the drummer boys first.
   B. He has no weapon for fighting the enemy and protecting himself.
   C. The other soldiers are not worried about the battle.
   D. The general will protect the other soldiers.
7. In “The Drummer Boy of Shiloh,” why does the general say it is good for a soldier to cry before the fight?
   A. There will not be time to cry once the battle begins.
   B. Crying makes a soldier fight better.
   C. He is making fun of the boy for crying and for being afraid.
   D. He believes crying brings good luck.

8. In “The Drummer Boy of Shiloh,” why does the general stop to talk to the drummer boy?
   A. The general is lonely and wants to talk to someone.
   B. The general wants to find out if the boy ran away from home or joined legitimately.
   C. The general realizes the boy is scared and needs encouragement.
   D. The general remembers when he was a drummer boy.

9. In “The Drummer Boy of Shiloh,” the general says that he himself cried the night before. Why did the general cry?
   A. He is afraid his own side might give up.
   B. He thinks crying brings luck in battle.
   C. He believes the other side will give up.
   D. He thinks the war may last a long time.

10. In “The Drummer Boy of Shiloh,” the author sets this story before instead of during a battle
    A. to show what the general does before a battle.
    B. to describe how close together the two armies are camped.
    C. to show how Joby learns to overcome his fear of the upcoming battle.
    D. to describe the landscape before the battle damages it.

11. Joby is considered a dynamic character in “The Drummer Boy of Shiloh” because
    A. he grows up during the course of the story.
    B. he changes from fearful to courageous during the story.
    C. the general sees great courage in the drummer boy.
    D. Joby learns how to beat the drum appropriately for battle.

12. In “The Finish of Patsy Barnes” and “The Drummer Boy of Shiloh,” what forces act on the main characters?
    A. the fury of nature and the cost of war
    B. desire for money and desire for blood
    C. fear of losing a loved one and fear of war
    D. fear of horses and suffering of friends

13. What final events in “The Finish of Patsy Barnes” and “The Drummer Boy of Shiloh” enable Patsy and Joby to change?
    A. wearing maroon and green; beating his drum
    B. riding Black Boy to win the race; encouragement by the general
    C. meeting Mr. Brackett; thinking about the importance of the drummer
    D. earning the respect of the other jockeys; trusting his fellow soldiers
Vocabulary

14. Which word is most opposite in meaning to meager?
   A. poor  
   B. scrawny  
   C. plentiful  
   D. pretty

15. Which word best describes someone who is unwavering in his or her beliefs?
   A. compulsory  
   B. diplomatic  
   C. meager  
   D. resolute

16. Which word best completes this sentence?
   The teacher was _____________ in handling the conflict between the two students, so a resolution was reached quickly.
   A. compulsory  
   B. diplomatic  
   C. legitimate  
   D. resolute

17. Which vocabulary word is most opposite in meaning to illegally?
   A. compulsory  
   B. meager  
   C. immortality  
   D. legitimately

Essay

18. In both stories, the main character—Patsy in “The Finish of Patsy Barnes” and Joby in “The Drummer Boy of Shiloh”—finds it necessary to adjust to new surroundings and new responsibilities. In an essay, compare and contrast the ways in which each character makes that adjustment. Use examples from the stories to develop your answer.

19. In an essay, explain the difference between dynamic and static characters by answering the following questions: What is a dynamic character? Who is a dynamic character in “The Finish of Patsy Barnes”? Using examples from the story, explain how this character is dynamic. Who is a dynamic character in “The Drummer Boy of Shiloh”? Using examples from the story, explain how this character is dynamic. What is a static character? Who is one static character in “The Finish of Patsy Barnes”? How does this character help develop the story? Who is one static character in “The Drummer Boy of Shiloh”? How does this character help develop the story?

20. Thinking About the Big Question: Is truth the same for everyone? In both “The Finish of Patsy Jones” and “The Drummer Boy of Shiloh,” the main characters learn a truth about themselves that sets them apart from other people. In an essay, explain what each boy’s truth is and how he discovers it. Describe how it makes him different from other people. Use examples from the stories to support your ideas.
Narration: Autobiographical Essay

Prewriting: Gathering Details
Once you have chosen your topic—the event from your life that you would like to narrate—list details that will help in your writing. Use the following chart. Spend about three minutes listing words and phrases that apply to each heading.

<table>
<thead>
<tr>
<th>People</th>
<th>Time</th>
<th>Place</th>
<th>Events</th>
<th>Emotions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Drafting: Ordering Events
Use the graphic organizer below to organize the events of your narrative around the conflict.

Exposition

Rising Action

Falling Action

Climax:

Conflict:

Resolution
Autobiographical Essay: Integrating Grammar Skills

Revising for Pronoun-Antecedent Agreement

A pronoun is a word that stands for a noun or another pronoun. An antecedent is the word or group of words for which the pronoun stands. Pronouns should agree with their antecedents in person and number.

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular in Number</th>
<th>Plural in Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I paid for my ticket, so please send it to me.</td>
<td>We ate our dinner when the waitress served it to us.</td>
</tr>
<tr>
<td>Second person</td>
<td>Simon, who gave that to you?</td>
<td>Girls, would you like some dessert?</td>
</tr>
<tr>
<td>Third person</td>
<td>Sara said she might be late because her watch was lost.</td>
<td>The boys brought their swimsuits so they could play in the pool.</td>
</tr>
</tbody>
</table>

An antecedent can be an indefinite pronoun. Indefinite pronouns vary in their number: some are always singular, some are always plural, and some can be either.

<table>
<thead>
<tr>
<th>Indefinite Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular:</strong> another, anyone, anything, either, everybody, everything, little, much, one, nothing, other, somebody</td>
</tr>
<tr>
<td><strong>Plural:</strong> both, few, many, others, several</td>
</tr>
<tr>
<td><strong>Either:</strong> all, any, more, most, none, some</td>
</tr>
</tbody>
</table>

**A. DIRECTIONS:** Underline each pronoun, and draw an arrow to its antecedent.

1. Raul runs daily because he wants to compete next year in ninth grade.
2. Daniel lifts weights for his workout.
3. Bethany and I do 15 push-ups as part of our exercise routine.
4. Ms. Deavers said that some did their exercises, but others didn’t.

**B. DIRECTIONS:** On the lines provided, rewrite these sentences so that the pronouns agree with their antecedents.

1. Several are running in his first marathon.

2. Lilianna said she would bring their own water.

3. One of the boys left their towel on the ground.

4. All of the runners had to turn in his registration forms last week.

5. Both girls sprained her ankles sprinting for the finish line.
Vocabulary Workshop—1
Using a Dictionary

For some words, a dictionary may have a separate entry that sets forth synonyms and compares them to clarify shades of meaning. This is different from finding synonyms in a thesaurus because the synonyms are defined in this kind of dictionary entry.

**con-duct (kən dukt’) vt. 1 to show the way; lead 2 to act as a conductor
–conduc-tible adj –conduc-tibil-ity n.**

**SYN.** The verb conduct implies a supervising by using one’s skills, knowledge, or wisdom [to conduct a sales campaign]; direct implies less supervision but stresses the issuance of orders or instructions [to direct the construction of a dam]; manage implies supervision that involves the direct handling of all details [to manage a department]; control implies firm direction by regulation or restraint and often connotes domination [the school board controls the system] See also BEHAVE

**DIRECTIONS:** Decide whether the word conduct or one of its synonyms best fits into each blank space in the story below. Some words may be repeated, and some may be used in a different tense to fit the sentence.

Jake and Jonathan were doing their science experiment together this year. They were testing several materials to see which would best (1) ________________ electricity. But they had a problem. They could not agree on how to share the duties of the experiment. Jake gave Jonathan a list of steps to follow over the weekend. Jonathan ripped up the list.

“Who said you get to (2) ________________ the whole thing?” said Jonathan angrily.

“I am not trying to take (3) ________________, but somebody needs to (4) ________________ the details of this project.”

They went to speak to their teacher, Ms. Dots, who agreed to (5) ________________ them by giving them some general rules to follow when working with a partner. Ms. Dots also talked to the boys about (6) ________________ themselves like the mature 13-year-olds that they were.
Vocabulary Workshop—2
Using a Thesaurus

For words that have more than one meaning, a thesaurus will have more than one entry. The brief definition following each word helps the reader distinguish the entries. An asterisk (*) follows words that are slang or informal words.

**Directions:** Choose the synonym or form of the synonym that best fits the given situation.

**friction [n1]** rubbing
abrasion, agitation, chafing, erosion, filing, fretting, grating, grinding, irritation, rasping, resistance, scraping, soreness, traction, wearing away

**friction [n2]** disagreement
animosity, antagonism, bad blood, conflict, counteraction, discontent, discord, disharmony, dispute, dissension, faction, factionalism, flak*, hassle, hatred, hostility, impedance, incompatibility, interference, opposition, quarrel, resentment, resistance, rivalry, ruckus*, rumpus*, set-to*, sour note*, strife, trouble, wrangling*

**Directions:** Select the synonyms that mean the same as the specific definition given.

**friction [n2]** fight or argument

4. __________
5. __________
6. __________
7. __________
Communications Workshop—Unit 1
Effective Listening and Note-Taking

After choosing two television interviews to watch, fill out the following chart to complete the note-taking activity.

**Topics of interviews:**
1. 
2. 

<table>
<thead>
<tr>
<th>What are some of the main points and supporting details of the interview?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is the purpose of the interview?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What perspective does the subject of the interview have on the topic?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does the subject of the interview offer enough facts to support the main point? Why or why not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do you agree with these ideas? Why or why not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
</tbody>
</table>
**MULTIPLE CHOICE**

**Reading Skill: Author’s Purpose**

1. In a detective story or mystery, what is likely to be the author’s main purpose for writing?
   A. to entertain readers with an interesting puzzle
   B. to inform readers about police procedures
   C. to describe the appearance of a crime scene
   D. to persuade readers that crime does not pay

2. For which type of writing is the author’s main purpose usually to persuade readers to think or act in a certain way?
   A. biography and autobiography
   B. nonfiction travel writing
   C. newspaper editorial
   D. magazine articles

3. Which of the following most often signals writing that is meant to inform the reader?
   A. highly emotional language
   B. images and figurative language
   C. interesting characters and situations
   D. facts and technical language

4. For which type of writing is it most important to question the author’s statements and assumptions?
   A. persuasion
   B. description
   C. explanation
   D. narration

**Reading Skill: Main Idea and Details; Text Features**

*Read the selection. Then, answer the questions that follow.*

**Snoring: Comical Ailment or Serious Symptom?**

Snoring is often the subject of comedy, but it can be more serious than most people realize. Sometimes it is a sign of obstructive sleep apnea, a medical condition in which the upper air passages narrow during sleep because of the combined effect of a blockage, relaxing muscles, and gravity. As the air passages narrow, breathing lessens, the oxygen level in the blood drops, and the patient snores to try to get more air. When the throat tissues collapse further, the patient stops breathing altogether, at which point he or she awakens, regains control of the throat muscles, and begins breathing normally. The patient then falls back asleep, but the cycle repeats throughout the night. In fact, a patient suffering from severe sleep apnea may awaken more than a hundred times a night. In most cases, since the patient awakens only partially, he or she is unaware of what is happening.
5. Where would you be most likely to see this selection?
   A. in an encyclopedia
   B. in a magazine
   C. in an almanac
   D. in a technical manual

6. Which part of the selection gives you an immediate idea of what the selection is about?
   A. the title
   B. the explanation of snoring
   C. the reference to sleep apnea
   D. the last sentence

7. Based on what you have read so far, what is the most accurate prediction about the rest of the selection?
   A. It will describe why the science behind sleep apnea is questionable.
   B. It will describe diseases of the throat.
   C. It will have funny stories about people who snore.
   D. It will discuss what to do about snoring.

**Literary Analysis: Mood, Tone, and Author’s Style**

8. In a discussion of literature, to what does the term mood refer?
   A. the author’s attitude toward his or her subject or audience
   B. the attitude or feelings that each character expresses
   C. the time and place in which the work happens
   D. the feeling or atmosphere that the work creates for the reader

9. In a discussion of literature, to what does the term tone refer?
   A. the author’s attitude toward his or her subject and audience
   B. the loudness or softness of the dialogue that characters speak
   C. the formal literary style that some authors display
   D. the feeling or atmosphere that the work creates for the reader

10. Which of the following are you unlikely to encounter in a work that is written in a formal style?
    A. long, complex sentences
    B. elaborate symbols and figurative language
    C. slang expressions and everyday language
    D. high-level vocabulary
A cold wind raked across the barren landscape and night was beginning to set in when we reached our final destination. The horses’ hooves beat a steady drum as the carriage proceeded up the sweeping length of the driveway. At last we came to a stop in front of a crumbling mansion. One light shone brightly near an upper window, but the rest of the house was in inky darkness.

11. Which phrase best describes the mood of the selection?
   A. sad and mournful
   B. bleak and eerie
   C. angry and resentful
   D. charming and whimsical

12. Which of these images from the selection most clearly contributes to the mood?
   A. the cold wind raking across the landscape
   B. the steady drum of the horses’ hooves
   C. the sweeping length of the driveway
   D. the light shining in an upper window

13. Which of these groups of words from the selection most clearly contribute to the mood?
   A. cold, final, and steady
   B. sweeping, brightly, and inky
   C. final, crumbling, and brightly
   D. barren, crumbling, and inky

14. Based on the selection, which of these qualities seems characteristic of the author’s style?
   A. a highly emotional tone
   B. use of vivid adjectives
   C. lack of imagery
   D. frequent use of slang

Literary Analysis: Fictional and Nonfictional Narratives

15. How would you describe the author’s style in the sample text below?
   I should have known better than to leave food around the campsite at night. At any rate, sometime during the night, I was awakened by a noise. Glancing over, I saw a big, dark shape in the dim light. Blinking my eyes, I realized it was a raccoon raiding our supplies. Phew, better than a bear!
   A. conversational
   B. academic
   C. technical
   D. poetic
Literary Analysis: Comparing Characters of Different Eras

Read this selection from a nonfiction narrative. Then, answer the questions that follow.

Alden, Jones, and Baker have spent months searching deep in a tropical jungle for a city of gold. The year is 1750, and, although the men have a map, it is very primitive and unreliable. Finally, Alden says, “It is time we came to our senses and admit that there is no city of gold. I am giving up this pointless search and returning to civilization.” Jones and Baker decide to continue, but Alden leaves the adventure behind and goes home.

16. Which character or characters are dynamic?
   A. all three because they are on an adventure
   B. Alden, because he changes his mind about the search and goes home
   C. Jones and Baker, because they want to continue searching for the city of gold
   D. none of the men, because they should not have gone on their search in the first place

17. If the story took place today instead of in 1750, how might the men’s situation be different?
   A. They would have formed a larger group.
   B. They would have gone to a desert instead of a jungle.
   C. They would not have split up.
   D. They would have had a better map.

18. What would be the greatest difference between exploring a remote tropical jungle today and in 1750?
   A. In 1750, the characters would have been prey to wild animals and tropical diseases, but not today.
   B. Today, the men would have better means of communication.
   C. In 1750, the men would have gotten along better because they depended on one another.
   D. Today, the searchers would not endure any hardships.

Vocabulary: Roots

19. Using context and your knowledge of the root -duc-, what is the meaning of induction in the following sentence?
   The induction ceremony for the young recruits was solemn and meaningful.
   A. graduation
   B. initiation
   C. application
   D. discharge

20. What is the meaning of the word illuminated in the following sentence?
   The flashes of lightning illuminated the fronts of buildings with sudden clarity.
   A. lit up
   B. destroyed
   C. set on fire
   D. shocked
21. Which pair of words shares the same root?
   A. desolate and dessert  
   B. tempest and elitist  
   C. desolate and soliloquy  
   D. inexplicable and complexity

22. Which answer choice best defines equivalent in the following sentence?
   Wanda's new job is easier than her last one, and the pay is equivalent.
   A. effortless  
   B. equal  
   C. equipped  
   D. less

23. What is the meaning of solitude in the following sentence?
   Peter went walking in the woods because the solitude gave him time to think.
   A. the condition of having few problems  
   B. the condition of having many ideas  
   C. the state of being unhappy  
   D. the state of being alone

24. Which of the following words has the same root as equitable?
   A. equine  
   B. inquisitive  
   C. question  
   D. equilibrium

Grammar

25. Which word in the following sentence is a reflexive pronoun?
   As Mark slid toward home, he collided with the catcher and hurt himself.
   A. toward  
   B. he  
   C. himself  
   D. collided

26. What is the complete antecedent of the pronoun ourselves in this sentence?
   Since the train was nearly empty, Yvonne and I had a whole car to ourselves.
   A. Yvonne  
   B. I  
   C. Yvonne and I  
   D. train and car

27. Which of these sentences uses pronouns correctly?
   A. The boys tried to take care of the problem themselves.  
   B. Alyson and myself went to the computer store.  
   C. You students should do yourself a favor and study more.  
   D. No one but myself understood the situation.
28. Which of these sentences uses pronouns correctly?
   A. Each of the girls had their own bicycle.
   B. All of the girls had her own bicycle.
   C. Both of the girls had their own bicycle.
   D. Few of the girls had her own bicycle.

29. In the following sentence, to what does the pronoun herself refer?
   Janet was determined to climb the mountain herself, with no help from her guide.
   A. her guide
   B. the mountain
   C. Janet
   D. help

30. In which of the following sentences are all the pronouns used correctly?
   A. Pete had his style of playing, and Tammy had she own method.
   B. Pete had him style of playing, and Tammy had her own method.
   C. Pete had he style of playing, and Tammy had she own method.
   D. Pete had his style of playing, and Tammy had her own method.

**WRITING**

31. Think of something that happened to you that changed your view of someone or something. Then, on a separate piece of paper, write a brief personal narrative about the incident.

32. Think about a situation in your school that you think could be improved. Then, on a separate piece of paper, write an observations-journal entry about the situation. Indicate the problem and your ideas about the solution.

33. Recall an incident in your life that you think others would find entertaining or interesting to read about. Then, on a separate piece of paper, write a brief autobiographical essay about the incident. Tell what happened, how you felt at the time, and why the experience made an impression on you.
Vocabulary in Context

Identify the answer choice that best completes the statement.

1. She decided only today to take the trip, so she had to pack ______.
   A. hurriedly
   B. generally
   C. recently
   D. merely

2. He was always studying; he was such a ______.
   A. labor
   B. sergeant
   C. scholar
   D. principal

3. They built their house overlooking the valley on a high ______.
   A. procession
   B. quarries
   C. plateau
   D. paradise

4. When the boxes are packed, send them down the ______ for pickup.
   A. erect
   B. chute
   C. crate
   D. inspection

5. Were the police called when the car accident ______?
   A. resolved
   B. issued
   C. retracted
   D. occurred

6. She did not know the facts, so she made the mistake out of ______.
   A. unconscious
   B. emotional
   C. mental
   D. ignorance

7. The lungs are especially affected by the disease of ______.
   A. psychology
   B. starvation
   C. appendix
   D. tuberculosis
8. As I quickly washed the pots in the sink, they banged and _____ together.
   A. yipped
   B. nipped
   C. clinked
   D. heaved

9. When Sam was lost in the woods, he wandered about _____.
   A. aimlessly
   B. incredulously
   C. stately
   D. deftly

10. As he received the important award, he was very _____.
    A. arisen
    B. humble
    C. eternal
    D. turbulent

11. There are more than forty _____ in that apartment building.
    A. routines
    B. residents
    C. floorboards
    D. parchments

12. The voices of the choir blend nicely together in _____.
    A. alto
    B. harmony
    C. novelty
    D. melancholy

13. She always carried her wallet in her _____.
    A. derby
    B. overcoat
    C. unseen
    D. pocketbook

14. He was a helpful and calm man and not at all _____.
    A. cooperative
    B. amiable
    C. violent
    D. protective
15. Learning to compute with fractions is an important part of _____.
   A. dissection  
   B. hypothesis  
   C. motivation  
   D. arithmetic  

16. When the actor spoke, he always used his hands very _____.
   A. dramatically  
   B. prayerfully  
   C. continuously  
   D. scornfully  

17. During the night, the robbers entered the bank building _____.
   A. stealthily  
   B. listlessly  
   C. passionately  
   D. artificially  

18. We planted a salad garden in which we raised lettuce, tomatoes, and red _____.
   A. agricultural  
   B. asparagus  
   C. radishes  
   D. avocados  

19. After the wind blew off his hat, he put it back on slightly _____.
   A. racous  
   B. askew  
   C. wizened  
   D. sallow  

20. In his paycheck every June, he received his _____ raise.
   A. mutual  
   B. invariably  
   C. doubly  
   D. yearly
Diagnostic Tests and Vocabulary in Context
Use and Interpretation

The Diagnostic Tests and Vocabulary in Context were developed to assist teachers in making the most appropriate assignment of *Prentice Hall Literature* program selections to students. The purpose of these assessments is to indicate the degree of difficulty that students are likely to have in reading/comprehending the selections presented in the following unit of instruction. Tests are provided at six separate times in each grade level—a Diagnostic Test (to be used prior to beginning the year’s instruction) and a Vocabulary in Context, the final segment of the Benchmark Test appearing at the end of each of the first five units of instruction. Note that the tests are intended for use not as summative assessments for the prior unit, but as guidance for assigning literature selections in the upcoming unit of instruction.

The structure of all Diagnostic Tests and Vocabulary in Context in this series is the same. All test items are four-option, multiple-choice items. The format is established to assess a student’s ability to construct sufficient meaning from the context sentence to choose the only provided word that fits both the semantics (meaning) and syntax (structure) of the context sentence. All words in the context sentences are chosen to be “below-level” words that students reading at this grade level should know. All answer choices fit *either* the meaning or structure of the context sentence, but only the correct choice fits *both* semantics and syntax. All answer choices—both correct answers and incorrect options—are key words chosen from specifically taught words that will occur in the subsequent unit of program instruction. This careful restriction of the assessed words permits a sound diagnosis of students’ current reading achievement and prediction of the most appropriate level of readings to assign in the upcoming unit of instruction.

The assessment of vocabulary in context skill has consistently been shown in reading research studies to correlate very highly with “reading comprehension.” This is not surprising as the format essentially assesses comprehension, albeit in sentence-length “chunks.” Decades of research demonstrate that vocabulary assessment provides a strong, reliable prediction of comprehension achievement—the purpose of these tests. Further, because this format demands very little testing time, these diagnoses can be made efficiently, permitting teachers to move forward with critical instructional tasks rather than devoting excessive time to assessment.

It is important to stress that while the Diagnostic Tests and Vocabulary in Context were carefully developed and will yield sound assignment decisions, they were designed to *reinforce*, not supplant, teacher judgment as to the most appropriate instructional placement for individual students. Teacher judgment should always prevail in making placement—or indeed other important instructional—decisions concerning students.
Diagnostic Tests and Vocabulary in Context

Branching Suggestions

These tests are designed to provide maximum flexibility for teachers. Your Unit Resources books contain the 40-question Diagnostic Test and 20-question Vocabulary in Context tests. At PHLitOnline, you can access the Diagnostic Test and complete 40-question Vocabulary in Context tests. Procedures for administering the tests are described below. Choose the procedure based on the time you wish to devote to the activity and your comfort with the assignment decisions relative to the individual students. Remember that your judgment of a student’s reading level should always take precedence over the results of a single written test.

Feel free to use different procedures at different times of the year. For example, for early units, you may wish to be more confident in the assignments you make—thus, using the “two-stage” process below. Later, you may choose the quicker diagnosis, confirming the results with your observations of the students’ performance built up throughout the year.

The Diagnostic Test is composed of a single 40-item assessment. Based on the results of this assessment, make the following assignment of students to the reading selections in Unit 1:

<table>
<thead>
<tr>
<th>Diagnostic Test Score</th>
<th>Selection to Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the student’s score is 0–25</td>
<td>more accessible</td>
</tr>
<tr>
<td>If the student’s score is 26–40</td>
<td>more challenging</td>
</tr>
</tbody>
</table>

Outlined below are the three basic options for administering Vocabulary in Context and basing selection assignments on the results of these assessments.

