Answers for
Literary Analysis Activity Book
and
Reading Support Practice Book

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Answers for Literary Analysis Activities

Unit 1: On the Edge

"Contents of the Dead Man's Pocket"
by Jack Finney

Literary Analysis: Mood (p. 1)

Possible responses:
1. Distracted, preoccupied
2. Tense, hopeless
3. Lighthearted, carefree
4. By having a distracted mood at the start, the story can increase in excitement and uncertainty in the middle.
5. The suspense readers feel about Tom's fate adds to the tense and hopeless mood. Readers don't yet know if he'll die or return safely to his apartment.
6. In a different ending, Tom falls onto an awning, breaks his leg, and ends up in a hospital. The mood would be one of relief, but it would be much sadder than the mood in the original version.

"The Final Assault" from High Adventure
by Edmund Hillary

"The Dream Comes True" from The Tiger of the Snows
by Tenzing Norgay

Literary Analysis: Theme (p. 2)

Possible responses:
1. People who take risks don't always succeed, so it takes courage to keep going.
2. Even if the truth is unpleasant, it is better to have the courage to tell it than to withhold it from future generations.
3. Both authors are trying to express themes about courage, whether to forge ahead despite risks or to tell the truth no matter what the consequences are.
4. He might not have needed to defend his actions, since he wrote his autobiography in part as a critique of Hillary's autobiography.

"The Monkey's Paw"
by W. W. Jacobs

"The Bridegroom"
by Alexander Pushkin

Literary Analysis: Suspense (p. 3)

Possible responses:
1. I can picture Herbert's uneasiness after grasping the monkey's paw. These details build suspense because they make me wonder if something bad will happen to him the next day.
2. I can picture the snow and mud splashing on the girls, and I imagine they are angry. These details build suspense about who the man is and whether he might be the bridegroom mentioned in the title.
3. Both passages appeal to the senses of sight and touch.
4. By appealing to the senses of sight and touch, the authors help readers picture what is happening more vividly. This can cause readers to wonder what will happen next.
5. If the selections weren't suspenseful, I would not like them as much. Part of their appeal is feeling nervous and uneasy about the characters' fates.

from "A Walk to the Jetty" from Annie John
by Jamaica Kincaid

Literary Analysis: Setting (p. 4)

Possible responses:
2. She will miss the library because she spent so many happy hours there with her mother.
3. She is proud that she was able to save money in her savings account.
4. She is happy that she got a pair of sunglasses, even though she got tired of them.
5. She feels close to her parents and is very sad about leaving them and her childhood home. She might be nervous about the future.
6. She does not think she will ever return to her home; she must wonder if she will ever see her parents again.

7. Since she is waving goodbye to her parents from the deck of the ship, this setting represents a physical and emotional break between Annie and her parents—and from her protected childhood.

“The Masque of the Red Death”
by Edgar Allan Poe

Literary Analysis: Figurative Language
(p. 5)

Possible responses:
2. personification; personifying the pestilence as an angry person makes it seem like it is full of hatred
3. personification; suggests the clock is alive and bold
4. metaphor; suggests the people at the masquerade want to stay alive, no matter what
5. simile and personification; suggests that death will steal life from everyone
6. personification; suggests that the clock was beating like a heart; once the last reveler died, it had no more reason to live
7. Most of the examples of figurative language have to do with the futile attempts of people to outwit death. The somber, eerie mood highlights the story’s serious theme.

“Fear”
by Gabriela Mistral

“The street”
by Octavio Paz

“Spring and All”
by William Carlos Williams

Literary Analysis: Comparing Symbols
(p. 6)

Possible responses:
1. the child growing up and never returning; a parent must acknowledge fears about his or her child becoming independent
2. a person’s nameless fears; people have to learn to face their fears and their personal nightmares
3. spring’s potential; a new season brings reawakening and hope
4. “Spring and All” has the most uplifting symbolism, because the symbol of renewal is more positive than ones of fear
5. Picturing a swallow or a curled leaf, for instance, helps me understand and remember the poets’ messages, because these things connect to my real life and experiences.
6. The flying swallow could symbolize the freedom felt while traveling to a new place.

“Two Friends”
by Guy de Maupassant

“Damon and Pythias”
retold by William F. Russell

Literary Analysis: Comparing Climax
(p. 7)

Possible responses:
2. When Pythias is delayed, the tyrant orders Damon to be killed; expected, because the author explains that the tyrant is cruel and unbending
3. Tom has to break the glass with his fist; expected, because he has exhausted his other options
4. The remains of Herbert are at the door, and the Whites are panicking; expected, because the wishes come true, with a twist
5. Prince Prospero is attacking the intruder with a knife; expected, because he doesn’t recognize who the intruder is
6. The climax in “The Monkey’s Paw” was the most exciting. I could picture the gory remains of Herbert, and I expected that his mother would be able to open the door. I didn’t guess the outcome.
7. If I was in the climactic situation in “Two Friends,” I’d try to remain calm. I’d try to trick the enemy soldier by giving him a false password or pretending to be a spy. Somehow I’d try to find a way to save myself and my friend.
Unit 2: Striving for Success

from In Commemoration: One Million Volumes
by Rudolfo A. Anaya

Literary Analysis: Denotation and Connotation (p. 8)

Possible responses:
2. wisdom; "accumulated learning"; positive, it connects with the knowledge in
   the world
3. stumbled: "acted in a faltering way"; negative, it shows that the author is
   struggling with English
4. raging: "violent, wild"; negative, the author's grandfather is recalling a destruc-
   tive blizzard
5. million: "one thousand times one thou-
   sand"; positive, to the author, a million
   books represents endless worlds
6. kitchen: "a place where food is pre-
   pared"; positive, the author has warm
   memories of his mother's kitchen
7. Choosing words with the right connotations can help authors of essays express opinions and possibly persuade readers to agree with their viewpoints.

"How Much Land Does a Man Need?"  
by Leo Tolstoy

Literary Analysis: Irony (p. 9)

Possible responses:
2. Once Pahom gets land, he starts giving out fines and making enemies.
3. Soon his joy will turn to selfishness about his land.
4. Once he is tempted again, he won't be satisfied until he has even more land.
5. The Bashkir chief is the Devil, and he knows Pahom won't succeed.
6. In the end, his burial area is just six feet long.
7. The moral of the story is that people will pay for their greed; the irony helps you remember the lesson more vividly and feel sorry for the main character.

"Success is counted sweetest" and "I dwell in Possibility—"  
by Emily Dickinson

"Uncoiling"  
by Pat Mora

"Columbus Dying"  
by Vassar Miller

Literary Analysis: Tone (p. 10)

Possible responses:
2. hopeful; the poem is about enjoying one's endless imagination.
3. scary; a tornado's power is bold and destructive.
4. bleak; the dying Columbus regrets losing his beliefs about the world.
5. By having a consistent tone in a short poem, a poet is better able to control the impact of the poem's message or theme.
6. "I dwell in Possibility—" fits in best with the theme "Striving for Success," because both suggest a positive outlook. The other poems are more downbeat.

"from My Left Foot"  
by Christy Brown

Literary Analysis: Conflict (p. 11)

Suggested responses:

External conflict: The doctors think that Christy's situation is hopeless.

Resolution: Christy's mother refuses to give up on Christy, so she cares for him at home.

Internal conflict: Christy is very lonely and wants to reach out to others.

Resolution: He struggles to copy a letter by writing with his left foot; after much effort, he succeeds.

1. The internal conflict is more important to the story, since resolving it means Christy can finally communicate with his family and, thus, develop his intelligence.

