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iv Open-Book Test
Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided. For multiple-choice questions, circle the letter of the best answer.

1. At the beginning of “Contents of the Dead Man’s Pocket,” what seems to be the most important thing in Tom Benecke’s life? Explain your answer.
   a. his research on past shopping trends  
   b. going to the movies with his wife  
   c. getting paid at the end of the week  
   d. his long-term professional goals

2. What makes the following passage from “Contents of the Dead Man’s Pocket” suspenseful?
   For a single moment he knelt, knee bones against stone on the very edge of the ledge, body swaying and touching nowhere else, fighting for balance. Then he lost it, his shoulders plunging backward, and he flung his arms forward, his hands smashing against the window casing on either side; and—his body moving backward—his fingers clutched the narrow wood striping of the upper pane.

3. Which phrase provides a context clue to the meaning of the word *racked* in the following sentence? Next to each answer choice, explain why it is either right or wrong.
   He was more than trembling now: his whole body was racked with a violent shuddering beyond control, his eyes squeezed so tightly shut it was painful, though he was past awareness of that.
   a. trembling now  
   b. violent shuddering beyond control  
   c. it was painful  
   d. past awareness

4. To Tom, the contents of his pockets represent . Explain your answer on the lines provided, using evidence from the text.
   a. his love for his wife  
   b. the accomplishments of his life  
   c. his opportunities for advancement  
   d. all of his personal possessions

5. On the ledge, Tom “flung his arms forward, his hands smashing against the window casing on either side; and—his body moving backward—his fingers clutched the narrow wood striping of the upper pane.” Describe what effect the phrase “his body moving backward” has on the reader.
6. In “Contents of the Dead Man’s Pocket,” Tom has a grimace on his face while he is out on the ledge because _______. Describe a situation in which someone might have a grimace on his or her face.
   a. he is cold
   b. he misses Clare
   c. he is thinking about his promotion
   d. he is stricken with fear

7. Often a seemingly minor detail mentioned in a short story becomes very important later. Find an example of such a detail in “Contents of the Dead Man’s Pocket,” and explain why it is so important.

8. Which of the following contributes the most to the suspense in “Contents of the Dead Man’s Pocket”? Explain your answer.
   a. Tom’s thoughts about falling
   b. descriptions of the pain Tom experiences in his fingers and knees
   c. the actions of the man in the window across the street
   d. waiting to see if anyone responds to the coins Tom dropped

9. Analyze the following sentence, and then choose the sentence below that best restates the information. Explain why each answer choice is either right or wrong.
   Very carefully observing his balance, the fingertips of his left hand again hooked to the narrow stripping of the window casing, he drew back his right hand, palm facing the glass, and then struck the glass with the heel of his hand.

   a. Balancing carefully, Tom held onto the window casing.
   b. Holding onto the window casing was Tom’s only means of survival.
   c. Balancing carefully, Tom struck the window with the heel of his hand.
   d. Tom drew back his right hand and balanced on the ledge.

10. Tom moves “almost imperceptibly” along the ledge. The word imperceptibly tells the reader that Tom is moving _______. Describe something you once saw that seemed to move almost imperceptibly.
    a. backwards
    b. so slowly that the movement can hardly be seen
    c. hand over hand
    d. with a shuffling motion
Extended Response

11. Writers create suspense by allowing questions to form in readers' minds. Explain in an essay how the author, Jack Finney, begins to create suspense immediately in the first paragraph. What questions form in your mind? Then discuss how Finney maintains suspense throughout the story. Use specific details from the story to support your ideas.

12. Tom's goals and values at the beginning of the story change as the story progresses. By the end of the story, they seem to be completely different. Fill in the following chart to compare and contrast his different attitudes.

<table>
<thead>
<tr>
<th>What is important to Tom?</th>
<th>Beginning</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>How this affects his behavior?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. Write a paragraph in which you place yourself in Clare's shoes. Explain why you think that Tom is working too much. Use evidence from the story to support Clare's arguments.

14. It is said that no one ever came to the end of his or her life and had regrets about not spending enough time at work. What people are most likely to regret is not spending enough time with family. As this story opens, Tom's attitude is quite different from that of his wife, Clare. Write an essay in which you compare and contrast Tom's and Clare's attitudes toward work, the importance of success in a career, and the value of spending time with family. Use evidence from the text to support your answer.

15. Tom's frightful experience on the ledge forces him to examine his values. Although most people will never be in a life-or-death situation on an eleventh-story ledge, there are events in people's lives that cause them to change their values. How does that happen? In an essay, explain processes by which people examine—and sometimes adjust—their values.

Oral Response

16. Choose question 1, 2, 6, 7, 13, 14, or 15 or the question your teacher assigns to you. Take a few minutes to expand on your answer to prepare an oral response to give in class. Find details in the story that will support the points you want to make. If necessary, make notes to be clear about the order in which you want to present your answer.

Rubric for Evaluating Extended Responses

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<tr>
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<td>Limited language control</td>
<td>Organized (perhaps with brief digressions)</td>
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</tr>
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</table>
Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided. For multiple-choice questions, circle the letter of the best answer.

1. Hillary's and Norgay's equipment included ____. Explain how you know this information.
   a. a portable kerosene heater and an ice ax
   b. a portable kerosene heater and crampons
   c. an ice ax and crampons
   d. crampons and an extra pair of boots

2. Read this passage from “The Final Assault,” and think about the author's perspective concerning the abilities and strengths of each climber. Write a sentence that expresses this perspective.

   When I was breathing more evenly I stood and, leaning over the edge, waved to Tenzing to come up. He moved into the crack and I gathered in the rope and took some of his weight. Then he, in turn, commenced to struggle and jam and force his way up until I was able to pull him to safety—gasping for breath. We rested for a moment.

3. Which of the following statements made by Hillary about Norgay is a fact? After each answer choice, explain why it is or is not a fact.
   a. Norgay was “always willing to do his share, and more than his share if necessary.”
   b. Norgay was pursuing an irresistible course up the slope.
   c. Norgay plowed his way up through the deep snow and led us out onto the snow shoulder.
   d. Norgay was “in considerable distress” and felt “extremely unpleasant” when the outlet tube froze up.

4. What is Norgay's perspective regarding the relationship between himself and Hillary in this passage from “The Dream Comes True”?

   In my opinion our difficulties were the same—and luckily never too great—and we each helped and were helped by the other in equal measure.
5. In “The Final Assault,” what does Hillary do when he notices that Norgay is moving very slowly and having difficulty? Support your choice with details from the essay.
a. Hillary takes the lead so Norgay can follow in his tracks and rest a bit.
b. Hillary sets a belay and pulls Norgay up to where he is.
c. Hillary has Norgay take the lead so he can keep an eye on him.
d. Hillary helps Norgay sit down and checks his oxygen.

6. What does Hillary mean when he says that the other party’s route in the snow is “discernible?” (text page 28) What does he mean by this?

7. Which of the following statements is an opinion? After each answer choice, explain why it is or is not an opinion.
   a. An oxygen bottle with 800 liters of oxygen lasts about four hours. ____________
   b. The fine weather on that day is what allowed Hillary and Norgay to succeed. ________
   c. The route led through a crack between a rock wall and a cornice. ________________
   d. The great rock step had been visible in aerial photographs. ________________

8. In “The Dream Comes True,” what is Norgay’s comment about the trouble with the oxygen masks freezing up?

9. In “The Dream Comes True,” what is the attitude of Norgay toward Hillary? Explain your answer choice using quotes from the essay.
   a. He respects Hillary but questions the accuracy or fairness of Hillary’s book.
   b. He considers Hillary a snob who robbed him of his rightful fame.
   c. He has only words of praise for Hillary.
   d. He resents being represented as an assistant on the climb.

10. Norgay is the more vociferous of the two men when they reach the summit. What does this suggest about how Norgay acted at that moment? Support your answer with evidence from the text.

Extended Response

11. In his account, Hillary uses terms such as “crampons” and “undulations,” whereas Norgay writes in simpler sentences with fewer technical words. Which account did you find more engaging? How did the language contribute to your impression? Answer these questions in an essay, using details from the selections to support your points.

12. Which of the two men would you rather have as a friend? Explain your answer in an essay that elaborates on the personalities of Hillary and Norgay. Use evidence from the two accounts to support your answer.
13. Reread the accounts by Hillary and Norgay of the view from the summit of Mt. Everest. What does each man describe? Complete the Venn diagram above to compare and contrast the thoughts, observations, and actions of the two men at that moment. Then use the information in the Venn diagram as a basis for an essay comparing the men’s descriptions.

14. In an essay, examine Hillary’s account, specifically his representation of and attitude toward Norgay. Is Norgay justified in feeling that Hillary is unfair to him in his account? Use details from both selections to support your argument.

15. In these excerpts, Hillary and Norgay do not state their reasons for wanting to climb Mt. Everest. Using your own prior knowledge about how it feels to accomplish difficult goals, and details from the men’s accounts that give clues about their characters, write an essay that might explain their reasons for the climb.

**Oral Response**

16. Choose question 2, 3, 5, 9, 11, 12, or 14 or the question your teacher assigns to you. Take a few minutes to expand on your answer to prepare an oral response to give in class. Find details in both accounts that will support the points you want to make. If necessary, make notes to be clear about the order in which you want to present your answer.

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Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided. For multiple-choice questions, circle the letter of the best answer.

1. Which of the following lines from "The Monkey's Paw" is an example of foreshadowing? Explain your answer.
   a. "When he went away he was a slip of a youth in the warehouse."
   b. "I should like to see those old temples and fakirs and jugglers. . . ."
   c. "The monkey's paw has caused enough mischief already."
   d. "Did you give him anything for it, Father?"

2. In "The Monkey's Paw," what does Mrs. White think the stranger has come for, at first? Use evidence from the text to support your answer.

3. In "The Monkey's Paw," which of the following lines spoken by Mr. White hints that the wishes can only change his life for the worse? Explain your answer.
   a. "And what is there special about it?"
   b. "It seems to me I've got all I want."
   c. "... there's no harm done, but it gave me a shock all the same."
   d. "... the things happened so naturally. . . ."

4. What would be a word that means the opposite of the underlined word in this sentence? Explain how you determined your answer on the lines provided.
   The sergeant major spoke of wild scenes and doughty deeds, and the Whites were quite impressed by his courage.

5. Which of the following phrases from "The Monkey's Paw" best describes the Whites' lives before the first wish is granted? Explain why each answer is either right or wrong.
   a. "wild scenes and doughty deeds"
   b. "an air of prosaic wholesomeness"
   c. "steeped in shadow and silence"
   d. "the hopeless resignation of the old"
6. Which of the following lines from "The Monkey's Paw" foreshadows what happened to Herbert? Explain your answer.
   a. "... I don't see the money ... and I bet I never shall."
   b. "Why, we're going to be rich, and famous and happy."
   c. "If you only cleared the house, you'd be quite happy. . . ."
   d. "I expect you'll find the cash tied up in a big bag. . . ."

7. On the lines provided, explain the meaning of the underlined word in these lines from "The Bridegroom."

Stricken with foreboding
They pleaded, got angry,
But still she was silent

8. In "The Bridegroom," what was your first thought about what might happen later on when you read the line "Brew sweet mead and call / The law to the feast"? Was your first thought correct? Explain your answer on the lines provided.

9. In "The Bridegroom," what is the most likely reason that Nasasha chooses at the wedding feast to tell her story as if she dreamt it? Explain your answer.
   a. to avoid revealing that she had been in the hut
   b. to make her fears seem real until she can prove them
   c. to make the guests believe that she is a prophetess
   d. to warn the bridegroom that she knows his true intentions

10. Which of the following details in "The Bridegroom" foreshadows the groom's fate? Explain why the detail does or does not foreshadow the groom's fate.
   a. Natasha's disappearance
   b. Natasha's first reaction to the handsome young man
   c. the matchmaker's unexpected visit
   d. Natasha's request to invite the law

Extended Response

11. Many details foreshadow future events in "The Monkey's Paw." Identify two examples of foreshadowing from the selection, and explain in detail the specific future events they suggest.

12. Write an essay predicting what might have happened to Natasha if she had married the handsome bridegroom. Explain your prediction, and identify evidence in Pushkin's ballad that helped you to make it.
13. Write a paragraph from the point of view of Mr. White in “The Monkey’s Paw.” Assuming that you made the first wish (perhaps in an attempt to prove that there was no validity to the sergeant major’s story), would you make the second wish? If so, how would you word the wish, and what do you predict would happen? If not, why not?

14. The main characters make choices in both “The Monkey’s Paw” and “The Bridegroom.” Fill in the chart below to describe one important choice each character makes, and what this choice reveals about him or her. Then use the information in the chart to write a paragraph about each character, explaining how his or her qualities may have been responsible for the events that occurred.

<table>
<thead>
<tr>
<th>Action</th>
<th>Mr. White in “The Monkey’s Paw”</th>
<th>Natasha in “The Bridegroom”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision made</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Qualities revealed by this decision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How quality caused events to happen</td>
<td></td>
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</tbody>
</table>

15. “The Monkey’s Paw” comes to a disturbing end. What does the father understand that the mother does not? How would the ending be different if Mrs. White had opened the door before Mr. White made his third wish? Why were you surprised or not surprised by the story’s conclusion? Answer these questions in an essay, and support your main points with details from the story.

**Oral Response**

16. Choose questions 1, 5, 6, 8, 9, 12, 13, or 14 or the question your teacher assigns to you. Take a few minutes to expand on your answer to prepare an oral response to give in class. Find details in the story or poem to support the points you want to make. If necessary, make notes to be clear about the order in which you want to present your answer.

**Rubric for Evaluating Extended Responses**

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</table>
from "A Walk to the Jetty" from Annie John by Jamaica Kincaid (page 62)

Open-Book Test

Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided. For multiple-choice questions, circle the letter of the best answer.

1. Because Kincaid's novel is set in the Caribbean and the narrator leaves home at an early age, you can infer that this story is ______. Explain your answer.
   a. autobiographical  b. fictional  c. a parody  d. symbolic

2. What literary technique does Kincaid use in the following passage? Explain your answer.
   I was five years old when I first walked on this road unaccompanied by someone to hold my hand. My mother had placed three pennies in my little basket, and sent me to the chemist's shop to buy a pennyworth of senna leaves...
   a. symbolism  b. flashback  c. simile  d. alliteration

3. What memory returns to Annie as she passes by Miss Dulcie's house? Use evidence from the story to support your answer.

4. Which of the following sights reminds Annie of her mother reading the biography of Louis Pasteur? Explain why each answer choice does or does not remind Annie of her mother reading the biography.
   a. Miss Dulcie's house  
   b. the doctor's office  
   c. the chemist's shop  
   d. the library

5. What does the following passage reveal about Annie's mother?
   ... she ... said that I was wonderful and good and that there would never be anybody better. If I had just conquered Persia, she couldn't have been more proud of me.

6. What do references to the store that sold grooming aids imported from England and the discussions about cricket imply?
7. What can you infer about Annie's relationship with her mother based on the following passage? Explain your answer.
She then tightened her arms around me and held me to her close, so that I felt that I couldn't breathe. With that, my tears dried up and I was suddenly on my guard.

8. What can you infer when Annie says that she loomed way above her father and could see the top of his head? Explain your answer.
   a. Annie and her father are about the same height.  
   b. Annie's father is very tall.  
   c. Annie is taller than her father.  
   d. Annie's father is very short.

9. What does the road to the jetty symbolize? Use evidence from the story to support your answer.

10. The word **apprenticed** means ___________. Use the word in a sentence that demonstrates its meaning.
   a. appeared in a large or threatening form
   b. worked a specific length of time in a trade in return for instruction and support
   c. formed an alliance with
   d. appreciated another's effort toward a common cause

**Extended Response**

11. Annie's relationship with her mother is different from her relationship with her father. Fill in these sunburst diagrams with information that shows what the differences are. Then use the information in the diagrams to write a paragraph comparing and contrasting both relationships.

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Annie John 11
12. In reference to her apprenticeship experience, Annie says, "... I placed on the dustheap of my life Miss Dulcie and everything that I had had to do with her." Explain what Annie means by "dustheap of my life" and what details of her apprenticeship support that meaning in an essay.

13. When Annie says good-bye to her mother, she says that they both "looked at each other for a long time with smiles on our faces, but I know the opposite of that was in my heart." In an essay, explain what she means. Use evidence from the text to support your answer.

14. Many of the flashbacks in the story make you aware of Annie's readiness to leave home. Explain the experiences that Annie had outside her home that prepared her for leaving home in an essay. Support your answer with details from the story.

15. Consider the many flashbacks and details given about Annie's experiences growing up and her feelings about those experiences. In an essay, explain what inferences can be made about Annie's decision to leave Antigua based upon her relationship with her mother.

Oral Response

16. Choose questions 2, 3, 4, 5, 9, 12, 13, or 15 or the question your teacher assigns to you. Take a few minutes to expand on your answer to prepare an oral response to give in class. Find details in the story that will support the points you want to make. If necessary, make notes to be clear about the order in which you want to present your answer.

Rubric for Evaluating Extended Responses

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Open-Book Test

Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided. For multiple-choice questions, circle the letter of the best answer.

1. In “The Masque of the Red Death,” whom does Prince Prospero invite to his abbey, and why does he do it?

2. In “The Masque of the Red Death,” the location of the black chamber at the western end of the suite _____ Explain your answer.
   a. suggests a mood of exploration and excitement  
   b. minimizes the presence of natural light  
   c. indicates a fascination with the bizarre  
   d. suggests the end of daylight and life

3. How would you describe the mental state of the revelers before the apparition of the Red Death? Use lines from the story to support your answer.

4. Which of the following best expresses the theme, or main idea, of “The Masque of the Red Death”? Explain why each statement does or does not express the theme.
   a. God punished sinners through the plague.  
   b. Death should be faced with courage.  
   c. Wealth offers no refuge from death.  
   d. Human beings are essentially selfish.

5. In the following passage from “The Masque of the Red Death,” which words or phrases are context clues that can help you figure out the meaning of casements? Explain your answer on the lines provided.
   . . . a tall and narrow Gothic window looked out upon a closed corridor which pursued the windings of the suite. These windows were of stained glass whose color varied in accordance with the prevailing hue of the decorations of the chamber into which it opened. . . . The third was green throughout, and so were the casements.

6. Which of the following details in “The Masque of the Red Death” suggests that the revelers will not live long? Explain your answer.
   a. the white room  
   b. the locked gates  
   c. the prince’s dagger  
   d. the ebony clock
7. The dream-like costumes of the revelers in "The Masque of the Red Death" symbolize 
   __________. Explain your answer, using supporting evidence from the story.
   a. repressed fears and desires   c. youthful health and beauty
   b. extreme tension and anxiety   d. carefree glamour and luxury

8. In the following passage from "The Masque of the Red Death," what is the meaning of
   voluptuous? Explain your answer on the lines provided.
   It was a voluptuous scene, that masquerade. But first let me tell of the rooms in
   which it was held. There were seven—an imperial suite.

9. What does the word habiliments, as used in the following sentence, mean? Explain your
   answer.
   The figure was tall and gaunt, and shrouded from head to foot in the habiliments
   of the grave.

10. Which of the following sentences demonstrates an appropriate usage of piquancy?
    Explain your reasoning.
    a. The man's blood-speckled forehead revealed his piquancy.
    b. The unusual lighting added piquancy to the scene.
    c. The revelers gasped with piquancy at the sight of the masked stranger.
    d. The prince expressed his piquancy by chasing the offender through the suites.

Extended Response

11. The setting and descriptive details of "The Masque of the Red Death" contain many
    symbols. Fill in the following chart with at least three symbols from the story, and tell
    what each one represents. Then, in an essay, explain how the symbols give meaning to
    the story.

    | SYMBOL | WHAT IT REPRESENTS |
    |--------|--------------------|
    |        |                    |
    |        |                    |
    |        |                    |
12. Prince Prospero is extremely wealthy and seems to be well-liked. In an essay, describe Prince Prospero's personality, and explain why people liked him and wanted to be around him. Use evidence from the story to support the points you make.

13. Is Prospero's attempt to escape death an act of unforgivable arrogance, or is it a normal human response to the inevitable? Consider the details given about Prospero's personality and behavior. In an essay, support your opinion with examples from the story.

14. The vocabulary Poe uses in “The Masque of the Red Death” is not simple, but there are enough context clues so the reader can figure out the meanings of the unfamiliar words. Choose a sentence in the story that has several difficult words, and explain how you figured out their meanings by using context clues in the sentence itself and in the surrounding sentences.

15. Poe stresses Prince Prospero's unusual and elaborate tastes. Explain what significance these details lend to the story's mood and theme in an essay.

**Oral Response**

16. Choose question 2, 5, 6, 7, 8, 11, 13, or 15 or the question your teacher assigns to you. Take a few minutes to expand on your answer to prepare an oral response to give in class. Find details in the story that will support the points you want to make. If necessary, make notes to be clear about the order in which you want to present your answer.

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© Prentice-Hall, Inc. Masque 15
Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided. For multiple-choice questions, circle the letter of the best answer.

1. In "Fear," what loss does the speaker fear? Support your answer with evidence from the poem.

2. In "Fear," the images of what the speaker longs for with her child are mainly related to one of the five senses. Which sense is it? Use lines from the poem to support your answer.

3. The speaker in "Fear" doesn't want her daughter to grow up to be a queen because ______. Support your answer using evidence from the poem.
   a. of the pressures rulers face
   b. she is of humble origin
   c. she fears the queen would be harmed
   d. she could no longer see her daughter easily

4. In "Fear," the image of the child in "tiny golden slippers" appeals primarily to the sense of ______. Explain your answer.
   a. touch
   b. irony
   c. sight
   d. humor

5. In "The street," the line "Everything dark and doorless" suggests that ______. Explain why each choice either does or does not suggest "Everything dark and doorless."
   a. there are numerous people pursuing the speaker
   b. there is nobody who can help the speaker
   c. the speaker is describing things accurately
   d. the speaker is running through the countryside

6. What is the theme of Octavio Paz's "The street"? Explain your answer using evidence from the poem.
   a. the terror of not knowing who or where you are
   b. the relief of turning from the hunted to the hunter
   c. the experience of directly confronting your worst fear
   d. the sadness of realizing you are a failure in life
7. The dominant imagery of "Spring and All" is _____. Explain your answer using lines from the poem.
   a. pessimistic  
   b. visual  
   c. darkness  
   d. bright and sunny

8. The theme of "Spring and All" is _____. Support your answer with evidence from the poem.
   a. the struggle of living things against disease  
   b. the hardiness of life in the bleakness of nature  
   c. the shock of explosive growth  
   d. the contrast between human life and plant development

9. What does it mean when you say something is contagious? Describe examples of things that can be contagious.

10. If a landscape were stark, what would it look like?

**Extended Response**

11. In "Fear," the speaker writes about things she doesn't want to happen, that would take her daughter away from her. Yet Mistral uses a curious device to express these ideas. The poet defines no antecedent for the "them" that appears in the opening line of each stanza, and refers to a "They" who might put the child on the throne. Complete the sunburst diagram below by writing possible antecedents for "them." Then, based on your understanding of the theme of the poem, write an essay that explains to whom or what the pronoun "them" might refer.

![Sunburst Diagram]

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12. The imagery in "The street" appeals to several of the senses. Take a few minutes to form a mental image of what the speaker in the poem is experiencing. Which of your senses would you be using if you were in the speaker's place? Write a paragraph or two in which you explain which words and images in the poem appeal to those senses.

13. Most of "Spring and All" focuses on the natural world as it prepares for spring. Yet Williams begins the poem on "the road to the contagious hospital." This clear image of human life does not occur again in the poem. In an essay, explain why you think Williams began the poem with this clear reference to human beings. Give examples from the rest of the poem that support your ideas.

14. The speakers in "Fear" and "The street" both seem to be afraid of nameless, faceless enemies. In a short essay, compare and contrast the concerns, fears, and dangers faced by both speakers, using evidence from the poems to support your points.

15. The imagery, events, and ending of "The street" suggest an unrealistic world, a world of the speaker's imagination, taking place only in his mind. It seems unlikely that the pursuer in the poem is a real person. In an essay, discuss who or what might be pursuing the speaker. Provide a reasonable explanation based on the imagined events depicted in the poem.

Oral Response

16. Choose question 1, 2, 5, 6, 8 12. or 14 or the question your teacher assigns to you. Take a few minutes to expand on your answer to prepare an oral response to give in class. Find details in the poem that will support the points you want to make. If necessary, make notes to be clear about the order in which you want to present your answer.

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"Two Friends" by Guy de Maupassant (text page 96)
"Damon and Pythias" retold by William F. Russell (text page 102)

Open-Book Test

Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided. For multiple-choice questions, circle the letter of the best answer.

1. In "Two Friends," the author treats M. Morissot and M. Sauvage as ____. Support your answer with evidence from the story.
   a. gloriously heroic
   b. quietly admirable
   c. foolishly reckless
   d. tragically comic

2. What is the central theme of "Two Friends"? Explain your answer using evidence from the story to prove your points.

3. In "Two Friends," the image created by the phrase "a little blood remained on the surface" is most directly foreshadowed by which of the following lines from the story? Explain why the lines you chose can be seen as foreshadowing.
   a. "Paris was blockaded, starved, in its death agony."
   b. "... the sky ... made the whole river crimson ..."
   c. "... line in hand and feet dangling in the current."
   d. "... the two fish lines dropped from their hands ..."

4. In "Two Friends," how does de Maupassant ensure that the reader understands his true feelings toward the Prussian officer? Explain why each choice does or does not explain his true feelings.
   a. by portraying him as a rude and illiterate foreigner
   b. by describing him at first as a "kind of hairy giant"
   c. by having him use loud commands and coarse language
   d. by showing him ordering dinner and lighting his pipe

5. A significant detail about the friendship of Damon and Pythias is ____. Explain your answer using evidence from the story.
   a. Pythias's neglect of his business affairs
   b. Damon's dishonesty
   c. the punishment Pythias receives from Dionysius
   d. Damon's willingness to go to prison and even be executed for Pythias
6. Which of the following lines is from the climax of "Damon and Pythias"? Explain your answer.
   a. "Damon and Pythias were two noble young men who lived on the island of Sicily in a city called Syracuse."
   b. "Presently the excitement grew more intense still as a swift runner could be seen approaching the palace courtyard . . . ."
   c. "Now it happened that Syracuse was, at that time, ruled by a famous tyrant named Dionysius . . . ."
   d. "They were such close companions and were so devoted to each other that all the people of the city admired them."

7. What happens at the climax of "Damon and Pythias"?

8. The climax of "Damon and Pythias" is different from the climax of "Two Friends" in that it _______. Explain your answer, using evidence from the stories.
   a. is sad  
   b. stops abruptly  
   c. builds more slowly and is expected  
   d. is filled with violence

9. What does the word *hindrances* mean? Define the word and then use it in a sentence based on "Damon and Pythias."

10. Damon agreed to help Pythias because his friend was in dire need. Explain what the word *dire* means, and use the word in a sentence related to "Two Friends."

**Extended Response**

11. In an essay, discuss the character of Dionysius and the reasons that he released both Damon and Pythias at the end of the myth. What is the one thing he seems to want that he has not been able to attain? What does the ending of the story show about the character of Dionysius?

12. In "Damon and Pythias," Pythias is sentenced to die, but he is given the chance to leave prison to settle outstanding business and family matters. His friend Damon must wait in his place and agree to face execution if Pythias does not return on time. In an essay, answer the following questions: Why does Pythias agree to such an arrangement, even though he is putting his own life in jeopardy? Why does Pythias return to the prison, even though his punishment is unfair, when he has the chance to escape and save his own life? What do these actions say about the characters of Damon and Pythias and the quality of their friendship?
13. M. Morissot and M. Sauvage have some things in common with Damon and Pythias. In other ways, they are different from Damon and Pythias. Complete the Venn diagram to show their similarities and differences. Then use the information in the Venn diagram to compose an essay comparing and contrasting the two sets of characters and their situations.

M. Morissot and M. Sauvage

Both

Damon and Pythias

14. What do the Prussian officer in “Two Friends” and Dionysius in “Damon and Pythias” have in common? How are they different? Compare and contrast these two men in an essay, using significant details from the story to support your points.

15. Write an essay describing the compelling circumstances featured in the story “Two Friends.” What are some of the most significant background details of war? In what ways do these details hint at the story’s outcome?

Oral Response

16. Choose question 1, 2, 3, 7, 8 11, 14, or 15 or the question your teacher assigns to you. Take a few minutes to expand on your answer to prepare an oral response to give in class. Find details in the story or stories that will support the points you want to make. If necessary, make notes to be clear about the order in which you want to present your answer.

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from In Commemoration: One Million Volumes by Rudolfo A. Anaya (text page 119)

Open-Book Test

Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided.
For multiple-choice questions, circle the letter of the best answer.

1. Who were the first *viejitos* in the author's life? Use lines from the essay to support your answer.

2. What was the author's first language? Explain how you know this fact.

3. According to the author, one of the paradoxes of books is that ___.
   a. you never learn from books as much as you knew when you were a child
   b. there are more books than you could ever read in a lifetime
   c. you can lose yourself in books without losing your identity
   d. the more you read books, the more you want to learn

   Explain your answer using evidence from the essay.

4. Explain the main point of this essay in your own words.

5. Which of the following strategies would best help a reader understand this passage from Anaya's essay? Explain how the strategy does or does not help explain the passage.
   The libraries of my childhood paled in comparison to this new wealth of books... Here there were stack after stack of books, and ample space and time to wander aimlessly in this labyrinth of new frontiers. (page 123)
   a. Use prior knowledge to connect with the passage.
   b. Question which library causes his childhood libraries to pale in comparison.
   c. Set a purpose for reading the passage.
   d. Question the number of stacks in this new library.

6. Which statement best illustrates how important reading was to Anaya in his childhood? Explain your answer.
   a. Can this library with its million volumes bestow that same inspiration?
   b. Words are a way, he said; they hold joy.
   c. Yes I remember the *cuentos* of my grandfather, the stories of the people.
   d. My tattered library card was my ticket into the same worlds my grandfather had known.
7. How did the author work his way through high school? Use evidence from the essay to support your answer.

8. Which of the following statements best captures Anaya’s purpose for writing? Explain your answer using evidence from the essay.
   a. He wrote to share his ideas about how children should be introduced to libraries.
   b. He wrote to share his ideas and to honor the existence of libraries.
   c. He wrote to inform his audience about the millionth volume.
   d. He wrote to inspire other Mexican Americans to strive for success.

9. What is the author’s purpose in these lines from the essay? Explain your answer.
   The stories of the old people taught us to wonder and imagine. Their *adivinanzas* induced the stirring of our first questioning, our early learning. (text page 119)

10. When Anaya says that each volume has *inherent* power, he means that _____ . Use the word in a sentence of your own.
   a. he inherited the volumes from his grandfather
   b. each book is capable of adding to a person’s knowledge
   c. the power of words in the volumes comes from the author’s ancestors
   d. each volume or book is naturally powerful or important

**Extended Response**

11. Most of us think of the library as a place to research reports, as a warehouse for books, or maybe even a place to check out videos. In this excerpt from *In Commemoration: One Million Volumes*, Rufolfo Anaya describes his personal vision of the library and what that has meant to him. How would you explain this essay to someone who has not read it? What is Anaya’s vision of the library? Explain Anaya’s perceptions about the purposes of the library. Use examples from Anaya’s essay to illustrate your points.

12. Anaya explains some of the experiences in his life that led him to his great appreciation of libraries. He organizes the essay in chronological order. Complete the timeline below, putting the events of Anaya’s life in order. Then, using your timeline as a guide, write a short essay that explains the importance of these events and experiences in Anaya’s life.

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© Prentice-Hall, Inc. | In Commemoration 23
13. Anaya begins his essay with memories of his childhood and refers to "the old ones" in his native Spanish (text page 119). Several times in the essay he uses the original Spanish term for something he's referring to, such as *adivinanazas* for riddles (text page 119) and *oraciones en español* for the litany (text page 120). How do these references contribute to this excerpt from *In Commemoration: One Million Volumes*? Write an essay explaining the effect of these Spanish references and reminiscences. Use examples from the essay to support your ideas.

14. Anaya explains how the words and ideas he found in libraries contributed to his own success in reaching his goals. In an essay, compare Anaya's ideas about and experiences in libraries to your own. In what ways do you agree with Anaya? In what ways do you disagree?

15. With the advent of new technologies, the role of the library may change. CD-ROMs can hold entire encyclopedias, and there is almost no limit to the availability of information online. Every book, newspaper, video, and almost all civic information can be obtained in one's home through the use of modern telecommunications devices. What do these changes mean to the library? Will libraries become extinct? Will they serve other purposes? Write an essay assessing the role of the library in the twenty-first century. Use principles from Anaya's essay as a guide for your discussion.

**Oral Response**

16. Choose question 3, 4, 6, 7, or 15 or the question your teacher assigns to you. Take a few minutes to prepare an oral response to give in class. Find details in the essay that will support the points you want to make. If necessary, make notes to be clear about the order in which you want to present your answer.

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"How Much Land Does a Man Need?" by Leo Tolstoy (text page 130)

Open-Book Test

Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided.
For multiple-choice questions, circle the letter of the best answer.

1. How can you tell that "How Much Land Does a Man Need?" is a parable? Use examples from the story to prove your points.

2. "How Much Land Does a Man Need?" focuses on _______. Explain your answer using evidence from the parable.
   a. a land dispute between the peasants and the landowners
   b. Pahom's thirst for knowledge
   c. the evil nature of the Devil
   d. the problems of Pahom, a Russian peasant

3. Which of the following quotations from the parable best predicts its lesson? Explain your answer.
   a. "We may live roughly, but at least we're free from worry." (text page 131)
   b. "... though you often earn more than you need, you're very likely to lose all you have." (text page 131)
   c. "I can't go on overlooking it, or they'll destroy all I have. They must be taught a lesson." (text page 133)
   d. "Why should I suffer in this narrow hole, if one can live so well elsewhere?" (text page 134)

4. Complete the following sentence, then explain your answer based on evidence from the parable:
   Pahom believes all his troubles would be solved if ____________________

5. The parable "How Much Land Does a Man Need?" teaches the difference between _______.
   a. acres and miles
   b. urban and rural living
   c. need and greed
   d. wealth and poverty

   Explain how you know this, using examples from the parable.
6. The Devil hears Pahom exclaim, "If I had plenty of land, I shouldn't fear the Devil himself!" Why is the Devil so happy to hear this?

7. By describing how owning land affects Pahom, Tolstoy was probably hinting that he objected to private property because it led some people to _______. Explain your answer using evidence from the parable.
   a. become greedy and treat others badly
   b. borrow money and make their children work
   c. mistreat the land and leave it exhausted
   d. labor too hard and damage their health

8. Which of the following quotations best predicts the effect of land ownership on Pahom? Explain your answer.
   a. "Why should I suffer in this narrow hold, if one can live so well elsewhere?"
   b. "If you were honest folk yourselves, you wouldn't let a thief go free."
   c. "The land is all being sold, and I'll get none of it."
   d. "Our only trouble is that we haven't land enough."

9. Tolstoy hints at the outcome of Pahom's agreement with the Bashkirs by having him _______.
   a. walk in the direction of the rising sun
   b. mark his way with holes in the ground
   c. stop on the way for rest and refreshment
   d. take the journey without his servant

10. Pahom's wife is ______ by what her sister says about country life.
    a. disparaged
    b. surprised
    c. piqued
    d. disappointed
    Explain how she demonstrated this.

Extended Response

11. Pahom has certain character traits that help you predict the choices he will make and the outcome of the parable. In the diagram at the top of the next page, write his two strongest character traits in the first boxes. Then note the actions he takes as a result of having those traits and the consequences of those actions. Finally, describe Pahom's characteristics in a short essay, explaining how they help you predict how he will act in the story.
12. The character traits of the Bashkirs are quite different from those of Pahom. In an essay, make predictions about the future life of the Bashkirs, based on their character traits. Use evidence from the parable to support your own appraisal of the Bashkirs' character traits.

13. In an essay, describe the lesson that Tolstoy's parable teaches. Explain the abstract ideas or moral qualities that are represented by the characters of Pahom and the Devil. Describe and explain the specific circumstances that motivate their actions.

14. Tolstoy had a definite purpose describing the Bashkirs in his story as he does. In an essay, explain what that purpose was, and what you think the Bashkirs represent.

15. In this parable, Tolstoy explores the question "How much land is enough land?" Given the lesson of this parable, what answer do you think Tolstoy would give to the question? Do you agree or disagree with Tolstoy's position on land ownership? Write an essay supporting or refuting Tolstoy's position. Use evidence from the parable to support your reply to Tolstoy's position on land ownership.

Oral Response

16. Choose question 2, 6, 7, 9, or 15 or the question your teacher assigns you. Take a few minutes to prepare an oral response to give in class. Find details in the story that will support the points you want to make. If necessary, make notes to be clear about the order in which you want to present your answer.

Rubric for Evaluating Extended Responses

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"Success is counted sweetest" and "I dwell in Possibility—"
by Emily Dickinson (text pages 148–149)
"Uncoiling" by Pat Mora (text page 150)
"Columbus Dying" by Vassar Miller (text page 151)

Open-Book Test

Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided.
For multiple-choice questions, circle the letter of the best answer.

1. According to the speaker of "Success is counted sweetest," who most values success? Use lines from the poem to prove your point.

2. For the dying man in "Success is counted sweetest," why do the "distant strains of triumph / Burst agonized and clear"? Explain your answer.
   a. His senses are heightened in his final moments.
   b. He is most attuned to victory, the one thing he has longed for above all else.
   c. In death, he realizes his own personal triumph.
   d. He feels defeated and alone.

3. An example of stated theme in poetry is ______ .
   a. "Success is counted sweetest / By those who ne'er succeed"
   b. "I dwell in Possibility— / A fairer House than Prose--"
   c. "His men in fever, scabs, and hunger pains--"
   d. "With thorns, she scratches / on my window, tosses her hair dark with rain"
   Explain your answer.

4. The speaker's preference for possibility over prose implies that the theme of "I dwell in Possibility—" is ______ .
   a. everyday life is unbearable without imagination
   b. poetry expresses deeper emotions than prose
   c. imagination makes life richer
   d. some people never realize their full potential
   Explain your answer.

5. How do the "pale women" in "Uncoiling" react to the wind? Use lines from the poem to support your answer.
6. What information about the setting can you infer from the images of thorns, lightning, cholla, hawks, tumbleweeds, and sand in "Uncoiling"?

7. What does the word *immature* mean? Explain how the meaning "not" works into the definition of the word.

8. In "Columbus Dying," why does it make no difference to Columbus "whether they tumble off earth's edge or crawl / Till dropped dead in their tracks from vertigo"? Explain your answer.
   a. No one believes his theory that the world is not flat.
   b. He is too modest to accept praise for his successes.
   c. He has become hopeless as he realizes death is near.
   d. In the face of death, his achievement seems insignificant.

9. In "Columbus Dying," what can you infer about what the people in Columbus's time believed about sea travel? Use lines from the poem to support your answer.

10. What does "Prose" represent in "I Dwell in Possibility—"? Explain your answer.

**Extended Response**

11. Although written by the same poet, "Success is counted sweetest" and "I dwell in Possibility—" have different themes. Which theme appeals to you more? Why? In an essay, give details from the poem to support your opinion.

12. Write an essay supporting the idea that the speaker in the poem "Uncoiling" admires the power of the wind. Use evidence from the poem to support your points.

13. Life is rarely all good or all bad but is instead a challenging mixture of the positive and negative. In an essay, respond to this statement and support your opinion with details from the poems.

14. The lines "More numerous of Windows— / Superior—for Doors—" suggest that possibility includes entertaining a variety of views and opinions. In an essay, explain and support this viewpoint, using evidence from the poem.
15. The speaker of "Uncoiling" uses women to represent different values. How does the speaker reinforce traditional or stereotypical female roles? How does the speaker create liberating images of women? Complete the following chart, listing the different female roles that the speaker in the poem suggests. Then use the information in your chart as the basis of an essay comparing and contrasting the different images that the poem presents.

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**Oral Response**

16. Choose question 2, 4, 6, 9, or 13 or the question your teacher assigns you. Take a few minutes to prepare an oral response to give in class. Find details in the poems that will support the points you want to make. If necessary, make notes to be clear about the order in which you want to present your answer.

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Open-Book Test

Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided. For multiple-choice questions, circle the letter of the best answer.

1. When did Christy Brown’s mother first sense that there was something wrong with him? Explain your answer, using evidence from the autobiography.

2. Identify Brown’s purpose in writing the following paragraph. Then explain why you think Brown wanted to do this.

   Very worried by this, Mother told my father her fears, and they decided to seek medical advice without any further delay. I was a little over a year old when they began to take me to hospitals and clinics, convinced that there was something definitely wrong with me. . . . (text page 157)

   a. to demonstrate his parents’ concerns and the corrective steps they took
   b. to show that his mother noticed something, but his father did not
   c. to show how old he was when the doctors decided he was “hopeless”
   d. to demonstrate how inexperienced his parents were

3. Which of the following describes Christy’s life before he was able to show his family that he could communicate? Use evidence from the autobiography to support your answer.

   a. He didn’t like to be around his brothers and sisters because they were noisy.
   b. His mother arranged for friends and relatives to take care of Christy because she was too busy with the other children.
   c. He felt isolated from his family because he could neither communicate with them nor participate in their activities.
   d. He was fed and dressed each day and then just left on his own.

4. Reread the second paragraph on page 157, then choose the best answer to this question: Why does Christy write about the doctors’ opinions? Explain your answer.

   a. to show that his mother’s faith is misplaced
   b. to provide medical information so readers understand his condition
   c. to emphasize his mother’s strength and courage
   d. to show how little knowledge the doctors had about cerebral palsy in the 1930s
5. Reread the third and fourth paragraphs on page 157. Describe Christy's mother's reaction to the doctors, using evidence from the autobiography.

6. Reread the paragraph beginning "It was the chalk that attracted me so much" on page 160. Then answer this question: Why did Christy include the incident with the chalk? Explain your answer, using evidence from the autobiography.

7. Which of the following does not add to the impact of Christy's significant moment? Explain why all the other choices do add to the impact of the moment.
   a. Christy tells us that he is the tenth child (text page 156).
   b. Christy tells us that the doctors labeled him "hopeless" (text page 157).
   c. Christy's mother's faith leads readers to hope that she is right (text pages 157 and 158).
   d. Christy includes details about the appearance and mood in the room (text page 161).

8. Why was everything in Christy Brown's life changed by the incident with the chalk? Use evidence from the autobiography to support your answer.

9. What is the "secret fear" Christy refers to in the following passage from page 159? Explain your answer using evidence from the autobiography.
   Then, suddenly, it happened! In a moment everything was changed, my future life molded into a definite shape, my mother's faith in me rewarded and her secret fear changed into open triumph.
   a. that Christy's mind really is crippled
   b. that Christy's eyesight is failing
   c. that Christy's muscles are stiffening from lack of use
   d. that Christy's health is failing

10. What does Christy mean when he writes that his left foot, "apparently by its own volition," reached out and took the chalk? (text page 160)

Extended Response

11. A writer's purpose shapes his or her choice of language and use of details. Study the following passage from My Left Foot. State the author's purpose behind the paragraph in an essay. Use details from the passage to support your opinion.
   . . . I was lonely, imprisoned in a world of my own, unable to communicate with others, cut off, separated from them as though a glass wall stood between my existence and theirs, thrusting me beyond the sphere of their lives and activities. I longed to run about and play with the rest, but I was unable to break loose from my bondage. (text page 159)
12. You can make inferences about that person’s character from what they say and do. Fill in the boxes with words and actions that indicate the strength of both Christy Brown’s and his mother’s characters. Then, using the information in the boxes, write a short essay comparing and contrasting their strengths.

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13. From the very first paragraph, Christy Brown builds toward a significant moment. In an essay, explain what this significant moment is and how Brown builds up to it in his writing. Cite details or pieces of information that contribute to the impact of this compelling time in Christy Brown’s life.

14. After Christy’s mother shows him pictures in a storybook and she asks him if he liked the pictures, he reaches up and grabs one of her curls (text page 158). In a short essay, explain why Christy’s mother then cries. Use your own knowledge of human behavior and evidence from the autobiography to support your points.

15. In his autobiography, Christy Brown represents his mother’s strength as one of the factors relating to his own success. In an essay, discuss some of Mrs. Brown’s qualities. How does she strive for success? How does she keep going when faced with failure? Use details from the selection to support your opinions.

**Oral Response**

16. Choose question 1, 3, 4, 8, or 15 or the question your teacher assigns you. Take a few minutes to prepare an oral response to give in class. Find details in the autobiography that will support the points you want to make. If necessary, make notes to be clear about the order in which you want to present your answer.

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"A Visit to Grandmother" by William Melvin Kelley (text page 166)

Open-Book Test

Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided.
For multiple-choice questions, circle the letter of the best answer.

1. What is the most important story in "A Visit to Grandmother"? Explain your answer.
   a. a teenager's first meeting with his father's family
   b. a mother's reunion with her son
   c. a man's attempt to face a childhood pain
   d. a horse's misbehavior and its results

2. Which of the following lines from the story is an example of direct characterization?
   Explain your answer.
   a. "... he had spoken of GL with the kind of indulgence he would have shown a cute,
      but ill-behaved and potentially dangerous five-year-old." (text page 168)
   b. "He'll be here though; he ain't as young and footloose as he used to be."
      (text page 170)
   c. "And Chig had a suspicion now that the reunion had been only an excuse to
      drive south, that his father had been heading to this house all the time."
      (text pages 167-168)
   d. "She was a honey-colored woman, with long eyelashes." (text page 170)

3. Charles does not tell Chig right away about his plans to visit his family. What does this
delay reveal about his feeling concerning the visit? Explain your answer.
   a. Charles is not looking forward to the visit.
   b. Charles wants the visit to be a surprise for Chig.
   c. Charles thinks Chig will be reluctant to go.
   d. Charles didn't think he would have time to visit.

4. In "A Visit to Grandmother," Chig's father had never talked much about his family, with
the exception of one person. Which person was that? Use a sentence from page 168 of
the story to support your answer.

5. How would you describe GL's character? Use lines from the story that prove your points.
6. What detail is clarified, or made clear, in the following passage from the selection? Explain why this detail is important.
Ten days before in New York, Chig's father had decided suddenly he wanted to go to Nashville to attend his college class reunion, twenty years out. . . . Chig was seventeen, had nothing to do that summer, and his father asked if he would like to go along. (text page 167)

a. the reason that Chig's father moved to New York when he was an adult
b. the reason that Chig's father thinks of GL as a practical joker
c. the reason that Chig and his father were traveling together, near Grandmother's home
d. the reason Chig's father wanted to go to his college reunion

7. Which of the following lines from the story is an example of indirect characterization? Explain your answer.
   a. “She smiled. She had all her teeth, but they were too perfect to be her own.” (text page 168)
   b. “Uncle Hiram was somewhat smaller than Chig’s father; his short-cropped kinky hair was half gray, half black.” (text page 170)
   c. “She was standing now, her back and shoulders straight. She came only to Chig’s chest.” (text page 170)
   d. “They don’t know nothing about old ladies. When I want help, I’ll let you know. Only time I’ll need help getting anywheres is when I dies and they lift me into the ground.” (text page 170)

8. How does Charles's mother clarify the reason that she spent more time with GL than with Charles? Use a line from page 174 of the story to support your answer.


10. What does the following line tell you about Chig's father's expression at the moment?
   That was when Chig saw his face, grimacing. (text page 168)

Extended Response

11. In an essay, clarify the problems Charles has with his mother and his brother. Explain the misunderstanding between Charles and his mother that is at the root of the problem. What is Charles's attitude toward GL? What is the true reason for this attitude? Use your own knowledge of human behavior and clues from the story to support your answer.

12. Reread the story of the horse from pages 171-173, and then answer this question: What does the story of GL and the horse represent to Charles? Use evidence from the story to back up the points you make in an essay.
13. When Charles bends down to kiss his mother, Chig notices that "something new and almost ugly had come into his (Charles's) eyes: fear, uncertainty, sadness, and perhaps even hatred" (text page 167). Explain why Chig sees each of these things in his father's eyes in an essay. Why does Charles have negative feelings toward his family? What is the purpose of his visit home? Why might his visit home cause him to feel fear, uncertainty, sadness, and hatred?

14. Explain the theme of "A Visit to Grandmother" in an essay. Use evidence from the story to support your points.

15. In an essay, discuss the techniques uses to characterize Chig's grandmother, Charles, and GL. Describe at least two traits of each character and how you as a reader learn about these traits. What are some of each character's most revealing moments? Before you begin, take notes in these graphic organizers.

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GL

Oral Response

16. Choose one of questions 3, 5, 8, 9, or 14 or the question your teacher assigns you. Take a few minutes to prepare an oral response to give in class. Find details in the story that will support the points you want to make. If necessary, make notes to be clear about the order in which you want to present your answer.

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Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided. For multiple-choice questions, circle the letter of the best answer.

1. What is the narrator in Robert Frost’s poem “Mowing” doing? Use lines from the poem to support your answer.

2. What is the tone of the following passage from “Mowing” (lines 7-9)? Explain your answer.
   It was no dream of the gift of idle hours,
   Or easy gold at the hand of fay or elf:
   Anything more than the truth would have seemed too weak
   To the earnest love that laid the swale in rows, ...
   a. frightened    b. excited    c. annoyed    d. respectful

3. Describe the speaker’s condition as he tries to sleep in “After Apple-Picking.” Support your answer with evidence from the poem.

4. Interpret the image in “After Apple-Picking” of the woodchuck’s long sleep (lines 40-41). Why might the speaker compare himself to a woodchuck? Explain your answer, using lines from the poem.
   a. Woodchucks eat apples.
   b. Woodchucks live in apple orchards.
   c. Woodchucks keep busy all summer and then hibernate for a long winter’s rest.
   d. Woodchucks once destroyed his apple crop, and he hopes that they will hibernate soon.

5. Describe the attitude of the speaker in “After Apple-Picking” toward his work.

6. What is the tone of the following line from Maya Angelou’s “Style”? Explain your answer.
   Content is of great importance, but we must not underrate the value of style.
   a. humorous    b. angry    c. timid and unsure    d. firm and confident

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7. What is the tone of the following passage from “At Harvesttime”? Explain your answer.
Now, after years of observation and enough courage to admit what I have observed, I try to plant peace if I want to avoid betrayal and lies. Of course, there is no absolute assurance that those things I plant will always fall upon arable land . . .
a. rude and arrogant  b. sad  c. serious and thoughtful  d. light and humorous

8. How might you interpret this passage from “At Harvesttime”? Explain your answer.
Of course, there is no absolute assurance that those things I plant will always fall upon arable land and will take root and grow, nor can I know if another cultivator did not leave contrary seeds before I arrived.
a. Farming is difficult, time-consuming work that is not ideal for everyone.
b. You should not trust other people, especially people with whom you are competing.
c. Be careful where you plant seeds, because some soil is not arable.
d. Even if you are thoughtful and careful, you cannot control everything in life.

9. Frost’s poems “Mowing” and “After Apple-Picking,” as well as Maya Angelou’s essay “At Harvesttime,” convey ideas by using strong images. On what activity are those images based? Use lines from the poems and essay to support your answer.

10. What is another way to express the idea in this sentence from page 189, without using the word immutable?
There is an immutable life principle with which many people will quarrel.

Extended Response

11. In “Mowing,” the descriptions of the speaker’s work reveal certain characteristics and personality traits of the speaker. Explain what those qualities are in an essay, using evidence from the poem to support your answer.

12. In a short essay, describe some of the advice Maya Angelou gives about dealing with other people in “Style” and “At Harvesttime.” What does Angelou mean when she says “Style allows the person to appear neither inferior in one location nor superior in the other. Good manners and tolerance can often transform disaster into good fortune.”? How is this line similar to the following line from “At Harvesttime”: “I try to plant peace if I want to avoid betrayal and lies”?

13. Interpret the main idea of Maya Angelou’s “At Harvesttime” in a short essay, considering these questions: What message is Angelou trying to convey to readers? What images does she use to make her points? Are the images an effective way to convey the main idea? Use evidence from the essay to support your answer.
14. Write an essay describing the two perspectives on work in Robert Frost's poems "Mowing" and "After Apple-Picking." Answer the following questions in your essay: How does the speaker in "Mowing" feel about his work? How does the speaker in "After Apple-Picking" feel at the end of his day? What do the two speakers have in common? In what way do they differ? Complete the Venn diagram below to organize your thoughts before you begin writing.

**Speaker in "Mowing"**

**Speaker in "After Apple-Picking"**

**Both**

15. In an essay, describe some of the images that Frost and Angelou use to depict the wonders of the natural world and the details and difficulties of the farmer's work. What do these images reveal about the different moods and the main ideas of the pieces?

**Oral Response**

16. Choose question 3, 5, 8, 9, or 15 or the question your teacher assigns you. Take a few minutes to prepare an oral response to give in class. Find details in the poems and essay that will support the points you want to make. If necessary, make notes to be clear about the order in which you want to present your answer.

**Rubric for Evaluating Extended Responses**

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**Open-Book Test**

**Multiple Choice and Short Answer**

Write your answers to all questions in this section on the lines provided. For multiple-choice questions, circle the letter of the best answer.

1. The friend from England tells Father that _______. Support your answer with evidence from the story.
   a. the tree is a particular variety of apple of which he is very fond
   b. he's never seen an apple tree like this before
   c. this kind of tree normally grows only in England
   d. he will be surprised by the type of fruit the tree bears

2. Why is Father's response in the following passage somewhat odd? Explain your answer.
   "Great Scott!" said the friend, lighting upon it with every appearance of admiring astonishment: "Isn't that a—?" And a rich, splendid name settled like an unknown bird on the tree.
   "Yes, I believe it is," said Father lightly. He knew nothing whatever about the names of fruit trees. (text page 196)
   a. because the friend is so excited, but Father answers "lightly"
   b. because he knew very well that his friend was making up the name
   c. because he wasn't sure to what tree his friend was referring
   d. because Father knows nothing whatever about the names of fruit trees

3. Why does Father act as if he knows what kind of tree his friend has noticed? Support your answer using evidence from the story.
   a. He wants to show off in front of his friend.
   b. He wants to appear to be knowledgeable about his own property.
   c. He really does know what kind of tree it is; his children just don't realize it.
   d. He just wants his friend to stop going on and on about it.

4. Define the word *allusion*, and give an example of an allusion that is used in this story.

5. What is unusual about the apples Father slices open? Support your answer with evidence from the story.
6. Choose the sentence that contains an allusion. Explain what makes this sentence an allusion.
   a. One, that we called the "wild" orchard, lay beyond the vegetable garden.
   b. "They're rare—they're very rare. Hardly ever see 'em in England nowadays," said the visitor.
   c. "Don't touch that tree! Do you hear me, children!" said he, bland and firm.
   d. If the house had burned to the ground at that time, it would have meant less to him than the destruction of his tree.

7. How can allusions add meaning to a story?

8. Which of the following would be a useful question to ask—and answer—while you read "The Apple Tree"? Explain your answer.
   a. Why does Father take a "new and lively interest" in the tree after his friend's comments?
   b. What is the narrator's name?
   c. Is the narrator a boy or a girl?
   d. What was the "rich, splendid name" that the friend gave the apple tree?

9. Which of the following best describes Father's behavior as he picks, cuts open, and examines the first apples from the tree? Explain your answer using evidence from the story.
   a. He selfishly keeps the surprises of the apples to himself.
   b. He acts as if he is very knowledgeable about apples.
   c. He reveals his expertise about the bouquet of apples.
   d. He is nervous and chatters about the apples as he slices them.

10. Choose the sentence in which the adjective exquisite is used most accurately. Write a definition of the word exquisite.
    a. As children, we viewed Grandmother's grape arbor as a magical and exquisite hiding place.
    b. The storm was exquisite, with its booming thunder and flickering lightning.
    c. The big stone house that stood high on the hill was exquisite.
    d. My neighbors chose the light, exquisite foliage of a cypress tree over that of the more traditional maple to shade their yard.

**Extended Response**

11. The friend says this type of apple tree is rare. What conclusion does Father then draw? What does this tell you about Father's personality and character? Write an essay answering these questions, using evidence from the story to support your answer.
12. Complete the following chart, listing three questions you had while reading “The Apple Tree.” Then list the answers. Use the information in the chart to write an essay explaining how asking then answering the questions helped you understand something about the story that was not directly stated.