1. For a one-stage, quicker diagnosis using the 20-item test in the Unit Resources:

<table>
<thead>
<tr>
<th>Vocabulary in Context Test Score</th>
<th>Selection to Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the student’s score is 0–13</td>
<td>more accessible</td>
</tr>
<tr>
<td>If the student’s score is 14–20</td>
<td>more challenging</td>
</tr>
</tbody>
</table>

2. If you wish to confirm your assignment decisions with a two-stage diagnosis:

Stage 1: Administer the 20-item test in the Unit Resources

<table>
<thead>
<tr>
<th>Vocabulary in Context Test Score</th>
<th>Selection to Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the student’s score is 0–9</td>
<td>more accessible</td>
</tr>
<tr>
<td>If the student’s score is 10–15</td>
<td>(Go to Stage 2.)</td>
</tr>
<tr>
<td>If the student’s score is 16–20</td>
<td>more challenging</td>
</tr>
</tbody>
</table>

Stage 2: Administer items 21–40 from PHLitOnline

<table>
<thead>
<tr>
<th>Vocabulary in Context Test Score</th>
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<tr>
<td>If the student’s score is 0–12</td>
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<tr>
<td>If the student’s score is 13–20</td>
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3. If you base your assignment decisions on the full 40-item Vocabulary in Context from PHLitOnline:

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<tr>
<th>Vocabulary in Context Test Score</th>
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<tr>
<td>If the student’s score is 0–25</td>
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<td>If the student’s score is 26–40</td>
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### Grade 8—Benchmark Test 1
#### Interpretation Guide

For remediation of specific skills, you may assign students the relevant Reading Kit Practice and Assess pages indicated in the far-right column of this chart. You will find rubrics for evaluating writing samples in the last section of your Professional Development Guidebook.

<table>
<thead>
<tr>
<th>Skill Objective</th>
<th>Test Items</th>
<th>Number Correct</th>
<th>Reading Kit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Skill</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Make Predictions</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
<td></td>
<td>pp. 2, 3</td>
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<tr>
<td>Use Information to Solve a Problem</td>
<td>8, 9, 10</td>
<td></td>
<td>pp. 4, 5</td>
</tr>
<tr>
<td><strong>Literary Analysis</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Plot</td>
<td>12, 17, 20</td>
<td></td>
<td>pp. 6, 7</td>
</tr>
<tr>
<td>Conflict and Resolution</td>
<td>13, 19</td>
<td></td>
<td>pp. 8, 9</td>
</tr>
<tr>
<td>Comparing Narrative Structure</td>
<td>11, 14, 15, 16, 18</td>
<td></td>
<td>pp. 10, 11</td>
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<tr>
<td><strong>Vocabulary</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Roots –trib-, -scope-, limin-, -judex-</td>
<td>21, 22, 23, 24, 25, 26</td>
<td></td>
<td>pp. 12, 13</td>
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<tr>
<td><strong>Grammar</strong></td>
<td></td>
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<tr>
<td>Common and Proper Nouns</td>
<td>27, 28, 29</td>
<td></td>
<td>pp. 14, 15</td>
</tr>
<tr>
<td>Plural Nouns</td>
<td>30, 31, 32</td>
<td></td>
<td>pp. 16, 17</td>
</tr>
<tr>
<td>Concrete, Abstract, and Possessive Nouns</td>
<td>33, 34, 35</td>
<td></td>
<td>pp. 18, 19</td>
</tr>
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<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write a New Ending</td>
<td>36</td>
<td>Use rubric</td>
<td>pp. 20, 21</td>
</tr>
<tr>
<td>Write a Letter</td>
<td>37</td>
<td>Use rubric</td>
<td>pp. 22, 23</td>
</tr>
<tr>
<td>Descriptive Essay</td>
<td>38</td>
<td>Use rubric</td>
<td>pp. 24, 25</td>
</tr>
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</table>
# Grade 8—Benchmark Test 2 Interpretation Guide

For remediation of specific skills, you may assign students the relevant Reading Kit Practice and Assess pages indicated in the far-right column of this chart. You will find rubrics for evaluating writing samples in the last section of your Professional Development Guidebook.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Reading Skill</strong></td>
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<tr>
<td>Author's Purpose</td>
<td>1, 2, 3, 4</td>
<td></td>
<td>pp. 26, 27</td>
</tr>
<tr>
<td>Main Idea and Details</td>
<td>5, 6, 7</td>
<td></td>
<td>pp. 28, 29</td>
</tr>
<tr>
<td><strong>Literary Analysis</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Mood</td>
<td>8, 11, 12, 13</td>
<td></td>
<td>pp. 30, 31</td>
</tr>
<tr>
<td>Author's Style (Tone)</td>
<td>9, 10, 14, 15</td>
<td></td>
<td>pp. 32, 33</td>
</tr>
<tr>
<td>Comparing Characters of Different Eras</td>
<td>16, 17, 18</td>
<td></td>
<td>pp. 34, 35</td>
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<tr>
<td><strong>Vocabulary</strong></td>
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<tr>
<td>Roots -duc-, -lum-, -sol-, -equi-</td>
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<td></td>
<td>pp. 36, 37</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Personal Pronouns</td>
<td>30</td>
<td></td>
<td>pp. 38, 39</td>
</tr>
<tr>
<td>Reflexive Pronouns</td>
<td>25, 27, 29</td>
<td></td>
<td>pp. 40, 41</td>
</tr>
<tr>
<td>Pronoun-Antecedent Agreement</td>
<td>26, 28</td>
<td></td>
<td>pp. 42, 43</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Narrative</td>
<td>31</td>
<td>Use rubric</td>
<td>pp. 46, 47</td>
</tr>
<tr>
<td>Observations Journal</td>
<td>32</td>
<td>Use rubric</td>
<td>pp. 48, 49</td>
</tr>
<tr>
<td>Autobiographical Essay</td>
<td>33</td>
<td>Use rubric</td>
<td>pp. 50, 51</td>
</tr>
</tbody>
</table>
Big Question Vocabulary—1, p. 1

Sample Answers
Simone: It is \textit{doubtful} that that really happened, Carol.
Anna: A talking bird? That’s totally \textit{illogical}. I think this is all a \textit{fantasy} you made up.
Ramon: Your story doesn’t sound \textit{factual}, Carol. Do you have any \textit{evidence} that it actually occurred?

Big Question Vocabulary—2, p. 2

Sample Answers
A. 1. observation
2. contradict
3. bias
4. confirm
5. investigate
B. 1. contradict
2. investigate
3. bias
4. confirm
5. observation

Big Question Vocabulary—3, p. 3

Sample Answers
A. 1. He or she might do tests and experiments.
2. Milk is good for you. It builds strong bones and teeth.
3. A judge must weigh each case strictly on facts.
4. Facts are statements that can be proved true, while opinions are people’s thoughts and feelings that may be based on facts and observations but cannot be proved true.
5. Many vegetables (corn, peas) are seeds; some (lettuce, spinach) are leaves; others (cauliflower, broccoli) are flowers and stems.

B. Speeches will vary but should attempt to persuade people that the moon is not made of green cheese. Use of Thematic Vocabulary words should be encouraged.

Diagnostic Test, p. 5

**MULTIPLE CHOICE**

1. ANS: B
2. ANS: D
3. ANS: B
4. ANS: A
5. ANS: C
6. ANS: B
7. ANS: D
8. ANS: C
9. ANS: A
10. ANS: D
11. ANS: C
12. ANS: A
13. ANS: B
14. ANS: A
15. ANS: C
16. ANS: A
17. ANS: B
18. ANS: D
19. ANS: A
20. ANS: C
21. ANS: D
22. ANS: A
23. ANS: C
24. ANS: D
25. ANS: D
26. ANS: C
27. ANS: B
28. ANS: C
29. ANS: B
30. ANS: B
31. ANS: D
32. ANS: C
33. ANS: A
34. ANS: D
35. ANS: A
36. ANS: B
37. ANS: B
38. ANS: C
39. ANS: A
40. ANS: D

“The Baker Heater League”
by Patricia C. and Fredrick McKissack

“The 11:59” by Patricia C. McKissack

Vocabulary Warm-up Exercises, p. 14

**A.**
1. communication
2. courtesy
3. powerful
4. performance
5. loyalty
6. shattering
7. individual
8. customary

**B. Sample Answers**
1. False. A \textit{hostile} environment is unfriendly, which would not make visitors feel comfortable.
2. True. Folk tales are known for their exaggerated versions of heroic exploits, but they are still passed down, creating legacies.

3. True. In the 1950s, space travel seemed like a wild idea.

4. False. A storyteller is given that name because he or she tells stories rather than reading them.

5. True. The predictions of Y2K occurred before the turn of the millennium.

6. False. Swimmers are competing against the clock and would never waste time.

7. False. Something erupts only when it bursts; a pimple that erupts would be visible.

Reading Warm-up A, p. 15

Words that students are to circle appear in parentheses.

Sample Answers
1. seemed to shrink; Powerful means “strong or mighty.”
2. (5:00 A.M.); Customary means “usual.”
3. too lonely to live; My favorite communication channels are writing and talking face to face.
4. (Thoughts like these); Shattering means “breaking apart.”
5. even when the rudest people would holler at him about ticket prices or schedules; Courtesy includes using kind words and helping others in need.
6. When Rosa Parks refused to give up her bus seat, her individual action made a lot of difference in the world.
7. taking pride in yourself and in your own efforts; Job loyalty means doing your best on the job to help a company reach its goals.
8. (daily excellence); Performance means “an action that has been completed.”

Reading Warm-up B, p. 16

Words that students are to circle appear in parentheses.

Sample Answers
1. back-breaking work in the face of great hardships; Legacy means “something handed down from previous generations.”
2. The natural obstacles were more hostile because they could not be reasoned with like people.
3. (anyone who said the idea of a Transcontinental Railroad was nothing but a crazy dream); I scoffed when my little brother said that I couldn’t learn a difficult skateboarding trick.
4. to lay the most track the most quickly; Track stars are always competing against the clock as well as against other runners.
5. (produced 10 miles of track in 12 hours); Since erupted is used to describe something that bursts, the word spurt matches the meaning.

6. Many people viewed the building of a Transcontinental Railroad as an impossible idea, and so they predicted it would never happen.

7. Heroic deeds and efforts; A good storyteller likes to hold people’s attention, so he or she will often choose to exaggerate details in describing the exploits of story heroes.

Patricia C. McKissack

Listening and Viewing, p. 17

Sample Answers and Guidelines for Evaluation
Segment 1. Patricia and Fred McKissack discuss ideas together, get feedback from each other, and often take trips while on vacation in order to get ideas and information for stories. Students may suggest that writing with a coauthor encourages greater productivity: two people can work together to gather information, brainstorm ideas, and edit each other’s work.

Segment 2. Patricia C. McKissack includes real details in her fiction to convince the reader that the story is really happening. Students may suggest that the “tick-tock” is a device that intensifies the tension in the story and draws in the reader.

Segment 3. Patricia and Fred first discuss ideas. Fred gathers information by researching. Patricia then types up an outline for the chapters and adds the information to the story; Fred revises her writing and digs up interesting facts to add detail to a draft. Students may suggest that brainstorming, outlining, researching, drafting, or revising are important stages because they all contribute to the complete book.

Segment 4. Patricia C. McKissack believes that writing allows writers to interpret an idea in many different ways, show their personalities, and discuss their interests. Students may agree that writing is a good form of self-expression because it allows them to express their opinions and interests to others.

Learning About Fiction and Nonfiction, p. 18

1. fiction; 2. nonfiction; 3. nonfiction; 4. nonfiction; 5. fiction

“The 11:59” by Patricia C. McKissack

Model Selection: Fiction, p. 19

Sample Answers
1. Lester hears the whistle of the 11:59, but does not want to die.
2. stubbornness, creativity
3. Lester’s stubbornness makes him want to avoid death. His creativity helps him to devise a plan to try to avoid death.
4. Resolution—Lester dies of a heart attack at 11:59 P.M.

"The Baker Heater League"
by Patricia and Fredrick McKissack

Model Selection: Nonfiction, p. 20

Sample Answers
1. John Henry. He was a steel-driver.
2. Fact 1. In about 1870, he joined the West Virginia steel-driving team hired to dig out the Big Bend Tunnel for the C. & O. Railroad. Fact 2. He was six feet tall and weighed 200 pounds.
3. The authors include both facts and legends because they want to inform readers about early railroad heroes, and because they want to entertain readers with tall tales.
4. The message is that no one can escape death no matter how hard one tries. The detail that supports this message is the specter that appears in Simmons’s last moments to remind him “that none of us can escape the last ride on the 11:59.”

"The Baker Heater League" by Patricia and Fredrick McKissack

"The 11:59" by Patricia C. McKissack

Open-Book Test, p. 21

Short Answer
1. The book is fiction. Nonfiction deals only with real life.
   Difficulty: Easy Objective: Literary Analysis
2. The work is a short story, the only type of fiction brief enough to be read in one sitting.
   Difficulty: Easy Objective: Literary Analysis
3. The purpose of your speech is to persuade. The fact that you want the speech to have a dramatic impact on the audience shows that you want the speech to persuade the audience to accept your view of global warming.
   Difficulty: Average Objective: Literary Analysis
4. The Pullman porters developed a special relationship because between trips they spent time together in the porter houses. Among the details students might cite are the tales, jokes, real-life stories, political news, news of changes in styles, and even a woman’s telephone number—all the examples of the kinds of information the porters exchanged.
   Difficulty: Average Objective: Interpretation
5. The description of the Baker heater, the large pot-bellied stove that the porters sat around when they talked, best helps readers picture a porter house.
   Difficulty: Average Objective: Interpretation
6. Daddy Joe was especially beloved by the porters because he, like them, was a Pullman porter.
   Difficulty: Easy Objective: Interpretation
7. Lester probably expected the younger porters to learn that you cannot predict the size of a passenger’s tip based on his or her appearance. The passenger who appears to be the wealthiest may turn out to be the poorest tipper.
   Difficulty: Challenging Objective: Interpretation
8. Simmons knows in his heart that he cannot escape death, but he tries to do so anyway. He recalls that there “ain’t no way to escape the final ride on the 11:59,” and then he declares, “But I’m gon’ try!”
   Difficulty: Challenging Objective: Literary Analysis
9. The message is that no one can escape death no matter how hard one tries. The detail that supports this message is the specter that appears in Simmons’s last moments to remind him “that none of us can escape the last ride on the 11:59.”
   Difficulty: Average Objective: Literary Analysis
   “The 11:59”: Fiction
   Similarities: Focus on Pullman porters
   “The Baker Heater League” is nonfiction, and in nonfiction all information should be factual.
   Difficulty: Average Objective: Literary Analysis

Essay
11. Daddy Joe was a hero to the porters because he, like them, was a Pullman porter. For the porters, Daddy Joe was a model of “courage,” “honesty,” and “outstanding job performance.” Just as other railroad workers had legendary heroes of their own, such as John Henry and Casey Jones, the porters had Daddy Joe to look up to and to tell tall tales about. In this historical essay, the McKissacks declare that for the Pullman porters, Daddy Joe “represented the qualities they valued—unquestionable loyalty and dedication to the job.”
   Difficulty: Easy Objective: Essay
12. When Simmons first mentions the 11:59, he is telling a story to entertain the other men. He is confident that one cannot escape one’s fate, and he does not appear to be afraid. Later, when Simmons realizes that his own time to die has come, he does what he had earlier said you cannot do: He tries to escape death. Now that it seems likely he will die soon, he is afraid. At the end of the story, however, he accepts his fate. He stands “bathed in a peaceful calm that had its own glow.”
   Difficulty: Average Objective: Essay
13. The McKissacks’ main purpose in writing “The Baker Heater League” is to inform readers of the special bonds that developed among Pullman porters, the information they exchanged in the porter houses, and the reasons they looked up to Daddy Joe, a legendary porter. Evidence of the McKissacks’ purpose is the fact that they open the essay with a discussion of the porters’ language and history and the amount of space they spend describing
Daddy Joe. In “The 11:59,” Patricia McKissack’s main purpose is to entertain readers with historically accurate stories about Pullman porters. The colorful details in the story about Tip Sampson and the suspenseful story about Lester Simmons’s attempt to escape death are evidence of her intention to entertain. The historical details about the Brotherhood of Sleeping Car Porters are evidence of McKissack’s intention to inform.

Difficulty: Challenging  Objective: Essay

14. The younger people do not want to think about death. They like to think that they have most of their lives in front of them, and death is a far-off concept that does not concern them. Lester Simmons is older and much closer to his death. He therefore makes a point of acting as if he were different from the younger men—he is not afraid. Later in the story, however, he shows that he is afraid to die.

Difficulty: Average  Objective: Essay

Oral Response

15. Oral responses should be clear, well organized, and well supported by appropriate examples from the selections.

Difficulty: Average  Objective: Oral Interpretation

Selection Test A, p. 24

<table>
<thead>
<tr>
<th>Learning About Fiction and Nonfiction</th>
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<tbody>
<tr>
<td>1. ANS: A  DIF: Easy  OBJ: Literary Analysis</td>
</tr>
<tr>
<td>2. ANS: D  DIF: Easy  OBJ: Literary Analysis</td>
</tr>
<tr>
<td>3. ANS: C  DIF: Easy  OBJ: Literary Analysis</td>
</tr>
<tr>
<td>4. ANS: D  DIF: Easy  OBJ: Literary Analysis</td>
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<td>5. ANS: B  DIF: Easy  OBJ: Literary Analysis</td>
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Selection Test B, p. 27

<table>
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<tbody>
<tr>
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<tr>
<td>2. ANS: B  DIF: Average  OBJ: Literary Analysis</td>
</tr>
<tr>
<td>3. ANS: B  DIF: Average  OBJ: Literary Analysis</td>
</tr>
<tr>
<td>4. ANS: C  DIF: Average  OBJ: Literary Analysis</td>
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<td>5. ANS: A  DIF: Average  OBJ: Literary Analysis</td>
</tr>
<tr>
<td>6. ANS: B  DIF: Average  OBJ: Literary Analysis</td>
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Critical Reading

| 6. ANS: B  DIF: Easy  OBJ: Interpretation |
| 7. ANS: C  DIF: Easy  OBJ: Comprehension |
| 8. ANS: D  DIF: Easy  OBJ: Interpretation |
| 9. ANS: D  DIF: Easy  OBJ: Literary Analysis |
| 10. ANS: A  DIF: Easy  OBJ: Comprehension |
| 11. ANS: A  DIF: Easy  OBJ: Literary Analysis |
| 12. ANS: C  DIF: Easy  OBJ: Comprehension |
| 13. ANS: D  DIF: Easy  OBJ: Literary Analysis |
| 14. ANS: B  DIF: Easy  OBJ: Interpretation |
| 15. ANS: C  DIF: Easy  OBJ: Literary Analysis |

Critical Reading

| 7. ANS: B  DIF: Challenging  OBJ: Literary Analysis |
| 8. ANS: A  DIF: Challenging  OBJ: Literary Analysis |
| 9. ANS: C  DIF: Average  OBJ: Comprehension |
| 10. ANS: D  DIF: Challenging  OBJ: Literary Analysis |
| 11. ANS: B  DIF: Average  OBJ: Interpretation |
| 12. ANS: A  DIF: Average  OBJ: Comprehension |
| 13. ANS: A  DIF: Average  OBJ: Literary Analysis |
| 14. ANS: A  DIF: Average  OBJ: Interpretation |
| 15. ANS: D  DIF: Challenging  OBJ: Comprehension |
| 16. ANS: B  DIF: Challenging  OBJ: Comprehension |
| 17. ANS: D  DIF: Challenging  OBJ: Literary Analysis |
| 18. ANS: C  DIF: Average  OBJ: Literary Analysis |
| 19. ANS: A  DIF: Challenging  OBJ: Literary Analysis |

Essay

16. Students should note that in “The 11:59,” Lester entertains the porters by telling the story of the Death Train. According to this story, any porter who hears the whistle of the 11:59 has only twenty-four hours to live. When

Lester himself hears the whistle, he attempts to avoid death, but the 11:59 comes for him anyway—and he ends up “living” the story he loved to tell.

Difficulty: Easy  Objective: Essay

17. Students should tell about Casey Jones, John Henry, or Daddy Jones. They should describe particular feats attributed to the hero, and should identify special qualities such as strength, loyalty, bravery, or resourcefulness. Students should observe that, like modern-day superheroes, the railroad hero possesses admirable qualities and often works for the good of others, but, unlike modern-day superheroes, the railroad hero was a real-life person whose heroic qualities became exaggerated over time.

Difficulty: Easy  Objective: Essay

18. The younger people do not want to think about death. They like to think that they have most of their lives in front of them, and death is such a far-off concept that it does not concern them. Lester Simmons is older and much closer to his death. He therefore makes a point of acting as if he were different from the younger men—he is not afraid. Later in the story, however, he shows that he is afraid to die.

Difficulty: Easy  Objective: Essay

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Essay

20. Students should note that while the stories and legends are fictional, it is a fact that early railroad workers told these stories for their own entertainment. The authors probably chose to include some of the legends in their article in order to bring this period of history to life. Students should support their ideas with references to specific legends or heroes.

Difficulty: Average  Objective: Essay

21. Students should explain that in the first half of the story, the author depicts Lester Simmons as a talented storyteller by having him tell (among others) the story of the “Death Train.” Students should then identify the major plot events of the story’s second half, including Lester’s chest pain, the sounding of the whistle, Lester’s attempts to evade death, the arrival of the 11:59, and Lester’s death. Finally, students should observe that the legend Lester tells in the first half of the story is the legend he actually experiences in the second.

Difficulty: Challenging  Objective: Essay

22. The younger people do not want to think about death. They like to think that they have most of their lives in front of them, and death is a far-off concept that does not concern them. Lester Simmons is older and much closer to his death. He therefore makes a point of acting as if he were different from the younger men—he is not afraid. Later in the story, however, he shows that he is afraid to die.

Difficulty: Average  Objective: Essay

“Raymond’s Run” by Toni Cade Bambara

Vocabulary Warm-up Exercises, p. 31

A. 1. pageant
2. Fantasy
3. energy
4. prefer
5. satin
6. zoom
7. recipe
8. strawberries

B. Sample Answers
1. No, something only becomes a tradition over time.
2. No, a periscope is typically used by a submarine to see above the water.
3. The water in a hydrant should be saved for use in emergencies such as fires.
4. A gorilla must live in its natural habitat, so a residential neighborhood would not be suitable.
5. Shoelaces are too hard for small hands to tie.
6. A loudspeaker is annoying when it is too loud and when it squeaks.
7. When you congratulate someone you let them know you are happy for their success, yet it’s hard to be happy for someone who won what you hoped to win.
8. No, a brand-new car would glide smoothly along and not make a chugging, puffing sound.

Reading Warm-up A, p. 32

Words that students are to circle appear in parentheses.

Sample Answers
1. work and play; I need energy to get through softball practice after a long day at school.
2. (fire, singing, dancing): A pageant is “a well-planned public presentation of a play or performance.”
3. I prefer to spend time with people who are kind, funny, open-minded, and generous.
4. (seasonal treats), (fresh), (juicy); Strawberries are small, red fruits with a sweet taste.
5. Someone who loves flowers would find May Day celebrations, with all of the flowers around, as a fantasy come true.
6. leftover oatmeal; My mother’s recipe for cornmeal tamale pie includes ground beef, green peppers, and fresh tomatoes.
7. (prom decorations); Lots of girls have satin trim on their prom gowns, or would wear satin shoes to match their dress.
8. gently winding their way; Tony Hawk can really zoom on his skateboard.

Reading Warm-up B, p. 33

Words that students are to circle appear in parentheses.

Sample Answers
1. A runner avoiding a fire hydrant would probably be running along a city sidewalk.
2. your own breathing; Chugging means “making puffing sounds while moving.”
3. (the annual Halloween cross-country track meet); My favorite sports tradition is the Super Bowl, which I watch every year with my whole family.
4. Running shoes that fit snugly are important for runners, so they care about having the right shoelaces.
5. hairy ape; A gorilla suit would cover your whole body from head to toe and would be black and hairy.
6. The writer was impressed that the runner could finish the race at all and felt that this deserved to be congratulated. Congratulate means “to let others know you are happy about their success.”
7. (the other side); I’d like to have a periscope to look at the top bunk and find out if my brother is really sleeping or not.
8. my name; A loudspeaker makes sounds louder so that many people can hear them in a large area.