2. Christy's mother is important to his external conflict since she is Christy's guardian and protector. She is important to his internal conflict because it's her support that helps him persevere.
“A Visit to Grandmother”  
by William Melvin Kelley

**Literary Analysis: Comparing Anecdotes**  
(p. 12)

Possible responses:

**Anecdote about GL and the horse:** told by the mother about an absent son; reveals GL needs protection by his mother; leads to Charles admitting his jealousy and resentment toward GL and his mother

**Both anecdotes:** involves family members; mother shows love toward a son; anecdote has importance to conflict of each story; takes place in the past, but still has affects characters in the present

**Anecdote about Christy and the chalk:** told by the son who’s involved in anecdote; reveals Christy’s first successful attempt to communicate; reveals how caring the family is

1. An anecdote can help readers remember an author’s message because they learn it as they become involved with the characters and events. The anecdote can have a more lasting impact than a direct statement.

2. The tone of the anecdote in *My Left Foot* is tense, as shown by such story clues as “I shook, I sweated and strained every muscle.” In contrast, the tone of the anecdote in “A Visit to Grandmother” is casual. Story clues include the teasing way the mother talks to GL: “GL,” I says, “now you ain’t joking with your mama, is you?”

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“Mowing” and “After Apple-Picking”  
by Robert Frost

“Style” and “At Harvesttime”  
by Maya Angelou

**Literary Analysis: Repetition**  
(p. 13)

Possible responses:

2. Assonance and rhythm; they create a pleasing, musical effect.

3. Repeated word and alliteration; the repetition focuses the attention on the tornado, personified as an angry woman.

4. Alliteration; the repeated /dr/ creates a harsh sound.

5. Repeated word and alliteration; the repeated word whispered is a central idea; the repeated /wh/ makes a soft, pleasing sound.

6. Rhythm and repeated word; the repeated word *load* and the steady rhythm reinforces the unending work.

7. You can notice and respond to the musical effects of repetition more easily when you hear it.

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“The Apple Tree”  
by Katherine Mansfield

**Literary Analysis: Comparing Dialect**  
(p. 14)

Suggested responses:

2. New Zealand; Father thinks the apples are excellent.

3. New Zealand; Father wants the kids to eat the apple slowly.

4. The South; Grandmother wonders if Chig was told she’s unwell.

5. The South; Grandmother is recalling the time GL brought home a wild horse.

6. GL doesn’t want Mama to be nervous about the horse.

7. The use of dialect can help me understand the characters because it gives them more of a distinct personality and flavor. It also reinforces the particular setting of the story.

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“Africa” by David Diop  
“Old Song” Traditional  
from *The Analects* by Confucius  
“All” by Bei Dao  
“Also All” by Shu Ting

**Literary Analysis: Comparing Persuasive Essays**  
(p. 15)

Suggested responses:

1. To persuade readers that reading books can unlock new worlds; the author describes his experiences at ever-larger libraries. Yes; it reminds me of enjoyable times at libraries.

2. To tell people to have their own style; the author says that people will look down at you if you copy other’s styles or act
rudely. Yes, but I wish her tone wasn't so formal.
3. to show that people's actions can have unexpected results; the author uses the metaphor of planting to illustrate her ideas. Yes; I can picture seeds being planted, which represents a person's actions toward others.
4. to explain how people should behave in different situations; the author often contrasts good conduct with bad conduct. Yes; but the ideas come to quickly to digest. He should have elaborated them.
5. In nonfiction, a writer can speak directly to a reader and draw on experiences from his or her own life to illustrate the theme of the piece.
6. I enjoyed reading In Commemoration the most, because the author spoke about his childhood, which I could relate to, and I agree with his opinion that libraries are special.

Unit 3: Clashing Forces

“Through the Tunnel” by Doris Lessing

Literary Analysis: Resolving Internal and External Conflicts (p. 16)

Possible responses:
1. Jerry chose to explore the bay but kept his adventures to himself so he wouldn't frighten his mother.
2. Jerry saw a group of boys and swam over to them.
3. Jerry turned his attention to conquering the diving rock instead of trying to fit in with the boys.
4. Jerry explores the rock and practices holding his breath.
5. Jerry conquers the diving rock.
6. Internal Conflict: Jerry wants his mom to know about his victory but doesn’t want her to know the dangers he faced. Resolution: Jerry “secretly” shares his victory by telling his mom how long he held his breath that day.

“The Dog That Bit People” by James Thurber

Literary Analysis: Comparing Narratives (p. 17)

Suggested responses:
1. “A Visit to Grandmother”; it tells a story using made-up characters and plot.

“Conscientious Objector” by Edna St. Vincent Millay

“A Man” by Nina Cassian

“The Weary Blues” by Langston Hughes

“Jazz Fantasia” by Carl Sandburg

Literary Analysis: Comparing the Use of Symbols (p. 18)

Possible responses:
2. a. half a harvest: a diminished life
   b. wing: The wing stands for victory over a physical limitation.
3. a. the diving rock: the toughest challenge you can face as a kid
   b. Jerry’s struggle to win against the diving rock: His struggle was a rite of passage he had to go through to prove himself.

“Like the Sun” by R. K. Narayan

“Tell all the Truth but tell it slant—” by Emily Dickinson

Literary Analysis: Verbal Irony (p. 19)

Possible responses:
2. To be straightforward, you have to travel a roundabout way.
3. A frightening, shocking, deadly force can be made acceptable if you explain it kindly.
4. The straight truth is such a shock to people that they would lose all sense of comprehension. Just give them the truth little by little.

**"Hearts and Hands"**
by O. Henry

**"The Fish"**
by Elizabeth Bishop

**Literary Analysis: Characterization**
(p. 20)

Possible responses:

1. Mr. Easton was acquainted with a sophisticated young lady on the train.
2. The “prisoner” looks the part: roughly dressed, disheveled.
3. The “prisoner” tells Miss Fairchild that Mr. Easton is the marshal and gives a believable reason for their presence on the train.
4. The “prisoner” asks Mr. Easton to take him to the smoking car.
5. The fish didn’t seem too healthy, like it might die soon, anyway.
6. The person described parts of the fish you would only see if you caught one and gutted it (entrails, swim bladder).
7. The fish had already been caught five times and must have been in pain from the imbedded fish hooks.
8. The writer said, “and victory filled up the little rented boat,” implying that the person had won out over the fish.
9. The “prisoner” interrupted Mr. Easton before he could give an explanation for the handcuffs.
10. Mr. Easton says his “butterfly days are over.”
11. The person “admired” the fish.
12. The person describes the hooks in the fish’s jaw as “medals” and refers to his pain as you might describe an old soldier.
13. Mr. Easton was acquainted with a sophisticated young lady on the train.
14. The “prisoner” looks the part: roughly dressed, disheveled.
15. The “prisoner” tells Miss Fairchild that Mr. Easton is the marshal and gives a believable reason for their presence on the train.
16. The “prisoner” asks Mr. Easton to take him to the smoking car.

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**from Desert Exile: The Uprooting of a Japanese-American Family**
by Yoshiko Uchida

**"Remarks Upon Signing a Proclamation..."**
by Gerald Ford

**Literary Analysis: Writer’s Purpose in Autobiography**
(p. 21)

Possible responses:

2. Maybe the author wanted to point out that this use of a fancy word to describe a horse stall just added insult to injury. Or maybe she wanted to point out hypocrisy—that the U.S. was saying one thing but doing something else altogether.
3. The author probably wants us to know that she didn’t even have basics that we take for granted, like food and cleanliness. Her words obsessive and constantly hungry show how little control these people had over their lives. I think I would feel desperate and even panicky.
4. The author might want to remind us of her connections with her former life, that until just a few days ago, she was “just like everybody else.” She wants us to know that people who knew her still cared about her.
5. Maybe the author wants us to know that the internment has shattered their hopes as well as their lives.