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13. Did you suspect that the apples might be a disappointment? What hints does the story contain that the apples would not meet anyone’s expectations? In an essay, identify any hints, whether they are directly stated or implied in the text, that give you an indication as to the quality of the apples. Explain why these passages or events give clues about the coming disappointment.

14. The question of why Father went to the orchard to look at the tree every Sunday morning is not directly answered in “The Apple Tree.” To get the answer, you have to piece together information. Write an essay answering the question, using details from the story.

15. Katherine Mansfield purposely wove an allusion into “The Apple Tree.” The allusion is to the biblical story of Adam and Eve in the Garden of Eden that occurs in Genesis 3–4. Describe the allusion, and discuss the parts of Mansfield’s story that are parallel to the story of Adam and Eve in an essay. In what ways does Mansfield's story differ from the biblical story? How does the allusion affect the reading of Mansfield’s story?

**Oral Response**

16. Choose one of questions 2, 6, 8, 9, or 13 or the question your teacher assigns you. Take a few minutes to prepare an oral response to give in class. Find details in the story that will support the points you want to make. If necessary, make notes to be clear about the order in which you want to present your answer.

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Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided. For multiple-choice questions, circle the letter of the best answer.

1. To whom or what does the speaker of “Africa” address his poem? Support your answer using lines from the poem.

2. Which of these choices best summarizes the question asked by the speaker of “Africa”? Explain your answer, using evidence from the poem.
   a. How can one return to a lost homeland?
   b. What has happened to my aged grandmother?
   c. Who caused the ancient bloodshed?
   d. When will Africa rule itself?


   a. distant and blood
   b. bends and trembling
   c. patience and stubbornness
   d. white and faded

5. The message of “Old Song” might best be expressed as ______. Use lines from the poem to support your answer.
   a. fame is its own reward
   b. be proud but not prideful
   c. heroism is futile; heroes die
   d. the only victory is staying alive
6. Which of the following words about "Old Song" is not a synonym for *aphorism*? Explain your answer.
   a. prediction
   b. adage
   c. saying
   d. proverb

7. Which of the following familiar modern proverbs is closest in meaning to a recurrent theme from *The Analects*? Explain your answer using evidence from the essay.
   a. It's six of one and half a dozen of the other.
   b. A rolling stone gathers no moss.
   c. The early bird catches the worm.
   d. Actions speak louder than words.

8. Reread the second paragraph on page 205, then choose the best ending to this statement: According to *The Analects*, a "small" person is a person of ______. Explain your answer.
   a. lowly office
   b. rigid views
   c. few words
   d. sparse learning

9. Explain the meaning of the following sentence from *The Analects*:
   He who will not worry about what is far off will soon find something worse than worry close at hand.

10. The word *lamentation* means ______. Use the word in a sentence of your own.
    a. intention
    b. aphorism
    c. wailing in grief
    d. regret

**Extended Response**

11. In *The Analects*, Confucius says, "Yu, shall I teach you what knowledge is? When you know a thing, to recognize that you know it, and when you do not know a thing, to recognize that you do not know it. That is knowledge." Confucius does not refer to vast stores of learning, and even includes not knowing things in his definition of knowledge. Is this idea a conventional approach to knowledge? Analyze Confucius's definition in your own terms in an essay.

12. The last line of "Africa" refers to the "bitter taste of liberty." One interpretation of this line is that liberty has a high price. Think about a time in history when this idea was illustrated. Who wanted liberty, and what price did they have to pay for it? What were some of the positive consequences of the struggle? What were some of the negative consequences? Use these ideas in a short essay on the subject.
13. People have attempted to define qualities of good conduct and character in many places and times. Two of these selections, *The Analects* and “Old Song,” separated by place and time, concern themselves specifically with conduct. What might Confucius think of “Old Song”? Would the composer of “Old Song” agree with *The Analects*? How are these two works alike? How do they differ? Complete this Venn diagram, then write an essay comparing and contrasting *The Analects* with “Old Song,” noting similarities and differences. Give examples from the selections to support your ideas.

![Venn Diagram]

14. Reread line 19 in “Also All.” Explain what this sentence means in a short essay, and relate it to what you know about a well-known public figure, a fictional character, or someone you know.

15. In “All,” Bei Dao finds “every speech a repetition,” and would probably agree with the ancient writer of the book of *Ecclesiastes* who said “there is no new thing under the sun.” Yet we live in an age of constant change. New devices, images, ideas, and issues surround us. Do you agree with Bei Dao? Is “every speech a repetition”? Write an essay assessing his statement and explain whether or not you agree with it. Give specific reasons for your opinion.

**Oral Response**

16. Choose question 2, 3, 5, 7, or 15 or the question your teacher assigns you. Take a few minutes to expand on your answer to prepare an oral response to give in class. Find details in the poems or *The Analects* that will support the points you want to make. If necessary, make notes to be clear about the order in which you want to present your answer.

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“Through the Tunnel” by Doris Lessing (text page 221)

**Open-Book Test**

**Multiple Choice and Short Answer**

Write your answers to all questions in this section on the lines provided. For multiple-choice questions, circle the letter of the best answer.

1. Identify the theme, or central idea, of “Through the Tunnel.” Cite details from the story to support your answer.

2. Which answer best completes the following sentence? Jerry’s mother feels that it is important to _______. Cite details from the story to support your answer.
   a. allow Jerry some independence
   b. monitor all of Jerry’s activities
   c. spend a lot of time with Jerry
   d. preserve some time for herself

3. Which quotation best illustrates Jerry’s internal conflict? Explain your answer citing details from the story.
   a. “He swam back to shore, relieved at being sure she was there, but all at once very lonely.” (text page 222)
   b. “They looked down gravely, frowning. He knew the frown.” (text page 224)
   c. “I want some swimming goggles,” he panted, defiant and beseeching.” (text page 224)
   d. “All night the boy dreamed of the waterfilled cave in the rock, and as soon as breakfast was over he went to the bay.” (text page 225)

4. Which sentence tells what Jerry does before he gets up the nerve to swim the tunnel? Explain why your answer is correct and the others are not.
   a. He swims halfway through the tunnel before turning around.
   b. He asks the local boys for advice.
   c. He trains himself to hold his breath for two minutes underwater.
   d. He asks his mother for permission.

5. Identify and describe the feelings that motivated Jerry’s resolution to swim through the tunnel. Cite details from the story to support your answer.
6. Which sentence describes Jerry's internal conflict? Cite details from the story to support your answer.
   a. He dives off the rocks into the bay.
   b. He clowns for the local boys.
   c. He learns to hold his breath for two minutes.
   d. He obeys his mother's request to spend the day with her at the other beach.

7. Which answer predicts the outcome of "Through the Tunnel"? Explain why your answer choice is correct and the others are not.
   a. "And yet, as he ran, he looked back over his shoulder at the wild bay; and all morning, as he played on the safe beach, he was thinking of it." (text pages 221-222)
   b. "The boys were gathering up their bits of clothing and running off along the shore to another promontory. They were leaving to get away from him." (text page 224)
   c. "He knew he must find his way through that cave, or hole, or tunnel, and out the other side." (text page 225)
   d. "He took the edges of the hole in his hands and drew himself into it, wriggling his shoulders in sidewise as he remembered he must, kicking himself along with his feet." (text page 226)

8. Jerry feels a great deal of internal conflict after seeing the local boys swim through the tunnel. Describe how he resolves his internal conflict. Cite details from the story to support your answer.

9. Which answer best completes this sentence? You might apply prior knowledge to your reading of "Through the Tunnel" by _______. Explain your answer.
   a. reading other stories by Doris Lessing
   b. picturing the dimensions of the tunnel
   c. predicting the outcome of Jerry's swim
   d. recalling the longest amount of time you held your breath underwater

10. In "Through the Tunnel," the sight of a frond near the tunnel's entrance frightens Jerry (text page 225). Define frond. Why does the frond frighten him? Cite details from the story to support your answer.
Extended Response

11. Describe an instance where Jeny puts his own safety at risk to prove something to himself. Explain why it is important to Jeny to challenge himself. Cite details from the story to support your answer.

12. In a brief essay, describe the relationship between Jeny and his mother. How does it change from the beginning of the story to the end? Cite details from the story to support your points.

13. Jeny struggles with his feelings in “Through the Tunnel.” What is Jeny’s internal conflict? Identify and describe actions that represent this conflict. Explain how he resolves it in a brief essay, citing details from the story to support your answer.

14. By the end of the story, Jeny has lost interest in going to the bay. In a brief essay, explain why something that was so important to him before suddenly became of no importance. Cite details from the story to support your answer.

15. Identify and describe how Jeny changes profoundly from the beginning of the story to the end. What qualities does he gain? Which ones does he leave behind? Complete these diagrams by writing adjectives describing Jeny at the beginning and end of the story. Then, use the information in the diagrams to write a character sketch of Jeny, describing the changes he undergoes.

Oral Response

16. Choose question 1, 3, 5, 8, or 15, or the question your teacher assigns to you. Take a few minutes to look through the story to prepare an oral response to give in class. If necessary, make notes to guide your answer.

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Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided. For multiple-choice questions, circle the letter of the best answer.

1. Authors write essays for many reasons, including to inform, persuade, convince, and entertain. What is the author's primary purpose in "The Dog That Bit People"? Explain your answer, using evidence from the essay.

2. Why does Thurber begin his essay with anecdotes about other dogs?

3. Which of the following would be the most appropriate replacement for the title to Thurber's essay? Explain your answer.
   a. "Why I Dislike Dogs"
   b. "Man's Best Friend?"
   c. "How Not to Train Dogs"
   d. "A Most Unusual Pet"

4. Which sentence best illustrates how Thurber uses odd juxtapositions to create a humorous effect? Explain why your answer is correct, and why each of the others is incorrect.
   a. "Muggs went up the backstairs and down the frontstairs and had me cornered in the living room." (text page 237)
   b. "Muggs was afraid of only one thing, an electrical storm." (text page 238)
   c. "Muggs would stand on the bench and eat." (text page 238)
   d. "Muggs died quite suddenly one night." (text page 239)

5. How did the mother deal with conflicts involving Muggs? Cite a quotation from the essay to support your answer.

6. Which sentence best illustrates how the author uses exaggeration to make the essay more humorous? Explain your answer.
   a. "They acted like pet mice, almost like mice somebody had trained." (text page 235)
   b. "Nobody knew exactly what was the matter with him, but whatever it was made him irascible, especially in the mornings." (text page 236)
   c. "Mother used to send a box of candy every Christmas to the people the Airedale bit." (text page 236)
   d. "Lots of people reported our Airedale to the police but my father held a municipal office at the time and was on friendly terms with the police." (text page 238)
7. Which element of a humorous essay does the following quotation best illustrate—exaggeration, understatement, irony, or anecdote? Explain your answer.

Then he was all over it: he never bit anyone more than once at a time. Mother always mentioned that as an argument in his favor.

8. Which line from the essay is the best example of a detail that can help you form a mental image? Explain your answer.
   a. "He really wasn't my dog, as a matter of fact; I came home from a vacation one summer to find that my brother Roy had bought him while I was away." (text page 235)
   b. "Nobody could understand why we didn't get rid of the dog." (text page 236)
   c. "Muggs at his meals was an unusual sight." (text page 238)
   d. "He would rise slowly from the floor, growling low, and stalk stiff-legged and menacing toward nothing at all." (text page 239)

9. Which quotation helps you create the most cartoon-like mental image? Explain your answer.
   a. "He would rush into the house and hide under a bed or in a clothes closet." (text page 238)
   b. "Muggs' first free leap carried him all the way across the table and into a brass fire screen in front of the gas grate but he was back on his feet in a moment." (text page 236)
   c. "I think that one or two people tried to poison Muggs—he acted poisoned once in a while . . ." (text page 236)
   d. "Still, in the years that we had him he bit everybody but mother, and he made a pass at her once but missed." (text page 235)

10. The following question consists of a related pair of words in CAPITAL LETTERS, followed by four lettered pairs of words. Which pair best expresses a relationship similar to that expressed in the pair in capital letters? Explain your answer.
   INCREDULITY : DISBELIEF ::
   a. anger : patience  
   b. calm : relaxed  
   c. comedian : funny  
   d. elation : joy

Extended Response

11. Thurber's lively tales of his wild dog Muggs create a highly entertaining story. What are some of the mental images that help you to envision the scenes Thurber describes? Choose two of your favorite anecdotes about Muggs, and before you begin writing, complete the cluster diagrams on the next page to help organize your thoughts. In each central circle, identify the anecdote, and in the surrounding circles, write the details that help you form a mental image of the action.
12. Thurber uses several different anecdotes to show how the members of the family met the challenge of having a pet like Muggs. Identify and describe these anecdotes, explaining what makes them so humorous in a brief essay.

13. Thurber expertly weaves different techniques of humorous writing into "The Dog That Bit People." Which technique is the most effective? Why? Support your opinion, citing examples from Thurber's essay.

14. Most people bitten by Muggs might describe the mother as an irresponsible dog owner. Write a brief essay citing details in the essay to support this opinion about the mother.

15. Although Thurber's essay treats Muggs's problems with humor, it also reveals how Thurber's family handles conflict. Describe and explain the dynamics of the Thurber household in an essay. How does the mother's style of handling conflict compare and contrast with that of her sons? Support your conclusions with examples from the essay.

Oral Response

16. Choose question 1, 4, 6, 9, or 14, or the question your teacher assigns to you. Take a few minutes to expand on your answer to prepare an oral response to give in class. Find details in the essay that will support the points you want to make. If necessary, make notes to guide your answer.

Rubric for Evaluating Extended Responses

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“Conscientious Objector” by Edna St. Vincent Millay (page 244)
“A Man” by Nina Cassian (page 245)
“The Weary Blues” by Langston Hughes (page 246)
“Jazz Fantasia” by Carl Sandburg (page 247)

Open-Book Test

Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided.
For multiple-choice questions, circle the letter of the best answer.

1. Which word best describes the tone of “Conscientious Objector”? Explain your answer, citing details from the poem.
   a. defiant   c. comic
   b. respectful   d. despairing

2. Who is the “Brother” referred to at the end of “Conscientious Objector”? Explain your answer, using details from the poem.

3. What is the man’s first reaction when he loses his arm in “A Man”? Quote a line or lines from the poem to support your answer.

4. What do these lines from “A Man” mean? Do you think you should take them literally, or are they symbolic of something else? Explain your answer.
   And where the arm had been torn away
   a wing grew.

5. Which phrase best describes the theme of “A Man”? Explain your answer, citing details from the poem.
   a. the triumph of determination   c. the sacrifice required by patriotism
   b. the tragedy of war   d. the difficulty of physical challenges
6. Describe the setting of "The Weary Blues." Cite a line or lines from the poem to support your answer.

7. Identify the subject of the "blues" that the pianist sings about in "The Weary Blues." Cite a line or lines from the poem that explains why the pianist was so unhappy.

8. Which word best describes the tone of the section in "Jazz Fantasia" about the steamboat? Explain your answer, citing details from the poem.
   a. ironic  
   b. gentle  
   c. historic  
   d. angry

9. Which phrase best describes what the images of love, a car chase, and a fight suggest in "Jazz Fantasia"? Explain your answer, citing details from the poem.
   a. the genuine feelings that jazz expresses  
   b. the negative reputation of the music  
   c. the failed personal lives of most musicians  
   d. specific sounds made by various instruments

10. Define melancholy. Then use the word in a sentence that demonstrates the meaning.

Extended Response

11. A man loses his arm in Nina Cassian's poem, "A Man." After considering his loss, he resolves to "do everything with twice as much enthusiasm." He makes up for losing his physical ability by doubling his effort. For people who are not physically challenged, however, there are other challenges that must be overcome with a change in attitude. How can a positive spirit like that of the man in Nina Cassian's poem help us face such tasks? Write an essay explaining the role of attitude in overcoming obstacles. Cite specific examples from life, and show how a person's state of mind is important in achieving goals.

12. One way to respond to these poems is to envision the images the poets present. Because many of the images appeal to the senses, this is not a difficult task. Complete the following chart by writing words and phrases from each poem that appeal to the senses. Then, using the information in your chart, write an essay in which you explain how one can understand the poems by responding to the images in them.
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13. A conscientious objector is one who, for reasons of ethical or religious belief, refuses to take part in warfare. Why would Edna St. Vincent Millay refer to herself as a conscientious objector in her poem about death? Is this title appropriate for the tone and images of the poem? Write an essay in which you discuss the title of "Conscientious Objector." Explain what Edna St. Vincent Millay objects to and how the poem shows her to be a conscientious objector. Use examples from the poem to illustrate your ideas.

14. In an essay, support the following statement, using evidence from the poem to back up your points: The theme expressed by the tone of "Jazz Fantasia" may be seen as an appreciation of the art form of jazz.

15. Both Langston Hughes in "The Weary Blues" and Carl Sandburg in "Jazz Fantasia" write about unique forms of music. Each poet attempts to capture the essence of jazz and blues for the reader, yet each does so differently. Write an essay in which you consider the differing approaches of these two poets as they attempt a similar goal. Discuss setting, action, images, ideas, and tone as you assess the poets' perspectives on these distinct American art forms. Give specific examples from the poems to support your ideas.

**Oral Response**

16. Choose questions 2, 4, 7, 9, or 11, or the question your teacher assigns to you. Take a few minutes to expand on your answer to prepare an oral response to give in class. Find details in the poems that will support the points you want to make. If necessary, make notes to guide your answer.

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Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided.
For multiple-choice questions, circle the letter of the best answer.

1. What is the nature of Sekhar's experiment in "Like the Sun"? Find the sentence in the story that describes the experiment and use it to support your answer.

2. In "Like the Sun," what is Sekhar's main reason for going through with the experiment? Choose the correct answer, and explain your answer, using evidence from the story.
   a. He feels it will give everyone a good laugh.
   b. He wants to please people.
   c. He feels that without truth, life is meaningless.
   d. He wants to get back at his enemies.

3. In "Like the Sun," why is Sekhar's negative response to his wife's "culinary masterpiece" an example of irony? Explain your answer.

4. What is a consequence of Sekhar's truthfulness at his morning meal? Support your answer with evidence from the story.

5. What becomes the most difficult test of Sekhar's vow to be truthful? Choose the correct answer. Then, explain your answer using evidence from the story.
   a. being honest with his co-workers
   b. needing to tell the truth about his headmaster's singing
   c. listening to music
   d. making amends with his wife

6. Why does Sekhar fear that losing his friends and his job might be a consequence of his decision to be honest? Choose the correct answer. Then, on the lines provided, quote specific lines from the story to support your answer.
   a. Honesty takes too much of his time.
   b. People do not want Sekhar to try to improve himself.
   c. People are against change.
   d. Hearing the truth often angers and hurts people.

© Prentice-Hall, Inc.
   a. The headmaster is openly angry with Sekhar.
   b. The headmaster refuses to speak to Sekhar.
   c. The headmaster seems to have accepted Sekhar’s criticism.
   d. The headmaster seems hurt by the criticism.

8. According to Dickinson in “Tell all the Truth but tell it slant—,” what will happen if truth does not “dazzle gradually”? Use a line from the poem to support your answer.

9. What theme do “Like the Sun” and “Tell all the Truth but tell it slant—” share? Use lines from the works to support your answer.

10. The headmaster reminds Sekhar that each paper must be carefully scrutinized. What does he mean by this? Choose the correct answer, and then use the word scrutinized in a sentence of your own that demonstrates its meaning.
   a. that the papers must be sorted
   b. that the papers must be tempered
   c. that the papers must be shirked
   d. that the papers must be looked at carefully

Extended Response

11. In a short essay, explain what Sekhar, the main character of “Like the Sun,” means when he says that “Truth is like the sun.” According to Sekhar, what characteristics do absolute truth and intense sunlight share? What has Sekhar observed about the way in which absolute truth’s similarity to bright sunlight affects human behavior? Why does he feel his experiment is so crucial? Support your opinion with details from the story.

12. In “Tell all the truth but tell it slant—,” what does Emily Dickinson mean when she says that truth must be told at a “slant”? Write a short essay exploring this question. Use evidence from the poem to support your points.

13. In an essay, explain how “Like the Sun” makes use of the literary technique of irony of situation. Explain some of the events that violate the expectations of characters in the story. Why is Sekhar’s statement at the end of the story—that “sitting up all night with a hundred test papers was a small price to pay for the luxury of practicing Truth”—particularly ironic?

14. Support the following statement in a short essay: In “Like the Sun,” when Sekhar calls irony a “luxury,” he means that total honesty can really only be practiced by people who do not need to succeed or get along with others. In your essay, use evidence from the story to support the points you make.
15. In an essay, compare and contrast Sekhar's approach to expressing truth in "Like the Sun" to Emily Dickinson's approach to expressing truth in "Tell all the Truth but tell it slant—." Before you begin writing, complete the following Venn diagram, showing what is unique about each work and what the works have in common. Then use the information from your diagram as a basis for your essay. In your essay, address the following questions: What specific details in each piece convey the idea that speaking and knowing truth is important? What does Dickinson mean when she says, "Tell all the Truth but tell it slant—" and "The Truth must dazzle gradually . . ."? In what way does Sekhar's approach to introducing truth into his life seem to differ from Dickinson's approach? Does he express truth gradually, at a "slant"? Would he have had a more pleasant day if he had he read Dickinson's poem before he began his day of truth? Why, or why not?

### Oral Response

16. Choose questions 3, 5, 6, 9, or 15, or the question your teacher assigns to you. Take a few minutes to expand on your answer to prepare an oral response to give in class. Find details in the story or poem that will support the points you want to make. If necessary, make notes to guide your answer.

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Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided.
For multiple-choice questions, circle the letter of the best answer.

1. Reread the first paragraph of "Hearts and Hands." Based on that paragraph, choose a logical prediction. Explain your choice.
   a. The men will pose some threat to the young woman.
   b. The young woman is very haughty and will refuse to ride with a criminal.
   c. One man is a prisoner; the other is a law officer.
   d. The men will not be allowed to sit in the same coach with the young woman.

2. Of the following details from "Hearts and Hands," which might O. Henry have included to mislead readers as he builds toward his surprise ending? Choose the correct answer and explain your choice.
   a. Passengers are boarding the train in Denver.
   b. The woman is described as an experienced traveler.
   c. One man is "handsome" and "bold"; the other is "glum-faced" and "roughly dressed."
   d. The two men are handcuffed together.

3. Suppose you are beginning to read "Hearts and Hands" for the first time. Which of the following conclusions about the young woman are logical, based on the first paragraph of the story? Choose the correct answer, and explain your reasoning.
   a. The young woman is wealthy and her servants will wait on her during the train ride.
   b. The young woman will play an important part in the story and her servants will wait on her during the train ride.
   c. The young woman is wealthy and is traveling with her parents.
   d. The young woman is wealthy and will play an important part in the story.

4. In "Hearts and Hands," when Miss Fairchild speaks to Mr. Easton, the narrator tells us he "roused himself sharply." Why is this a clue that he might not be a marshal? Explain your answer.
5. In “Hearts and Hands,” how is the presence of the handcuffs explained to Miss Fairchild? In your answer, use quotes that support what you say.

6. There is one detail in “Hearts and Hands” hinting that Mr. Easton is concerned about money and that he might be a counterfeiter. Explain what that hint is, quoting from the story as necessary.

7. Based on lines 27–29 of “The Fish,” what is the most logical assumption a reader could make? Choose the correct answer, and explain your choice.
   a. The speaker is looking forward to eating the fish.
   b. The speaker thinks the old fish’s meat will be tough and unappealing.
   c. The fish has been wounded so that the speaker can see the flesh and bones.
   d. The speaker thinks the meat will have too many bones in it.

8. What does the speaker in “The Fish” discover in the fish’s mouth? Explain your answer, quoting lines from the poem as necessary.

9. What do lines 66 and 67 from “The Fish” mean? Choose the correct answer, and explain your choice.
   a. After seeing that this fish had gotten away from other fishermen, the speaker is especially pleased.
   b. The idea of eating such a sought-after fish makes the catch even more valuable.
   c. The speaker added the fish to a pile of other fish, nearly filling the little boat.
   d. The speaker feels it is a good omen to have caught this fish on the first attempt.

10. If a local river had a sudden influx of salmon, what might a fisherman expect? Explain your answer.

**Extended Response**

11. In an essay, explain how the speaker in “The Fish” and the marshal in “Hearts and Hands” show compassion. Then explain why compassion is important in our everyday lives. Cite examples of compassionate behavior you have seen or experienced.

12. In “Hearts and Hands,” why do you think the real marshal deceives Miss Fairchild? Do you think he is serving justice? Explain why or why not.
13. "Hearts and Hands" contains a number of clues that foreshadow the ending. Use your knowledge of the outcome to identify, in an essay, as many clues or hints as you can. Explain how each is tied to the outcome. Before you begin writing, complete the following graphic organizer to help get your thoughts in order.

![Hints about the outcome]

14. There is much evidence throughout "Hearts and Hands" that Miss Fairchild admires Mr. Easton. In an essay, discuss this evidence. Use quotations from the story to prove your points.

15. O. Henry's story depends to some extent upon appearance and assumptions. Miss Fairchild makes assumptions based on the appearance of the two men. In an essay, discuss how the description of the two men directs your own assumptions. What are the stereotypes that O. Henry is playing against?

**Oral Response**

16. Choose one of questions 2, 3, 4, 7, or 13, or the question your teacher assigns to you. Take a few minutes to expand on your answer to prepare an oral response to give in class. Find details in the story or poem that will support the points you want to make. If necessary, make notes to guide your answer.

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from Desert Exile by Yoshiko Uchida (page 272)
“Remarks Upon Signing a Proclamation . . .” by Gerald Ford (page 279)

Open-Book Test

Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided.
For multiple-choice questions, circle the letter of the best answer.

1. In Desert Exile, where were Uchida and her family assigned to live at Tanforan? Include the line in the excerpt that supports your answer.

2. Reread the sentence that begins at the end of page 273 and ends on page 274. Then choose the answer that identifies Uchida's purpose for including this detail. Explain your answer.
   a. to inform readers that the family was living in a stall
   b. to emphasize the lack of privacy the family had to endure
   c. to tell readers that the walls of the stall were not very solid
   d. to describe how hot and stuffy the stalls were

3. Reread the paragraph on page 274 that begins, “Once we got inside. . . .” What is Uchida’s purpose for including these details?

4. What had the Uchidas packed in their camp bundle? Find and include the sentence that supports your answer.

5. Why does Uchida conclude that the army was “ill-equipped to build living quarters for women and children”? Choose the correct answer, and explain your choice using information from the excerpt.
   a. There were no women's latrines.
   b. There were no play areas for the children.
   c. There were separate quarters for women and children.
   d. Basic civilities, such as shower curtains, were not provided.

6. Reread the first paragraph on page 275, beginning with, “Once back in our stall . . .” What kind of prior knowledge or experience would help a reader relate to how the girls felt? Explain your answer.
   a. having sat on an army cot
   b. having nothing to say to one's family
   c. having been cold and uncomfortable
   d. having worn a coat
7. Which statement best describes Gerald Ford's purpose in writing his speech? Explain your answer using evidence from the speech.
   a. Ford commemorates the anniversary of the issuing of Executive Order 9066.
   b. Ford restores lost property to Japanese Americans who experienced internment.
   c. Ford acknowledges contributions made by Japanese Americans to the nation.
   d. Ford officially acknowledges that Japanese Americans were treated unjustly during World War II.

8. What piece of prior knowledge would most help a reader understand Gerald Ford's "Remarks..."? Choose the correct answer, and explain your choice.
   a. More than 100,000 Japanese Americans were interned.
   b. The actual number of interned Japanese Americans is disputed by some members of the Japanese American Citizen League.
   c. Some Japanese Americans were not interned because they served in the military.
   d. After World War II, Executive Order 9066 stopped being enforced, but it was never officially terminated.

9. In 1976, what kind of concerns might Japanese Americans have had with regard to Executive Order 9066? Support your answer with evidence from "Remarks...".

10. In Desert Exile, Yoshiko Uchida calls "apartments" a euphemism for "stalls." Explain what she means by this. Then write a sentence of your own using a euphemism commonly used today.

**Extended Response**

11. In an essay, draw conclusions about the American government’s attitudes toward Japanese Americans in 1942. Give specific details from Uchida’s account to support your conclusions. Discuss how appearances or stereotypes played a part in the attitudes and actions of American citizens and government officials.

12. Uchida says that she and her sister would walk a mile to take a hot shower, “to boost our morale” (page 277). Using your own prior knowledge, explain in a brief essay how this would serve to boost their morale. Include evidence in the excerpt from Desert Exile that the Uchidas and other families found ways to boost their morale while they were interned. Before you begin writing, complete this diagram to organize your thoughts.
13. If you read the excerpt from *Desert Exile* before you read Gerald Ford’s speech, information you acquired from *Desert Exile* became prior knowledge that you were able to apply to the speech. Explain how details and attitudes you encountered in the excerpt from Uchida’s *Desert Exile* affected how you responded to Ford’s speech. Cite specific facts or ideas from *Desert Exile* that helped you understand or form an opinion about something in Ford’s speech.

14. Ford ends his speech with the reminder that Americans must “treasure liberty and justice for each individual American.” He does this to acknowledge that the Japanese Americans had their liberty taken away from them during World War II. Write an essay in which you consider some other reasons he might have had for ending his speech this way. Use your own prior knowledge of our nation’s history to support your answer.

15. The U.S. Constitution guarantees all U.S. citizens certain civil liberties. These rights or liberties include freedom of speech, freedom of the press, freedom of petition and assembly, freedom of religion, the right to a trial by jury, and the right to have counsel. Explain in an essay how Executive Order 9066 resulted in the suspension of civil liberties for Japanese Americans. Discuss whether it is ever acceptable to suspend a U.S. citizen’s civil liberties, either temporarily or permanently.

**Oral Response**

16. Choose one of questions 3, 5, 6, 8, or 11 or the question your teacher assigns to you. Take a few minutes to expand on your answer to prepare an oral response to give in class. Find details in the excerpt or the speech that will support the points you want to make. If necessary, make notes to guide your answer.

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Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided.
For multiple-choice questions, circle the letter of the best answer.

1. Choose the word that best describes the relationship between Mini and her father at the beginning of the story. Explain your choice using evidence from the story.
   a. distant  
   b. silly  
   c. loving  
   d. uncommunicative

2. How does Mini respond at first to the Cabuliwallah? Find and include a line from the story to support your answer.

3. Which of the following images appeals to your sense of hearing? Choose the correct answer, and explain your choice on the lines provided.
   a. "... he put his hand inside his big loose robe and brought out a small dirty piece of paper."
   b. "He wore the loose, soiled clothing of his people, and a tall turban . . ."
   c. "He would reply in the nasal accents of a mountaineer: 'An elephant!'"
   d. "After the rains, there was a sense of cleanness in the air, and the rays of the sun looked like pure gold . . ."

4. What do Mini's father and the Cabuliwallah have in common? Use evidence from the story to support your answer.

5. How does Mini's relationship with her father change as she matures? Complete this timeline to show how it changes over the years. (You will have to make some inferences, based on the story.)

   Mini as a young girl  
   Mini as a young teenager  
   Mini about to marry
6. Select the two best reasons why Mini and the Cabuliwallah develop such a close relationship. Choose the correct answer, and explain your choice.
   a. Mini is lonely and she reminds the Cabuliwallah of his own daughter.
   b. Mini reminds the Cabuliwallah of his own daughter; and the Cabuliwallah is a patient listener to Mini's chatter.
   c. Mini is lonely; and the Cabuliwallah is a patient listener to her chatter.
   d. Mini is lonely and she understands the Cabuliwallah's funny jokes.

7. How does Mini's mother show her love for Mini? Circle the letter of the correct answer, and cite evidence from the story as support.
   a. She is overprotective of Mini's safety and well-being.
   b. She gives Mini lavish clothes.
   c. She invited Mini's friends for frequent visits.
   d. She encourages Mini's friendship with the Cabuliwallah.

8. Look back on page 290 and reread the sentence that begins “Clad in the red silk . . .” To what sense does the imagery in that sentence appeal? Explain your answer.

9. What does the Cabuliwallah sadly realize at the end of the story, when he sees Mini dressed in her red silk wedding sari? Explain your answer, using evidence from the story.

10. Which word best completes this sentence? Explain your answer on the lines provided.
    On the day of Mini's wedding, noise and great excitement _______ the house.
    a. implored  c. fettered
    b. pervaded  d. preceded

Extended Response
11. Tagore's story “The Cabuliwallah” includes many details that engage the senses of sight, hearing, taste, touch, and smell. Choose three sensory details from the story that evoke an image of Mini, Mini's father or mother, or of the Cabuliwallah. In an essay, fully explain how the details engage your senses and how they form a picture of the character in your mind.
12. Toward the end of the story, the narrator realizes that he has something in common with the Cabuliwallah even though they are so different in many ways. In a brief essay, discuss the similarities and differences between the two men.
13. The Cabuliwallah's arrest and eight-year imprisonment are the turning points in his relationship with Mini. In an essay, compare and contrast their relationship before and after his arrest. Use evidence from the story to support your points.

14. Find evidence in the story that the Cabuliwallah and Mini's family are from different social classes. How does this affect the way their relationship develops? Write your answer in an essay, citing evidence from the story.

15. In an essay, explain the probable series of events leading to the Cabuliwallah's arrest. In connection with these events, also consider the following questions: Who caused the trouble between Rahmun, the Cabuliwallah, and the "certain neighbor"? Who is the owner of the knife? Is the arrest of the Cabuliwallah justified? What can be inferred about the caste system in India at the time of this story? Use details from the story to support your ideas.

Oral Response

16. Choose one of questions 1, 6, 7, 9, or 15, or the question your teacher assigns to you. Take a few minutes to expand on your answer to prepare an oral response to give in class. Find details in the story that will support the points you want to make. If necessary, make notes to guide your answer.

Rubric for Evaluating Extended Responses

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from *Speak, Memory* by Vladimir Nabokov (text page 305)

**Open-Book Test**

**Multiple Choice and Short Answer**

Write your answers to all questions in this section on the lines provided. For multiple-choice questions, circle the letter of the best answer.

1. The excerpt from Nabokov's *Speak, Memory* is a personal narrative because _______.
   Explain your answer on the lines provided, using evidence from the narrative.
   a. it is a story from his life; it is a fictional account of his life
   b. it is a story from his life; it is told in the first person
   c. it is a fictional account of his life; it is told in the first person
   d. it is told in the first person; it is told in the third person

2. In his personal narrative, what does Nabokov describe? Explain your answer on the lines provided, using evidence from the excerpt.
   a. memories of an upper-class Russian life
   b. memories of his childhood reading experiences
   c. the tumultuous Russian Revolution of 1917
   d. his relationship with his beloved parents

3. In *Speak, Memory*, who are Ben, Dan, Sam, Ned, Meg, Weg, Sarah Jane, and Midge? Use evidence from the narrative to support your answer.

4. Reread the paragraph on page 307 that begins with the words "Summer soonerki." Based on Nabokov's description, what conclusion can you draw about his feelings toward the summer dusk? Complete this graphic organizer using words that describe the summer dusk.
5. Which of the following is a fact? Explain your answer.
   a. The text of Nabokov's grammar book was "stiff and patchy."
   b. Nabokov learned to read English before he learned to read Russian.
   c. The items in the English shop were not always of the best quality.
   d. Learning is a magical experience.

6. Which of the following most accurately describes the effect of Nabokov's childhood reading? Explain your answer using evidence from the narrative.
   a. Reading helped him fill many lonely hours of his childhood.
   b. Reading had a profound effect on his childhood and adult life.
   c. Reading helped him develop his formidable memory skills.
   d. Reading helped him empathize with the "simple souls" in his childhood books.

7. Reread the sentence on page 305, that begins with "Pear's Soap, tar black..." To which senses do the details in that sentence appeal? Explain your answer.

8. What is so memorable about how Nabokov describes his childhood reading? Explain how you know, using evidence from the narrative.
   a. His quotations from the stories make the characters come alive.
   b. He makes the reader think about his or her own childhood reading.
   c. He engages the reader with details that appeal to the senses.
   d. He tells the reader the importance of his early reading.

9. Why does Nabokov include a detailed description of his mother's ring? In your answer, quote the line from the narrative that proves your point (text page 307).

10. If you write with great proficiency, are you a clumsy beginner or a skilled expert? Explain your answer.

**Extended Response**

11. Explain in an essay how Nabokov's first reading experiences influenced his later life. Support your answer with details from the narrative.

12. It is obvious from this narrative that Nabokov comes from an aristocratic background rather than a poor or middle-class one. In an essay, explore this idea, using details from the narrative that prove this fact.
13. One of the ways in which Nabokov engages the reader in his personal narrative is through the use of sensory details. How does Nabokov appeal to the reader's senses? Complete the following chart with examples of images that appeal to each sense. Then, use the information in the chart to write an essay in which you identify a passage that makes effective use of sensory details.

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14. Learning how to read was a turning point in Nabokov's life. In an essay, support this statement, using evidence from the narrative.

15. In an essay, consider the point of view Nabokov takes toward the Russian Revolution. Describe his experiences, and explain how they might have influenced his attitude. Support your answer with details from the narrative.

**Oral Response**

16. Look back at question 2, 4, 6, 7, or 13 or one your teacher assigns. Then take five to ten minutes to expand your answer and prepare an oral response. Find additional details in the narrative that will support your points. If necessary, make notes to guide your response.

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Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided.
For multiple-choice questions, circle the letter of the best answer.

1. "With All Flags Flying" is mostly about _______.
   a. an individual's decision about how to live and die
   b. a father's refusal to participate in family life
   c. a poor man's desperate situation in his old age
   d. an elderly man's rejection of his children's love

   Explain your answer, using evidence from the story.

2. In "With All Flags Flying," what does the motorcyclist represent to Mr. Carpenter? Use a quotation from the story to support your answer (text pages 316-317).

3. Reread the last paragraph that begins on page 317. What is the "vague, sad feeling deeper than homesickness" Mr. Carpenter experiences when he eats Fig Newtons? Explain your answer.

4. Why does Mr. Carpenter choose to sit in a chair without rockers? Quote the line from the story that supports your answer (text pages 318).

5. Complete the diagram with things that are important to Mr. Carpenter. Then choose the one that is most important to him, and explain why it is.

   ![](diagram.png)
6. Reread the passage on page 318 that begins with “She was only thirteen ...” What do you think the character of Francie symbolizes in the story? Explain your answer choice.
   a. Francie is a typical thirteen-year-old girl.
   b. Francie is too wrapped up in her own concerns to notice her grandfather.
   c. Francie’s chatter annoys Mr. Carpenter, though he is fond of her.
   d. The author is using Francie as a symbol of love.

7. How does the author show that Mr. Pond is very different from Mr. Carpenter? Explain your answer with details from the story (text pages 320-321).
   a. Mr. Pond is one of those men “who run to fat and baldness in old age.”
   b. Mr. Pond is reading the Bible.
   c. Mr. Pond is sitting in a rocking chair.
   d. Mr. Pond thinks Mr. Carpenter’s family will celebrate Mr. Carpenter’s move to the nursing home.

8. Which of the following is a consequence of Mr. Carpenter’s decision to live in a nursing home? Explain your answer (text page 321).
   a. He does not become dependent on his daughters.
   b. He starts sitting in rocking chairs and acting “old.”
   c. He loses contact with his daughters.
   d. He gives in to the weakness in his legs, and his health declines.

9. What does Lollie Simpson, the schoolteacher, represent to Mr. Carpenter? Explain your answer, using evidence from the text.
   a. the way old women let themselves go
   b. the freedom to choose how to spend one’s old age
   c. old people’s desire to be loved and cared for
   d. a helpless, unhappy, unhealthy old age

10. What is another way of saying that Mr. Carpenter once had a thousand appurtenances? Explain your answer.

Extended Response

11. In an essay, explain what Lollie Simpson’s plan for her old age was. Then explain why Mr. Carpenter admired this plan. Consider the following question as you write your essay: What qualities in Mr. Carpenter’s personality influence his attitude about Lollie Simpson’s plan?

12. Write an essay about three characters from “All Flags Flying,” indicating what they symbolize. Describe their behavior and the character traits that make them symbols.
13. What other options does Mr. Carpenter have available to him? Complete the following chart, listing his alternatives and their possible consequences. Then use the information in the chart to write an essay on the topic. In your essay, judge Mr. Carpenter's decision to move to a nursing home. Given his personal needs and wishes, indicate whether his decision is the best one for him, and explain why or why not.

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14. Mr. Carpenter carries a paper bag with him to the old folks' home. The items he carries in that paper bag tell the reader about him, what he wants, and what his attitude toward possessions is. In an essay, explain why he carries the items he carries, what they mean to him, and what they tell the reader about him.

15. As Mr. Carpenter sets out for Clara's, we are told he has been dreading this day for years. In an essay, analyze why it is so important to Mr. Carpenter to maintain his independence. Do you think Mr. Carpenter is a typical senior citizen? Is Mr. Carpenter's family the cause of his desire to be independent? Explain why or why not.

**Oral Response**

16. Look back at question 1, 2, 5, 6 or 13 or one your teacher assigns, and take five to ten minutes to expand your answer and prepare an oral response. Find additional details in the story that will support your points. If necessary, make notes to guide your response.

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© Prentice-Hall, Inc.
"The Bridge" by Leopold Staff (text page 326)
"The Old Stoic" by Emily Brontë (text page 327)
"I Am Not One of Those Who Left the Land" by Anna Akhmatova (text page 328)
"Speech During the Invasion of Constantinople"
by Empress Theodora (text page 329)

Open-Book Test

Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided.
For multiple-choice questions, circle the letter of the best answer.

1. When the speaker in "The Bridge" says he walked "delicately as a butterfly / And heavily as an elephant," he is describing ___
   a. his hope and determination
   b. his caution and anxiety
   c. his body and his mind
   d. his past and the present
   Explain your choice.

2. In "The Bridge," the speaker suggests his success in crossing is _____.
   a. hard to explain
   b. a result of courage
   c. certain from the first
   d. a miracle
   Use details from the poem to support your answer.

3. In Brontë's "The Old Stoic," what is the speaker's most important value? Write a brief explanation of your answer.


5. "The Old Stoic" seems dramatic because _____.
   a. the speaker has experienced considerable personal stress
   b. the audience will object to its themes
   c. its tone and its message are self-reliant
   d. a stoic makes emotional statements
   Explain your choice.
6. In "Speech During the Invasion of Constantinople," why does Theodora rise to speak? Support your answer with lines from the speech or from the introduction.

7. What is Theodora's point in "Speech During the Invasion of Constantinople"? Use lines from the speech to support your answer.

8. What event creates the dramatic force of "I Am Not One of Those Who Left the Land" by Anna Akhmatova? Explain why each answer is or is not correct.
   a. War has broken out in her country.
   b. Her homeland has been occupied by foreigners.
   c. Her family and friends have all left their homeland.
   d. There is a destructive fire raging in her city.

9. How does the speaker feel towards the survivors and exiles in "I Am Not One of Those Who Left the Land"? Give a brief explanation using evidence from the poem. To organize your thoughts, complete this chart, explaining how the speaker felt toward those who left and those who remained.

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10. Define the word *timorous*, and use the word in a sentence of your own that demonstrates the definition.
Extended Response

11. Choose one of the selections, and write an essay that explains the choice the author is making and the values he or she is using to make a decision. Use examples from the selection you choose to support your ideas.

12. What is Brontë's perspective in "The Old Stoic"—loneliness, independence, hostility, or isolation? In a brief essay, support your answer using details from the poem.

13. Write an essay comparing and contrasting Brontë's and Staff's ideas of courage as expressed in "The Old Stoic" and "The Bridge." Use specific examples from the two poems to support your ideas.

14. In "Speech During the Invasion of Constantinople," what is Theodora's main motivation for wanting to stay? Is it love for her husband that motivates her? Might her motivation be her contempt for the enemy or her disgust with the cowardly advisors? Or is it something else? In a brief essay, explain what motivated Theodora to take the stand she did. Use evidence from her speech to support your answer.

15. These selections consider choices made in dramatic situations. Write an essay that explains why dramatic situations are the basis of many works of art. Use examples from the selections to illustrate your points.

Oral Response

16. Look back at question 1, 5, 8, 9, or 14 or one your teacher assigns, and take five to ten minutes to expand your answer and prepare an oral response. Find additional details in the poem or speech that will support your points. If necessary, make notes to guide your response.

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"The Good Deed" by Pearl S. Buck (text page 340)

Open-Book Test

Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided.
For multiple-choice questions, circle the letter of the best answer.

1. Why is Mr. Pan worried about his mother at the beginning of "The Good Deed"? Cite evidence from the story to support your answer (text page 340).

2. Why is old Mrs. Pan unable to appreciate the fact that she is safe? Use lines from the story to explain your choice.
   a. She is an unpleasant person.
   b. She dislikes her family.
   c. She was never in danger.
   d. She fears the city and felt safer in her village.

3. What inferences can you make about Mr. Pan's feelings for his mother? Use evidence from the story to write a brief explanation.
   a. He believes she should return to China.
   b. He is afraid of her.
   c. He loves and respects her.
   d. He is usually annoyed with her.

4. Think about how old Mrs. Pan's loneliness and feelings of uselessness affect her behavior in the beginning of the story. Explain how she acts and why her son worries about her. Before you write your answer, you may wish to go back to the book and reread the paragraph in column 1 of page 342, beginning with "So she gave up . . . ."

5. What can you infer about young Mrs. Pan based on her relationship with old Mrs. Pan? Explain why each answer is correct or incorrect.
   a. She is impatient.
   b. She is patient and kind.
   c. She is resentful of her husband's relationship with his mother.
   d. She wants nothing to do with Chinese culture.

6. How does Lili's visit begin to change the character of old Mrs. Pan? Explain your answer using evidence from the story (text page 343).
   a. She takes a greater interest in American culture.
   b. For the first time since she left her village, she forgets her own troubles.
   c. She will no longer tolerate living in a big city like New York.
   d. She tries again to communicate with her grandchildren.
7. Complete this graphic organizer, showing the steps Mrs. Pan takes as she tries to find Lili a husband. Then use the information in the organizer to explain how Mrs. Pan’s character actively changes during this process.

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8. What is the reason for the change in old Mrs. Pan? Explain, using details from the story.
   a. She was tired of sitting in her room.
   b. She begins to appreciate America.
   c. She wants to please her son.
   d. She finally feels needed and comfortable.

9. What can you deduce about the feelings Lili and young Mr. Lim have for each other? Use evidence from the story to support your points.

10. What is another way of saying that Lili Yang looked abashed?

**Extended Response**

11. In a short essay, explain the title of the story “The Good Deed.” What good deed may be described as central to the story? What other good deeds are performed or mentioned in the story? What different reasons do the characters have for performing their good deeds? As you write your essay, use evidence from the story to support your answer.

12. In an essay, analyze the character of Mrs. Pan. How does she fit the definition of a dynamic character? Describe how her attitudes about life in America change.

13. There are many things in Lili’s life that might be upsetting to her. In a brief essay, describe what those things are. Then explain what the most upsetting thing of all is, the one thing that causes Lili to “grieve in the secret places of her heart.” In your essay, quote passages from the story that prove your points.
14. Old Mrs. Pan is upset about many things concerning her grandchildren. Complete this chart listing those things and explaining why each thing upsets Mrs. Pan. Then write a brief essay in which you answer these questions: What does Mrs. Pan find to be the most upsetting thing about her grandchildren? Why is this more important to her than the other things?

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<th>Thing That Upsets Mrs. Pan</th>
<th>Why It Upsets Her</th>
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15. In an essay, describe the difference between American and Chinese marriage customs presented in "The Good Deed." According to the story, what problems exist in both traditions? At what point in the story do both sets of traditions come together?

**Oral Response**

16. Look back at question 3, 5, 9, 11, or 15 or one your teacher assigns, and take five to ten minutes to expand your answer and prepare an oral response. Find additional details in the story that will support your points. If necessary, make notes to guide your response.

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Open-Book Test

Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided. For multiple-choice questions, circle the letter of the best answer.

1. What does the speaker of “Thoughts of Hanoi” expect dawn to bring? To organize your thoughts, complete this graphic organizer. Explain your choice.
   a. an end to insomnia
   b. an end to the nightmare of separation
   c. peace to Vietnam
   d. a springtime of hope

   ![Graphic Organizer](image)

2. The theme of “Thoughts of Hanoi” is _______
   a. The past can never be recaptured.
   b. War makes brothers into enemies.
   c. Ties of blood endure despite political division.
   d. Political affiliation is stronger than kinship.
   Explain your answer using lines from the poem.

3. In the second, third, and fourth stanzas of “Thoughts of Hanoi,” the speaker recalls the past. How does this support the writer’s message? Use a line from the poem to support your answer.
4. In the poem "Pride," what do the cracks in the rock stand for? Use a line from the poem to support your answer.
   a. faults or weaknesses that everyone has
   b. unkind thoughts or wrongdoings of people
   c. troubles or hurts that people suppress because of pride
   d. pride itself, which can cause damage when someone has too much of it

5. What is Ravikovitch's message in "Pride," and how does she support it? Find an example in the poem to prove your answer.

6. What point about dying in an auto accident does Shapiro make in "Auto Wreck"? Cite the specific passage from the poem that supports your answer.

7. Reread the first ten lines of "Auto Wreck," and consider how these lines support the poet's message. Explain your choice.
   a. The lines describe the panic and chaos that follow an accident.
   b. The lines emphasize the prompt response of emergency personnel.
   c. The lines establish the setting of the poem as the scene of an accident.
   d. The lines create an otherworldly scene that suggests a lack of reality or sense.

8. In "Before the Law," if the gate was made only for this man, why isn't he allowed to go through? Explain your answer, using evidence from the allegory.
   a. He didn't try hard enough or in the right way.
   b. People don't really have the access to the Law that he thinks they should.
   c. The doorkeeper has strict instructions to keep him out because the man is a criminal.
   d. The man is only curious and doesn't really need access to the Law.

9. What is the turning point in "Before the Law"? Cite evidence from the allegory to prove your point.

10. When the Doorkeeper describes the man in "Before the Law" as insatiable, what does he mean? If the definition hadn't been printed on page 369, what context clues would have helped you determine the meaning of the word?
Extended Response

11. At the end of Karl Shapiro’s “Auto Wreck,” the poet’s opinions about death come through clearly. In an essay, state those opinions, and explain why you agree or disagree. Use examples from the poem to support your answer.

12. What do you think is the theme of “Before the Law”? Write a brief essay exploring this question, and use evidence from the story as support.

13. In an essay, analyze the message of either “Thoughts of Hanoi” or “Pride.” First, state the message you believe the writer is communicating through the poem. Then explain how the writer supports that message. Does the poet succeed in convincing readers of the message?

14. The stanza describing the girls and boys in “Thoughts of Hanoi” emphasizes the theme of youthful exuberance and accomplishment. Write a brief essay in which you support this statement, using passages from the poem. Before you begin writing, complete this chart to help organize your thoughts:

<table>
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<tr>
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<th>Words and Phrases About Accomplishment</th>
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15. In an essay, examine Kafka’s allegory “Before the Law.” Remember that in an allegory, everything is symbolic. Explain what “the Law,” the man, and the doorkeeper each stand for, and why the man is unable to gain access to the Law.

Oral Response

16. Look back at question 2, 5, 6, 8, or 15 or one your teacher assigns and take five to ten minutes to expand your answer and prepare an oral response. Find additional details in the poem or allegory that will support your points. If necessary, make notes to guide your response.

Rubric for Evaluating Extended Responses

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Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided. For multiple-choice questions, circle the letter of the best answer.

1. What is the author's primary purpose in writing "The Widow and the Parrot"? Select the best answer, and then explain your answer. Use evidence from the story to support your points.
   a. to inform readers of parrot behavior
   b. to entertain readers with an engaging story
   c. to persuade readers of animal intelligence
   d. to criticize miserly behavior

2. In "The Widow and the Parrot," what does the parrot's phrase "Not at home!" reveal about Joseph Brand, the parrot's owner? Select the best answers, and explain your reasoning.
   a. He had a good sense of humor.
   b. He appreciated the parrot's intelligence.
   c. He did not like the company of others.
   d. He was a miser.

3. What can be inferred from the details about the house that Mrs. Gage inherits in "The Widow and the Parrot"? Choose the best answer, and justify your answer. Explain what those details are, and what they imply.
   a. The parrot liked Joseph Brand.
   b. Mrs. Ford disapproved of Joseph Brand.
   c. Mrs. Gage has expensive tastes.
   d. Joseph Brand was an eccentric miser.

4. In "The Widow and the Parrot," how does Mrs. Gage's treatment of her dog hint at her motives for showing kindness to the parrot? Explain your answer, using details from the story.

5. As Mrs. Gage walks along the river bank in "The Widow and the Parrot," what conclusion does she draw about her brother's reason for leaving her an inheritance? Choose the correct answer, and quote the lines from the story that support your answer.
   a. He was being deliberately cruel.
   b. He felt guilty.
   c. He wanted to express his love for her.
   d. He was repaying her kindness to him.
6. After the fire in "The Widow and the Parrot," what two problems cause Mrs. Gage to worry when she's trying to get to sleep at Mrs. Ford's house? As you explain your answer, quote the relevant lines from the story as support.

7. In "The Widow and the Parrot," what motivates Mrs. Gage to follow the parrot to the burned house? Find the line in the story that proves your answer.

8. In "The Widow and the Parrot," what is the parrot's motive for leading Mrs. Gage to the gold? Circle the letter of the correct answer, and write a brief explanation on the lines provided.
   a. fear  
   b. revenge  
   c. wisdom  
   d. gratitude

9. Which sentence best summarizes the theme of "The Widow and the Parrot"? Select of the correct answer, and explain your choice.
   a. Some people have a special way with animals.  
   b. Never give up hope.  
   c. Family ties are important.  
   d. Kindness to others is eventually rewarded.

10. How does the parrot demonstrate his sagacity? Explain your answer. Then complete the analysis map for the word *sagacity*. In the "Compare to" column, write words that mean about the same as *sagacity*. In the "Contrast with" column, write words that mean the opposite of *sagacity*. In the "Examples box," write two context sentences using the word *sagacity*.

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The Widow and the Parrot 83
Extended Response

11. In a brief essay, name three reading strategies you applied while reading "The Widow and the Parrot," and explain how each helped you understand the story. Provide examples from the selection to support your main points.

12. How would you describe Mrs. Gage's lifestyle at the beginning of "The Widow and the Parrot"? How is it different at the end of the story? Write a brief essay comparing and contrasting the two lifestyles. You might have to make some inferences about how things changed after she returned from her brother's house. Use quotations from the story as support for your points.

13. In "The Widow and the Parrot," characters' motivations drive the story's action, or plot. What crucial results arise from these actions? Write a cause-and-effect essay in which you describe how character motivations affect three different story events.

14. Mrs. Gage was leading a quiet, modest life when she received the letter about the inheritance. How did the letter lead to the expanding of Mrs. Gage's horizons? In a brief essay, explain the things Mrs. Gage did that were not part of her normal routine and explain how they led to great changes in her life.

15. In "The Widow and the Parrot," Mrs. Gage interacts with humans and with animals. Write an essay in which you compare and contrast these interactions and conclude how they reveal the story's theme.

Oral Response

16. Look back at question 3, 4, 5, 9, or 15 or the question your teacher assigns to you. Take five to ten minutes to expand your answer and prepare an oral response. Find additional details in the story that will support your points. If necessary, make notes to guide your response.

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Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided.
For multiple-choice questions, circle the letter of the best answer.

1. In "Civil Peace," what does Jonathan appear to value most? Explain your answer, using evidence from the story. Think about key moments in the story, and imagine that you are in Jonathan's place. In your answer, use words, phrases, images, and symbols that represent what you are thinking at just that moment.

2. Select the answer that completes this sentence: In "Civil Peace," when the soldier attempts to commandeer Jonathan's bicycle, we learn that Jonathan is ____. Explain your answer, using a quotation from the story as support.
   a. a shrewd observer of human behavior  
   b. a cynical agent of social corruption  
   c. an innocent victim of postwar crime  
   d. an earnest believer in God's mercy

3. Used as a greeting, what does the phrase "happy survival" mean? Explain your answer, using evidence from the story as support.