Writing About the Big Question, p. 34

A. 1. fantasy
2. doubtful
3. observation
4. opinion

B. Sample Answers
1. One time, votes had to be recounted in an election for class president. Another time, two bicyclists appeared to cross the finish at the same time.
2. In the bike race, the outcome was decided by using a filmed version of the race as evidence. By running the film in slow motion, the judges were able to prove that the racer in the green shirt had come in first.

C. Sample Answer
A person's view of other family members depends on his or her relationship with them. For example, a younger sister who looks up to an older brother might think that he is good at everything he tries. The truth might be quite different, however, when viewed from the perspective of an even older brother or sister.

Reading: Make Predictions, p. 35

Sample Answers
1. The race will be close. / The race is close, but Squeaky wins.
2. Squeaky will object. / Squeaky makes a face to show that she would not even think of letting Gretchen win.
3. Squeaky will feel proud of Raymond. / Squeaky thinks that if she loses the race, she can coach Raymond.
4. Squeaky and Gretchen will become friends. / The outcome is not stated in the story.

Literary Analysis: Plot, p. 36

A. 1. 6; resolution
2. 1; exposition
3. 3; conflict
4. 4; climax
5. 2; rising action
6. 5; falling action
B. Sample Answers
Rising action:
1. Squeaky remembers that Mary Louise used to be a friend of hers.
2. Rosie speaks disrespectfully to Squeaky. She asks her if she is Raymond’s mother.

Falling action:
1. Squeaky remembers how Raymond always keeps up with her when she runs.
2. Squeaky thinks that Raymond has nothing that he can call his own.

“Raymond’s Run” by Toni Cade Bambara

Open-Book Test, p. 39

Short Answer
1. The story will be about a race that Squeaky runs to make her brother proud of her.
   Difficulty: Average  Objective: Reading
2. Squeaky mentions her breathing exercises twice. She has to do them “on account of I’m serious about my running.” She says that “I’ll high prance down 34th Street . . . to keep my knees strong.” She also mentions an early-morning trot around the block.
   Difficulty: Easy  Objective: Interpretation
3. Squeaky is proud of her brother and proud to defend him. She says that anyone who has “anything to say about his big head” must “come by me” and that she will knock the person down if she must. She also watches out for Raymond as they walk down the street.
   Difficulty: Challenging  Objective: Interpretation
4. Cynthia pretends that she ends up at the piano by accident and decides on a whim to play a difficult piece.
   Difficulty: Challenging  Objective: Interpretation

Vocabulary Builder, p. 37

Sample Answers
A. 1. Cynthia plays the piano exceptionally well, especially for someone so young.
2. Squeaky would have a reputation as a poor runner if she never won a race.

Enrichment: Athletic Coaching, p. 38
A. 1. Students should explain that a middle-school coach must demonstrate and explain skills, teach the fundamental procedures and rules of a sport, teach safety, organize and run the school’s sports program, and encourage all students to do their best.
2. Students should recognize that there are careers for athletic coaches in professional sports; in college, high-school, and middle-school sports programs; in gyms; and with individuals.
3. Students might mention attention to detail, patience, fairness, an easy going nature, compassion, and a sense of humor.

B. Students may ask about an applicant’s educational background and teaching experience, how he or she would manage and motivate students, and the ways in which he or she might handle specific hypothetical situations.
Instead, she planned the whole thing. Squeaky believes Cynthia is not a prodigy because she practices hard; playing piano does not come easily to her.

**Difficulty:** Average  **Objective:** Vocabulary

5. The central conflict is between Squeaky and Gretchen over which of them will win the May Day race.

**Difficulty:** Easy  **Objective:** Literary Analysis

6. Mr. Pearson is on stilts, so he towers above the crowd just as a periscope is raised above the surface of the water. Mr. Pearson also swivels his head as he looks around the park in a way that is like a periscope moving around so that a viewer can look for objects in all directions.

**Difficulty:** Average  **Objective:** Vocabulary

7. The loudspeaker becomes staticky, so the announcement is postponed.

**Difficulty:** Average  **Objective:** Literary Analysis

8. Squeaky learns that she won the race, and she and Gretchen show that they respect each other. Squeaky has learned that winning races is not the most important thing in her life. She would like to help Raymond become a good runner, that Gretchen might be her friend, and that many things get in the way of being honest and worthy of respect. Students should cite two of those (or two other reasonable) things that Squeaky has learned by the end of the story.

**Difficulty:** Challenging  **Objective:** Literary Analysis

9. Students might mention Raymond’s hollering when the fifty-yard dash is announced, his imitating Squeaky by getting into the starting position, his running alongside the fence as she runs, his pulling at the fence and calling to her, or his imitating her breathing exercises.

**Difficulty:** Average  **Objective:** Interpretation

10. Gretchen nods and then smiles at Squeaky. Squeaky smiles at Gretchen

**Difficulty:** Easy  **Objective:** Interpretation

**Essay**

11. Students who prefer the title “Raymond’s Run” should point to Squeaky’s decision at the end of the story to dedicate herself to coaching Raymond and making Raymond “a great runner in the family tradition.” Students who prefer the title “Squeaky’s Run” might argue that Squeaky is at the center of the story from beginning to end. They might point to the very end of the story, which focuses on Squeaky’s concerns: being honest and worthy of respect.

**Difficulty:** Easy  **Objective:** Essay

12. In their essays, students should mention some of the following ideas and details. Both Squeaky and Raymond are imaginative. Raymond plays at being a tightrope walker or a stage-coach driver. Squeaky likes to “high prance down 34th Street like a rodeo pony.” Both Squeaky and Raymond are also excited about Squeaky’s race. Raymond knows when the race has been called, imitates Squeaky at the starting line, and tries to run with her during the race.

**Difficulty:** Average  **Objective:** Essay

13. Many students will argue that the ending is believable because of Squeaky’s affection for Raymond. At the beginning of the story, she defends him fiercely, or says that she will; she watches out for him as they walk down the street; and she enjoys his fantasies, such as when he plays at being a circus performer or a stage-coach driver. Therefore, her desire to give up running to be his coach seems natural. Some students may point to Squeaky’s competitive nature: She races with her father, stays up late studying for a spelling bee, and trains for the race. Those students may say that nothing in the story seems important enough to make Squeaky give up her competitiveness.

**Difficulty:** Challenging  **Objective:** Essay

14. In their essays, students should demonstrate an understanding of the way in which different people will interpret the same experience in different ways—or, in a sense, arrive at different versions of the truth. Because Raymond is “not quite right,” his interpretation of events—walking down the street with his sister, being picked on by other children in the neighborhood, or going to the May Day events at the park—is probably far simpler than Squeaky’s. He probably does not understand the competitiveness that motivates the other characters in the story. He probably sees most things in terms of the pain or pleasure they give him and does not question what he does not understand.

**Difficulty:** Average  **Objective:** Essay

**Oral Response**

15. Oral responses should be clear, well organized, and well supported by appropriate examples from the story.

**Difficulty:** Average  **Objective:** Oral Interpretation

**Selection Test A, p. 42**

**Critical Reading**

1. ANS: A  DIF: Easy  OBJ: Comprehension
2. ANS: D  DIF: Easy  OBJ: Interpretation
3. ANS: B  DIF: Easy  OBJ: Comprehension
4. ANS: A  DIF: Easy  OBJ: Comprehension
5. ANS: C  DIF: Easy  OBJ: Comprehension
6. ANS: B  DIF: Easy  OBJ: Interpretation
7. ANS: D  DIF: Easy  OBJ: Comprehension
8. ANS: D  DIF: Easy  OBJ: Comprehension
9. ANS: A  DIF: Easy  OBJ: Literary Analysis
10. ANS: C  DIF: Easy  OBJ: Comprehension
11. ANS: C  DIF: Easy  OBJ: Literary Analysis
12. ANS: B  DIF: Easy  OBJ: Reading
13. ANS: B  DIF: Easy  OBJ: Reading

**Vocabulary and Grammar**

14. ANS: D  DIF: Easy  OBJ: Vocabulary
15. ANS: A  DIF: Easy  OBJ: Grammar
Essay

16. Students may predict that Raymond will become a runner like Squeaky because, at the end of the story, Squeaky says she should give up running and devote herself to coaching her brother. She sees a lot of potential in his ability, and she is a determined person. Students might also point out that despite Raymond’s physical stamina and agility, he is physically challenged in other ways. Because of this, he probably could not compete at the same level as Squeaky, but he could easily become an excellent runner.

Difficulty: Easy Objective: Essay

17. Both Squeaky and Raymond enjoy walking around the city, and they seem to enjoy each other’s company. The two siblings care about each other. They are physically agile and enjoy running. In addition, both have a sense of fun and imagination. Raymond pretends he is on a circus tightrope or driving a stagecoach. Squeaky likes to pretend she is flying before a race.

Difficulty: Easy Objective: Essay

18. In their essays, students should note that people sometimes view the same experience in different ways. Because Raymond is “not quite right,” his view of events—walking down the street with his sister, being picked on by other children in the neighborhood, or going to the May Day events at the park—is probably far simpler than Squeaky’s. He probably does not understand why the other characters are so competitive. He probably sees most things in terms of the pain or pleasure they give him and does not question what he does not understand.

Difficulty: Average Objective: Essay

Selection Test B, p. 45

Critical Reading

1. ANS: A DIF: Average OBJ: Comprehension
2. ANS: D DIF: Average OBJ: Interpretation
3. ANS: D DIF: Average OBJ: Interpretation
4. ANS: D DIF: Average OBJ: Comprehension
5. ANS: D DIF: Challenging OBJ: Interpretation
6. ANS: A DIF: Average OBJ: Comprehension
7. ANS: C DIF: Average OBJ: Interpretation
8. ANS: C DIF: Challenging OBJ: Literary Analysis
9. ANS: B DIF: Average OBJ: Literary Analysis
10. ANS: C DIF: Challenging OBJ: Reading
11. ANS: A DIF: Average OBJ: Literary Analysis
12. ANS: A DIF: Average OBJ: Reading

Vocabulary and Grammar

13. ANS: C DIF: Average OBJ: Vocabulary
14. ANS: A DIF: Average OBJ: Grammar
15. ANS: B DIF: Challenging OBJ: Vocabulary

Essay

16. Students may mention that Raymond is mentally challenged and looks different from other people. He needs someone to watch over him. For example, Squeaky makes clear that on their walks through the city, he stays on the inside of the curb so he doesn’t run into the street. Although it is a difficult and sometimes painful job to take care of her brother, Squeaky has learned important lessons about what is truly important in life from Raymond. She realizes that it is more important to help Raymond train to run and have something of his own than for her to win races. Raymond, too, gets the benefit of learning how to tackle challenges head on by watching his sister.

Difficulty: Average Objective: Essay

17. Students should note some of the characteristics of Squeaky: her love and protectiveness toward her disadvantaged brother Raymond; her distaste for snobbery, phồniness, and cruelty shown in various ways by some of her classmates; her pride in running and her competitive spirit. Students might note that Squeaky changes and grows in several ways: after meeting Gretchen and Mary Louise on the street, she realizes that too much competitiveness can lead to personal hurt and conflict; after the May Day race, she realizes that helping Raymond to reach his potential is more important than yet another victory for herself; she realizes that her rivalry with Gretchen might be keeping them from being good friends. Students might note that the virtues we see in Squeaky at the story’s outset—her compassion and honesty—are strengthened by the end of the story. We see her more concerned with love and friendship than with competition and winning.

Difficulty: Challenging Objective: Essay

18. In their essays, students should demonstrate an understanding of how different people will interpret the same experience in different ways—or, in a sense, arrive at different versions of the truth. Because Raymond is “not quite right,” his interpretation of events—walking down the street with his sister, being picked on by other children in the neighborhood, or going to the May Day events at the park—is probably far simpler than Squeaky’s. He probably does not understand the competitiveness that motivates the other characters in the story. He probably sees most things in terms of the pain or pleasure they give him and does not question what he does not understand.

Difficulty: Average Objective: Essay

“A Retrieved Reformation” by O. Henry

Vocabulary Warm-up Exercises, p. 49

A. 1. active
2. extremely
3. inspection
4. successful
5. drugstore
B. Sample Answers

1. How you act socially lets people see how well you can get along with others.
2. A good punishment for burglary might be the thief giving back twice as much as was stolen.
3. A warden should have a strong personality that is centered on fairness.
4. I always enjoy the commotion that occurs at our Fourth of July parade.
5. I felt anguish when we had to put our dog to sleep.
6. I find it easy to do my homework and listen to music simultaneously.
7. Schoolwork is most worthwhile when it prepares me for life in the real world.
8. Everyone says there is a strong similarity between my aunt and me.

Reading Warm-up A, p. 50

Sample Answers

1. (Morrilton, Arkansas); It’s extremely interesting to find something unexpected when I look for facts.
2. main street, row of red brick businesses; Typical means “showing common traits.”
3. Since a drugstore sells many things that people need, it makes sense it would be found in a town’s main shopping and business area.
4. Tourists, shoppers, and farmers; Flourishing means “succeeding.”
5. (food); Since people always need to eat out when they’re away from home, a café would get a lot of business during tourist season.
6. (reveals); Since an inspection means that you are taking a close look at something, closer would be a good word to use.
7. (No Limits); If there are no limits to what you can achieve, then the chances of being successful are great.
8. (walk the trails or explore caves); When you are active, you are involved in what is going on.

Reading Warm-up B, p. 51

Sample Answers

1. if each person left prison knowing that he or she would never commit a crime again; Worthwhile means “important or useful.”
2. (feelings of progress toward a better life); Anguish means “strong feelings of suffering.”
3. (society); Reformed prisoners needed to make new friends and do work that was socially acceptable.
4. honest work; An act of burglary occurs when someone breaks into a place and steals things.
5. (nasty fights, bad feelings, and poor behavior); If my life were filled with commotion, I would feel nervous, upset, and angry.
6. (the new prisons were designed so that each person had some space of his or her own), (the jobs of people in charge at prisons changed); When I was in fourth grade, I got a new baby brother and moved to a new town simultaneously.
7. The prison warden must set an example for all the other workers.
8. One similarity among all prisoners is that they are in prison for committing crimes. Another similarity, I believe, is that all prisoners can be reformed.

Writing About the Big Question, p. 52

A. 1. persuade
2. confirm
3. investigate
4. evidence

B. Sample Answers

1. To do well on a test, you need to study for it. You might want to consider forming a study group with a few other students. You also need to get enough rest the night before, so you will have the energy to do your best.
2. My observation is that study groups really help. In my study group last year, Ben helped me understand the truth in one confusing scientific theory. Study groups help everyone focus on the subject.

C. Sample Answer

In trying to start a different kind of life, a person needs to be motivated and determined. It is illogical to assume that major changes would be easy. It is undeniably true that bad habits are hard to break. It is also true that without a firm resolve, a person will find it difficult to change.

Reading: Make Predictions and Support Them, p. 53

Sample Answers

1. Jimmy will go back to cracking safes. / Jimmy cracks several safes.
2. Ben Price will try to build a strong case against Jimmy. / Ben Price finds Jimmy.
3. Jimmy will reform so that he can marry the woman. / Jimmy works honestly and becomes engaged to the woman.
Literary Analysis: Plot, p. 54

A. 1. 6; resolution
   2. 2; conflict
   3. 1; exposition
   4. 4; climax
   5. 3; rising action
   6. 5; falling action
B. Sample Answers

Rising action:
2. Jimmy makes friends in Elmore and gains respect in the community.

Falling action:
1. After Jimmy frees the child from the safe, he hears a familiar voice calling him by his new name.
2. Jimmy greets Ben and surrenders to him.

Vocabulary Builder, p. 55

A. 1. unobtrusively
   2. anguish
   3. retribution
   4. alibi
   5. perceived
   6. rehabilitate
B. 1. It is important to attribute quotations in order to give credit where it is due.
   2. A tributary stream feeds into another river, adding more water to it.
   3. To have a contributory role, you might make your own donations or urge others to do so.

Enrichment: Nineteenth-Century Science, p. 56

Sample Answers
1. Ben Price would have been helped by knowledge of fingerprinting and use of the FBI fingerprint file.
2. He probably would not have worn gloves because he would not have been concerned with leaving fingerprints, and gloves would have made working with his tools more difficult.
3. Ben Price might have benefited from a telephone, a fax machine, and Internet access.
4. Safecracking is not a likely criminal activity today because of stronger bank vaults, electronic security, and modern forensic laboratories.

“Raymond’s Run” by Toni Cade Bambara
“A Retrieved Reformation” by O. Henry

Integrated Language Skills: Grammar, p. 57

A. It was Sunday morning, the day of the Chicago Marathon. The weather was crisp and clear, a perfect day for a long race. Sara had trained for six months. She ran long and short distances every week to build up her endurance and strength. She ran along the lakefront paths, on the paths in Lincoln Park Zoo, and along the streets of the city neighborhoods. Sara felt anticipation, sure that she was ready for the race.

B. Sample Answers

1. Where is Dodge City?
2. I like to listen to music.
3. Duluth is on Lake Superior.
4. Does your city hold a marathon?

“A Retrieved Reformation” by O. Henry

Open-Book Test, p. 60

Short Answer
1. Retrieved means “recovered something that was lost,” and reformation refers to an improvement, so a reader might predict that the story is about an improvement that has been lost and then is found.
Difficulty: Average  Objective: Reading
2. Jimmy pulls out a suitcase containing a set of finely crafted burglary tools, looks at them fondly, dusts off the suitcase, and carries the suitcase with him as he leaves his room.
Difficulty: Average  Objective: Interpretation
3. Valentine is an excellent safecracker. Evidence includes his fine tools, the lack of clues at the crime scenes, his ability to open a patented, improved, burglar-proof safe, and the description of his work by Ben Price.
Difficulty: Challenging  Objective: Literary Analysis
4. A new phoenix rises from the ashes of the old phoenix. In a similar way a new person, Ralph Spencer, arises from Jimmy Valentine, who in effect ceases to exist.
Difficulty: Challenging  Objective: Interpretation
5. Agatha’s mother shows her anguish by screaming hysterically, wailing, pleading with the others to “do something,” and beating on the door of the vault.
Difficulty: Challenging  Objective: Vocabulary
6. When Agatha is trapped in the vault, the conflicts that come into play involve the questions of whether she will be rescued, whether Jimmy Valentine will be willing to reveal his true identity in order to rescue her, whether he will succeed in opening the vault, whether his true identity will be revealed, whether he will be arrested by Ben Price, and whether he will lose Annabel and everything he has achieved in Elmore as a result of his actions and/or as a result of his arrest. Students should name two of those (or two other reasonable) conflicts.
Difficulty: Easy  Objective: Literary Analysis
7. The actions suggest that Jimmy believes that his identity will be revealed once he cracks the safe and Annabel will leave him. He will have the rose to remind himself of her love.
Difficulty: Average  Objective: Reading
8. Box 2: Jimmy Valentine opens the safe and begins to walk away.

Box 3: Ben Price pretends not to recognize Jimmy. Ben Price has worked hard for a long time to catch Jimmy Valentine, yet he lets him go.

**Difficulty:** Average    **Objective:** Literary Analysis

9. Examples of Jimmy’s quick thinking and fast talking include his declarations of innocence when the warden tells him to go straight, his innocent response when Mike Dolan’s question suggests that Jimmy might be planning to break the law, his ability to get the boy outside the bank to tell him Annabel Adams’s name, and the excuse he makes to Annabel to explain why his suitcase is so heavy.

**Difficulty:** Easy    **Objective:** Interpretation

10. Ben Price has watched as Jimmy Valentine risks his future with Annabel Adams in order to rescue the child trapped in the safe. He concludes that Jimmy has been reformed and that there is no reason to arrest him.

**Difficulty:** Average    **Objective:** Interpretation

**Essay**

11. Some students will state that Valentine is completely changed; they will cite his changed morality and way of life as evidence. Other students will argue that he is not completely changed: He is still charming and talented. In addition, he is still a gifted safecracker.

**Difficulty:** Easy    **Objective:** Essay

12. Students’ essays should acknowledge that the entire story hinges on Agatha’s getting trapped in the safe. As a result of that event, Jimmy Valentine risks revealing his identity as a safecracker and therefore risks losing both the woman he loves and his new life as a reformed criminal. By rescuing the child, Jimmy also saves himself from being arrested by Ben Price. When Ben sees that Jimmy has reformed himself, he chooses not to arrest him.

**Difficulty:** Average    **Objective:** Essay

13. In their responses, students should emphasize how convincing a con man Valentine is, how attractive and sophisticated he is, and how unworidly the people of Elmore are. Students may note that the story takes place at a time when people had few resources with which to investigate the background of a stranger, that a stranger coming to town may not have been an unusual event, and that it may have been fairly easy for a man to reinvent himself.

**Difficulty:** Challenging    **Objective:** Essay

14. Most students will write that the characters’ views of the truth depend on their background and experience. At the end of the story, Jimmy Valentine believes he cannot escape the truth of who he is. Therefore, he walks past Annabel and tells Ben Price that he is ready to be arrested. For Annabel Adams, what is true is Jimmy’s behavior as an honest citizen of the town and his fine treatment of her. She is not interested in knowing any other truth than that. Ben Price’s view of the truth about Valentine changes when he sees that Valentine has reformed himself. He is willing to believe that the true Valentine is now an honest man.

**Difficulty:** Average    **Objective:** Essay

**Oral Response**

15. Oral responses should be clear, well organized, and well supported by appropriate examples from the story.

**Difficulty:** Average    **Objective:** Oral Interpretation

**Selection Test A, p. 63**

**Critical Reading**

1. **ANS:** B    **DIF:** Easy    **OBJ:** Interpretation
2. **ANS:** B    **DIF:** Easy    **OBJ:** Interpretation
3. **ANS:** B    **DIF:** Easy    **OBJ:** Comprehension
4. **ANS:** A    **DIF:** Easy    **OBJ:** Reading
5. **ANS:** B    **DIF:** Easy    **OBJ:** Comprehension
6. **ANS:** D    **DIF:** Easy    **OBJ:** Literary Analysis
7. **ANS:** C    **DIF:** Easy    **OBJ:** Interpretation
8. **ANS:** A    **DIF:** Easy    **OBJ:** Literary Analysis
9. **ANS:** D    **DIF:** Easy    **OBJ:** Reading
10. **ANS:** D    **DIF:** Easy    **OBJ:** Interpretation

**Vocabulary and Grammar**

11. **ANS:** B    **DIF:** Easy    **OBJ:** Vocabulary
12. **ANS:** A    **DIF:** Easy    **OBJ:** Grammar
13. **ANS:** D    **DIF:** Easy    **OBJ:** Vocabulary
14. **ANS:** C    **DIF:** Easy    **OBJ:** Grammar

**Essay**

15. Some students will say Jimmy tells the whole truth to Annabel and her father because now he is free from the fear of being caught by Ben Price for his past robberies. He will build his shoe business and remain a part of the community. Others might say that Jimmy will be too ashamed to tell Annabel the truth, and he will leave town. If he does that, he may decide to make a clean start in another town, or he may return to his life of crime.

**Difficulty:** Easy    **Objective:** Essay

16. Students may say that both Jimmy and Ralph dress well, get along well with people, are good at their work, and keep secrets. Both men are smart, energetic, and successful, but they put these qualities to very different uses. Jimmy is a bank robber, and he pretends to be a businessman. Ralph is a businessman, but he hides his criminal past.

**Difficulty:** Easy    **Objective:** Essay

17. Students might note that at the end of the story, Jimmy Valentine believes he cannot escape the truth of who he is. Therefore, he walks past Annabel and tells Ben Price that he is ready to be arrested. For Annabel Adams, what is true is Jimmy’s behavior as an honest citizen of the town and his fine treatment of her. She is not inter-
est in knowing any other truth than that. Ben Price’s view of the truth about Valentine changes when he sees that Valentine has reformed himself. He is willing to believe that the true Valentine is now an honest man.