---

**"The Cabuliwallah"**
by Rabindranath Tagore

**Literary Analysis: Comparing Relationships Between Characters**
(p. 22)

Possible responses:

1. Because Jerry’s father is dead, maybe he feels like he has to be “the man” in the family and protect his mom from further hurt. Yes; he secretly did something that would have scared his mom, but he never admitted it to her.
2. He sees the headmaster as “the boss,” a powerful person who can make or break him; the same way.
3. “You have been missed from the old crowd.” “I could live and be happy in the West....Money isn’t everything.”
Unit 4: Turning Points

from Speak, Memory
by Vladimir Nabokov

Literary Analysis: Comparing Personal Narratives (p. 23)

Possible responses:

Uchida:
1. to inform what it was like to be a Japanese American during World War II
2. The internment camps were a cruel, unjust imprisonment of innocent people.
3. Uchida's work might be easier to read because it has fast-moving action. It might be more inviting because the shorter paragraphs look easier to read.
4. Yes. Uchida uses lots of details that describe settings, senses, and feelings.
5. I would give Uchida a high score because she tells an important story with power and style. She uses a great deal of details that helps me to picture life in the camps.
6. Accept all responses.

Nabokov:
1. to explain a happy time in his childhood and his early love of language
2. Books and learning are very important.
3. Uchida's work might be easier to read because it has fast-moving action. It might be more inviting because the shorter paragraphs look easier to read.
4. Yes. Nabokov uses lots of sensory words and puts you right into the setting.
5. I would give Nabokov a high score because he is able to get across vividly his love of words, books, and learning.
6. Accept all responses.

"With All Flags Flying"
by Anne Tyler

Literary Analysis: Developing Characters as Symbols (p. 24)

Possible responses:

Mr. Carpenter is a symbol for: the completion of life; the end of independence; all elderly people; dignity of a life well lived

Support:
1. He has reduced his needs to a few items in a paper bag.
2. He has a plan for wrapping things up, and he carries it out in a matter-of-fact way.
3. He looks back over his life and feels both happy and sad about things that have happened and things that are happening now.
4. He had long ago chosen independence as his last stop in life.
5. When he enters the nursing home, he sees it as one of his last independent steps. However, he still says to himself, "Let me not give in at the end."

"The Bridge"
by Leopold Staff

"The Old Stoic"
by Emily Bronte

"I Am Not One of Those Who Left the Land"
by Anna Akhmatova

"Speech During the Invasion of Constantinople"
by Empress Theodora

Literary Analysis: Comparing Authors' Purposes (p. 25)

Possible responses:

"I Am Not One of Those Who Left the Land":
1. staying in one's homeland vs. leaving during a period of social and political upheaval
2. the world at large
3. what happens to those who leave; what happens to those who stay
4. serious
5. to persuade people to share her opinion

"Speech During the Invasion of Constantinople":
1. staying to face the enemy rather than fleeing
2. her husband (the emperor) and other important officials
3. one must act according to best course of action and not according to convention
4. critical, frank
5. to persuade her husband and the officials to stay

Answers for Literary Analysis Activities 7
“The Good Deed”
by Pearl S. Buck

**Literary Analysis: Setting and Character**
(p. 26)

Possible responses:

**America:**
The children are disobedient and cannot speak Chinese very well.
The city is noisy and frightening, and it is filled with strangers.
Young people choose their own mates.

**China:**
The village has more than 1,000 people, all of whom are relatives of her and her family.
Their house was very big, with 70 rooms, and was in the center of the village.
Back home, parents arranged marriages for their children, who were obedient.
The house had lovely gardens and Mrs. Pan had a goldfish pool.

Her view of the America might change. If she continues to feel useful and begins to enjoy life, she'll probably feel more positive about where she lives. Her view of China will always be idealistic, but as she becomes involved in her new life, her memories of it might dim. Even so, her descriptions of her village home will always be positive.

“Thoughts of Hanoi”
by Nguyen Thi Vinh

“Pride”
by Dahlia Ravikovich

“Auto Wreck”
by Karl Shapiro

“Before the Law”
by Franz Kafka

**Literary Analysis: Comparing Theme**
(p. 27)

Possible responses:

“I Am Not One of Those Who Left the Land”:
1. The speaker stayed in her homeland.
2. People of her social class who chose to flee instead of stay and fight.
3. disdain, pride, anger

4. The theme is having pride in one's homeland.

“Thoughts of Hanoi”:
1. The speaker left the homeland to join the “other side.”
2. A former friend who fought on the other side of the war.
3. grief, sorrow, longing
4. The theme is sorrow over what war does to friendship.
5. Both themes focus on reactions to war. But the speakers express different emotions as they look back. Both themes have messages that are important and true.

**Unit 5: Expanding Horizons**

“The Widow and the Parrot”
by Virginia Woolf

**Literary Analysis: Character**
(p. 28)

Possible responses:

**Good Traits:** She loves her dog and takes good care of him. The first thing she does in her brother's house is feed the parrot and speak softly to him.
She tries to save the parrot from the fire.

**Bad Traits:** She's disappointed by the house left to her, but cheers herself up thinking about the money; then she becomes even more disappointed to learn it can't be found.
She grumbles about her dead brother and tries to comfort herself by imagining he went to Hell when he died. She thanks the Lord for a house being on fire to light her way across the ford.

Mrs. Gage is a round character because she has both good and bad traits.

“Civil Peace”
by Chinua Achebe

**Literary Analysis: Key Statements and Theme**
(p. 29)

Possible responses:

**Key Statements:** happy survival, nothing puzzles God, the safety of five human heads in the family. I count it as nothing. Is it greater than other things that went with the
war? Let it go where everything else has gone.

**Theme:** Being alive and with your family is the most important thing in life. Being happy with what you have in life, instead of what you don't have, is the secret to a good life. Loved ones are more important than anything. A positive attitude equals a happy life.

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**“The Bean Eaters”**
by Gwendolyn Brooks

**“How to React to Familiar Faces”**
by Umberto Eco

**Literary Analysis: Mood** (p. 30)

Possible responses:

**Mood:** bittersweet, sad but with moments of happiness, gentle, nostalgic

**Details:** "casual dinner"—it's comfortable and a routine; "Plain chipware on plain and creaking wood"—the dishes and table are old and well used; "Two who are Mostly Good/Two who have lived their day"—they've both had a good life and are near the end of it; "But keep putting on their clothes/And putting things away"—they keep living and going through the normal, comforting everyday routine; "Remembering, with twinklings and twinges"—they remember the good and the bad; "they lean over the beans"—they're poor and old; "rented back room"—they're poor and tucked away from the world

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**“A Picture From the Past: Emily Dickinson”**
by Reynolds Price

**“What Makes a Degas a Degas?”**
by Richard Mihlbenger

**Literary Analysis: Comparing Descriptions** (p. 31)

Possible responses:

**“Emily Dickinson”:**

**Sight:** dead eyes set too far apart and flat, lopsided face, high forehead, unmatched eyebrows, fleshy nose, unpainted bruised lips, ample chin, tall strong neck, rough-knuckled hands, ribbon around the neck, complicated clinging dress from nineteenth century, 16-20 years old, upstairs room with white door, kitchen, back room;

**Other:** touch: horsehair; smell: kitchen, sensible cook; hearing: chattering mother

**“Degas”:**

**Sight:** ballerina waits to go on stage, stretches and flexes her foot, secures her hair, looks at her shoulder strap as she adjusts it, upright beam, turns her head in opposite direction full of anticipation, above in the distance are box seats, a stack of six red and orange rectangles along the edge of the canvas, vertical beam ballerina is touching extends to top and bottom of painting, multicolored vertical shapes, tall wood column, partial silhouette of large man with top hat, dancers ignore him and each other.