4. In Achebe's story, what does the hard work of Jonathan and Maria connote? Choose the correct answer, and support your choice.
   a. tragic ignorance  
   b. personal courage  
   c. religious miracles  
   d. financial ruin

5. Select the answer that completes this sentence: Jonathan's reliance on the proverb "Nothing puzzles God" shows his ____. Explain your answer.
   a. faith in the divine plan  
   b. refusal to confront reality  
   c. lack of faith in himself  
   d. desire to acquire more education
6. Which bit of prior knowledge would best help a reader relate to Jonathan's feelings upon finding his house intact? Choose the correct answer, and explain your answer.
   a. knowing how it feels to win a valuable prize
   b. knowing how it feels to lose personal belongings in a flood
   c. knowing how it feels to return home from a long trip
   d. knowing how it feels to talk to an old friend on the phone

7. Which recurring word supports the meaning of the statement "Nothing puzzles God"? Explain your answer, citing two sentences in which this word appears.
   a. egg-rasher
   b. miracle
   c. "tief-man"
   d. bicycle

8. What is the climax of Achebe's story? Explain your answer, quoting a sentence from the story as support.

9. What is the theme of "Civil Peace?" Support your answer, using lines from the story.

10. Which miracle does Jonathan regard as inestimable, and what does he mean by this?

**Extended Response**

11. "Civil Peace" relates one man's struggles in the aftermath of Nigeria's civil war. How does prior knowledge help you relate to Jonathan's experiences? In a brief essay, compare and contrast three of Jonathan's experiences with three of your own. Before you begin writing, complete this chart to organize your thoughts. On the slanted, heavy lines, name the experience. On the horizontal lines, write details about each experience. Use the top half of the organizer for Jonathan's experiences and the bottom half for your own.
12. There are several conflicts in "Civil Peace," including the time Jonathan bribes the ragged soldier, the time the thieves steal Jonathan's egg-rasher, the time Jonathan angrily rejects public sympathy, and the time the thieves argue among themselves. Which of these do you think is the principal conflict in the story? Explain your answer in an essay, supporting your points with evidence from the story.

13. In "Civil Peace," Jonathan Iwegbu relies on the proverb "Nothing puzzles God." What significance does the proverb hold for him? Does it provide an easy explanation for events, or is its meaning more complex? Write a brief essay in which you analyze the meaning of this key statement.

14. In a brief essay, support the following statement: Applying prior knowledge while reading "Civil Peace" is not useful because most readers have not lived through a civil war. In your essay, mention the sections in which prior knowledge is useful to the reader.

15. Jonathan Iwegbu possesses a positive outlook on an arguably bleak life. In an essay, compare and contrast Jonathan's optimism with the reality of his life, naming at least three incidents from the story. Draw a conclusion about the reason for Jonathan's optimism—does it arise because of the incidents, or for some reason unrelated to the incidents?

**Oral Response**

16. Look back at question 1, 6, 8, 9, or 15 or the question your teacher assigns to you. Take five to ten minutes to expand your answer and prepare an oral response. Find additional details in the story that will support your points. If necessary, make notes to guide your response.

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Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided. For multiple-choice questions, circle the letter of the best answer.

1. The tone of "The Bean Eaters" comes in large part from Brooks's concrete details. In the diagram below, list several of these details; then explain how they contribute to the tone of the poem.

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2. Reread the second stanza of Brooks's poem "The Bean Eaters." In that stanza, which phrase expresses the poet's respect for the subjects of her poem? Write a brief explanation of your answer.

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3. What is the overall message of the second stanza of "The Bean Eaters"? Explain your answer, using phrases from the poem as support.

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4. What mental picture would most logically result from reading the second stanza of "The Bean Eaters"? Choose the correct answer, and explain your reasoning.
   a. two quiet elderly people following a quiet routine
   b. two old people living in a cluttered, messy house
   c. two very elderly people who require assistance in caring for themselves
   d. two active senior citizens who keep busy with various activities

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5. Reread the first few sentences in “How to React to Familiar Faces.” How does Eco create an image here to which all readers can relate? Select the correct answer. Then explain your answer, using evidence from the essay.
   a. He mentions a famous movie star whose name everyone recognizes.
   b. He tells about being recognized by someone who talks about him as if he weren’t there.
   c. He tells about a celebrity being mobbed by fans.
   d. He relates the very common experience of walking along the sidewalk and seeing someone he recognizes.

6. In “How to React to Familiar Faces,” what does the author do when he realizes the person he’s looking at is Anthony Quinn? Quote the sentence from the essay that supports your answer.

7. In “How to React to Familiar Faces,” the author relates his personal experiences with reacting to familiar faces. How does this affect the tone of the essay? Select the correct answer, and explain your reasoning.
   a. It makes the essay friendly and easy to relate to.
   b. It makes the essay seem silly because Eco relates insignificant incidents.
   c. It adds excitement because his experiences involved movie stars.
   d. His experiences were so personal that they are hard for readers to relate to.

8. In “How to React to Familiar Faces,” reread the second-to-last paragraph, the one that begins, “I might as well . . . .” What is the tone of that paragraph? Explain your answer, using lines from the essay as support.

9. In “How to React to Familiar Faces,” why does the author include the second-to-last paragraph in the essay? Choose the correct answer, and write a brief explanation of your choice.
   a. to let readers know what he really wanted to do when he met Quinn
   b. to point out the absurdity of people’s behavior
   c. to give evidence by telling what someone once did to him
   d. to relate an incident that he witnessed

10. The author of “How to React to Familiar Faces” says that when people meet a celebrity, they are likely to “continue their conversation amiably.” What does this mean?
Extended Response

11. In "The Bean Eaters," Brooks conveys a tone that is intimate, sad, and respectful. In an essay, analyze how she does so. Support your answer with specific words, lines, or images from the poem.

12. Write a brief essay in which you explain the theme of "How to React to Familiar Faces." Use evidence from the essay to support your points.

13. In an essay, analyze how the author conveys the informal tone of "How to React to Familiar Faces." What attitudes do you think are behind the tone? Consider the word choice, sentence structure, and personal details in your explanation. To help organize your thoughts, complete this chart.

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14. In "The Bean Eaters," the poet writes that the people remember "with twinklings and twinges." In an essay, explain what she means. Use words and phrases from the poem as support.

15. In an essay, discuss the views of the author of "How to React to Familiar Faces" on how the media contribute to our confusion between the real and the imaginary. Analyze the point the author is making about a society in which this happens. What could result from blending the real and the imaginary?

Oral Response

16. Look back at question 3, 5, 9, 11, or 15 or the question your teacher assigns to you. Take five to ten minutes to expand your answer and prepare an oral response. Find additional details in the poem or essay that will support your points. If necessary, make notes to guide your response.

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"A Picture From the Past: Emily Dickinson" by Reynolds Price (text page 414)  
"What Makes a Degas a Degas?" by Richard Mühlberger (text page 416)

Open-Book Test

Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided. For multiple-choice questions, circle the letter of the best answer.

1. In "A Picture From the Past: Emily Dickinson," to what does the author compare an old picture? Quote the line from the essay that supports your answer.


3. What personality trait in "A Picture From the Past: Emily Dickinson" does Price attribute to Dickinson's "rough-knuckled hands"? Choose the correct answer and quote the line that supports your choice.
   a. sensibleness  
   b. silliness  
   c. intelligence  
   d. loneliness

4. Which of the following details appears in the photograph of Emily Dickinson as well as in the essay, "A Picture From the Past: Emily Dickinson"? Select the correct answer, and give a brief explanation, using evidence from the essay.
   a. the ribbon around her neck  
   b. the ribbon around her neck; a book of poems  
   c. the ribbon around her neck; a book of poems; rough-knuckled hands  
   d. the ribbon around her neck; rough-knuckled hands; her tall strong neck

5. What kind of effect did Degas strive to convey with oil paint? Explain your answer, using lines from the essay as support.
6. According to "What Makes a Degas a Degas?" which of the following words best describes Degas? Select the correct answer, and then quote the line that supports your choice.
   a. traditionalist  
   b. amateur  
   c. follower  
   d. innovator

7. In "What Makes a Degas a Degas?" what characteristic in Degas’s paintings shows the influence of photography and Japanese prints? Use evidence from the essay as support for your answer. Before you begin writing, complete this diagram to organize your thoughts.

   Photography
   ------------------
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   |                |
   +-------------------+
   |                   |
   |                   |
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   Japanese Prints
   ------------------
   |                |
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   Degas’s Paintings
   ------------------
   |                |
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8. What is the purpose of an analytical essay? Circle the letter of the correct answer. Then, on the lines provided, briefly explain how "A Picture from the Past: Emily Dickinson" and "What Makes a Degas a Degas?" both qualify as analytical essays.
   a. to break down a large idea into its smaller parts  
   b. to convey the author’s feelings toward his or her subject  
   c. to entertain and inform  
   d. to narrate the story of the subject’s life

9. According to "What Makes a Degas a Degas?" what artistic technique did Degas innovate? Quote the line from the essay that supports your answer.

10. What does the word lacquered mean? Use the word in a sentence of your own that has enough context to show that you know the meaning.

**Extended Response**

11. The author of "A Picture From the Past: Emily Dickinson" uses details in the daguerreotype of Emily Dickinson to interpret her personality and the kind of life she lived. In an essay, explain the author’s interpretation of Dickinson and why you agree or disagree.
12. The author in "A Picture From the Past: Emily Dickinson" describes Dickinson as "our own Cassandra." In an essay, explain why he does so. Who is Cassandra, and what does Dickinson have in common with her?

13. In "What Makes a Degas a Degas?" the author states that part of Degas's lifelong quest was "to make viewers feel that they were right there beside him." In an essay, identify elements in Degas's paintings that illustrate his lifelong quest. Explain how these elements create a sense of immediacy for the viewer. Use details from the essay and from Degas's paintings to support your answer.

14. According to "What Makes a Degas a Degas?" there are some qualities in a Degas painting that suggest the influence of photography. In a brief essay of your own, explain what those qualities are, using details from the essay as support.

15. In an essay, answer this question: What makes a Degas a Degas? Cite details from Degas's paintings and Mühilberger's essay to support your interpretation.

**Oral Response**

16. Look back at question 2, 5, 11, 12, or 15 or the question your teacher assigns to you. Take five to ten minutes to expand your answer and prepare an oral response. Find additional details in the essay that will support your points. If necessary, make notes to guide your response.

**Rubric for Evaluating Extended Responses**

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Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided. For multiple-choice questions, circle the letter of the best answer.

1. Why do the villagers reject Long Arrow at the beginning of the story? Quote the sentence from the story that supports your answer.

2. Long Arrow spends days without food, frantically searching for his people. How does Long Arrow probably feel when Good Running invites him to rest and eat? Explain your answer, using evidence from the story.

3. Why does Good Running decide to adopt Long Arrow? In your answer, cite evidence from the story as support.

4. What sets Good Running apart from other people in his village? Choose the correct answer and support your choice, using evidence from the story.
   a. He is a skilled hunter and warrior.
   b. He has a strong sense of compassion and is willing to look beyond people's prejudices against Long Arrow.
   c. He is slow-witted and people take advantage of his kindness.
   d. He enjoys the company of children.

5. After all he has been through in dealing with people in his camp, why is going on a journey to find the Elk Dogs so important to Long Arrow? Cite evidence from the story as support for your answer.
6. Judging from details provided in the story, what qualities in young men did the Blackfeet most value? Select the correct answer. Then support your answer, citing evidence from the story. Before you begin writing your answer, complete the cluster diagram, writing the qualities valued by the Blackfeet and the quotation from the story that proves it.
   a. sensitivity and compassion
   b. planting, cleaning, and cooking abilities
   c. sense of humor and the ability to tell stories
   d. strength, bravery, knowledge, and hunting skills

   **Qualities Valued by Blackfeet**

   ![Cluster Diagram](image)

7. What quality helps Long Arrow most as he faces each obstacle on his journey? Quote the line or lines from the story that support your answer.

8. Which of the following passages best shows Long Arrow as a "larger-than-life mythical character? Choose the correct answer, and then explain your choice.
   a. the sentence beginning "Following Good Running's advice . . ." (text page 431, column 2, first paragraph)
   b. the sentence beginning "The beautiful boy . . ." (text page 433, last paragraph)
   c. the sentence beginning "Long Arrow wandered on . . ." (text page 431, last paragraph)
   d. the sentence beginning "Long Arrow thanked him . . ." (text page 434, column 1, last paragraph)

9. What is the main purpose of the myth of "The Orphan Boy and the Elk Dog"? Choose the correct answer, and explain your choice.
   a. how the Blackfeet came to have horses
   b. how the Blackfeet treated orphans
   c. the importance of bravery and determination
   d. the activities of young Blackfeet boys
10. What is the meaning of the word *stifle* as used in this sentence?
Long Arrow tried to stifle his cry of surprise.

---

**Extended Response**

11. In an essay, explain why the journey to find Elk Dogs becomes so important to Long Arrow. What prompts him to go on the journey? What, in addition to Elk Dogs, is he hoping to find? How does he feel as he returns to the village with the Elk Dogs? Why does he feel this way?

12. Write a brief essay in which you describe where Long Arrow has to go to find the mysterious Elk Dogs and the holy man who controls them. How does he get there? What obstacles does he meet along the way?

13. In an essay, explain the character of Long Arrow. What personality traits does he exhibit in the story? In what way do some of these traits help him to find a place in the home of Good Running? In what way do some of these traits make completing his difficult task possible? How has his personality been shaped by the early events of his life?

14. Write a short essay in which you answer this question: What does Long Arrow's decision to share his Elk Dogs with Good Running reveal about Long Arrow's character?

15. In an essay, analyze "The Orphan Boy and the Elk Dog" as an example of myth. What is a myth? What characteristics of myth does this story have? Answer these questions using examples from the story. Before you begin, complete this chart to organize your thoughts.

<table>
<thead>
<tr>
<th>Characteristics of Myths</th>
<th>Characteristics of &quot;The Orphan Boy and the Elk Dog&quot;</th>
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**Oral Response**

16. Look back at question 4, 5, 8, 9, or 15 or the question your teacher assigns to you. Take five to ten minutes to expand your answer and prepare an oral response. Find additional details in the essay that will support your points. If necessary, make notes to guide your response.

**Rubric for Evaluating Extended Responses**

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Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided.
For multiple-choice questions, circle the letter of the best answer.

1. What might readers logically predict about the stranger after reading the details presented in the opening lines of the story? Select the correct answer, and explain your choice. Use evidence from the story as support in your answer.
   a. He plans to dance at the party with a certain person.
   b. He is deliberately going where he will be unwelcome, where his presence could cause a commotion.
   c. He is carrying cheese to a party.
   d. He is on a casual walk through a neighboring town.

2. Why is the stranger drawn to the young girl at the party with “laughing black eyes”? Support your answer with lines from the story.

3. When the stranger asks the orchestra to play the Virgencita, the favorite song of Hidalgo, what does Sarita think? Quote lines from the story to support your answer.

4. Look again at the first paragraph in the second column on page 443. Reread the paragraph and then answer this question: Why does the author include this passage, written from Pepe’s point of view?

5. What is Sarita’s attitude as she describes Pepe’s reputation for “doing the impossible”? Choose the correct answer, and explain your choice. Use evidence from the story as support.
   a. contempt for his escapades
   b. fear of his wildness
   c. amusement at the rumors
   d. admiration for his courage
6. Complete this sunburst diagram with details about Pepe Gonzalez's personality. On the lines of arrows, write his personality traits. Then, in the boxes, write the line from the story that indicates the trait. Then write a short answer to this question: What do Pepe Gonzalez's actions reveal about his personality?

7. At the end of the story, what causes an uproar among the guests? Quote the lines that prove your answer.

8. Why does the author reveal Pepe's identity through the thoughts of Sarita? Select the correct answer and explain your answer.
a. to show that Sarita is not angry but intrigued with the idea that she danced with Pepe
b. to show Sarita's rage over the incident
c. to show that she is the only one left at the party
d. to show the reaction of Don Roméo to the incident.

9. Which of the following statements best expresses the theme, or central idea, of "The Street of the Cañon"? Choose the correct answer, and explain your choice. Use evidence from the story as support.
a. A man clever enough to pat the lamb has a right to play with the sheep.
b. An excessive preoccupation with the dead spoils the lives of the living.
c. A girl who is overly friendly with strangers risks damage to her reputation.
d. The feelings of the young will always challenge the prejudices of their elders.

10. What does the word *audaciously* mean, as it is used in the following sentence? After you define the word, use it in a sentence of your own, in a way that demonstrates the meaning.

   The stranger audaciously crashed the birthday party.
Extended Response

11. In an essay, explain how the author uses third-person omniscient point of view in "The Street of the Cañon." What does she accomplish by using this point of view? Support your response with details from the story.

12. In an essay, explain what the problems are between Hidalgo and San Juan Iglesias. What is the cause of the most recent tension between the two villages? Use details from the story to support your answer.

13. In an essay, explain the following quotation from "The Street of the Cañon": "When all the world says a thing cannot be done, he does it to prove the world wrong." What is the thing Pepe is trying to do? How does this relate to the theme of the story?

14. Complete this sequencing chain to show what you think Pepe will do next. Then, in a brief essay, make a prediction about what would happen if the story went on to describe the next week or so in the characters' lives. Use evidence from the story to support your predictions.

Pepe leaves the party and returns to his own village.

15. In an essay, analyze the character of Sarita and her feelings toward Pepe Gonzalez. How do her feelings relate to the theme of the story? In what way is the ending of the story unexpected?

Oral Response

16. Look back at question 1, 2, 4, 5, or 11 or the question your teacher assigns to you. Take five to ten minutes to expand your answer and prepare an oral response. Find additional details in the story that will support your points. If necessary, make notes to guide your response.

Rubric for Evaluating Extended Responses

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Open-Book Test

Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided.
For multiple-choice questions, circle the letter of the best answer.

1. The speaker in "A Storm in the Mountains" is __. Choose the answer that best completes the sentence, and explain your answer.
   a. a solitary traveler alone in the mountains
   b. one of the pine trees
   c. one of a group caught in the storm
   d. a soldier

2. Why aren't the travelers in "A Storm in the Mountains" afraid of the storm? Explain your answer, using lines from the essay.

3. At the end of "A Storm in the Mountains," why do those caught in the storm feel "insignificant yet grateful"? Use lines from the essay to support your answer.

4. Which of the following is a true statement about the speaker of "In the Orchard"? Explain your answer, using evidence from the poem as support.
   a. The speaker speaks in the first person.
   b. The speaker is depicted as a Scandinavian farmer.
   c. The speaker addresses warblers and thrushes.
   d. The speaker addresses only other workers.

5. What is the message of "In the Orchard"? Use lines from the poem to support your answer.

6. According to the speaker of "In the Orchard," what will finally "shut the garden gate"? Quote the line that supports your answer.
7. Complete the graphic organizer, telling what happens in "A Tree Telling of Orpheus." Then circle the letter of the answer that best completes this sentence: In "A Tree Telling of Orpheus," Denise Levertov tells, from the point of view of a tree, ____.

A rippling begins, and the tree thinks at first that it is wind, but it is not.

a. a fable with a moral about passing time
b. an imaginative recreation of a true story
c. a classical myth of a powerful musician
d. an account of the birth of music and fire

8. Look back at lines 97-99 of "A Tree Telling of Orpheus." What is the poet describing in these lines? Explain your answer, using other lines from the poem as support.

9. In "A Tree Telling of Orpheus," having a tree as the speaker of the poem _____. Choose the answer that best completes the sentence, and then explain your answer.
   a. causes us to find the story of Orpheus more believable
   b. makes the poem lighter because of its impossibility
   c. allows us to imagine Orpheus's power more vividly
   d. explains the unusual arrangement of line breaks

10. What does terrafirma mean? Define the word, and then use it in a sentence that demonstrates its meaning.

Extended Response
11. In "In the Orchard," why will you "win the bargain" if you listen to what the poet says? Write a brief essay answering this question, using evidence from the poem as support.

12. Write an essay in which you explain the theme of Ibsen's "In the Orchard." Discuss how and why nature is such a powerful setting for the theme. Use examples from the poem to support your ideas.
13. The word *primal* means first in time, original, or primitive. In "A Storm in the Mountains," Alexander Solzhenitsyn says he became part of this "primal world in creation before our eyes." Write an essay in which you explain why storms create such dramatic feelings in observers, using "A Storm in the Mountains" to support your ideas. Before you begin writing, complete this cluster diagram to organize your thoughts. In the outer circles, write the images mentioned in the poem and explain how these images make the travelers feel.

![Cluster Diagram](image)

14. The images in "In the Orchard" are intended to create the rich sights and sounds of spring. In a brief essay, explain what those images are and how they achieve this goal. Use lines from the poem as support.

15. Denise Levertov's "A Tree Telling of Orpheus" starts with an ancient myth and expands it dramatically. Why does she choose to write in the first person? In an essay, analyze the benefits of writing from the first-person point of view. Support your ideas with examples from the poem.

**Oral Response**

16. Look back at question 2, 5, 8, 9, or 15 or the question your teacher assigns to you. Take five to ten minutes to expand your answer and prepare an oral response. Find additional details in the selection that will support your points. If necessary, make notes to guide your response.

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Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided. For multiple-choice questions, circle the letter of the best answer.

1. Why is Framton Nuttel visiting the Sappletons in the country? Cite the supporting passage from the story in your answer.

2. Reread the beginning of the conversation between Framton Nuttel and Vera (text page 472). Based on what you find out later on in the story, why do you think Vera confirms the fact that Framton Nuttel does not know her aunt well at all?

3. What seems to be Framton's main interest? Quote the lines from the story that support your answer.

4. Why does Framton flee the house when Mr. Sappleton returns? Use evidence from the story as support.

5. When Mr. Sappleton returns at the end of the story, we realize that ____. Explain your answer, citing details from the story as support.
   a. Mr. Sappleton is a ghost.  
   b. Vera played a trick on Framton.  
   c. Vera is a mental patient.  
   d. Framton understands the joke.

6. What is the story's central conflict? Explain your answer, using supporting evidence from the story.

7. What occurs at the climax of this story? Cite the passage from the story that supports your answer.
8. Based on Vera’s treatment of Mr. Nuttel, what can you infer about her character? Before you answer, complete this diagram about Vera. In the first set of circles, write what Vera does. In the second set, write what her actions show about her character. Support your answer, using information from the diagram.

What it shows → What she does → Vera → What she does → What it shows

9. How is the central conflict of the story resolved? Explain your answer choice, citing details from the story.
   a. Framton is finally able to rest.
   b. The hunting party returns and Framton flees.
   c. Mrs. Sappleton finally meets Framton.
   d. Vera explains why Framton leaves.

10. Define the word *imminent* as it is used in the following sentence. Then use the word in context in a sentence of your own.
    A cyclist coming along the road had to run into the hedge to avoid imminent collision.
Extended Response

11. In an essay, analyze Framton Nuttel's expectations. Explain what Framton expects before he arrives at the Sappleton home, and show how these expectations are violated. What do his actions reveal about his character?

12. What is the theme of "The Open Window"? Write a brief essay, using details from the story to support your point.

13. In an essay, describe the plot of "The Open Window." Explain the exposition, inciting incident, central conflict, and resolution of the story. How does the author build suspense around the story's central conflict? Before you begin writing, complete a plot outline to organize your thoughts.

14. The first time you read the story, you might be surprised by the ending. If you reread it, however, you will find that the author included hints that Vera was fooling Framton all along. Write a brief essay explaining those hints. What is the final clue in the story that helps the reader to draw the conclusion that Vera's story about her family is false?

15. In an essay, contrast the character of Vera with the characters of Framton Nuttel and Mrs. Sappleton. What details show why Vera is able to manipulate the events of the story so effectively? In what way is she different from the other characters?

Oral Response

16. Choose question 3, 4, 6, 7, or 14 or the question your teacher assigns you. Take a few minutes to look through the story to prepare an oral response to give in class. If necessary, make notes to be clear about the order in which you want to present your answer.

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Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided. For multiple-choice questions, circle the letter of the best answer.

1. The central conflict in "Leiningen Versus the Ants" can best be characterized as one between ____.
   a. courage and fear
   b. men and ants
   c. pride and reality
   d. intelligence and nature
   Explain your answer choice citing evidence from the story as support.

2. Which statement best describes Leiningen's character? Explain your answer, citing evidence from the story as support.
   a. He is arrogant but not intelligent.
   b. He is brilliant but not organized.
   c. He is brave but not foolhardy.
   d. He is compassionate but not sentimental.

3. When they learn the ants are coming, why do Leiningen's employees remain calm? In your answer, include the line from the story that explains why.

4. Which of the following events represents an external conflict? Explain your answer choice, citing details from the story.
   a. Leiningen orders his men to defend the ditch.
   b. The peons believe the ants are thinking deadly thoughts.
   c. The flow of petrol from the cistern into the ditch becomes blocked.
   d. Leiningen forces himself to his feet after stumbling to the ground.
5. Reread the second half of the fifth paragraph of the story, beginning with the phrase, "With me . . ." Based on Leiningen's words, what would be a reasonable prediction about what will happen later in the story?

6. What technique does the author use to increase the suspense of the story? Use examples from the story to support your answer.

7. What internal conflict is at work among Leiningen's men? Explain your answer, using evidence from the story.

8. The morning after the ants' first siege, Leiningen "almost regretted that the fight had ended so soon and so simply." What is a reasonable prediction about what will happen? Explain your answer choice citing details from the story.
   a. The ants will retreat from the plantation.
   b. Leiningen will provoke the ants to attack.
   c. The ants will make another assault.
   d. Leiningen's men will desert him.

9. What does Leiningen hope will be the effect of ferrying the women and children across the river? Cite the line from the story that supports your answer.

10. Leiningen decided to flout the District Commissioner's warnings. Define flout and use it in a sentence of your own.

Extended Response

11. "Leiningen Versus the Ants" is a suspense story. In an essay, explain how knowing the plots of other suspense stories affects your predictions about "Leiningen Versus the Ants." Were your predictions correct, or were you surprised by the outcome of some situations?

12. The conflicts in "Leiningen Versus the Ants" are internal as well as external. In an essay, analyze what type of conflict defines the story. Use examples from the story to defend your position.
13. Complete this story map based on "Leiningen Versus the Ants." Then, in a brief essay, explain how you know what the climax of the story is.

14. During the story, how does Leiningen's attitude toward the ants change? In a brief essay, cite details from the story to support your answer.

15. In an essay, analyze the character of Leiningen. Describe his positive attributes and those that are problematic. Explain how he is a heroic figure. Support your answers with examples from the story.

**Oral Response**

16. Choose question 3, 4, 6, 7, or 14 or the question your teacher assigns you. Take a few minutes to look through the story to prepare an oral response to give in class. If necessary, make notes to be clear about the order in which you want to present your answer.

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"By the Waters of Babylon" by Stephen Vincent Benét (text page 500)

Open-Book Test

Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided.
For multiple-choice questions, circle the letter of the best answer.

1. The people in the story had legends about the ground that "burns forever." What do they mean by this? Use evidence from the story to support your answer.

2. How can you distinguish between a story that is written in the first person and one that is written in the third person? Based on this distinction, how would you characterize the point of view of "By the Waters of Babylon"? Give an example from the story to prove your point.

3. When John decides to explore the Place of the Gods, what does this demonstrate about his personality? Explain your answer, using evidence from the story.

4. Look back at the bottom of column 1 on page text 505, at the section that begins "There was also . . ." and goes to the end of the paragraph. What conclusion can you draw about the "shattered image"? Who do you think it might be, and why do you think so?

5. When John sees the city "as it had been when the gods were alive," what is he really seeing? Explain your answer citing details from the story as support.
   a. New York City as it had been  
   b. a view of another planet  
   c. the future  
   d. a myth

6. What does John's empathy and respect for the man who died in the chair suggest? Explain your answer choice, citing details from the story as support.
   a. the virtues of a modern technological society  
   b. an unwillingness to face difficult truths  
   c. the continuity of fundamental human values  
   d. a tendency to sentimentalize human history
7. When John discovers that the "gods" were men, what does he realize? Explain your answer, using evidence from the story.

8. The first-person point of view in "By the Waters of Babylon" creates ___. Explain your answer, citing details from the story.
   a. a flat, unemotional tone
   b. historical validity
   c. intimacy
   d. a predictable plot line

9. What is the theme of "By the Waters of Babylon"? Explain your answer choice, citing details from the story as support.
   a. the hostility between different groups of people
   b. the cycles of human history
   c. the frailty of human constructions
   d. the end of human society

10. Complete the Analysis Map, based on the word purified. In the section labeled "Compare to," write synonyms of the word. In the section labeled "Contrast with," write antonyms of the word. In the section labeled "Examples," use the word in a sentence of your own.

---

Extended Response

11. The first-person point of view in "By the Waters of Babylon" creates a specific mood and tone. Write an essay describing the mood and tone, explaining how the narrator's point of view creates them.
12. In what ways is John's civilization different from the one that preceded it? How are they different spiritually, culturally, technologically, and educationally? To organize your thoughts, complete the chart listing some of their differences. Then write a brief essay on this topic, quoting lines from the story to support your points.

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13. Benét's choice of a first-person narrator is a deliberate one. What effect does the point of view have on the story? How would a different point of view change the effect? Write an essay comparing the story's first-person point of view to a third-person limited or third-person omniscient point of view.

14. If John were to reveal his discoveries, what do you think the People of the Hills would do? Write a brief essay in which you consider this question. Use evidence from the story as support.

15. In "By the Waters of Babylon," modern civilization as we know it has been destroyed. What message does the story send about technology and humanity? Do you believe Benét is optimistic or pessimistic about the future? Support your opinion with details from the story.

**Oral Response**

16. Choose question 1, 4, 5, 9, or 15 or the question your teacher assigns you. Take a few minutes to look through the story to prepare an oral response to give in class. If necessary, make notes to be clear about the order in which you want to present your answer.

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"A Problem" by Anton Chekhov (text page 514)
"Luck" by Mark Twain (text page 520)

Open-Book Test

Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided.
For multiple-choice questions, circle the letter of the best answer.

1. In "A Problem," what does Sasha do that causes a family problem? Quote the line from the story that answers this question.

2. What can you infer about Sasha when he asks his Uncle Markovitch for money at the end of the story? Explain your answer.
   a. He is financially dependent on his uncle.
   b. He will honor his promise to repay his uncle.
   c. He has learned nothing from the experience.
   d. He regrets the problems he has caused his uncle.

3. How do you think Ivan Markovitch feels when Sasha asks for another loan? Explain your answer, using evidence from the story as support.

4. What evidence is there in the story that Sasha is a static character?

5. Which of the following sentences best reflects the moral of Mark Twain's "Luck"? Explain your answer choice by completing the diagram. Write the letter of your answer choice in the center circle, and then, on the lines, list examples from the story that support your answer.
   a. Military heroes invariably turn out to be frauds.
   b. Cheating always leads to a disastrous situation.
   c. Education is the key to effective leadership.
   d. Success may depend more on chance than on merit.
6. In "Luck," what is the clergyman's motivation in telling the narrator his opinion of Scoresby? Explain your answer.
   a. He is envious of Scoresby's success.
   b. He finds Scoresby's history amusing.
   c. He thinks Scoresby is a remarkable person.
   d. He wants the narrator to know how important he has been to Scoresby's career.

7. What inference can be made about Scoresby based on the evidence that his military blunders are interpreted as "inspirations of genius"? Explain your answer choice, using evidence from the story.
   a. He is a cautious man.
   b. He is a genius.
   c. He is a kind, generous man.
   d. He is a fortunate man.

8. Why can the Reverend be considered a dynamic character? Use evidence from the story to support your answer.

9. Explain why Scoresby is a static character. Use evidence from the story.

10. What is the meaning of the word *taciturn*, as it is used in this sentence? Define the word, and then use it in a sentence of your own.
    Sasha's other paternal uncle, a taciturn man, sits silently throughout Ivan Markovitch's defense of Sasha.

**Extended Response**

11. In Chekhov's story "A Problem," Sasha Uskov's behavior causes "a problem" for his family. In an essay, describe the serious problem that Uskov causes, how he reacts to the problem, how his family reacts to the problem, and how his family goes about trying to resolve the problem. Use details from the story to support your answer.

12. In a brief essay, describe how the clergyman became involved in Scoresby's life in Mark Twain's story "Luck." What motivated him the first time he helped coach Scoresby for his final examinations, and what motivated him to stay involved as Scoresby's career continued?
13. Describe in an essay what makes Arthur Scoresby and Sasha Uskov static characters. Then contrast one of these main characters with a dynamic character from the same story. Use examples from the stories to illustrate the difference between static and dynamic characters. Before you begin writing, complete the diagram to organize your thoughts.

**Static Character**

![Characteristics]

**Dynamic Character**

![Characteristics]

14. On text page 515, Sasha's uncle says it would be "civic cowardice" to help Sasha. What does he mean by this? Write a brief essay explaining Sasha's uncle's point of view, using evidence from the story as support.

15. The clergyman in Twain's story "Luck" describes numerous situations that enable the reader to make this inference: Scoresby is a lucky fool. But what about the clergyman? In an essay, explain what inference can be made from the fact that the clergyman has remained loyal to Scoresby.

**Oral Response**

16. Choose one of questions 2, 4, 5, 8 or 13 or the question your teacher assigns you. Take a few minutes to look through the story to prepare an oral response to give in class. If necessary, make notes to be clear about the order in which you want to present your answer.

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Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided.

1. In "There Will Come Soft Rains," what has happened to the human beings? Explain your answer, using evidence from the story as support.

2. In "There Will Come Soft Rains," what mood is created by a setting in which all domestic functions are performed by machines and none by human beings? Explain your answer choice, citing details from the story as support.
   a. cheerful and exhilarating
   b. repulsive and horrifying
   c. homey and reassuring
   d. impersonal and chilling

3. Which of the following sentences from "There Will Come Soft Rains" contributes directly to the setting? Circle the letter of the correct answer. Explain your answer.
   a. " 'Today is Mr. Featherstone's birthday.' "
   b. "Bridge tables sprouted from patio walls."
   c. "It repeated the date three times for memory's sake."
   d. "A dog whined, shivering on the front porch."

4. Complete the diagram by writing descriptions of the way the McClellans' house is programmed. Then, on the lines provided, answer this question: In "There Will Come Soft Rains," what can the reader infer about the McClellan family based on the way their house is programmed? Briefly explain your answer, using evidence from the story as support.
5. Why did Bradbury choose a fully automated house instead of a factory or a school as the setting for "There Will Come Soft Rains"? Give a brief explanation of your answer, using evidence from the story.

6. Which of the following details from "The Garden of Stubborn Cats" explains the statement, "The city of cats and the city of men exist one inside the other, but they are not the same city"? Explain your answer.
   a. Buildings now fill courtyards and gardens that cats and people once shared.
   b. No cat can follow the itinerary of its ancestors.
   c. Because he brought his lunch, Marcovaldo had time to observe the cats on his lunch break.
   d. To see the Biarritz, one had to assume the posture of a cat.


8. What is the setting of "The Garden of Stubborn Cats"? Explain your answer choice.
   a. New York
   b. an unnamed modern city
   c. an ancient city of fable
   d. Turin, Italy


10. Define the word paranoia and use it in a sentence of your own.

**Extended Response**

11. Near the end of "There Will Come Soft Rains," Bradbury pays tribute to Sara Teasdale by including one of her poems. Write an essay that discusses the meaning of the poem and its effect on the story.

12. Write a brief essay supporting the following statement, using evidence from the story:
    Given the events that took place shortly before the story begins, the automated house in "There Will Come Soft Rains" may represent the dangers of technology.
13. "There Will Come Soft Rains" is set in the future. Why doesn't Bradbury place less sophisticated equipment in the empty house and set the story in a war-torn past? How does the theme of the story depend on the setting? Write an essay that explains why the setting is such a critical element in the story's effect.

14. In "There Will Come Soft Rains," Bradbury contrasts the frailty of human life with the power of technology. Write a brief essay in which you explain how he does this.

15. A fable is a short, simple tale, usually with a message or moral, often using animals to make its point. In what ways are these two stories fables? In an essay, discuss three elements of each story that seem fable-like. Use examples from the stories to support your ideas. Before you begin writing, organize your thoughts by completing this diagram. On each slanted line, write an element of fables. On the horizontal lines, write examples of how the story exhibits that element.

"There Will Come Soft Rains"

Elements of Fable

"The Garden of Stubborn Cats"

Oral Response

16. Choose question 2, 4, 7, 9, or 11 or the question your teacher assigns you. Take a few minutes to look through the story to prepare an oral response to give in class. If necessary, make notes to be clear about the order in which you want to present your answer.

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Open-Book Test

Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided.

For multiple-choice questions, circle the letter of the best answer.

1. In "The Princess and All the Kingdom," what does the prince do to win the princess? Circle the letter of the correct answer. Explain your answer.
   a. He wins a contest.
   b. He battles his way through the country.
   c. He defeats the other princes who want to marry the princess.
   d. He single-handedly breaks down the walls of the city in which the princess lives.

2. In "The Princess and All the Kingdom," what is the chancellor's message to the prince? Quote the line that supports your answer.

3. In "The Princess and All the Kingdom," based on the prince's response to the chancellor, what can you infer about how he feels? Explain your answer, using evidence from the story.

4. In what way is the theme of "The Princess and All the Kingdom" universal? Explain your answer, citing evidence from the story as support.

5. How is the writer's message revealed in "The Princess and All the Kingdom"? Explain your answer.
   a. by the reaction of the prince at the end of the story
   b. by the prince's method of attaining his goal
   c. through the words of the chancellor
   d. through the prince's actions
6. Complete the cause-and-effect chain showing the steps (both physical and mental) Juan takes before he applies for the job as a censor. Then write a brief answer to this question: In “The Censors,” why does Juan take a job with the Censorship Division?

   [Diagram]


8. Which of the following universal themes is addressed in “The Censors”? Explain your answer choice, citing details from the story as support.
   a. greed and power
   b. censorship and power
   c. censorship and ambition
   d. power and ambition

9. How is the theme of “The Censors” revealed? Explain your answer choice, citing details from the story.
   a. directly, through the narrator’s words
   b. indirectly, through Juan’s thoughts
   c. through the structure of the Censorship Division, as described in the story
   d. through the circumstances of the story’s events and its outcome

10. Define venerable. Then use the word in a sentence of your own.

Extended Response

11. Is “The Princess and All the Kingdom” a pessimistic or an optimistic story? In an essay, explain why you think the ending is a happy one or a sad one. What do you think is the author’s general outlook on life? Cite details from the story to support your answer.
12. Why does the prince in "The Princess and All the Kingdom" respond the way he does to the chancellor's words? Write a brief essay in which you explain the prince's behavior.

13. In "The Censors," a worker gets caught up in a system he originally opposed. In an essay, explore what this system represents, how it is connected to the story's universal theme, and what aspect of society the author is commenting on.

14. In "The Censors," by describing Juan's absorption in his work, the author seems to be implying that people can get carried away by ideas or actions and not realize what they are doing. Write a brief essay in which you elaborate on this statement, using evidence from the story as support. Before you begin writing, complete this diagram to organize your thoughts. In the ovals, write evidence that Juan is getting carried away by the work he is doing.

15. Both Lagerkvist and Valenzuela have comments to make about people and society. How do they make these comments—directly or indirectly? In an essay, state each writer's message, and explain how it is revealed. Finally, explain whether the messages hold up in the real world or whether they apply only to the situations in the stories.

**Oral Response**

16. Choose one of questions 1, 4, 8, 11, or 15 or the question your teacher assigns you. Take a few minutes to look through the story to prepare an oral response to give in class. If necessary, make notes to be clear about the order in which you want to present your answer.

**Rubric for Evaluating Extended Responses**

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"The Marginal World" by Rachel Carson (text page 571)

Open-Book Test

Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided.
For multiple-choice questions, circle the letter of the best answer.

1. What is the central idea of "The Marginal World"? Explain your answer using a quotation from the essay.
   a. The most beautiful forms of plant and animal life can be easily found in shore areas.
   b. The shore is an especially apt place to examine the variability and adaptability of plant and animal life.
   c. The first forms of life on this planet developed in shore areas and evolved over a period of thousands of years.
   d. Shore areas provide important clues about problems that humans are likely to face in the future.

2. The author's primary aim in the essay is to _____.
   a. explore the significance of life in shore areas
   b. encourage readers to support programs to preserve shore areas
   c. compare major forms of land and sea life
   d. analyze the effect of tidal movements on shore life

   Explain your answer.

3. The information presented in the essay would be most useful for an expository essay on which of the following topics? Briefly explain your answer.
   a. transformation and continuity in nature
   b. scientific observation and environmental protection
   c. the future of the species
   d. adapting to climatic change

4. Look at text page 573, toward the bottom of the first column. Reread from the sentence that begins, "In the moment when I looked into the cave . . ." to the end of that paragraph. What point is Carson making?

5. What does Carson mean when she says that the shore has a dual nature? Explain your answer, using evidence from the essay.
6. What point is Carson making about the “blackness of the night” in the following passage from text page 547?
   The blackness of the night possessed water, air, and beach. It was the darkness of an older world, before Man.

7. Toward the bottom of the first column on text page 571, Carson writes the following sentences:
   Today a little more land may belong to the sea, tomorrow a little less. Always the edge of the sea remains an elusive and indefinable boundary.
   What point is she making about the shore?

8. What evidence is there that “The Marginal World” is an expository essay?

9. Reread the passage on text page 572 that begins, “Invisibly, where the casual observer . . .” and ends, “…shell of a lobster.” How does Carson present her observations to the reader in this passage? Explain your choice.
   a. by classifying the types of life she sees
   b. by explaining the relationship between animal and plant life
   c. by comparing and contrasting shore and sea life
   d. by explaining the cause-and-effect relationship between the shore and sea

10. Complete this diagram for the word mutable. Write a definition in the first empty box. Write synonyms in the “Compare to” box, and write antonyms in the “Contrast with” box. In the last box, write two sentences using the word.

   **ANALYSIS MAP**
   
   **Word**
   
   **Mutable**
   
   **Define**
   
   **Compare to**
   
   **Contrast with**
   
   **Sentences**

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Extended Response

11. At the beginning of her essay, Carson writes, "The edge of the sea is a strange and beautiful place." In your own essay, analyze how Carson develops and supports her point throughout her expository essay.

12. What do you think the hydroid Tubularia, "the most delicately beautiful of the shore's inhabitants," symbolizes for Carson? Review the second column on text page 573, then write a brief essay explaining its symbolic meaning.

13. In describing a marginal world, Carson also creates a sense of a long-lost time—a time "before Man." In an essay, describe how Carson evokes this sense of time, and explain what purpose it serves in her essay.

14. In her description of twilight on the Georgia coast (text page 573), Carson evokes a sense of remoteness." In an essay, explain how Carson evokes this sense. What kinds of things does she describe that make the reader see how remote the spot seems to be?

15. In "The Marginal World," Carson describes three distinct places and the marine life found in each. Write an essay in which you compare and contrast these three places. What makes each place unique? What features do they share?

Oral Response

16. Choose question 1, 5, 6, 7, or 15 or the question your teacher assigns you. Take a few minutes to look through the essay to prepare an oral response to give in class. If necessary, make notes to be clear about the order in which you want to present your answer.

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from The Way to Rainy Mountain by N. Scott Momaday (text page 582)
from “Nobel Lecture” by Alexander Solzhenitsyn (text page 587)
“Keep Memory Alive” by Elie Wiesel (text page 590)

Open-Book Test

Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided.
For multiple-choice questions, circle the letter of the best answer.

1. In The Way to Rainy Mountain, the reader learns that the Kiowas created a legend at the base of Devil's Tower. What does the legend explain, and how does it explain it? To organize your thoughts, complete this sequence chain. In the boxes, write what happens in the legend, event by event.

   [Boxes for sequence chain]

2. Why does Momaday tell readers in The Way to Rainy Mountain about what was happening to the Kiowas when his grandmother was a child? Explain your choice.
   a. He wants to compare her childhood with his own.
   b. He wants to give readers a complete sense of his grandmother and her life.
   c. He wants to emphasize the Kiowas' former power.
   d. He wants to explain how the landscape has changed since her childhood.

3. What is the author's purpose in The Way to Rainy Mountain?

4. According to Solzhenitsyn, what is the world’s most powerful force? Quote the line in the lecture that supports your answer.

5. What is the theme of the excerpt from “Nobel Lecture”? Explain your answer, using evidence from the lecture as support.
6. Which of these probably brings the greatest pain to the author of "Nobel Lecture"?
   a. exile from Russia
   b. creation of a world government
   c. an end to his life as a writer
   d. lack of recognition as an artist

7. A central idea in the excerpt from "Nobel Lecture" is Solzhenitsyn's belief that humankind will be saved by _______. Explain your choice.
   a. a recognition of the interdependence of all peoples
   b. the obliteration of national boundaries
   c. the defeat of communism
   d. the widespread availability of world literature

8. What does Wiesel say about neutrality in the final statements of "Keep Memory Alive"?
   Quote the line, and explain what it means.

9. Which of the following best describes the persuasive technique Wiesel uses in "Keep Memory Alive"? Explain why each answer choice is or is not the correct answer.
   a. He relates his own concentration camp experience in detail to bring home the horrors of the Holocaust.
   b. He recalls the events of the Holocaust and tells readers that if they forget, they will share responsibility for it.
   c. He rages about the awful things that happened to the Jews.
   d. He relates a series of historical events from the twentieth century.

10. Define the word *tenuous* and use it in a sentence of your own that demonstrates the meaning.

**Extended Response**

11. In an essay, analyze the excerpt from *The Way to Rainy Mountain*. Explain what characteristics identify it as a reflective essay, what message the author conveys, and how he conveys it. Support your answers with examples from the text.
12. A major theme of *The Way to Rainy Mountain* is that the culture of the Kiowas is strongly influenced by the physical world in which they live. Find evidence in the excerpt that supports this statement, and write a brief essay in which you discuss how this theme is developed. To organize your thoughts, complete the diagram. Use the slanted lines to list main ideas, and the horizontal lines to list details.

Kiowa culture, influenced by physical world around them

13. Consider why Elie Wiesel works to "keep memory alive." In an essay, explain why he believes that people must remember the Holocaust and what effect remembering the atrocities experienced by the Jews has on us.

14. Write a brief essay in which you consider Solzhenitsyn's purpose in writing "Nobel Speech." In your essay, consider this question: What was he saying about the writer's role in the contemporary world?

15. In the excerpt from "Nobel Lecture," Solzhenitsyn states that writers are the spokespersons for their countries and can be helpful in a world full of injustice and suffering. In an essay, explain Solzhenitsyn's position on violence, injustice, and suffering. Include discussion of how writers can help improve the world and help to keep governments honest.

**Oral Response**

16. Choose question 2, 4, 7, 8, or 13 or the question your teacher assigns you. Take a few minutes to look through the selection to prepare an oral response to give in class. If necessary, make notes to be clear about the order in which you want to present your answer.

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"A Child's Christmas in Wales" by Dylan Thomas (text page 596)
"Marian Anderson: Famous Concert Singer" by Langston Hughes (text page 602)

Open-Book Test

Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided. For multiple-choice questions, circle the letter of the best answer.


2. Which of the following details from the essay illustrates the difference between autobiography and biography? Select the correct answer, and give a brief explanation of your choice.
   a. the story of Mrs. Prothero's fire
   b. the distinction between Useful Presents and Useless Presents
   c. the names of the narrator's childhood friends
   d. the identification of various aunts and uncles

3. What is the author's purpose in describing the scene with the two boys blowing their dog whistles? Explain your answer, citing evidence from the essay.

4. How would you describe the author's attitude in "A Child's Christmas in Wales" toward the Christmases of his childhood? Quote lines from the story to support your answer.

5. Why do you think Hughes begins "Marian Anderson: Famous Concert Singer" with a discussion of famous black singers?

6. For which of the following parts of the essay did the author of "Marian Anderson: Famous Concert Singer" most likely rely on newspaper accounts? Choose the best answer, and explain your choice.
   a. to compare different forms of black musical expression
   b. to examine major influences on Marian Anderson's singing style
   c. to describe the development of black music in America
   d. to explain the significance of Marian Anderson's achievements in Europe

8. In recounting Marian Anderson's life and career, the author emphasizes incidents in which the singer _______. Explain your answer, using evidence from the selection. To organize your thoughts, complete the timeline about Marian Anderson's life. Two dates that were not given in the essay are provided here.

a. benefits from the help of others  
   b. overcomes adverse circumstances
   c. shows a talent for investing her money wisely  
   d. learns how to avoid criticism

1902 Marian Anderson is born in Philadelphia.

1993 Marian Anderson dies.

9. What is the central idea of "Marian Anderson: Famous Concert Singer"? Select the correct answer, and explain your answer, citing lines from the essay as support.

a. musical talent knows no racial or national boundary  
   b. publicity is the key to success in the music business
   c. Europeans are the best judges of good music  
   d. concert performers are the best trained musical vocalists

10. Define the word *sidle*, and use it in a sentence of your own.

11. Extended Response

   In a short essay, describe Dylan Thomas's attitude toward his childhood. Which incidents described in "A Child's Christmas in Wales" reveal this attitude? How has the passage of time affected Thomas's memories of the incidents? To organize your thoughts, complete this diagram. In the ovals surrounding the circle, write the incidents Thomas describes and any important details about them. Add ovals if necessary.

   [Diagram of a circular mind map with "childhood incidents" at the center, branches leading to different incidents]

12. Why were so many Americans angered when the Daughters of the American Revolution refused to allow Marian Anderson to sing at Constitution Hall? Answer this question in a brief essay, using your own prior knowledge and citing evidence from the selection.
13. In an essay, analyze Langston Hughes's attitude toward Marian Anderson as a singer and as a person. Which incidents presented in "Marian Anderson: Famous Concert Singer" reveal his feelings toward her? What does he consider her role in history?

14. Write a brief essay supporting this statement: Langston Hughes's primary purpose in "Marian Anderson: Famous Concert Singer" is to describe how Marian Anderson triumphed over racial prejudice with talent and hard work.

15. In an essay, compare and contrast the autobiographical style of "A Child's Christmas in Wales" with the biographical style of "Marian Anderson: Famous Concert Singer" by answering the following questions: Which details presented in Thomas's piece are not likely to be known by a biographer? How would this piece be different if written by a biographer? In what way does Hughes's objectivity add to his portrait of Marian Anderson? How would the piece be different if it were autobiographical?

Oral Response

16. Choose question 2, 4, 8, 11, or 12 or the question your teacher assigns you. Take a few minutes to look through the selection to prepare an oral response to give in class. If necessary, make notes to be clear about the order in which you want to present your answer.

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Open-Book Test

Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided.
For multiple-choice questions, circle the letter of the best answer.

1. What is the author's primary purpose in this essay? Cite evidence from the essay to support your answer.

2. Which of the following sentences from "Flood" is a factual statement? Explain your choice.
   a. "I look at the creek at my feet."
   b. "It's hard to take it all in. It's all so new."
   c. "It takes a bit of nerve even to stand on the bridge . . . ."
   d. "It smashes under the bridge like a fist . . . ."

3. Annie Dillard uses descriptive language very effectively. Complete this diagram giving four examples of descriptive language and briefly stating the effect of each.

   Flood descriptive language

4. Which of the following sentences from the essay best expresses an opinion? Select the correct answer, and give a brief explanation.
   a. "When the rain stopped today I walked across the road to the downed log by the steer crossing."
   b. "The steers were across the creek, a black clot on a distant hill."
   c. "Still, the day had an air of menace."
   d. "A knot of yellow, fleshy somethings had grown up by the log."
5. What feature does “Flood” have that is most characteristic of a descriptive essay? Give a few examples in your explanation.

6. What does Dillard’s standing on the bridge above the flood waters reveal about her feeling toward the flood and nature? Support your answer, with a line from the story.

7. Which of the following sentences best appeals to the reader’s senses of sight and hearing? Explain why each choice is or is not the best choice.
   a. “I hear a roar, a high windy sound more like air than like water, like the run-together whaps of a helicopter’s propeller after the engine is off . . .”
   b. “All the familiar land looks as thought it were not solid and real at all, but painted on a scroll like a backdrop, and that unrolled scroll has been shaken, so the earth sways and the air roars.”
   c. “Everywhere windfall and flotsam twigs and leafy boughs, wood from woodpiles, bottles, and saturated straw spatter the ground or streak it in curving windrows.”
   d. “The river leaps its bank and smashes into the woods where the motorbikes go, devastating all but the sturdiest trees.”

8. Reread the paragraph that begins, “I expect to see anything . . .” (end of column 1, text page 614) Why does Dillard describe the many people and items that she expects to see carried by the flooded creek?

9. Reread the paragraph on text page 615 about the children and the turtle (the first complete paragraph in column 2). Which part of that passage expresses an impression rather than a fact? Choose the best answer, and explain your choice.
   a. They let it go.
   b. with an air of patiently repressed rage
   c. it beelines down the bank
   d. They’re waving a broom handle at it in hopes that it will snap the wood.

10. What does the word obliterates mean? Define the word, and use it in a sentence of your own.
Extended Response

11. In an essay, explain why "Flood" is a good example of a descriptive essay. Cite examples of descriptive passages that make you feel as if you are there witnessing the flood.

12. Why is Dillard concerned about which animals will survive the flood? What does she think will be the consequences if certain animals do not survive? In your answer, quote passages from the essay that support your points.

13. In an essay, analyze how the author uses a combination of facts and personal impressions to bring home the reality of the flood. Discuss what these impressions reveal about the power of nature. To organize your thoughts, use this chart to list some of the facts and personal impressions Dillard includes in the essay.

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14. The author of "Flood" would most likely agree with this statement: "We must be willing to accept nature in its destructive as well as its tranquil moments." Write a brief essay in which you offer evidence that Dillard would agree with this statement.

15. In an essay, comment on Dillard's theme of order and chaos in nature. What images specifically address this theme? What does the writer learn from witnessing the flood?

Oral Response

16. Choose question 3, 5, 6, 12, or 14 or the question your teacher assigns you. Take a few minutes to look through the essay to prepare an oral response to give in class. If necessary, make notes to be clear about the order in which you want to present your answer.

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**Open-Book Test**

**Multiple Choice and Short Answer**

Write your answers to all questions in this section on the lines provided. For multiple-choice questions, circle the letter of the best answer.

1. Canby's review primarily _______. Choose the answer that best completes the sentence, and explain your choice.
   a. explains how the special effects were made
   b. focuses on the conflict between good and evil
   c. introduces the movie and praises it
   d. explains the story in specific detail

2. In the second paragraph of the review, why does Canby include references to Buck Rogers and King Arthur?

3. How does Canby support his belief that the two robots are "the year's best new comedy team"? (text page 627)

4. According to Canby, who are the true stars of *Star Wars*? Cite the line that supports your answer.

5. What weakness does Canby see in *Star Wars*? In your answer, cite evidence from the review as support.

6. When was Roger Ebert's review "Star Wars: Breakthrough Film Still Has the Force" written? Choose the correct answer, and explain your choice.
   a. before Vincent Canby's review was published
   b. when the movie first appeared
   c. when the movie was restored and re-released
   d. at the height of the Star Wars craze
7. Why does Ebert think the movie has "colonized our imaginations"? Complete this diagram by writing Ebert's reasons in the outer ovals.

![Diagram of "Why 'Star Wars' colonized our imaginations"]

8. What, according to Ebert, does Star Wars have in common with Birth of A Nation and Citizen Kane? Explain your answer, citing evidence from the review.
   a. All three films are about the struggle for justice.
   b. All three films exploited new techniques for movies.
   c. All three films were immediate box office smashes.
   d. All three films made stars of their casts.

9. What recommendations does Ebert have for improving the film? Choose the correct answer, and explain your choice.
   a. more explanation of the philosophy and shorter battle scenes
   b. more character development between battle scenes
   c. modernized planet scenes, which haven't aged well
   d. more romance between Skywalker and Princess Leia

10. Ebert writes that Star Wars was a "technical watershed." What is a watershed? Define the word, and use it in a sentence of your own.

**Extended Response**

11. Both critics seem to agree that Star Wars should not be approached with expectations of cosmic implications. Why do you think they both feel this way? Find evidence in the essays to support your views.

12. Both Vincent Canby and Roger Ebert praise Star Wars in reviews written twenty years apart. What if you didn't like the movie, or had already seen it? Would you read these reviews the same way? Would they still be worth reading? Write an essay that explains the value of critical reviews.
13. These are two reviews of the same movie, though written twenty years apart. In an essay, compare and contrast the two reviews. Describe how they express similar ideas. Also explain the essential purpose of each review. Use examples from the texts to support your ideas. Before you begin writing, organize your thoughts by completing this Venn diagram. In the left section, write what is unique about Canby's essay. In the right section, write what is unique about Ebert's essay. In the middle section, write what the two critics agree on.