Difficulty: Average Objective: Essay

Selection Test B, p. 66

Critical Reading
1. ANS: B DIF: Average OBJ: Interpretation
2. ANS: B DIF: Challenging OBJ: Reading
3. ANS: D DIF: Challenging OBJ: Reading
4. ANS: B DIF: Average OBJ: Interpretation
5. ANS: A DIF: Average OBJ: Comprehension
6. ANS: D DIF: Average OBJ: Comprehension
7. ANS: A DIF: Challenging OBJ: Reading
8. ANS: A DIF: Average OBJ: Comprehension
9. ANS: C DIF: Average OBJ: Interpretation
10. ANS: B DIF: Average OBJ: Literary Analysis
11. ANS: C DIF: Average OBJ: Literary Analysis
12. ANS: C DIF: Challenging OBJ: Reading
13. ANS: D DIF: Average OBJ: Literary Analysis

Vocabulary and Grammar
14. ANS: D DIF: Average OBJ: Vocabulary
15. ANS: C DIF: Average OBJ: Vocabulary
16. ANS: A DIF: Average OBJ: Grammar
17. ANS: B DIF: Average OBJ: Grammar

Essay
18. Some students may say that the Adamses are so grateful that they forgive his past criminal life, and he will go on to marry Annabel. Others may say that he will go out West, as he mentioned in his letter. Students may say that he does not go back to cracking safes, whether or not he marries Annabel, because he sees new value in “going straight.”

Difficulty: Average Objective: Essay

19. Students may respond that Jimmy is smart, easy-going, a risk-taker, and not one to conform to the expectations of others. He is one who is interested in getting ahead in life, and he is not concerned with issues of legality along the way. He chooses to rob banks, despite the possibility of a prison term, because he is good at it and he seems to enjoy the risk. However, when he meets Annabel, Jimmy changes his priorities. He chooses to “go straight” because Annabel is more important to him than the excitement of safecracking.

Difficulty: Average Objective: Essay

20. Most students will write that the characters’ views of the truth depend on their background and experience. At the end of the story, Jimmy Valentine believes he cannot escape the truth of who he is. Therefore, he walks past Annabel and tells Ben Price that he is ready to be arrested. For Annabel Adams, what is true is Jimmy’s behavior as an honest citizen of the town and his fine treatment of her. She is not interested in knowing any other truth than that. Ben Price’s view of the truth about Valentine changes when he sees that Valentine has reformed himself. He is willing to believe that the true Valentine is now an honest man.

Difficulty: Average Objective: Essay

“Gentleman of Río en Medio”
by Juan A. A. Sedillo

Vocabulary Warm-up Exercises, p. 70

A. 1. document
   2. obediently
   3. previous
   4. insulted
   5. quaint
   6. rate
   7. amounted
   8. additional

B. Sample Answers
1. Weak defenses allowed armies to overrun the country’s boundaries.
2. Pioneers in the dusty valley tilled their wretched fields.
3. Innumerable trees in the orchard grew straight and tall, but a few were gnarled.
4. After two generations, descendants of the original owners took possession of the land.

Reading Warm-up A, p. 71

Words that students are to circle appear in parentheses.

Sample Answers
1. house, most of her furniture: Amounted means “added up.”
2. (turning down a gift); I once offended a very dear relative by turning down a gift.
3. (Without a fuss); I cleaned up my room obediently.
4. The year before, after the twins were born, we had gone house hunting for our growing family.
5. ($10,000 an acre); Rate is “the amount used to calculate a total.”
6. ($20,000); Additional means “more,” so the family must have already saved some money.
7. (old-fashioned); An old fishing town near where I live is quaint.
8. the original bill of sale for the house; Examples of a family document: a birth certificate, a marriage license; examples of a national document: the Declaration of Independence, the Constitution

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Reading Warm-up B, p. 72
Words that students are to circle appear in parentheses.

Sample Answers

A. 1. (S12), (showing that a home was being built and the land was being farmed), (another S86)
   2. Our country stretched its boundaries to the west.
   3. (children); Descendants of my parents include my brothers, my sisters, and myself.
   4. (women), (ex-slaves); Many is a synonym for innumerable in this passage.
   5. poor, sod-covered soil; Tilled means “turning over land for growing crops.”
   6. Hordes of grasshoppers could overrun the land; At the start of a sale, customers overrun the store, looking for bargains.
   7. Hands that become gnarled from farming show that a farmer has had to do much hard work. If his or her hands were smooth instead of twisted and lumpy, it would show that the work was easy.
   8. little more than, little hope for the future; Wretched means “miserable, terrible.”

Writing About the Big Question, p. 73

A. 1. illogical
    2. persuade
    3. contradict
    4. opinion

B. Sample Answers

1. I think the people who planted the vegetables should get the vegetables. They are the ones who did the work of improving the abandoned lot.
2. My fantasy about a perfect children’s park includes a pond for swans, a miniature train, and a monkey exhibit. I think the pond and the train could come true because these are common in children’s parks, but it is doubtful that a monkey exhibit would work.

C. Sample Answer

The best use of property is to meet community needs. Most communities want good roads, parks, schools, shops, and residential areas. However, everyone might not agree on how much land to use for each.

Reading: Make Predictions and Read Ahead to Confirm or Modify Them, p. 74

Sample Answers

1. Don Anselmo will accept the money. / Don Anselmo does not accept the money. He is angered by the offer and insists on taking only the agreed-upon amount.
2. Don Anselmo will say that he cannot control where the children play. / Don Anselmo claims that he never sold the trees to the Americans.
3. The Americans will pay Don Anselmo the money he had originally turned down so that he will stop the children from playing in the orchard. / Don Anselmo explains that the trees were planted in honor of the children in the village. The Americans spend the winter paying off the children who had trees in the orchard planted in their honor.

Literary Analysis: Conflict and Resolution, p. 75

Sample Answers

1. The Americans have bought their land from Don Anselmo, but children from the village are spending all their time in the trees in their orchard. The Americans want the children to leave the property. They learn that Don Anselmo believes that the trees were not his to sell. He believes the trees belong to the children because he planted them in their honor when they were born.
2. Don Anselmo has agreed to sell his land, probably because he needs the money. He probably has taken a great deal of pride in ownership of the land, so he may be struggling to keep his pride.
3. The Americans may be struggling to get along in a community where they are seen as foreigners, but also to take possession of the trees on their land.
4. The conflict is resolved when the Americans pay each of Don Anselmo’s descendants for the tree planted in his or her honor. In this way, Don Anselmo provides for his family’s future, and the Americans gain possession of their orchard.

Vocabulary Builder, p. 76

Sample Answers

A. 1. No. preliminary means “introductory,” so a preliminary event would come before the main event.
   2. Yes. descendants are offspring, so if I have children and grandchildren, I will know my descendants.
   3. No. a deed is an action of some kind.
   4. No, not always. Sometimes negotiation does not lead to a resolution; other times it leads to a resolution that is not favorable to one party.
   5. No. To have possession of something means to keep it to yourself.
   6. No. The word quaint suggests something old-fashioned and charming.

B. 1. No. Subliminal advertising is done below the threshold of awareness, using quick images or sounds that are hard to see and hear.
   2. No. If you eliminate a food from your diet, you cut it out.
   3. No. A sublime moment is beyond the limits of the ordinary.

Enrichment: Mathematics, p. 77

1. 16 acres
2. 871 feet (217.8 × 4 = 871.2)
3. 800 feet (200 × 4 = 800)
4. 43,560 square feet (217.8 × 200 = 43,560)
5. 8150 per acre (81,200 ÷ 8 = 150)
6. 82.400 (1,200 × 2 = 2,400)
Open-Book Test, p. 78

Short Answer

1. Don Anselmo, as the seller of the property, and the narrator, as the representative of the buyers, would have taken part in the negotiation. They would have discussed the price of the land, the size of the property, and other details relating to the deal.

Difficulty: Average Objective: Vocabulary

2. The sale of the land is very important to Don Anselmo. Evidence includes the formal clothing he wears to the meeting with the representative of the buyers, the "cane" he carries (an old umbrella), the young man he brings with him, and the length of time he has taken to make up his mind.

Difficulty: Challenging Objective: Interpretation

3. Students will most likely say that Don Anselmo is willing to sell his land because he is old and ready to retire; the buyers may like the quaintness of the house and beauty of the orchard. Accept any other reasonable explanation.

Difficulty: Easy Objective: Interpretation

4. Most students will say that they expected Don Anselmo to accept the additional money or ask for even more. That prediction is proved wrong when Don Anselmo insists on accepting only the price he’d agreed to. Students who made different predictions (that Don Anselmo would back out of the deal altogether or refuse the additional money) should cite the same evidence.

Difficulty: Average Objective: Reading

5. The narrator uses the word preliminary because Don Anselmo performs those actions before turning to the matter he has come to discuss: the sale of his property.

Difficulty: Easy Objective: Vocabulary

6. Students should cite one of the following details as evidence of Don Anselmo’s old-fashioned culture: his clothes and manners, the time he takes to reach his decisions or even agree to attend a meeting, his lack of interest in money, his interpretation of the ownership of the trees in the orchard. Students should note that, in contrast, the narrator and the Americans represent modern culture: They would wear new clothes and have less formal manners; they would reach business decisions quickly; they would value money; they would interpret the terms of the sale in a strictly legal manner.

Difficulty: Average Objective: Literary Analysis

7. Most students will have predicted that the children continued to play in the orchard because they were used to playing there or because they wanted to annoy the new owners. Students’ predictions would have been disproved (or perhaps confirmed) by Don Anselmo’s explanation that he did not consider the trees in the orchard to be part of the sale and that the children themselves owned the trees.

Difficulty: Average Objective: Reading

8. The narrator resolves the conflict by agreeing to Don Anselmo’s terms: The new owners buy each tree in the orchard from the child for whom it was planted.

Students should point out that the narrator’s knowledge and acceptance of Don Anselmo’s background and culture lead him to see that a more modern solution to the problem would not work as well as simply agreeing to the old man’s terms.

Difficulty: Easy Objective: Literary Analysis

9. Students should recognize that the narrator appears to share Don Anselmo’s culture and see the American buyers as foreigners, but as a professional he must look out for the Americans’ interests. As evidence of the narrator’s identification with the Mexican American culture, students might mention his knowledge of (at least some) Spanish, his patience with Don Anselmo’s slow pace and old-fashioned manners, his reference to the buyers as “Americans,” and any other relevant detail.

Difficulty: Challenging Objective: Literary Analysis

10. Sample answers:

Value: family; Evidence: pride in large family

Value: honor; Evidence: refusal to accept more money for the land because the price has already been agreed on

Value: formal manners; Evidence: bowing and engaging in small talk before getting down to business

Difficulty: Average Objective: Interpretation

Essay

11. Most students will say that the solution to the conflict is fair even though it does not follow the letter of the law. The new owners of the property have the peace and quiet they desire; the children are compensated; and Don Anselmo has seen his wishes respected.

Difficulty: Easy Objective: Essay

12. Students may argue that Don Anselmo’s reaction was logical based on his values. To Don Anselmo, his word is more important than money. He believes he embodies the values of the community by virtue of his age and his position, so he probably feels that he must set a perfect example. Other students may argue that Don Anselmo’s reaction was naive. They might say that the newly revealed information put the negotiations in a different light and that Don Anselmo was cheating himself and his family by not accepting the full value for the property.

Difficulty: Average Objective: Essay

13. Students should recognize that Don Anselmo represents Mexican culture and old-fashioned values. As evidence, they should cite the value he places on family and formal manners, his disregard for acting quickly, and his interpretation of ownership of the trees in the orchard. Students should recognize that the buyers represent American culture and modern values, all of which stand in opposition to the Mexican and the old-fashioned. The narrator appears to be caught between the sides of the conflict.

Difficulty: Challenging Objective: Essay

14. Students should acknowledge that differences in values contribute to the characters’ differences in their beliefs about property ownership. Owning the land is a simple
It appears that any possible conflicts or misunderstandings will be handled in a friendly way in the future, since all people involved show flexibility and a willingness to discuss issues. Students might describe the fair negotiations for the land sale, which progressed over several months but ended fairly. When a problem arose about the ownership of the orchard, each side dealt calmly and fairly with the other to reach a solution. The Americans noted that the village children were always friendly and respectful when they played in the orchard. Don Anselmo says at the second meeting that the village people enjoy their new neighbors.

**Oral Response**

15. Oral responses should be clear, well organized, and well supported by appropriate examples from the story.

**Selection Test A, p. 81**

**Critical Reading**

1. ANS: D  DIF: Easy  OBJ: Comprehension
2. ANS: A  DIF: Easy  OBJ: Literary Analysis
3. ANS: A  DIF: Easy  OBJ: Literary Analysis
4. ANS: C  DIF: Easy  OBJ: Comprehension
5. ANS: D  DIF: Easy  OBJ: Interpretation
6. ANS: B  DIF: Easy  OBJ: Reading
7. ANS: D  DIF: Easy  OBJ: Comprehension
8. ANS: B  DIF: Easy  OBJ: Interpretation
9. ANS: C  DIF: Easy  OBJ: Literary Analysis
10. ANS: A  DIF: Easy  OBJ: Interpretation
11. ANS: D  DIF: Easy  OBJ: Reading

**Vocabulary and Grammar**

12. ANS: B  DIF: Easy  OBJ: Vocabulary
13. ANS: D  DIF: Easy  OBJ: Grammar
14. ANS: C  DIF: Easy  OBJ: Vocabulary
15. ANS: D  DIF: Easy  OBJ: Grammar

**Essay**

16. Students may point out that Don Anselmo talks at length about his family to the real estate agent, and he brings along a young relative when he does business. He has bought each new child a tree for the orchard, and he refuses to include the trees in the sale of his land to the Americans. In the same spirit of generosity, though, he does not take more money from the Americans than he had originally agreed on, even though it was discovered he owned more than all had thought.

**Selection Test B, p. 84**

**Critical Reading**

1. ANS: D  DIF: Average  OBJ: Comprehension
2. ANS: A  DIF: Average  OBJ: Literary Analysis
3. ANS: D  DIF: Challenging  OBJ: Interpretation
4. ANS: C  DIF: Average  OBJ: Comprehension
5. ANS: D  DIF: Average  OBJ: Interpretation
6. ANS: C  DIF: Challenging  OBJ: Reading
7. ANS: C  DIF: Challenging  OBJ: Reading
8. ANS: A  DIF: Average  OBJ: Literary Analysis
9. ANS: C  DIF: Challenging  OBJ: Literary Analysis
10. ANS: A  DIF: Challenging  OBJ: Literary Analysis
11. ANS: A  DIF: Average  OBJ: Comprehension
12. ANS: C  DIF: Average  OBJ: Literary Analysis
13. ANS: D  DIF: Average  OBJ: Reading

**Vocabulary and Grammar**

14. ANS: B  DIF: Average  OBJ: Vocabulary
15. ANS: A  DIF: Average  OBJ: Grammar
16. ANS: C  DIF: Average  OBJ: Vocabulary
17. ANS: A  DIF: Average  OBJ: Grammar

**Essay**

18. Students may say that the Americans had the legal point of view. They wanted to pay Don Anselmo a certain amount for each acre and, in return, own all the property within the agreed-upon boundaries. Don Anselmo has a traditional and honorable point of view. Since he had agreed upon a price, the amount of land did not affect the money he would take for his property. Also, since he had planted the trees for the children born in the village since he owned the land, he believed that the trees belonged to the children. Since he did not believe he owned the trees, he could not sell them.
19. One possible response is that Don Anselmo shows fairness and generosity when he refuses the additional money for his land. In his view, he must stick to the original price negotiated, even though it was for less land than he knew he owned. He responds with indignation, as though he were being insulted. This reaction is an example of his pride. Don Anselmo also shows pride in his family, not only by talking about them at length but also by bringing a young relative along with him to the meeting. He is generous with his time as well as his money. He agrees to meet with the Americans and hear their complaints, and he has bought many trees as gifts for his descendants.

**Difficulty:** Average  
**Objective:** Essay

20. Students should acknowledge that differences in values contribute to the characters' differences in their beliefs about property ownership. Owning the land is a simple matter to the buyers: They paid for the property and all of the structures and plantings it contains. In contrast, Don Anselmo appears to believe that because he had “given” each tree to one of his descendants, he had not sold the trees when he sold the property.

**Difficulty:** Average  
**Objective:** Essay

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**Reading Warm-up A**, p. 89

Words that students are to circle appear in parentheses.

**Sample Answers**

1. a common way for a boy to learn a trade; I would like to serve an apprenticeship to a clockmaker.

2. (the last year of service); The master had to provide room and board for the apprentice and take time away from work for lessons.

3. (gentle); A person who listens to others and considers their needs before acting is the opposite of a tyrant.

4. (generous); A master might have been stingy with the food he gave an apprentice.

5. Some masters found fault with their apprentices constantly.

6. (his own business); A journeyman had to find employment because he no longer was with the master.

7. (baker), (blacksmith); Two other varieties of trades that an apprentice might train for include barrel making or candle making.

8. Those trades required vigorous health because they demanded hard manual labor and strength.

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**Writing About the Big Question**, p. 91

1. bias

2. factual

3. opinion

4. objective

**B. Sample Answers**

1. I have seen evidence that most bullies take advantage of those who are weaker than themselves. In my opinion, most bullies have no real friends because their personalities are so offensive.

2. When I was in seventh grade, an older kid used to demand my lunch money a few times a week. I reported it to my teacher, who spoke to the kid’s parents.

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**Unit 1 Resources: Fiction and Nonfiction**

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about how the victims feel. Often, the victim simply gets tired of the abusive behavior. This is when the victim will often fight back.

**Reading: Make Predictions and Read Ahead to Confirm or Modify Them, p. 92**

**Sample Answers**

1. Brown will make Twain’s apprenticeship on the steamboat miserable. / Brown is cruel and intolerant and does make Twain’s apprenticeship miserable.
2. Twain will eventually strike Brown. / Twain does get into a physical fight with Brown.
3. The captain will not punish Twain. / The captain does not punish Twain.

**Literary Analysis: Conflict and Resolution, p. 93**

**Sample Answers**

1. The external conflict is the struggle between Brown and Twain. Brown is Twain’s boss, so Twain cannot answer back, but Brown is cruel to Twain and tries his patience.
2. Twain’s internal conflict is the struggle to hold his temper when Brown treats him cruelly.
3. Brown aims a ten-pound lump of coal at Twain’s brother Henry. Twain stops the coal from hitting Henry and then starts beating Brown. Later the captain tells Twain that he has done the right thing and that he should beat Brown even more thoroughly when they reach the shore. In the end, Brown asks the captain to make Twain leave the boat, and the captain instead suggests that Brown leave the boat.

**Vocabulary Builder, p. 94**

**Sample Answers**

A. 1. Because his motives were unsound, Brown needed a pretext to find fault with Twain.
2. By attacking Brown, Twain showed that he was not judicious.
3. Twain confronted Brown with a quick punch.
4. Everyone disliked Brown because he was so malicious.
5. After he was emancipated from the tyranny of Brown, Twain felt like a slave who had been set free.
6. By looking at Twain contemptuously, Brown showed his disapproval of him.

B. 1. My judgment about fashion and style might be different from my mom’s because we have different tastes.
2. A person who commits a crime might get involved in the judicial system if he or she is caught and arrested.
3. To adjudicate a case fairly, a judge must have evidence proving a person’s guilt or innocence.

**Enrichment: Conflict Resolution, p. 95**

**Sample Answers**

2. Brown is a bully, and because Brown is Twain’s boss, Twain does not feel he can speak up for himself.
3. Twain could tell Brown that Brown’s treatment of him is hurtful and interferes with his ability to learn the job of steamboat piloting.
4. Brown feels angry because his subordinate has challenged him. He acts meaner.
5. Twain tells Brown that he will discuss the problem with Captain Klinefelter.

**Integrated Language Skills: Grammar, p. 96**

A. 1. friends
2. oxen
3. fossils, teeth
4. bushes
5. stars

B. Students should write cohesive, grammatically correct paragraphs. They should include and correctly spell five irregularly formed plural nouns, and they should underline all the plural nouns (common and proper) in the paragraph.

“Cub Pilot on the Mississippi” by Mark Twain

**Open-Book Test, p. 99**

**Short Answer**

1. Brown is a cruel man and a bully. He constantly finds fault with Mark Twain and scolds him. Students should cite one of the many examples of Brown’s cruelty, which Twain sums up with “it was his invariable rule to find fault with everything you did and another invariable rule of his was to throw all his remarks (to you) into the form of an insult.”
   **Difficulty:** Easy  **Objective:** Interpretation

2. Students should cite Mark Twain’s admission that he “often wanted to kill Brown” or his admission that he imagined himself killing him.
   **Difficulty:** Challenging  **Objective:** Literary Analysis

3. A pretext is a reason that hides one’s real intentions. If Brown’s real intentions were valid—if Mark Twain truly deserved the criticism—then Brown would not have needed a pretext.
   **Difficulty:** Average  **Objective:** Vocabulary

4. Brown is a mean, nasty bully. Mark Twain enjoys being on the river and is trying to do a good job, but Brown is determined to provoke him.
   **Difficulty:** Average  **Objective:** Literary Analysis

5. Mark Twain reacts strongly because Henry was not lying. Henry is his younger brother, he considers Henry
a “thoroughly inoffensive boy,” he has already grown to despise Brown, and it is cruel and unfair of Brown to throw the piece of coal at the boy. Students should cite two of those (or two other relevant) reasons.

**Difficulty:** Average  **Objective:** Interpretation

6. Students will likely predict that Twain will be punished in some way, perhaps by being put off the ship. In identifying the actual outcome, students should note that Twain is not punished, that the captain is pleased that Twain fought with Brown, that the captain advises Twain to fight with him further when they are ashore, or that eventually Brown is put off the ship. In response to the final question, students should note that the captain must maintain order by enforcing the rules.

**Difficulty:** Average  **Objective:** Reading

7. Most students will have predicted that the captain would be angry with Mark Twain and punish him in some way. They should cite Twain’s belief in a federal law against striking or threatening a pilot on duty and/or his having allowed the boat to sail with no one at the helm. Other students may have predicted that Twain would not be punished. They might cite Twain’s reference to the federal law against assaulting a pilot on duty as a hint that there was no such law, or they might guess that Brown’s behavior was so terrible that Twain would not be punished for fighting with him.

**Difficulty:** Challenging  **Objective:** Interpretation

8. The captain admits that Twain is guilty of “a great crime.” Although he believes that Brown deserves the beating, he does not want to side publicly with Twain because Twain has broken the rules that the ship’s crew are supposed to follow.

**Difficulty:** Easy  **Objective:** Literary Analysis

9. At the end the captain is in conflict with Brown. The captain’s attitude toward Brown is revealed in his conversation with Mark Twain and again in his conversation with Brown, in which the captain sides with Twain rather than Brown.

**Difficulty:** Easy  **Objective:** Literary Analysis

10. Brown expects the captain to put Twain off the boat. He never would have made the demand if he had not expected that the captain would choose to let Twain go. Students may also note that Brown knows that Twain has broken a rule and that a pilot is more important to the running of a steamboat than a cub pilot is.

**Difficulty:** Average  **Objective:** Interpretation

**Essay**

11. Twain’s internal struggle is between what he would like to do—kill Brown or hurt him badly—and what he must do—keep his temper and do what Brown tells him to do. The conflict is resolved after Twain fights with Brown. The captain sides with Twain and puts Brown off the boat.

**Difficulty:** Easy  **Objective:** Essay

12. Many students will agree that Mark Twain was justified in attacking Brown in order to keep him from hurting Henry. Some students will also say that Twain’s attack was justified by Brown’s cruel treatment of him. A few students may say that Twain should have used a less violent way of stopping Brown from throwing the coal at Henry. Students should cite examples of Brown’s cruelty to support those views. Some students might say that Twain was wrong to put the ship, its passengers and crew, and its cargo in danger in order to resolve his conflict with Brown and/or that he was wrong to attack his superior.