**Other:** none

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**“The Orphan Boy and the Elk Dog,”** a Blackfeet Myth

**Literary Analysis: Myth and Setting** (p. 32)

Possible responses:

**Real World:** humans, on land, camps, canyons, mountains, pine-covered hills, snow-capped mountains, waterfalls of ice, wildflowers

**Supernatural World:** spirit people, mystery animals, Elk Dogs, underwater world, people can transform into different creatures, leader is partially Elk Dog, magic

**Both:** people live in tipis, valleys, medicine shields, weapons, shirts, robes, rawhide containers, pipes, meadows

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**“The Street of the Cañon” from Mexican Village**
by Josephina Niggli

**Literary Analysis: Comparing Narrators** (p. 33)

Possible responses:

2. omniscient third person, but limited to only Jonathan's thoughts; might be more interesting if told in first person for a more personal account and to learn even more of what he thinks about the events
3. first person; this was the best narrator because no one else could tell how Eco felt
4. omniscient third person; this was the best choice because we got to learn characters’ thoughts that are important to the story

“A Storm in the Mountains”
by Alexander Solzhenitsyn

“In the Orchard”
by Henrik Ibsen

“A Tree Telling of Orpheus”
by Denise Levertov

Literary Analysis: Diction (p. 34)

Possible responses:
1. The author’s words say more and are more powerful because he personifies thunder into a great, loud, monstrous being that can drown out the sound of the rivers. The thunder is alive and filled with sounds. Also, using *drown* to refer to overpowering the sound of the rivers is powerful because rivers can drown people, but instead the river is being drowned. The paraphrased version is boring and lifeless.
2. The author’s words suggest more images like trees and plants heavy with fruit, and fragrant, colorful flowers in abundance. The paraphrased version is less lifelike and less romantic, and has no strong images. The author probably chose these words because they say so much more and invoke sights and smells and feelings.

Unit 6: Short Stories

“The Open Window” by Saki

Literary Analysis: Surprise Ending (p. 35)

Possible responses:
2. Framton didn’t appear to be wondering about the open window. Most people probably wouldn’t, so it seems as if she’s making up a story on the spot.
3. He believes her story even though he had noticed that the house seemed as if it had men living in it. If they were dead, the house wouldn’t feel as if it had “masculine habitation.”
4. You wouldn’t expect her to act this way in light of the “tragedy” unless she was in denial.
5. If her story had been true, she probably wouldn’t have had horror in her eyes. She’d be amazed and happy to see them.
6. If the story had been true, Mrs. Sappleton wouldn’t have been explaining about Framton, she’d be exclaiming over the return of her husband and brothers.
7. Obviously she’s making up this story, and now we know for certain that she made up the other one too.

“Leiningen Versus the Ants”
by Carl Stephenson

Literary Analysis: Rising Action and Climax (p. 36)

Possible responses:
2. The men use spades and petrol to keep the ants from crossing the ditch.
3. The increase in water in the ditch discourages the ants from crossing that day.
4. The ants collect leaves to build a bridge to cross the ditch.
5. Leiningen has the man controlling the water to lower the water level, wait a moment, and then let the water in again. It works for a time.
6. The ants start building a leaf bridge to cross the petrol moat.
7. Leiningen sets fire to the petrol, beating the ants back for a time.
9. Two men get scared and run toward the water. They are attacked by ants until they jump into the river, where they are eaten by crocodiles and piranhas.
10. Leiningen risks his own life by running for the dam in order to flood the plantation and kill all the ants.
11. Leiningen opens the dam and makes a risky return, leaping through the wall of flame from the petrol in the inner moat.
12. When the petrol goes out, all see that the plantation has been flooded and the ants are being washed away into the river. The ants have been beaten. Leiningen has been bandaged and will live.
“By the Waters of Babylon”
by Stephen Vincent Benét

Literary Analysis: Comparing Dialogue
(p. 37)

Possible responses:
1. There is not much dialogue, and perhaps that indicates that these are not talkative people. It reveals the relationship between father and son by showing how much the son respects the father. It is used as a way to bolster the narrator’s confidence, as when he sings to the gods as he’s heading into the forbidden city. It also reveals the wisdom of the father and how much the narrator still has to learn.

2. The dialogue reveals a lot about the niece: her matter-of-fact tone of voice that allows Framton immediately to believe her tall tales, her flair for the dramatic and acting abilities, her sneaky way of gathering information to use for concocting her stories, her intelligence and ability to read people well.

3. The dialogue lets the reader hear the words Leiningen says, how he rallies his men to action, which speeds the action on. A good example is when the ants cross the ditch, dialogue sums it up in “They’re over!” which is more effective at advancing the action than description would have been.

4. There could have been more dialogue in “Leiningen Versus the Ants.” It would be nice to hear the peons speak more and get a sense of what they’re thinking or going through by using more dialogue. We get Leiningen’s thoughts and words, but it would be a more complete picture with the other men’s too.

“A Problem”
by Anton Chekhov

“Luck”
by Mark Twain

Literary Analysis: Comparing Monologues (p. 38)

Possible responses:
1. Chekhov probably wrote it mostly in description because there was so much that Markovitch said. If he had written out all of Markovitch’s argument as spoken, it would be too long and would eventually bore the reader. He lets Markovitch speak some small sections of it, which gives more power to those few spoken words. He also seamlessly mixes in Markovitch’s tone of voice and theatrical actions as he presents his argument without disrupting the flow of the words. It’s therefore more effective the way it is written.

2. Twain’s use of two monologues is very effective. Readers get to hear both parts of the story firsthand: the narrator adoring Scoresby from afar and learning, to his surprise, that the war hero is an absolute fool, and then the clergyman’s story about Scoresby, told in his own voice. I don’t think it would have worked as well or read as smoothly if it had been written in dialogue and description.

3. “By the Waters of Babylon,” told in the first person, is like a monologue. In “Leiningen Versus the Ants,” Leiningen has a short monologue when he is rallying his men or telling them he is going off to the weir.

“There Will Come Soft Rains”
by Ray Bradbury

“The Garden of Stubborn Cats”
by Italo Calvino

Literary Analysis: Short Story (p. 39)

Possible responses:
usually one main character who faces a conflict: Leiningen in “Leiningen Versus the Ants,” John in “By the Waters of Babylon,” Marcovaldo in “The Garden of Stubborn Cats,” the prince in “The Princess and All the Kingdom,” Juan in “The Censors”

conflict is set up immediately: Conflicts are set up in the first few paragraphs: Framton’s nervous condition in “The Open Window,” ants in “Leiningen Versus the Ants,” forbidden places in “By the Waters of Babylon,” Sasha’s deception and money problems in “A Problem,” Scoresby the hero is a fool in “Luck,” a fully functional automated house with no people in “There Will Come Soft Rains,” the secret city of cats in “The Garden of Stubborn Cats,” the prince wanting only happiness not responsibility in “The Princess and All the Kingdom,” the letter that might get Juan and Mariana in
trouble once the censors read it in “The Censors”

**setting is established immediately and usually limited:** Settings are set up in the first few paragraphs: one room in “The Open Window,” plantation in “Leiningen Versus the Ants,” the house of the Colonel in “A Problem,” a banquet in “Luck,” the future after a nuclear war in “There Will Come Soft Rains,” a city in “The Garden of the Stubborn Cats,” the kingdom in “The Princess and All the Kingdom,” the Censorship Division of an oppressed society in “The Censors”

**create a single powerful impression:** the niece’s penchant for romance in “The Open Window,” the power of nature in “Leiningen Versus the Ants,” the after-effects of war on a city in “By the Waters of Babylon,” Sasha being a rotten person in “A Problem,” luck plays a large part in determining a person’s life in “Luck,” the after-effects of a nuclear war in “There Will Come Soft Rains,” the intelligence of cats in “The Garden of the Stubborn Cats,” the nonglorious side of being king in “The Princess and All the Kingdom,” the tragedy of an oppressed society in “The Censors”

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“The Princess and All the Kingdom”  
by Pär Lagerkvist

“The Censors”  
by Luisa Valenzuela

**Literary Analysis: Characters** (p. 40)

Possible responses:

1. great warrior, brave, proud, determined, valiant, happy; he is given the responsibilities of running and caring for a kingdom; silent, more erect, grave, determined, happy, sad

2. happy, worried, scared, unable to sleep, clever; he was hired by the Censorship Division, learned how to get promoted, and took his job too seriously; workaholic, tired, serious, determined, satisfied with doing his duty, focused only on his work

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**Unit 7: Nonfiction**

“The Marginal World”  
by Rachel Carson

**Literary Analysis: Sensory Details in an Expository Essay** (p. 41)

Possible responses:

**Sight:** cave like a fairy pool, starfish reflected in water, flamingos (“flame birds”) flying

**Sound:** rainlike gravel on the roof, wind moving over water, water sliding over sand, voices of birds, “primeval” sounds

**Touch:** heat, cold, wind, drying sun, wet carpet of sea

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from *The Way to Rainy Mountain*  
by N. Scott Momaday

from *Nobel Lecture*  
by Alexander Solzhenitsyn

from *Keep Memory Alive*  
by Elie Wiesel

**Literary Focus: The Persuasive Essay’s Audience** (p. 42)

Possible responses:

2. writers
3. writers
4. writers
5. general audience
6. general audience
7. general audience
8. writers
"A Child's Christmas in Wales"
by Dylan Thomas

"Marian Anderson: Famous Concert Singer"
by Langston Hughes

**Literary Focus: Diction in Autobiography** (p. 43)

Possible responses:
2. The sea is too cold even for fish. Thomas has warm memories of Christmas.
3. The snow is full of surprises, as are wrapped presents.
4. He can't remember a time without a snowy Christmas.
5. There was no stopping the snow. It seems to grow like old moss.
6. Snow is everywhere.

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"Flood"
by Annie Dillard

**Literary Analysis: Foreshadowing** (p. 44)

Possible responses:
"this afternoon a different rain came," "the animals are going wild," "the creek's up," "the day had an air of menace," "the new woods...were strangely empty"

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"Star Wars—A Trip to a Far Galaxy That's Fun and Funny..."
by Vincent Canby

"Star Wars: Breakthrough Film Still Has the Force"
by Roger Ebert

**Literary Analysis: Comparing Persuasion** (p. 45)

Possible responses:

**Marian Anderson:**
**Main Point:** Marian Anderson overcame racial prejudice to become one of the greatest singers of her time.

**Support:** no other well-trained African American singers performed classical pieces; people sponsored her to take voice lessons; she won first place in the New York Philharmonic competition in 1925; she was called "the greatest singer in the world" by European critics

**Star Wars:**
**Main Point:** Star Wars is still a great film 20 years after it was made.

**Support:** the film is so good that it has completely become part of our memories: it's a good-hearted film; the special effects are well done; the story is compelling

I think Langston Hughes's piece is more persuasive. He doesn't come right out and say that Marian Anderson was a great singer, but he obviously believes that, and his essay succeeds in persuading me. He describes her hard work, talent, and many successes. By the end of the essay, I wanted to drop everything and listen to a recording of Marian Anderson's singing.

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"Mothers & Daughters"
by Tillie Olsen and Estelle Jussim

**Literary Analysis: Comparing Types of Essays** (p. 46)

**Written Essay:** communicated through the written word; if images are present, words take priority for carrying meaning

**Visual Essay:** communicated through the written word and images; images and words are equally as important

**Both:** have a purpose and tone; support main points with details

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"Imitating Nature's Mineral Artistry"
by Paul O'Neil

"Work That Counts"
by Ernesto Ruelas Inzunza

**Literary Analysis: Word Origins** (p. 47)

Suggested responses:
2. from Italian *spina*, meaning "thorn"
3. from Latin *adamant*, meaning "hardest metal"
4. from Latin *rubeus*, meaning "reddish"
5. from Latin *silex*, meaning "hard stone"
6. from Greek *Titan*, a mythological giant
**Unit 8: Drama**

**Antigone, Prologue through Scene 2**
by Sophocles

**Literary Analysis: Characterization** (p. 48)

Possible responses:

**Antigone:** loyal to family—"Ismene, I am going to bury him. Will you come?"; fearless—"I am not afraid of the danger; if it means death, it will not be the worst of deaths—death without honor"; determined to honor the laws of the gods—"I say that this crime is holy...You may do as you like, since apparently the laws of the gods mean nothing to you"; persuasive—"And that is why I wanted you to come out here with me. There is something we must do."

**Creon:** thinks highly of himself—"This is my command and you can see the wisdom behind it"; jumps to conclusions—"Stiff-necked anarchists...have bribed my own guard to do this thing. Money!...All for money!...The gods! Intolerable!"; quick to get angry—"Stop! Must you doddering wrecks go out of your heads entirely?"; sarcastic—"Gentlemen, I beg you to observe these girls: One has just now lost her mind; the other, it seems, has never had a mind at all."

**Antigone, Scenes 3 through 5**
by Sophocles

**Literary Analysis: Plot as an Element of Tragedy** (p. 49)

Possible responses:

**Exposition:** Ismene describes the circumstances around her brother's death. Creon takes a public stand against a burial for the girls' brother.

**Rising action:** Creon sentences Antigone to death. Haimon tries to convince Creon to let Antigone live, then threatens to kill himself if Antigone dies.

**Climax:** Creon sends Antigone to be shut into a tomb. A prophet warns Creon that the gods will punish him. Creon decides to free Antigone, but it's too late; she has hanged herself. In response to Antigone's death, Haimon kills himself.

**Falling action:** Creon's wife hears that her son is dead, and she kills herself.

**Resolution:** Creon admits his guilt, mourns his losses, and finally lets go of his pride.

**The Tragedy of Julius Caesar,**  
**Act I**
by William Shakespeare

**Literary Analysis: Word Play** (p. 50)

**Suggested responses:**

1. "The Weary Blues" by Langston Hughes:
   Droning a drowsy syncopated tune,
   Rocking back and forth to a mellow croon,

2. "Tell all the Truth but tell it slant—" by Emily Dickinson:
   Tell all the Truth but tell it slant—
   Success in Circuit lies

**The Old Stoic** by Emily Brontë:
And if I pray, the only prayer
That moves my lips for me
(These poems alternate iambic tetrameter with iambic trimeter.)

3. "I Am Not One of Those Who Left the Land" by Anna Akhmatova:
   Their flattery leaves me cold,
   my sons are not for them to praise.

**Pride** by Dahlia Ravikovitch:
I tell you, even rocks crack,
and not because of age.
The Tragedy of Julius Caesar, Act III
by William Shakespeare

Literary Analysis: Comparing Dramatic Speeches (p. 52)

Suggested response:

**Monologue:** speech heard by other characters

** Aside:** short comment heard only by audience

**Soliloquy:** spoken by character alone on stage

**Soliloquy and Aside:** heard only by audience

**All:** spoken by one character, reveal important information about character's thoughts and feelings

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The Tragedy of Julius Caesar, Act IV
by William Shakespeare

Literary Analysis: Conflict and Dramatic Foils (p. 53)

Possible responses:

**Alike:** patriotic, honorable

**Different:** Antony is loyal to Caesar, Brutus makes bad choices in alliances

**Conclusion:** Antony helps to bring out some of the weaker qualities in Brutus, especially Brutus's inability to see how others are using him to their own ends

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The Tragedy of Julius Caesar, Act V
by William Shakespeare

Literary Analysis: Round Characters in Tragedies (p. 54)

Possible responses:

He didn’t see character flaws in others and made poor choices in friends.

He is patriotic.

He has the capacity to feel remorse.

He is honorable—he takes his own life when he believes he has caused Titinius's death.

He was a good leader and a noble person, admired by many.

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Unit 9: Poetry

"The Stolen Child"
by William Butler Yeats

Literary Analysis: Refrain (p. 55)

Suggested responses:

**Refrain:**

*Come away, O human child!*

*To the waters and the wild*

*With a faery, hand in hand,*

*For the world's more full of weeping than you can understand.*

1. The refrain is set off in italics because it shows that they are speaking directly to the child.

2. Come away with us, child. The world is a sad place—more sad than you know.

3. He repeats these lines because they are one of the main ideas of the poem.

4. The child has come away with the fairies. It adds to the sense of uneasiness in the poem because the child may have given up some beautiful things to go with the fairies.