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14. Why are performances in a film like Star Wars difficult to judge? Explore this question in a brief essay, using examples from movies you have seen.

15. Roger Ebert, in his review "Star Wars: Breakthrough Film Still Has the Force," cites other movies and stories to make much of his argument about why Star Wars still works. He mentions the movies Birth of a Nation, Citizen Kane, and 2001: A Space Odyssey, and the novels Don Quixote, David Copperfield, and Huckleberry Finn. Write an essay that explains why Ebert cites these works, and how they enhance his argument.

Oral Response

16. Choose question 1, 5, 7, 9, or 13, or the question your teacher assigns you. Take a few minutes to look through the essays to prepare an oral response to give in class. If necessary, make notes to be clear about the order in which you want to present your answer.

Rubric for Evaluating Extended Responses

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Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided.
For multiple-choice questions, circle the letter of the best answer.

1. Look back on text page 642. Which of the following sentences best expresses Estelle Jussim’s main point about capturing the mother-daughter relationship in photographs? Choose the correct answer, and explain your choice.
   a. Everyone possesses the visual language needed to understand such images.
   b. Mother-daughter portraits demonstrate a vast range of emotional experiences.
   c. Any interpretation of a photograph reveals as much about the viewer as it does about the subjects in the photograph.
   d. It is impossible to capture the relationship’s emotional nuances on film.

2. According to Sage Sohier (text page 639), why is a photograph “a sort of daughter”?

3. Which photograph best supports Tillie Olsen’s words (on text page 638): “Here is . . . joy, joy, joy in each other”? Explain your answer.

4. When Tillie Olsen describes the photographs in Mothers & Daughters as a “welter of images. Multi, multi-form” (text page 638), what does she mean? How do the photographs in this collection demonstrate her meaning?

5. What background detail in Sage Sohier’s photograph (text page 639) adds the strongest emotional element? Explain your answer.

6. Which passage conveys a point most similar to that in August (text page 638)? Choose the correct answer, and explain your choice.
   a. “She was teaching me one more, almost her last, lesson: emotions do not grow old.”
   b. “One’s relationship to it [a photograph] consists largely of carting it around having hopes for it.”
   c. “The eye seeks deeper vision.”
   d. “Here is the family resemblance in face, expression, stance, body.”
7. The text that accompanies Sage Sohier's photograph on text page 639 implies that ______. Choose the answer that best completes the sentence, and explain your choice.
a. the mother in the photograph may not be the best interpreter of her daughter's life
b. the daughter defies her mother
c. the mother hopes the best for her daughter
d. the mother and daughter have come to terms with their differences

8. What impression do you get from the body language in Tang Chung, Lisa Lu, Lucia, and Loretta [text pages 641-642]? In other words, how do you think the women in the photograph are feeling? Explain your answer. To organize your thoughts, complete this diagram. On the slanted lines, identify each woman. On the horizontal lines, write what each woman might be thinking.

![Body Language Diagram]

9. Which statement most closely echoes Tillie Olsen's text about mothers and daughters on page 638? Circle the letter of the correct answer, and explain your choice on the lines provided.
a. It has been widely recognized that even the greatest portrait can capture only so much of an individual's personality and character, and certainly not an ascribable mood.
b. A photograph is a sort of daughter.
c. To portray two persons defined as mother and daughter is to define a relationship fraught with cultural and emotional overtones.
d. Emotions do not grow old.

10. In Sage Sohier's photograph on text page 639, the daughter's look might be described as one of sullenness. What does sullenness mean? After defining the word, use it in a sentence of your own.

Extended Response
11. According to Estelle Jussim, we need a "grasp of visual language" to understand the portraits of mothers and daughters. What visual language can you "read" in the photographs? How do body language, background, distance between subjects, and other visual details help you translate the photograph's meaning? Choose one photograph and in a brief essay, comment on its visual language.
12. Look at the photograph by Bruce Horowitz on text page 642. Study the background, the mother's body language, the daughter's facial expression, and the lighting. Then, in a brief essay cite the element in the photograph that best reveals the mother's state of mind and explain your answer.

13. Tillie Olsen writes that the photographs of mothers and daughters reveal "sullenness, anger or controlled anger, resentment; admiration, distaste; playfulness, pride; joy, joy, joy in each other; estrangement; wordless closeness or intense communion." Choose two photographs that convey contrasting emotions. In an essay, describe the connection between Olsen's words and the images. Identify key phrases that reveal the meaning of the images.

14. Write an essay in which you compare and contrast these two photographs: Tang Chung, Lisa Lu, Lucia and Loretta (text pages 640–641) and August (text page 638). Before you begin, organize your thoughts by completing this Venn diagram. In the left section, write what is unique about one photograph. In the right section, write what is unique about the other photograph. In the middle section, write what both photographs have in common.

Tang Chung, Lisa Lu, Lucia and Loretta

August, New Mexico

Both

15. Sage Sohier accompanies her photograph (page 639) with the metaphor of a photograph being a "sort of daughter." In an essay, explore how the text helps you interpret the photograph. Does it in any way limit your interpretation? Explain.

Oral Response

16. Choose question 2, 3, 8, 11, or 15 or the question your teacher assigns you. Take a few minutes to look through the visual essay to prepare an oral response to give in class. If necessary, make notes to be clear about the order in which you want to present your answer.

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"Imitating Nature's Mineral Artistry" by Paul O'Neil (text page 648)
"Work That Counts" by Ernesto Ruelas Inzunza (text page 652)

Open-Book Test

Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided. For multiple-choice questions, circle the letter of the best answer.

1. According to "Imitating Nature's Mineral Artistry," why is the synthesizing of diamonds particularly difficult? Cite evidence from the essay to support your answer.


   a. knowledge of natural gems and their value
   b. knowledge of chemical reactions and processes
   c. knowledge of how to heat things to extremely high temperatures
   d. knowledge of how to polish and cut gemstones

4. According to "Imitating Nature's Mineral Artistry," what are the chemical ingredients of ruby? In your answer, include a quotation from the essay as support, and tell where you got the quotation.

5. Which of the following characteristics identifies "Imitating Nature's Mineral Artistry" as a technical article? Choose the correct answer, and explain your choice.
   a. It includes diagrams with captions.
   b. It includes illustrations.
   c. It explains a procedure using specialized language.
   d. It has footnotes that explain technical terms.
6. The title "Work That Counts" refers to two ideas in the article. What are they? Choose the correct answer, and then explain your choice.
   a. the tedium of trying to count flying birds; the job of counting the migrating birds.
   b. the tedium of trying to count flying birds; the difference between casually watching birds and actually watching them for a living.
   c. the worthwhile nature of Inzunza's job; the job of counting the migrating birds.
   d. the worthwhile nature of Inzunza's job; the difference between casually watching birds and actually watching them for a living.

7. According to "Work That Counts," what condition or conditions in this area of Mexico help birds migrate?

8. Select the list of items that contains examples of specialized vocabulary found in "Work That Counts." Choose the correct answer and give a brief explanation of your choice.
   a. binoculars, species, canyon
   b. hawks, circles, broad-winged
   c. thermal column, raptor, avian
   d. Gulf of Mexico, energy, migrating

9. How does the author add interest to the facts he relates in the technical article "Work That Counts"? Explain your answer choice, citing a relevant passage in the article.
   a. He presents facts in a chart so the reader can see them easily.
   b. He includes them all in one paragraph.
   c. He writes as if he is taking the reader along on a bird-watching tour.
   d. He writes in an informal manner and uses simple words that readers can understand.

10. Complete this diagram based on the word fortuitous. In the box labeled "Compare to," write synonyms of the word. In the box labeled "Contrast with," write antonyms. In the box labeled "Examples," write two sentences using the word.
Extended Response

11. In his technical article “Work That Counts,” Inzunza writes in the first person, using the words I and we. In an essay, analyze what effect this perspective has on the reader, noting what makes the article technical rather than a first-person account. Support your answer with examples from the text.

12. In an essay, compare and contrast natural gems and synthetic gems. Use information from the article “Imitating Nature’s Mineral Artistry” as a basis for your essay.

13. In an essay, explain why Inzunza’s bird-counting work is important, based on his explanation in “Work That Counts.” What could variations in the bird counts or the migratory patterns indicate? What do we learn by studying the migrations of birds? Support your answers with examples from the text.

14. Write a brief essay answering this question: According to “Work That Counts,” why does Veracruz have the highest count of migrating birds in the world?

15. Would you like to own a synthetic emerald or ruby, or would you rather have a natural one? Why? In an essay, analyze the appeal and the importance of the process of synthesizing gems. Support your opinions with facts and details from the text.

Oral Response

16. Choose question 1, 4, 7, 12, or 13 or the question your teacher assigns you. Take a few minutes to look through the articles to prepare an oral response to give in class. If necessary, make notes to be clear about the order in which you want to present your answer.

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Multiple Choice and Short Answer
Write your answers to all questions in this section on the lines provided.
For multiple-choice questions, circle the letter of the best answer.

1. Reread lines 26–27 on page 672. Which of the following best explains Antigone's motive for saying these words to Ismene? Support your answer choice, citing details from the play.
   a. She is afraid to act alone.
   b. She wants to make a strong emotional appeal.
   c. She hates her sister.
   d. She suspects Ismene is plotting with Creon.

2. Put yourself in Antigone's position, and think about your motives for burying Polyneices. Make a list of words, phrases, images, and symbols that represent what you are thinking. What is Antigone's motive for burying Polyneices?


4. Which one of the following is a conflict in the play? Summarize and explain your answer choice.
   a. conflict between Choragos and the chorus
   b. conflict between Creon and Choragos
   c. conflict between the laws of man and the laws of the gods
   d. conflict between Antigone and Polyneices
5. Who is the play's antagonist? Explain your answer, citing evidence from the play.

6. What is Creon's motivation for decreeing that Polyneices should go unburied? Explain your answer, citing evidence from the play.

7. Why does Creon insist on executing Antigone? Cite the lines from the play that support your answer choice.
   a. He wants to make an example of her.
   b. He despised her father, Oedipus.
   c. He refuses to take orders from a woman.
   d. She will not admit her guilt.

8. Which of the following best illustrates the protagonist's struggle with the antagonist? Explain your answer.
   a. ANTIGONE: Ismene, I am going to bury him. Will you come? (line 31, page 672)
   b. SENTRY: How dreadful it is when the right judge judges wrong! (line 166, page 677)
   c. CHORAGOS: Like father, like daughter: both headstrong, deaf to reason! / She has never learned to yield. (line 76, page 679)
   d. ANTIGONE: There is no guilt in reverence for the dead. (line 107, page 680)

9. Between which two characters in this play does the major conflict occur? Explain your answer, citing details from the play.

10. Of these four characters, Creon, Antigone, Ismene, and the sentry, which one would best be grouped with anarchists? Explain your answer, citing evidence from the play.

Extended Response

11. Write a brief essay explaining why Ismene pleads with Antigone not to defy Creon. Quote and interpret Ismene's own words, adding what you know about human nature as explanation and support for your answer.

12. Antigone declares to Ismene and Creon that she acts out of honor and obedience to the laws of the gods. Are these really her motives? Do her actions and words reveal different motives? In a brief essay, analyze Antigone's motives and draw conclusions about why she acts as she does. Support your position with evidence from the selection.
13. Like all good dramas, Antigone centers on a conflict between a protagonist and an antagonist. In a brief essay, identify the protagonist and antagonist of this play, and describe the characteristics of each character that add to the conflict. Before you begin writing, complete these diagrams about the characters. Write the characters' names in the center circles. Fill in the outer ovals with words that describe them.

14. What is Creon’s argument against burying Polyneices? Write a brief essay explaining Creon’s point of view, citing evidence from the play as support.

15. As the new head of state, Creon makes his declaration forbidding Polyneices’ burial. Write an analysis of Creon’s speech in Scene 1. Determine what it reveals about Creon’s abilities as a politician and the strengths and flaws of his character.

Oral Response

16. Choose one of questions 2, 9, 12, 15, or the question your teacher assigns you. Take a few minutes to look through the play to prepare an oral response to give in class. If necessary, make notes to be clear about the order in which you want to present your answer.

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Antigone, Scenes 3-5, by Sophocles (text page 685)

Open-Book Test

Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided. For multiple-choice questions, circle the letter of the best answer.

1. Readers can sympathize with Antigone because of her _____. Explain your answer choice, citing details from the play.
   a. struggle to do what she feels is right  
   b. prideful refusal to give in to Creon  
   c. arranged marriage to Haimon  
   d. royal lineage

2. Haimon believes that authority rests with the _____. Cite the line from the play that supports your answer choice.
   a. gods  
   b. king  
   c. people  
   d. traditions

3. Why can Antigone be considered a tragic figure? Cite evidence from the play to support your position.

4. By identifying with Haimon, readers can best understand ______. Explain your answer choice, citing details from the play.
   a. Creon’s tragic flaw  
   b. Antigone’s obstinacy  
   c. Eurydice’s grief  
   d. the atmosphere in Thebes following Creon’s decree

5. Reread line 119 on page 687. What does Haimon mean when he says “her death will cause another”?

6. Complete this cause-and-effect chain based on Creon’s character. In the first empty box, write an immediate effect of Creon’s pride. In the second box, write what that effect causes, and so on. Explain why Creon might be considered a tragic character.

   ![Diagram of cause-and-effect chain]

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Antigone, Scenes 3-5 145
7. Which of the following is not a factor in making Creon a tragic character? Support your answer choice, citing details from the play.
   a. his refusal to listen to Haimon's argument
   b. the fact that he talks to Teiresias
   c. his grief over the deaths of Haimon and Eurydice
   d. his belated decision to release Antigone

8. What finally makes Creon relent? Cite evidence from the play to support your answer.

9. What is the effect of Creon's change of heart in Scene 5? Support your answer choice, citing evidence from the play.
   a. He is no longer a tragic character because he can be flexible.
   b. He is no longer a sympathetic character because he is weak.
   c. His downfall is more pitiable because he repented in vain.
   d. He is transformed from the antagonist to the protagonist.

10. What was Creon's act of blasphemy? Define blasphemy.

Extended Response

11. Identifying with a character gives readers a deeper understanding of a literary work. Which character in Antigone did you identify with most strongly? In an essay, explain how you identified with this character and what you discovered about the character and the play.

12. Write a brief essay supporting this statement: One of the themes of Antigone was expressed by Teiresias when he said, "The only crime is pride." (line 35, page 692)

13. Centuries of critics and readers have debated about who the tragic character is in Antigone—the title character or Creon. Which one do you believe is the tragic character? To organize your thoughts, complete this diagram. Write the name of the character in the center circle and, in the outer circles, give reasons that the character can be considered tragic. Then, write a brief essay supporting your position with reasonable evidence from the play.
14. Answer this question in a brief essay, citing evidence from the play: Does the Choragos agree with Creon’s final statement, “Fate has brought all my pride to a thought of dust.”

15. Write an essay explaining why Sophocles’ classic tragedy, Antigone, remains relevant to modern life. Support your position with evidence from the play.

**Oral Response**

16. Choose one of questions 2, 4, 6, 8, or 13 or the question your teacher assigns you. Take a few minutes to look through the play to prepare an oral response to give in class. If necessary, make notes to be clear about the order in which you want to present your answer.

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The Tragedy of Julius Caesar, Act I, by William Shakespeare (text page 712)

Open-Book Test

Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided.
For multiple-choice questions, circle the letter of the best answer.

1. In Act I, Scene i, why do Flavius and Marullus try to disrupt the festivities? Cite the lines from the play that support your answer.

2. How does Shakespeare distinguish commoners from noblemen in this play? Cite lines from the play that support your answer.
   a. He has the commoners speak in prose.
   b. He has the commoners speak in verse.
   c. He has the commoners carry their tools.
   d. He has the commoners make many puns.

3. Which of the following facts or events is revealed in Act I, Scene i, serving as part of the exposition? Support your answer choice, citing details from the play.
   a. The Lupercal footrace takes place.
   b. Cassius and Brutus first meet and express disapproval of Caesar.
   c. Flavius and Marullus scold the people for celebrating Caesar's triumph.
   d. Caesar refuses to allow Antony to crown him as king.

4. Reread page 715, lines 64–70 and text aid 22. Why is it helpful to know when Lupercal takes place?

5. What information is revealed that helps establish the readers' knowledge of the situation on page 715, lines 69–70? Support your answer choice, citing details from the play.
   a. Not everyone is celebrating Caesar's triumph.
   b. The commoners are easily intimidated by Roman officials.
   c. It is the custom, during festivals, to decorate statues.
   d. Grown men, such as the speakers in this passage, act like pranksters during festivals.
6. Reread lines 234-250 on page 723, Casca's description of Caesar's behavior when he is offered the crown. Complete this graphic organizer showing how Caesar acts.

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What does his behavior suggest about what Caesar owes his success to?

a. that he owes it to family connections and wealth
b. that he owes it to his personal heroism and charisma
c. that he owes it to the support of a few noblemen
d. that he owes it to his manipulation of the masses

7. Reread lines 135-138 on page 720, along with the text aids. According to that passage, what is the significance of saying that Caesar is "like a Colossus"?

8. Paraphrase lines 129-141 on page 720 in your own words.

9. What is the Roman attitude toward suicide, as expressed by Cassius and Casca in Act 1, Scene iii (lines 89-102, page 728)?

10. What does Casca mean when he says that the strange happenings are portentous? Define *portentous* and use it in a sentence of your own.

**Extended Response**

11. Shakespeare uses the superstitions of ancient Romans to foreshadow what is going to happen. In Act I, a soothsayer makes a prediction, and a number of unusual, apparently natural, phenomena occur. The characters respond to them as Romans would have. Describe some of these events or omens in an essay. Explain how events or omens affect the play, how they are related to the situation in Rome in Act I, and how Shakespeare uses them to create drama.

12. What evidence supports Cassius' view of Caesar as weak and gentle in Act I, Scene iii? Cite appropriate material in the play to support your position.
13. A play's exposition serves to introduce characters, setting, situation, and any other details vital to the play's action. Answer the following questions in an essay: What does Act I, Scene I—the exposition of *The Tragedy of Julius Caesar*—tell you about the play? What do you learn about important characters, the setting, and the situation? How does Shakespeare reveal information through characters' actions or words? How is this information significant to what happens in the other scenes in Act I?

14. What are the troubling events that Casca and Cicero discuss in the beginning of Scene iii, and why are they significant? Cite lines from the play to support your position.

15. Some of Caesar's supporters wanted to make him king. What if the supporters of a popular American president began a movement to make that president a king? How does this go against the American governmental system? Why would most people not support the movement? What connotations does "kingship" have that "presidency" does not? In an essay, relate your answers to these questions to the situation in Shakespeare's Rome. For what reasons would people object to Caesar being king? To organize your thoughts, complete this chart, comparing the concepts of "kingship" and "presidency."

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**Oral Response**

16. Choose one of questions 1, 6, 9, 11, or 15 or the question your teacher assigns you. Take a few minutes to look through the play to prepare an oral response. If necessary, make notes to be clear about the order in which you want to present your answer.

**Rubric for Evaluating Extended Responses**

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Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided.
For multiple-choice questions, circle the letter of the best answer.

1. When Brutus delivers a soliloquy in his orchard at the beginning of Act II, he is _____.
   a. changing his mind about the conspiracy  
   b. preparing his argument to persuade Cassius to kill Antony  
   c. justifying his decision to attack Caesar  
   d. interpreting Portia's frightening dreams

   Support your answer choice, citing details from the play. To organize your thoughts, complete this diagram, listing the main points of Brutus' soliloquy on the lines.

2. What is Brutus' motivation for joining the conspiracy? Cite lines from the play to support your answer.

3. Interpret what Brutus means by lines 32-34 on page 734.

4. What is suggested by Brutus' image of Caesar as a snake? Support your answer choice, citing details from the play.
   a. the threat of deception  
   b. recommending a course of action to the Senate  
   c. expressing disgust with Caesar  
   d. explaining why the conspirators must act now

5. What is the meter of blank verse? Cite a line that follows this meter exactly.

6. Why do the conspirators finally agree not to attack Antony? Cite the lines from the play that support your answer.
7. In which parts of the play does Shakespeare use blank verse? Cite an example.
   a. most of the speeches of major characters
   b. rhyming dramatic lines
   c. all speeches by minor characters
   d. the soliloquies at the beginning of each act

8. Interpret what Caesar means by lines 32-33 on page 743.

9. Which of the following creates suspense in Act II? Support your answer choice, citing details from the play.
   a. Brutus' confession to Portia
   b. the meeting of the conspirators
   c. the wild, foreboding weather
   d. the many warnings to Caesar

10. Define the word augmented and use it in a sentence of your own.

Extended Response

11. Brutus is a patriot and a nobleman, well off and well thought of in Roman society. He has the respect and admiration of all, and Caesar is his personal friend. Yet he embarks on a course of treachery. Write an essay that explains Brutus' reasons for his actions. Cite examples from the play to support your ideas.

12. Brutus has mixed emotions about the conspiracy to assassinate Caesar. Appraise Brutus' feelings in an essay. Cite evidence from the play to explain his conflict.

13. What omens and portents occur in Act II, and what role do they play in the growing suspense of the play? Write an essay appraising some of the omens in the play and how Shakespeare uses them to further his plot. Use examples from the play to support your ideas. To organize your thoughts before you begin writing, complete this diagram by listing examples of the omens and portents that occur in this Act.
14. Explain why Calpurnia asks Caesar not to go to the Senate in a brief essay, citing evidence from the play to support your answer.

15. The conspirators elect not to attack Antony. Cassius is not so sure they've chosen wisely in the matter, but Brutus brushes his argument aside. Why does Brutus decide to leave Antony unharmed, and how is this decision consistent with other aspects of Brutus' character? Write an essay explaining how Brutus' nature leads him to this fateful decision. Cite details from the play to support your ideas.

**Oral Response**

16. Choose one of questions 2, 6, 8, 11, or 15 or the question your teacher assigns you. Take a few minutes to look through the play to prepare an oral response to give in class. If necessary, make notes to be clear about the order in which you want to present your answer.

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Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided. For multiple-choice questions, circle the letter of the best answer.

1. Paraphrase lines 254-258 on page 758.

2. Antony is alone onstage when he delivers his dramatic speech over Caesar's body. What is a speech delivered under these circumstances called? Why does Shakespeare use this form for Antony's speech?

3. What are the connotations of Antony's image of Caesar as a hart, or deer? (lines 207-208, page 757) Complete the word web, listing words that come to mind when you think of a deer.

4. Cite and interpret a line that reveals Antony's true feelings about the conspirators.

5. In his oration, how does Antony show that the conspirators were not honorable? (page 762) Explain why it is an effective method.
   a. He contrasts Caesar's deeds with the reasons for the assassination.
   b. He attacks their character directly.
   c. He gives examples of their past acts of dishonor.
   d. He explains the meaning of honor.
6. Which response accurately paraphrases lines 82-83? (page 762) Explain why Antony included these lines in his speech.
   a. Poor people and Caesar cried; they are not stern enough to be ambitious.
   b. Caesar wept right along with his poor citizens; if he were ambitious, he should have been tougher than that.
   c. Caesar cried with the poor people, who cry because Caesar's ambition is stern.
   d. Why is it that the poor have cried, when Caesar has cried? Ambition should be more stern.

7. Antony's speech at Caesar's funeral (beginning on page 762) is interrupted by the plebeians' reactions in several places. Based on the fact that this speech is delivered to other characters on stage, what is it called—a conversation, an aside, a dialogue, or a monologue? Explain your answer.

8. Why does Antony point to the wounds on Caesar's body and the tears in his cloak, and identify whose dagger made each one? [page 766] Support your answer choice, citing details from the play.
   a. It shows that Antony saw the murder and knows who is responsible.
   b. It increases Antony's credibility with the crowd.
   c. It emphasizes the treachery involved and makes each conspirator personally responsible for Caesar's death.
   d. He is so horrified by the crime that he can't help exclaiming over it.

9. Which statement sums up the purpose of Scene iii (beginning on page 768), in which a group of plebeians attacks Cinna the poet? Support your answer choice, citing details from the play.
   a. The poet was a murderer.
   b. Workers hate the arts.
   c. Romans are barbarians.
   d. Mob rule now governs.

10. When Antony and Brutus first speak after the assassination, Brutus speaks of malice. Define malice; then use the word in a sentence of your own.

**Extended Response**

11. Lines 148–168 of Act III, Scene i, contain Antony's first public words following the assassination of Caesar. He has just gained permission to speak to the conspirators in safety. In an essay, describe Antony's tone and discuss what he hopes to accomplish with this speech. What are Antony's motives? Why doesn't Shakespeare have Antony deliver this speech as a soliloquy, with no other characters on stage?
12. What do Antony's speeches in Act III reveal about his character? Cite lines from the play that support your points.

13. The surprise and power of Act III lie in Antony's words and actions. Identify and compare Antony's dual roles in Act III in an essay. How does he switch from one role to the other? How does Scene iii add to the drama of the act?

14. What impression does Shakespeare give of the plebeians in Act III? Infer and explain why Shakespeare wanted to give this impression. Cite evidence from the play to support your answer.

15. Antony asks the plebeians to allow him to step down and to gather around Caesar's body so that he can read the will. [lines 175–190 of Act III, Scene ii] Paraphrase the speech. Then, in an essay, explain why he speaks the way he does to the crowd. Why does he mention Brutus' and Caesar's relationship? What effect do these words have on the plebeians?

**Oral Response**

16. Choose one of questions 3, 4, 5, 8, or 13 or the question your teacher assigns you. Take a few minutes to look through the play to prepare an oral response to give in class. If necessary, make notes to be clear about the order in which you want to present your answer.

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The Tragedy of Julius Caesar, Act IV, by William Shakespeare (text page 773)

Open-Book Test

Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided.
For multiple-choice questions, circle the letter of the best answer.

1. In Antony's conversation with Octavius in Act IV, Scene i, of The Tragedy of Julius Caesar, we learn that Antony is ___ . Support your answer choice, citing details from the play.
   a. loyal  b. trustworthy  c. sentimental  d. unscrupulous

2. What is the source of the conflict between Cassius and Brutus in Scene iii? Explain your answer, citing evidence from the play.

3. What illustrates the change in Brutus' and Cassius' friendship in Act IV? Quote relevant lines from the play to support your answer.

4. What does the conflict between Brutus and Cassius indicate about their ability to face the challenges that lie ahead of them? Explain your answer, citing evidence from the play.
   a. If they cannot form a united front and focus on important matters, they probably will not be able to defeat Antony.
   b. Their anger toward each other will probably drive them to victory.
   c. Their fighting shows that they do not really want to succeed, and so they will not.
   d. Although they fight among themselves, they are able to agree on a solid strategy.

5. Which of the following best summarizes Brutus' argument urging Cassius to be honest? (lines 18-29, page 777) Explain your answer, citing evidence from the play.
   a. We killed Caesar to end corruption; now we do not have the right to corrupt ourselves.
   b. We killed Caesar because he was a tyrant; our tyranny invites a similar fate.
   c. By killing Caesar we have gained great wealth; we do not need to extort money.
   d. We pretended to kill Caesar to ensure justice, but he was honest.

6. Reread the conversation between Brutus and Caesar's ghost on page 785. What is the significance of the ghost's promise to see Brutus at Philippi? Explain your answer, citing evidence from the play.
7. What is Shakespeare trying to show about Brutus’ character when Brutus addresses Lucius? (lines 238–242, page 784). Before you answer, complete the word web by listing words that describe various characteristics of Brutus’ character.

[Word web diagram]

8. Why does Brutus ask his servants why they cried out in their sleep? (bottom of page 785) Cite evidence from the play to support your answer.

9. What does Caesar’s ghost symbolize? Support your answer choice, citing details from the play.
   a. justification for Brutus’ actions
   b. Brutus’s guilty conscience
   c. the disorder of Brutus’ army
   d. Caesar’s forgiveness

10. Read the example sentence and define covert. Then, use the word in a sentence of your own.

   Antony, Octavius, and Lepidus make covert plans to secure their power.

**Extended Response**

11. In a short essay, describe what the conflict between Antony, Brutus, and Cassius is about. What drives Antony to battle with Brutus and Cassius? What in Antony’s character makes him a difficult enemy to have? At what point in Act IV does he reveal his character?

12. Describe how Antony, Brutus, and Cassius relate to each other. Cite evidence from the play to support your points.

13. Answer the following questions in an essay: How does Brutus suffer in Act IV? What changes occur in his personal life? What happens to his friendship with Cassius? What threats does he face? How does he handle his difficult circumstances? Given the events of Act IV, what do you guess the future holds for Brutus?

14. It could be said that Brutus is stoical, while Cassius is emotional. Support this statement in an essay, citing evidence from the play.
15. Compare and contrast the characters of Antony, Brutus, and Cassius in an essay. How are they different from one another? What traits do they share? Cite examples from the play to support your statements about each character. To organize your thoughts before you begin writing, complete this chart listing the character traits of the three men.

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**Oral Response**

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Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided. For multiple-choice questions, circle the letter of the best answer.

1. Describe the meeting between Brutus, Cassius, Antony, and Octavius at the beginning of Act V. Explain your answer, citing evidence from the play.

2. Reread lines 45-48 on page 791. According to the statement Cassius makes, what is the cause of his problems? Explain your answer, citing evidence from the play.
   a. not following his instincts to kill Antony along with Caesar
   b. not paying enough attention to the words of Antony
   c. not flattering Antony to get on his good side
   d. not inviting Antony to join the conspiracy against Caesar

3. What is the effect of Cassius' belief that he is doomed to die? Cite a line from the play to support your answer.

4. What is Cassius' fatal mistake? Cite the line from the play that supports your answer.

5. Which of the following is a good argument against Cassius' being described as the tragic hero who is brought low through his own fault? Explain your answer choice, citing evidence from the play.
   a. He is greedy and dishonest rather than noble and heroic.
   b. He is not heroic because he was afraid to kill himself.
   c. He does not fail because he dies a free man.
   d. His death is not his fault because it was fated.

6. Why is The Tragedy of Julius Caesar considered a tragedy?

7. Why can Brutus be considered the tragic hero of The Tragedy of Julius Caesar?
8. What is an important effect of Brutus' death? Complete this diagram to organize your thoughts. Cite the lines from the play that support your answer.

**Diagram:**

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Action
   ↓
Consequence 1
   ↓
Consequence 2
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a. Antony surrenders.
b. Cassius is deemed the hero of the battle.
c. Brutus' army is chased away.
d. Antony recognizes Brutus as noble and virtuous.

9. Which of the following best expresses the theme of *The Tragedy of Julius Caesar*? Explain your answer, citing evidence from the play.
   a. Mercy to the losing faction is more noble than vengeance.
   b. Individuals can affect events even from beyond the grave.
   c. Good consequences cannot result from an evil deed.
   d. Philosophy is no help in times of crisis.

10. Define *envy* used in line 70 on page 801. Use the word in a sentence of your own.

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**Extended Response**

11. Answer the following questions in an essay. How does Antony's attitude toward Brutus change by the end of Act V? What is the reason for this change? According to Antony, why were Brutus' actions against Caesar different from those of the other conspirators?

12. Answer the following question in a brief essay, citing evidence from the play to support your position. What finally convinces Brutus that he was wrong to kill Caesar?

13. In an essay, discuss cause and effect in *The Tragedy of Julius Caesar*. What are the effects of Caesar's death? What are some of the events that lead to the play's tragic ending in Act V?

14. Brutus would rather die than be captured and taken back to Rome. Why do you think he feels this way? Discuss this question in a brief essay. Use evidence from the play to support your points.
15. Write an essay appraising Brutus as a tragic hero, answering the following questions: What are his heroic qualities? When in the play does he exhibit these qualities? What is his tragic flaw? When in the play is this flaw most obvious? Why is his death so tragic? To organize your thoughts before you begin writing, complete this diagram. On the horizontal lines in the top half, write his heroic qualities. On the horizontal lines in the bottom half, write his tragic flaws.

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Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided.
For multiple choice-questions, circle the letter of the best answer.

1. In "The Stolen Child," what do the fairies do at the end of the poem? Explain your answer, citing lines from the poem as support.

2. What kind of atmosphere is created by the description of the island, herons, stolen cherries, and moonlight at the beginning of the poem? Would you say it is amusing, mystical, light-hearted, or serious? Explain your answer.

3. Who is the speaker in "The Stolen Child"? Cite the line or lines from the poem that support your answer.

4. What is implied by the lines "For the world's more full of weeping / than you can understand"? Choose the correct answer, and explain your choice.
   a. that grief is a human phenomenon
   b. that the child will cry if he doesn't go
   c. that the fairies cannot understand human tears
   d. that the fairies will weep if the child doesn't come

5. The atmosphere of a literary work is its ________ . Circle the letter of the answer that best completes the sentence. Then explain how a poet can establish atmosphere in a poem. To organize your thoughts, complete this diagram. In the outer ovals, write the methods a poet uses to establish atmosphere.
   a. meaning  b. mood  c. setting  d. moral

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The Stolen Child 163
6. By “listening” to the poem while reading, one senses _____. Which answer best completes the sentence? Explain your choice.
   a. the random quality of Yeats’s rhythm
   b. the absence of rhyme simulating speech
   c. the chanted quality of the fairies’ speech
   d. the happiness of the child

7. As the fairies speak of weeping and of their activities while they lure the child, how does the atmosphere change? Explain your answer, citing evidence from the poem.

8. When the child leaves with the fairies, what earthly things must he leave behind? Cite lines from the poem that support your answer.

9. When the price of the fairies’ bargain becomes clear, the atmosphere of the poem becomes _____. Choose the answer that best completes the sentence. Explain your answer choice.
   a. triumphant
   b. sarcastic
   c. poignant
   d. innocent

10. Write a sentence in which you use the word slumbering in a way that demonstrates its meaning.

Extended Response

11. The fairies in “The Stolen Child” offer a deal to the child they hope to lure: He will be free of a world full of troubles and tears, but he can never return to its pleasures. In an essay, explain how life offers tradeoffs for its pleasures and pains. Use examples from the poem or from your own experience to support your ideas.

12. In “The Stolen Child,” what do the fairies do to the sleeping trout, and why do they do it? What does this tell you about the personalities of the fairies? Answer these questions in a brief essay.

13. In “The Stolen Child,” supernatural beings lure a child to a world beyond human reach. In an essay, identify natural elements that Yeats draws on to create a supernatural world, and describe how those elements contribute to the effect of the poem’s ending.
14. Yeats makes skillful use of imagery in his poem "The Stolen Child." This imagery establishes the atmosphere of the poem and makes the scenes easier for the reader to imagine. Complete this chart, listing words and phrases used by Yeats to appeal to the senses. Then, using the information in your chart, write a brief essay in which you comment on how Yeats uses sensory images to evoke the mystical atmosphere in his poem. (You will not fill in every section of the chart.)

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<tr>
<th>Sight</th>
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15. Yeats does not tell the story from the point of view of the child or those who know him, but in the voice of a being other than human. How does the identity of the speaker contribute to the effect of the poem? In an essay, explain how Yeats uses the speaker to provide another point of view on what it means to be alive. Use examples from the poem to illustrate your ideas.

Oral Response

16. Look back at question 2, 4, 8, 11, or 14 or the question your teacher assigns you, and take five to ten minutes to expand your answer and prepare an oral response. Find additional details in the poem that will support your points. If necessary, make notes to guide your response.

Rubric for Evaluating Extended Responses

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Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided. For multiple-choice questions, circle the letter of the best answer.

1. Who are the speakers of "In Flanders Fields"? Cite evidence from the poem as support for your answer.

2. What important message does the speakers of "In Flanders Fields" give to readers? Choose the correct answer, and then cite the line or lines from the poem that support your choice.
   a. Continue the important fight for which we died, or we will not be able to rest peacefully.
   b. End the quarrel with our enemy, or you will be buried in Flanders fields too.
   c. Be sure the poppies continue to grow in Flanders fields.
   d. Remove the poppies from Flanders fields.

3. In "The Kraken," where can the Kraken be found? Cite the line from the poem that gives the answer.

4. Reread the first four lines of "The Kraken." What musical device is demonstrated by the words deep, beneath, dreamless, sleep, sleepeath, and flee? Choose the correct answer and explain your choice.
   a. consonance
   b. assonance
   c. onomatopoeia
   d. alliteration

5. Reread the first four lines of "The Reapers." What action is reflected by the repetition of the sound of the letter s in those lines? Before you answer, think about what the reapers are doing.

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6. What is revealed by the actions described in “Reapers”? Choose the correct answer, and explain your choice.
   a. the numbing effect on slaves of repetitive work
   b. the beauty of nature on a farm
   c. how to operate a scythe effectively
   d. the important role horses play at harvest time

7. Complete this chart based on the poem “Meeting at Night.” Write at least one example of onomatopoeia, assonance, and consonance from the poem. Then explain your choices.

   **MEETING AT NIGHT**

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8. Reread the last two lines of “Meeting at Night.” What do they mean? Choose the correct answer and give a brief explanation.
   a. The people are speechless, and the two hearts are beating with fear and anxiety.
   b. The person at the door does not speak loudly enough to be heard over the ocean waves.
   c. Voices cannot be heard over the couple’s hearts, which are beating together with love and happiness.
   d. The two people meeting do not speak to each other.

9. What musical device is most noticeable in “Prayer of First Dancers”? Explain your answer on the lines provided, citing an example from the poem.

10. Reread line 6 of “The Kraken.” What does the word *millennial* mean as it is used there? After defining the word, use it in a sentence of your own.

**Extended Response**

11. In an essay, describe the experience of the speaker in “Meeting at Night.” Where has the speaker been? What are his feelings on arriving at the farmhouse? What specific images convey the speaker’s feelings throughout the poem? To organize your thoughts, complete this diagram by writing words that describe the speaker’s feelings. Use words from the poem, and words that you can guess describe his feelings.
12. How would you describe the attitude toward the "you" being addressed in "Prayer of First Dancers"? What kind of a welcome do you think this "you" will get? Write a brief essay answering these questions. Cite lines in the poem to support your points.

13. In an essay, explain how the poems "In Flanders Fields," "The Kraken," and "Prayer of First Dancers" focus on the handing down of something important, such as a duty, a story, or a tradition from the past. Explain what has been handed down in each poem?

14. After reading "Prayer of First Dancers," what can you say about the Navajo attitude toward nature? Do you think the people are afraid of nature's power? Or do you think they see nature as a friendly force? Write an essay answering these questions and use evidence from the poem as support.

15. In an essay, explain how sound relates to meaning in the four poems you have read. What ideas are being expressed in each poem? How do rhythms, rhymes, and other repeated sounds emphasize these ideas?

Oral Response

16. Look back at question 2, 5, 7, 9, or 14, and take five to ten minutes to expand your answer and prepare an oral response. Find additional details in the poem that will support your points. You may wish to write down some notes to guide you.

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Multiple Choice and Short Answer

Write your answers to all questions in this selection on the lines provided.
For multiple-choice questions, circle the letter of the best answer.

1. In “The Wind—tapped like a tired Man,” who is the guest who enters the speaker’s home?
   Support your answer by citing a line from the poem.

2. Which of the following lines from “The Wind—tapped like a tired Man” is the best example of personification? Choose the correct answer and explain your choice.
   a. “And like a Host—‘Come in’ / I boldly answered— . . .”
   b. “And I became alone—”
   c. “. . . like the Push / Of numerous Humming Birds at once / From a superior Bush—”
   d. “His Countenance—a Billow— / His Fingers, as He passed / Let go a music— . . .”

3. Reread the last stanza of “The Wind—tapped like a tired Man.” How might you paraphrase the last four lines?

4. In “A Pace Like That,” what is the main reason the speaker’s life is in contrast with a Torah scroll? Choose the correct answer, and then give a brief explanation of your choice.
   a. His life is more complicated than the Torah.
   b. He lives his life without paying much attention to his religion.
   c. He lives in haste rather than slowly and carefully, focusing on each day.
   d. His life is more simplistic.

5. Reread the last stanza of “A Pace Like That.” Then write a paraphrase of those lines.

6. What metaphor is central to the poem “Metaphor”? Cite the lines from the poem that support your answer.
7. Reread the second and third stanzas of "Metaphor," and then select the best paraphrase of those lines. Explain why you chose that answer.
   a. Night provides you with a temporary escape from the pressures of the day. When morning arrives, you must again face the problems of the previous day.
   b. You should always say and do whatever you want. If you do not, you will feel as though you failed at the end of the day and at the beginning of the new day.
   c. At the end of the day, all of the day's experiences are filed away. You can put the good and bad experiences of the day behind you and start fresh the next day.
   d. Some days will be filled with good experiences and some days will be filled with bad experiences.

8. Reread lines 11-13 of "Right Hand." What two things are being compared in the simile in those lines? Explain your answer.

9. Why must Grandfather put his hand in his pocket in order to use English words? Select the correct answer, and give a brief explanation of your choice.
   a. His hand is tired from too much ironing.
   b. His hand represents his native Yiddish and his heritage.
   c. His hand represents his knowledge of English.
   d. Having his hand in his pocket helps him to think.

10. Complete this Analysis Map based on the word tremulous. In the box labeled "Compare to," write synonyms of the word. In the box labeled "Contrast with," write antonyms of the word. In the box labeled "Examples," write two sentences in which you use the word.
Extended Response

11. How is metaphor used in the poem “Metaphor” and in the poem “Right Hand”? What comparisons are being made in the poems? How do these comparisons convey the themes of the poems? Answer these questions in an essay.

12. In “Right Hand,” Grandfather’s right hand seems to have a life and a mind of its own. In what way is Grandfather himself different from his hand? Write a brief essay answering this question. Cite evidence from the poem as support.

13. In an essay, describe the lifestyle advocated by the speaker in “A Pace Like That.” What does the speaker want to change in his life? In what way does the experience described in “The Wind—tapped like a tired Man” reflect a similar approach to life?

14. In “The Wind—tapped like a tired Man,” how would you describe the movement of the wind in the speaker’s home? What do you think the wind is meant to symbolize? How does its visit affect the speaker, if at all? Write a short essay in which you discuss these questions. Cite lines from the poem as support.

15. In an essay, discuss the theme of making choices and understanding the importance of each moment in life, as it is addressed in each of the four poems. How does each poem focus on this theme? What experiences does each speaker share, and what does this experience reveal about day-to-day values and choices? Organize your thoughts before you begin writing.

Oral Response

16. Look back at question 3, 4, 5, 9, or 15, and take five to ten minutes to expand your answer and prepare an oral response. Find additional details in the poems that will support your points. If necessary, make notes to guide your response.

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Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided. For multiple-choice questions, circle the letter of the best answer.

1. Which of the following statements best summarizes what Keats says in “La Belle Dame sans Merci”? Choose the correct answer and then explain your choice.
   a. Being enchanted by a beautiful lady is worth all the pain.
   b. Beauty endures even in harsh seasons and lonely times.
   c. Love never lasts long, and when it fades it brings sadness.
   d. Beware of magic or you will be condemned to despair.

2. What aspect of “La Belle Dame sans Merci” is characteristic of narrative poetry? Explain your answer, using evidence from the poem.

3. Describe the setting of “La Belle Dame sans Merci.” Cite lines from the poem to support your answer. To organize your thoughts, complete this cluster diagram about the setting. In the outer circles, write phrases from the poem that tell about the setting.

4. Reread the fifth stanza of “La Belle Dame sans Merci.” Then choose the sentence that most clearly reflects the meaning of those lines. Explain your answer.
   a. I brought her flowers, and she seemed embarrassed.
   b. I gathered bouquets for her, and she rejected them.
   c. I covered her with blossoms, and she looked at me tenderly.
   d. As I offered my gifts, she looked away.
5. In "La Belle Dame sans Merci," why does the lady seem "without pity"? Explain your answer, citing evidence from the poem.

6. Which of the following makes the speakers in "Danny Deever" seem more vivid and real? Select the correct answer and then explain your answer.
   a. They speak in dialect.
   b. They are called by their titles rather than by their names.
   c. Each man speaks the same number of lines in each stanza.
   d. They speak in rhymed lines.

7. Which character in "Danny Deever" views events as the reader does? Explain your answer.

8. The fact that Files-on-Parade asks the Color-Sergeant questions throughout most of "Danny Deever" suggests that Files-on-Parade is _______. Choose the answer that best completes the sentence. Then explain your choice.
   a. less experienced
   b. less sympathetic
   c. more angry
   d. more anxious

9. In "Danny Deever," why is Files-on-Parade especially disturbed by Danny's execution? Cite evidence from the poem in your answer.

10. Define the word thrall and use it in a sentence of your own.

**Extended Response**

11. The execution of Danny Deever takes place as the speakers and the readers "watch" the action. How do the soldiers feel about Deever's death? What clues are there in the poem that provide evidence about their emotions? Write an essay in which you discuss these clues to the other soldiers' feelings, and explain how you got them.

12. How would you describe the lady in "La Belle Dame sans Merci"? Write an essay in which you describe her appearance and her personality. Cite evidence from the poem to support your points.

13. On one level, "La Belle Dame sans Merci" is a story of a knight who loves and loses a beautiful woman. On a deeper level, though, the poet is commenting on the nature of love. In an essay, analyze the poet's meaning based on the knight's experiences.

14. What do you think the theme of "Danny Deever" is? Write a brief essay in which you answer this question. Back up your opinion with citations from the poem.
15. There are three speakers in "Danny Deever"—Files-on-Parade, the Color-Sergeant, and the unnamed narrator who says "O they're hangin' Danny Deever in the mornin'!" The relationship between Files-on-Parade and the Color-Sergeant reveals itself in dialogue, but who is that third speaker? In an essay, discuss the role of the unnamed speaker of "Danny Deever." What function does that speaker perform that the other two don't, and how does that help create the poem? To organize your thoughts before you begin writing, complete this chart. In the column under each character's name, write the role played by the character, tell how that character relates to the other characters, and include any relevant quotes from the poem about that character.

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**Oral Response**

16. Look back at question 3, 5, 9, 11, or 13, and take five to ten minutes to expand your answer and prepare an oral response. Find additional details in the poems that will support your points. If necessary, make notes to guide your response.

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Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided.
For multiple-choice questions, circle the letter of the best answer.

1. The speaker of "The Guitar" makes a direct comparison between the guitar and _______. Which answer best completes the sentence? Cite evidence from the poem to support your answer.
   a. a singer
   b. camellias
   c. a wounded heart
   d. snow

2. Reread lines 21–24 of "The Guitar." Select the word that best describes the speaker's feelings as expressed in those lines. Explain your answer.
   a. angry
   b. regretful
   c. disillusioned
   d. sorrowful

3. What is Naomi Shihab Nye's "Making a Fist" about? Cite lines from the poem to support your answer. To organize your thoughts, complete this chain-of-events organizer based on the poem. Write the events described in the poem in the order in which they occur.

   The speaker and her mother travel for days in a car.

4. Reread the last line in "Making a Fist." What does this line suggest about life? Support your answer with lines from the poem.
5. A central idea of "Jade Flower Palace" is that _______. Choose the answer that best completes the sentence. Then explain your choice, citing the line or lines that support it.
   a. people everywhere are cruel to each other for no good reason
   b. the ravages of time cannot fully erase the beauty of great palaces
   c. the gold and glory of ancient princes are worthy of serious poetry
   d. no matter how hard people hope or plan, they cannot control the future

6. Reread lines 7-9 of "Jade Flower Palace." After which word does the first stop occur in those lines? Explain how you know.

7. Which words best summarize the speaker’s feelings toward friends in "What Are Friends For"? Choose the correct answer and explain your answer, citing evidence from the poem.
   a. patient and kind
   b. excited and open
   c. grateful and accepting
   d. disappointed and bitter

8. Reread the first three lines in "What Are Friends For." How many stops or pauses are there in those lines? Explain how you know.

9. In "Some Like Poetry," what are the speaker’s feelings about poetry? Cite the lines from the poem that support your answer.

10. If you read a poem monotonously, how do you think the audience would react? Why do you think they would react that way?

Extended Response

11. In an essay, explain how reading in sentences helps you understand two of the poems in this selection. Provide three examples from each poem to support your points.

12. What makes the speaker in "Jade Flower Palace" so sad? Before you answer this question, think about what the speaker is doing. What are his observations about what he sees before him? How does he feel about what he sees? Write an essay in which you explain why the speaker feels as he does. Use evidence from the poem as support for your answer.

13. The speakers in these lyric poems explore timeless themes, such as loss, death, war, and friendship. In an essay, explain which speaker moves you most strongly, the chief emotion the speaker expresses, and what poetic devices create this effect. Support your opinion with evidence from the poem. To organize your thoughts, complete this chart.
14. The mother in the poem "What Are Friends For" has a different attitude toward friends than the speaker does. In a brief essay, compare and contrast the attitudes of the two people toward friendship. Use lines from the poem as support for your points.

15. Originally meant to be sung or read while a lyre was played, lyric poetry is known for its musical quality. Write an essay in which you explore the musical nature of lyric poetry. Use at least three examples from the poems in this group to support your opinion.

**Oral Response**

16. Look back at question 2, 3, 5, 9, or 14, and take five to ten minutes to expand your answer and prepare an oral response. Find additional details in the poems that will support your points. If necessary, make notes to guide your response.

**Rubric for Evaluating Extended Responses**

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Multiple Choice and Short Answer

1. Sonnet 18 by William Shakespeare is mostly about _________. Choose the answer that completes the sentence correctly. Cite evidence from the sonnet to support your choice.
   a. the many beauties of summer
   b. a loved woman's death
   c. a poet's celebration of his beloved
   d. the fact that love can be disappointing

2. In describing the characteristics of a Shakespearean sonnet, which of the following is incorrect? Choose the best answer and explain your choice.
   a. fourteen-line poem
   b. written in iambic pentameter
   c. contains three quatrains
   d. consists of five unrhymed lines

3. According to Shakespeare, what is one way to defeat Death? Cite the lines from the poem that support your answer.

4. In "The Waking," what "climbs up a winding stair"? In your answer, use evidence from the poem as support.

5. Reread the first stanza of "The Waking." What characteristic of a villanelle is demonstrated in these lines? Select the correct answer and then explain your answer.
   a. an unrhymed poem of three lines of 5-7-5 syllables
   b. a quatrain with an abab rhyme scheme
   c. a simple image from nature
   d. two refrain lines that appear in the first and third line of the first stanza

6. In Tsurayuki's tanka, what season is it when the speaker goes to visit the girl he loves? Cite the line in the poem that supports your answer.
7. Envisioning the image of the cypress-mountain in Priest Jakuren's tanka helps the reader _____ . Select the answer that completes the sentence correctly. Then explain your choice. Before you answer, organize your thoughts by completing the diagram. In the outer circles, write the sense images, sensations, and feelings that come to your mind when you think of a cypress-mountain on an autumn evening.
   a. feel lonely
   b. understand the speaker's feelings about loneliness
   c. find the mountain on a map
   d. identify the poem as a tanka

[Diagram with cypress mountain on an autumn evening]

8. What feeling does the speaker of Issa's haiku express about the rat lapping at the river? Explain your answer, using evidence from the haiku.

9. Why is Basho's poem a more exact example of haiku than Issa's?

10. Define the word temperate, and use it in a sentence of your own.

**Extended Response**

11. The haiku and tanka in this selection are rich with imagery. How does envisioning the imagery help you understand these poems? In an essay, describe the imagery you envision for one haiku and one tanka. Then explain what this strategy helps you discover about each poem.

12. One might say that the images of nature in "The Waking" connect to the poet's meaning by symbolizing the connection between life and death. Write an essay in which you defend this statement, using evidence from the poem.

13. Writing a poem requires more than just adhering to a particular poetic form. Given the poems in this group, which poem do you believe is most compelling, both in its formal requirements and in its content? Explain your choice in a brief essay. Support your opinion with specific examples from the poem.
14. Write an essay in which you consider this question: What does the image of the cold, blowing river imply about the connection between the girl and the speaker in the tanka by Tsurayuki?

15. In addition to poetic devices such as imagery and diction, a poem's form can help a poet express meaning. Write a brief essay in which you analyze how form relates to content in either Sonnet 18 or "The Waking." Pay particular attention to the poetic form's requirements for rhyme scheme and stanza structure, length, and content.

**Oral Response**

16. Look back at question 1, 3, 5, 7, or 13, and take five to ten minutes to expand your answer and prepare an oral response. Find additional details in the poems that will support your points. If necessary, make notes to guide your response.

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from Don Quixote by Miguel de Cervantes (text page 884)

Open-Book Test

Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided. For multiple-choice questions, circle the letter of the best answer.

1. Much of the humor in Don Quixote comes from the fact that Don Quixote sees himself as something other than what he is. How does Don Quixote see himself? Cite evidence from the story to support your answer.

2. According to the narrator, how did Don Quixote lose his mind? Quote the line from the story that gives this information.

3. What do Don Quixote, the priest, and the barber argue about? Select the correct answer, and cite the line or lines that support your choice.
   - a. which of several knights was the greatest
   - b. how a man could become a knight
   - c. how a knight could serve his God and his country
   - d. what attire a knight should wear

4. To Don Quixote's thinking, the name Rocinante was ___. Choose the best answer. Then, quote the part of the story that proves it.
   - a. silly and pompous
   - b. foreign and awkward
   - c. lofty and sonorous
   - d. ancient and mysterious

5. What does Don Quixote's speech comically imitate? Select the correct answer, and explain how you know.
   - a. the language of nobles and government officials near La Mancha
   - b. ornate language in books of chivalry
   - c. the language of the country people of Cervantes's time
   - d. the speech of scholars and priests
6. Why is Don Quixote so concerned about the wounds of Don Belianis and the question of who the greatest knight was? Choose the best answer, and cite evidence from the story that supports your answer.
   a. because he believes the old tales to be true
   b. because the barber disagrees with him
   c. because Sancho does not understand the rules of combat
   d. because he is concerned for their well-being

7. What does Sancho Panza do after Don Quixote jousts with windmills? Cite evidence from the story as support.

8. When Don Quixote discovers that he has been fighting a windmill, on what does he blame it? Explain your answer, using evidence from the story.

9. After the battle with the windmills, at what contrast between himself and Sancho Panza does Don Quixote laugh? Cite the line or lines from the story that support your answer.

10. Would you invite an affable person to a party? Why or why not? After you answer this question, complete the Analysis Map based on the word affable. In the box labeled "Compare to," write synonyms of the word. In the box labeled "Contrast with," write antonyms. In the box labeled "Examples," write two sentences in which you use the word.

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   **Extended Response**

   11. Don Quixote is a fool in many respects. His speech is ridiculous, his ideas are hopelessly out of fashion, and he has lost touch with reality. Yet readers admire him and know immediately that he is the hero of the story. In an essay, analyze how Cervantes makes us admire Don Quixote. Give examples from the selection to illustrate your ideas.
12. Don Quixote expresses admiration for the "lucidity of style" of the old romances. Then he gives two examples to demonstrate that lucidity of style. What are the examples, and why is this a comic passage in the story? Answer this question in a brief essay.

13. One of the techniques Cervantes uses throughout Don Quixote is to set up comparisons between Sancho Panza and Don Quixote as they travel through the land. Write an essay that compares and contrasts the attitudes and points of view of these two characters and show what the contrast indicates about Cervantes's themes. To organize your thoughts before you begin writing, complete this Venn diagram based on the characters of Sancho Panza and Don Quixote.

Sancho Panza

Don Quixote

Both

14. In a brief essay, defend this statement: Don Quixote can best be described as a dreamer. Use evidence from the story as support.

15. In an essay, analyze the narrator of Don Quixote. Explain who this person seems to be, and how his style of telling the tale contributes to the effect of Don Quixote.

Oral Response

16. Look back at question 1, 7, 9, 11, or 13 or the question that your teacher assigns to you. Take five to ten minutes to expand your answer and prepare an oral response. Find additional details in the story that will support your points. If necessary make notes to guide your response.

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Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided. For multiple-choice questions, circle the letter of the best answer.

1. Between which two characters does the central conflict in “Morte d’Arthur” take place? Back up your answer with evidence from the poem.

2. In “Morte d’Arthur,” Arthur sends Bedivere to cast Excalibur into the lake. Then Arthur asks Bedivere what he has seen. Why does Arthur ask this question? Choose the correct answer, and then explain how you know this.
   a. He wants to know where the sword landed.
   b. He suspects there are enemies nearby.
   c. Arthur knows that a hand will rise up to receive the sword.
   d. In his weakness, he has forgotten what he asked Bedivere to do.