**Difficulty:** Challenging  **Objective:** Essay

13. Students should cite any of the numerous examples of Brown’s constant harassment of Twain to explain why Twain felt himself enslaved. Some students may point out that Twain was a cub pilot and Brown was his boss, and in the steamboat culture of their day, Twain had no easy way to object to Brown’s unjust treatment of him. Given those circumstances, it was natural for Twain to feel free—or emancipated—after Brown left the ship.

**Difficulty:** Challengeing  **Objective:** Essay

14. Students’ responses should acknowledge that Twain is just beginning his career on the river and Brown has had a long career, so their knowledge or lack of it affects what they believe to be true. Some students may recognize that Brown apparently resents Twain’s education and perhaps his social and economic standing (the anecdote about the boots suggests that Twain’s boots were better made than Brown’s). Twain suggests that Brown’s resentments have colored his view of the truth. Twain’s view of the truth is more realistic but it is still colored somewhat by his inexperience.

**Difficulty:** Average  **Objective:** Essay

**Oral Response**

15. Oral responses should be clear, well organized, and well supported by appropriate examples from Twain’s autobiography.

**Difficulty:** Average  **Objective:** Oral Interpretation

**Selection Test A, p. 102**

**Critical Reading**

1. ANS: A  DIF: Easy  OBJ: Comprehension
2. ANS: B  DIF: Easy  OBJ: Reading
3. ANS: C  DIF: Easy  OBJ: Interpretation
4. ANS: D  DIF: Easy  OBJ: Comprehension
5. ANS: B  DIF: Easy  OBJ: Comprehension
6. ANS: B  DIF: Easy  OBJ: Literary Analysis
7. ANS: C  DIF: Easy  OBJ: Interpretation
8. ANS: D  DIF: Easy  OBJ: Comprehension
9. ANS: A  DIF: Easy  OBJ: Interpretation

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10. ANS: A DIF: Easy OBJ: Literary Analysis
11. ANS: C DIF: Easy OBJ: Reading

Vocabulary and Grammar
12. ANS: B DIF: Easy OBJ: Vocabulary
13. ANS: A DIF: Easy OBJ: Vocabulary
14. ANS: B DIF: Easy OBJ: Grammar
15. ANS: A DIF: Easy OBJ: Grammar

Essay
16. Many students probably will agree with Twain’s decision to fight Brown in order to prevent Brown from attacking Henry. Some students may think that attacking Brown with a heavy stool is going too far, while others will feel that drastic action of that sort is necessary to make sure that Brown doesn’t hurt Henry. Some students will support Twain’s beating of Brown, given the cruelty Twain suffered. Other students might feel that Twain should have backed off and not allowed his rage against Brown to take over. Students who support Twain’s attack might point to the captain’s approval as evidence that Brown got what was coming to him.

Difficulty: Easy
Objective: Essay

17. Students should describe the differences between Brown’s and Twain’s physical appearance, pointing out that Brown is older and larger than the younger Twain. Brown is loud and speaks with poor grammar, whereas Twain has had more formal education and speaks grammatically. Brown is quick to anger and has a negative attitude toward the people around him. Twain holds in his anger and is generally curious, positive, and eager to learn. Brown is dishonest and lacks integrity; he would rather let Henry take the blame for a mistake he himself made on the river. Although Twain considers running away from the boat to avoid confronting the captain, he ends up facing the captain and being truthful about the incident. He has a sense of honesty and fairness.

Difficulty: Easy
Objective: Essay

18. Students might note that Twain is just beginning his career on the river and Brown has had a long career, so their differences in experience affect their view of what is true. Some students may note that Brown seems to resent Twain’s education and perhaps his social and economic background (Twain’s boots were better made than Brown’s).

Difficulty: Average
Objective: Essay

Selection Test B, p. 105

Critical Reading
1. ANS: A DIF: Average OBJ: Interpretation
2. ANS: A DIF: Average OBJ: Reading

Vocabulary and Grammar
12. ANS: C DIF: Average OBJ: Vocabulary
13. ANS: A DIF: Average OBJ: Vocabulary
14. ANS: B DIF: Challenging OBJ: Grammar
15. ANS: A DIF: Average OBJ: Grammar

Essay
16. Students should describe the differences between Brown’s and Twain’s physical appearance, pointing out that Brown is older and larger than the younger Twain. Brown is loud and speaks with poor grammar, whereas Twain has had more formal education and speaks grammatically. Brown is quick to anger and has a negative attitude toward the people around him. Twain holds his anger in and is generally curious, positive, and eager to learn. Brown is dishonest and lacks integrity; he would rather let Henry take the blame for a mistake he himself made on the river. Although Twain considers running away from the boat to avoid confronting the captain, he ends up facing the captain and being truthful about the incident. He has a sense of honesty and fairness.

Difficulty: Average
Objective: Essay

17. Students might note that Brown is such a bitter and negative person that Twain could have avoided conflict with him only by giving in to him completely. Even though Twain is afraid of Brown, he maintains his sense of self by imagining scenes of killing Brown every night. When Brown goes after Twain’s younger brother with a heavy lump of coal, Twain quickly drops his fears. He not only defends his brother by attacking Brown with a stool but also releases his pent-up rage by giving Brown a thorough beating. This outburst brings their conflict to a head.

Difficulty: Average
Objective: Essay

18. Students might note that Twain’s biggest lesson in human nature comes from Brown, who has more anger and meanness than he has ever seen before. Twain also discovers that he is strong and has courage when he faces and fight Brown. Students might also note that Twain learns from George Ealer that adults can be kind, patient, and wise, even if they are not perfect. From the captain, he learns that adults can be fair.
19. Students’ responses should acknowledge that Twain is just beginning his career on the river and Brown has had a long career, so their knowledge or lack of it affects what they believe to be true. Some students may recognize that Brown apparently resents Twain’s education and perhaps his social and economic standing (the anecdote about the boots suggests that Twain’s boots were better made than Brown’s). Twain suggests that Brown’s resentments have colored his view of the truth. Twain’s view of the truth is more realistic but it is still colored somewhat by his inexperience.

Difficulty: Average
Objective: Essay

“Old Ben” by Jesse Stuart
“Fox Hunt” by Lensey Namioka

Vocabulary Warm-up Exercises, p. 109

A. 1. vivid
2. attractive
3. charmer
4. unbelievably
5. fascinating
6. occurred
7. tamed
8. mischievous

B. Sample Answers
1. Competitors aren’t likely to be affectionate because they’re out to beat you.
2. No. When people eavesdrop on conversations, they listen in secret.
3. Yes, because a scholarship awards a student who works hard in school—an outstanding, or good, student!
4. Yes, if you are ambitious and really want to win, it’s a good idea to let people know your qualifications, or why your experience and character make you a good candidate.
5. You want to avoid any paralyzing situation because then you wouldn’t be able to move.

Reading Warm-up A, p. 110

Words that students are to circle appear in parentheses.

Sample Answers
1. (creature) If you want an interesting creature to marvel at, though, you might enjoy one of the slinky, slithery reptiles.
2. if you suggest the idea of a snake as a pet; I looked unbelievably at the coach when she said I made the track team.
3. (manage these reptiles): A charmer is someone with a good personality. He or she usually can get people to do things by charming them or engaging them.
4. Through the ages, situations have happened in which people have kept tamed snakes as pets.
5. keeping a snake at home: My brother tamed an iguana to eat out of his hand.

6. bands of red, yellow, and black: My sister has vivid pink curtains in her room.
7. (colorful): I find snakes attractive because of their graceful movements, their bright colors, and their patterns.
8. If you are mischievous around snakes, you could get bitten, poisoned, and possibly killed. Mischievous means “being playful in a way that might cause harm.”

Reading Warm-up B, p. 111

Words that students are to circle appear in parentheses.

Sample Answers
1. (all-expenses-paid tuition, room, and board); The narrator might want a scholarship because he or she cannot afford to pay for a prep school.
2. I enjoy working hard to invent and build; An ambitious person probably works hard to succeed at whatever he or she wants to do.
3. A person can eavesdrop by hanging around doors, listening in at keyholes, or overhearing a conversation from the next table.
4. An outstanding student has proved his or her ability to succeed in school.
5. (high grades, an interesting and fully-functional project, and a winning personal interview) Three qualifications for being a good baseball player are batting, throwing, and catching well.

Writing About the Big Question, p. 112

A. 1. bias
2. evidence, prove
3. fantasy
4. illogical

B. Sample Answers
1. One time, I got close enough to a fawn to touch it gently before she ran away. Another time, a sad-looking monkey in the zoo stared right into my eyes for a long time.
2. There is no way to prove it, but I think the fawn was just curious about people. It is doubtful that I will ever have a similar experience again.

C. Sample Answer

Relationships between wild animals and people should always be conducted from a distance. The reason for this is that wild animals are unpredictable. You never know if the animal is very hungry and views you as a potential meal. Even if the animal is not a meat-eater, it might view you as a threat to its babies. It’s always best to stay a safe distance away.

Literary Analysis: Narrative Structure, p. 113
1. “He drew his head back in a friendly way.” “He didn’t want trouble.”
2. “My father had always told me there was only one good snake—a dead one.”
3. The detail given as the answer to question 2 helps the author create suspense by making the reader wonder whether or how the snake will die in the story.
4. The passage is a flashback because it tells about events that happened before the events of the story about Andy.
5. The flashback reveals that Andy is very much like his ancestor: He is driven to succeed on an exam, and he is also attracted to a mysterious girl with slanted eyes.
6. The passage foreshadows how the mysterious girl will help Andy study for the PSAT.

**Vocabulary Builder, p. 114**

**Sample Answers**

**A.** 1. The _decadent_ nobleman was dishonest and lazy.
2. The _affectionate_ little girl hugged her cousin.
3. Carmen was _tantalized_ by the beautiful bracelet in the shop window.
4. With the help of a _partition_, the twins created two smaller rooms out of one large room.
5. Mom has a hard time convincing my _studious_ brother to go outside and play.


**Open-Book Test, p. 116**

**Short Answer**

1. Students may say that the father’s words introduce the possibility that Old Ben will die or that the narrator will face a conflict with his father.
   **Difficulty: Easy  Objective: Literary Analysis**
2. Students should mention at least one of the following details concerning the mother and one concerning the father: The narrator’s mother gets used to seeing the snake. She is pleased that the snake is killing the mice that had been chewing up the corn. The father is pleased that the snake has done better than the cats at killing the mice in the crib. The father puts water in the crib so that the snake won’t get attacked by Blackie. Pa also says that Old Ben is “a good pet for the warm months.” When Old Ben disappears, both parents help search for him.
   **Difficulty: Average  Objective: Interpretation**
3. Their theory is that Old Ben has been killed by the hogs (presumably he has been trampled to death). The evidence is a track that leads to the fence of the hogpen and then disappears.
   **Difficulty: Easy  Objective: Interpretation**

4. In his dream, Andy is a fox. That detail foreshadows Andy’s realization that he may be part fox. Running with him is a fox with reddish hair and slanting eyes. Those details indicate that Lee Hu is a fox spirit.
   **Difficulty: Average  Objective: Literary Analysis**
5. Lee says that she’ll be rewarded “someday.” Her reply refers to the flashback, in which Andy’s ancestor is helped by a fox spirit and may have married her. Her reply foreshadows Andy’s realization that Lee Hu is also a fox spirit, and it suggests that he will marry her.
   **Difficulty: Challenging  Objective: Literary Analysis**
6. Students should describe these (or three other valid) details: Lee looks like a fox: She has red hair and slanting eyes. The fox spirit in the flashback helps Liang Fujin study for an important exam, and Lee helps Andy study for an important exam. When Lee’s name is said in the traditional way, it sounds like the Chinese words for fox spirit.
   **Difficulty: Challenging  Objective: Interpretation**

7. Students might say that the main character in both stories is a boy (or young man), and both stories involve an animal. They might also note that both stories follow chronological order.
   **Difficulty: Average  Objective: Interpretation**

8. “Old Ben” is more realistic. It tells about events that actually happened. “Fox Hunt” is a made-up story, and it is part fantasy. It suggests that the girl Andy meets is actually a fox.
   **Difficulty: Easy  Objective: Interpretation**

9. Students should include some of the following details in their charts or other valid instances of foreshadowing. “Old Ben”: Pa worries that something will happen to Old Ben; Old Ben disappears for the winter; Old Ben gets daring; Old Ben gets in trouble with Old Fred; Old Ben fails to drink his milk one morning. “Fox Hunt”: A girl appears as if from nowhere; she is Chinese American in a neighborhood where few Asians live; the German shepherd reacts more angrily than usual when the girl passes by; the girl has unusually shaped eyes and reddish hair; Andy’s mother tells him the story of the fox woman; Andy realizes that he may be part fox. Running with him is a fox with reddish hair and slanting eyes. Those details indicate that Lee Hu is a fox spirit.
   **Difficulty: Average  Objective: Literary Analysis**

10. The events in “Old Ben” take place over a longer period of time. The narrative begins one year in July and ends the following year in late September. The main events in “Fox Hunt” begin before Andy is to take the PSAT exam and end on the day of the exam. At most, only a few months have passed.
   **Difficulty: Challenging  Objective: Literary Analysis**
Essay

11. Students who write about Old Ben should note that the snake is tame, friendly, and affectionate, and he responds to the sound of the human voice. He is an excellent mouser, he likes milk, and he is daring. It is apparently his curiosity (or his daring) that causes his death.

Students who write about Lee in “Fox Hunt” might note that she appears and disappears mysteriously; her slanting eyes and reddish hair are unusual; she seems to be everything that Andy wants—she is interested in him and agrees to study with him; she helps him study for the exam; she is very much like the fox spirit in Andy’s mother’s story about Liang Fujin; it turns out that she is a fox spirit herself.

Difficulty: Easy Objective: Essay

12. “Old Ben” ends when the narrator and his parents decide that the snake must have gotten into the hogpen and been killed by the hogs. “Fox Hunt” ends with Andy’s realization that Lee Hu is a fox spirit and that he must be part fox. The title “Old Ben” does not provide a clue to the ending of the essay. “Fox Hunt” is a clue to Lee’s and Andy’s identities and therefore foreshadows the ending. Students should say which title they prefer and provide a plausible explanation for their preference.

Difficulty: Average Objective: Essay

13. Students should recognize that foreshadowing is more important to “Fox Hunt.” In “Old Ben,” foreshadowing is used largely to create suspense. In “Fox Hunt,” it creates suspense, but it also provides important clues that explain Andy’s realization that Lee is a fox spirit and he is part fox. Without the foreshadowing, the story would not be possible. Students will most likely say that the use of foreshadowing is more effective in “Fox Hunt” because it is so important to the story. Students who prefer the foreshadowing in “Old Ben” may prefer that it is used less obviously.

Difficulty: Challenging Objective: Essay

14. Students should realize that the narrator does not accept the generally perceived truth that no snake should be tolerated on a farm. He lets his experience with Old Ben show him what is true. Although his parents first object to the snake, they quickly see that Old Ben is tame, makes a good pet, and is a big help on the farm. Then, they come to accept what the narrator knows is true about Old Ben.

Difficulty: Average Objective: Essay

Vocabulary

13. ANS: C DIF: Easy OBJ: Vocabulary

14. ANS: B DIF: Easy OBJ: Vocabulary

Essay

15. Students should note that Old Ben dies in the hogpen at the end of “Old Ben” and that Andy discovers that both he and Lee are part fox. Students may say that the title “Old Ben” does not give any clues about the story’s ending. Students will likely note that the title of “Fox Hunt” suggests Lee’s true identity as well as Andy’s, and may therefore conclude that it is the better title; alternatively, students may not like titles that can be construed as giving away a story’s ending.

Difficulty: Easy Objective: Essay

16. The story element that takes the reader back in time is flashback, and the story element that points forward in time is foreshadowing. Students should note that the author of “Old Ben” uses foreshadowing. Incidents and details such as Blackie’s pursuit of Ben, the disappearance of Ben in the winter, Ben’s close call with Fred the horse, and the untouched milk on the day of his disappearance help the author build suspense and keep the reader guessing about Ben’s fate. Students should note that the author of “Fox Hunt” uses both flashback and foreshadowing. Flashbacks such as the story about Andy’s ancestor and the story about Andy’s previous tutoring experience with a girl give the reader insight into Andy’s character, and foreshadowing such as Lee’s slanting eyes and the barking German shepherd builds suspense and gives clues about Lee’s identity.

Difficulty: Easy Objective: Essay

17. Students might note that the narrator does not accept the common view that no snake should be allowed on a farm. He lets his experience with Old Ben show him what is true. Although his parents first object to the snake, they quickly see that Old Ben is tame, makes a good pet, and is a big help on the farm. Then, they come to accept what the narrator knows is true about Old Ben.

Difficulty: Average Objective: Essay

Selection Test A, p. 119

Critical Reading

1. ANS: C DIF: Easy OBJ: Interpretation

2. ANS: C DIF: Easy OBJ: Comprehension

Unit 1 Resources: Fiction and Nonfiction
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Critical Reading

1. ANS: D  DIF: Average  OBJ: Interpretation
2. ANS: A  DIF: Average  OBJ: Interpretation
3. ANS: C  DIF: Average  OBJ: Comprehension
4. ANS: C  DIF: Challenging  OBJ: Literary Analysis
5. ANS: B  DIF: Average  OBJ: Literary Analysis
6. ANS: D  DIF: Average  OBJ: Comprehension
7. ANS: D  DIF: Average  OBJ: Comprehension
8. ANS: A  DIF: Challenging  OBJ: Literary Analysis
9. ANS: A  DIF: Average  OBJ: Literary Analysis
10. ANS: C  DIF: Challenging  OBJ: Comprehension
11. ANS: B  DIF: Average  OBJ: Interpretation
12. ANS: D  DIF: Challenging  OBJ: Literary Analysis
13. ANS: B  DIF: Average  OBJ: Comprehension
14. ANS: D  DIF: Challenging  OBJ: Literary Analysis
15. ANS: A  DIF: Average  OBJ: Comprehension
16. ANS: A  DIF: Average  OBJ: Interpretation

Vocabulary

17. ANS: C  DIF: Average  OBJ: Vocabulary
18. ANS: B  DIF: Challenging  OBJ: Vocabulary

Essay

19. Students should recall that the outcome of “Old Ben” is the snake’s death in the hogpen, and that the outcome of “Fox Hunt” is Andy’s discovery that he and Lee are part fox. Students are likely to conclude that the title “Old Ben” reveals less about the story’s outcome than does the title “Fox Hunt,” which hints at both Lee’s and Andy’s identity. (In the title, the term fox can be understood both as the hunter and the hunted.) Other students, however, may say that the title “Old Ben” is more effective for the very reason that the title does not undercut the story by giving away its outcome.

Difficulty: Average
Objective: Essay

20. Lee in “Fox Hunt” and the snake in “Old Ben” are similar in several ways. They both befriend a human character in the story, and they both grow to be very important to that character. The snake brings out the trusting side of the narrator, just as Lee brings out the trusting side of Andy. Both characters also appear at first to be something they are not—the snake, a dangerous creature, and Lee, a human being—and both characters come and go in mysterious ways. But Lee and the snake are very different, too. Lee is a magical character who can transform her actual appearance. She has a plan to help and later marry Andy, whereas the snake has no ulterior motive other than being himself. Old Ben and the narrator become instant friends, while the friendship between Lee and Andy develops more slowly. Finally, because he is a real character, Old Ben dies but Lee, as a magical character, seems to live forever.

Difficulty: Average
Objective: Essay

21. The narrative structures of both “Old Ben” and “Fox Hunt” are basically chronological, but both authors also use foreshadowing and/or flashbacks to break the time sequences. In “Old Ben” the departure from strict chronology is accomplished mainly through foreshadowing. For example, at the beginning of the story, the narrator notes his father’s belief that the only good snake is a dead one. Later, Old Ben’s narrow escape from the horse in the barn foreshadows his later death in the hogpen. Further, Old Ben’s disappearance from the corncrib in the wintertime foreshadows his disappearance at the end of the story. The author of “Old Ben” uses these foreshadownings to build suspense and to keep the reader guessing about Old Ben’s fate. The author of “Fox Hunt,” on the other hand, relies on both flashback and foreshadowing. Through flashback we learn about Andy’s experiences with girls, his brother’s great success on the PSAT, and the family’s ancestral history. These flashbacks give the reader important information about Andy’s insecurities and motives. Through foreshadowing, such as the barking German shepherd, Lee’s reddish hair and slanting eyes, and Andy’s dreams of a fox hunt, we are given clues about Lee’s identity. These clues help build suspense and make the reader wonder whether magic is really at work.

Difficulty: Challenging
Objective: Essay

22. Students should realize that the narrator does not accept the generally perceived truth that no snake should be tolerated on a farm. He lets his experience with Old Ben show him what is true. Although his parents first object to the snake, they quickly see that Old Ben is tame, makes a good pet, and is a big help on the farm. Then, they come to accept what the narrator knows is true about Old Ben.

Difficulty: Average
Objective: Essay
**Writing Workshop—Unit 1**

**Description of a Person: Integrating Grammar Skills**, p. 126


B. 1. At the picnic, we will have a girls’ relay race.
   2. Two men’s teams will have a tug-of-war.
   3. The biggest tree’s limb is a good place to hang the swing.
   4. Mr. and Mrs. Hodges are coming with their dogs, known as “The Hodges’ Three.”

**Benchmark Test 1**, p. 127

**MULTIPLE CHOICE**

1. ANS: D
2. ANS: A
3. ANS: D
4. ANS: B
5. ANS: D
6. ANS: C
7. ANS: D
8. ANS: C
9. ANS: B
10. ANS: D
11. ANS: A
12. ANS: C
13. ANS: D
14. ANS: D
15. ANS: A
16. ANS: B
17. ANS: A
18. ANS: B
19. ANS: C
20. ANS: C
21. ANS: C
22. ANS: B
23. ANS: A
24. ANS: D
25. ANS: B
26. ANS: C
27. ANS: A
28. ANS: B
29. ANS: A
30. ANS: D
31. ANS: B
32. ANS: A
33. ANS: C
34. ANS: B
35. ANS: A

**WRITING**

36. Students may recount the story or retell it in summarized form. They may include details that point to the new ending or they can make it a surprise ending, but the ending should still be in keeping with events and characterizations that come before.

37. Students should use a casual, friendly tone that sounds as if they are speaking to their friend. They should not include background information about themselves that a close friend would know but should instead focus on the situation, giving only sufficient background to explain the new experience.

38. Students should state a main impression of the person and support it with concrete examples and/or personal anecdotes. They should include sensory details about the person’s appearance, behavior, and perhaps speech. In giving their thoughts on why the person has made such a strong impression, they may discuss the person’s unusual qualities or his or her interaction with others.

*from An American Childhood* by Annie Dillard

**Vocabulary Warm-up Exercises**, p. 135

A. 1. item
   2. extent
   3. sensations
   4. depths
   5. comparison
   6. transparent
   7. precisely
   8. deliberately

B. **Sample Answers**

1. T; Scientists, after much research, might *conceivably* be able to find cures for all diseases in the future.
2. T; Race car drivers like to go fast so they can pass cars to win a race, and not being able to go at full speed would make them restless.
3. T; To capture the details of a person in a portrait, the artist must look at the person *posing* for long periods of time.
4. T; Mucous *membrane* is an important part of the human body and helps with the breathing process.
5. F; Because biographies are true stories, not works of *fiction*, they would not be on these shelves.
6. F; When people are in a *serene* mood, they want to be in a calm and quiet place.
7. T; People have fear and prejudice about things they do not understand, and this becomes the basis for their feelings.
8. T; Some flowers, like roses, have petals so soft that they feel like velvet.

**Reading Warm-up A**, p. 136

Words that students are to circle appear in parentheses.