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"In Flanders Fields"
by John McCrae

"The Kraken"
by Alfred, Lord Tennyson

"Reapers"
by Jean Toomer

"Meeting at Night"
by Robert Browning

"Prayer of First Dancers"
Traditional Navajo Chant

Literary Analysis: Comparing Alliteration, Consonance, and Assonance (p. 56)

1. **Consonance:** *d* sound—His belly close to the ground. I see the blade./Blood-stained, continue cutting weeds and shade.
**Assonance:** long e sound—And there, a field rat, startled, squealing bleeds

**Alliteration:** pushing prow; speed ‘t’ the slushy sand

**Consonance:** sh and ch sound—pushing, quench, slushy, scratch, match

**Assonance:** long e sound—sea-scented beach; three fields

3. These musical devices help draw attention to the certain words and images; they also help to give each poem a song-like quality.

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**“The Wind—tapped like a tired man”**
by Emily Dickinson

**“A Pace Like That”**
by Yehuda Amichai

**“Metaphor”**
by Eve Merriam

**“Right Hand”**
by Philip Fried

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**Literary Analysis: Figurative Language and Theme** (p. 57)

Possible responses:

1. **b. His Speech was like the Push /Of numerous hummingbirds at once; simile and personification; the theme is the importance of everyday events in the natural world.**

2. **a. Not like reading a newspaper; simile; b. Like a worker in a manhole; simile; the theme is the importance of taking time to enjoy each day fully.**

3. **a. Morning a sheet of new paper; metaphor; b. until night folds it up; personification; the theme is the importance of meeting each new day as a challenge and a fresh start.**

4. **a. it broke into grins; personification; b. moved back and forth like a Greek chorus; simile and personification; the theme is the importance of remembering what is special even in the ordinary.**

5. The use of figurative language can help strengthen the impact of a poem’s theme by presenting ideas in fresh, striking ways.

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**“La Belle Dame sans Merci”**
by John Keats

**“Danny Deever”**
by Rudyard Kipling

**Literary Analysis: Comparing Narrative and Dramatic Poetry** (p. 58)

Possible responses:

**Narrative Poetry:** always has a plot, characters may not speak in dialogue

**Dramatic Poetry:** dialogue, doesn’t always have a plot

**Both:** divided into stanzas, rhyme, rhythm, theme

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**“The Guitar”**
by Federico Garcia Lorca

**“Making a Fist”**
by Naomi Shihab Nye

**“Jade Flower Palace”**
by Tu Fu

**“The Moon at the Fortified Pass”**
by Li Po

**“What Are Friends For”**
by Rosellen Brown

**“Some Like Poetry”**
by Wisława Szymborska

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**Literary Analysis: Imagery in Lyric Poetry** (p. 59)

Sample response:

**“The Guitar”**

**Sight:** vaults of dawn, white camellias, first bird dead upon a branch

**Sound:** cry, weeps

**Touch:** wind over snow, warm southern sands

**Taste:** none

**Smell:** white camellias
Sonnet 18
by William Shakespeare

"The Waking"
by Theodore Roethke

Tanka
by Ki no Tsurayuki and Priest Jakuren

Haiku
by Matsuo Bashō and Kobayashi Issa

Literary Analysis: Poetry (p. 60)

Sample response:
Sonnet 18:
Form: 14 lines with rhyme scheme abab cdcd efef gg
Sound Devices: assonance—nature’s changing
Imagery: rough winds, darling buds of May, gold complexion
Figurative Language: metaphor—Shall I compare thee to a summer’s day?

"In the Orchard"
Form: 4 stanzas
Sound Devices: alliteration/rhyme—While the warblers sing and swing
Imagery: sunny orchards; sultry sky; scarecrow clapping; crown-song’s liquid rush; let is shrivel, pale, and brown
Figurative Language: personification—the scarecrow clapping

Unit 10: Epics and Legends

from Don Quixote
by Miguel de Cervantes

Literary Analysis: Narrator (p. 61)

Possible responses:
2. formal; “He was of hardy constitution” is a formal way of saying Don Quixote is healthy.
3. mocking; the narrator says that Don Quixote lost his wits through reading nonstop.
4. Don Quixote is making a fool of himself, but he doesn’t know it. Don Quixote attacks a windmill, thinking it’s a giant.

5. it’s ridiculous; the narrator calls the books of chivalry “folderol,” or nonsense.
6. No; it is humorous to have outside observations that comment on Don Quixote’s foolish beliefs and actions.

"Morte d’Arthur"
by Alfred, Lord Tennyson

"Arthur Becomes King of Britain” from The Once and Future King
by T. H. White

Literary Analysis: Comparing Elements of Fantasy (p. 62)

Possible responses:
1. An arm rises up out of the water to bring King Arthur the sword Excalibur. The sword makes him a king.
2. King Arthur goes to the imaginary land of Avilion. At Avilion, the king’s wounds will be healed.
3. Merlyn dematerializes. The Wart is sad that his friend has left him.
4. The Wart hears music in the courtyard, yet sees no musicians. The music seems to foreshadow that something special will happen.
5. The Wart is joined by magical creatures who speak to him. The creatures give him hints about how to get the sword from the stone.
6. They make King Arthur seem destined to become the leader of England, and make his actions seem even more important.

"Rama’s Initiation” from the Ramayana
by R. K. Narayan

Literary Analysis: Comparing Characters (p. 63)

Possible responses:
2. worrier, practical, loyal; flat; he worries about Don Quixote throughout the story.
3. serious, brave, demanding; flat; he symbolizes honor throughout the poem.
4. loyal, not always truthful, nostalgic; round; after his truthfulness is tested, he finally obeys the king’s orders.
5. comical, not too bright, a little pompous; flat; he stays comical throughout the story.

6. bright, a good friend, loyal; round; after removing the sword from the stone, he has misgivings about becoming king.

7. brave, adventurous, respectful, loyal; round; he is tested by Viswamithra to kill the demon Thataka, and finally succeeds.

8. evil, vindictive, murderous; flat; she symbolizes destruction throughout the tale.

9. It is easier to remember long adventure stories if some of the characters represent certain traits and don’t change.

from Sundiata: An Epic of Old Mali
retold by D. T. Niane

Literary Analysis: Setting and the Epic Conflict (p. 64)

Possible responses:

2. In this private place, the king is told that he must be patient, because Djata is destined to be king.

3. In this powerful place, the elders name Dankaran as king instead of Djata.

4. In this lowly place, Sogolon and Djata are treated poorly by Sassouma.

5. This place might symbolize hope that Djata will grow to be a powerful man.

6. This place shows Sogolon at her lowest ebb.

7. This setting shows the Mali’s industry and skill at metalwork, and helps build interest in what might happen next.

8. Now the hut becomes a place where Djata shows his strength with the help of an iron bar.

9. Djata rips the tree out and takes it to his mother’s hut, proving that he will take care of her and that others should respect her.

10. By picturing the setting, listeners can keep track of where the events are taking place and can form a picture of the whole community.
**Part I**

### Decoding: General Review

<table>
<thead>
<tr>
<th>Word</th>
<th>Decode tricky letter combinations</th>
<th>Decode sound/letter patterns</th>
<th>Decode using syllabication</th>
</tr>
</thead>
<tbody>
<tr>
<td>contemplatively</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>noise</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>foreign</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>disobedient</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>grief</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>uncomfortably</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>laughed</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>nevertheless</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>astonishment</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>taught</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

B.
1. con/tem/pla/tive/ly
2. dis/o/bed/i/ent
3. un/com/for/ta/bly
4. ne/ver/the/less
5. a/ston/ish/ment

### Parts of Words: Roots, Prefixes, and Suffixes

<table>
<thead>
<tr>
<th>Word</th>
<th>Prefix</th>
<th>Root Word</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>amid</td>
<td>a-</td>
<td>mid</td>
<td></td>
</tr>
<tr>
<td>excite</td>
<td></td>
<td></td>
<td>-ment</td>
</tr>
<tr>
<td>regain</td>
<td>re-</td>
<td>gain</td>
<td></td>
</tr>
<tr>
<td>vanish</td>
<td></td>
<td>vanish</td>
<td>-ing</td>
</tr>
</tbody>
</table>

Mid means middle so amid means in the middle of.