3. In “Morte d’Arthur,” what keeps Sir Bedivere from throwing Excalibur into the lake? Cite evidence from the poem to support your answer.

4. Which of the following passages from “Morte d’Arthur” reveals Tennyson’s values about truth, as demonstrated through a character’s words or actions? Select the correct answer, and then explain your choice.
   a. “Though Merlin sware that I should come again
      To rule once more—but let what will be be,...”
   b. “This is a shameful thing for men to lie.”
   c. “What record, or what relic of my lord
      Should be to aftertime, but empty breath
      And rumors of a doubt? . . .”
   d. “The old order changeth, yielding place to new,...”

5. In “Arthur Becomes King of Britain,” why is the disappearance of Merlyn—and the way he disappears—significant in the legend?
6. Reread lines 339–347 on page 903. How does this passage from “Morte d'Arthur” express the notion that the legend will continue? Choose the correct answer, and then explain your choice.
   a. It depicts a person telling the story to his friends.
   b. It repeats the part about Arthur being on a boat.
   c. It shows the narrator reliving Arthur's death scene.
   d. It depicts the narrator dreaming about Arthur's return.

7. How does the Wart, in “Arthur Becomes King of Britain,” come upon the sword in the churchyard? Cite evidence from the story to support your answer. To organize your thoughts, complete this sequence chain. Write the steps the Wart follows that bring him to the sword.

8. In “Arthur Becomes King of Britain,” what does Merlyn represent in the legend?

9. On page 906, reread the lines that begin with “I don't know what the Church . . .” and end with “No, the sword.” What does this dialogue reveal about White's attitude toward his subject in “Arthur Becomes King of Britain”? Choose the correct answer, and give a brief explanation.
   a. He is unhappy about the Church's decline.
   b. He is critical of the disrespect shown to the king.
   c. He is impatient with people's ignorance.
   d. He is playful and humorous.

10. When White says that Kay's bath is sumptuous, what does he mean? After answering the question, use the word sumptuous in a sentence of your own.

11. In an essay, compare and contrast the qualities of Kay and the Wart in “Arthur Becomes King of Britain.” Cite specific examples of their behavior in the story. Which would you prefer to have as a friend? Explain your answer. Before you begin writing, organize your thoughts about the two characters.

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12. Reread lines 177–179 on page 898. Consider these questions: What is important to Arthur? What had he asked Bedivere to do? What had Bedivere done instead? How does Arthur know what Bedivere was thinking? Then write a brief essay in which you explain what these lines from "Morte d'Arthur" reveal about Arthur.


14. Reread the Wart's words after he takes the sword from the stone in "Arthur Becomes King of Britain" (page 911, bottom of column 1 and top of column 2). What can the reader infer from these words? Write a brief essay answering this question and supporting your points with evidence from the story.

15. In *The Once and Future King*, the book from which "Arthur Becomes King of Britain" is taken, Arthur is crowned king but he fights many battles against men who don't believe in his claim to the throne. Tired of war and fighting, Arthur wonders whether there is a way to "harness Might so that it works for Right." In an essay, explain what you think this statement means. Then apply the statement to the Arthur described by Tennyson in "Morte d'Arthur."

**Oral Response**

16. Look back at question 2, 3, 6, 9, or 13 or the question your teacher assigns to you. Take five to ten minutes to expand your answer and prepare an oral response. Find additional details in the selections that will support your points. If necessary make notes to guide your response.

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“Rama’s Initiation” from the *Ramayana* by R. K Narayan (text page 924)

**Open-Book Test**

**Multiple Choice and Short Answer**

Write your answers to all questions in this section on the lines provided. For multiple-choice questions, circle the letter of the best answer.

1. The story is mostly about Rama’s initiation into a life of ____. Choose the answer that best completes the sentence. Cite evidence from the story to support your answer choice.
   a. searching for mystery and wonder
   b. casting enchantment and spells
   c. destroying evil and disorder
   d. ruling a huge empire

2. What can be inferred from Dasaratha’s comment on page 925 that Rama is “still learning the arts and practicing the use of arms”?

3. What valuable quality does Vasishtha demonstrate when he runs after Viswamitra? Select the correct answer, and explain your choice.
   a. humility
   b. respect
   c. courage
   d. forgiveness of others

4. When Viswamitra comes to take Rama with him on his journey to Sidhasrama, this demonstrates that an epic hero must ____. Choose the answer that best completes the sentence. Then explain your answer.
   a. learn from a sage
   b. leave home and go on a challenging journey
   c. be a young boy
   d. be approved by the gods

5. How did Viswamitra help his two disciples through the arid desert? Cite the line from the story that supports your answer.

6. What can be inferred about Hindu divinities from details such as Indra is the god of rain and Yama is the god of death? Choose the best answer, and then explain your answer.
   a. All Hindu divinities are male.
   b. Hindu divinities are closely linked to natural forces.
   c. Hindu divinities often come in contact with humans.
   d. Rama received the blessing of the gods.
7. What does Thataka symbolize? In your answer, cite a passage from the story as support.

8. Which qualities of an epic hero does Rama demonstrate by killing Thataka? Explain your answer.

9. What initial step toward becoming an epic hero does Rama make in this story? Cite evidence from the story as support. To organize your thoughts, complete this graphic organizer showing the steps that are necessary for Rama to become an epic hero.

Rama

---

10. Grieving the loss of his son, Dasaratha shows little _____ for Rama’s ____ mission. Choose the two words that complete the sentence correctly. Then, write a definition of each word.
   a. decrepitude; diminutive
   b. austerities; esoteric
   c. exuberance; sublime
   d. obeisance; secular

Extended Response

11. The epic the Ramayana tells fantastic stories about its hero, Rama. What qualities of an epic hero does Rama exhibit in this story? In a brief essay, explain why Rama is an epic hero. Use details from the story to support your explanation. To organize your thoughts before you begin, complete this chart.

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12. Write a brief essay in which you defend this statement: The theme of this story is the triumph of good over evil. Use evidence from the story as support.

13. The details of an epic, such as the Ramayana, often reveal much about the culture in which the story originated. Specifically, one can infer the culture's beliefs and values from an epic. Write an essay in which you make inferences about ancient Indian values, based on details from the story.

14. Based on the details about Viswamithra in this story, one can infer that in Indian culture sages were highly respected. Find evidence in the story that supports this statement, and write a brief essay explaining why this inference can be made.

15. How much personal choice does Rama have in becoming a hero? Is it a role in which he makes conscious decisions about his life, or is his fate decided for him by others? Explore this question in an essay, supporting your opinion with evidence from the story.

Oral Response

16. Look back at question 1, 6, 7, 11, or 13 or the question your teacher assigns to you. Take five to ten minutes to expand your answer and prepare an oral response. Find additional details in the epic that will support your points. If necessary, make notes to guide your response.

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Rama's Initiation 189
Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided.
For multiple-choice questions, circle the letter of the best answer.

1. How would you describe the community's attitude toward Sogolon Djata's inability to walk? Cite a line or lines from the story to support your answer.

2. What is the storyteller's main purpose in detailing Sassouma's treatment of Sogolon Djata? Select the correct answer, and explain how you know this.
   a. to show her belief in fate
   b. to show how much she loves her own son
   c. to show the error in being jealous and mocking destiny
   d. to show her unhappiness with the king

3. Before his death, what present does Naré Maghan give to his son, Sogolon Djata? Cite the line from the story that supports your answer.

4. Who becomes all-powerful right after Naré Maghan's death, and how does this affect the conflict faced by Sogolon Djata?

5. Which of the following passages from the story best illustrates a conflict between Sogolon Djata and society? Choose the best answer. Then, explain why it is or is not the correct answer.
   a. "Through your fault I have just suffered the greatest affront of my life! What have I done, God, for you to punish me in this way?"
   b. "Sogolon Kedjou and her children lived on the queen mother's leftovers."
   c. "Take them then, since your son is unequal to mine.' Then she laughed derisively with that fierce laughter which cuts through your flesh . . ."
   d. "As men have short memories, Sogolon's son was spoken of with nothing but irony and scorn. People had seen one-eyed kings, one-armed kings, and lame kings, but a stiff-legged king had never been heard tell of."
6. Why is Sogolon Djata's response to being tormented a calm one? Select the correct answer. Give a brief explanation.
   a. He knows that when the time is right, he will be king.
   b. He knows that there is nothing he can do to change public opinion.
   c. He feels depressed and powerless.
   d. He does not like anyone in the village, so nothing they say bothers him.

7. Why was the iron bar that would help Sogolon stand already made? Use evidence from the story to support your answer.

8. What effect does the conflict between Sogolon and Sassouma over baobab leaves have on the story's central conflict? To organize your thoughts, complete the cause-and-effect chain based on the events of the story.

   Cause: Conflict over baobab leaves
   Effect/Cause
   Effect

9. What is the storyteller’s main purpose in describing Sogolon's heroic act of standing before the people and tearing up a baobab tree? Choose the correct answer, and give a brief explanation.
   a. to explain Sogolon Djata's legendary rise to power
   b. to show Sogolon Djata's weakness
   c. to show the reactions of the villagers
   d. to show the work of forges

10. Define the word malicious, and use it in a sentence of your own.
Extended Response

11. In an essay, explain how this story illustrates virtues such as honor and nobility. In your analysis, describe which characters show that they honor the values and traditions of their culture and which characters do not. Support your answer with examples of their behavior.

12. According to the narrator, the story of Sogolon Djata's childhood illustrates that a person's destiny is determined at birth. In an essay, explain how the story develops this theme.

13. In an essay, describe specific examples of conflict in the story. How are these conflicts resolved? How do the conflicts faced by Sogolon Djata make him a more effective leader?

14. When the king asks the soothsayer about Sogolon Djata, the soothsayer says "great trees grow slowly but they plunge their roots deep into the ground." What does he mean by this? Answer this question in a brief essay.

15. In an essay, explain the storyteller's main purpose for telling the story of Sundiata, any other purposes the storyteller may have, and how specific parts of the story illustrate these purposes. To organize your thoughts before you begin writing, complete this diagram. In the first group of ovals, write the storyteller's purposes. In the second group of ovals, write the part of the story that illustrates the purpose.

Oral Response

16. Look back at question 1, 2, 4, 8, or 12, or the question your teacher assigns you. Take five to ten minutes to expand your answer and prepare an oral response. Find additional details in the epic that will support your points. If necessary, make notes to guide your response.

Rubric for Evaluating Extended Responses

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<tr>
<td>Blank paper</td>
<td>Incorrect purpose, mode, audience</td>
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<td>Some elaboration</td>
<td>Moderately well elaborated</td>
<td>Effective elaboration</td>
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<td>Illegible, incoherent</td>
<td>Unelaborated</td>
<td>Some details</td>
<td>Clear, effective language</td>
<td>Consistent organization</td>
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<td>Not enough content to score</td>
<td>Rambling</td>
<td>Gaps in organization</td>
<td>Organized (perhaps with brief digressions)</td>
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"Contents of the Dead Man's Pocket" by Jack Finney

Open-Book Test (p. 1)

Multiple Choice and Short Answer

1. d Explanation: He decides to work at home rather than go to the movies with his wife, even though it isn't necessary to do the work just then.
2. Sample answer: It makes the readers think Tom is going to fall.
3. b Explanation: Choice a does not tell enough; choice b is an elaboration of the word racked; choice c refers to his eyes; and choice d refers to the pain of squeezing his eyes.
4. b Explanation: Tom realizes that the incomprehensible scribblings on the yellow paper are the only clue strangers will have about him if he falls to the ground.
5. Sample answer: It increases the suspense.
6. d Explanation: He thinks he might faint and die; when worried about performance on a test
7. Sample answer: The fact that the window is hard to open is a seemingly minor detail that becomes very important when Tom tries to open it from the outside.
8. a Explanation: Tom's thoughts about falling remind the reader that this is a real possibility.
9. c Explanation: All the other choices do not include enough information.
10. b Explanation: He is moving almost unnoticeably; the moon as it moves across the night sky

Questions are classified in these categories:

- Comprehension and Interpretation 1 (A), 4 (C), (7)C
- Literary Focus 2 (C), 5 (A), 8(A)
- Reading Strategy 3 (A), 9 (C)
- Vocabulary 6 (A), 10 (A)

E = Easy, A = Average, C = Challenging

Extended Response

11. (Average) Two questions should arise for students upon reading the first paragraph. One has to do with the nature of the memo he loads into his typewriter. The other has to do with why he has a guilty conscience. To maintain suspense, Finney keeps readers guessing as to whether Tom will fall or not. Even the title suggests to readers that Tom won't survive. Tom's thoughts cause readers to focus on his falling and inevitable death. Tom's actions go back and forth between clinging safely and teetering frantically on the ledge. Until Tom steps into the living room, readers are kept in doubt as to his fate.

12. (Easy) What is important to Tom at the beginning: his long-term job goals and "getting ahead" of the other young men who worked at his company. His wife took second place. At the end: He values his relationship with his wife. How this affects his behavior at the beginning: he works long hours and won't even accompany his wife when she goes to the movies. At the end: he puts job goals in perspective and takes time to enjoy other things in life.

13. (Average) Students should note that Clare seems concerned about Tom and the fact that he doesn't even take the time to enjoy a movie he's wanted to see. Her less-than-enthusiastic response of "I guess not" indicates that she is not as concerned with "when the money comes rolling in" as Tom is. Clare would probably remind Tom that money isn't so important that a person should put it above all other pleasures in life.

14. (Average) Students should note that Tom is much more concerned with "getting ahead" than Clare is. He puts it above everything. Even though he loves his wife and would like to spend time with her, he considers his career more important than their relationship. Clare seems more concerned about Tom's health and happiness than he himself is, and she seems to have a more balanced attitude concerning work and other activities in life.

15. (Challenging) Students may suggest that people examine and/or change their values under new life circumstances (job, residence, family), in new relationships, through experiences, and so on. Students may also indicate that observing other people's values causes people to examine their own. This somewhat introspective essay should be logically organized with a clear thesis statement.

Oral Response

16. In their oral responses, students should cite specific passages in the story to support their points.

"The Final Assault" from High Adventure by Edmund Hillary

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

Open-Book Test (p. 4)

Multiple Choice and Short Answer

1. c Explanation: Both accounts refer only to crampons and an ice ax; a heater and extra pairs of boots would have been too heavy to carry.
2. Sample answer: Hillary was the stronger climber of the two; Norgay needed help.

3.c Explanation: Choice a is an opinion based on the definition of what “his share” is. Choice b is an opinion, based on what the definition of “irresistible” is. Choice c is a fact that can be proven. Choice d is an opinion, based on the definitions of “considerable distress” and “extremely unpleasant.”

4. Sample answer: The men were equal partners.

5.d Explanation: “I immediately suspected his oxygen set and helped him down onto the ledge so that I could examine it.”

6. Sample answer: He means that the tracks left by the earlier team can be seen, but barely. The tracks are not clear, but there is some slight evidence of them.

7.b Explanation: Choice a is a fact that can be proven. Choice b is an opinion that leaves out the fact that Hillary and Norgay’s determination was another factor, and which also leaves out the fact that “fine weather” is a relative term. Choice c is a fact that can be proven. Choice d is a fact that can be proven.

8. Sample answer: “But every so often, as had happened all the way, we would have trouble breathing and have to stop and clear away the ice that kept forming in the tubes of our oxygen sets.”

9.a Explanation: “Hillary is my friend. He is a fine climber and a fine man, and I am proud to have gone with him to the top of Everest. But I do feel that in his story of our final climb he is not quite fair to me. . . .”

10. Sample answer: It suggests that he was somewhat louder and noisier than Hillary. Evidence from the story can be found in these lines: “We shook hands. But this was not enough for Everest. I waved my arms in the air and then threw them around Hillary, and we thumped each other on the back until, even with the oxygen, we were almost breathless.”

Questions are classified in these categories:
Comprehension and Interpretation 1(E), 5(A), 8(A)
Reading Strategy 3(C), 7(A)
Literary Focus 2(A), 4(E), 9(C)
Vocabulary 6(A), 10(A)
E = Easy, A = Average, C = Challenging

Extended Response
11. (Average) Some students may refer to Hillary’s longer sentences and his use of more difficult words as examples of his ability to detail his climb more vividly. Other students may have found Hillary’s account somewhat tedious because of that level of detail. Norgay’s account is likely to strike students as quite readable and still engaging, though it lacks the detail of Hillary’s.

12. (Average) If students choose Hillary, they should mention his qualities of determination, courage, strength, and intelligence. If they choose Norgay, they should mention those same qualities and, in addition, his greater generosity of spirit, his more apparent willingness to acknowledge that their achievement was a team effort.

13. (Easy) In the left section of the Venn diagram, students should note that Hillary is concerned with his own sensations and feelings. He feels proud of himself. In the right section of the Venn diagram, students should note that Norgay is more concerned with the view. He talks about the power and beauty of the mountains, even giving Mt. Everest the personality of a protective mother hen. He thinks of their victory as one for “all men everywhere.” In the center section of the Venn diagram, students should note that both men are happy, excited, and satisfied about their accomplishment.

14. (Challenging) Students should note that Hillary does say that Norgay is “always willing to do his share, and more than his share, if necessary.” Hillary also notes that Norgay sometimes takes the lead, usually at Hillary’s request or “command.” Beyond that, Hillary consistently represents himself as the leader, decision maker, and problem solver. Norgay seems to be just tagging along. Students should acknowledge that there is no way of knowing exactly what roles they played during the climb. However, given Norgay’s account, Hillary’s representation of their roles is certainly questionable.

15. (Challenging) Students should note that the two men are extremely determined adventurers who just wanted to accomplish something extraordinary. Part of their motivation was probably a desire for the glory of it and the feeling of satisfaction that one gets from accomplishing a difficult, challenging task. In Norgay’s case, he seemed motivated by wanting to do something for all mankind; the fact that two men could climb Mt. Everest says something about what any person can do if determined enough. In a way, then, Norgay wanted to be an inspiration to others to accomplish great things.

Oral Response
16. In their oral responses, students should cite specific passages in the story to support their points.
"The Monkey's Paw" by W. W. Jacobs
"The Bridegroom" by Alexander Pushkin

Open-Book Test (p. 7)

Multiple Choice and Short Answer

1. c Explanation: The reference to "enough mischief" suggests that the spell put on the paw is a very dangerous one.

2. Sample answer: She thinks he has come to deliver the two hundred pounds. The sentence that proves this is as follows: "In mental connection with the two hundred pounds, she noticed that the stranger was well dressed, and wore a silk hat of glossy newness."

3. b Explanation: This line suggests that there is nothing he could wish for that would make him any happier. Since everything is just the way he likes it, it seems that he should just leave well enough alone.

4. Sample answer: The opposite of doughty would be cowardly. Context clues indicate that the meaning of doughty is "brave or courageous."

5. b Explanation: Choice a is incorrect because this phrase refers to their visitor. Choice b is correct because the family is pictured as spending the evening together, with Mr. White and his son playing chess and Mrs. White knitting in the same room with them. A fire burns in the fireplace, giving a cozy, warm feeling to the parlor. Choice c is incorrect because the parlor is lit by a bright fire, and the family continues to talk during the chess game. Choice d is incorrect because the parents are not resigned or hopeless; in fact, they are enjoying life with their son.

6. a Explanation: This statement comes true; Herbert never sees the money because it is given to the parents only after Herbert's death.

7. Sample answer: The word foreboding means "filled with dread that something bad might happen." At this point in the poem, the parents are worried about their daughter because she had been gone for three days and now she "could hardly breathe" and would not tell them what had happened.

8. Sample answer: Some students might say that their first thought was that the law would be a witness to the wedding, and that this thought was incorrect. Other students might say that their first thought was to question why Natasha was inviting the law. They might have thought it had something to do with why she had disappeared for three days.

9. a Explanation: She would not have wanted everyone to know that she was at the hut because it meant that she had entered someone else's home without being invited and that she had been unable to do anything to help the other girl.

10. Sample answer: Choice a is incorrect because her disappearance would have nothing to do with the bridegroom's later arrest. Choice b is incorrect because it shows only that she is afraid of him. Choice c is incorrect because the matchmaker knows nothing about what the bridegroom had done. Choice d is correct because it hints that Natasha has a plan about what to do during the wedding festivities.

Questions are classified in these categories:
Comprehension and Interpretation 2(A), 5(C), 9(C)
Reading Strategy 3(A), 8(A)
Literary Focus 1(A), 6(E), 10(E)
Vocabulary 4(E), 7(A)
E = Easy, A = Average, C = Challenging

Extended Response

11. (Easy) Students must identify two examples of foreshadowing, such as the sergeant major's discussion of fate, the first man's wish for death, the sergeant major's warning of the consequences, and the image of the monkey face in the fire. Students must also fully explain what specific future event is foreshadowed by each of their two examples.

12. (Average) Students are likely to predict that if Natasha had married the groom, her fate would have been the same as that of the young girl in the hut. Students must identify evidence to support whatever prediction they make.

13. (Average) Students must explain why they would or would not make the second wish, if they were in Mr. White's place in "The Monkey's Paw." If they would make the wish, they must explain how they would word it and predict what would happen next. For example, they might say, "I wish everything were back to the way it was before we ever got the monkey's paw." If they would not make the wish, they must explain why. For example, they might say that they took the sergeant major's warnings to heart.

14. (Easy) Students must identify a choice made by each character, such as the choice to accept the monkey's paw, to make the first wish, to make the second wish, and to make the third wish; or to go into the hut, to go ahead with the wedding, or to invite the law and many witnesses. Students must also explain what the decision reveals about the characters, such as curiosity, wisdom, intelligence, or courage. Finally, students must explain how the quality caused the events in the story or poem to happen.

15. (Challenging) Students should recognize that Mr. White realizes his son has returned not as a live human being but as a corpse from the grave.
Students may predict that if Mrs. White had opened the door to welcome her son, the sight of him might have destroyed her sanity. Students should support their explanations with details from the story.

Oral Response

16. In their oral responses, students should cite specific passages in the story to support their points.

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

Open-Book Test (p. 10)

Multiple Choice and Short Answer

1. a Explanation: It is autobiographical because Jamaica Kincaid had the same experiences herself, and she uses the first-person pronoun throughout the story.

2. b Explanation: This is a flashback because, while describing an incident in present time, the author goes back to a previous time and tells what happened then.

3. Sample answer: Annie remembers her miserable apprenticeship with Miss Dulcie. She tells about how Miss Dulcie made her sweep the floor and go to the store for buttons and thread, all the time belittling her and saying that she would never be a good seamstress. Miss Dulcie did not give Annie any useful training but, instead, used her to do chores and run errands.

4. d Explanation: Choice a is incorrect because when she passed Miss Dulcie's house, she thought of her apprenticeship there. Choice b is incorrect because when she passed the doctor's office, she thought of the glasses she had wanted to wear. Choice c is incorrect because when she passed the chemist's shop, she thought of the time she had bought the plant matter for her mother. Choice d is correct because when she passed the library, she remembered the day her mother was reading about Louis Pasteur.

5. Sample answer: It reveals that she dearly loves her daughter and thinks that she is exceptional.

6. Sample answer: The references imply that at the time of this story, the island was a British dependency and, because of that, British products and culture were an important part of the life on the island.

7. Sample answer: Annie's relationship with her mother is somewhat stifling of Annie's creativity and growth.

8. c Explanation: The word loomed means "appeared in a large form" and, since Annie can see the top of her father's head, she must be taller.

9. Sample answer: The road to the jetty symbolizes Annie's life. Evidence that proves this is that everything Annie passes—Miss Dulcie's house, the chemist's shop, the church, the stores, the bank, the doctor's office—reminds her of an important event in her life.

10. b Explanation: Students must use the word in a sentence that has context proving they know the meaning. For example: Annie was apprenticed to a woman who was supposed to instruct her in how to be a seamstress, but all she did was make Annie do chores.

Questions are classified in these categories:

- Comprehension and Interpretation 1(A), 6(C), 9(C)
- Reading Strategy 5(A), 7(A)
- Literary Focus 2(A), 3(A), 4(E)
- Vocabulary 8(A), 10(E)

E = Easy, A = Average, C = Challenging

Extended Response

11. (Easy) Students must complete the diagrams with information showing how Annie related to her parents, and then they must write an essay using that information. The information should show that her mother was much more demonstrative and emotional than her father. Both parents loved Annie, but her father had trouble expressing his emotions. Annie loved her parents, too, but she felt somewhat smothered by her mother's attentions and neglected by her father's lack of attention.

12. (Easy) Students should note that "dustheap" indicates or connotes debris—items of no value or worth. Annie feels strongly that a number of her past experiences are of no value to her. Students might note that Annie's apprenticeship, which included more sweeping and fetching than sewing, did not teach Annie any valuable life or work skills. Students should also note that the scorn with which Miss Dulcie treats Annie is meant to make Annie feel worthless.

13. (Average) Annie means that, in her heart, she is not smiling. She is not happy to be leaving her mother, even though she knows that leaving will help her have a better life. Evidence from the text might include the fact that she griped her parents' hands so tightly, that she "was on the verge of feeling that it had all been a mistake," that her "heart shriveled up and the words 'I shall never see this again' stabbed" at her, and that she felt like "falling in a heap" at their feet.

14. (Average) Students may indicate that Annie's fond experiences at the library have most prepared her for leaving home. Students should note that it was at the library that Annie learned about the outside world and about the impact that ideas—such as pasteurization—have upon people's lives. Students may also note that Annie found words engaging ("just the way they
looked on the page was interesting to me") long before she could read.

15. (Challenging) Students should note generally that Annie's childhood experiences have helped her become an independent thinking person who feels stifled by island life and by her mother's love and who yearns for a larger experience. Students must support their inferences with specific details. Most students will probably cite Annie's longest, most detailed flashback—that of her first walk down the road unaccompanied by someone to hold her hand. Students may see this flashback as an early metaphor for Annie's departure at the Jetty. Annie has fears as she did in childhood, but she is not afraid. Although her mother's love is overbearing and stifling at times, it is her mother's love that encourages Annie to go on that first walk by herself.

Oral Response

16. When they deliver their oral responses, students should support their points by citing specific passages in the story.

"The Masque of the Red Death"
by Edgar Allan Poe

Open-Book Test (p. 13)

Multiple Choice and Short Answer

1. Sample answer: He invites a thousand healthy guests to his abbey; he wants to escape the Red Death, forget it ever existed, and have a good time.

2. Explanation: The color black symbolizes death, and the fact that the chamber is at the western end of the suite suggests the west, or the place where the sun sets at the end of the day.

3. Sample answer: The revelers before the apperance of the Red Death can best be described as full of life and in the middle of enjoying life. One phrase from the story that supports this is as follows: "... in them beat feverishly the heart of life." Students can probably find others.

4. Explanation: Choice a is incorrect because there is no mention of punishment in the story. Choice b is incorrect because the revelers did not display any courage; in fact, every time the clock struck, they seemed afraid; Choice c is correct because, even though Prince Prospero had great wealth, he was not able to keep the Red Death from attending the masquerade. Choice d is incorrect because Prince Prospero showed no signs of being selfish—in fact, he showed only great generosity in inviting a thousand people to live at the abbey.

5. Sample answer: The word casements must mean windows because the entire passage is about windows and how their colors matched the decorations in the room.

6. Explanation: The color ebony, black, is a symbol of death, and the clock is measuring out the time and marking it every hour.

7. Explanation: The costumes are described in this way: "Be sure they were grotesque. There were much glare and glitter and piquancy and phantasm. . . . There were arabesque figures with unsuited limbs and appointments. There were delectious fancies such as the madman's fashions. There was much of the beautiful, much of the wanton, much of the bizarre, something of the terrible, and not a little of that which might have excited disgust." Such descriptions suggest repressed desires, rather than anxiety, youthful health, or glamour.

8. Sample answer: Voluptuous means "luxurious, rich, and extravagant," as is indicated by the fact that the rooms were part of an imperial, or kingly, suite.

9. Sample answer: Habits must mean clothing or attire, since the figure was shrouded, or covered, in "the habilments of the grave." The only thing that could have covered the figure would be clothing of some sort.

10. Explanation: This is the only sentence in which the word piquancy, which means "pleasantly sharp quality," makes sense.

Questions are classified in these categories:
Comprehension and Interpretation 1(E), 3(C), 4(A)
Reading Strategy 5(A), 8(C)
Literary Focus 2(A), 6(A), 7(C)
Vocabulary 9(E), 10(A)
E = Easy, A = Average, C = Challenging

Extended Response

11. (Easy) Students may focus on symbols of death, such as the ebony clock, the black room with red windows situated at the western end of the wing, and the tomblike setting of the abbey. Students should explain that such symbols underscore the story's mood and theme.

12. (Easy) Students should note that Prince Prospero is willing to share his wealth, as is evidenced by the fact that he invited a thousand people to live at the abbey as his guests. He goes out of his way to provide lavish entertainments for his guests. He is a generous person who spares no expense to make his guests comfortable.

13. (Average) Students might criticize Prospero's actions on the grounds of class—wealthy Prospero invites his friends to join him in safety.
after "his dominions were half depopulated." Students might defend Prospero's actions by recognizing in themselves a desire to avoid death; Prospero's actions cannot be condemned simply because they are unusual.

14. (Average) Students must choose a sentence with several difficult words and explain the meaning of the words by using context clues. For example, they might choose the second sentence in the story: "No pestilence had ever been so fatal, or so hideous." The surrounding text provides clues that the word pestilence means "contagious disease," and the word fatal means "deadly."

15. (Challenging) Students should recognize that these details reveal Prospero's obsession with obscuring the everyday and plague-ravaged world beyond the abbey walls. Such details also create the story's uneasy mood and underscore the story's theme.

Oral Response

16. When they deliver their oral responses, students should support their points by citing specific passages in the story.

"Fear" by Gabriela Mistral
"The Street" by Octavio Paz
"Spring and All"
by William Carlos Williams

Open-Book Test (p. 16)

Multiple Choice and Short Answer

1. Sample answer: Students should note that the speaker fears the loss of closeness with her child. Evidence from the poem includes such lines as the following: "I could not comb her hair," "And when night came, no longer / would she sleep at my side," and "They would put her on a throne / where I could not go to see her. / And when nighttime came / I could never rock her."

2. Sample answer: Students should note that the images of what the speaker longs for with her child are primarily related to the sense of touch. Lines from the poem that support this are "straw bed," "comb her hair," "sleep at my side," and "rock her."

3.d Explanation: She says, "They would put her on a throne / where I could not go to see her."

4.c Explanation: The word "golden" appeals to the sense of sight because it refers to a color, something that is apprehended only by sight.

5.b Explanation: Students should note that choice a is wrong because there is no hint of numerous people in the line. Choice b is right because the image of everything being dark and doorless suggests that nobody else is around. Choice c is wrong because the poem seems to be describing a nightmarish state rather than an actual scene. Choice d is wrong because the speaker talks about a long and silent street that is paved with stones, which would not be part of a countryside.

6.a Explanation: Students should note that everything in the poem suggests terror. The images of blackness, blindness, and running from an unseen pursuer can help students to rule out the other three choices.

7.b Explanation: Students should note that color words like blue, brown, reddish, and purplish all appeal to the sense of sight. Other visual images, such as mottled clouds, muddy fields, tall trees, bushes, leafless vines, and stiff curl of wild carrot leaf also appeal to the sense of sight.

8.b Explanation: In support of this answer, students might cite the following lines: "One by one objects are defined— / It quickens: clarity, outline of leaf / But now the stark dignity / of entrance—Still, the profound change / has come upon them: rooted, they / grip down and begin to awaken."

9. Sample answer: Students should note that when something is contagious, it spreads from one living thing to another. Examples of contagious things are human illnesses such as measles, plant and animal diseases, and emotions such as joy.

10. Sample answer: A stark landscape would be empty and bare.

Questions are classified in these categories:

- Comprehension and Interpretation 1(E), 3(A), 6(E), 8(C)
- Reading Strategy 5(A)
- Literary Focus 2(A), 4(E), 7(C)
- Vocabulary 9(A), 10(A)

E = Easy. A = Average. C = Challenging

Extended Response

11. (Easy) Students' sunburst diagrams and essays should reflect the theme of the potential loss of the physical closeness that the mother has to the child. Any force that a student plausibly connects to this theme would be appropriate. There is little evidence for a group of people to be the "them," but speculation could include people the child will meet as she grows up. Other possibilities may include the natural processes of maturing and learning, the passage of time, or other similar forces that inevitably separate the child from the parent as the child grows.

12. (Easy) Students' paragraphs should mention that if they were in the speaker's place, they would be using the senses of hearing, touch, and sight. Evidence from the poem that
supports this might include the following: "A long and silent street" (sight and hearing), "I walk in blackness" (sight) "my feet / stepping on silent stones and dry leaves" (touch and hearing), "Everything dark and doorless" (sight), "a man who stumbles / and rises and says when he sees me: nobody" (sight and hearing).

13. (Average) Students' essays should respond in a way that includes a comparison between human life and the tenacity of the life outside. The hospital serves as a reminder of illness and death, and the vegetation outside looks dead at the outset. Life may be ending in the hospital, but it is beginning again outside. Births also take place in hospitals, and the line "They enter / demolition French homes with its cannon, the world naked" can also apply to people, as can several lines thereafter. Students' essays should focus on the ways that they see the plant life depicted in the rest of the poem as similar or dissimilar to the concept of human life represented by the hospital.

14. (Average) Students' essays should note that the speaker in "Fear" has concerns that are a little more concrete than those of the speaker in "The Street." Whereas the speaker in "Fear" is worried about losing the closeness she has with her daughter, the speaker in "The Street" is worried because he has no human contact at all. The speaker in "Fear" wants to stay in one place and rock her daughter, comb her hair, and sleep beside her. The speaker in "The Street," on the other hand, is running, terrified, unable to connect with anyone.

15. (Challenging) Students' essays should reflect an understanding that the poem's events mirror the mental activity of the speaker. Students might speculate how fear can lead the mind to become unfocused or scattered. They might note that fear permeates the unconscious and can be reflected in our dreams. Fear also can lead us to paranoid thoughts and imagined assumptions. Mental activity of this nature is inescapable, and the speaker becomes trapped in his own psychological maze.

Oral Response

16. When students deliver their oral responses, they should support their points by citing specific passages in the poems.

"Two Friends"
by Guy de Maupassant
"Damon and Pythias"
retold by William F. Russell

Open-Book Test (p. 19)

Multiple Choice and Short Answer

1.b Explanation: Students' responses should note that the men are consistently described as being quiet, for sometimes when they were fishing they would not speak at all. When they did speak, they usually exchanged only a few words, which were "enough for them to understand and appreciate each other." The conversation they have on their last day is described as having the "sane reasonableness of easygoing, limited individuals," a description consistent with "quietly admirable."

2. Sample answer: Students' responses should be a variation of this statement: War does senseless damage to ordinary and innocent lives. Evidence from the story might include this section: "And Mount Valérian thundered unceasingly, demolishing French homes with its cannon, crushing out lives, putting an end to the dreams which many had dreamt, the joys which many had been waiting for, the happiness which many had hoped for. planting in wives' hearts, in maidens' hearts, in mothers' hearts, over there, in other lands, sufferings which would never end."

3.b Explanation: Students should note that the word crimson, which means "red," suggests blood and is, therefore, foreshadowing of what happens in the end, when the two friends are thrown into the river.

4.b Explanation: Choice a is incorrect because the Prussian officer speaks "in excellent French" and addresses the two friends as "Gentlemen." Choice b is correct because the phrase "hairy giant" suggests someone who looks almost like an animal. Choice c is incorrect because the officer does not use coarse language. Choice d is incorrect because this behavior does not suggest that the officer is cruel, brutal, and ruthless.

5.d Explanation: Students should note that Damon's willingness to take Pythias' place is the most significant detail of their friendship. It is this quality that softens Dionysius in the end and, in fact, saves the life of Pythias.

6.b Explanation: Students should note that only this answer choice has anything to do with the climax of the story. The other lines are all taken from the opening sections of the myth. They are important in introducing character and moving the plot along, but they are not part of the climax.

7. Sample answer: Students' responses should make note of the fact that the people in the crowd were sobbing and expressing sympathy toward Damon, who was about to be executed in his friend's place. Then great excitement raced through the crowd as news came of the approach of Pythias. "Breathless and exhausted," Pythias arrives just in time, and the pair embrace. Even knowing that he would be put to death, Pythias is overjoyed at having
arrived in time to save Damon.

8.c Explanation: Students should note that all other answers can be eliminated because the ending of “Damon and Pythias” is not sad, nor does it stop abruptly (it continues long enough for the reader to find out that Dionysius wanted to become their friend), nor is it filled with violence. The climax has built slowly, because the reader finds out early that Pythias has been detained and is speeding back to the palace as fast as he can. The reader knows that Damon will get there—the only question is whether he’ll be on time.

9. Sample answer: Students should note that hindrances means “obstacles.” A sentence based on “Damon and Pythias” would probably use the word to describe the unavoidable delays that kept Damon from returning to the palace in good time.

10. Sample answer: Students should note that dire means “urgent” or “calling for immediate action.” A sentence related to “Two Friends” would probably use the word to describe the circumstances in which the two men found themselves after being captured.

Questions are classified in these categories:
- Comprehension and Interpretation 1(A), 2(A), 4(C)
- Reading Strategy 3(C), 5(E)
- Literary Focus 6(C), 7(E), 8(C)
- Vocabulary 9(A), 10(A)

E = Easy, A = Average, C = Challenging

**Extended Response**

11. (Easy) Students should recognize the fact that Dionysius sets Damon and Pythias free because he hopes that they will be his friends and allow him to be a friend to them. Throughout the myth, Dionysius envies the friendship that Damon and Pythias share. He has been unable to develop any great friendships because of his selfishness and his streak of cruelty. Although his reasons for releasing the pair can be seen as selfish, he at least shows that he recognizes the value of friendship and the fact that he must be a friend to have friends.

12. (Average) Students should understand that Damon agrees to wait in prison for Pythias because he is unselfishly trying to help his friend. He also has complete trust in Pythias and feels certain that Pythias will return. Pythias would never consider sacrificing his friend’s life for his own, despite the fact that he is being treated unfairly by Dionysius. Damon and Pythias show that they are honest and loyal, and that they value their friendship above all other things.

13. (Average) Students’ Venn diagrams and essays should reflect that M. Morissot and M. Sauvage are different from Damon and Pythias in that they are not noblemen of ancient Sicily but, rather, shopkeepers in 1870 France. The two Frenchmen have not been friends for life but, rather, met during their adulthood while fishing. In addition, they are not famous for their loyal, long-term friendship, as Damon and Pythias are. In fact, their own families probably do not even know about the friendship between the two Frenchmen. What they do have in common with Damon and Pythias are the following things: value certain principles highly enough to die for them, they face danger with courage, and they would not betray a confidence, no matter what the cost.

14. (Average) Students should recognize that the Prussian officer and Dionysius are both selfish, evil, cruel, and brutal tyrants to whom fairness and justice are inconsequential issues. They are different in that Dionysius has a change of heart in the end, and even tries to be friends with the men he had treated so unjustly, whereas the Prussian officer continues to demonstrate his cruelty by ordering the cook to fry the fish while they are still alive.

15. (Challenging) Students should name at least some of the following background details of war: Paris blockaded and in its “death agony”; abandoned villages and the presence of military outposts; the characters' constant awareness of the proximity of the Prussians; the descriptions of the Prussians' ruthless destruction of Paris; the sound of cannons; and the sight of “powdersmoke.” These details show that the war is a constant presence and that Morissot and Sauvage are in danger, even though they try to find a brief respite from the fighting by enjoying a day of fishing together.

**Oral Response**

16. In their oral responses, students should cite specific passages to support their points.

**Unit 2: Striving for Success**

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

**Open-Book Test (p. 22)**

**Multiple Choice and Short Answer**

1. Sample answer: Students should recognize that the first viejitos in the author's life were the old people he knew. To support this point, they might refer to the following line: "In the summer evenings when I was a child, we, all the children of the neighborhood, sat outside under the stars and listened to the stories of the old ones, los viejitos."

2. Sample answer: Students should see that the author’s first language was Spanish, as
evidenced by his use of Spanish words and Spanish poetry.

3.d Explanation: Students should cite the following line from the essay as proof of their answer: "... but here is the paradox, a book at once quenches the thirst of the imagination and ignites new fires."

4. Sample answer: Students should recognize that the main point of the essay is that libraries can have important effects on people's lives and that they can be not only sources of information and knowledge, but havens as well.

5. Explanation: Choice a is the correct answer. Students should note that recalling their own experiences in libraries would enable them to better understand Anaya's recollection of his experiences there. Choice b is incorrect because it doesn't matter which libraries Anaya visited in his childhood; his point can be made without mentioning names of libraries. Choice c is incorrect because you set a purpose for reading an entire essay, not for short passages. Choice d is incorrect because the number of stacks in the new library is not important; the only important thing is that there were many.

6.d Explanation: Students should note that the fact that Anaya equates his library card to a ticket to interesting worlds is proof that reading was very important to him. The other choices do not necessarily imply that Anaya thought reading was important.

7. Sample answer: Students should note that Anaya worked his way through high school by writing love letters for his friends to give to girls. Proof from the text is the following line: "I wrote poetic love notes for a dime apiece and thus worked my way through high school."

8.b Explanation: Students should recognize that Anaya's passion for libraries is clear throughout the essay. Any number of lines might be quoted to prove this.

9. Sample answer: Students should recognize that Anaya's purpose in writing these lines is to convey the importance of the oral tradition in awakening in him a sense of the importance of learning, and, later on, of books and libraries.

10. Students' own sentences should use the word in a way that demonstrates its meaning.

Questions are classified in these categories:
- Comprehension 1(C), 7(A)
- Interpretation 2(A), 3(C), 4(A)
- Literary Focus 6(A), 8(A), 9(A)
- Reading Strategy 5(A)
- Vocabulary 10(A)

E = Easy, A = Average, C = Challenging

Extended Response

11. (Easy) Students could identify three distinct elements in Anaya's essay. First, the library is not only a deep part of his personal history, but also a bridge linking his origins to the larger world of his writing. His many references to his childhood and to his native culture reinforce that link. Second, he says that the library is "the collective memory of all mankind." It is the "storehouse" of all knowledge, which is free from censorship and dedicated to the preservation of the history and literature of all cultures. Third, the library should be a place for people—a civic center where ideas and events are discussed in a civil manner, the cultural center of a city. Anaya closes his essay with the statement that the library should be a "warm place that serves the needs and aspirations of its people." Student responses should evidence understanding of at least two of these elements.

12. (Average) Students' timelines and essays should show that in early childhood, Anaya heard the stories of the old people, and this created in him a "thirst for knowledge." In his grade school days, he visited the Santa Rosa Library, where Miss Pansy, the librarian, brought him "book after book," and he would read constantly—at the library and at home. In his high school days, he spent his study time in the Albuquerque High School Library, where he also earned money writing love notes for his friends. At this time, he also visited the library on Central Avenue and Edith Street. In college, he used the Zimmerman Library at the University of New Mexico, where he had "ample space and time" to read and where he often "sought refuge... in the reading room of the west wing of the old library."

13. (Average) Students should indicate in their essays that Anaya's references to his native culture provide sensory images that allow the Spanish history to come alive. They also serve as a reminder of the author's own personal journey from isolation to education, and suggest a model of multicultural pluralism and harmony. The many references to Spanish and his uses of the language both provide authenticity to Anaya's reminiscences, and make his childhood appear vivid. These references also show how far he has come from that childhood and suggest the library's pivotal role in his personal development. They also preserve his cultural heritage and the diversity he hopes to see preserved in the library.

14. (Average) Students might agree with Anaya that their experiences in the library play an extremely important role in reaching their goals. Their experiences might be different from Anaya's, since they probably use online
computers and check out videos, but they might acknowledge that their view of the library is similar to that of Anaya. Other students might disagree with Anaya about the importance of the library, saying that Internet access provides many of the same services.

15. (Challenging) Students may make a wide range of predictions about the library’s role in the future. However, their essays should indicate that they have considered the two primary functions of the library as Anaya articulates them in his essay: the library as a archive of “the collective memory of all mankind” and a place where issues should be “discusses and debated and researched.” Students may note the trend in libraries to become community computer centers with specialized tools, software, and search capabilities. Some libraries are staffed with Internet experts. Many libraries have a variety of community service functions, from voter registration to concert series, and these trends may continue regardless of the technology. All of these changes serve the two main functions Anaya proposes, and student essays should relate their predictions to these functions.

Oral Response

16. In their oral responses, students should cite specific passages to support their points.

“How Much Land Does a Man Need?” by Leo Tolstoy

Open-Book Test (p. 25)

Multiple Choice and Short Answer

1. Sample answer: Students should mention that the story has all the qualities of a parable: It is a simple, brief narrative that teaches a lesson (letting greed override your life can have dire consequences) by using characters and events to stand for abstract ideas or moral qualities (Pahom stands for greed, and the Bashkirs stand for generosity and a healthy appreciation of life’s joys).

2. Explanation: Students should recognize that the entire parable centers on Pahom and his problems. Even though the story opens with an anecdote about his wife and her elder sister, it soon shifts to Pahom and his obsession with acquiring land.

3. Explanation: Students should realize that this quotation best predicts the lesson of the parable because it suggests that anyone can lose everything, which is exactly what happens to Pahom.

4. Sample answer: Students should note that Pahom believes all his troubles would be solved if he had enough land. It is this obsession that motivates him to move his family from their home and concentrate on getting more and more land.

5.c Explanation: Students should recognize that, from the opening scene between Pahom’s wife and her sister, the central point of the story has to do with how much acquisition of property is enough before a person can begin to relax and enjoy life.

6. Sample answer: Students’ answers should comment on the fact that the Devil is so happy to hear what Pahom says because this boast reveals to the Devil how he may put Pahom under his power.

7.a Explanation: Students should note that Tolstoy shows the reader how Pahom’s greed took over his life, causing him to treat poor peasants in ways that he had resented when he himself was poor. When he was poor, he resented being fined for allowing his animals to graze on the rich person’s land, but when he was rich, he did the same thing to the poorer people.

8.a Explanation: Students should recognize that Pahom’s greed is what keeps him moving farther and farther from his home, to places where he has no friends, until finally he dies among strangers.

9.b Explanation: The holes in the ground hint at the fact that soon a hole will be dug for Pahom’s grave.

10.c Explanation: Pahom’s wife stands up for her way of life. She points out the worry and temptations of her sister’s life.

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E = Easy, A = Average, C = Challenging

Extended Response

11. (Easy) Students’ diagrams should indicate that Pahom is both boastful and greedy. He reveals his boastful nature at the beginning of the parable by claiming that if he had enough land he wouldn’t even fear the Devil. The consequence of this is that the Devil formulates a plan to destroy Pahom. Students should also note that Pahom’s greedy nature leads him to the steppe to acquire more land. The consequence of this is that meets the Bashkirs, the Devil in the form of the Bashkir chief, and his own death. Students’ essays should develop these points.
12. (Average) Students should recognize that the Bashkirs' personality traits seem to be that they are generous and that they appreciate the everyday joys of life. Based on these character traits, they (if indeed the Bashkirs are real) can be expected to continue to enjoy the things in life that are free.

13. (Average) Students should indicate that Tolstoy's parable teaches a lesson about the difference between need and greed. The Devil represents evil and all the temptations thereof. The peasant Pahom, through his boastful and greedy nature, represents flawed humanity. Pahom's character traits, particularly his greed, make him weak in the face of the great temptation for more land. The Devil's actions are motivated by his desire to use Pahom's weaknesses against him. Pahom's actions are motivated by his greed and by his foolish belief that all his problems would be solved if only he had enough land.

14. (Average) Students should recognize that Tolstoy used the Bashkirs as an ideal, because they were carefree and did not worry about accumulating wealth. His purpose in doing this was to contrast their way of life with that of Pahom and to suggest that the concept of land ownership perhaps should be avoided, since it led to greed and an acquisitive outlook.

15. (Challenging) Students should say that Tolstoy regarded property ownership as evil or immoral. Some students may quote the last line of the parable, “Six feet from his head to his toes was all he needed,” as Tolstoy's concise reply to the question of how much land a man needs. To support Tolstoy's position, students might note Pahom's greed in acquiring more land and the ultimate sacrifice of his life for yet another parcel of land. Students might also note the carefree life of the Bashkirs, whose attitude toward land ownership parallels Tolstoy's. To refute Tolstoy's position, students might point as well to the carefree life of the Bashkirs, whose attitude toward owning land could also be interpreted as lazy and unproductive. Students might also note that land ownership represents the ability to control one's destiny and that the outcome of Pahom’s experience is due to his greed and not the ownership of land.

**Oral Response**

16. In their oral responses, students should cite specific passages to support their points.

**Multiple Choice and Short Answer**

1. Sample answer: According to the speaker in “Success is counted sweetest,” the people who most value success are unsuccessful people. Students should note that this is shown in the lines “Success is counted sweetest / By those who ne'er succeed.”

2.b Explanation: Students should recognize that the dying man regards that “distant strains of triumph” as bursting “agonized and clear” because he has been striving so hard to achieve that triumph and is really focused on it.

3.a Explanation: Students should recognize that this is the only choice that directly states the theme of the poem.

4.c Explanation: Students should note that the images of doors, windows, and sky suggest openness and imagination and that the reference to Paradise suggests that imagination can enrich one's life.

5. Sample answer: Students should see that they hurriedly lock their windows and doors at the approach of the wind. Lines from the poem that prove this are as follows: “... pale women who scurry to / lock doors, windows / when her tumbleweed skirt starts its spin.”

6. Sample answer: Students should mention that these images suggest that the poem is set in the southwestern United States.

7. Sample answer: Students' responses should acknowledge that immature means “not mature,” because the prefix im- means “not.”

8.d Explanation: Students should recognize that choice a is wrong because other people’s reaction to his theory is not even mentioned in the poem. Choice b is wrong because the poem does not mention any kind of praise for him. Choice c is wrong because hopelessness is not a factor in the poem. Choice d is the right one.

9.d Explanation: Students should mention that people in Columbus's time believed many myths about sea travel; for example, they believed there were sea dragons, that there were four corners of the earth, and that a ship could sail off the edge of the earth. This is shown in the following lines: “Yet having learned the living sea contains / No dragons gnawing on drowned sailors' brains” and “Whether they tumble off earth’s edge...”
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E = Easy, A = Average, C = Challenging

**Extended Response**

10. Sample answer: Students should recognize that “Prose” represents ordinary life and its everyday preoccupations, as opposed to “Possibility,” which represents the life of the imagination.

11. (Easy) Students should correctly identify the theme of the poem they choose. Students might support their choice of “Success is counted sweetest” by pointing out the speaker’s sympathy toward the dying, defeated man. “I dwell in Possibility”—might be supported by the hopeful, inspiring images of the house with many windows and doors, high ceilings, and limitless possibilities.

12. (Average) To demonstrate that the speaker in “Uncolling” admires the power of the wind, students should mention the lines “She spews gusts and thunder, / spooks pale women who scurry.” They might also mention these lines: “head thrown black, eye closed, roars / and rivers leap.” “. . . howling / leaves off trees, flesh / off bones . . .”

13. (Average) Arguments in support of the statement might point out the bitter irony of “Success is counted sweetest”—the person who most values success is the one who never achieves it—or the empty satisfaction Columbus feels in the moments before his death. Opposing arguments might point to the boundless optimism expressed by the speakers of “I dwell in Possibility”—.

14. (Challenging) Students should recognize that windows and doors suggest an opening up, which in turn suggests an open mind, one that would entertain a variety of views and opinions. References in the poem to the “Everlasting Roof—/The Gambrels of the Sky”—suggest the limitless variety of those views and opinions.

15. (Challenging) In their charts and in their essays, students should recognize the contrast between the strong, wild wind, personified as a woman, and the “pale women” who “scurry” and “sing lullabies.” These domestic and traditional images can be compared to the liberated woman who “tosses her hair dark with rain” and throws her head back and roars. As a counterargument students might point out that this image of a wild, angry woman suggests the stereotypical image of a woman scorned.

16. In their oral responses, students should cite specific passages to support their points.

**from My Left Foot** by Christy Brown

**Open-Book Test (p. 31)**

**Multiple Choice and Short Answer**

1. Sample answer: Students should note that Christy Brown’s mother first noticed that he had problems when he was about four months old and couldn’t hold his own head up. The line in the autobiography that supports this point is as follows: “I was about four months old at the time. She noticed that my head had a habit of falling backward whenever she tried to feed me.”

2.a Explanation: Students might recognize that Brown wants to forestall any suspicion on the part of the reader that his parents in any way neglected him and to show that, despite their early attention to the problem, his condition could not be treated.

2.c Explanation: Students might use the following lines to support their answer: “I was lonely, imprisoned in a world of my own, unable to communicate with others, cut off, separated from them as though a glass wall stood between my existence and theirs, thrusting me beyond the sphere of their lives and activities. I longed to run about and play with the rest, but I was unable to break loose from my bondage.”

4.c Explanation: Students should recognize that throughout the excerpt, Christy heaps detail upon detail of evidence that his mother is strong and courageous. He gives her all of the credit for the fact that his own intelligence was finally recognized.

5. Sample answer: Students should mention that Christy’s mother refused to accept the doctors’ belief that Christy was an imbecile. Proof can be found in this line, among others: “She could not and would not believe that I was an imbecile, as the doctors told her.”

6. Students should note that this moment was a significant moment in Christy’s life, a moment that changed everything for him. From that moment on, everyone realized that Christy’s mind had not been affected by his physical condition.

7.a Explanation: Choice a is correct because there is no conflict or tension in the simple fact that he is the tenth child. Choices b and c emphasize how significant it is that Christy was able to print a letter on the chalkboard. It meant that he understood his mother’s directions to copy it, which meant that he had learned English on his
own, by just listening to the family. Choice d gives details about the mood in the room and adds to the tension of the moment because we realize that everyone is looking at Christy, amazed at his accomplishment.

8. Sample answer: Students should see that the incident with the chalk proved to everyone that Christy's mind was functioning properly. That his life would change from that moment is proven by this line, among others: "That one letter . . . was my road to a new world, my key to mental freedom."

9.a Explanation: Students should recognize that, ever since Christy was four months old, his mother has denied the doctors' claims that his mind was affected. She had never been concerned with anything else.

9.b Sample answer: Students should see that the Doctor's reaction to the doctors' advice and to the advice of relatives to put Christy in an institution. Her appearance of the kitchen add to the impact of the significant moment because they are all in contrast to the ability that Christy displays in the significant moment. Even the quietness and appearance of the kitchen add to the impact of the significant moment because the description draws the reader into the room, waiting with the family to see what, if anything, will happen next. Pieces of information such as the doctors' opinions serve as a kind of expert testimony, leading readers to fear that the doctors are right and the mother is wrong. Students must identify the significant moment as the successful completion of the letter A, thus indicating to his family for the first time that he had intelligence.

14. (Average) Students should point out that Christy's mother cried because she was so disappointed and frustrated that Christy didn't seem to be understanding anything, even after the hours she had spent patiently showing him pictures from a book. They should recognize that it is apparent that she is upset at what seems like an impossible job—helping Christy find his own place in the world. Proof of this in the excerpt are the following lines: "It all seemed hopeless. It looked as though there was some justification for my relatives' contention that I was an idiot and beyond help."

15. (Challenging) Students will assign the qualities of strength, courage, persistence, stubbornness, and determination to Christy's mother. She strives for success by loving Christy and deciding to treat him just like her other children. When faced with failure or frustration, Christy's mother maintains her faith and certainty that Christy can think. Students may also cite his mother's endless patience, her soft-spoken encouragement prior to the significant moment, and her fierce refusal to accept the doctors' opinions that Christy has no intelligence.

Oral Response

16. Students' oral responses should include the citation of specific passages to support their points.

"A Visit to Grandmother"
by William Melvin Kelley

Open-Book Test (p. 34)

Multiple Choice and Short Answer

1.c Explanation: Even though all the other stories are part of the narrative, students should see that the story of Charles' attempt to face the pain he suffered as a child is the main focus of the story. It is this pain that causes the scene between him and his mother.

2.d Explanation: Students should recognize that this is an example of direct characterization.
because it simply states something about the character, rather than having another character say it or by having the character's actions suggest it.

3.a Explanation: After reading the entire story, students should realize that Charles was not looking forward to the visit, particularly in light of his feelings toward his mother and GL.