**Sample Answers**

1. Fears of the dark, of monsters under the bed, being separated from parents, and loud noises are all common: Extent means “a range of things.”
2. (imagined, very real); I do not like the sensations of my skin crawling and fingers tingling when my hand falls asleep.
3. object; The item that scared me the most as a child was a wooden mask hanging in the hallway by my bedroom.
4. (who knows where); The depths are a very deep part of something.
5. Parents should work deliberately to talk with children about their fears. When you do something deliberately, you do it carefully and on purpose.
6. Precisely, a parent wearing a green, slimy looking monster mask at Halloween could easily scare a child. A synonym for precisely is exactly.
7. help the child understand the fear; understand clearly: Transparent means “being able to see through something or that it is clear.”
8. (one child’s fears to another’s); A comparison is a way of looking at what is the same and different between things.

**Reading Warm-up B**, p. 137

Words that students are to circle appear in parentheses.

**Sample Answers**

1. Children with too much time on their hands can conceivably get into trouble.
2. interesting events; A work of fiction is a story with made-up people and events.
3. figured out some decent ways to fill my time; When I feel restless, I turn to a good book.
4. (plant, four-leaf clover); My favorite flower is the winter pansy, with its colorful petals that look like velvet.
5. smooth, still; The still, smooth surface of the serene water looked like glass.
6. The writer has no basis for knowing how to entertain herself because she has never before been on her own for so much of the day.
7. I was nervous to start middle school, so at the beginning of sixth grade, I found myself posing as a super-athlete.
8. A lie is usually an attempt to cover up the truth and could be seen as a membrane, or thin layer of skin, that keeps the world from seeing the truth.

**Writing About the Big Question**, p. 138

A. 1. theory
   2. fantasy
   3. evidence
   4. illogical

B. **Sample Answers**

1. A childhood fantasy that used to frighten me was that monsters lived under my bed and in my closet. I could not prove it, but I thought that they came out at night.
2. As I got older, I found out that some of my friends had the same fear. We talked about it and realized how foolish it was. None of us had ever heard or seen a monster, so we knew our ideas were not true. That’s when I stopped being afraid of the dark.

**Reading: Author’s Purpose**, p. 139

**Sample Answers**

A. 1. to make readers curious
   2. to frighten readers
   3. to give readers a sense of relief

B. When I was in kindergarten, my next-door neighbor had a pet whose huge, box-shaped head loomed above my entire body. I always tried to keep my distance from that menacing animal.

**Literary Analysis: Mood**, p. 140

**Sample Answers**

A. 1. hit, shrank, vanished, cobra
   2. labored, burst, loud, thrashed, froze
   3. raced, bumped, slithered elongate, shrank, flew, vanished, wall

B. The hawk burst through the air toward its prey. The mouse slithered along the ground, then shrank and froze.

**Vocabulary Builder**, p. 141

**Sample Answers**

A. 1. If numbers on a watch are luminous, you can read them in a dark room.
   2. When things go my way, I might feel serene.
   3. Scientists say that conceivably temperatures will rise.
   4. While making the ascent, I might get out of breath.
   5. A leader might prefer a volunteer because that person would be participating willingly.
6. Once, I had an overwhelming feeling of happiness at the sight of a beautiful sunrise.

B. 1. Yes, I could see a luminous object in the dark because it would be giving off light.
    2. I might use a lantern or some candles to illuminate a cabin that had no electricity—either one would give enough light.
    3. A luminary would know a lot; he or she would be considered brilliant.

**Enrichment: Origins of Shadow Puppets, p. 142**

**Sample Answers**

1. The shows pass on important stories of the culture to each generation. Additionally, the shows may be very entertaining.

2. The audience's imagination responds much more readily to night shadows than to those in bright sunlight.

3. The dalang is the shadow puppeteer. He controls the puppets, speaks all the dialogue, and sings songs during the long performance.

4. Answers might indicate that students would want to tell stories of serious epic proportion or stories of more simple design.

**from An American Childhood** by Annie Dillard

**Open-Book Test, p. 143**

**Short Answer**

1. Dillard's purpose was to help readers understand what her childhood fear felt like. Students should cite any of Dillard's sensory language—for example, "the thing entered the room by flattening itself against the open door and sliding in. It was a transparent, luminous oblong."

   **Difficulty:** Easy **Objective:** Literary Analysis

2. Dillard describes Amy as serene because she sleeps "smoothly" with "a faint smile on her closed lips"; "there was no messiness in her"; and she leaves the sheets undisturbed. Students should cite two of those (or two other relevant) details.

   **Difficulty:** Easy **Objective:** Vocabulary

3. Students may describe the mood as mildly terrifying or disturbing. Phrases and sentences conveying terror include "it would kill me"; "this thing searched for me over the very corners of the room"; "Amy ... was innocent of evil"; "It was a swift spirit"; "It made noise." Students may point out, however, that the mood is not suspenseful. By explaining that she is describing the experience of a five-year-old, Dillard makes clear that nothing terrible happened and that her fear would turn out to be uncalled for.

   **Difficulty:** Challenging **Objective:** Literary Analysis

4. The mood changes when Dillard realizes that the "luminous oblong" came from a passing car as the light from a streetlight was reflected by the car's windshield.

**Difficulty:** Easy **Objective:** Literary Analysis

5. Oblong of light—Dillard Imagined: a spirit, a monster; Dillard Figured Out: The light was the reflection of the streetlight from the windshield of a passing car.

Two joined parts—Dillard Imagined: "a head and a tail, like a Chinese dragon"; Dillard Figured Out: "The window sash split the light."

Dillard was a very imaginative child.

**Difficulty:** Average **Objective:** Interpretation

6. Dillard writes, "I learned to amuse myself in bed in the darkened room by entering the fiction deliberately and replacing it by reason deliberately."

**Difficulty:** Average **Objective:** Interpretation

7. Dillard's purpose was to inform readers of the way children think. Evidence is contained in Dillard's explanation of the thought process that allowed her to figure out that the noise she heard when she was outside and the noise she heard when she lay down to take a nap came from the same source and in her description of the realization that her feelings were not caused by the outside world and were "to some extent" under her control.

**Difficulty:** Challenging **Objective:** Reading

8. Dillard was a bright, imaginative five-year-old. Students should cite details from Dillard's description of the light as a frightening spirit to support their contention that Dillard was imaginative. They should cite Dillard's explanation of her thought process as she made the connection between the noise outside and the same noise heard from inside and as she discovered that "the world did not have me in mind" as examples of her keen intelligence.

**Difficulty:** Easy **Objective:** Interpretation

9. The mood is playful or matter-of-fact. Dillard describes how she amuses herself by pretending that the light is a monster even though she knows what it really is.

**Difficulty:** Average **Objective:** Literary Analysis

10. Students may cite any of the numerous images as evidence of Dillard's powerful ability to convey information vividly. They may cite her playing with the reflected light as evidence of her vivid imagination. They may also cite phrases that relate to the craft of writing, such as "a narrative fiction" and "a tale of terror."

**Difficulty:** Challenging **Objective:** Interpretation

**Essay**

11. Students should identify details relating to the light, such as its oblong shape and its transparent, luminous appearance, its swiftness, its noise, its two joined parts, like the head and tail of a Chinese dragon, and its movement across the room. Students should recognize that the details are entertaining because they are described vividly and imaginatively.

**Difficulty:** Easy **Objective:** Essay

12. Once Dillard realized that her feelings came from within and were to a degree within her control, she could have
fun with the reflected light in her bedroom. Students should connect Dillard’s realization to another example in which a person learns to control his or her feelings. They might describe a person who learns to control his or her anger and someone who overcomes a fear of watching scary movies.

Difficulty: Average  Objective: Essay

13. Many students will cite examples of fright for fun, such as horror movies or roller-coaster rides. They should point out that people often find it exciting—or “fun”—to feel a rush of fear. They might also point out the difference between a rush of excitement and genuine terror, which is not ordinarily enjoyable.

Difficulty: Average  Objective: Essay

14. Students should use Dillard’s explanation of how she came to realize that the world existed outside herself to point out that young children think differently from adults. They should cite Dillard’s examples of the jackhammers and the reflected light as illustrations of children’s thought processes. They might explain that as children mature, their view of the truth also matures.

Difficulty: Average  Objective: Essay

Oral Response

15. Oral responses should be clear, well organized and well supported by appropriate examples from the autobiography.

Difficulty: Average  Objective: Oral Interpretation

Selection Test A, p. 146

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<thead>
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Vocabulary and Grammar

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<td>Grammar</td>
</tr>
<tr>
<td>14. ANS: B</td>
<td>Easy</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>15. ANS: C</td>
<td>Easy</td>
<td>Vocabulary</td>
</tr>
</tbody>
</table>

Essay

16. Students should describe the author’s initial experience with the car lights with details that convey the fear and anxiety she felt. They might include the fact that the author calls the light a spirit or makes it sound ghost-like. They might mention that the light moves quickly toward her in bed and then disappears inexplicably. Students may say that once the girl figures out where the lights are coming from, she can relax and enjoy the thrill of how scary they still look.

Difficulty: Easy  Objective: Essay

17. Students should identify several details that Dillard uses to bring the scene to life, including the movement of the light around the room, its similarity to a Chinese dragon and a cobra, and so on. Students will have varying answers about how effective Dillard’s piece is in creating fear in readers. They might remember being afraid at night themselves, so they might identify with Dillard’s experience.

Difficulty: Easy  Objective: Essay

18. Students might note that Dillard comes to understand that the world exists outside of her. Her understanding of this point shows how children can view the world differently from adults. They might note Dillard’s examples of the jackhammers and the reflected light as illustrations of how children think. They might explain that as children mature, their view of the truth also matures.

Difficulty: Average  Objective: Essay

Selection Test B, p. 149

<table>
<thead>
<tr>
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<th>OBJ</th>
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<tbody>
<tr>
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<td>Reading</td>
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Vocabulary and Grammar

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</tr>
<tr>
<td>17. ANS: B</td>
<td>Average</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>18. ANS: D</td>
<td>Average</td>
<td>Grammar</td>
</tr>
</tbody>
</table>
**Essay**

19. Students should identify details such as the comparisons of the lights to a dragon and a cobra, or the descriptions of the accompanying sound as a roar and a wail. They also might mention that the author refers to the light as “it,” which suggests it is something cryptic and therefore scary. They should reach the conclusion that the details convey feelings such as fear, anxiety, and panic.

**Difficulty: Average**

**Objective: Essay**

20. Students should cite descriptive details about the lights moving around the narrator’s room toward her bed, but stopping and disappearing just short of reaching her. They might say that the contrast with the author’s peacefully sleeping younger sister adds to the feelings of fear and helplessness Dillard conveys. Anxiety increases further because young Dillard knows that the lights will most likely appear more than once. In presenting such details, students may conclude, Dillard creates a buildup of tension that is suddenly gone when she realizes that the lights result from something normal—a passing car. Her purpose, then, may be to explain how a child’s mind works.

**Difficulty: Average**

**Objective: Essay**

21. Students should use Dillard’s explanation of how she came to realize that the world existed outside herself to point out that young children think differently from adults. They should cite Dillard’s examples of the jack-hammers and the reflected light as illustrations of children’s thought processes. They might explain that as children mature, their view of the truth also matures.

**Difficulty: Average**

**Objective: Essay**

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"The Adventure of the Speckled Band" by Sir Arthur Conan Doyle

**Vocabulary Warm-up Exercises, p. 153**


**B. Sample Answers**

1. A father would want you to move noiselessly so that you wouldn’t awaken his baby.

2. My father and my Uncle Scott have a strong resemblance to each other.

3. The best residence I’ve had is the small town I now live in.

4. I cried at the tragic ending of Old Yeller.

5. If I saw a sick person with speckled skin, I would keep my distance, since it could be a sign of chicken pox.

6. A bank safe has a massive door to try to prevent robbers from breaking into it.

7. People must admire the beauty and power of ferocious animals.

8. My favorite family excursion was to Yosemite.

**Reading Warm-up A, p. 154**

Words that students are to circle appear in parentheses.

**Sample Answers**

1. A life on the move; Beloved means “dearly loved.”

2. (to travel); Satisfying needs like those for food, clothing, and shelter, is fundamental to our existence.

3. India; Withdraw means “to go away from a place or leave it.”

4. (the different looks and way of life); I think objections to people’s differences are ridiculous and unfair.

5. death in prison camps: The saying “a fate worse than death” refers to things that can happen to you in life that are so horrible you might think you’d rather die than keep experiencing them.

6. An unfortunate event in our town was a big flood that caused many people to lose their homes.

7. I picture a Gypsy woman with dark, curly hair, who is clad in layers of beautiful fabrics like lace and wearing lots of big jewelry.

8. (a more modern way of life); Hastening means “moving quickly.”

**Reading Warm-up B, p. 155**

Words that students are to circle appear in parentheses.

**Sample Answers**

1. Ferocious means “fierce.” All of the breeds of wild cats, bears, wolves, are ferocious animals.

2. traveling all around this vast country, visit one wildlife area: The excursion I want to take is a train ride across the whole country.

3. The massive Himalayas must be huge mountains towering over India.

4. (thousands of plant and animal species); My place of residence is a big, bustling city with lots of noise and traffic.

5. Crocodiles move noiselessly so that they can sneak up on their prey.

6. (dole); Except for the shape of their ears, Indian and African elephants are almost identical in their resemblance to each other.

7. (wiping out of species); A meaningless attack by one human on another is always a tragic event.
8. *Speckled* means "spotted," like a face that is *speckled* with freckles.

**Writing About the Big Question, p. 156**

**A.**
1. observation
2. investigate
3. prove, theory
4. objective

**B. Sample Answers**

1. One event that occurs in nature that seemed mysterious to ancient people is a lunar eclipse. Another one is the eruption of a volcano.
2. The truth about a lunar eclipse was finally revealed when scientists found evidence that the Earth moved around the sun and not the other way around. This observation showed that the Earth could cast a shadow on the moon.

**C. Sample Answer**

The truth can be difficult to discern, but it can be revealed by careful observation of facts. In crime-solving, facts sometimes suggest conclusions that are not true. That is why a careful detective keeps at it until he or she arrives at the truth beyond reasonable doubt.

**Reading: Recognize Details That Indicate the Author's Purpose, p. 157**

**Sample Answers**

**A.**
1. to frighten readers; to make readers curious
2. to make readers curious
3. to frighten readers
4. to give readers a sense of relief

**Literary Analysis: Mood, p. 158**

**Sample Answers**

**A.**
1. thrill, terror, terrible, silence, night, low whistle, death, sprang up, too shaken
2. seared, burned, evil passion, bile-shot, fleshless, fierce, prey
3. dreadful, open-eyed, nervous tension, absolute darkness

**Vocabulary Builder, p. 159**

**A. Sample Answers**

1. One *tangible* reason someone catches the flu is exposure to someone else who has the flu.
2. One student considered wearing a *sinister* costume—may be a devil's suit—to the masquerade party.
3. The detective made deductions based on the clues and arrived at the solution.
4. The person *indiscreetly* revealed private details about the other person's life.

5. By fortifying the dams and levees, the city *averted* a flooding disaster.
6. My grandmother gave me the *invaluable* advice to be true to myself.

**B. Sample Answers**

1. No. An *aqueduct* is a large pipe or conduit that brings water from a distant source.
2. Because *metals* are ductile, we can stretch them under heat and shape them without having them shatter.
3. At an *induction* ceremony for a club, new members are brought in.

**Enrichment: Consider a Career as a Detective, p. 160**

**Sample Answers**

**A.**
1. He first used his skill of logical reasoning when he claimed that Helen Stoner traveled by train to London.
2. He conducted a lengthy interview with useful questions.
3. He first examined the window shutters in Helen's room.
4. He made a thorough visual examination of the entire room as he looked for information.

**B.**
1. honesty, intelligence, knowledge of people, not jumping to conclusions
2. science: to understand modern techniques for collecting evidence; psychology or history: to understand how people act in particular situations

*"The Adventure of the Speckled Band"* by Sir Arthur Conan Doyle

*from An American Childhood* by Annie Dillard

**Integrated Language Skills: Grammar, p. 161**

Words that students are to circle appear in parentheses.

**A.**
1. I, (my); 2. they, (their); 3. it, (our); 4. he, (his);
5. you, (your)

**B.**
1. When Paula was younger, *she* was afraid of dogs.
2. Even though dogs usually liked Paula, *they* found them frightening.
3. Paula's brother Ray had always wanted a dog of *his* own.
4. Paula and Ray visited a pet store where *they* watched a puppy playing.
5. After Paula held a puppy on *her* lap, *she* began to lose *her* fear of dogs.
“The Adventure of the Speckled Band”
by Sir Arthur Conan Doyle

Open-Book Test, p. 164

Short Answer

1. The author’s purpose was to entertain. Words and phrases from the first sentence that suggest this purpose include “tragic,” “comic,” “merely strange,” “none commonplace,” “love of his art,” and “the unusual and even the fantastic.”
Difficulty: Easy Objective: Reading

2. Dr. Watson appears to be in awe of Holmes. Students should refer to details in Watson’s statement that he has “no keener pleasure than in following Holmes in his professional investigations, and in admiring the rapid deductions, as swift as intuitions, and yet always founded on a logical basis, with which he unraveled the problems which were submitted to him.”
Difficulty: Average Objective: Interpretation

3. The author’s purpose was to show both Helen Stoner and the reader how good a detective Holmes is.
Difficulty: Challenging Objective: Reading

4. Students should refer to any of the story’s sinister aspects—for example, the unexplained death of Helen Stoner’s sister, the return of the “low whistle” that was somehow linked to Julia’s death, the “thrill of terror” that Helen Stoner felt, the marks on her wrist.
Difficulty: Average Objective: Vocabulary

5. Students should refer to one of the following details from the beginning of the story and one from the scene just after Stoner tells her story: At the beginning, the mood is calm. Watson feels some resentment at being wakened and is joking when he asks if there is a fire. He is thinking about his admiration for Holmes. Later the mood is tense. Holmes says, “We have not a moment to lose.” Watson says it is “a most dark and sinister business.”
Difficulty: Average Objective: Literary Analysis

6. The mood is very tense. There is a sense of great danger. Students should refer to the characters’ whispering and creeping around, Holmes’s warning that “the least sound would be fatal,” his warning that Watson’s life may depend on his not going to sleep, or Watson’s taking out his revolver.
Difficulty: Easy Objective: Literary Analysis

7. The mystery is how Dr. Roylott killed Julia Stoner.
Difficulty: Challenging Objective: Interpretation

8. Roylott beat a man to death: Dr. Roylott is a violent man. He is capable of murder.
Roylott is fascinated by Indian animals: Dr. Roylott had a poisonous snake imported from India. He used it to kill Julia and planned to use it to kill Helen.
Julia Stoner smelled cigar smoke in her room: There was a way for the smoke to travel from Dr. Roylott’s room to Julia’s room.

These clues entertain readers by involving them in the mystery.
Difficulty: Average Objective: Reading

9. The clues are the gypsies who were camping on the estate and Julia’s last words: “It was the band! The speckled band!” Holmes thinks she was referring to a band of gypsies on the grounds of the estate.
Difficulty: Easy Objective: Interpretation

10. The mood at the end of the story is unemotional and matter-of-fact. Students should cite words and phrases like “erroneous conclusion,” “reason,” and “sufficient data.”
Difficulty: Challenging Objective: Literary Analysis

Essay

11. Many students will write that “The Speckled Band” is a good mystery story. They may cite Sherlock Holmes’s extraordinary powers of observation; the mystery of Julia’s death; clues like the dummy bell pull, the ventilator, and the saucer of milk; and the mounting tension. Some students may find the characters and the plot unrealistic and unconvincing.
Difficulty: Easy Objective: Essay

12. Students should note that all mystery stories include clues that help the detective and the readers solve the mystery. They might note that clues should be neither too obvious nor too difficult to figure out. Students should cite two clues from the story—such as Julia Stoner’s last words, the recent shift in Helen Stoner’s bedrooms, and the whistle Helen Stoner hears—and comment on their effectiveness.
Difficulty: Average Objective: Essay

13. Holmes means that the evil people do to others returns to harm them, and the man who schemes is likely to be harmed by his own scheme. Dr. Roylott has murdered Julia Stoner and has tried to murder Helen Stoner, but in the end he is killed by his own weapon, the deadly bull snake.
Difficulty: Challenging Objective: Essay

14. Students should point to Holmes’s extraordinary powers of observation. Holmes sees details that Watson and Helen Stoner have not noticed, and he analyzes the evidence with a scientific precision. He uses his observations together with logic to arrive at his conclusions. Therefore, for Holmes the truth is an exercise in reasoning.
Difficulty: Average Objective: Essay

Oral Response

15. Oral responses should be clear, well organized, and well supported by appropriate examples from the story.
Difficulty: Average Objective: Oral Interpretation
Critical Reading

1. ANS: C DIF: Easy OBJ: Comprehension
2. ANS: D DIF: Easy OBJ: Comprehension
3. ANS: B DIF: Easy OBJ: Interpretation
4. ANS: C DIF: Easy OBJ: Reading
5. ANS: B DIF: Easy OBJ: Comprehension
6. ANS: A DIF: Easy OBJ: Literary Analysis
7. ANS: D DIF: Easy OBJ: Interpretation
8. ANS: C DIF: Easy OBJ: Comprehension
9. ANS: B DIF: Challenging
10. ANS: C DIF: Challenging
11. ANS: A DIF: Average
12. ANS: D DIF: Average
13. ANS: B DIF: Average
14. ANS: C DIF: Average
15. ANS: B DIF: Average

Vocabulary and Grammar

11. ANS: B DIF: Easy OBJ: Grammar
12. ANS: D DIF: Easy OBJ: Grammar
13. ANS: A DIF: Easy OBJ: Vocabulary
14. ANS: C DIF: Easy OBJ: Grammar
15. ANS: B DIF: Easy OBJ: Vocabulary

Essay

16. Students who evaluate the story as a good mystery may say they were intrigued by Holmes’s powers of deduction and calm persistence, and that the clues presented were a tantalizing puzzle that built to a scary conclusion. Students who say they did not like the story may say they found Holmes an unbelievable character or too unemotional to get to know.

Difficulty: Easy
Objective: Essay

17. Students should point out that the author sets up Roylett as the prime suspect by giving him a violent personality. He has been known to lose his temper easily and had been to police court for getting into fights. In addition, Roylett keeps wild animals on his estate.

Difficulty: Easy
Objective: Essay

18. Students should point to Holmes’s extraordinary powers of observation. Holmes sees details that Watson and Helen Stoner have not noticed, and he analyzes the evidence with a scientific precision. He uses his observations together with logic to arrive at his conclusions. Therefore, for Holmes the truth is an exercise in reasoning.

Difficulty: Average
Objective: Essay

Selection Test B, p. 170

Critical Reading

1. ANS: A DIF: Average OBJ: Reading
2. ANS: B DIF: Challenging OBJ: Interpretation
Vocabulary Warm-up Exercises, p. 174

A. 1. typical
   2. desolate
   3. thrives
   4. creation
   5. reluctance
   6. conceal
   7. landscape
   8.omens

B. Sample Answers
1. T: Funnel clouds, which can be seen as omens, signal bad weather and could fill people with foreboding.
2. F: If a city is under aerial bombardment, it is under attack by bombs, so people would not feel safe walking freely about the streets.
3. F: There should be evidence that a person has caused a commotion before any punishment is given.
4. T: In the autumn in New England, the leaves turn shades of bright red and orange, so they do erupt into flaming colors.
5. F: Both poles are desolate, or empty, places.
6. T: Because a desert is an exceptionally dry area, there are long stretches of fast-food restaurants, oil-change shops, and discount stores.
7. F: Both poles are desolate, or empty, places.
8. T: Funnel clouds, which can be seen as omens, signal bad weather and could fill people with foreboding.

Reading Warm-up A, p. 175

Words that students are to circle appear in parentheses.

Sample Answers
1. (flourishes); The idea of the superhero who can conquer all the world’s evils is a major theme that thrives in today’s American movies.
2. (I consider my own taste typical); A typical event in my day is playing soccer after school.
3. take the modern road; I have no reluctance to doing my chores so that I get my allowance.
4. (red); I could tell how angry my sister was by the flaming color of her complexion.
5. The landscape I’d see includes trees, hills, houses, and rest stops along the interstate.
6. (attacked); I covered up my ears to protect them from the bombardment of noise coming from the stereo system of the passing car.
7. Motels with rooms shaped liked tepees, theme diners, and streamlined service stations; The superhighway can conceal treasures because it goes around them and prevents people from seeing them.
8. (a certain hotel in Winslow, Arizona); A treasure in all of creation is my cuddly cat Paws.