Excite is a verb meaning to stir up feelings. The suffix -ment changes the verb to a noun meaning to be in this state.

Re- means again or back; if you regain something you get it back.

Vanish means to disappear and the suffix -ing is used to indicate the present participle.

### Context Clues

**Part I**

1. Unknown word: syndicated Context Clues: so that she wasn’t just on the air here but in a bunch of other cities, too. The way “Doonesbury” and “Dick Tracy” are in a bunch of newspapers. 
Definition: sold through a number of TV or radio stations

2. Unknown word: stoically 
Context Clues: hanging-in-there attitudes; not always whining or sniffing; in charge of her own life. 
Definition: in a calm, quiet, self-controlled way
**Part II**

<table>
<thead>
<tr>
<th>Unfamiliar Word</th>
<th>Context Clues</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>enveloped</td>
<td>low, dull, quick sound; cotton</td>
<td>enclosed, wrapped</td>
</tr>
<tr>
<td>refrained</td>
<td>It increased my fury... But I kept still</td>
<td>held oneself back</td>
</tr>
<tr>
<td>tattoo</td>
<td>sound; the beating of the old man’s heart; beating of a drum; It grew quicker and quicker, and louder and louder every instant.</td>
<td>a continuous even drumming or tapping</td>
</tr>
<tr>
<td>pulsation</td>
<td>Yes, he was stone, stone, dead. I placed my hand upon the heart, there was no</td>
<td>beating, pulsing</td>
</tr>
</tbody>
</table>

**Connotation/Denotation**

A. Possible responses appear in column two.

<table>
<thead>
<tr>
<th>Word from the Passage</th>
<th>Denotation—dictionary definition</th>
<th>Connotation—feeling that the word conveys</th>
<th>Positive or negative connotation</th>
</tr>
</thead>
<tbody>
<tr>
<td>adult</td>
<td>well-behaved</td>
<td></td>
<td>positive</td>
</tr>
<tr>
<td>rampage</td>
<td>terrible destruction</td>
<td></td>
<td>negative</td>
</tr>
<tr>
<td>crush</td>
<td>cruelly destroy; smother</td>
<td></td>
<td>negative</td>
</tr>
<tr>
<td>pester</td>
<td>annoying; bothering</td>
<td></td>
<td>negative</td>
</tr>
</tbody>
</table>

B. Possible responses:
1. shouted; yelled
2. boiling; fiery

**Multiple-Meaning Words**

A. Responses may include any four of the following. Wording of the meanings will vary.

<table>
<thead>
<tr>
<th>Multiple-meaning word</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>shake</td>
<td>to tremble or quiver; to move back and forth; an ice cream drink</td>
</tr>
<tr>
<td>cover</td>
<td>to hide; to spread something over; something used as a protection</td>
</tr>
<tr>
<td>tip</td>
<td>the pointed or rounded end of something; money given for service; a piece of useful information</td>
</tr>
<tr>
<td>light</td>
<td>a form of energy; to make bright; having little weight</td>
</tr>
<tr>
<td>blue</td>
<td>a color similar to the color of the sky; sad</td>
</tr>
<tr>
<td>suit</td>
<td>be satisfactory or proper for; a form of dress; a legal action to enforce a claim</td>
</tr>
<tr>
<td>well</td>
<td>satisfactorily; a hole in the ground to reach water, oil, or gas</td>
</tr>
<tr>
<td>handle</td>
<td>to manage with the hands; the part by which an object is held</td>
</tr>
<tr>
<td>tended</td>
<td>was likely; paid attention to or took care of</td>
</tr>
<tr>
<td>fall</td>
<td>to come down or lie down; autumn</td>
</tr>
<tr>
<td>drop</td>
<td>a small amount of liquid; to let fall</td>
</tr>
<tr>
<td>stakes</td>
<td>bets; a pointed piece of wood or metal</td>
</tr>
</tbody>
</table>

B. Responses will vary.

**Comprehension Strategies**

**Active Reading: Preview**

A. Possible responses include:
1. A boy with some relationship or similarity to a bear.
2. Responses will vary.
3. The setting is a Pueblo village. The main character is a motherless boy whose father has no time for him. The problem is that Kuo-Haya is lonely and timid and spends much time alone.

**Active Reading: Activate Prior Knowledge**

1. Answers will vary.
2. Answers will vary.
3. Perhaps the scowl doesn’t come naturally to Victor.
4. Answers will vary.
Active Reading: Set a Purpose

1. For pleasure; to find out about what can be done to help repair nonfunctional hands.
2. Personal information about the main character; information about clinics; information about what can be done to help repair nonfunctional hands; find out who the top hand specialists in the country are.
3. Purpose for reading: entertainment; to identify with characters my own age and find fun in reading about their lives and problems.
4. Purpose for reading: information; to learn how to fix my bike
5. Purpose for reading: information; to find out what is happening
6. Purpose for reading: pleasure; to laugh at the antics of cartoon characters and to enjoy an easy-to-read selection
7. Purpose for reading: information; to learn how to play the game

Active Reading: KWL

A. Students' charts will vary. They should include what they already know about foxes and storks, what they want to learn, and what they learn by reading the fable.

B. You may want to have each group of students share their experiences with the class by summarizing how using the KWL strategy helped them become more active readers.

Active Reading: Question and Clarify

A. Answers will vary; possible responses include:
   1. Which direction is 11 o'clock? I stopped to think. It would be northwest.
   2. What does a clock dial have to do with directions? I reread and stopped to think. Maybe 12, 3, 6, and 9 could be considered north, east, south and west.
   3. What is the author saying about dials? I reread and stopped to think. I think Asimov is saying that many people don't use clocks with hands. Once most people no longer use them, what method could replace the use of the clockface to indicate location?

Active Reading: Connect

Students' answers will vary. Possible connections may include: dreams students have; their own experience of working very hard towards something; knowing what it's like to seriously work out; feelings about the importance of exercise; the types of exercise or sports that they participate in; stories they have read that discuss a similar topic or have similar characters; the image of sweatshirts, towels, and handkerchiefs as being one typical of runners.

Identify Main Idea and Supporting Details

Part I

1. They swim like snakes wriggle: by a series of S-shaped curves, or "waves," that travel along the body.
2. Stated
3. Details might include the following:
   1. Each wave begins with a small sideways motion of the head, but becomes bigger as it sweeps along the body, so that the tail moves much farther sideways.
   2. The body and tail push the surrounding water sideways and backward, and so propel the fish forward.
   3. Each S-shaped wave is produced by contractions of muscle blocks on either side of the backbone.
   4. Each muscle block, or myotome, contracts a split second after the one in front of it, pulling that side of the body around into a curve which forms the wave.
   5. In a steadily swimming dogfish there is about one complete wave each second.

Part II

Sample answers are provided:

1. It is easy to recognize me because I am disorganized and disorderly—an absentminded professor.
2. Implied
3. Details might include the following:
   1. See a man in the street wearing a too long coat, too large shoes, a crumpled hat with a wide brim, spectacles with one lens missing, and carrying an umbrella though the sun is shining, and that man will be me, Professor Shlemiel.
   2. My pockets are always bulging with newspapers, magazines, and just papers.
3. I carry an overstuffed briefcase, and I'm forever making mistakes.
4. I've been living in New York City for over forty years, yet whenever I want to go uptown, I find myself walking downtown, and when I want to go east, I go west.
5. I'm always misplacing things.

Part III
Sample answers are provided:
1. At twenty-seven Georgia O'Keeffe began to develop her own style as an artist.
2. Implied
3. Details might include the following:
   1. Georgia realized she had yet to find her own style.
   2. Night after night she sat on the floor drawing images that were hers alone.
   3. Suddenly there was so much to say that she felt the whole side of a wall would not be large enough to contain it.
   4. She began to realize that, as an educated artist, she must now feel free to go beyond the rules she had been taught.