4. Sample answer: Students should mention that Chig's father had talked mostly about GL. The line from the story that supports this is as follows: "His father had never talked much about his family, with the exception of his brother, GL. . . ."

5. Sample answer: Students should realize that GL's character can best be described as charming and irresponsible. Lines from the story that prove this are as follows: " . . . his brother, GL, who seemed part con man, part practical joker and part Don Juan; he had spoken of GL with the kind of indulgence he would have shown a cute, but ill-behaved and potentially dangerous, five-year-old."

6.c Explanation: Students should recognize that the detail is important because it explains why Charles would even think of visiting home, given the fact that he has such bad memories of it.

7.d Explanation: Students should see that this is an example of indirect characterization because the grandmother is telling the reader, through her own words rather than by direct statement by the author, that she is very independent and self-sufficient.

8. Sample answer: Students should recognize that Charles' mother says she spent more time with GL because that was what he needed. Rather than neglecting Charles, she meant to just acknowledge that he was more grown up and able to be on his own more. They might cite the following sentences as proof of this: "I paid more mind to GL. I had to. GL could-a ended up swinging if I hadn't. But you was smarter. You was more grewed up than GL when you was five and he was ten, and I tried to show you that by letting you do what you wanted to do."

9. Sample answer: Students should realize that Charles is sensitive and full of anger, as proven by this lines: "I cried when I left here. Nobody loved me, Mama," and "GL was light-skinned and had good hair and looked almost white and you loved him for that. . . . Admit it, Mama."

10. Sample answer: Students should note it means that Charles' father has a twisted or distorted facial expression.

Questions are classified in these categories:
- Comprehension 4(E), 5(E)
- Interpretation 1(A), 3(C)
- Literary Focus 2(C), 7(A), 9(C)
- Reading Strategy 6(A), 8(A)
- Vocabulary 10(A)

E = Easy, A = Average, C = Challenging

Extended Response

11. (Easy) Students should understand that the problem between Charles and his mother and brother exists because Charles grew up believing that his mother did not love him. He felt that she seemed to take more of an interest in his brother GL and that she often overlooked GL's mistakes. Charles' mother, on the other hand, says that she had to spend more time with GL because he needed more guidance than Charles. Charles was a mature child who had a bright future ahead of him, while GL was immature and not as smart as Charles. Charles views GL as irresponsible and dishonest, but he also views his with some jealousy. The reason for this jealousy is Charles' wish to be loved by his mother in the way he believes GL is loved.

12. (Easy) Students should see that for Charles the story of GL and the horse represents his mother's preference for GL. After hearing the story, Charles erupts in anger and attacks his mother for always having seemed to prefer GL. He claims she always gave GL extra portions of food and spent time with him, while telling Charles that she didn't have time for him.

13. (Average) Students should understand that Chig sees these things in his father's face because his father is dealing with painful childhood memories for the first time in years. Charles feels strongly that he was not loved by his mother when he was growing up and that his brother GL unfairly took all of his mother's love and attention. Charles feels fear and uncertainty because he knows that he is about to face his mother and his childhood problem as an adult. He feels sadness for himself, because of the pain of his childhood. He feels hatred because he believes he was cheated and treated unfairly by his family.

14. (Challenging) Students should see that the message or theme of the story is that the pain of family misunderstandings can last a lifetime. The fact that it took twenty years for Chig's father to return home for a visit is a good indication of this. When Chig sees his father crying, it is clear that the pain runs deep and it will not be eased by a simple denial by the grandmother of the accusations leveled against her. The pain has been building since Charles' childhood, and it is not likely to be forgotten by him.
15. (Challenging) Students might say that Chig's grandmother is a strong, opinionated woman who takes her job as a parent seriously. She feels both proud and protective of her children. His grandmother's strong reaction to the appearance of Chig and his father, her way of sharing the story about GL's horse and buggy, and her shocked reaction to Charles' accusation reveal these details about her character. Charles' feelings toward his mother and brother, his reaction to his mother's story, his angry words to his mother, and his mother's perception of him reveal these details about his character. GL is wild and irresponsible—a person who does not think clearly about what he is doing and the consequences of his actions. Charles' and his grandmother's descriptions of GL and the horse and buggy incident reveal these details about his character.

Oral Response

16. In their oral responses, students should cite specific passages to support their points.

"Mowing" and "After Apple-Picking" by Robert Frost
"Style" and "At Harvesttime" by Maya Angelou

Multiple Choice and Short Answer

1. Sample answer: Students should recognize that the narrator in "Mowing" is cutting grass with a scythe, as shown in the following lines: "There was never a sound beside the wood but one, / And that was my long scythe whispering to the ground" and "My long scythe whispered and left the hay to make.

2. Explanation: Students should note that the other three choices do not match the tone of the passage. The words "truth" and "earnest love" suggest that the tone is respectful; there are no words in the passage to suggest that the tone could be frightened, excited, or annoyed.

3. Sample answer: Students should see that the speaker's attitude toward his work is one of satisfaction and pride in a job well done. The speaker is obviously not afraid of hard work, and in fact, welcomes it, and then appreciates his well-deserved rest.

4. Explanation: Students should recognize that the tone of the line is firm and confident. Maya Angelou makes the statement with no qualification; she is sure of what she is saying.

5. Explanation: Students should see that the other choices can be eliminated, as there is no rudeness, arrogance, sadness, or humor in the lines. Rather, the words "courage," "peace," "betrayal," and "lies" all suggest a serious and thoughtful tone.

6. Explanation: Students should recognize that Angelou is not really talking about farming, competition, or planting seeds; rather, the essay is an extended metaphor, comparing farming to life.

9. Sample answer: Students should recognize that Frost's poems and Angelou's essay "At Harvesttime" use images of farming, taking care of the land, planting, and harvesting to convey their ideas. Among the lines they might cite are the following: "My long scythe whispered and left the hay to make," "There were ten thousand fruit to touch. Cherish in hand, lift down, and not let fall," and "... there are those who seem certain that if they plant tomato seeds, at harvesttime they can reap onions."

10. Sample answer: Students should note that they can say the same thing by replacing the word immutable with unchangeable.

Open-Book Test (p. 37)

Questions are classified in these categories:

Comprehension 1(E)
Interpretation 3(A), 9(E)
Literary Focus 2(A), 5(A), 7(A)
Reading Strategy 4(C), 8(C)
Vocabulary 10(A)

E = Easy, A = Average, C = Challenging

Extended Response

11. (Easy) Students should recognize that the speaker in "Mowing" values quiet, steady, outdoor work. They might cite the following lines as proof: "There was never a sound beside the wood but one. / And that was my long scythe whispering to the ground" and "Anything more than the truth would have seemed too weak / To the earnest love that laid the swale in rows."

12. (Easy) Students should notice that in both pieces, Angelou encourages people to take responsibility for their own actions, to be confident and forceful, and to show tolerance when dealing with others. In both passages,
Angelou is trying to express to people that they have the ability to turn negative situations into positive ones.

13. (Average) Students should recognize that the main idea of "At Harvesttime" is that we can have some control over our lives if we plan well, have good habits, and treat others the way we want to be treated. Even though we cannot predict everything that might happen, we can generally expect good results from good actions. The images Angelou uses to make her points are those of farming—planting and harvesting. For example, she mentions "tomato seeds," "things I plant" and "arable land."

14. (Average) Students' essays and Venn diagrams should show that both speakers work hard at their difficult jobs and take their work seriously. The speaker in "Mowing" is expressing his feelings of respect for the land and the work he is able to do. He is feeling content and at peace with the steady routine and the solitude of his work. On the other hand, the speaker in "After Apple-Picking" has just finished a difficult task and is feeling exhausted and preoccupied with the details of his work.

15. (Challenging) Students should list the images of the whispering scythe, the hay, the feeble-pointed spikes of flowers, and the green snake from "Mowing." These images create the calm, tranquil mood of the poem and relate to the idea that working the land is a noble profession. Students should list the images of the apples, their wafting aroma, and the ladder poking into the trees that appear in "After Apple-Picking." These images show the details and difficulties of the apple farmer's job. He thinks of these as he is trying to drift off to sleep, which shows how he is affected by the magnitude of the task he has just completed. Students should list Angelou's images of seeds and arable soil, which she uses to symbolize more general life experiences. She compares the difficult task of cultivating seeds to cultivating a peaceful and productive existence.

Oral Response

16. In their oral responses, students should support their points citing specific passages.

"The Apple Tree" by Katherine Mansfield

Open-Book Test (p. 40)

Multiple Choice and Short Answer

1.a Explanation: Students should support their answer with the following quote: "They're wonderful apples. Nothing like 'em—and you're going to have a tiptop crop. Marvelous apples! You can't beat 'em!"

2.d Explanation: Students should note that a normal response would be to acknowledge that you hadn't been aware of the name, rather than pretending that you knew the name all along.

3.b Explanation: Students should use the following lines from the story to support their answers: "For Father was a self-made man and the price he had to pay for everything was so huge and so painful that nothing rang so sweet to him as to hear his purchase praised."

4. Sample answer: Students should note that an allusion is a reference to a well-known person, place, event, literary work, or art work. An example of an allusion used in the story is the reference to the "Forbidden Tree" on page 195, which refers to the tree from which Adam was forbidden to eat.

5. Sample answer: Students should realize that the unusual feature of the apples Father slices open is the fact that the part that is supposed to be white is actually pink, making it look "as though the apple had been dipped in wine."

6.c Explanation: Students should note that this is an allusion because it brings to mind the admonition given to Adam not to eat the fruit of that one tree in the Garden of Eden.

7. Sample answer: Students should indicate that allusions add depth to a reader's understanding. In "The Apple Tree," the allusion to the tree in the Garden of Eden foreshadows a disappointment.

8.a Explanation: Students should recognize that this is the only question that really has anything to do with the meaning of the story. The rest of the answer choices relate to unimportant details.

9.b Explanation: Students should note that Father says "Not a spot—not a blemish!" and "You won't find an apple like that in a hurry!" and "Bouquet. What a bouquet!" He says these things as if he is an expert in the qualities that indicate that an apple will taste good.

10.d Explanation: Students' definitions should state that exquisite means "delicately, beautifully."

Questions are classified in these categories:

- Comprehension 1(A), 5(E)
- Interpretation 2(C), 3(C), 9(A)
- Literary Focus 4(A), 6(C), 7(A)
- Reading Strategy 8(A)
- Vocabulary 10(C)

E = Easy, A = Average, C = Challenging

Extended Response

11. (Average) Students should recognize that Father draws the conclusion that the tree is really exceptional and worthy of special attention. This tells the reader that Father is one who values
the opinions of others rather than relying on his own knowledge and observations.

12. (Easy) Students' charts and essays should have questions that have to do with the reasons behind events and/or characters' actions. For example, a question might be "Why did Father tell the children not to touch the tree?" To answer the question, students might point to Father's sudden interest in the apparent value of the tree and to the "delight" he feels based on his friend's comments. Father is so taken with the tree that he feels the need to assert his authority and keep the children away from it. Asking and answering this question helps readers to understand Father's motives, shedding light on his actions later in the story.

13. (Average) Students may say that Father's very high hopes and expectations hint that something may go wrong. The narrator says that he would rather his house burned down than have something happen to that tree. The allusion to the Forbidden Tree in the Garden of Eden also provides a hint. There were unhappy consequences for the people who ate of that tree; perhaps there will be similar consequences for the people who eat of this tree. Students may also identify the color of the flesh of the apple as a hint that something is amiss. Finally, Father's instruction not to bolt the apple may be viewed as a hint, though ironically so, since the apple did not warrant bolting.

14. (Average) Students should recognize that Father looks at the tree every Sunday morning because he thinks it is an especially valuable tree, based on his friend's rave reviews. He is very proud of the tree, as evidenced by the line, "His heart swelled at the sight—we knew his heart swelled." The tree, in fact, is more important to him than his house. Students might cite this line: "If the house had been burned to the ground at that time it would have meant less to him than the destruction of his tree."

15. (Challenging) Students should cite the "Forbidden Tree" as parallel to the "Forbidden Fruit" of the biblical version. In both stories, people are warned not to touch or eat from the tree or the fruit. In both stories, someone does eventually eat from the tree. In the biblical story, Adam and Eve are warned that they will die if they eat the fruit of the tree. A snake, representing "evil," tempts Eve and tells her that she will not die. In Mansfield's story, the consequences of touching the tree are a "good sound whipping." and there is no character tempting anyone to eat from the tree. Mansfield's characters partake of the tree only to be disappointed by the fruit. However, Adam and Eve find the fruit very desirable. The allusion in Mansfield's story helps readers to form expectations. Any reader who is familiar with the Adam and Eve story also suspects that there will be some kind of unpleasant circumstance resulting from touching the tree or eating its fruit.

Oral Response

16. In their oral responses, students should support their points citing specific passages from the story.

"Africa " by David Diop

"Old Song" Traditional from The Analects by Confucius

"All" by Bei Dao. "Also All" by Shu Ting

Open-Book Test (p. 43)

Multiple Choice and Short Answer

1. Sample answer: Students should recognize that the poem "Africa" is addressed to the continent of Africa, as evidenced by the use of the pronoun you in these and many other lines: "Africa my Africa / . . . I have never seen you."

2.d Explanation: Students should note that the poem juxtaposes the condition of slavery with the promise of freedom and asks when Africa will know the "bitter taste of liberty."

3. Sample answer: Students should recognize that, from line 19 to the end, Africa's political development is being compared to a tree.

4.c Explanation: Students should see that all the other choices refer to other things besides the continent's progress. The words patience and stubbornness are used in reference to the new shoots of the tree that represents Africa.

5.b Explanation: Students might cite the following lines to support this answer: "Be proud. / But do not remind the world of your deeds."

6.a Explanation: Students should note that an aphorism is a brief saying that illustrates a basic truth, and that a prediction is not the same thing.

7.d Explanation: To support this answer choice, students might cite the following line: "A gentleman covets the reputation of being slow in word but prompt in deed."

8.b Explanation: Students should recognize that the following sentence indicates that rigid views are the mark of the "small" man: "The small man is biased and can see a question only from one side."

9. Sample answer: Students should recognize that another way of expressing this idea is as follows: "If you don't prevent problems, you will have to solve them."

10.c Explanation: Students should recognize that lamentation means wailing in grief. Their sentences should reflect this meaning.

© Prentice-Hall, Inc.  Answers 209
Questions are classified in these categories:
Comprehension 1(E), 3(C)
Interpretation 2(A), 4(C), 5(E)
Literary Focus 5(A), 6(E), 7(E), 9(A)
Reading Strategy N/A
Vocabulary 10(A)

E = Easy, A = Average, C = Challenging

Extended Response

11. (Easy) Student responses should make a distinction between the kind of self-knowledge that Confucius refers to and the kind of knowledge that simply comprises a large array of facts and skills. Having an adequate understanding of oneself is necessary in order to make an accurate estimate of what one really knows. Students can cite examples from life of lost opportunities because people were not aware of what they actually knew. Conversely, people have failed because they either overestimated their abilities or pretended to know more than they did. In terms of specific fields of knowledge, students might point out that the vast amount of information available makes it impossible for a single human being to know everything. Therefore, recognizing what one doesn't know but knowing when and where to seek information is an indispensable quality in society.

12. (Average) Students' essays should reflect an awareness that the struggle for liberty often has negative as well as positive consequences. The price is often war, which has the negative consequences of loss of life and destruction of property. Positive consequences might be the achievement of certain goals (freedom from oppression, free economy, an end to unfair taxation), but the achievement of these goals always comes at a high price.

13. (Average) Students' Venn diagrams and essays should acknowledge that the selections are similar in that they both regard personal conduct, advise conducting oneself in a modest way, and focus on self-knowledge as the arbiter of conduct, rather than recognition from the exterior world. Confucius' ideas are detailed, but they are generally consistent with the traditions expressed in "Old Song." The selections differ in that The Analects, though aphoristic, is intended as teaching material, advising specific behaviors, and knowledge for prospective rulers through its proverbs. "Old Song" depends upon its universal appeal, placing life in the context of passing generations. as in the line "Many heroes are not yet born / many have already died." It, therefore, offers a code, which is not dependent on the success of an individual life. They also differ in that "Old Song" offers a more modest prospect in its final line, "To be alive to hear this song is a victory." The Analects seems more absolute, comparing the successful student of the Master to a Pole Star.

14. (Average) Students should note that the line "Today is heavy with tomorrow" means that what happens today determines what will happen tomorrow. Their essays might discuss a political figure whose career is either enhanced by a success or ruined by a scandal. They might discuss a fictional character or someone they know. In any case, their essays should reflect the fact that the future is affected by what happens today.

15. (Challenging) Students may agree or disagree with Beidao's statement. Their responses should clearly express a thesis statement early in the essay, and have identifiable reasons for the position they have taken. Those who agree with the statement might note that human beings remain the same, even though technology has changed the world. Human relationships, ambitions, feelings, codes of conduct, and questions about existence remain constant throughout recorded history. Those who disagree with Beidao's statement may cite revolutionary ways in which the world and existence may have changed, citing mass media, instantaneous and constant exchange of information, world economies, and an ever-expanding shared culture that may have produced a different concept of humanity and its place.

Oral Response

16. In their oral responses, students should support their points citing specific passages from the poems or The Analects.

Unit 3: Clashing Forces

"Through the Tunnel" by Doris Lessing

Open-Book Test (p. 46)

Multiple Choice and Short Answer

1. Sample answer: Students should recognize that the theme of the story is an individual's struggle to achieve difficult goals. Evidence supporting this is the fact that Jerry spends so much time preparing to swim through the tunnel, is so obsessed with thinking about it, and finally achieves his goal.

2.a Explanation: Students should quote the following line as proof: "She was determined to be neither possessive nor lacking in devotion." (page 222)

3.a Explanation: Students should recognize that this line shows that Jerry is torn between wanting to be close to his mother and wanting
peer acceptance. The other answer choices tell
the reader other details about Jerry's personality
but do not deal with his internal conflict.

4.c Explanation: Students should recognize that
none of the other answer choices are supported
by details in the text. They might quote the
following line to support answer choice c: "He
was incredulous and then proud to find he
could hold his breath without strain for two
minutes." (page 226)

5. Sample answer: Students should note that
Jeny's feelings of shame at his own childishness
and fear are motivating factors. This is
supported by the following lines: "Through his
hot shame ... he looked up at the group of big
brown boys ..." and "... he was terrified ..."
(page 224)

6.d Explanation: Students should recognize that
answer choice d is the only one that indicates
internal conflict. Although Jerry could think
only of the goal he'd set for himself, he does
what his mother asks on that one day, even
though it brings him no closer to his goal.

7.c Explanation: Choices a, b, and d don't really
give hints about the outcome, but choice c tells
the reader about Jerry's determination.

8. Sample answer: Students should see that Jerry
resolves his internal conflict by training himself
to hold his breath for a long time and by finally
swimming through the tunnel himself.

9.d Explanation: Students should recognize that
answer choice d is the only one that refers to
prior knowledge.

10. Sample answer: Students should define a frond
as a leaflike shoot of seaweed, and they should
recognize that it frightens him because he
thinks it is an animal at first.

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<tr>
<td>E = Easy. A = Average. C = Challenging</td>
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**Extended Response**

11. (Easy) Students should clearly state their
opinion on the worthiness of risking one's safety
to meet a challenge. Those who agree with the
statement might cite the positive changes Jerry
undergoes as he trains to swim the tunnel and
his feelings of satisfaction at having met his
goal. Those who disagree might cite the
possibility of drowning, developing nosebleeds,
or hurting himself in some other way, which
could cause a serious or fatal injury.

12. (Average) Students should recognize that at the
beginning of the story, Jerry is very dependent
on his mother and is somewhat spoiled and
demanding. Rather than asking nicely for
swimming goggles, for example, he demands
that she buy them immediately. He also has to
keep checking the beach to make sure she is
still there. By the end of the story, he is
becoming more independent of her, staying away
for hours at a time without checking for her on
the beach. He has demonstrated that he is
capable of setting a difficult goal and achieving
it on his own.

13. (Average) Students should note that Jerry is in
conflict with his fears about swimming the
tunnel and his desire to be like the older boys.
He imagines that octopuses lurk in the tunnel
and at one point decides to postpone his swim
until the following year. However, his desire to
meet the challenge outweighs his fears and he
methodically trains for his swim despite
nosebleeds and dizzy spells.

14. (Average) Students should recognize that the
reason Jerry has lost interest in going to the bay
is that he has accomplished his goal. The act of
swimming through the tunnel does not have to
be repeated, since Jerry has proven to himself
that he has the discipline and courage
necessary to overcome difficult obstacles.

15. (Challenging) Students' diagrams and essays
should note that, initially, Jerry has many
childlike qualities. He pouts and demands
attention from his mother, while at the same
time wanting to separate himself from her. He
wants the admiration of older boys but resorts
to foolish antics when faced with failure.
Students should recognize that Jerry's decision
to swim the tunnel is the mark of his
maturation—he starts developing more mature
qualities such as self-control and patience.
Students should recognize that by the story's
end, Jerry is more confident, self-possessed, and
differentiated from his mother.

**Oral Response**

16. In their oral responses, students should cite
specific passages from the story that
substantiate their presentations and expand on
their earlier responses.
Questions are classified in these categories:

- Comprehension 5(E)
- Interpretation 1(E), 2(A), 3(A)
- Literary Focus 4(E), 6(A), 7(C)
- Reading Strategy 8(A), 9(C)
- Vocabulary 10(C)

E = Easy, A = Average, C = Challenging

Extended Response

11. (Easy) Students’ diagrams and essays should center on scenes rich in sensory detail, such as Roy’s confrontation with Muggs in the dining room, the author’s “foolhardy” encounter with the dog, or Muggs’s reaction to the thunder machine. All examples should be supported with appropriate sensory details, such as “scattering dishes,” the author’s “hoisting” of the dog by the tail, and the “vigorous” shaking of the thunder machine.

12. (Average) Students might mention any of the following anecdotes: the mother’s reaction to Muggs’s ignoring the mice during the dinner party, the mother sending boxes of chocolate at Christmas to the forty or so people Muggs had bitten, the mother agreeing with Muggs that the Congressman wasn’t to be trusted, the mother going to a lecture on “Harmonious Vibrations” to see if she could find ways to change the dog’s behavior, the narrator breaking the mantelpiece, the mother defending Muggs after he bit Mrs. Detweiler, the mother making excuses to the police for Muggs, or the family using the thunder machine to get Muggs into the house. They should see that these incidents are funny because they show how the dog ruled the household.

13. (Average) Students might focus on Thurber’s extensive use of exaggeration. Examples include quotations such as “They acted like pet mice, almost like mice somebody had trained” and “He sent it right back, probably because he suspected it was trick candy.” Other exaggerations include Uncle Horatio’s reaction to the news that Muggs eats off the table. Students should note that Thurber’s use of exaggeration adds energy to the story and distracts from the more ordinary details of the life of a troublesome pet.

14. (Average) Students might mention the fact that the mother insists on excusing Muggs, saying that being bitten was the fault of the victims for screaming when Muggs approached them.

15. (Challenging) Students might note that the essay reveals a family that seems generally happy and communicative. Students might interpret the mother’s approach to the problem of Muggs as either soft-heartedness or an inability to face difficult decisions, such as getting rid of Muggs. The mother chooses to avoid conflict and seems to placate those people who she knows have
been offended by Muggs's behavior. The authorities and Roy seem to deal more directly with Muggs, but only through shows of physical anger or domination.

Oral Response

16. Students should refer to specific passages from the essay to substantiate their presentations and expand on their earlier responses.

"Conscientious Objector"
by Edna St. Vincent Millay
"A Man"
by Nina Cassian
"The Weary Blues"
by Langston Hughes
"Jazz Fantasia"
by Carl Sandburg

Open-Book Test (p. 52)

Multiple Choice and Short Answer

1.a Explanation: Students should note that the speaker's firm resistance against an all-powerful enemy supports answer choice a. Phrases that support this are as follows: "I will not . . . " "I am not," "never through me," and others. Choices b, c, and d are not supported by any words or phrases in the poem.

2. Sample answer: Students should recognize that the "Brother" referred to in the poem is all fellow human beings. The fact that the speaker refers to Cuba, the Balkans, "the black boy" hiding in the swamp, "my friends," "my enemies," and "any man's door" makes the reference universal.

3. Sample answer: Students should see that the man's first reaction is fear, as evidenced by these lines from the poem: "While fighting for his country, he lost an arm / and was suddenly afraid."

4.b Explanation: The lines should be taken symbolically: the man did not actually grow a wing, but the wing suggests that he succeeded in spite of his loss.

5.a Explanation: Students should recognize that the man in "A Man" is able to triumph over his loss through determination to keep it from becoming an obstacle.

6. Sample answer: Students should note that the setting is a nightclub on Lenox Avenue, as evidenced by these lines: "I heard a Negro play, / Down on Lenox Avenue the other night / By the dull pallor of an old gas light."

7. Sample answer: Students should recognize that the subject of the "blues" in the poem is loneliness, as evidenced by these lines: " 'Ain't got nobody in all this world, / Ain't got nobody but ma self . . . ."

8.b Explanation: Students should note that the words "Cut the rough stuff" indicate that what follows will be the opposite of rough, or gentle.

Words like "hoo-hoo-hoo-oo" and "high soft stars" and "low river hills" also suggest softness or gentleness.

9.a Explanation: Students should note that none of the other answer choices are supported by the text.

10. Sample answer: sad—Students' sentences should include enough context to give clues to the meaning of the word melancholy.

Question are classified in these categories:
Comprehension 3(E), 6(C)
Interpretation 2(A), 5(A)
Literary Focus 1(A), 7(E), 8(A)
Reading Strategy 4(C), 9(A)
Vocabulary 10(E)
E = Easy, A = Average, C = Challenging

Extended Response

11. (Easy) In their essays, students should articulate that a good attitude is essential for achievement. Students should illustrate the principle through examples drawn either from their own lives or from the lives of others. Examples might include the role of determination in accomplishing a difficult task, the presence of constancy or perseverance in the face of adversity, or the part that enthusiasm plays in the success of a public or private figure. In each case, a valid relationship between attitude and accomplishment should be discussed.

12. Students' charts and essays should reflect the fact that many images in the poems appeal to the senses. For example, "Conscientious Objector" includes the following images: "I hear him leading his horse out of the stall" (hearing), "he cinches the girth" (sight), "Though he flick my shoulders with his whip" (touch), "With his hoof on my breast" (touch). "A Man" has the following images: "I shall reap half a harvest" (touch, taste, sight), "I shall be able to play either the tune / or the accompaniment on the piano" (touch, hearing, sight), "The Weary Blues" has the following images: "Droning a drowsy syncopated tune" (hearing), "By the pale dull pallor of an old gas light" (sight). "The stars went out and so did the moon" (sight). "Jazz Fantasia" has the following images: "Drum on your drums" (hearing, sight), "a red / moon rides on the humps of the low river hills" (sight). There are many other images in these poems, some of which appeal to more than one sense.

13. (Average) Students should recognize that the conscientious objector of the title is one who will not give in or surrender in spirit or in action to unpleasant fates. Students' responses should indicate that they understand the way St. Vincent Millay personified death throughout the poem in order to make it an adversary. As a
militant agent of destruction, with "business in Cuba, business in the Balkans." death becomes an embattled figure at war with life. St. Vincent Millay uses martial imagery to characterize the struggle by having death saddle and ride a horse, conduct military campaigns around the world, terrorize victims with a "whip" of fear, and use bribery all in the effort to find the route to victory. Although St. Vincent Millay acknowledges that death cannot be stopped, just as a conscientious objector cannot stop a war alone, she nevertheless refuses to participate. The list of things she "shall not" do is similar to the list of things one might enumerate in refusing to engage in warfare.

14. (Average) Students should note that the rhythm and references in "Jazz Fantasia" suggest an appreciation of the art form. The references to drums, banjos, tin pans, trombones, sandpaper, drums, traps, and horns show an appreciation of the many instruments and objects used to create sound. The use of adjectives such as long, cool, winding, happy, slippery, and lonesome suggests the feel of jazz.

15. (Challenging) Students should structure their responses to note differences in setting, action, images, ideas, and tone between the two poems, and give examples of those differences. The primary difference between "The Weary Blues" and "Jazz Fantasia" is the scope of the portrait. Hughes's poem is a single setting, a dark club, with a single performer, which becomes an intimate look at one man's feelings and music. Sandburg takes a comprehensive approach, addressing his poem to all jazz players, and moves the setting of his images to many places, which include tree tops, city streets with fleeing cars, backstairs at a brawl, and a Mississippi riverboat. The music is replicated by Hughes's use of rhythm and rhyme and Sandburg's catalog of instrumental sounds. Hughes creates a sense of the man's weariness by images that focus on the musician's hands, piano, voice, and specific lyrics. Sandburg's emphasis is on the power and the emotions that jazz evokes. His sharp images of many types of life convey a tone of deep feeling and vibrancy.

Oral Response

16. Students should refer to specific passages from the poems to substantiate their presentations and expand on their earlier responses.

"Like the Sun" by R. K. Narayan
"Tell all the Truth but tell it slant—219

by Emily Dickinson

Open-Book Test (p. 55)

Multiple Choice and Short Answer

1. Sample answer: Students should recognize that Sekhar's experiment involves telling the truth all day long. They should quote this sentence: "This day he set apart as a unique day—at least one day in the year we must give and take absolute Truth whatever may happen."

2.c Explanation: Students should quote the following lines as support of this answer: "...at least one day in the year we must give and take absolute Truth whatever may happen. Otherwise life is not worth living."

3. Sample answer: Students should note the irony is that, whereas Sekhar's motives are noble, his wife is not expecting him to be so honest, and she is hurt by his comment. The conflict between the noble ideal and the disappointing result is what makes the moment ironic.

4. Sample answer: Students should note that the consequence is that his wife's feelings are hurt. Support of this is the following line: "He saw her wince and said to himself, Can't be helped. Truth is like the sun."

5.b Explanation: Students should recognize that being asked to critique the headmaster's singing is the toughest test of Sekhar's resolve to be honest, for he knows that his job might be at stake. The fact that Sekhar asks to be allowed to give his opinion the next day is an indication that he is very uncomfortable, and when Sekhar answers "with his voice trembling," the reader can see how nervous he is.

6.d Explanation: Students should quote the following lines as support: "He felt that his official life was not going to be smooth sailing hereafter. There were questions of increment and confirmation and so on, all depending upon the headmaster's goodwill."

7.c Explanation: Students should note that there is no support in the story for choices a, b, and d. Choice c is supported by this line in the story: "Your suggestion was useful... No one would tell me the truth about my music all these days."

8. Sample answer: Students should note that Dickinson says that if truth does not "dazzle gradually," it will blind people. This is supported by these lines: "The Truth must dazzle gradually / Or every man be blind—"

9. Sample answer: Students should recognize that both pieces share the theme that truth is
Questions are classified in these categories:

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E = Easy, A = Average, C = Challenging

Extended Response

11. (Easy) Students' essays should recognize that, according to Sekhar, truth is like the bright sun because it is often painful for people to face the truth, in the same way that it is painful for them to look directly into bright sunlight. Because people have trouble speaking and hearing the truth, they go through life lying to themselves and others or they continually try to temper the truth so as not to shock or anger one another. He believes that his experiment is crucial because he feels that without truth, life is not worth living.

12. (Easy) Students' essays should note that Dickinson means that the truth should not be told bluntly or directly, if it is hurtful. Rather, it should be told with some gentleness and some qualification, to soften the blow. Evidence from the poem includes the line, "As Lightning to the Children eased / With explanation kind / The truth must dazzle gradually / Or every man be blind—." Elsewhere, Dickinson says that people should "Tell all the Truth ..." and uses words like "superb" and "dazzle" in describing truth. Dickinson, however, recognizes that for truth to be genuinely accepted and understood, it must be told at a "slant" and it must "dazzle gradually"—meaning that truth must be introduced gradually and with kindness, or people will be blinded by its light and unable to comprehend or accept it. Sekhar, on the other hand, makes a vow one morning to tell nothing but the absolute truth. In doing this, he shocks and angers people with his brutal honesty. Although he does not seem to regret his experiment, it is clear that his harsh honesty works against him in certain situations. If he had read the Dickinson poem before his day of truth, he might have been inclined to introduce truth more gradually into his life. He might have considered the possibility that truth delivered with kindness might be more effective in the long run.

Oral Response

16. Students should refer to specific passages from the story or poem to substantiate their presentations and expand on their earlier responses.
Open-Book Test (p. 58)

Multiple Choice and Short Answer

1. (Easy) Explanation: There is no evidence in the story to support answer choices a, b, and d. Students should assume that if the men would have posed a threat or if they would not be allowed to sit in the same coach, they would not even have been mixed in with the general population. There is no evidence that the woman is haughty.

2. (Easy) Explanation: Students should recognize that the fact that the descriptions given to the two men seem deliberately designed to mislead readers about their social and legal status.

3. (Easy) Explanation: Students should explain that there is no evidence that the woman has servants or that she might be traveling with her parents. She seems to be mature enough to travel alone, and the first paragraph introduces her as both important to the story and wealthy.

4. Sample answer: A real marshal would have been alert at all times, considering his responsibility. The fact that Mr. Easton has to rouse himself indicates that he wasn’t alert, and, therefore, is probably not the marshal.

5. Sample answer: They are explained as having been put on the “ruffled, glum-faced person” by Mr. Easton. Students should quote the following sentences, spoken by the “glum-faced person”: “He’s taking me to Leavenworth prison” and “Don’t you worry about them, miss. . . . All marshals handcuff themselves to their prisoners to keep them from going away. Mr. Easton knows his business.”

6. Sample answer: Students should quote the following hint: “Money has a way of taking wings unto itself, and you know it takes money to keep step with our crowd in Washington.”

7. (Easy) Explanation: Students should note that the description of the “coarse white flesh / packed in like feathers” and the mention of all the bones is not very appealing.

8. Sample answer: The speaker finds five old fish hooks in the fish’s mouth. Students should quote the following lines as support: “. . . from his lower lip . . . / hung five old pieces of fish line. . . . / with all their five big hooks / grown firmly in his mouth.”

9. (Easy) Explanation: Students should recognize that, based on the ending of the poem, the other three choices do not make sense.

10. Sample answer: A fisherman might expect to catch a lot of fish, since influx means “a coming in.”

Questions are classified in these categories:

- Comprehension 5(A), 8(E)
- Interpretation 4(C), 9(A)
- Literary Focus 2(C), 6(A)
- Reading Strategy 1(C), 3(A), 7(A)
- Vocabulary 10(E)

E = Easy, A = Average, C = Challenging

Extended Response

11. (Easy) Students should indicate that the speaker in “The Fish” views the fish not as a meal but as a worthy opponent and one who deserves to continue to live. The fact that the fish has fought and won so many other battles causes the speaker to feel that he or she does not have the right to kill the fish. The marshal in “Hearts and Hands” shows compassion by representing himself as the criminal, and saving Mr. Easton the embarrassment of admitting to an old acquaintance that he, in fact, has become a criminal since last they met. The marshal understands that although Mr. Easton is his prisoner, he deserves the right to retain his dignity. Students should identify compassion as a necessary human quality that causes people to treat each other fairly, respectfully, and with dignity. Students’ examples may involve compassionate treatment of older relatives, animals, fellow students, and so on.

12. (Average) Students should acknowledge that the real marshal deceives Miss Fairchild because he is compassionate and wants to save Mr. Easton embarrassment. They might argue that justice has already been served because Mr. Easton is going to jail for counterfeiting, and embarrassing him in front of Miss Fairchild is not part of his legal punishment. Therefore, the only way the marshal needs to be serving justice is to get Mr. Easton to Leavenworth—he doesn’t have to demean him further in the process.

13. (Average) Students’ essays and graphic organizers should mention the following clues that foreshadow the ending: the marshal’s appearance is a sign that he is a Western law officer; Mr. Easton is not alert like a law officer should be and has to rouse himself when spoken to; and the position of the handcuffs, which cause Easton to grasp Miss Fairchild with his left hand. The crime of counterfeiting points ironically to the situation and its outcome. For instance, Mr. Easton’s discussion of his need for money lends credence to the possibility of his being a counterfeiter, as does the marshal’s statement that “Mr. Easton knows his business”—i.e., the business of counterfeiting. Also, Mr. Easton will not soon be in Washington because he will be in prison for seven years, and Mr. Easton says he “must go onto Leavenworth,” a destination about which he has no choice.
14. (Average) Students should mention the following lines from the story as proof that Miss Fairchild admires Mr. Easton: "... with a lovely smile brightening her countenance and a tender pink tingeing her rounded cheeks, she held out a little gray-gloved hand. 'Don't you ever recognize old friends when you meet them in the West?'"; "'And so now you're one of those dashing Western heroes. . . . You've been missed from the old crowd'"; and "Her eyes were shining softly."

15. (Challenging) Students will likely state that the "handsome" and "frank" appearance of Mr. Easton contrasted with the glum, heavily built, roughly dressed appearance of the marshal lead the reader to believe that the marshal, rather than Easton, is the prisoner. O. Henry is hoping readers will assume that criminals are sloppy, ill-dressed, nicotine addicts, whereas law officers are handsome, polite, and gallant.

Oral Response

16. Students should refer to specific passages from the story or poem to substantiate their presentations and expand on their earlier responses.

from Desert Exile by Yoshiko Uchida
"Remarks Upon Signing a Proclamation . . ." by Gerald Ford

Open-Book Test (p. 61)

Multiple Choice and Short Answer

1. Sample answer: Students should quote the following lines: "We were to be housed in Barrack 16, Apartment 40" and "Barrack 16 was not a barrack at all, but a long stable raised a few feet off the ground with a broad ramp the horses had used to reach their stalls."

2.b Explanation: Students should recognize that the words "deprived us of all but visual privacy" support this answer choice.

3. Sample answer: Students should note that Uchida's purpose is to point out the unsanitary serving habits and the unappealing food.

4. Sample answer: Students should cite this sentence in their answers: "We unpacked our blankets, pillows, sheets, tea kettle, and, most welcome of all, our electric hot plate."

5.d Explanation: Students should mention the following sentence in their answers: "The Army . . . had made no attempt to introduce even the most common of life's civilities into these camps for us."

6.c Explanation: Students should recognize that this is the only answer choice that makes sense. The other choices are not supported by the main point of the paragraph, which is that they were miserable.

7.d Explanation: Students should cite the following sentence as support: "We now know what we should have known then—not only was that evacuation wrong but Japanese Americans were and are loyal Americans."

8.d Explanation: Students should recognize that the other answer choices are irrelevant and that even though answer choice d is explained in the text of the speech, prior knowledge of it would help understand the speech from its beginning.

9. Sample answer: Students should note that Japanese Americans might have been concerned that since the order was never officially terminated, it could have been used to intern Japanese Americans again. They might cite the following sentence: "Because there was no formal statement of its termination, there remains some concern among Japanese Americans that there yet may be some life in that obsolete document."

10. Sample answer: She means that calling the stalls "apartments" was ridiculous, since they did not feel like home at all. Students' example sentences might include references to "passing away" instead of dying, putting a dog "to sleep," and using the "ladies' room."

Questions are classified in these categories:

Comprehension 1(A), 4(E)
Interpretation 5(A), 9(A)
Literary Focus 2(E), 3(A), 7(A)
Reading Strategy 6(A), 8(C)
Vocabulary 10(C)
E = Easy, A = Average, C = Challenging

Extended Response

11. (Easy) Students are likely to say that the government did not respect Japanese Americans. Because they "looked different" or "looked like the enemy," they were easy to isolate from the rest of the American population. The government felt Japanese Americans were such a threat that they hurried them into ill-prepared, crowded camps. This paranoia, shared by many Americans at the time, is based on the
stereotype that existed of the well-trained, militaristic Japanese soldier, our enemy during World War II.

12. (Average) Students’ essays and diagrams should mention that anything that makes a person feel good (being clean, comfortable, well fed) is a good morale-booster, particularly if these states are difficult to come by or achieve. Evidence that people found ways to boost their morale while they were interned might include reference to the tea made by the Uchidas for their neighbors, the prunes given as a gift by the friends, and the large wooden barrel used as a bathtub.

13. (Average) Students should acknowledge that the Uchida account provides extensive, detailed background information about the consequences of Executive Order 9066. Understanding how the Japanese Americans were treated makes Ford’s concession and apology appear to be appropriate, even though it took a long time to acknowledge. Students may suggest that Ford’s speech camouflages the hurt and humiliation that Japanese Americans suffered at the hands of the government. They may cite the poor living conditions, the ill-prepared food and inadequate shelter, and the suspension of liberty as facts from Desert Exile that shaped their opinions.

14. (Average) Students should recognize that Ford is not speaking only about Japanese Americans in the closing of his speech, but of all people who are treated unfairly. They might mention any of the waves of immigrants who were discriminated against when they first arrived in this country and might be discriminated against to this day.

15. (Challenging) At the very least, students should state that evacuating the Japanese Americans based on unfounded suspicions was unfair. They were denied their freedom of speech (to some extent) and freedom of assembly, they were relieved of their own property, and they were unjustly accused without being given the chance to establish their innocence. They had no trial, no jury, and no counsel. Students should understand that once the civil liberties of one group of people are violated, a precedent is set that may lead to the violation of another group’s rights. This is why all citizens’ rights must be protected.

Oral Response

16. Students should refer to specific passages from the excerpt or speech to substantiate their presentations and expand on their earlier responses.

“The Cabuliwallah” by Rabindrinath Tagore
Open-Book Test (p. 64)

Multiple Choice and Short Answer

1. Explanation: Students’ explanations might include the following quote as support: “Her mother is often vexed at this and would stop her prattle, but I do not. To see Mini quiet is unnatural, and I cannot bear it for long.”

2. Sample answer: Students should mention that Mini’s first response is fear, as evidenced by this line: “... she was overcome by terror, fled to her mother’s protection, and disappeared.”

3. Explanation: Students should note that only this choice has anything that could be heard, the “nasal accents” and the words “An elephant.”

4. Sample answer: Students should recognize that both men are fathers, as evidenced by the line, “He was also a father.”

5. Sample answer: Students’ explanations and timelines should reflect that Mini’s relationship with her father grows more distant over the years. When she is 5, they are close, but as she grows older, she spends more time with other companions, gradually spending almost all her time with other girls. By the time she is 13 (after the Cabuliwallah has been in prison for eight years), she and her father are barely on speaking terms.

6. Explanation: Students should recognize that there is no evidence to support the other choices.

7. Explanation: Students should cite the text on page 287 that supports choice a, the fact that Mini’s mother was afraid that the Cabuliwallah might kidnap her daughter.

8. Sample answer: Students should recognize that the sentence appeals to the sense of sight because of the color words and the description of Mini’s appearance.

9. Sample answer: Students should note that the Cabuliwallah realizes that his own daughter is also grown by now, as supported by this sentence: “The idea had suddenly come to him that his daughter also must have grown up during this long time, and that he would have to make friends with her all over again.”

10. Explanation: Students should note that pervaded means “spread throughout” or “filled,” and therefore is the only choice that makes sense in the sentence.

Questions are classified in these categories:
Comprehension 2(E)
Interpretation 4(A), 7(C), 9(C)
Literary Focus 1(A), 5(A), 6(C)
Reading Strategy 3(E), 8(A)
Vocabulary 10 (A)
E = Easy, A = Average, C = Challenging
Extended Response

11. (Easy) Students will probably focus on three sensory details that evoke an image of Mini or of the Cabuliwallah. Students must identify the sense or senses that their chosen details engage. Three details evoking a playful, fun-loving image of Mini include the following: "her face would ripple with laughter" (sight); "... was playing softly, drumming on her knees" (sound); "... putting her hand into mine" (touch). Three details evoking an image of the Cabuliwallah as a kind, merry, poor peddler include the following: "He wore the loose, soiled clothing of his people, and a tall turban" (sight); "He would reply in the nasal accents of a mountaineer: 'An elephant!'" (sound); "With great care he unfolded this and smoothed it out with both hands on my table" (touch).

12. (Average) Students' essays should reflect the following facts: Mini's father is a writer, he is of the educated class, he has some wealth, he lives with his family, he lives in the city; the Cabuliwallah is a peddler, he is uneducated, he is poor, he must work far away from his family, he is from the mountains; both men are married, each has a daughter, and both enjoy Mini's company.

13. (Average) Students should say that before his arrest, the Cabuliwallah enjoyed a fun, lively, and childlike relationship with Mini. Together they chattered away, and shared and laughed at old jokes. Mini delighted in his visits. The Cabuliwallah, as he later tells Mini's father, brought Mini fruits and thought of his own daughter far away in Afghanistan. Students should note that after the Cabuliwallah is released from prison, he expects to revive his old friendship with Mini. Some students may even note that the Cabuliwallah naively or nostalgically expects to find Mini still a child, just as she was eight years ago. In contrast, Mini has grown up and in her new adult wisdom knows that the old friendship cannot be revived. Sadly, the Cabuliwallah tries to engage her with their old "father-in-law's house" joke, but Mini now knows the double meaning of the phrase. More advanced students will note that the Cabuliwallah finally realizes, through the drastic change in his relationship with Mini, how his close relationship with his own daughter may be lost, too.

14. (Average) Students should recognize that their differences are obvious from the beginning: the Cabuliwallah wears the "soiled clothing of his people," he carries the bags of a peddler, and Mini's father gives him money for his gifts of almonds and raisins to Mini. The father also refers to "men of the Cabuliwallah's class," saying that they are more likely to go to jail than people of Mini’s father’s class are. The fact that Mini’s mother is so afraid that the Cabuliwallah might kidnap Mini and sell her into slavery shows that they regard him as of a lower class. When the Cabuliwallah returns to the house after being released from jail, the father does not even want to show him in, considering it a bad omen that he even came. Finally, the father has to give the Cabuliwallah money so he can return home, another indication of the difference in their stations.

15. (Challenging) Students should note the following series of events leading to the Cabuliwallah's arrest. Rahmun, the Cabuliwallah, tries to collect from the neighbor the money owed to him for a Rampuri shawl, but the neighbor falsely denies having bought the shawl. Rahmun is angered by the neighbor's false denial, and the men quarrel. In anger, Rahmun strikes the neighbor, who strikes him back, and Rahmun's clothes become bloodied. Rahmun calls the neighbor names, the police are called, and Rahmun is arrested and accused of murderous assault. Students might infer that the knife belongs to the Cabuliwallah because of his occupation as a fruit seller. Students might also note that the Cabuliwallah's anger is justified although, if indeed he did strike the neighbor, his assault was not. Furthermore, students might note that because of his low position within India's caste system, the Cabuliwallah would not be believed over the neighbor. The narrator refers to the neighbor as "a certain neighbor," which indicates the narrator's low opinion of him.

Oral Response

16. To substantiate their presentations and expand on their earlier responses, students should refer to specific passages from the story.

Unit 4: Turning Points

from Speak, Memory by Vladimir Nabokov

Open-Book Test (p. 67)

Multiple Choice and Short Answer

1.b Explanation: Students should note that Speak, Memory has the characteristics of a personal narrative: it is a true story drawn from the author's own life, and it is told from the first-person point of view. Evidence from the text can include any sentence that uses the first-person pronoun and refers to Nabokov's personal experiences.
2.b Explanation: Students should cite the fact that throughout the narrative, Nabokov talks about different reading experiences, from the first grammar books to the more sophisticated adventure stories he enjoyed.

3. Sample answer: Students should explain that the characters mentioned are all characters from the books Nabokov read as a child. They might cite any number of sentences to prove this, including the following: "My first English friends were four simple souls in my grammar—Ben, Dan, Sam and Ned."

4. Sample answer: Students' graphic organizers should include these words and phrases: "lovely, sky, tall flowers, still water, infinite vesperal suspense, doleful moo of a cow, distant meadow, river, misty-blue sphagnum bog." Their short answers should note that Nabokov obviously feels that dusk is a soft, peaceful, and satisfying time of day.

5.b Explanation: Students should recognize that only item (b) can be proven; the other choices are opinions.

6.b Explanation: Students should recognize the importance of reading in Nabokov's childhood and adult life; direct evidence of this is his statement that "the magic has endured," and indirect evidence is the way he uses such detail to describe his reading experiences. The fact that he so clearly remembers the characters from his childhood books indicates that the characters have a real and enduring place in his memory.

7. Sample answer: Students should note that the description appeals to the senses of sight and touch. The words dry and wet appeal to the sense of touch; the words tar black, topaz-like, and light appeal to the sense of sight.

8.c Explanation: Students should recognize that the vivid descriptions and details throughout the narrative seem to bring the characters to life—the reader can visualize the characters Nabokov speaks about through such descriptions as these: "There were tales about knights whose terrific but wonderfully aseptic wounds were bathed by damsels in grottoes. From a windswept clifftop, a medieval maiden with flying hair and a youth in hose gazed at the round Isles of the Blessed."

9. Sample answer: Nabokov wants the reader to know that the ring was sold later to buy necessities. They should quote the following line: "... she would place upon it her hand, with its familiar pigeon-blood ruby and diamond ring (within the limpid facets of which, had I been a better crystal-gazer, I might have seen a room, people, lights, trees in the rain—a whole period of émigré life for which that ring was to pay)."

10. Sample answer: Students should note that it would mean you were a skilled expert because proficiency means "expertise."

Questions are classified in these categories:

- Comprehension 2(A), 3(E)
- Interpretation 6(A), 9(C)
- Literary Focus 1(A), 7(E), 8(E)
- Reading Strategy 4(A), 5(C)
- Vocabulary 10(A)

E = Easy, A = Average, C = Challenging

**Extended Response**

11. (Easy) Students should note that evidence that Nabokov's first reading experiences held great meaning for him throughout his adult life is found in the vivid descriptions of his characters, all of which seem to be described by a devoted, eager, bright young boy. The quiet, loving time spent with his mother, who often read to him at bedtime, is reflected in the sensory detail that is characteristic of his work.

12. (Average) Students should recognize that Nabokov's aristocratic background is suggested by his reference to the imported English goods his father buys: fruitcakes, smelling salts, playing cards, picture puzzles, striped blazers, talcum-white tennis balls, Pears' Soap, toothpaste, and Golden Syrup. This background is also suggested by his reference to his mother's ruby-and-diamond ring and the drawing room of their country house. The mention of a country house suggests that they also have a city house, and the fact that the family knows English so well suggests that they have enough money to afford good educations.

13. (Average) Whichever passage students choose to discuss, they must identify and explain the sensory details used. Many students may elect Nabokov's description of the schoolroom, which uses details that engage the reader's senses of sight, smell, touch, and hearing.

14. (Average) Students should recognize that reading opened up a whole new and fascinating world to Nabokov. This is evidenced by his detailed descriptions of the characters, their actions, and the "magic" they brought into his life. He refers to reading as entering "that promised land where, at last, words are meant to mean what they mean." Students might cite any number of passages to demonstrate the wonder Nabokov experienced when reading.

15. (Challenging) Most students will recognize that Nabokov has a cynical, bitter attitude toward the Russian Revolution, which he shows to the reader by using before and after descriptions. Students should note that the impact on Nabokov of his father's assassination and his family's forced exile profoundly influenced his attitude.
Oral Response

16. In their oral responses, students should cite specific passages from the narrative that substantiate their presentations and expand on their earlier responses.

“With All Flags Flying” by Anne Tyler

Open-Book Test (p. 70)

Multiple Choice and Short Answer

1.a Explanation: Students should recognize that there is no textual support for choices b, c, and d. Mr. Carpenter simply wants to continue to live independently without being a burden on anyone; he still loves his family and knows that the members of the family love him.

Sample answer: Students should recognize that the motorcyclist represents freedom and independence. The following line might be used to support this: "It was a fine way to spend his last free day."

2. Sample answer: Students should recognize that the "vague, sad feeling" is one of a longing for the independent life he has left behind. The very next thing he says is. "In my house . . ." which shows that he is thinking about his home as he eats the Fig Newtons.

3. Sample answer: Students should see that the "independent old age," and Clara represents the kind of old age that Mr. Carpenter eschews. "I'll sit in an armchair," she had said, 'with a lady's magazine in my lap and a box of homemade fudge on the lampstand. I'll get as fat as I like and nobody will give a hang." The reason Mr. Carpenter admired her plan is that he too wants to be independent. The following line might be used to support this: When he had empty time he chose a chair without rockers, one that would not be a symbol of age and weariness and lack of work.”

4. Sample answer: Students should note that Mr. Carpenter's wish to be in the home, on the other hand, is not perceived by Mr. Carpenter as giving up, but rather as a way of remaining independent.

5. Sample answer: Students' charts and essays should note some of the following things that Mr. Carpenter found important: his independence, his daughters, his granddaughter Francie, his other grandchildren, his memories of his wife, his pride, his ability to walk, his memories of Lottie Simpson, living by himself, raising his own vegetables. In their essays, they should note that the most important thing to him is his independence.

6.d Explanation: Students should recognize that Anne Tyler's numerous references to Francie's obsession with love strongly suggest that she is being used as a symbol of love.

7.c Explanation: Students should recognize the fact that Mr. Pond is sitting in a rocking chair, the very kind of chair that Mr. Carpenter avoided. This is a hint that he has given up trying to "look busy" and has given in to being old. Mr. Carpenter's wish to be in the home, on the other hand, is not perceived by Mr. Carpenter as giving up, but rather as a way of remaining independent.

8.a Explanation: Students should note that Mr. Carpenter did not wish to be dependent on anyone, especially his daughters. He got his wish when Clara dropped him off. There is no support in the story for any of the other choices.

9.b Explanation: Students should note that Mr. Carpenter holds Lottie Simpson in his mind as a perfect example of someone who has a simple, independent plan. She knows what she wants and intends to have it.

10. Sample answer: Students should note that another way of saying it is to say he once had a thousand accessories. They might note that the word appurtenances means "accompaniments, or things that go along with another, major thing."

Questions are classified in these categories:

Comprehension 221
Interpretation 221
Literary Focus 221
Reading Strategy 221
Vocabulary 221

E = Easy, A = Average, C = Challenging

Extended Response

11. (Average) Students should note that Lollie Simpson’s plan was to eat as much fudge as she wanted, as evidenced by the following line: "I’ll sit in an armchair," she had said, 'with a lady's magazine in my lap and a box of homemade fudge on the lampstand. I'll get as fat as I like and nobody will give a hang." The reason Mr. Carpenter admired her plan is that it shows the same independent spirit he has.

12. (Average) Students should recognize that authors use characters as symbols to convey a message. Students may choose any three characters. Mr. Carpenter stands for "independent old age," and Clara represents the loving and dutiful daughter. The independent and reckless motorcyclist symbolizes freedom and youth. Francie represents youth and love. Lollie Simpson symbolizes the complete independence and simplicity that Mr. Carpenter wishes to obtain. Mr. Pond is representative of the kind of old age that Mr. Carpenter eschews as he sits in a rocking chair in a nursing home, "put" there by his son because he was a "burden."

13. (Easy) Students' charts and essays should reflect that other options for Mr. Carpenter include moving in with one daughter permanently, moving in with each daughter for part of each year, hiring a caregiver to live with him in his own house full-time or part-time, staying in his house alone until he dies, or moving into an old folks' home. Most students will probably judge that, given his personal needs and wishes, the decision he made was the
best one for him. Any other decision would have made him feel too dependent on others and too much of a burden.

14. (Average) Students should note that the items in the paper bag are a set of underwear and a razor. He is satisfied with this because he wants to get down to the bare essentials, free of all the appurtenances of a busy home. This tells the reader that Mr. Carpenter is not attached to material possessions but, rather, is committed to the idea of being as independent as possible.

15. (Challenging) Students should recognize that a desire for continued independence—and the fear of its loss—is common to many senior citizens. As they age, people who have been active and independent for decades naturally regret, resent, or resist becoming dependent on others for help doing normal, everyday activities. They view increased physical limitations as signs of weakness, even when there is no illness associated with the limitations. It is human nature not to want to appear weak or helpless. Mr. Carpenter’s family resists his desire to be independent, though they are loving and well-meaning.

Oral Response

16. In their oral responses, students should cite specific passages from the story that substantiate their presentations and expand on their earlier responses.

“The Bridge” by Leopold Staff
“The Old Stote” by Emily Brontë
“I Am Not One of Those Who Left the Land” by Anna Akhmatova
“Speech During the Invasion of Constantinople” by Empress Theodora

Open-Book Test (p. 73)

Multiple Choice and Short Answer

1b Explanation: Students should recognize that there is no support in the poem for answer choices a, c, and d. The speaker is far from determined, for he says he “didn’t believe” that he could cross the bridge. The words “butterfly” and “elephant” do not refer to his body and his mind, but rather to his feelings of trepidation.