Reading Warm-up B, p. 176

Words that students are to circle appear in parentheses.

Sample Answers
1. (horse farms; not yet seen their second birthday); The yearlings at this horse ranch are being specially trained to compete in races when they turn three years old.
2. (deserted); I wouldn’t expect to find many people in a desolate place because it’s deserted and lonely.
3. This area is lightly populated because the climate is so cold all year round that it limits outdoor activity.
4. (look for signs of bad things to come); Once I was home alone, and suddenly, the sky grew dark and the wind began to blow hard, creating a sense of foreboding.
5. (a dead bird, a sudden whirlwind); People might look for omens because they are worried about the future and they think that omens will tell them what to expect.
6. On the main avenue near our house there are endless stretches of fast-food restaurants, oil-change shops, and discount stores.
7. The fossils of ancient animals help us look into the past. Someone would want to look into the past with greater clarity to understand it better.
8. I wouldn’t get much sleep because a commotion would create lots of noise.

Writing About the Big Question, p. 177

A. 1. objective
   2. doubtful
   3. persuade
   4. observation

B. Sample Answers
1. One observation a visitor might make is that this area has a variety of wildlife. He or she might also mention evidence that this area is on an earthquake fault.
2. Two details confirming the variety of wildlife might include sightings of deer and raccoons.

C. Sample Answer
The objective truth about Americans is that most of them are helpful to strangers. At least, this was one traveler’s experience when he made his trip. Truth, however, can change as circumstances change. Because the traveler had a dog with him, he could often start a conversation based on the dog. A person traveling alone would not have the same advantage.

Reading: Evaluate Whether the Author Achieves His or Her Purpose, p. 178

Sample Answers
A. 1. Steinbeck’s eagerness to take in the sights around him—and his eye for small, revealing details—inspires confidence in me that he is serious about taking in as much as he can about the landscape of America and passing it on to his readers.
2. Again, Steinbeck’s honesty about himself—admitting
that he is afraid—makes me inclined to trust the
information he is giving me about this woman.

**Literary Analysis: Author’s Style, p. 179**

**Sample Answers**

A. 1. Mostly, the vocabulary of an educated person, but lots of
informal, conversational words and phrases, including unusual, homey modifiers: Travels with
Charley: “warpy reservoir”; “rattler” (referring to the bakery wagon); “monster land”; “rabbity wind”; Life
in Letters: “leaves are flaming”; “apples that just explode with juice”; “odd mushroom-shaped rocks.”

2. A lot of mature sentences, but once in a while short,
conversational-sounding sentences pop up to give the
piece an informal feel: Travels with Charley: “My
plan was clear, concise, and reasonable”; “I’ll tell
you what then”; Life in Letters: “Got to talking to
the man at the gas pump . . .”; “lousy with tourist
places”; “Well, I had the sausage and it was just as
good as it smelled.”

3. Personal, modest, open: Travels with Charley: “my
own shortcomings”; I had reluctance to drive on that
amounted to fear”: “. . . I hadn’t paid attention”; “I
came on it in amazement”; “As I was not prepared for
the Missouri boundary, so I was not prepared for the
Bad Lands”; “with a shyness as though I crashed a
party”; “. . . I felt unwanted in this land . . .”; Life in
Letters: “I find I am terrible lonesome tonight”; “But I
miss you dreadful”; “Time gets all out of kilter.”

B. Although Steinbeck seems to have the ability to write in
a sophisticated way, in this excerpt, he keeps getting
back to straightforward, unpretentious prose.

**Vocabulary Builder, p. 180**

A. 1. **synonym:** forbidden; **antonym:** encouraged

2. **synonym:** thrive; **antonym:** fail

3. **synonym:** unexplainable; **antonym:** comprehensible

4. **synonym:** heavenly; **antonym:** earthbound

5. **synonym:** blustery; **antonym:** tranquil

6. **synonym:** deserted; **antonym:** crowded

7. **synonym:** deserted; **antonym:** confidence

8. **synonym:** foreshadowings; **antonym:** flashbacks

B. 1. The other members wait quietly until the soloist is
finished because a soloist performs alone.

2. A person taking sole responsibility for painting a
room has no helpers because he or she will do the
work alone.

3. A prisoner in solitary confinement is alone; there are
no others in the cell.

**Enrichment: Travel Writing Career, p. 181**

1. Answers will vary.

2. Possible answers: General research into the city should
cover population size and diversity, geography/climate,
language(s), major tourist sights, political and economic
issues, transportation, and so on.

3. Possible answers: I could locate teenagers at schools
and at popular culture events such as concerts.

4. Possible answer: I will need to hire a translator through
an agency, or maybe I can find bilingual teenagers
through the department of education.

5. Possible answers: My readers may want to know (a) how
much freedom teenagers in that city have; (b) whether
teenagers have to work or have a lot of leisure time; (c) whether
schools in that city are more or less demanding than their
own schools; (d) what opportunities teenagers have after
they finish their formal schooling; (e) how well (or not) teen-
agers in that city get along with older generations.

**Open-Book Test, p. 182**

**Short Answer**

1. By talking to various people he meets during his
journey, Steinbeck gets in closer touch with the feelings
and concerns of the average American. From these
conversations one can tell that one of Steinbeck’s
purposes in taking the trip and writing about it was to
explore the feelings and concerns of average Americans
and to tell his readers about them.

**Difficulty:** Average

**Objective:** Interpretation

2. The name of the truck and the recorded conversations
with Charley suggest that Steinbeck views himself and
his travels with humor.

**Difficulty:** Easy

**Objective:** Literary Analysis

3. Sight detail: “Maine is a monster big state. The leaves
are flaming now—never saw such colors.” What detail
shows about author’s purpose: to explore and tell about
the natural beauty of the American land.

**Activity detail:** “But mostly it’s hunting and stories
about hunting. The bombardment against ducks starts
at dawn.” What detail shows about author’s purpose: to
show that hunting is a popular activity in the Western
states.

**People detail:** “The truckers are a set-apart bunch of
men. The long distance ones are exactly like sailors.”
What detail shows about author’s purpose: to show that
Americans are a hard-working, adventurous people.

**Difficulty:** Average

**Objective:** Reading

4. Students should cite one detail from Steinbeck’s
description of how “the griefing sky turned the little
water to a dangerous metal and then the wind got
up . . . a great bursting sweep of wind with nothing to
inhibit it for a thousand miles in any direction.”
Steinbeck’s reaction was to stay put.

**Difficulty:** Average

**Objective:** Vocabulary

5. **Detail from Steinbeck: A Life in Letters:** “Charley
thrives. He loves it but has taken to sleeping in the seat
with his head in my lap.” What it shows: Charley
provides a warm companion on what would otherwise
be a lonely journey.

**Details from Travels with**
**Charley:** Steinbeck has a long philosophical conversation with Charley about the implications of moving on or staying where they are for the night. What it shows: Charley provides an element of humor in Steinbeck’s account of the trip.

*Difficulty: Challenging  Objective: Interpretation*

**6.** At first Steinbeck is “filled with foreboding.” Later in the day he is “trapped in color and dazzled by the clarity of the light.” The night is “lovely beyond thought.”

Students should cite two details from this section of the excerpt and should note that as Steinbeck’s attitude changes, his tone becomes more cheerful and he shows greater appreciation of the land.

*Difficulty: Average  Objective: Literary Analysis*

**7.** In the afternoon, Steinbeck is dazzled by the beauty. Students should cite two phrases from the descriptive passage that begins “And then the late afternoon changed everything”—for example, “lost their burned and dreadful look,” “glowed with yellow and rich browns and a hundred variations of red and silver gray,” and “trapped in color and dazzled by the clarity of the light.”

*Difficulty: Challenging  Objective: Literary Analysis*

**8.** In particular, Steinbeck is referring to his initial impression of the Bad Lands and how it was proved wrong. In general, he is saying that generalizations about people and places are often proved wrong.

*Difficulty: Easy  Objective: Interpretation*

**9.** Steinbeck took the trip in order to gain information about America and its people. That is different from his reasons for writing the letters to his wife—to maintain an emotional bond with her (“But I miss you dreadful”) and to tell her about the trip (his reports on his conversations with truckers and hunters, his descriptions of the Wisconsin landscape)—and his reasons for writing *Travels with Charley*—to entertain readers with stories about his trip (his encounter with the talkative lady or the man of few words), to give them deeper insights into this country and its people (his contrast between the east and west banks of the Missouri River), and, perhaps, to have a commercially successful book project (his mention of his book agent and her concerns about the trip).

*Difficulty: Challenging  Objective: Reading*

**10.** Students should cite one of the many examples of Steinbeck’s careful observance of nature and people.

*Examples from Travels with Charley:* his descriptions of the inhospitable Bad Lands, the man of few words, and the chatty woman and her house. *Examples from A Life in Letters:* his descriptions of the landscapes of Maine and Wisconsin, of the turkey farm, and his conversations with truckers about politics. Students will most likely say that these details add up to a larger truth about the variety of America’s people and it landscapes.

*Difficulty: Easy  Objective: Reading*

**Essay**

**11.** Because Steinbeck repeats how much he misses his wife in his letters, students might argue that he was not fully prepared for the sadness of being separated from her for a long period. On the other hand, his descriptions of his talks with Charley show that his dog provided him with enough companionship to help him from feeling too lonely on the trip. The details he provides of his truck—the stove, the food he cooks, the sleeping facilities, his cleaning supplies—show that he was physically ready. His surprise at the beauty of some of the landscapes he sees—the changing rural scenes of Wisconsin, the Bad Lands and Black Hills of North Dakota—shows that he may not have found out enough about this land before he left on his trip.

*Difficulty: Easy  Objective: Essay*

**12.** Students’ reactions to Steinbeck’s description of the Bad Lands, whether positive or negative, should include such details as the vastness and loneliness of the land, the sparseness of the population, and the changing colors of the landscape. Students should support their opinions with reasons drawn from the selection.

*Difficulty: Average  Objective: Essay*

**13.** Students should name one discovery Steinbeck makes about America and one he makes about himself. Steinbeck’s discoveries about America include the realization that people are less curious about him and about “big issues” than he had expected; he is safer than he had anticipated; landscapes are startlingly diverse, as demonstrated by the varieties in the landscapes of New England and Wisconsin, the difference between the areas east and west of the Missouri River; a landscape that seems at first threatening (the Bad Lands) may become less so in the course of a day. Students may point out that the trip challenges Steinbeck’s powers of observation and his ability to relate to people; as an example of something Steinbeck learned about himself, students may cite his observation that “every safe generality I gathered in my travels was canceled by another.”

*Difficulty: Challenging  Objective: Essay*

**14.** Students should stress the two people’s different responses to a harsh, sparsely populated environment. The man appears to have adapted. He is used to silence and so he rarely speaks. The woman has not adapted: she is lonely. She talks to Steinbeck “as if terrified of the silence” after he was gone. She is not from the Bad Lands and feels that she does not belong there.

*Difficulty: Average  Objective: Essay*

**Oral Response**

**15.** Oral responses should be clear, well organized, and well supported by appropriate examples from the selection.

*Difficulty: Average  Objective: Oral Interpretation*

**Selection Test A, p. 185**

**Critical Reading**

1. ANS: C  DIF: Easy  OBJ: Comprehension
2. ANS: B  DIF: Easy  OBJ: Comprehension
3. ANS: A  DIF: Easy  OBJ: Comprehension
4. ANS: D  DIF: Easy  OBJ: Interpretation
5. ANS: B   DIF: Easy   OBJ: Literary Analysis
6. ANS: C   DIF: Easy   OBJ: Reading
7. ANS: C   DIF: Easy   OBJ: Interpretation
8. ANS: A   DIF: Easy   OBJ: Comprehension
9. ANS: C   DIF: Easy   OBJ: Literary Analysis
10. ANS: D   DIF: Easy   OBJ: Reading
11. ANS: D   DIF: Easy   OBJ: Interpretation

Vocabulary and Grammar
12. ANS: B   DIF: Easy   OBJ: Vocabulary
13. ANS: A   DIF: Easy   OBJ: Vocabulary
14. ANS: D   DIF: Easy   OBJ: Grammar

Essay
15. Students should mention that on first seeing the Bad Lands, Steinbeck feels afraid because the area looks barren, desolate, and dangerous. He does not feel welcome. The first person he meets does not have much to say, and later a woman talks as though she dislikes living there. However, in the late afternoon, the sun causes the land to look beautiful. Students might note that the colors are magnificent and the night becomes welcoming and pleasant.

Difficulty: Easy
Objective: Essay

16. Students might note that Steinbeck writes letters so often because people did not have computers, much less portable computers with wireless e-mail connections. They might also note that people did not have cell phones and that public telephones were often hard to find in remote rural areas; that Steinbeck had to call his wife from a crowded grocery store. They might further note that under the circumstances letter writing was the best way for Steinbeck to keep in touch with his wife.

Difficulty: Easy
Objective: Essay

17. Students might note the two people's different responses to a harsh environment with few people. The man appears to have gotten used to it. He is used to silence and so he rarely speaks. The woman has not gotten used to it; she is lonely. She is not from the Bad Lands and feels that she does not belong there.

Difficulty: Average
Objective: Essay

Selection Test B, p. 188

Critical Reading
1. ANS: C   DIF: Average   OBJ: Comprehension
2. ANS: A   DIF: Average   OBJ: Comprehension
3. ANS: C   DIF: Challenging   OBJ: Literary Analysis
4. ANS: A   DIF: Average   OBJ: Interpretation
5. ANS: A   DIF: Average   OBJ: Reading
6. ANS: C   DIF: Challenging   OBJ: Interpretation

Essay
20. Because Steinbeck repeats how much he misses his wife in his letters, students might argue that he was not fully prepared for the sadness of being separated from her for a long period. On the other hand, his descriptions of his talks with Charley show that his dog provided him with enough companionship to help him from feeling too lonely on the trip. The details he provides of his truck—the stove, the food he cooks, the sleeping facilities, his cleaning supplies—show that he was physically ready. His surprise at the beauty of some of the landscapes he sees—the changing rural scenes of Wisconsin, the Bad Lands and Black Hills of North Dakota—shows that he may not have found out enough about this land before he left on his trip.

Difficulty: Average
Objective: Essay

21. Among the things that Steinbeck discovers about America, students might mention the following: people were not as concerned with big national issues as he had expected; landscapes showed great variety as illustrated by the difference between the areas east and west of the Missouri River; a landscape that appears barren and desolate during the day can become beautiful at night. Students might mention that Steinbeck’s discoveries about America cause him to look inward, allowing him to discover new things about himself.

Difficulty: Average
Objective: Essay

22. Students should stress the two people’s different responses to a harsh, sparsely populated environment. The man appears to have adapted. He is used to silence and he rarely speaks. The woman has not adapted; she is lonely. She talks to Steinbeck “as if terrified of the silence” after he was gone. She is not from the Bad Lands and feels that she does not belong there.

Difficulty: Average
Objective: Essay
The American Dream”  
by Martin Luther King, Jr.

Vocabulary Warm-up Exercises, p. 192

A.  1. slavery  
    2. individual  
    3. democracy  
    4. equal  
    5. segregation  
    6. destruction  
    7. perspective  
    8. emerge

B. Sample Answers

1. During the pursuit of the moral thing to do, I have sometimes found myself in a dilemma.
2. The legacy I might receive from my grandparents is believing it’s important to help others.
3. I do believe that people are essentially good.
4. The development of a business requires money and hard work.
5. I believe that my success is ultimately up to me.
6. A child is often the heir to his or her parents’ possessions.

Reading Warm-up A, p. 193

Words that students are to circle appear in parentheses.

Sample Answers

1. The board wouldn’t allow his daughter to attend an all-white school in his neighborhood; Another form of segregation is making African Americans live in separate housing.
2. (way of looking at the situation); My perspective on an open campus is that it is OK for high school but not for middle school.
3. of the same quality; Getting a bike is equal to getting a skateboard.
4. From a lawsuit brought by just one person, the movement to allow black children into white schools grew. The individual I admire is my basketball coach who teaches us all what being fair means.
5. opening doors from which blacks had been barred; Brown winning his case helped bring on destruction of unfair practices and opened opportunities for African Americans.
6. Finally, they could start to emerge as full citizens and enjoy the same rights as other Americans, such as voting; When someone is freed from slavery, he or she doesn’t belong to anyone anymore.
7. To emerge as a citizen means to begin participating in the voting process.
8. people vote for representatives who make the laws of the land; Living in a democracy means having freedom of speech.

Reading Warm-up B, p. 194

Words that students are to circle appear in parentheses.

Sample Answers

1. turn of events; If I found a lost ring and got a reward, it would be an unexpected development.
2. (What was right and what was wrong?); I have faced a moral dilemma when I made plans with one friend, then was asked to go somewhere better with another friend.
3. my goal to be elected to City Council; I was in pursuit of a lead role in the spring musical.
4. (inheritance); There is more than one kind of legacy because you can inherit wealth, and you can also inherit attitudes and feelings.
5. (at heart); I feel that essentially most people would rather do good things than bad things.
6. someone who would follow in their footsteps; I might be heir to my family’s sense of humor.
7. finally; In the end, we would all be better off if we conserved natural resources.

Writing About the Big Question, p. 195

Sample Answers

1. One fact is that you can be anywhere in the world in less than a day when you travel by jet. Another fact is that the Internet allows for instant communication all over the world.
2. One positive result is that we can share scientific knowledge to improve our lives. One negative result is that contagious disease can spread more rapidly.

C. Sample Answer

This statement from the Declaration of Independence is as true today as it always has been. When we say that “all men are created equal,” we confirm the truth that everyone has an equal right to life, liberty, and the pursuit of happiness. Of course, it is illogical to believe that everyone will achieve the same degree of success in these areas. It depends on how hard they try and how much luck they have.

Reading: Evaluate Whether the Author Achieves His or Her Purpose, p. 196

Sample Answers

A.  1. This passage cites slavery and segregation as support for calling America “a dream as yet unfulfilled.” The historical facts make me agree with King.
2. In this passage, King makes America’s situation sound urgent—as if time is running out. Since the passage scares me a bit, I guess it helps King achieve his purpose of getting me to agree with him.
3. This passage contains both a compliment and a warning—sort of like “tough love.” It makes me want to be on King’s side.

**B.** King’s specific purpose seems to be to remind readers of continuing unequal, prejudicial practices in America and to inspire readers to act in ways that will promote universal brotherhood. He seems to make those points very clearly, so I think he accomplishes his purpose.

**Literary Analysis: Author’s Style, p. 197**

**Sample Answers**

**A.** 1. *Many formal, sophisticated words and phrases: universalism, noble, schizophrenic personality, sociopolitical document, tragically divided, world perspective.*

2. *Repetition:* “It does not say some men. . . . It does not say all white men. . . . It does not say all Gentiles. . . . It does not say all Protestants”: “Through our scientific genius . . . now through our moral and spiritual development . . .”; “we must learn . . . we must come to see. . . . We must all live together; we must all be concerned about each other.” *Some long, complicated but smooth, even sentences:* "Very seldom . . . the worth of human personality”; “Now, more than ever before . . . true saviors of democracy.”

3. *Mostly serious, urgent, authoritative, preaching:* “the clock of destiny is ticking out”; “she can no longer have second-class citizens”; “Now, more than ever before”; “Now may I suggest some of the things we must do.”

**B.** In long but direct sentences, King balances two ideas, often conflicting. This balance is not only rhythmically pleasing but also effective in getting his point across memorably. So I would say King’s style is forthright and formal, but he is not above a little joke (the Bob Hope story).

**Vocabulary Builder, p. 198**

**A.** 1. *synonym*: opposite; *antonym*: same

2. *synonym*: contradictions; *antonym*: agreements

3. *synonym*: sure; *antonym*: doubtful

4. *synonym*: abuse; *antonym*: respect

5. *synonym*: lacking; *antonym*: filled

6. *synonym*: die; *antonym*: flourish

**B.** 1. Because our homes are *equidistant* from the park, it will take us about the same amount of time to get there.

2. The *equilateral triangle* has three six-inch sides.

3. After dividing the money *equitably*, Dave and Susan had the same amount.

**Enrichment: Delivering a Speech Effectively, p. 199**

The paragraph by Martin Luther King, Jr., marked up with words and symbols to represent one possible delivery:

**Man’s specific genius | and technological ingenuity | has dwarfed distance | and placed time in chains. | Jet planes have compressed into minutes | distances that once took days and months to cover. |**

It is not common for a preacher to be quoting Bob Hope, | but I think he has aptly described this jet age in which we live. || If, on taking off on a nonstop flight from Los Angeles to New York City. | you develop hiccups. | he said, | you will hic in Los Angeles | and cup in New York City. | That is really *moving. || If you take a flight from Tokyo, Japan, on Sunday morning, | you will arrive in Seattle, Washington, on the preceding *Saturday* night. | When your friends meet you at the airport and ask you when you left Tokyo. | you will have to say, “I left tomorrow.” || This is the kind of world in which we live. Now this is a bit humorous, but I am trying to laugh a basic fact into all of us:|| the world in which we live | has become a single neighborhood.

**from Travels With Charley**

by John Steinbeck

“The American Dream” by Martin Luther King, Jr.

**Integrated Language Skills: Grammar, p. 200**

**A.** 1. herself; 2. themselves; 3. himself; 4. itself *(accept himself or herself)*; 5. yourself; 6. himself; 7. ourselves; 8. herself

**B. Sample Answers**

1. I asked myself whether or not I wanted to run the long race.
2. Beverly told a funny story about herself.
3. We congratulated ourselves for completing the project.
4. The puppy found its way home by itself.
5. You can teach yourself to speak a foreign language.

“The American Dream”
by Martin Luther King, Jr.

Open-Book Test, p. 203

Short Answer

1. To King the sentiments of the words in the Declaration of Independence express the highest hopes and ideals of the nation’s founders and its people.

Difficulty: Average  Objective: Interpretation

2. King believes that the meaning of the phrase “all men” is clear and plainly understood. It cannot mean anything else but what it says.

Difficulty: Average  Objective: Vocabulary

3. King makes that statement because the words in the Declaration of Independence and the reality of slavery and segregation do not agree with each other.

Difficulty: Challenging  Objective: Interpretation

4. Dream: “All men are created equal”; “a land where men of all races . . . can live together as brothers.

Reality: slavery, segregation

King describes these paradoxes as “strange” to emphasize the fact that they are so contrary to the American dream.

Difficulty: Average  Objective: Vocabulary

5. King believes that “a world perspective” is essential to the world’s survival because the world is geographically one. Therefore, everyone in the world is a neighbor, and it is essential that everyone get along with everyone else.

Difficulty: Challenging  Objective: Interpretation

6. The use of the joke makes King’s tone in this section of the speech lighter than it is elsewhere.

Difficulty: Easy  Objective: Literary Analysis

7. King believed that technology “dwarfed distance and placed time in chains.” Students should recognize that all of King’s examples have to do with the speed of travel in “the jet age.”

Difficulty: Easy  Objective: Interpretation

8. King’s purpose was to persuade his listeners that the survival of the United States (and/or the world) depends on our treating all people equally. Students might cite one of these statements (or another relevant statement): “The price America must pay for the continued exploitation of the Negro and other minority groups is the price of its own destruction”; “We must all learn to live together as brothers, or we will all perish together as fools.”

Difficulty: Average  Objective: Reading

9. Students will most likely say that King achieved his purpose of convincing his listeners that all Americans (and all people) should be treated equally. They might cite the “unequivocal” nature of his argument and the rhetorical devices he uses (repetition of key words and phrases, dramatic word choice, and so on). Students who say that King did not achieve his purpose might point to contemporary instances of racial inequality to support their point.