Make Inferences
1. He is trying to pull something.
2. He must pull someone up.
3. He is working very hard.
4. He lost control of what he was pulling.
5. He was caught in a crevasse.
6. He can't believe that a young boy had the strength to pull him out.

Compare and Contrast
1. a cat
2. There's more to a blue-jay than any other creature. A blue-jay has more moods and more different kinds of feelings than any other creature. Blue-jays use better grammar than cats. Cats get too excited when they fight with other cats and use sickening grammar.
3. Students' answers will vary. They may include such responses as: The contrasts made me think that a blue-jay is quite different from other animals.
4. Students' paragraphs will vary. Make sure they use compare/contrast concept correctly.

Identify Steps in a Process or Sequence of Events
A.
1. “the next two weeks"
2. “it wasn't long before"
3. “about a hundred feet down"
4. “in a few minutes"
B. Answers will vary.
C. Then. He describes what he's doing and where he is going. Because it takes time to climb down sand-covered steps, we can assume that time is passing, and that he is showing us new objects and events as he encounters them. Example: “Climbing down the sand-covered steps to the heavy door of the chamber below, I moved ever more cautiously.”

Recognize Cause and Effect
1. Naiya is determined to hunt.
2. Her father agrees to help her.
3. 
   1. cause—Jennifer practices the piano for two hours every day.
      effect—Jennifer has learned to play the piano very well.
   2. cause—The girl’s sneakers were worn out.
      effect—The girl got a new pair of sneakers.
   3. cause—Maria makes a steady income from babysitting on Friday evenings.
      effect—Maria has enough money to buy her mother a birthday present.
   4. cause—Johnny touched a very hot pan.
      effect—Johnny got burned.
   5. cause—When Dave broke his ankle, Mark felt sorry for him.
      effect—Mark drove Dave to school every day.

Use Visual and Graphic Clues
A.
1. Tennessee
2. 200 miles
3. Knoxville
4. Possible answers: Jackson, Memphis
5. Mississippi River
B. Encourage students to post their maps in the classroom.
Adjust Reading Rate
A. Responses will vary. Most students will have selected either an average or a slower reading rate. Students' reasons will take into account their purpose for reading and how difficult this passage is for them to read. Some students may point out that the use of allusions and difficult vocabulary words in the passage influenced their choice of reading rates.
B. Guide students to see that using a slower reading rate will help them recall more facts and details. Tom emphasize the importance of adjusting reading rates to suit their purpose and the type of material they read, you may want to have pairs of students repeat this exercise with a passage from a social studies or science textbook.

Critical Reading Strategies

Distinguish Between Important and Unimportant Information

Part I
1. Charley was experiencing complex thoughts and emotions.
2. Charley was dazed, and emotionally exhausted. He couldn't eat, refused his walk, collapsed into sleep. He had a nightmare during which he whined, yapped, and jerked.
3. Details about auto court, dinner, and settling in after dinner are less important.

Part II
Mafatu, the boy who had been christened Stout Heart by his proud father, was afraid of the sea.
Important: The sea jolted Mafatu awake; he trembled at the sound and broke out in a sweat; he shuddered when the surf pounded the reef. Mafatu's father was grim.
Less Important: details about the night, moon, mats, village

Part III
Subject: Black Ice
Important Detail: Shy about leaving bus
Important Detail: Worried about being embarrassed in public.
Important Detail: Lived in city apartment.
Important Detail: Happy to have rainbow ice cream cone.

Distinguish Between Fact and Opinion or Nonfact

Part I
Reasons will vary. Possible responses—
Facts:
The emperor forbade his daughter to marry. Some doubted the wisdom of the Emperor. The Emperor wanted his daughter to reign and rule alone.
Possible responses—Opinions:
She was so serious because she was in love. Being in love is a joyous thing. Showing selfishness and shortsightedness is not wise.
An Emperor who was not truly wise could not be truly great or powerful.

Part II
Valid Opinion: Grandmother was brave and heroic.
Fact 1: Grandmother walked across China to Hong Kong.
Fact 2: Grandmother carried her daughter on her back during this trek.
Fact 3: Grandmother made the trek on wobbly feet.

Part III
Possible responses:
1. At six o'clock the fire was rushing toward Mount Wilson. The streets were blocked with fire engines. The policemen lighted flares. Ashes fell. Facts may be verified by direct observation, official records such as a log (police or fire).
2. The flares gave the scene a theatrical, tragic air. The saddest spectacle were the animals rushing back into the fire. Reasons for agreeing or disagreeing will vary.
3. The men were fighting the fire as they would a war. Reasons for accepting or rejecting will vary.
Evaluate Author's Purpose and Point of View

Practice 1
A. Students' charts should list the following: the author's purpose is to entertain and the point of view is third person.
B. Students' sentences should be written in first-person point of view from either the perspective of Alfred Higgins or Sam Carr.

Sample answers:

1. The soft, confident, quiet way in which I spoke made Alfred start to button his coat nervously. The soft, confident, quiet way in which Sam Carr spoke made me start to button my coat nervously.

Practice 2

A. Possible response: The subject of Russell Baker's attempt to communicate with Taffy by leaving a message on her telephone answering machine.

B. Responses will vary. Students' sentences should reflect each of the four purposes listed and should address some aspect of technology. For example, a student might write about how to use a fax machine to inform, what a CD-ROM looks like to describe, why the government should not interfere with the use of the Internet to persuade, and how all this new technology can be very confusing to entertain.

Evaluate Evidence and Sources of Information

A. Probably not, as the realistic painting of him shows his face as grim and bleak with disappointment.

B. No, Bach couldn't have known the boy or heard his playing. The opinion existed only in the boy's imagination.

C. Not really. We would have to know more about their lives and the artists who painted them.

D. To give further evidence of the boy's insecurity as a musician.

E. It's not really possible in this passage. But knowing what the teacher thought of the boy's playing might help us evaluate the boy's talent. The narrative might also tell us outright if the character had talent as a musician.

Application Strategies

Draw Conclusions

1. He was probably smiling at the thought of the gift he was offering to his father and at the fact that the cows were behaving. Evidence: "He kept thinking about his father's surprise." “For once they [the cows] were behaving...."

2. He wanted to surprise his father. Evidence: Description of how surprised the father would be.

3. Christmas is gift-giving time and this was a gift to his father. Evidence: "Milking for once was not a chore. It was something else, a gift to his father who loved him."

Summarize

1. Answers will vary. Possible response: Civilization. "Civilization" would also be a possible way to summarize the phrase.

2. Possible responses:
   - screaming winds
   - blinding blizzards
   - hunger
   - lack of sleep
   - an old Indian word meaning distant place

3. Joe Reddington was worried that civilization was making people forget the Alaskan wilderness he loved. So he invented the Iditarod in 1973 to remind everyone that the Alaskan wilderness is still very present to those who will accept its challenge.

Paraphrase

Answers will vary. Possible responses:

1. sarcastically arrogant, unconcerned

2. The boys did not want to get to know the boys from the richer neighborhood.

3. The author and his friends were uncomfortable at the idea of hanging around with the boys from the Churchill team. They did not want to be brought face to face with the differences between the way they lived and how the “white”
people lived. The author’s team didn’t have big houses with fancy lawns, but gave each other sarcastic smiles, and acted as if they didn’t care.

**Form Generalizations**

Answers will vary. Possible responses:

1. Little Man is very concerned with how he looks.
2. He is a “finicky dresser.” He takes a long time to dress in the mornings. He is upset about the small grass stain on his pants.
3. No, because there is not enough supporting information about the other characters in this passage.

**Make Judgments**

Answers will vary. Possible responses:

1. The character is a kind person.
2. She feeds the birds, takes care of them when they are cold, and thinks of them as her family.
3. Most people who are kind to animals are kind people.

**Post-Test Answers**