2a Explanation: Students might cite the fact that he didn’t believe he would do it, and then he didn’t believe that he did do it. The speaker makes no mention of courage, certainty, or evidence of a miracle. He is simply puzzled that he did it.

3. Sample answer: Students should note that her most important value is liberty, as evidenced by these lines: “ ‘Leave the heart that now I bear, / And give me liberty!’”

4. Sample answer: Students should recognize that she means that she wishes to be free of the restrictions forced upon one by money, love, or fame, as evidenced by these lines: “Riches I hold in light esteem, / And love I laugh to scorn; / And lust of fame was but a dream / That vanished with the morn.”

5c Explanation: The speaker refers to “courage to endure,” indicating a self-reliant tone. Students should note that there is no evidence in the poem to support any of the other answer choices.

6. Sample answer: Students should recognize that Theodora rises to speak because her husband, Justinian, is getting ready to flee and to abandon his empire. She wants to suggest another course of action—staying and facing the rebels.

7. Sample answer: Theodora’s point is that, for a person born into royalty, it is intolerable to be anything else. This is proven by this line, among others: “It is impossible for a person, having been born into this world, not to die; but for one who has reigned it is intolerable to be a fugitive.”

8a Explanation: Students should see that the phrase “left the land / to the mercy of its enemies” indicates that choice (a) is correct. There is no evidence to support choice (b). As for choice (c), it is not true that all her family and friends are gone; some survivors still remain. Choice (d) might be true, for she mentions a “conflagration,” but it is has less dramatic force than a war.

9. Sample answer: Students’ charts should show that the author felt disdain (“Their flattery leaves me cold”), pity (“But I pity the exile’s lot”), and vindictiveness (“Surely the reckoning will be made”) toward those who left. Her attitude toward those who remained was one of pride (“we, the survivors, do not flinch / from anything” and “straighter than you . . . more proud . . .”).

10. Sample answer: Students should note that timorous means “timid or full of fear.” Sentences will vary, but should include enough context to demonstrate the meaning.

Questions are classified in these categories:
- Comprehension 3(E), 7(A)
- Interpretation 1(C), 4(E), 9(A)
- Literary Focus 5(C), 6(E), 8(A)
- Reading Strategy 2(E)
- Vocabulary 10(A)

E = Easy, A = Average, C = Challenging
Extended Response

11. (Easy) Students' essays should focus on the decisions and values revealed in the selection they choose. Leopold Staff chooses to go forward, however unsurely; he values perseverance. Brontë chooses personal liberty; she values independence, dismisses riches, scorns love, and regards fame as a dream. Anna Akhmatova chooses to endure foreign rule, physical suffering, and loss of home and friends; she values her land. Empress Theodora chooses to fight: life is meaningless to her without power.

12. (Average) Students should recognize that Brontë's perspective in "The Old Stoic" is one of independence. She may be lonely, but she doesn't care about that; she says "love I laugh to scorn," There is no evidence in the poem that she is hostile or isolated. All she cares about is liberty and a "chainless soul," obviously the viewpoint of an independent spirit.

13. (Average) Student essays should focus primarily on the differing tones of the poems. Both poets are uncomfortable with easy responses to challenges. "The Old Stoic" celebrates the courage to cry out for independent life and thought. The poem is a ringing defense of what many would consider nonconformist values in society. Brontë is disdainful of the conventional values of life; her poem dismisses them in favor of personal liberty. The tone of the poem, with its regular meter and rhetorical flourish, is a battle cry for independence. Leopold Staff is uncertain about whether he can "cross that bridge." He lacks Brontë's decisiveness. For him, courage may be going forward in the face of uncertainty.

14. (Average) Students should recognize that love for her husband, contempt for the enemy, or disgust with the cowardly advisors is not what motivates Theodora. Instead, she is motivated by pride in her royal position. For her, it is more important to remain who she is, a powerful monarch, until the moment she dies than to become a fugitive who might live a little longer. She says, "the royal purple is the noblest shroud," meaning that she would rather die a queen than live among those who "do not call [her] empress."

15. (Challenging) Students should express a clear thesis statement that identifies possible reasons. Dramatic events often hinge on a single decision, as in the single act by Empress Theodora that saves Justinian's reign. Dramatic situations often strip issues to their essences, as in "I Am Not One of Those Who Left the Land." The destruction of war leaves nothing to live for but patriotism. Although the circumstances behind Brontë's credo are not given, the ringing dismissal of conventional values in favor of independence carries the drama of rebellion. In "The Bridge," Staff suspends easy answers in favor of a true-to-life representation of uncertainty, often the psychological condition of dramatic events. Because dramatic situations are by their nature not routine, they offer example and illustration of fundamental ideas and actions.

Oral Response

16. In their oral responses, students should substantiate their presentations and expand on their earlier responses by citing specific passages from the poems or speech.

"The Good Deed" by Pearl S. Buck

Open-Book Test (p. 76)

Multiple Choice and Short Answer

1. Sample answer: Students should recognize that Mr. Pan is worried about his mother because she is so unhappy that she does not eat well. At one point she is growing "thinner and thinner until Mr. Pan was concerned beyond endurance."

2.d Explanation: Students should realize that there is no support in the story for any of the other choices. Old Mrs. Pan is never unpleasant, and even though she disapproves of some things the children do, she doesn't dislike them. And it is not true that she was never in danger—she was in considerable danger in China.

3.c Explanation: Students should note the fact that Mr. Pan "had risked his own life and paid out large sums of sound American money" to get his mother out of China and to New York, where she would be safe. This indicates that he loves her and respects her. He is never annoyed with her or afraid of her; on the contrary, he loves her and just wants her to be happy. If he did not love her, it is unlikely that he would have invited her to live with him. His respect for her is shown by the way he behaves when she wants to talk about Lili. Even though he is hungry and in a hurry to get back to work, he stops to listen to her.

4. Sample answer: Students should see that Old Mrs. Pan's feelings of loneliness and uselessness cause her to be listless, withdrawn, and depressed. She just sits in a place where she cannot see out and grows thinner and thinner. Her son worries because he is afraid she will get physically sick and die.

5.b Explanation: Students should see that there is no evidence in the text to indicate that young Mrs. Pan is impatient or resentful. As for her interest in Chinese culture, she is more interested in it than her husband is. In fact, she agrees wholeheartedly with the plan to find a
suitable husband for Lili. Throughout the story, she demonstrates that she is patient and kind, speaking gently to old Mrs. Pan and going out of her way to find someone who can talk with her in Chinese.

6.b Explanation: Students should mention that once old Mrs. Pan becomes aware of Lili's problems, she tries to find a way to solve them. Thus, she is more involved in helping someone else than in fretting about her own loneliness.

7. Sample answer: Students should list the following steps in their graphic organizers: Mrs. Pan speaks to her son about finding suitable candidates at his place of business; she sits by the window and looks out at the men in the street; she slowly develops a nodding acquaintance with a young man who works in a china shop across the street; she asks her son about the young man; she goes to the china shop and speaks to him about Lili; she takes Lili to the china shop; she speaks to Lili's father about arranging a marriage. Students should then explain that Mrs. Pan's character changes because she is becoming more and more involved and interested in the world around her. She is even making some friends.

8.d Explanation: Students should recognize that the fact that she was able to do something for Lili has filled the emptiness in her life. Now that she is needed, she has a purpose in life and, therefore, has a renewed interest in it.

9. Sample answer: Students should see that Lili and young Mr. Lim like each other. Mr. Lim thinks that Lili has "a nice, round face, the sort of face he liked. She was shy, and he liked that also." As for Lili, she "liked his big face and the way his black hair fell back from his forehead."

10. Sample answer: Students should note that abashed means "embarrassed."

Questions are classified in these categories:

- Comprehension 1(E), 4(A)
- Interpretation 2(A)
- Literary Focus 6(C), 7(E), 8(C)
- Reading Strategy 3(A), 5(A), 9(A)
- Vocabulary 10(A)

E = Easy, A = Average, C = Challenging

Extended Response

11. (Easy) Students should note that old Mrs. Pan's good deed—introducing Lili to young Mr. Lim—is central to the story. Other good deeds include Mr. Pan's bringing his mother to the United States, young Mrs. Pan's kind and patient treatment of old Mrs. Pan, Lili's giving of her time to meet with old Mrs. Pan, Mr. Lim's kind treatment of old Mrs. Pan, and young Mr. Lim's kindness toward Lili. Students might say that Mr. Pan and his wife are motivated by love and concern for old Mrs. Pan, that Lili is motivated by her compassionate nature and her genuine interest in Chinese culture, that old Mr. Lim is motivated by his general good nature and the fact that Mrs. Pan amuses him, and that young Mr. Lim is motivated by his good nature and his interest in Lili.

12. (Average) Students should understand that old Mrs. Pan fits the definition of a dynamic character because she changes during the course of the story. In the beginning of the story, she has a negative attitude toward American culture. This attitude is reflected in her refusal to eat or leave her room. After meeting Lili, Mrs. Pan begins to change. Driven by a wish to find Lili a suitable husband, Mrs. Pan begins to venture out of her room and meet with people. By the end of the story she is speaking sharply to people and trying to take an active role in shaping Lili's future. Mrs. Pan's change is brought on because she becomes involved in something that is important and familiar to her.

13. (Average) Students should recognize that Lili might be upset about the fact that she has never been to China ("Mrs. Pan leaned forward and put her hand on Lili's knee. 'Have you ever been in our own country?' she asked eagerly. / Lili shook her head, "This is my sorrow.") She is also upset because her parents are dead, and she has no family ("I am an only child."). The greatest of all her sorrows, however, is that she is not married. ("Old Mrs. Pan had unknowingly touched upon a wound in her heart. No man had ever asked her to marry him. Yet above all else she would like to be married and to have children.")

14. (Average) Students' charts and essays should note that old Mrs. Pan is upset by the fact that her grandchildren go to an American school, speak Chinese very badly, are too busy to listen to her stories, watch too much TV, and are disobedient. The thing that bothers her the most is the fact that they do not "obey their parents and revere their elders, which are the first lessons a child should learn." She is most upset with this because it goes against Chinese tradition.

15. (Challenging) Students should understand that the American tradition of marriage involves mutual love and freedom in choosing a marriage partner. The Chinese tradition involves arranged marriages between partners who do not necessarily love each other. Although the typical American marriage is said to be based on love and free choice, it is often the man who asks the woman to marry, and some women who want to marry are not asked. In China most people get married, but many marriages are based on the needs of a community, rather than on love and mutual consent. Both traditions come together...
in the marriage of old Mrs. Pan’s son, who ultimately marries for love but who, out of respect for tradition, allows his elders to feel as if they are arranging his marriage.

Oral Response

16. In their oral responses, students should cite specific passages from the story to substantiate their presentations and expand on their earlier responses.

“Thoughts of Hanoi” by Nguyen Thi Vinh
“Pride” by Dahlia Ravikovitch
“Auto Wreck” by Karl Shapiro
“Before the Law” by Franz Kafka

Open-Book Test (p. 79)

Multiple Choice and Short Answer

1. Explanation: Students’ graphic organizers and explanations should reflect that night brings darkness, “chill,” and “pitchblack.” It also brings lightning flashes and fear. The speaker expects dawn to bring an end to “ten years of separation,” and she envisions happy children and old people enjoying village and country life.

2. Explanation: Students should recognize that only choice (c) is supported by the poem, especially in these lines: “For don’t you remember how it was, / you and I in school together? / Those roots go deep!”

3. Sample answer: Students should recognize that, to the speaker, recalling the past brings to mind a time when a relationship was stronger than political differences. This is supported by, among other things, the fact that the speaker keeps using the word Brother.

4. Explanation: Students should cite the following line as support of choice c: “...the cracks stay hidden. / A kind of pride.”

5. Sample answer: Students should realize that Ravikovitch’s message is that many forces can act negatively on a person and if resentment or stress build up, the results can be disastrous. She supports this message by giving many examples of how a rock—or a person—is treated in ways that eventually cause it to break.

6. Sample answer: Students should note that Shapiro’s point is this: dying in an auto wreck is a fate that defies explanation. The passage that supports this is, “But this invites the occult mind, / Cancels our physics with a sneer, / And spatters all we knew of denouement / Across the expedient and wicked stones.”

7. Explanation: Students should recognize that the fact that no people are mentioned gives the scene a somewhat surreal cast. The ambulance seems to be coming to the scene on its own: “the doors leap open,” seemingly without any outside help. The ambulance “moves away,” as if it is a conscious entity. The other answer choices are not supported by the text of the poem.

8. Explanation: The other answer choices are not supported by the allegory. The fact that the doorkeeper suggested that he try to go in anyway means that there were other options that the man did not attempt.

9. Sample answer: Students should recognize that the turning point comes early in the allegory. It is the moment that the man “decides that it is better to wait until he gets permission to enter.” From that moment on, it is clear that the man is easily intimidated. If he really wanted to go in, he would have just done it, despite the struggles he might have had with the other doorkeepers.

10. Sample answer: Students should realize that insatiable means “cannot be satisfied; constantly wanting more.” The context clue is the fact that the doorkeeper asks, “What do you want to know now?” This hints that the man has been asking many questions all along, as an insatiable questioner would do.

Questions are classified in these categories:

Comprehension 1(E)
Interpretation 4(A), 6(A), 8(A)
Literary Focus 2(C), 5(C), 7(C), 9(A)
Reading Strategy 3(A)
Vocabulary 10(E)

E = Easy, A = Average, C = Challenging

Extended Response

11. (Easy) Students should note that, according to the poet, death should be caused by war or suicide or cancer or old age, not by a crashing of metal in the middle of the street. The poet’s theme is that death by auto wreck is beyond explanation or sense and is, therefore, all the more horrible.

12. (Average) Students should recognize that the theme is that people should not give up so easily when confronted by obstacles. Evidence in the story includes the fact that the doorkeeper even suggested to the man that he try to go in anyway, “despite my veto.” As it was, the man just gave up and took the first doorkeeper’s word that there were more formidable doorkeepers farther along.

13. (Average) Students should identify the message of either poem and support their points with examples from the poem. In “Thoughts of Hanoi,” the message is that friendships or relationships are stronger than political differences. The speaker recalls the past he shared with the person he is addressing, noting the “frontier of hatred” that separates them, but concluding that their shared roots are stronger. In “Pride,” the message is that people hide hurts and troubles until some event causes them to be
uncovered. The poet supports her message with images of rocks as they are tossed by waves, baked and frozen by heat and cold, lying in wait for years, and finally rubbed against by a little seal.

14. (Average) Students’ charts and essays should point out the following words and phrases emphasizing exuberance: “bright eyes, / ruddy cheeks, / four-piece dresses. / raven-bill scarves . . . running across / the meadow at evening / to fly kites / and sing alternating songs,” and “Jubilant voices of children.” They should point out the following words and phrases emphasizing accomplishment: “sowing harvesting / spinning weaving / all year round, / the boys / plowing / transplanting / in the fields / in their shops” and “stumbling through the alphabet.”

15. (Challenging) Students may identify “the Law” as government, justice, rights, perhaps even freedom. The man is “from the country” and stands for common, ordinary, if somewhat unimaginative people. Students may identify the doorkeeper as a symbol for the means of access to “the Law,” as the barrier between people and their access to the Law, or perhaps as the excuse people have for not gaining access. The country man is not able to gain access because he hasn’t the imagination to be bold, to assert himself, to take a chance on entering and encountering the other doorkeepers.

Oral Response

16. In their oral responses, students should cite specific passages from the poems or allegory to substantiate their presentations and expand on their earlier responses.

Unit 5: Expanding Horizons

“The Widow and the Parrot”
by Virginia Woolf

Open-Book Test (p. 82)

Multiple Choice and Short Answer

1.b Explanation: Students should realize that there is no support in the story for any of the other answer choices. Choices a and c can be eliminated because the parrot was certainly not typical, and Woolf has written a short story, not an informative essay. Choice d can be eliminated because the story is not about Joseph Brand but, rather, about his sister.

2.c Explanation: Students should note that the fact that the parrot knew this phrase indicates that Joseph Brand must have said it frequently, probably after someone rang the bell, because he didn’t want any visitors.

3.d Explanation: Students should note that all the evidence in the house points to a miserly person, one who used carpets with holes in them, who did not repair broken chairs, and who had no good furniture at all. The presence of rats and the toadstools suggests that he would rather live in filth than pay someone to come in and clean, even though he had plenty of money.

4. Sample answer: Students should note that the way Mrs. Gage treats her dog suggests that she cares deeply for animals. This is proven by the following quote: “The most important of these was the care of her dog Shag during her absence, for in spite of her poverty she was devoted to animals, and often went short herself rather than stint her dog of his bone.”

5.b Explanation: Lines that support this answer choice are as follows: “Express,” she said, “to plague me. He was always a cruel little boy when we were children.”

6. Sample answer: Students should note that Mrs. Gage is worried about two things: how she would “get back to Yorkshire and pay the Rev. Samuel Tailboys the money she owed him. At the same time she was even more grieved to think of the fate of the poor parrot James.”

7. Sample answer: Students should recognize that Mrs. Gage follows the parrot to the burned house because she believed in animal intelligence. This is proven by the following line: “The creature has more meaning in its acts than we humans know,” she said to herself.

8.d Explanation: There is no evidence to support any of the other choices, and students should realize that it is gratitude for her kind action (she had given him some sugar when she first got to the house) and soothing words that motivates him. She had said “in a very kind tone that he meant him no harm, but was his old master’s sister, come to take possession of the house, and she would see to it that he was as happy as a bird could be.”

9.d Explanation: Although the other choices might have some merit, students should recognize that the main point of the story is that Mrs. Gage is rewarded handsomely for her kindness to the parrot.

10. Sample answer: Students’ analysis maps should show that sagacity means “wisdom”; that some synonyms are common sense, judgment, perspicacity, prudence, discernment, and shrewdness; and that some antonyms are foolishness, stupidity, and silliness.

Questions are classified in these categories:

- Comprehension 6(A), 9(C)
- Interpretation 1(E), 2(C), 5(A)
- Literary Focus 4(A), 7(E), 8(A)
- Reading Strategy 3(A)
- Vocabulary 10(A)
Extended Response

11. (Easy) Students might name predicting, making inferences, and identifying with characters and situations as the most helpful strategies. Examples for each strategy include these: predicting possible obstacles to Mrs. Gage's recovery of the inheritance or the effect of Mrs. Gage's kindness to the parrot; making inferences about the writer's opinion of miserly behavior or the intelligence of animals; identifying with Mrs. Gage when she first sees the dilapidated house or when she is stuck on the river bank.

12. (Average) Students should note that in the beginning, Mrs. Gage doesn't seem very comfortable, "for she had only a few shillings a week to live on" and is busy repairing a pair of clogs. Other evidence of her poverty is that she sometimes has to "short herself rather than stint her dog of his bone." At the end, however, she is living very comfortably, taking care of her animals in "great comfort and happiness to a very great age."

13. (Average) Students' cause-and-effect essays might focus on the following actions: Mrs. Gage's empathy motivates her to show kindness to the parrot, and as a result, the parrot shows its gratitude by leading her to the gold; Joseph Brand's miserliness motivates him to hide his fortune, which results in Mrs. Gage's despair; the parrot's desire to repay Mrs. Gage's kindness leads it to set fire to the house, which results in a blazing light that rescues Mrs. Gage.

14. (Average) Students should note that Mrs. Gage went to Lewes, which she probably never would have done, since she had to borrow money to do it. Then, she has her big adventure trying to get back to Rodmell after visiting the solicitors. Finally, her horizons are greatly expanded when the parrot shows her where the money is. After that, she can do just about whatever she wants.

15. (Challenging) Students should recognize that, on the whole, Mrs. Gage's interactions with animals are more positive than her interactions with people. Positive interactions with animals include these: Mrs. Gage's self-sacrificing behavior toward her dog shag and her concern for Shag while she's away; her kindness to James the parrot, whom others regard as pesky; and her belief in the parrot's intelligence. Negative interactions with humans include these: Brand's lifelong disregard for Mrs. Gage and the solicitors' lack of concern for Mrs. Gage's impoverished state. Students might conclude that the story stresses the importance of showing kindness for its own sake.

Oral Response

16. In their oral responses, students should cite specific passages from the story that substantiate their presentations and expand on their earlier responses.

"Civil Peace" by Chinua Achebe

Open-Book Test (p. 85)

Multiple Choice and Short Answer

1. Sample answer: Students should realize that Jonathan most values the safety of his family. From the beginning of the story, all he can think of is how grateful he is for the "safety of five human heads." Students might mention the following key moments: the encounter with the "officer" who wanted Jonathan's bike, the moment Jonathan saw that his house was intact, his receipt of the egg-rasher, and the knocking of the thieves at the door. Words and phrases might include suspicion, gratitude, wonder, acceptance, excitement, fear, paralyzed by terror, and starting over. Images and symbols might include money, a bicycle, a burial mound, a mountain of rubble, a standing home, akara balls, and a clay bowl of boiling oil.

2.a Explanation: Students should mention that Jonathan notices not only the soldier's "disreputable rags" but, more importantly, the "certain lack of grip and firmness in his manner."

3. Sample answer: Students should realize that the phrase "happy survival" means "Congratulations on surviving the war." Since the war had taken so many lives, it was an accomplishment simply to have survived, and greeters were acknowledging that fact.

4.b Explanation: Students should see that it took courage for Jonathan and Maria to work so hard to accumulate some money, knowing that it could be stolen at any time and also knowing that they would have to work very hard for very little.

5.a Explanation: Students should realize that Jonathan's belief that there is a divine plan is what enables him to remain cheerful through his many setbacks and trials.

6.a Explanation: Students should realize that the feelings would be similar, since Jonathan did not expect to find his house standing. When he saw it there, he was completely surprised, as one would be upon winning a valuable prize.

7.b Explanation: Students should realize that the only answer choice that supports the statement "Nothing puzzles God" is miracle. Students should cite these sentences: "As a bonus he also had his old bicycle—a miracle too..." and "Then he made the journey to Enugu and found another miracle waiting for him."

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8. Sample answer: Students should note that the climax of the story is the moment Jonathan says to the thief, "To God who made me: if you come inside and find one hundred pounds, take it and shoot me and shoot my wife and children. I swear to God. The only money I have in this life is this twenty-pounds egg-rasher they gave me today . . ." After that, the excitement dies down and the story is resolved.

9. Sample answer: The answer should reflect a sense of where there is life there is hope, with appropriate citations.

10. Sample answer: Jonathan regards the miracle that five members of his family survived the war as inestimable. He means that it is a priceless gift, something that is beyond measure.

Questions are classified in these categories:
- Comprehension: 2(C), 9(C)
- Interpretation: 1(A), 4(A), 8(A)
- Literary Focus: 3(E), 5(A), 7(A)
- Reading Strategy: 6(A)
- Vocabulary: 10(A)

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**Extended Response**

11. (Easy) In their graphic organizers and in their essays, students must compare and contrast their own experiences with three of Jonathan’s, which might include the following: Jonathan's ingenuity in finding jobs for himself; his returning to Enugu to find his house relatively unscathed after the war; his fear of losing his egg-rasher or being attacked by the crowd outside the Treasury; his fear for himself and his family when the thieves come in the middle of the night.

12. (Average) Students should recognize that the principal conflict in the story occurs when the thieves steal Jonathan's egg-rasher, for that is the moment that he and his family are in the most danger. Students should mention that the entire family was "completely paralyzed by terror" and that "Maria and the children sobbed inaudibly like lost souls." In addition, "Jonathan groaned continuously . . . His legs were sagging under him and his throat felt like sandpaper." They should realize that this moment defines what is most important to Jonathan: the safety of his family.

13. (Average) Students should note that Jonathan relies on the proverb in good times and in bad: it applies when he receives the fortune of the egg-rasher as well as when it is stolen from him. Rather than providing an easy explanation for events, the proverb acts as a source of spiritual strength in the face of the devastating loss of family and material possessions.

14. (Average) Students should mention that prior knowledge would be useful to a reader when Jonathan is describing the man who wants to steal his bike. A reader could apply knowledge of how to evaluate someone else by their manner and confidence. Prior knowledge can also be applied when Jonathan finds his house intact. A reader could recall how it feels to receive a wonderful surprise. Students might also mention the prior knowledge would be useful when reading the section about how Jonathan had to stand in long lines to get his egg-rasher. Finally, when reading about how hard Jonathan and Maria worked, they could apply their own prior knowledge of working hard for a goal.

15. (Challenging) Students might point out that the story begins and ends with statements about Jonathan’s optimism. In the beginning, he is described as counting himself lucky even though one of his children died in the war. At the story’s end, he reminds others, as well as himself, that the loss of the egg-rasher is nothing compared to other losses suffered in war. Jonathan has a remarkable ability to find the positive in difficult situations—scrounging for work, waiting in government lines, bargaining with mercenaries. Therefore, students might conclude that he is optimistic in spite of his circumstances.

**Oral Response**

16. In their oral responses, students should cite specific passages from the story that substantiate their presentations and expand on their earlier responses.

"The Bean Eaters" by Gwendolyn Brooks

**Open-Book Test (p. 88)**

**Multiple Choice and Short Answer**

1. Sample answer: Details—plain chipware, creaking wood, beads, vases, fringes. Explanation—By naming the old things that surround the couple, Brooks draws an intimate picture of the couple and makes them seem familiar to us.

2. Sample answer: Students should note that the phrase "Mostly Good" expresses the poet's respect for the subjects of the poem. The fact that the words are capitalized sets them apart, and there is nothing else in the second stanza that connotes respect.

3. Sample answer: Students should recognize that the overall message of the second stanza of "The Bean Eaters" is that the two people are old, but they carry out their simple routine each day. The lines that support this are as follows: "But keep on putting on their clothes / And putting things away."

4.a. Explanation: The two people "keep on putting on their clothes / And putting things away." Students should note that there is no support in the poem for any of the other choices.
5.d Explanation: Students should recognize that choices b and c are not things that commonly happen to people, and that choice a is not true. However, everyone has walked along at one time or another and seen someone familiar.

6. Sample answer: Students should note that the author simply walks by without making eye contact. The line that supports this is as follows: "In a thousandth of a second I was able to check myself, and I walked past him, my eyes staring into space."

7.a Explanation: Students should see that the tone of the essay is very friendly and easy to relate to. The author uses common experiences, such as seeing familiar faces of people we’ve never actually met, to point out a not-so-obvious truth: that the media is making our everyday world very cinematic.

7.b Explanation: The absurdity is demonstrated by the phrase "He seems real!" Students should point out that there is no support in the essay for any of the other answer choices.

8. Sample answer: Students should note that the tone of the paragraph is humorous, as shown in the lines, "And you know something? He seems real! (After which I would throw Quinn aside . . .)

9.a Explanation: The author attributes the trait of sensibleness to the media because they are so involved in the imaginary worlds of the characters in movies and television shows.

9.b Explanation: The respectfulness is evident throughout the essay. The two people are "Mostly Good," and they continue to be that way, though they have "lived their day."

10. Sample answer: Students should note that the author focuses on the first stanza for the setting of the intimate tone. The simple description of how the two people eat dinner allows readers to imagine being in the room. The sad part of the poem occurs when the people recall happier times from the past, with pangs ("twinges") of regret. The respectful tone is evident throughout. The two people are "Mostly Good," and they continue to be that way, though they have "lived their day."

11. (Easy) Students should focus on the first stanza for the setting of the intimate tone. The simple description of how the two people eat dinner allows readers to imagine being in the room. The sad part of the poem occurs when the people recall happier times from the past, with pangs ("twinges") of regret. The respectful tone is evident throughout. The two people are "Mostly Good," and they continue to be that way, though they have "lived their day."

12. (Average) Students should note that the theme of the essay is that people get confused when they see a face out of context, particularly when it is a face they know from the media. To support this, they might use the line, among others: "Such people are confused by the fact that a protagonist of the mass media’s imaginary world should abruptly enter real life, but at the same time they behave in the presence of the real person as if he still belonged to the world of images . . . ."

13. (Average) Students’ charts and essays should note that the informal tone comes largely from the use of everyday language constructed in fairly simple sentences. Because Eco chooses personal details to illustrate his points, the essay is more informal than if he chose to cite statistics or other people’s experiences.

14. (Average) Students should explain that the phrase “with twinklings and twinges” reveals that the people fondly, as well as sadly, remember their lives when they were younger and lived in happier circumstances. The words from the poem that support this are in these lines from the poem: "... their rented back room / that is full of beads and receipts and dolls / and cloths, tobacco crumbs, vases and fringes."

15. (Challenging) Students should recognize that Eco implies that the mass media work hard to make their characters and stories appear real so that people will believe in them. He is hinting that the profusion and availability of media cause some people to lose sight of reality because they are so involved in the imaginary worlds of the characters in movies and television shows.

Oral Response

16. In their oral responses, students should cite specific passages from the poem or essay that substantiate their presentations and expand on their earlier responses.

"A Picture From the Past: Emily Dickinson" by Reynolds Price
"What Makes a Degas a Degas?" by Richard Mühlberger

Open-Book Test (p. 91)

Short Answer and Multiple Choice

1. Sample answer: Students should note that the author compares an old picture to a pebble from Mars. The line that supports this is as follows: "No name, no date, no indication of why it’s been saved to turn up now like a pebble from Mars in the glare of our world."

2. Sample answer: Students should recognize that the author thinks Dickinson lived a very lonely, solitary life, as evidenced by these lines: "Once this closely held girlhood ended, and the path ahead found no one waiting, she mastered solitude patiently as any rogue lioness . . . maiden aunt after all . . . presiding mother of all this staggering nation still spooked as cubs by the mere glimpse of loneliness. that steady diet she ate by the hour all her lean years."

3.a Explanation: Students should note that the author attributes the trait of sensibleness to...
Dickinson’s “rough-knuckled hands,” as supported by this line: “The hair, the ribbon around the neck, the sensible rough-knuckled hands and the complicated clinging dress date her to the midst of the 19th century.”

4.d Explanation: Students should recognize that the only listed detail from the photograph that is not mentioned in the essay is the book sitting on the table.

5. Sample answer: Students should note that the effect Degas was striving for was spontaneity. This is supported in the following lines, among others: “What Degas wanted . . . was to make paint look spontaneous. This was part of his lifelong quest: to make viewers feel that they were right there, beside him.”

6.d Explanation: Students should cite the following line as support: “Next, he used his own innovation of simulating the matte finish of pastels by taking the sheen out of oil paint, then filling in the sketchy ‘charcoal’ outlines of his figures with a limited range of colors.”

7. Sample answer: Students’ graphic organizers should show that photography and Japanese prints often cut off part of the image, just as Degas does with the horses and carriage in his painting “Carriage at the Races” and with the dancers in his painting “Dancers, Pink and Green.” Students should cite the following line to support their answer: “In Carriage at the Races, the way in which the horses and carriage are cut off recalls figures in photographs and Japanese prints.”

8.a Explanation: Students should recognize that each essay breaks down a large idea. The first one explains how a photograph can reveal so much about the personality of Emily Dickinson; it does this by explaining each detail, from the way she wears her hair to the fact that her face is asymmetrical to the fact that her hands are rough. The second essay explains how two paintings are representative of Degas’s art; it does this by explaining the technique Degas used of making an oil painting look like charcoal and pastels, and the technique he used of cutting off the main elements in the painting to make it look like a photograph hastily snapped.

9. Sample answer: Students should note that Degas’s innovation was to take the sheen out of oil paint so he could simulate the matte finish of pastels. They should cite this line: “Next, he used his own innovation of simulating the matte finish of pastels by taking the sheen out of oil paint, then filling in the sketchy ‘charcoal’ outlines of his figures with a limited range of colors.”

10. Sample answer: Students should realize that lacquered means “varnished.” They should use the word in a sentence that has enough context to demonstrate its meaning.

Questions are classified in these categories:
- Comprehension 1(A), 5(A)
- Interpretation 2(A), 6(E)
- Literary Focus 3(E), 8(C), 9(A)
- Reading Strategy 4(E), 7(C)
- Vocabulary 10(A)

E = Easy, A = Average, C = Challenging

Extended Response

11. (Easy) Students should note that Price suggests that Dickinson was a homely, sensible young woman who lived a lonely life (“sensible rough-knuckled hands” and “a sensible cook”). He uses Dickinson’s physical characteristics as seen in the portrait (“lopsided face,” “unmatched eyebrows,” and “unpainted bruised lips”) to point up her homely appearance. Students may agree or disagree with Price’s interpretation.

12. (Average) Students’ essays should explain that Cassandra was a prophetess in Greek mythology whose predictions were always correct but who was never believed. They should go on to note that Dickinson, like Cassandra, was not appreciated in her own time. Her poetry was not recognized as being important until well after her death.

13. (Average) In explaining the sense of immediacy created in Degas’s paintings, students should identify the following elements: cut-off figures create a candid effect; tipped elements give the view the sense of viewing the painting from above; patches of brilliant color suggest the feeling of movement; large open spaces move the viewer’s eye deep into the picture. Collectively, these elements create for the viewer a sense of immediacy, of “being there.”

14. (Average) Students should note that the qualities in a Degas painting that suggest the influence of photography include the technique of unusual framing, cutting off the subject, and giving a sense of immediacy and of “being there” at the moment that is being captured on canvas.

15. (Challenging) Most students will note that what makes a Degas a Degas is the overall element of innovation. Degas’s innovation can be seen in a number of elements: the simulated matte finish of pastels, the sketchy charcoal outlines of figures, the extension of color from foreground to backgrounds creating the impression of spontaneous execution. Students should also note that Degas’s prevailing theme is the ballet.

Oral Response

16. In their oral responses, students should cite specific passages from the essay that substantiate their presentations and expand on their earlier responses.
"The Orphan Boy and the Elk Dog"
Blackfeet Myth

Open-Book Test (p. 94)

Short Answer and Multiple Choice

1. Sample answer: Students should note that the villagers reject Long Arrow because they believe he is foolish and dull-witted. The sentence that supports this is as follows: "The boy was deaf, and because he could not understand what people said, they thought him foolish and dull-witted."

2. Sample answer: Students should realize that Long Arrow probably feels grateful and relieved. Proof of this can be found in the description of the hardships Long Arrow suffered before he approached Good Running. Students' own prior knowledge of being tired and hungry can help them understand how Long Arrow felt when he got some food and a place to rest.

3. Sample answer: Students should recognize that Good Running decides to adopt Long Arrow because he begins to like the boy, who seems alert and capable of becoming a good hunter and warrior. Students might cite these sentences, among others, as support: "This boy,' the chief said to himself, 'is neither stupid nor crazy.' . . . The more the old man looked at the boy, the more he liked him."

4.b Explanation: Students should realize that Good Running's thought that it "was wrong to abandon him" and his decision to adopt the boy shows that he has a strong sense of compassion and is willing to look beyond people's prejudices against Long Arrow.

5. Sample answer: Students should recognize that going on a journey to find the Elk Dogs is important to Long Arrow because he feels he has to prove himself. Support for this is in this sentence: "Grandfather,' he said one day, 'I want to do something to make you proud and show people that you were wise to adopt me."

6.d Explanation: Students' diagrams and answers should reflect that the Blackfeet valued strength, bravery, knowledge, and hunting skills. Among the sentences that prove this are the following: "I'm going to make you into a good hunter and warrior," "He was a fast learner and soon surpassed other boys his age in knowledge and skills," "He grew up into a fine young hunter," and "Some came before you from time to time, but they were always afraid of the deep water. . . . But you, grandson, were brave enough to plunge in."

7. Sample answer: Students should see that the quality that helps Long Arrow the most is bravery. The line that supports this is as follows: "But you, grandson, were brave enough to plunge in, and therefore you are chosen to receive a wonderful gift to carry back to your people."

8.c Explanation: Students should recognize that the description of Long Arrow wandering on, walking for long hours, and taking little time for rest shows that he is a larger-than-life mythical character. An ordinary person would not have been so persistent and able to endure such a long period of cold and heat, hunger and thirst.

9.a Explanation: Students should recognize that the purpose of the myth is to explain how the Blackfeet came to have horses. That was the purpose and outcome of Long Arrow's journey.

10. Sample answer: Students should note that stifle means "to hold back."

Questions are classified in these categories:
Comprehension 1(E), 3(A)
Interpretation 4(A), 7(C)
Literary Focus 5(A), 8(A), 9(A)
Reading Strategy 2(E), 6(C)
Vocabulary 10(A)
E = Easy. A = Average. C = Challenging

Extended Response

11. (Easy) Students should understand that the journey to find Elk Dogs becomes important to Long Arrow because he sees it as a chance to prove his worth to his people. Because of this strong desire to be respected by people in his village, he feels pride, excitement, and anticipation as he returns with the Elk Dogs.

12. (Average) Students should describe Long Arrow's long walking journey southward for four days, then for sixteen more days, and then for sixteen more days until he came to the Great Mystery Lake. They should then describe the beautiful boy who turns into a kingfisher and leads Long Arrow to the bottom of the lake. The obstacles he faced included hunger, fatigue, disappointment, and a fierce and scowling spirit who was guarding the second lake.

13. (Average) Students might describe Long Arrow as strong, brave, smart, determined, and considerate. At the beginning of the story, he is wise enough to know that he must follow the camp in order to survive. His bravery, intelligence, and determination help him to face the many obstacles on his journey and to deal effectively with the spirit people.

14. (Average) Students should recognize that Long Arrow's decision to share his Elk Dogs with Good Running reveals that he is considerate and generous in addition to being strong and brave. They might cite the following passage as support: "Long Arrow said, 'My grandfather and grandmother who adopted me, I can never repay you for your kindness. Accept these wonderful Elk Dogs as my gift. . . . Take them, my
grandparents. I shall keep for myself only this black male and this black female, which will grow into a fine herd."

15. (Challenging) Students' charts and essays should note that a myth is a traditional story that explains the world view of a people. This story is a myth that explains how the Blackfeet came to have use of the horse, an essential part of their culture. It features larger-than-life characters and reveals many important details about the Blackfeet: They were hunters, they were often forced to move in search of buffalo, and before the arrival of horses their lives were much more difficult. The reader also learns about the traits the Blackfeet valued.

**Oral Response**

16. In their oral responses, students should cite specific passages from the story that substantiate their presentations and expand on their earlier responses.

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

**Open-Book Test (p. 97)**

**Multiple Choice and Short Answer**

1.b Explanation: Students should recognize that the stranger knows he will not be welcome at the place he is headed for. Evidence from the text should include reference to the man's stealthy movements and the fact that he's hiding in the shadows as he heads toward the music.

Sample answer: Students should recognize that the stranger is drawn to the girl because he recognizes her and plans to dance with her. They might quote the following line: "The last time he had seen that face it had been white and tense with rage, and the lips clenched tight to prevent an outgushing stream of angry words" and "What is a dragon . . . when I longed to dance with you?"

3. Sample answer: Students should recognize that Sarita obviously thinks that the stranger is unaware of the significance of the song. This is supported by the fact that she explains the situation to him, after "looking about her quickly to see if the incident had been observed."

5.d Explanation: Students should see that there is no support in the story for the other answer choices. Sarita obviously thinks Pepe Gonzalez is brave and admirable.

Sample answer: Students' diagrams and answers should note that Pepe Gonzalez's actions reveal that he is bold ("Who would guess that an Hidalgo man dared to walk alone in the moonlit streets of San Juan Iglesias?")

7. Sample answer: Students should see that the cause of the uproar was the discovery of the cheese from the village of Hidalgo. Students might cite these lines as proof: "This is no cheese from Linares . . . it is made in Hidalgo! . . . The people of Hidalgo have been famous for generations for making cheese like this. . . ."

8.a Explanation: Using Sarita's point of view creates more suspense. Students should note that there is no support in the story for any of the other answer choices.

9.d Explanation: Students should recognize that the attraction between Sarita and Pepe is evidence that choice d is correct. There is no evidence in the story for any of the other answer choices.

10. Sample answer: Students should note that *audaciously* means "in a bold manner." They should use the word in a context sentence.

**Questions are classified in these categories:**

| Comprehension | 2(E), 7(A) |
| Interpretation | 3(A), 5(A), 6(A), 9(C) |
| Literary Focus | 4(C), 8(C) |
| Reading Strategy | 1(A) |
| Vocabulary | 10(A) |

E = Easy, A = Average, C = Challenging

**Extended Response**

11. (Easy) Students should understand that the author uses third-person omniscient point of view to present the perspectives of all the characters, particularly Pepe and Sarita. While Sarita explains the fight between the two villages, readers get Pepe's thoughts about the fight. Whereas Pepe's thoughts are revealed as he slips into the party and asks Sarita to dance, Sarita's thoughts are revealed after he leaves.

12. (Average) Students should mention that the problems between the two villages center on a dispute about the bones of a famous historian. Hidalgo claims the bones because the historian was born there. San Juan Iglesias claims the bones because he died there. Hidalgo is doubly angry because after a fight over the bones, their candymaker had broken his left arm and so the village had no candy for six weeks.

13. (Average) Students should note that Pepe appears at the party in San Juan Iglesias...
because he is trying to prove that people from Hidalgo and San Juan Iglesias are not so different from one another that they cannot socialize. People generalize about other people and build hatred in their minds. Pepe sets out to prove to the people in San Juan Iglesias that he can appear at their party and not stand out as their enemy.

14. (Average) Students’ diagrams and essays might indicate that Pepe will come back to San Juan Iglesias and try to court Sarita. They might predict that in the future Sarita and Pepe will indeed become engaged and get married, based on the fact that Sarita seems to admire him so much, and he is so taken with her. Others might predict that Pepe will come back but will be run out of town by the other villagers.

15. (Challenging) Students should understand that Sarita has conflicting feelings toward Pepe Gonzalez. Even as she expresses hate for people from Hidalgo, she expresses admiration for the courage and bravery of Pepe. At the end of the story, when she figures out the truth about the stranger, she is amazed that she feels no anger. Pepe affects Sarita’s beliefs by showing her that people are not always who they seem to be.

Oral Response

16. In their oral responses, students should cite specific passages from the story that substantiate their presentations and expand on their earlier responses.

“A Storm in the Mountains”
by Alexander Solzhenitsyn
“In the Orchard” by Henrik Ibsen
“A Tree Telling of Orpheus”
by Denise Levertov

Open-Book Test (p. 100)

Multiple Choice and Short Answer

1.c Explanation: Students should recognize that the use of the first-person plural pronouns we and us indicates that a group of people is involved.

2. Sample answer: Students should note that the travelers aren’t afraid of the storm because they forget their fear amid the spectacular sights and sounds. They might use this line for support: “As for us, we forgot to be afraid of the lightning, the thunder, and the downpour, just as a droplet in the ocean has no fear of a hurricane.”

3. Sample answer: Students should realize that those caught in the storm feel “insignificant yet grateful” because they realize that they are a “part of this world—a primal world in creation before our eyes.”

4.a Explanation: The entire essay is written from one person’s perspective. Students should note that there is no support in the essay for any of the other answer choices.

5. Sample answer: Students should recognize that the message of “In the Orchard” is that it is important to appreciate the loveliness of the moment: “Brothers! there is better music in the singing of the birds.”

6. Sample answer: Students should note that the passage of time will finally “shut the garden gate,” as shown in this line: “For remember Time is flying / And will shut the garden gate.”

7.c Explanation: Students’ graphic organizers should show that the poem is about the classical myth of Orpheus, a powerful musician whose music was fine enough to cause even the trees to uproot themselves and follow him.

8. Sample answer: Students should see that these lines are a description of what a tree might feel if it tried to move. Other lines in the poem that support this are as follows: “... my roots felt music moisten them / deep under earth.” “The music reaches us. / Clumsily, / stumbling over our own roots, / rustling our leaves / in answer, / we moved, we followed. / All day we followed, up hill and down. / We learned to dance . . .”

9.c Explanation: Students should recognize that having a tree as the speaker makes it easier for us to imagine Orpheus’s power. There is no support in the poem for the other answer choices.

10. Sample answer: Students should define terra firma as firm, solid ground. They should use the word in a sentence that demonstrates its meaning.

Questions are classified in these categories:

Comprehension 2(A), 6(C), 7(E)
Interpretation 3(A), 5(C)
Literary Focus 1(E), 4(A), 9(C)
Reading Strategy 8(A)
Vocabulary 10(A)

E = Easy, A = Average, C = Challenging

Extended Response

11. (Average) In their essays, students should note that by “win the bargain,” the poet means that you will exchange prosperity for joy. Lines that support this point are as follows: “Though your fruit be spare and late, / For remember Time is flying / And will shut the garden gate.” The fruit referred to here may be literally the fruit from the garden, but in a larger sense it is the fruit of one’s labors, the reward for work, so to speak. Even though these rewards may be “spare and late,” the poet seems to be saying that the most important thing is to enjoy the beauty of the moment.

12. (Average) Student responses should answer both parts of the question. Ibsen’s theme is that the present moment should be fully appreciated and not lost in the pursuit of daily tasks and goals. Nature is an effective setting for this theme because the pleasures of the natural world can be described in sensual detail in a way that connects to readers’ experience.
13. (Easy) Students’ graphic organizers and essays should discuss the general nature of storms and use Solzhenitsyn’s text to illustrate their points. In Solzhenitsyn’s description, the onlookers are unable to escape the power of the storm, and are thus reduced to mere objects in it, like the crags and the pines. They are isolated and rendered helpless by darkness, blinded by lightning, and deafened by thunder so that their normal perceptions are at the storm’s mercy. There is nothing they can do but watch and wait. Thus they feel themselves witness to events that occur regardless of human presence, just as storms occurred in the primal world.

14. (Average) Students’ essays should mention the images of warblers, apple blossoms, fruit, flowers, grass, and blossoms. Students should recognize that the images appeal to the senses of sight and hearing and, in some cases, to the senses of taste, smell, and touch as well. They might quote any of these lines as support: “the warblers sing and swing,” “the apple blossom / hides you from the sultry sky,” “the frugality / in the season of the flowers,” “there is better music / in the singing of the birds,” “heavy-laden garden,” “mellow thrush . . . his crown-song’s liquid rush,” “Sweep the grass and heap the blossom!”

15. (Challenging) Students’ essays should focus on the intimacy and reality created by the use of a first-person speaker. This perspective creates an intimate relationship with the readers by speaking directly to them. Reading the story, we respond to the trees’ description of a white dawn as we would to a description by a human.

**Oral Response**

16. In their oral responses, students should cite specific passages from the story that substantiate their presentations and expand on their earlier responses.

**Unit 6: Short Stories**

“The Open Window” by Saki

Open-Book Test (p. 103)

**Multiple Choice and Short Answer**

1. Sample answer: Students should note that Framton Nuttel is visiting the Sappletons because he has retreated to the country to relax, and his sister has said, “I know how it will be . . . you will bury yourself down there and not speak to a living soul, and your nerves will be worse than ever from moping. I shall give you letters of introduction to all the people I know there.” He is hoping to get to know the Sappletons and socialize with them.

2. Sample answer: Students should note that Vera needs to confirm the fact that Framton Nuttel does not know her aunt well before she creates her fictional tale about her aunt and the open window. If he had known the aunt, then he would know the truth, and Vera would not have been able to fool him with the story.

3. Sample answer: Students should realize that Framton’s main interest is his own physical and mental problems. Proof of this is his topic of conversation with Mrs. Sappleton: “The doctors agree in ordering me complete rest, an absence of mental excitement, and avoidance of anything in the nature of violent physical exercise. . . . On the matter of diet they are not so much in agreement.” He fails to see how much he is boring Mrs. Sappleton.

4. Sample answer: Students should recognize that Framton flees when Mr. Sappleton returns because he thinks, based on Vera’s story, that Framton and his two brothers-in-law are ghosts.

5. Sample answer: Students should see that the central conflict of the story is Vera’s wish to get rid of Framton. The story revolves around this one goal, for she makes sure that he doesn’t know her aunt first, then she makes up a scary story, then she continues the act by pretending to be horrified at the crucial moment. Finally, she is successful in getting rid of the unwanted guest.

6. Sample answer: Students should recognize that Vera’s story was false and that she had played a trick on Framton. If the hunters had indeed returned from the bog after so many years, Mrs. Sappleton would be a bit more excited, rather than just exchanging everyday conversation with them.

7. Sample answer: Students should realize that the climax of the story is the moment that Mrs. Sappleton announces the return of the men from their hunting trip, and Framton sees them. Students should note that Vera first asks Mr. Nuttel how well he knows her aunt, proving that she plans ahead. Then she makes up a fantastic story to shiver slightly and turned toward the niece. . . . In a chill shock of nameless fear Framton swung round in his seat and looked in the same direction.”

8. Sample answer: Students’ diagrams and essays should note that Vera is a mischievous and manipulative person. They should note that she first asks Mr. Nuttel how well he knows her aunt, proving that she plans ahead. Then she makes up a fantastic story to get rid of the guest. When Mr. Nuttel sees the hunters returning and looks to Vera, she pretends to be horrified, further reinforcing the story. When Mr. Nuttel flees, she makes up yet another story about his fear of dogs.

9. Sample answer: Students should see that the central conflict is resolved when the hunting party returns and Framton flees. Vera has
10. Sample answer: Students should note that imminent means "likely to happen soon: threatening." They should use the word in a sentence with enough context to demonstrate its meaning.

Questions are classified in these categories:
- Comprehension: 1(E), 4(E)
- Interpretation: 2(A), 3(A), 5(C)
- Literary Focus: 7(E), 8(A), 9(A)
- Reading Strategy: 6(C)
- Vocabulary: 10(A)

E = Easy, A = Average, C = Challenging

Extended Response

11. (Easy) Students should understand that Framton expects to meet nice, polite people and to have a chance to rest and relax. His expectations are violated by Vera, who is able to manipulate him politely into leaving. He is so absorbed with his own problems and worries that he is unable to look beyond Vera’s conventionally polite behavior. Framton’s actions show that he is self-absorbed and gullible.

12. (Average) Students should recognize that the theme of “The Open Window” is that self-centered people tend to be gullible because they don’t look much beyond themselves to evaluate what is really going on in the world. This is supported in the story by the fact that Framton is extremely self-centered and he is so easily taken in by Vera’s unbelievable story.

13. (Average) Students’ plot outlines and essays should describe the exposition as the point in the story during which readers meet Framton and Vera and learn why he is at the unfamiliar home; the inciting incident as Vera’s question about how well Framton knows her aunt, which prompts the story she tells about the open window; the rising action as Mrs. Sappleton explains that the window has been left open for her husband and brothers; the central conflict of Vera’s problem of trying to figure out a way to get rid of him; and the resolution as the point at which the hunting party returns and Framton leaves. Students should understand that the reader cannot be sure whether or not Vera is being truthful until the end of the story.

14. (Average) Students should note that Vera is described as “self-possessed” several times, so when she breaks off in the middle of her story “with a little shudder,” it doesn’t seem quite right. The story she tells Framton is hardly something you would tell a complete stranger within the first few minutes of meeting him. Furthermore, when Mrs. Sappleton comes in the room, she hardly seems like a grieving widow. The final clue that Vera’s story is false is the fact that she makes up a completely different story to explain to her family why Mr. Nuttel left so suddenly.

15. (Challenging) Students should understand that while Framton and Mrs. Sappleton are caught up in polite social conventions, Vera secretly operates outside of these conventions. Framton is nervously trying to make a good impression while also trying to judge people based on his sister’s letters and his own observations about “nice behavior.” He is so absorbed in himself that he cannot view his situation objectively. Mrs. Sappleton, too, is caught up in social convention and is easily tricked by her niece’s final story about the dogs.

Oral Response

16. In their oral responses, students should cite specific passages from the story that substantiate their presentations and expand on their earlier responses.

“Leiningen Versus the Ants”
by Carl Stephenson

Open-Book Test (p. 106)

Multiple Choice and Short Answer

1.d Explanation: Students should recognize that the conflict is between intelligence and nature. They might mention that, in the beginning, Leiningen says, “I use my intelligence, old man,” and the entire story is a struggle between Leiningen’s intelligence and nature as represented by the ants.

2.c Explanation: Students’ organizers and answers should reflect that Leiningen is brave but not foolhardy. The other answer choices are not supported by the text. We know that he is brave because he decides to make the run to the dam, rather than sending one of his employees. We know that he is not foolhardy because he takes many precautions as he dresses for that final run: he wears the most protective clothing he can find, including goggles. Even when he is covered with ants, he is level-headed enough to avoid jumping into the river, where piranhas and alligators would have attacked him.

3. Sample answer: Students should note that Leiningen’s employees remain calm because they have learned to trust him. They have complete confidence in his ability to deal with anything. This is proven by the following line: “But so great was the Indians’ trust in Leiningen, in Leiningen’s word, and in Leiningen’s wisdom, that they received his curt tidings, and his orders for the imminent struggle, with the calmness with which they were given. They waited, unafraid, alert, as if for the beginning of a new game or hunt which he had just described to them. The ants were indeed mighty, but not so mighty as the boss.”
4.c Explanation: Students should note that all the other conflicts are internal. Only choice c is an external conflict, one that does not occur within a character.

5. Sample answer: Students should realize that a reasonable prediction would be that Leiningen will battle the ants with his wits.

6. Sample answer: Students should recognize that Stephenson uses the technique of describing Leiningen's struggle as a series of triumphs and failures. The series includes his use of the water-filled ditch, which kept the ants away temporarily until they started building a bridge out of plant material. It also includes his use of petrol sprinklers, which kept the ants back temporarily, until Leiningen ran out of petrol. It also includes his idea to lower and raise the water, which worked temporarily, until the worker in charge of the water flow ran away.

7. Sample answer: Students should see that the internal conflict at work among Leiningen's men is their fear of the ants versus their confidence in Leiningen. They might quote these lines, among others, as proof of the men's fear: "One could see their belief in a favorable outcome of the struggle was already considerably shaken." "It was obvious, however, that this last resource meant only the postponement of defeat and death. A few of the peons fell on their knees and began to pray . . ." and "At length, two of the men's nerves broke." They might quote these lines as proof of their confidence in Leiningen: "The ants were indeed mighty, but not so mighty as the boss" and "Leiningen acknowledges his silent vote of confidence with a laugh . . . ."

8.c Explanation: Students should see that a reasonable prediction is that the ants will make another assault. The other answer choices are not supported by the text.

9. Sample answer: Students should note that Leiningen hopes to keep the men's minds on the job of fighting the ants. Proof of this is the following line: "The women and children, then the herds of cattle, were escorted by peons on rafts over the river, to remain on the other side in absolute safety until the plunderers had departed." Leiningen gave this instruction, not because he believed the noncombatants were in any danger, but in order to avoid hampering the efficiency of the defenders.

10. Sample answer: Students should note that if Leiningen decided to flout the District Commissioner's warnings, he decided to show open contempt toward them.

Questions are classified in these categories:

- Comprehension 3(A)
- Interpretation 2(A), 6(E), 9(C)
- Literary Focus 1(C), 5(E), 7(E)
- Reading Strategy 4(E), 8(A)

Extended Response

11. (Easy) Students should recognize that "Leiningen Versus the Ants" presents a conflict early on and builds through a series of complications until the climax. Familiarity with other suspense stories might lead students to predict that Leiningen will save the day as well as himself. Students may be surprised by the failure of some efforts against the ants.

12. (Average) Students should note that the external conflict of the ant attack on the plantation sets the stage for the story's action and drives many of the other external conflicts. However, students should also recognize that Leiningen's internal conflicts factor greatly into the story. Students should conclude that Leiningen's decision to risk his own life and his struggle to gain safety are the defining moments in the story.

13. (Average) Students' story maps and essays should show that the conflict is between intelligence and nature, the rising action includes all Leiningen's attempts to stop the ants, the climax is his resolve to get up and keep going after being felled by the ants, the falling action is his being saved by the peons, who then nurse him back to consciousness, and the resolution is the fact that the ants had been conquered. The setting is Leiningen's plantation. The major characters are Leiningen, the workers, and the ants.

14. (Average) Students should recognize that at first Leiningen thinks it will be an easy matter to thwart the ants. He thinks his moat will be enough of a deterrent. As the story continues, Leiningen becomes aware of the formidable power of the ants. He sees them using their own bodies as stepping stones for other ants, he sees them figure out how to build a bridge across the moat, and he sees them continue coming ahead, unafraid of the petrol that has been set on fire. When he finally acknowledges just how dangerous and powerful the ants are, he risks his life to save his plantation and the lives of his employees who are fighting the ants with him.