Difficulty: Average  Objective: Reading

10. Students should recognize that the repetition of words, phrases, and sentence structures makes the speech effective—for example, dream is used four times in the first three sentences, and the structure “It does not say. . . but it says” is used four times in the second paragraph. They might also note that short sentences alternate with longer sentences and that the tone is passionate and poetic, as in “the dim mist of eternity,” “the legacy of worthiness,” and “Man’s specific genius and technological ingenuity has dwarfed distance and placed time in chains.” The word choice is passionate and dramatic, as in “The hour is late; the clock of destiny is ticking out.”

Difficulty: Challenging  Objective: Literary Analysis

Essay

11. Students who agree with King’s point of view will likely point out the interdependence of nations and the spread of Western culture throughout the world and, in some cases, the spread of Asian and African cultures to the West. They may also point out that the potential for a worldwide pandemic has increased with the spread of air travel. Those who disagree should point to ways in which cultures are distinct—for example, language barriers keep people from communicating with one another and in some cases religious differences keep people from forming relationships with their neighbors.

Difficulty: Easy  Objective: Essay

12. Students’s essays should include these points: The United States is not living up to the ideal of equality expressed in the Declaration of Independence: time is running out for the people of the United States to live up to that ideal of equality. To do that, Americans must adopt a global perspective because the world is now “a single neighborhood.” Therefore, everyone in the world must “learn to live together as brothers, or we will all perish together as fools.”

Difficulty: Average  Objective: Essay

13. Students may say that the statement is more relevant because the world has become even smaller since 1961: Travel is even faster and reaches even more remote areas; more multinational companies are in operation; and technological innovations (satellite television and the Internet) have broken down many barriers to the spread of information. Students who find the relevance largely unchanged may point out that inequality still exists in America and in the world. Students who find the argument less relevant than before might argue that civil rights in America have improved since 1961, or they may say that the
survival of the world, despite its citizens’ failure to live in harmony, makes King’s arguments irrelevant.

**Difficulty: Challenging**  **Objective: Essay**

14. Students’ responses should demonstrate an understanding of King’s experience of the effects of slavery and segregation, not only because he was black but also because he believed inequality would ultimately destroy the country. A white person might have agreed with King but would not have had the direct experience of segregation. Inevitably, a white person’s “truth” would have been different from King’s.

**Difficulty: Average**  **Objective: Essay**

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**Oral Response**

15. Oral responses should be clear, well organized, and well supported by appropriate examples from the speech.

**Difficulty: Average**  **Objective: Oral Interpretation**

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**Critical Reading**

Selection Test A, p. 206

1. ANS: B  DIF: Easy  OBJ: Comprehension
2. ANS: C  DIF: Easy  OBJ: Interpretation
3. ANS: C  DIF: Easy  OBJ: Reading
4. ANS: D  DIF: Easy  OBJ: Literary Analysis
5. ANS: A  DIF: Easy  OBJ: Literary Analysis
6. ANS: C  DIF: Easy  OBJ: Reading
7. ANS: C  DIF: Easy  OBJ: Comprehension
8. ANS: A  DIF: Easy  OBJ: Comprehension
9. ANS: D  DIF: Easy  OBJ: Interpretation
10. ANS: B  DIF: Easy  OBJ: Comprehension
11. ANS: D  DIF: Easy  OBJ: Literary Analysis

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**Vocabulary and Grammar**

12. ANS: C  DIF: Easy  OBJ: Vocabulary
13. ANS: B  DIF: Easy  OBJ: Vocabulary
14. ANS: A  DIF: Easy  OBJ: Grammar
15. ANS: B  DIF: Easy  OBJ: Grammar

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**Essay**

16. Students should explain that King wants readers to accept the equality of all men. Students who think King accomplished his purpose may note that he cites the basic premise of the Declaration of Independence to support his view and warns that America will not survive as a leading nation if it does not put the declaration into practice.

**Difficulty: Easy**  **Objective: Essay**

17. Students should explain that with technological advancements, airplanes have become faster. As a result, people can cross the world in hours and days rather than weeks and months. Some students may agree with King that this pace allows more opportunities for communication and understanding among people in different countries. Others will argue that making the world smaller has done nothing to improve world brotherhood.

**Difficulty: Easy**  **Objective: Essay**

18. Students might note that King’s views were shaped by the effects of slavery and segregation. He believed, therefore, that inequality would eventually destroy the country.

**Difficulty: Average**  **Objective: Essay**

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**Selection Test B, p. 209**

**Critical Reading**

1. ANS: A  DIF: Average  OBJ: Comprehension
2. ANS: C  DIF: Challenging  OBJ: Interpretation
3. ANS: D  DIF: Average  OBJ: Comprehension
4. ANS: B  DIF: Average  OBJ: Reading
5. ANS: C  DIF: Challenging  OBJ: Interpretation
6. ANS: C  DIF: Average  OBJ: Interpretation
7. ANS: A  DIF: Average  OBJ: Reading
8. ANS: D  DIF: Average  OBJ: Interpretation
9. ANS: A  DIF: Average  OBJ: Literary Analysis
10. ANS: B  DIF: Challenging  OBJ: Reading
11. ANS: B  DIF: Average  OBJ: Literary Analysis
12. ANS: C  DIF: Average  OBJ: Literary Analysis
13. ANS: A  DIF: Average  OBJ: Comprehension
14. ANS: B  DIF: Challenging  OBJ: Interpretation
15. ANS: C  DIF: Challenging  OBJ: Comprehension

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**Vocabulary and Grammar**

16. ANS: C  DIF: Average  OBJ: Vocabulary
17. ANS: B  DIF: Average  OBJ: Grammar
18. ANS: D  DIF: Average  OBJ: Vocabulary
19. ANS: A  DIF: Average  OBJ: Grammar

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**Essay**

20. Student responses might include some of the following ideas: King argues that America is not living up to its ideal of equality and is instead a nation divided against itself. This division, he argues, will ultimately weaken the country and its credibility among other nations. His conclusion that “we must all live together as brothers, or we will all perish together as fools” is logical because it follows that if technology has made the world a single neighborhood, then the actions of any one member of that neighborhood will affect all the others. If we allow
disharmony to continue, it will spread and destroy our nation and others.

**Difficulty:** Average 
**Objective:** Essay 

21. Students’ answers should center on King’s main directive, that people need to see the world as one, and all people should treat one another as equals. This is a moral and ethical stance that can be acted out in the ways one chooses to live every day. Students might point out that treating other people with more kindness, respect, and care would be a start toward accomplishing what King is talking about.

**Difficulty:** Challenging 
**Objective:** Essay 

22. Students’ responses should demonstrate an understanding of King’s experience of the effects of slavery and segregation, not only because he was black but also because he believed inequality would ultimately destroy the country. A white person might have agreed with King but would not have had the direct experience of segregation. Inevitably, a white person’s “truth” would have been different from King’s.

**Difficulty:** Average 
**Objective:** Essay 

**“The Finish of Patsy Barnes”**  
by Paul Laurence Dunbar

**“The Drummer Boy of Shiloh”**  
by Ray Bradbury

**Vocabulary Warm-up Exercises, p. 213**

A.  
1. ambition 
2. considerable 
3. confines 
4. tremor 
5. twitched 
6. retracted 
7. strewn 
8. truant

B. **Sample Answers**

1. If someone acts in accordance with my philosophy, I’d be happy because the person is acting in ways that I believe to be good.
2. Soldiers lying askew on a battlefield are a pitiful sight because they are probably dead or wounded.
3. I’m more likely to solve the problem logically, using mathematical principles, than miraculously.
4. I can avoid exposure by wearing warm clothes and shielding my face.
5. I know if water has penetrated because my finger is wet underneath the bandage.
6. A rain forest might be a place where there is eternal rain.

**Reading Warm-up A, p. 214**

**Sample Answers**

1. risk: At the fundraiser, I washed a considerable number of cars.
2. (the neighbor’s house): I am now sitting inside the confines of my room.
3. A truant child is one who cuts school; every child attended school.
4. strong desire: I have a strong ambition to be an astronaut.
5. (like all-too-real toy soldiers). Flowers are sometimes strewn at a wedding.
6. (pain); (having lost a limb): I don’t think my dog Snuggles felt the tremor of the earthquake even though he twitched in his sleep.
7. (one word of her account): I retracted the mean things I said to my sister when I remembered it was her birthday.

**Reading Warm-up B, p. 215**

**Sample Answers**

1. (end); The universe seems to be eternal because it doesn’t seem to have an end.
2. (bodies); Bodies lie askew on the battlefield because they have fallen in all kinds of positions after being shot.
3. agreement; I acted in accordance with school rules the whole semester.
4. (Tennessee); Rain penetrated my camp tent and soaked everything inside.
5. Soldiers worry about exposure to nature because being out in bad weather can make you sick.
6. The actions of the northern troops happened miraculously because the South seemed to be close to victory. At the half, we were losing the football game 28–0, but miraculously we scored five touchdowns in the last two quarters.
7. Southerners would have felt really sorry about a pitiful loss because they probably would have lost a lot of men.

**Writing About the Big Question, p. 216**

A.  
1. opinion 
2. doubtful 
3. Factual 
4. confirm

B. **Sample Answers**

1. As you get older, you must assume more responsibilities. You have to give up certain wonderful fantasies, such as belief in Santa Claus.
2. As you grow up, work hard to avoid any bias in your thinking. Try to be objective as you make observations about human behavior.
C. Sample Answer

When a child is forced to grow up too soon, he or she may later regret it. Childhood is a special time when a person can develop talents without having adult worries and responsibilities. When that time is shortened, the child misses out on a lot of fun.

Literary Analysis: Comparing Characters of Different Eras, p. 217

Sample Answers

1. Patsy is an African American living in Little Africa; troublemaker; does not like school, wants to be a horseman; hangs around the stables; fourteen years old.
2. Patsy misses the paddocks in Lexington, but he decides to make the best of life in Dalesford. Eliza works hard and barely makes a living.
3. Patsy wins a race riding a horse associated with his father’s death. (Readers of the story find an ambiguity in it: Was Patsy’s father riding Black Boy or his dam when the accident occurred?) Patsy earns a lot of money and can pay a good doctor to treat his mother.
4. Patsy went from being a troublemaker to saving his mother’s life by courageously riding the horse associated with his father’s death.
5. Joby is panicked, solemn, fourteen, fearful of tomorrow’s battle, defenseless.
6. Joby thinks his drum is useless and “worse than a toy.” He is afraid to go into battle with only a drum and two sticks and no rifle or shield. He turns the drum on its side.
7. The general hears Joby crying.
8. At the end, Joby turns the drum up to face the sky and puts his arm around it. The drum now represents power and makes him feel secure. Joby changes from being fearful and panicly to being courageous and ready to face the battle the next day.

Vocabulary Builder, p. 218

Sample Answers

2. No. Because resolute means “determined,” she will not change her mind.
3. No. Because compulsory means “required,” the students must attend.
5. Yes. Because diplomatic means “skillful in dealing with people.” Tim could help settle other students’ arguments.

B. 1. resolute; 2. compulsory; 3. legitimately; 4. meager; 5. diplomatic; 6. immortality

Open-Book Test, p. 220

Short Answer

1. The doctor dislikes or resents his patients in Little Africa, perhaps because they cannot pay him (or perhaps because he is prejudiced against African Americans). He is gruff and unsympathetic and does not seem to care about healing them.

Difficulty: Average  Objective: Interpretation

2. Black Boy is the horse that caused Patsy’s father’s death. Patsy knows that Black Boy was “fiery” as a two-year-old, that he is a bluegrass horse, and that the horse’s mother was fast.

Difficulty: Challenging  Objective: Interpretation

3. Patsy’s earnings are not meager; they are generous and allow Patsy to pay a good doctor to see his mother.

Difficulty: Average  Objective: Vocabulary

4. He is afraid of dying in the battle.

Difficulty: Easy  Objective: Interpretation

5. Students should name one of these or any other valid comparison of the general and a father: He comforts a frightened child; he is probably old enough to be the boy’s father; he shares his wisdom and gives advice about how to live; he is the head of a group of soldiers who are below him in rank and probably in most cases younger than he.

Difficulty: Average  Objective: Interpretation

6. The steady drumbeat will help the soldiers feel brave, and the feeling of bravery will help the wounded soldiers bear the pain of their wounds.

Difficulty: Challenging  Objective: Interpretation

7. Sample answers:

Patsy—Challenge: earning money to pay for medical care for his mother; Detail: He gets a job.
Joby—Challenge: participating in a battle in which he may die; Detail: He prepares to play the drum.

Patsy shows his bravery by riding Black Boy; Joby shows his bravery by turning the drum.

Difficulty: Average  Objective: Literary Analysis

8. Students will probably say that in “The Drummer Boy of Shiloh” the historical events play a stronger role, because the Civil War forces a young boy to overcome his fear as he thinks about dying in battle. The historical events that affect Patsy in “The Finish of Patsy Barnes” (the socioeconomic outlook for African Americans in the post–Civil War South and what would become the Great Migration of the early twentieth century) are not explicit in the story, so students will have a difficult time arguing that historical events play a stronger role in the development of Patsy’s character.

Difficulty: Average  Objective: Literary Analysis
10. In Patsy’s time, boys could find work in stables, and that is where Patsy is appreciated. In Joby’s time, boys could join the army, and so Joby is appreciated as a drummer boy.

**Difficulty:** Challenging  **Objective:** Literary Analysis

**Essay**

11. Students should provide valid reasons for their responses, supported by details from the stories. They will probably recognize that Patsy’s decision is motivated by his desire to protect his mother from painful memories of his father’s death or by the desire to avoid hearing her negative reaction to the news that he rode the horse that caused his father’s death. Students will most likely say that Joby remains silent because he respects and fears the general.

**Difficulty:** Easy  **Objective:** Essay

12. Patsy is a dynamic character because he uses his anger with the “city physician” to achieve something great: riding a racehorse to victory and saving his mother’s life. Students may also point out that he takes control of the same horse that killed his father. Joby, inspired by the general’s words, transforms his fear into self-confidence and bravery.

**Difficulty:** Average  **Objective:** Essay

13. Students writing about “The Finish of Patsy Barnes” should note that it is set during the late 1800s, when whites in the United States were strongly prejudiced against African Americans and African Americans had few opportunities to succeed economically. Therefore, Patsy’s family is poor, and his mother cannot receive adequate medical care. They should recognize that today Patsy’s mother would have more opportunities to earn a decent living and might qualify for medical care even if she were poor. Students might also point out that Patsy would not find it so easy to find a position as a jockey today. Students who choose to write about “The Drummer Boy of Shiloh” should recognize that it is set during the Civil War (1861–1865), when boys were allowed and even encouraged to go to war. They should point out that today a boy as young as Joby would not be permitted to enlist in the army.

**Difficulty:** Challenging  **Objective:** Essay

14. Students should note that Patsy’s truth is that he is talented at working with horses, not at doing schoolwork. They should point out that he learns this about himself and sticks with his knowledge, despite what others say or think. His perseverance sets him apart from others. They may note that the drummer boy’s truth is that he is the heart and soul of the army that is about to fight. He learns this from the general. This sets him apart from others by making him responsible for getting the army in a state in which a strong fight is possible.

**Difficulty:** Average  **Objective:** Essay

**Oral Response**

15. Oral responses should be clear, well organized, and well supported by appropriate examples from the story or stories.

**Difficulty:** Average  **Objective:** Oral Interpretation

**Selection Test A, p. 223**

**Critical Reading**

1. ANS: C  **DIF:** Easy  **OBJ:** Comprehension
2. ANS: A  **DIF:** Easy  **OBJ:** Interpretation
3. ANS: D  **DIF:** Easy  **OBJ:** Interpretation
4. ANS: B  **DIF:** Easy  **OBJ:** Comprehension
5. ANS: A  **DIF:** Easy  **OBJ:** Literary Analysis
6. ANS: C  **DIF:** Easy  **OBJ:** Comprehension
7. ANS: D  **DIF:** Easy  **OBJ:** Interpretation
8. ANS: C  **DIF:** Easy  **OBJ:** Interpretation
9. ANS: B  **DIF:** Easy  **OBJ:** Comprehension
10. ANS: A  **DIF:** Easy  **OBJ:** Literary Analysis
11. ANS: D  **DIF:** Easy  **OBJ:** Literary Analysis
12. ANS: A  **DIF:** Easy  **OBJ:** Literary Analysis

**Vocabulary**

13. ANS: D  **DIF:** Easy  **OBJ:** Vocabulary
14. ANS: B  **DIF:** Easy  **OBJ:** Vocabulary
15. ANS: C  **DIF:** Easy  **OBJ:** Vocabulary

**Essay**

16. Dynamic characters develop and learn because of events in the story. Patsy is dynamic because he changes from being a troublemaker to courageously saving his mother’s life. Patsy changes because he fears his mother will die if she does not get help from a good doctor. He goes to work at the stables because his mother is unable to work, and he ends up riding in the race to get the money for a good doctor to see his mother. Joby is a dynamic character because he changes from being afraid of the battle to being ready to face battle. Joby changes because he is encouraged by the general. The general also makes Joby feel that he and his drum are an important part of the army.

**Difficulty:** Easy  **Objective:** Essay

17. A static character does not change and is often used by the author to develop the story. Patsy’s mother is static. She is Patsy’s motivation for racing and changing. The city doctor is also a static character, one whose treatment of Patsy’s mother motivates Patsy to help his mother. Brackett is a static character who gives Patsy the opportunity to ride his race horse. The general in “The Drummer Boy of Shiloh” is static. He helps Joby feel better about the battle the next
Students may note that Patsy has to make several major adjustments. He has to adjust to moving north to Dallesford. He must adjust to the crisis of his mother’s illness. He also must take on the horse associated with his father’s death. Once Patsy faces these challenges on his own, he gets support from the desperate owner of the horse and, as a result, acquires the money he needs to help his mother. Joby also has to make several adjustments. He must adjust to life in a war. He has to adjust to being near death every day by encouraging him and making him feel that his job as drummer boy is important.

**Difficulty:** Easy  
**Objective:** Essay

18. Students should note that Patsy’s truth is that he is talented at working with horses, not at doing schoolwork. They should point out that he learns this about himself and that sticking with his knowledge, despite what others say or think, sets him apart from others. They may note that drummer boy’s truth is that he is the heart and soul of the army that is about to fight. He learns this from the general. This makes him responsible for getting the army in a state in which a strong fight is possible. His responsibility sets him apart from others.

**Difficulty:** Average  
**Objective:** Essay

19. Dynamic characters change and learn because of events in the story. Patsy Barnes is a dynamic character because he goes from being a troublemaker to saving his mother’s life. Joby is a dynamic character because he changes from fearing the coming battle to facing the battle. A static character does not change and is used by writers to develop the story—that is, to move it forward. Patsy’s mother is a static character. Her illness and nearness to death bring about a change in Patsy: He is inspired to ride Black Boy in the race to get money to pay for the doctor. The general also is a static character. He himself does not change, but he is the one who enables the boy to change.

**Difficulty:** Average  
**Objective:** Essay

20. Students should note that Patsy’s truth is that he is talented at working with horses, not at doing schoolwork. They should point out that he learns this about himself and sticks with his knowledge, despite what others say or think. His perseverance sets him apart from others. They may note that drummer boy’s truth is that he is the heart and soul of the army that is about to fight. He learns this from the general. This makes him responsible for getting the army in a state in which a strong fight is possible.

**Difficulty:** Average  
**Objective:** Essay

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**Selection Test B, p. 226**

### Critical Reading

1. **ANS:** A  
   **DIF:** Average  
   **OBJ:** Interpretation

2. **ANS:** B  
   **DIF:** Average  
   **OBJ:** Comprehension

3. **ANS:** D  
   **DIF:** Average  
   **OBJ:** Comprehension

4. **ANS:** A  
   **DIF:** Average  
   **OBJ:** Literary Analysis

5. **ANS:** A  
   **DIF:** Average  
   **OBJ:** Literary Analysis

6. **ANS:** B  
   **DIF:** Average  
   **OBJ:** Interpretation

7. **ANS:** A  
   **DIF:** Average  
   **OBJ:** Comprehension

8. **ANS:** C  
   **DIF:** Challenging  
   **OBJ:** Interpretation

9. **ANS:** D  
   **DIF:** Average  
   **OBJ:** Comprehension

10. **ANS:** C  
    **DIF:** Challenging  
    **OBJ:** Literary Analysis

11. **ANS:** B  
    **DIF:** Average  
    **OBJ:** Literary Analysis

12. **ANS:** C  
    **DIF:** Challenging  
    **OBJ:** Literary Analysis

13. **ANS:** B  
    **DIF:** Challenging  
    **OBJ:** Literary Analysis

### Vocabulary

14. **ANS:** C  
    **DIF:** Average  
    **OBJ:** Vocabulary

15. **ANS:** D  
    **DIF:** Average  
    **OBJ:** Vocabulary

16. **ANS:** B  
    **DIF:** Average  
    **OBJ:** Vocabulary

17. **ANS:** D  
    **DIF:** Average  
    **OBJ:** Vocabulary

### Essay

18. Students may note that Patsy has to make several major adjustments. He has to adjust to moving north to Dallesford. He must adjust to the crisis of his mother’s illness. He also must take on the horse associated with his father’s death. Once Patsy faces these challenges on his own, he gets support from the desperate owner of the horse and, as a result, acquires the money he needs to help his mother. Joby also has to make several adjustments. He must adjust to life in a war. He has to adjust to all of the soldiers around him, the battle he will face, the responsibility he has to play his drum to help the soldiers who are fighting. Because of the sensitivity and support of the general, Joby changes from a scared fourteen-year-old to a more confident soldier.

**Difficulty:** Average  
**Objective:** Essay

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**Writing Workshop**

**Autobiographical Essay: Integrating Grammar Skills, p. 230**

**A.**

1. **he:** arrow to Raul
2. **his:** arrow to Daniel
3. **I, our, arrow from our** to Bethany and I
4. **some, their, others; arrow from their to some**

**B.**

1. Several are running in their first marathon.
2. Lilianna said she would bring her own water.
3. One of the boys left his towel on the ground.
4. All of the runners had to turn in their registration forms last week.

Both girls sprained their ankles sprinting for the finish line.
4. All of the runners had to turn in their registration forms last week.
Both girls sprained their ankles sprinting for the finish line.

**Vocabulary Workshop—1**, p. 231

**Sample Answers**
1. conduct
2. control
3. control
4. manage
5. direct
6. conducting

**Vocabulary Workshop—2**, p. 232
1. erosion
2. irritation
3. grate
4. conflict
5. dispute
6. quarrel
7. to

**Benchmark Test 2**, p. 234

**MULTIPLE CHOICE**
1. ANS: A
2. ANS: C
3. ANS: D
4. ANS: A
5. ANS: B
6. ANS: A
7. ANS: D
8. ANS: D
9. ANS: A
10. ANS: C
11. ANS: B
12. ANS: A
13. ANS: D
14. ANS: B
15. ANS: A
16. ANS: B
17. ANS: D
18. ANS: B
19. ANS: B
20. ANS: A
21. ANS: C
22. ANS: B
23. ANS: D
24. ANS: D
25. ANS: C
26. ANS: C
27. ANS: A
28. ANS: C
29. ANS: C
30. ANS: D

**WRITING**
31. Students’ narratives should recount events in chronological order. They should make the situation clear and clearly state the change that took place in their outlook.
32. Students should clearly state the situation and give some indication of why they feel it needs improving. They should then suggest the actions to take and/or the change in attitude that they feel would improve the situation or solve the problem entirely.
33. Students should use a consistent first-person point of view. They should present a clear sequence of events that centers around a particular conflict or problem. They should include their feelings about the incident and make clear why the incident is significant for them.

**Vocabulary in Context**, p. 240

**MULTIPLE CHOICE**
1. ANS: A
2. ANS: C
3. ANS: C
4. ANS: B
5. ANS: D
6. ANS: D
7. ANS: D
8. ANS: C
9. ANS: A
10. ANS: B
11. ANS: B
12. ANS: B
13. ANS: D
14. ANS: C
15. ANS: D
16. ANS: A
17. ANS: A
18. ANS: C
19. ANS: B
20. ANS: D