15. (Challenging) Students might characterize Leiningen positively as a strong, intelligent, resourceful, and determined individual. However, his stubbornness and pride create serious problems. While his strong characteristics allow him to battle the ants and win, his pride and stubbornness cause several men to die and Leiningen himself to be injured.

Oral Response

16. In their oral responses, students should cite specific passages from the story that
substantiate their presentations and expand on their earlier responses.

"By the Waters of Babylon"
by Stephen Vincent Benét

Open-Book Test (p. 109)

Multiple Choice and Short Answer

1. Sample answer: Students should recognize that the legend about the ground that "burns forever" refers to the contamination of the earth by a terrible war, possibly with nuclear or chemical weapons. Evidence from the story that supports this is the following line: "When gods war with gods, they use weapons we do not know. It was fire falling out of the sky and a mist that poisoned." [p. 508]

2. Sample answer: Students should note that a story written in the first person is told from the point of view of a narrator who uses the pronouns I, me, we, and us. Stories written in the third person are told from an outside point of view, using the pronouns he, she, they, and them. The point of view in "By the Waters of Babylon" is first person. Students should give an example of a sentence written in the first person, such as, "My father is a priest; I am the son of a priest."

3. Sample answer: Students should recognize that when John decides to explore the Place of the Gods, this demonstrates that he is open-minded, courageous, and confident in his own ability to read the signs he sees. The line "So I knew my magic was strong and my journey clean, in spite of the law" is proof of this.

4. Sample answer: Students should recognize that the image is of George Washington, based on the fact that it is found among ruins that say UBTREAS, suggesting Subtreasury Building, and that the image is of a man with his hair pulled back.

5.a Explanation: Students should recognize that there is no support in the story for any of the other answer choices. The passage that proves that it is this: "I knew that I was seeing the city as it had been when the gods were alive."

6.c Explanation: Students should note that John's feelings about the man show the continuity of fundamental human values, for he is most impressed by the fact that "you could see from the face that his spirit had not been lost." We know from an earlier passage that John believes "It is better to lose one's life than one's spirit, if one is a priest and the son of a priest."

7. Sample answer: Students should note that when John discovers that the "gods" were men, he realizes that his people are capable of similar feats. This is indicated by the last lines of the story: "They were men who were here before us. We must build again."

8.c Explanation: Students should recognize that the first-person point of view makes the reader feel more like a participant than an observer of John's expedition of discovery and so gives a feeling of intimacy to the story John tells.

9.b Explanation: Students should note that the theme of the story is the cycles of human history. Many generations have passed since the war, and there were only a few survivors. They have managed to rebuild a rather primitive civilization, repeating the earlier cycles of human history. John tells us that he intends to lead his people back to the Place of the Gods and rebuild what the ancestors used to have.

10. Sample answer: Students' Analysis Maps should indicate that purified means "made pure." In the "Compare to" section, they might include the words cleansed, sanitized, freshened, cleaned, disinfected, filtered, purged, refined, and decontaminated. In the "Contrast with" section, they might include the words spoiled, dirtied, sullied, fouled, polluted, and defiled. In the "Examples" section, they should write a sentence with the word.

Questions are classified in these categories:


Extended Response

11. [Easy] Students should note that the first-person point of view creates a personal tone and a suspenseful mood. Seeing events unfold through John's eyes makes readers feel part of the action and leaves them wondering what will happen next. Insight into John's thoughts increases the intimacy of the tone and tension of the mood.

12. [Average] Students' charts and essays should point out that John's civilization is much more primitive than the one that preceded it. For example, the people do not mine their own metal; instead, they scavenge it from the wreckage of the earlier civilization. John's people think they are advanced (more than the Forest People) because their "women spin wool on the wheel... we do not eat grubs from the tree." When John goes into the skyscraper, he does not know anything about hot and cold running water, stoves, or fireplaces. Still, John's civilization has its own strengths. The people have a spiritual center to their lives, and they have managed to survive under primitive conditions, keeping alive a belief in the importance of the spirit.
13. (Average) Students should recognize that the first-person point of view limits the reader's knowledge of important details, such as setting and plot background. The "I" narrator creates a personal, intimate tone. Contrasting points might include: a third-person limited narrator would make the reader feel more detached from story events or a third-person omniscient point of view would provide too much information and diminish the story's suspense.

14. (Average) Students' essays should point out that the People of the Hills would probably denounce John if he were to reveal his discoveries. The customs of the people are very strict; for example, if a priest or a son or a priest even touched metal, "both the man and the metal must be purified!" People with attitudes like these would probably be very unforgiving if they found out that John had gone to the Place of the Gods, for it is "most strictly forbidden."

15. (Challenging) Students might contend that Benét's outlook is generally optimistic. Although modern civilization has come to an end, it is not clear why or how it ended. The fact that John has awe and respect for the monuments of humankind suggests that Benét respects them as well. On the other hand, students could argue that the story is a denouncement of technology because the Great Burning seems to have been caused by chemical warfare. Additionally, time and nature eventually conquer even the greatest technological accomplishments of humankind.

Oral Response

16. In their oral responses, students should cite specific passages from the story that substantiate their presentations and expand on their earlier responses.

"A Problem" by Anton Chekhov
"Luck" by Mark Twain

Open-Book Test (p. 112)

Multiple Choice and Short Answer

1. Sample answer: Students should note that "Sasha Uskov had cashed at one of the banks a false promissory note, and it had become due for payment three days before." [p. 514]

2. Explanation: Students should note that it is clear that Sasha has learned nothing from the experience. He thinks nothing of taking money from people with no intention of paying it back. He has done it to people outside the family, and now it looks as if he'll start doing it to his own family.

3. Sample answer: Students should see that Ivan Markovitch feels surprised and even a little horrified, as indicated by the following lines: "His uncle, surprised, looked into his face and backed against a lamppost.... Petrified, muttering something incoherent in his horror, Ivan Markovitch took a hundred-ruble note... ."

4. Sample answer: Students should note that evidence Sasha is a static character is the fact that he does not change from the beginning of the story to the end. When the story opens, he is in trouble for taking money under false pretenses, and at the end, he is still doing the same thing. It is clear that he will probably always be irresponsible.

5. Explanation: Students' diagrams should use some of the following examples as proof: For his finals at Woolwich, Scoresby is asked no questions outside of his narrow field of knowledge, so he got first prize. He becomes a captain in a marching regiment, even though he has no talent for leadership. He leads troops in a battle and fails to follow orders, mistaking his own right hand for his left. He comes across an entire Russian army that nobody knew was there. The Russian army, thinking that more troops would immediately follow Scoresby, turned and ran, making Scoresby look like a hero.

6. Explanation: Students should recognize that there is no support in the text for any of the other answer choices. The fact that "a veiled and singular light glimmered in his eyes" as he began telling his story to the narrator indicates that he finds the story amusing.

7. Explanation: Students should recognize that Scoresby is a very fortunate man to have his military blunders interpreted as "inspirations of genius." There is no support for any of the other answer choices.

8. Sample answer: Students should see that the Reverend is a dynamic character because he changes during the story. He begins by trying to help Scoresby because he feels sorry for him and doesn't want him to be totally embarrassed during the finals. As he watches Scoresby's career unfold, his attitude changes from feeling sorry for him to feeling afraid for the men who are under his command to being astonished that he gets so far to finally regarding him as a complete fool.

9. Sample answer: Students should note that Scoresby is static because he never changes. He is a good, sweet, lovable, and guileless fool in the beginning, and he remains so to the end.

10. Sample answer: Students should define taciturn as "preferring not to talk; uncommunicative; silent." Students should then use the word in a sentence of their own.
Questions are classified in these categories:
Comprehension 1(E), 6(C)
Interpretation 3(E), 5(A)
Literary Focus 4(A), 8(A), 9(A)
Reading Strategy 2(A), 7(E)
Vocabulary 10(E)

E = Easy, A = Average, C = Challenging

Extended Response

11. (Easy) Students should note that Sasha's behavior causes a serious dilemma revolving around the family's honor. It will remain unattainable if the family pays his debt. If they allow Sasha to face his punishment, the family honor will be tarnished, for Sasha will be a criminal in the eyes of the law. Students should note that Sasha is indifferent to the family dilemma.

12. (Average) Students should recognize that the clergyman first became involved in Scoresby's life when the young man was getting ready to graduate from the military academy at Woolwich. He felt pity because the boy was so ignorant, so he drilled him briefly in the one area that he knew a little bit about. As luck would have it, during the final exams, Scoresby was asked no question outside of the narrow limits of his drill. When the boy achieved the highest score in the class, the clergyman lost sleep over it because he had put a fool on a path for "glittering promotions and prodigious responsibilities." Nobody else ever found out what a fool the boy was, for he rose in the ranks to become a captain. When Scoresby was assigned to lead troops in the Crimean War, the clergyman took his savings and bought a cornetty in his regiment, so he could follow him into battle and perhaps save some lives. Scoresby's biggest blunder turned out to be his biggest triumph: not knowing right from left, he accidentally failed to follow orders and came upon an army of Russian soldiers, who then turned and ran because they never expected that just one small regiment would have found them.

13. (Average) Students' graphic organizers and essays must note that static characters do not change throughout the course of a story. Neither Scoresby nor Uskov learn from their experiences; Scoresby remains a lucky fool and Sasha remains an indifferent ne'er-do-well. Students may choose to contrast the static character of Scoresby with the dynamic character of the clergyman, who changed his opinion of Scoresby; he once thought of him as naive and sweet and now considers him an absolute fool.

14. (Average) Students should note that Sasha's uncle means that by protecting Sasha from punishment, they would be breaking the law. Support from the story is the following passage: "...whatever may be the motives for screening a scoundrel, whoever he may be, and helping him to escape punishment, it is contrary to law and unworthy of a gentleman. It's not saving the family honor; it's civic cowardice!"

15. (Challenging) Students should infer that in some ways the clergyman is also a fool but, unlike Scoresby, not a "lucky fool." The clergyman, motivated always by his desire to let Scoresby down easily, helped him cram for exams and even followed him into war to make sure he didn't get into any trouble. Even though the clergyman changes his opinion of Scoresby, he does not change his behavior toward Scoresby nor separate himself from Scoresby.

Oral Response

16. In their oral responses, students should cite specific passages from the story that substantiate their presentations and expand on their earlier responses.

"There Will Come Soft Rains" by Ray Bradbury
"The Garden of Stubborn Cats" by Italo Calvino

Open-Book Test (p. 115)

Multiple Choice and Short Answer

1. Sample answer: Students should realize that the human beings have all been destroyed in a nuclear war. Support can include these passages: "At night the ruined city gave off a radioactive glow . . ." and "The entire west face of the house was black, save for five places. Here the silhouette in paint of a man mowing a lawn. Here, as in a photograph, a woman bent to pick flowers. Still farther over, their images burned on wood in one titanic instant, a small boy, hands flung into the air; higher up, the image of a thrown ball. and opposite him a girl, hands raised to catch a ball which never came down."

2.d Explanation: Everything is run by machines, and no people are around—making the mood impersonal and chilling. None of the other answer choices are supported by the story.

3.b Explanation: Students should note that only the description of the bridge tables contributes directly to the setting. All the other answer choices are related to plot and character (if we regard the house as a character).
4. Sample answer: Students' diagrams should include the following information: the house is programmed to get the family members up at seven o'clock, to have them eat a hearty breakfast nine minutes later, to have them remember birthdays and anniversaries, to have them pay bills on time, to have them leave for work by a minute after eight, to have the children take baths at five o'clock, to have poetry readings before going to bed. Students answers should indicate that the McClellans lived a very quiet, orderly life.

5. Sample answer: Students should note that the homey details emphasize, by contrast, the horror of nuclear destruction.

6.a Explanation: Students should note that, as the city grew, the cats had fewer and fewer places to go.

7. Sample answer: Students should realize that the house is so completely automated is an indication that the society had been quite technologically advanced. Any society that has such technology no doubt also has the technology to produce weapons capable of great devastation.

13. (Average) Students should recognize that the theme of the story is a warning about the effects of modern invention, specifically nuclear weaponry. Modern devices are used in this story to make the point about human beings' fragility. By setting the story in the future, Bradbury creates a cautionary tale. He presents the double edge of technology and issues a warning about its effects.

14. (Average) Students should recognize that Bradbury accomplishes his purpose by showing only the effects of human life, without actually showing any human beings doing anything. There is only evidence that people had been there—now they are reduced to silhouettes in paint on the side of the house, their lives ended by the intense power of a bomb. The power of technology not only took the lives of all human beings, but it continues to go about its little chores in the house without the help of any humans.

15. (Challenging) Students' organizers and essays should reflect that both stories have elements of fable. "There Will Come Soft Rains" is a simple story with a clear message about the dangers of nuclear war; it uses animal-like machines to make its point about the consequences of modern life. "In the Garden of Stubborn Cats" is almost a classic fable written from the perspective of animals with both human and magical qualities.

**Oral Response**

16. In their oral responses, students should cite specific passages from the story that substantiate their presentations and expand on their earlier responses.

**"The Princess and All the Kingdom"**
by Pär Lagerkvist

**"The Censors"** by Luisa Valenzuela

**Open-Book Test (p. 118)**

**Multiple Choice and Short Answer**

1.b Explanation: Students should realize that the prince battles his way through the country; this is supported by the following passage: "He dared his life, he battled his way step by step through the country, ravaging it; nothing could stop him."

2. Sample answer: Students should note that the chancellor's message is that the prince will have to administer the country now, governing and cherishing it. This is supported by this line, among others: "Lord, you are no longer a prince... You are a king."
3. Sample answer: Students should realize that we can infer that the prince feels surprised, sad, and disappointed. Evidence from the story includes the fact that the prince frowned when the chancellor first gave him the keys of the kingdom and said he didn't want them. All he wanted was to live happily with the princess without any of the responsibilities of governing the land.

4. Sample answer: Students should note that the theme can be seen as universal because everyone hopes to find happiness. The prince's ambition is something that everyone can understand because almost everyone has the same feelings.

5.c Explanation: Students should see that the writer's message is revealed through the words of the chancellor, who tells the prince that his happiness will come at a high price. Because he is marrying the princess, he now has greater responsibilities than before and must live up to them.

6. Sample answer: Students' organizers and answers should make note of the fact that Juan follows these steps: he hears about Maria's new address in Paris, he sits down and writes a letter, he starts worrying about what the censors will do when they read the letter, he realizes that something might happen to Maria because of the letter, he decides to "sabotage the machinery" by intercepting his own letter as a censor, and, finally, he applies for a job as a censor.

7. Sample answer: Students should note that Juan reports the co-worker who tries to organize a strike because he thinks it will serve his own best interests to report the man. He thinks it will make him look good to those above him, and so bring him greater job security.

8.b Explanation: Students should see that the universal themes have to do with censorship and power. Juan's job is to censor other people's mail, which gives him a great feeling of power as he crosses out "whole paragraphs in red ink, pitilessly chucking many letters into the censored basket."

9.d Explanation: Students should see that the theme is revealed through the circumstances of the story's events and its outcome. There is no support in the story for any of the other answer choices. The unfolding of the story shows the reader how Juan gets so involved in his job that he forgets his original intent when he applied for it.

10. Sample answer: Students should define venerable as "worthy of respect by reason of age and dignity, character, or position." They should use the word in a context sentence of their own.

Questions are classified in these categories:

- Comprehension: 1(A), 2(E), 6(E)
- Interpretation: 3(A), 7(C)
- Literary Focus: 4(C), 8(A), 9(A)
- Reading Strategy: 5(C)
- Vocabulary: 10(E)

E = Easy, A = Average, C = Challenging

Extended Response

11. (Easy) Students may say that the story is pessimistic because all of the prince's hopes are dashed by the unexpected news of the burden of responsibility. Those who believe the story is optimistic may cite the prince's acceptance of the crown, his sincerity, and his pure ambitions. Lagerkvist's general outlook is that we must take the bad with the good and pay the price for our actions or ambitions.

12. (Average) Students should see that the prince responds the way he does because he is surprised, shocked, and disappointed by the fact that he won't be able to just live happily with the princess, without accepting the responsibility of the kingdom.

13. (Average) Students should recognize that the "system" in the story is a government using its power intrusively to censor correspondence. The acquisition, use, and misuse of power is one of the story's universal themes.

14. (Average) Students' diagrams and essays should make note of the fact that Juan starts out with a certain goal: to intercept the letter that might be the cause of harm to Maria in the future. As he works, he loses sight of his goal and instead becomes caught up in the politics of the job—getting promotions, getting ahead, achieving a certain amount of job security and respect. Forgetting how much he himself had hated the censors before, he now becomes the worst kind of censor: "his instincts were so sharp that he found behind a simple 'the weather's unsettled' or 'prices continue to soar' the wavering hand of someone secretly scheming to overthrow the Government." He barely has any other life but his job: "He'd barely manage to warm up his soup, eat some fruit, and fall into bed, satisfied with having done his duty." Finally, when his letter to Maria crosses his desk, he censors it, too, having completely lost sight of his goal.

15. (Challenging) Students should state that Lagerkvist reveals his message directly through the chancellor's words. They should also note that he uses a fairy tale format to teach that happiness has a price. For Valenzuela's story, students should note that the message is revealed indirectly through the plot and outcome of the story. Her message is that power is uncontrollable: The main character becomes so absorbed in the system that he condemns
himself to execution. Because the views are universal literary themes, most students will conclude that they are founded in reality.

**Oral Response**

16. In their oral responses, students should cite specific passages from the story that substantiate their presentations and expand on their earlier responses.

**Unit 7: Nonfiction**

“The Marginal World” by Rachel Carson

**Open-Book Test (p. 121)**

**Multiple Choice and Short Answer**

1. **Explanation:** Students should recognize that, although there is some support for choice (a), choice (b) is more inclusive and a better description of the central idea of the essay. There is no support in the essay for choices (c) and (d). They might quote any number of lines as support, including this one from page 572: “In this difficult world of the shore, life displays its enormous toughness and vitality by occupying almost every conceivable niche.”

2. **Explanation:** Students should note that throughout the essay, Carson is simply exploring the significance of life in shore areas, with no other agenda. The entire essay is a development of her opening sentence: “The edge of the sea is a strange and beautiful place.”

3. **Explanation:** Students should recognize that Carson’s description of life at the shore contains information that would be most useful for an essay on transformation and continuity in nature. Her description of the evolution of the mangrove periwinkles (on page 575) is a good example of this.

4. **Sample answer:** Students should see that the point Carson is making is that the poignant beauty of life in the intertidal areas passes quickly.

5. **Sample answer:** Students should note that when Carson says that the shore has a dual nature, she means that on the ebb tide, the shore belongs to the land, and on the flood tide, it belongs to the sea.

6. **Sample answer:** Students should note that the point Carson is making is that the blackness of the night is primeval, with an ancient, primitive feeling.

7. **Sample answer:** Students should see that Carson is making the point that the shore has a mutable, ever-changing nature.

8. **Sample answer:** Students should recognize that an expository essay is a piece of short nonfiction writing that informs by explaining, defining, or interpreting an idea, an event, or a process. Carson’s essay informs by explaining why she sees the shore as a “strange and beautiful place.”

9. **a Explanation:** Students should recognize that Carson is classifying the types of life she sees—the type that lies deep in the sand, the type that tunnels into solid rock or bores into peat and clay, and the type that encrusts weed, spars, or lobster shells.

10. **Sample answer:** Students should define **mutable** as “capable of change.” Synonyms might include changeable, alterable, variable, changing, fickle, and inconstant. Antonyms might include eternal, unchanging, constant, changeless, enduring, permanent, perpetual, and immutable. Students should use the word **mutable** in two sentences of their own.

**Questions are classified in these categories:**

- Comprehension 1(A), 6(C)
- Interpretation 5(A), 7(A)
- Literary Focus 3(C), 8(E), 9(A)
- Reading Strategy 2(A), 4(C)
- Vocabulary 10(C)

**Extended Response**

11. **(Easy) Students’ diagrams and essays should note that Carson develops and supports her point through vivid and precise descriptions of the marine life found in the intertidal pools, the coastal beach of Georgia, and the southwestern coast of Florida. Intertidal pool descriptions include: “Under water that was clear as glass the pool was carpeted with green sponge. Gray patches of sea squirts glistened on the ceiling and colonies of soft coral were a pale apricot color.” Coast of Georgia descriptions include: “The only sounds were those of the wind and the sea and the birds . . . the flats were a stir with birds, and the voice of the willet rang insistently.” Southwestern Florida coast descriptions include: “The mud flats were strewn with the shells of that small, exquisitely colored mollusk, the rose TallInn, looking like scattered petals of pink roses.”

12. **(Average) Students should realize that the Tubularia represents the beauty, tenacity, and functionality of tidal pool life. Carson says that the flowers of this animal that looks like a plant were “pale pink, fringed and delicate as the wind flower.” She goes on to say that their beauty is “too fragile to exist in a world of crushing force. Yet every detail was functionally useful, every stalk and hydrant and petallike tentacle fashioned for dealing with the realities of existence.”
13. (Average) Whichever passages students cite, they should be able to understand that Carson's creation of the sense of a primeval world serves the purpose of supporting one of her main points: "Underlying the beauty of the spectacle there is meaning and significance."

14. (Average) Students might mention any number of things, including these: Carson says she had walked "far out over sands that lay wet and gleaming, to the very edge of the retreating sea"; she goes on to mention that the "only sounds were those of the wind and the sea and the birds"; she says that the "flats took on a mysterious quality as dusk approached." All of these descriptions give the reader the sense that Carson is far from civilization.

15. Students should note that what these three places share is the sense of mystery, beauty, tenacity, mutability, and adaptability that Carson finds in all elements of the "marginal world" between land and sea. For Carson, "underlying the beauty of the spectacle there is meaning and significance." These three places differ, however, in their specific details of mystery, beauty, and tenacity.

Oral Response

16. In their oral responses, students should cite specific passages from the essay that substantiate their presentations and expand on their earlier responses.

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

from "Nobel Lecture"
by Alexander Solzhenitsyn

"Keep Memory Alive" by Elie Wiesel

Open-Book Test (p. 124)

Multiple Choice and Short Answer

1. Sample answer: Students' diagrams and answers should reflect that the legend explains the origin of the Big Dipper. It explains it in this way: Seven sisters were playing with their brother. He turned into a bear and started chasing them. Frightened, they ran to the stump of a great tree. The tree spoke to them and told them to climb upon it. Then it rose in the air. The bear could not reach the girls. The seven sisters were taken into the sky and became the stars of the Big Dipper.

2.b Explanation: Students should recognize that Momaday wants to tell readers all about his grandmother and her life. This is the focus of the excerpt, which tells about her life from the age of seven until her death at an advanced age.

3. Sample answer: Students should note that the author's purpose is to describe the world of his ancestors.

4. Sample answer: Students should recognize that Solzhenitsyn regards truth as the world's most powerful force. He quotes a Russian proverb: "One word of truth outweighs the world."

5. Sample answer: Students should realize that the theme of this excerpt from "Nobel Lecture" is that the writer must be a force for political and social reform. Among the many lines they might cite as support is this one: "Writers and artists can do more: they can Vanquish Lies!"

6.c Explanation: Students should note that writing seems to be the most important thing to Solzhenitsyn. There is no support in the lecture for any of the other answer choices.

7.a Explanation: Students might cite the following line as support: "Mankind's salvation lies exclusively in everyone's making everything his business, in the people of the East being anything but indifferent to what is thought in the West, and in the people of the West being anything but indifferent to what happens in the East."

8. Sample answer: Students should note that Wiesel says, "We must always take sides. Neutrality helps the oppressor, never the victim." They should realize that this means that if tyrants are unopposed, they will continue to be tyrants.

9.b Explanation: He says, "... if we forget, we are guilty, we are accomplices." Students should note that there is no support in the speech for any of the other answer choices.

10. Sample answer: Students should define *tenuous* as "slight, flimsy; not substantial or strong." They should use it in a context sentence of their own.

Questions are classified in these categories:

- Comprehension 4(A), 8(E)
- Interpretation 1(C), 5(A)
- Literary Focus 2(C), 6(C), 9(C)
- Reading Strategy 3(A), 7(A)
- Vocabulary 10(A)
- E = Easy, A = Average, C = Challenging

Extended Response

11. (Easy) Students should note that Momaday uses personal experiences to reflect on the passing of an entire culture, a device that is characteristic of reflective essays. The loss of his grandmother serves as a means of reflecting on the loss of an entire culture.

12. (Average) Students' diagrams and essays should note that Momaday opens his essay with a description of Rainy Mountain, a landmark on the Oklahoma plains. He goes on to describe how the harsh weather near that landmark affects the people's lives. He also talks about how vast the territory of the Kiowas had been before they were driven onto the Staked Plains and imprisoned in an old stone corral. He
describes how his grandmother's people had come from the mountains of Montana long ago, and how they were befriended by the Crows and learned to live on the Plains. He discusses how his people had a reverence for the sun, a regard that has disappeared from mankind. He refers to how the slaughter of the buffalo affected the people and their religious ceremonies. He discusses how the weather affects the people: they abide the cold, but they thrive in the heat.

13. (Average) Students should recognize that Wiesel believes that if we forget the Holocaust, it will happen again. Remembering not only prevents a repeat of events, it also honors those who died between 1933 and 1945.

14. (Average) Students should note that Solzhenitsyn is saying that the writer's purpose is to "help mankind see itself accurately. . . . so that one people accurately and concisely knows the true history of another. . . . and could thus be spared repeating old mistakes."

15. (Challenging) Students should acknowledge that Solzhenitsyn's experience under a repressive government is the source for this piece. In it, he emphasizes the relationship between violence and lying. Neither is necessary because we can live by truth. And writers, as both speakers and audience, can expose corrupt governments.

Oral Response

16. In their oral responses, students should cite specific passages from the essay or lecture that substantiate their presentations and expand on their earlier responses.

"A Child's Christmas in Wales"
by Dylan Thomas
"Marian Anderson: Famous Concert Singer"
by Langston Hughes

Open-Book Test (p. 127)

Multiple Choice and Short Answer

1. Sample answer: Students should note that Dylan Thomas's "A Child's Christmas in Wales" is a collection of the author's Christmas memories. They might cite any number of sentences, including the first one: "One Christmas was so much like another, in those years around the sea-town corner. . . ."

2.b Explanation: Students should recognize that only the distinction between Useful Presents and Useless Presents would have been known by the author. The other incidents and items could have been found out by a biographer.

3. Sample answer: Students should note that the purpose in describing the scene with the two boys blowing their dog whistles was to show the competitive nature of the boys' world.

4. Sample answer: Students should recognize that the author's attitude is nostalgic and warm. One of the many quotes they might use is this: "Jim's aunt, Miss Prothero, came downstairs and peered in at them. Jim and I waited, very quietly, to hear what she would say to them. She said the right thing always. She looked at the three tall firemen in their shining helmets, standing among the smoke and cinders and dissolving snowballs, and she said: 'Would you like anything to read?'"

5. Sample answer: Students should realize that Hughes begins his essay with a discussion of famous black singers to explain the significance of Marian Anderson's achievements.

6.d Explanation: Students should note that Hughes most likely relied on newspaper accounts for his description of Anderson's European tours. The other answer choices are not likely subjects for newspaper stories.

7. Sample answer: Students should note that the description of Anderson's youth in Philadelphia is intended show how her family and community supported her development as a singer.

8.b Explanation: Students' timelines and answers should reflect that the author emphasizes incidents in which the singer overcome adverse circumstances, such as having no financial success with the Hall Johnson Choir in America, breaking her ankle before a big New York concert, and being denied hotel accommodations and restaurant meals.

9.a Explanation: Students should recognize that the central idea of the essay is that musical talent knows no racial or national boundary. There is no support in the essay for the other answer choices.

10. Sample answer: Students should define sidle as "to move sideways in a sneaky manner." They should use the sentence in a context sentence of their own.

Questions are classified in these categories:

Comprehension 1(E), 5(A)
Interpretation 3(C), 7(A), 9(A)
Literary Focus 2(A), 6(A), 8(A)
Reading Strategy 4(E)
Vocabulary 10(A)

E = Easy, A = Average, C = Challenging

Extended Response

11. (Easy) Students may say that Thomas remembers his childhood with warmth and fondness. Their diagrams and essays should reflect that the detailed descriptions of throwing snowballs, enjoying the snow with his best
friends, receiving and opening presents, and watching how the holidays affect his relatives reveal this attitude. The passage of time has caused many of Thomas's Christmas memories to blend together and become exaggerated and larger-than-life. He conveys in his autobiographical piece the innocence and excitement of a child at an exciting time of year.

12. (Average) Students should recognize that so many Americans were angered by the incident with the Daughters of the American Revolution because their action violated national basic values.

13. (Average) Students should understand that Langston Hughes has great admiration and respect for Marian Anderson as a singer and a person. In his essay, he highlights her musical talent, her ability to work hard to overcome hardships, her willingness to live simply and unpretentiously, and her generosity toward others. Langston Hughes emphasizes that she not only contributed to the world of music with her beautiful voice, but also broke racial barriers and stereotypes and paved the way for other Americans of color.

14. (Average) Students should recognize that Langston Hughes's choice of incidents to discuss is an indication that he wishes to show how hard Anderson worked and how talented she was. He begins with telling the reader that she had memorized many hymns and spirituals by the age of eight, that she saved nickels and dimes to get a violin, and at age fourteen she learned all four parts of all hymns and anthems done by her church choir so she could fill in "anywhere from bass to soprano." He emphasizes that although she was exceptionally talented, success did not come easily, especially in this country, yet she never gave up.

15. (Challenging) Students should understand that the autobiographical "A Child's Christmas in Wales" reveals many personal details about Thomas's thoughts and childhood perceptions that would be missing in a biographical essay. The biographical "Marian Anderson: Famous Concert Singer" presents facts about Marian Anderson's life. Hughes is able to see Anderson's contributions from the historical perspective of the biographer rather than the more personal perspective of the autobiographer.

Oral Response

16. In their oral responses, students should cite specific passages from the essay that substantiate their presentations and expand on their earlier responses.

"Flood" by Annie Dillard

Open-Book Test (p. 130)

Multiple Choice and Short Answer

1. Sample answer: Students should recognize that the author's primary purpose is to describe her feelings and observations during a flood. They should cite evidence from the essay as support; almost any sentence from the essay would serve this purpose.

2.a Explanation: Students should note that all the other choices are impressions, not facts.

3. Sample answer: Examples such as "mind-melting weeding weather" and "pounding three-minute shower" convey how weather affects an individual. The effect of "a broken whiskey bottle," "rabies," and "bees" is a feeling of "menace."

4.c Explanation: Students should recognize that the other answer choices are facts, not opinions.

5. Sample answer: Students should note that the feature in "Flood" that is most characteristic of a descriptive essay is the use of imagery.

6. Sample answer: Students should realize that Dillard's standing on the bridge above the flood waters reveals that her intense curiosity overrides any fear she might have. Students might quote the following line, saying that it proves that Dillard knows how dangerous it is, and yet she still stands there: "Maybe it's because the bridge we are on is chancy, but I notice that no one can help imagining himself washed overboard, and gauging his chances for survival. You couldn't live."

7.b Explanation: Students should note that answer choice (a) appeals mainly to the sense of hearing, choice (c) appeals to the sense of sight, and choice (d) appeals to the sense of sight. Choice (b) is the only one that appeals to both sight and hearing.

8. Sample answer: Students should recognize that Dillard describes the many people and items in order to convey to readers the apparent power of the flooded creek.

9.b Explanation: Students should note that the other answer choices are facts, not impressions.

10. Students should define obliterate as "destroys; erases without a trace." They should use the word in a sentence of their own.

Questions are classified in these categories:

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<td>Vocabulary</td>
<td>10(A)</td>
</tr>
</tbody>
</table>

E = Easy, A = Average, C = Challenging
Extended Response

11. (Easy) Students should understand that “Flood” is a good example of a descriptive essay because it is rich in imagery. Dillard presents detailed images that help the reader understand what it is like to be in the presence of a flood. Students may cite these passages: comparison of the rising flood to a blacksnake caught in a kitchen drawer; how the familiar creek appears to have been usurped by a larger creek; the roar of the wind and the rushing water; the images of people and items floating in the swiftly moving water; the image of “the whole world” being in a flood and sliding like sand down a chute; the image of the water crashing against the bridge.

12. (Average) Students should note that Dillard is concerned about which animals will survive the flood because she fears nature’s entire food chain might be disrupted. They might quote the following passage as support: “But you’d think the bottom would be knocked out of the food chain—the whole pyramid would have no base plankton, and it would crumble, or crash with a thud.”

13. (Average) Students should be able to recall the following facts: the destructive flood takes place in the month of June, during the solstice, and it is the result of a tropical storm. Tinker Creek rises its banks, crashes across a bridge that sat far above it, and carries away mud, personal possessions, splintered wood, and animals. The author’s personal impressions include her description of the rushing water as violent, dragon-like, and snapping the bridge “like a fist”; her description of the land as a painted scroll; her descriptions of her feelings of dizziness and being mauled; her descriptions of her thoughts about animals such as the snapping turtle; and her description of the “whole earth” sliding like sand down a chute. These impressions reveal Dillard’s fascination with the flood and its power. The scene makes her feel fearful, overwhelmed, amazed.

14. (Average) Students should mention that throughout the essay, Dillard is accepting of the destructive aspects of nature as shown by the flood. She is fascinated with the power exhibited by the raging waters. At no time does she rail against nature or seem to feel that her area has been unfairly singled out. It is also obvious that she enjoys nature in its more tranquil moments, for she mentions having watched a praying mantis lay her eggs, and she seems very familiar with all the natural aspects of Tinker Creek.

15. (Challenging) Students should understand that the essay expresses the idea that the balance between order and chaos in nature is delicate and can shift at any moment. The writer addresses this theme when she describes the “air of menace” and the ominous feelings of the damp air after a driving rain. She knows after witnessing the flood that people can never assume that everything is always going to be predictable and calm. She also addresses this theme by describing how quickly the creek rises up and takes over her area. The rushing water, which only the day before was a peaceful creek, is suddenly capable of destroying everything in its path. The writer learns from the flood that the forces of nature are more powerful than people imagine.

Oral Response

16. In their oral responses, students should cite specific passages from the essay that substantiate their presentations and expand on their earlier responses.

“Star Wars—A Trip to a Far Galaxy That’s Fun and Funny . . .” by Vincent Canby

Multiple Choice and Short Answer

1.c Explanation: Students should recognize that Canby’s review introduces the movie and praises it. As indicated by this passage: “Star Wars,” which opened yesterday at the Astor Plaza, Orpheum and other theaters, is the most elaborate, most expensive, most beautiful movie serial ever made.”

2. Sample answer: Students should recognize that Canby includes references to Buck Rogers and King Arthur in order to characterize the feeling of the story.

3. Sample answer: Students should note that Canby supports his belief that the two robots are “the year’s best new comedy team” by comparing them to Laurel and Hardy. They might cite the following line: “Accompanying these three . . . are a pair of Laurel-and-Hardyish robots.”

4. Sample answer: Students should note that Canby thinks the true stars of Star Wars are “John Barry, who was responsible for the production design, and the people who were responsible for the incredible special effects—space ships, explosions of stars, space battles, hand-to-hand combat with what appear to be lethal neon swords.”

5. Sample answer: Students should note that the weakness Canby sees in Star Wars is the acting, as indicated by this passage: “It’s difficult to judge the performances in a film like this. I suspect that much of the time the actors had to perform with special effects that were later added in the laboratory.”
6.c Explanation: Students should note that Ebert's review was published twenty years after Canby's review, when the movie was restored and re-released in January 1997.

7. Sample answer: Students' diagrams should show that Ebert thinks the movie has "colonized our imaginations" because it is "as goofy as a children's tale," "as shallow as an old Saturday afternoon serial," "as corny as Kansas in August," and "a masterpiece." It was also a "technical watershed that influenced many of the movies that came after." Other reasons Ebert cites are that it "married special effects, advanced sound, a new photographic style and a freedom from linear storytelling."

8.b Explanation: Students should realize that Ebert thinks that all three films exploited new techniques for movies. He says, "These films have little in common, except for the way they came along at a crucial moment in cinema history, when new methods were ripe for synthesis."

9.a Explanation: Students should mention that Ebert says that "the gun battles . . . go on a bit too long. . . . I wonder, too, if Lucas could have come up with a more challenging philosophy behind the Force."

10. Sample answer: Students should define "watershed" as "a moment or event after which nothing is the same." They should use the word in a sentence of their own.

Questions are classified in these categories:
- Comprehension 4(A), 8(E)
- Interpretation 2(C), 9(C)
- Literary Focus 1(A), 5(E), 6(A), 7(A)
- Reading Strategy 3(A)
- Vocabulary 10(A)
- E = Easy, A = Average, C = Challenging

Extended Response

11. (Average) Students should recognize that both critics say that the movie is fun and therefore should not be approached with expectations of cosmic implications. Evidence to this effect in Canby's essay is as follows: "The way definitely not to approach 'Star Wars,' though, is to expect a film of cosmic implications or to footnote it with so many references that one anticipates it as if it were a literary duty. It's fun and funny." Ebert says, "It's as goofy as a children's tale."

12. (Average) Student responses should express a clear understanding of the critical review as an artistic form of communication in itself. Writers of reviews evaluate works of art and provide information that helps readers to make a choice about seeing or reading the works. Both Canby and Ebert comment on Star Wars in ways the average moviegoer is not trained to do. Their reviews reflect the experience of having seen many films and read many books on movie history. Even if we disagree with their evaluations, reading them helps us to form or examine our own opinions.

13. (Easy) Students' diagrams and essays should reflect that the two essays have different purposes. Canby's review intends to inform his readers about the plot of Star Wars and encourage them to go see it; Ebert's review defines the role of Star Wars in the history of cinema. Canby mentions the movie's reference to similar tales; Ebert's critique compares the movie to classics of fiction and cinema. Canby focuses on the pleasure of watching the movie; Ebert describes how it changed all movies that came after it. Canby evaluates the movie for the average moviegoer; Ebert evaluates the movie in terms of its artistic quality and contributions to movie-making in general. Both critics, however, agree on one thing: the movie is fun, important, and well worth seeing.

14. (Average) Students should recognize that performances in a film like Star Wars are difficult to judge because the actor is working under the handicap of not having the special effect visible at the time the scene is shot. The effects are added later, often by computer. Students can use the characters in Star Wars as examples, or they can refer to any other movie they have seen that has special effects.

15. (Challenging) Students should recognize that Ebert uses other works of art to prove his argument that Star Wars deserves to be viewed as a masterpiece. If Birth of a Nation and Citizen Kane broke new ground in photography, editing, special effects, and storytelling, so does Star Wars; if 2001: A Space Odyssey was a brilliant technical accomplishment, so was Star Wars; if Don Quixote, Huckleberry Finn, and The Odyssey are great because each tells the eternal tale of a simple character on a quest for the meaning of life, Star Wars is great for the same reason.

Oral Response

16. In their oral responses, students should cite specific passages from the essay or essays that substantiate their presentations and expand on their earlier responses.

"Mothers and Daughters"
by Tillie Olsen and Estelle Jussim

Open-Book Test (p. 136)

Multiple Choice and Short Answer

1.c Explanation: Students should recognize that the following sentence indicates that (c) is the best answer choice: "Even if we did possess such a visual language, it might prove to be so..."
Sage Sohier says that a photograph is "a sort of daughter" because the photographer’s hopes for her photograph may never be realized.

2. Sample answer: Students should realize that Sage Sohier says that a photograph is “a sort of daughter” because the photographer’s hopes for her photograph may never be realized.

3. Sample answer: Students should recognize that the photograph that best expresses “joy in each other” is Tang Chung, Lisa Lu, Lucia and Loretta. In this photograph, the four women seem happy to be together; the two older women (grandmother and mother?) are beaming with pride in the two younger women (sisters? daughters of the woman with the camera?)

4. Sample answer: Students should note that when she describes the photographs as a “welter of images. Multi, multi-form,” Tillie Olsen means that the images in a single photograph have many layers of meaning.

5. Sample answer: Students should recognize that the background detail in Sage Sohier’s photograph that adds the strongest emotional element is the poster of the teary-eyed man. His expression seems to mirror the feelings of the daughter, who appears lonely and somewhat neglected.

6.d Explanation: Students should realize that the people in the photo are demonstrating their family resemblance in face, expression, stance, and body. The postures of the mother and children are almost identical. The expressions of the mother and the younger child are almost identical.

7.a Explanation: Students should note that the text implies that the mother may not be the best interpreter of her daughter’s life. The relationship between the mother and daughter in this photograph does not seem very close; it appears that the daughter might be getting ready to become more independent.

8. Sample answer: Students’ diagrams and answers should note that all the women appear to be happy, close, loving, and delighted to be together.

9.d Explanation: Students should see that Tillie Olsen’s text describes mothers and daughters as having a relationship fraught with cultural and emotional overtones. Her references to “sullenness, anger or controlled anger; resentment; admiration, distaste; playfulness, pride; joy, joy, joy in each other; estrangement; wordless closeness or intense communion” indicate the complicated nature of the relationship.

10. Sample answer: Students should define sullenness as “gloom; sadness.” They should use the word in a sentence of their own.

Questions are classified in these categories:

Comprehension 2(A)
Interpretation 1(C), 4(C), 9(A)
Literary Focus 3(E), 6(C), 7(A)
Reading Strategy 5(E), 8(A)
Vocabulary 10(A)

E = Easy, A = Average, C = Challenging

Extended Response

11. (Easy) Students should provide accurate examples and reasonable interpretations of facial expressions, body language, connection, or estrangement between the subjects, background, and other significant visual details.

12. (Average) Students should note that of all the elements in the photograph, the one that best reveals the mother’s state of mind is her body language. With her arms folded, her feet planted firmly, and her weight distributed evenly, she looks as if she’s in no mood to play. She appears a bit angry, as if she’s waiting for someone who’s late.

13. (Average) Students must choose two different photographs that represent contrasting emotions. Students should identify key phrases in Olsen’s writing that help them uncover meaning. Students should also demonstrate an ability to interpret body language, facial expression, proximity of figures, and other visual details.

14. (Average) Students’ diagrams and essays should reflect these observations: Tang Chung, Lisa Lu, Lucia and Loretta is taken indoors, there are four women in it, the women are all happy, loving, and delighted to be together. The women take pride in the family’s accomplishments (trophies are displayed on the mantel) and in their heritage (vases are displayed, the girls are dressed in traditional clothing). August is taken outdoors, the people in it are not demonstrating affection as obviously as in the other picture, but neither are they demonstrating a lack of affection. They are going somewhere, unlike the people in the other photograph, who are at home. The background is stark and somewhat threatening, unlike the other picture, which is cozy and comfortable. What the photographs have in common are these elements: they are both in black and white, they are both of family units, and the subjects in the photos know they are having their pictures taken.

15. (Challenging) Students should understand that the metaphor implies that while mothers have great hopes for their daughters, they cannot control the paths their daughters will take. In creating something of possibility, the mother / photographer must accept that her creation might be successful in a way she did not intend and may not understand. Students might note...
that Sohier conceded the mother/photographer is not always the best interpreter of her creation. In a way, her text might be limiting the way in which the viewer approaches her photograph, of which, she admits, she may not be the best interpreter.

Oral Response

16. In their oral responses, students should cite specific passages from the essay that substantiate their presentations and expand on their earlier responses.

“Imitating Nature's Mineral Artistry”
by Paul O'Neil

“Work That Counts”
by Ernesto Ruelas Inzunza

Open-Book Test (p. 139)

Multiple Choice and Short Answer

1. Sample answer: Students should note that what makes synthesizing diamonds particularly difficult is the "enormous pressures and temperatures needed to pack carbon atoms tight enough to form diamond."

2. Sample answer: Students should recognize that the flame-fusion method doesn’t work for synthesizing some gems because "the ingredients of some gems decompose during the fierce heating needed to melt them, and others have extraordinarily high melting points."

3.b Explanation: Students should realize that knowledge of chemical reactions and processes would be most important for a gem synthesizer. The line from the article that supports this is as follows: "The art of gem synthesis lies in the technique by which the gem material is liquefied, in a melt or a solution, and then allowed to crystallize slowly and evenly."

4. Sample answer: Students should note that the chemical ingredients of ruby are “aluminum oxide with a chromium coloring agent.” This information can be found in the caption to Diagram A on page 649.

5.c Explanation: Students should recognize that the fact that the article explains a procedure using specialized language is what characterizes it as a technical article. The other answer choices describe elements that can appear in articles that are not really technical.

6.c Explanation: Students should see that the title is a play on the word counts. The work counts in the sense that it is important and worthwhile. It also counts in the sense that Inzunza spends a lot of time counting birds.

7. Sample answer: Students should note that the tail winds and warm thermal updrafts in this area of Mexico help birds migrate.

8.c Explanation: Students should note that all the other answer choices are non-technical words. Only choice (c) has words that a specialist would be particularly familiar with.

9.c Explanation: Students might cite any passage in the article, for the entire article is written in a friendly tone.

10. Sample answer: Students should define the word fortuitous as meaning "accidental and beneficial at the same time." Synonyms might include the following: accidental, casual, chance, incidental, lucky, and fortunate. Antonyms might include the following: deliberate, intentional, calculated, purposeful, unlucky, and unfortunate. Students should use the word in two sentences of their own.

Questions are classified in these categories:

- Comprehension 1(A), 2(C), 7(C)
- Interpretation 3(C), 6(E)
- Literary Focus 5(A), 8(C), 9(A)
- Reading Strategy 4(E)
- Vocabulary 10(A)

E = Easy, A = Average, C = Challenging

Extended Response

11. (Easy) Students should acknowledge that Inzunza was writing for a general audience, not a scientific one. The use of the first-person makes the article accessible to a general audience. It also helps engage readers and draws them into the experience of seeing the River of Raptors. The nondescriptive language of the article is what distinguishes it from a first-person account. The article contains facts and statistics presented clearly and directly. It does not contain the author’s impressions or opinions. Students may cite the use of defined terms, the logical presentation of information, and the inclusion of facts (not opinions) as characteristics of a technical article such as Inzunza’s.

12. (Average) Students’ essays should reflect the following information: Natural gems and synthetic gems are identical in chemistry and crystalline structure and so similar in appearance that a microscope is often needed to tell them apart. Synthetic gems have microscopic inclusions and growth marks that contrast with the blemishes and inclusions of natural gems. Synthetic gems are often more transparent, richer in hues and in some ways more perfectly formed than natural gems.

13. (Average) Students should recognize that the interconnectedness of nature makes the study of all living things important. Learning about animal and bird populations and how they move reveals information about their food sources and habitats. That, in turn, can reveal how these populations are being affected by human activities. A decrease in the bird count could
indicate that the birds are not migrating, are dying, or have taken a different route (though this last is unlikely). An increase in the bird count could indicate that the birds’ natural or human predators are less abundant or that their habitat is somehow more protected than it once was. In any case, variations in the bird count should be a sign to bird-watchers like Inzunza that something—whether caused by nature or humans—is happening and might need to be studied.

14. (Average) Students should recognize that Veracruz has the highest count of migrating birds in the world because of the topography and atmospheric conditions of the area. The tail winds and warm thermal updrafts enable the birds to migrate with less expenditure of energy than they would have to use in other areas.

15. (Challenging) Students should make a choice of synthetic or natural gems and state a good reason. Some students may conclude that because natural and synthetic gems are made of identical materials, it does not matter what one owns. In terms of the appeal of synthesizing gems, students may cite humans’ fascination with gems dating from ancient times. Synthesizing is just a continuation of that fascination. By pursuing this type of synthesis, perhaps scientists will be led to other knowledge that will benefit humans in some way. Some students may feel that synthesizing gems is just another way to market unneeded luxury items to people who may or may not be able to afford them.

Oral Response

16. In their oral responses, students should cite specific passages from the article that substantiate their presentations and expand on their earlier responses.

Unit 8: Drama

Antigone, Prologue through Scene 2 by Sophocles

Open-Book Test (p. 142)

Multiple Choice and Short Answer

1.b Explanation: Students should realize that Antigone’s motive is to make a strong emotional appeal by asking Ismene to be her “true sister.” There is no evidence in the play to support any of the other answer choices.

2. Sample answer: Students’ answers should reflect that Antigone’s motives for burying Polyneices include reverence for the dead, love for her brother, loyalty to her brother, a belief that there are honors due the dead, respect for the laws of the gods, and fear of her own death without honor if she should fail to bury her brother properly.

3. Sample answer: Students should note that Antigone defies Creon’s decree because she believes in obedience to a higher law.

4.c Explanation: Students should realize that the conflict is between the laws of man, as exemplified by Creon’s decree, and the laws of the gods, as exemplified by the custom of burying the dead.

5. Sample answer: Students should note that the play’s antagonist is Creon because he is the character in conflict with the protagonist, Antigone.

6. Sample answer: Students should note that Creon decrees that Polyneices should go unburied because he does not want to honor a traitor. He says, “As long as I am King, no traitor is going to be honored with the loyal man.” (Line 64, page 675)

7.a Explanation: Students should realize that Creon wants to make an example of Antigone. He says: “This girl is guilty of a double insolence. / Breaking the given laws and boasting of it. / Who is the man here / She or I, if this crime goes unpunished? (Lines 81-84, page 679)

8.d Explanation: Students should realize that Antigone’s statement “There is not guilt in reverence for the dead” directly opposes Creon’s decree.

9. Sample answer: Students should see that the major conflict occurs between Antigone and Creon, for Antigone is the only person brave enough to defy his unreasonable decree.

10. Sample answer: Students should see that Antigone is the only one who could be grouped with anarchists because she is the only one who showed open disrespect for laws or rules.

Questions are classified in these categories:

Comprehension 3(A)
Interpretation 4(E), 6(A), 9(E)
Literary Focus 5(E), 8(C)
Reading Strategy 1(A), 2(E), 7(A)
Vocabulary 10(A)

E = Easy, A = Average, C = Challenging

Extended Response

11. (Average) Students should note that Ismene pleads with Antigone not to defy Creon because she fears challenging authority herself. She is afraid of the consequences of Antigone’s act, fearing that Creon will carry out his threat to execute anyone who defies his order. Part of Ismene’s motivation is love for her sister. She says, “But think of the danger! Think what Creon will do!” (Line 33, page 672)

12. (Average) Students might agree that Antigone’s words and actions reveal that she is motivated
by loyalty to her brother and adherence to higher laws. Indeed, she risks her own life to defy Creon’s orders, a high price to pay for mere pride. However, students might also point out that Antigone’s pride fuels the conflict between her and Creon. Rather than trying to reason with Creon after her arrest, she seems to take pleasure in her defiance and wishes to be a pure voice of dissent, refusing to accept Ismene’s change of heart.  

13. (Easy) Students’ diagrams and essays should reflect that Antigone is the protagonist who is in conflict with the antagonist Creon. Students should recognize that the clash between Antigone’s individualism and sense of duty to a higher authority and Creon’s desire for obedience from his subjects and his adherence to the letter of the law fuel the play’s conflict.  

14. (Average) Students should note that Creon’s argument against burying Polyneices is that this punishment will be a deterrent, discouraging other acts of treason against Creon’s government. He says, “As long as I am King, no traitor is going to be honored with the loyal man.” (line 63, p. 675) He also says, “I have nothing but contempt for the kind of Governor who is afraid, for whatever reason, to follow the course that he knows is best for the State.” (line 27, page 675) He is trying to establish his own strength to make sure that his subjects will be obedient.  

15. (Challenging) Students should recognize that Creon needs to establish himself as a firm ruler in the wake of the recent assault and his assumption of the throne. Students might note Creon’s emotional appeal to his audience; he reminds them of their devotion to previous rulers and of his blood connection to them. He establishes the dichotomy between loyal men and traitors and enforces it with loaded language such as heroes, slavery, and friendship. Creon’s pride rings throughout his speech; he continually uses the pronoun I and refers to his wisdom, principles, and values. Students might conclude that the speech conveys Creon’s defensiveness rather than his strength.  

Oral Response  

16. In their oral responses, students should cite specific passages from the play that substantiate their presentations and expand on their earlier responses.  

Antigone, Scenes 3 through 5 by Sophocles  

Multiple Choice and Short Answer  

1.a Explanation: Students should realize that Antigone’s struggle to do what she feels is right is something with which all readers can identify.  

2.c Explanation: Students might cite the following lines as support: “Your temper terrifies them—everyone / Will tell you only what you like to hear. / But I, at any rate, can listen: and I have heard them / Muttering and whispering in the dark about this girl . . . This is the way they talk out there in the city.” (lines 59-68, p. 686)  

3. Sample answer: Students should note that Antigone can be considered a tragic character because her refusal to give in to Creon results in her downfall.  

4.d Explanation: Students should note that Haimon’s point of view reflects “. . . the way they talk out there in the city.”  

5. Sample answer: Students should realize that Haimon is referring to the fact that he will kill himself in grief over Antigone’s death.  

6. Sample answer: Students’ graphic organizers and essays should reflect that Creon’s pride leads him to decree that Polyneices should rot in the field, which leads to Antigone’s decision to bury him according to the custom of the people, which leads to Creon’s sentencing her to death, which leads to her own death, which leads to Haimon’s death, which leads to Eurydice’s death, which leads to Creon’s own anguish.  

7.b Explanation: Students should see that the fact that Creon talks to Teiresias is not a factor in making him a tragic character [because it could reverse his downfall], but all the other choices are.  

8. Sample answer: Students should note that Creon finally relents because he is afraid of punishment from the gods. They should cite the following lines: “CHORAGOS: . . . God moves / Swiftly to cancel the folly of stubborn men. / CREON: It is hard to deny the heart! But I / Will do it: I will not fight with destiny.” (lines 99-102, page 694)  

9.c Explanation: Students should recognize that Creon’s downfall is even more pitiable because he repented in vain (since he loses both his wife and his son). None of the other answer choices can be supported.  

10. Sample answer: Students should note that blasphemy means “disrespectful action or speech against a deity” and that Creon’s act of blasphemy was to decree that Polyneices should not be buried.
Questions are classified in these categories:

- Comprehension: 2(E), 8(A)
- Interpretation: 5(A), 9(C)
- Literary Focus: 3(A), 6(A), 7(E)
- Reading Strategy: 1(E), 4(C)
- Vocabulary: 10(A)


**Extended Response**

11. **(Easy)** Students should choose one character and make reasonable connections between the character’s actions and words and their own experiences. For example, students who identify with Antigone might strongly relate to her moral dilemma. Students might recall experiences from their own lives and draw comparisons. Students should conclude that identifying with the character makes the character’s motivation clearer and gives greater meaning to the play.

12. **(Average)** Students should note that pride leads to the downfall of Creon. Once he makes his decree, he feels he cannot back down, cannot allow anyone (even Polynetes’s sister) to show respect for Polynetes. Even when advised by his son and by wise men such as Teiresias and the choragos, he has too much pride to admit he was wrong.

13. **(Average)** Students who believe Antigone is the tragic character might provide evidence such as Antigone’s unyielding determination to defy Creon, a prideful action that leads to her death. Students who view Creon as the tragic character might point out that Creon suffers more tragic losses than Antigone—he loses his son, his wife, and probably the respect of his people. His stubbornness in the face of reason is a deep flaw that he admits and corrects too late.

14. **(Average)** Students should note that the choragos does not agree with Creon’s final statement. In fact, the choragos believes that Creon’s pride brought about his downfall. This is proven by the choragos’s final words: “There is no happiness where there is no wisdom; / No wisdom but in submission to the gods. / Big words are always punished. / And proud men in old age learn to be wise.”

15. **(Challenging)** Students should conclude that the play’s theme of unchecked pride and its tragic consequences reflects a timeless human dilemma. The imbalance of political power, inequality of the sexes, and struggle between parent and child that are featured in the tragedy are all themes that resonate in the modern era.

**Oral Response**

16. In their oral responses, students should cite specific passages from the play that substantiate their presentations and expand on their earlier responses.
10. Sample answer: Students should note that *portentous* means "foreboding: full of unspecified meaning" They should use the word in a sentence of their own.

Questions are classified in these categories:
- Comprehension 1(E), 2(C)
- Interpretation 6(C), 9(C)
- Literary Focus 3(A), 5(A)
- Reading Strategy 4(E), 7(C), 8(A)
- Vocabulary 10(A)

E = Easy, A = Average, C = Challenging

**Extended Response**

11. (Easy) Students may cite the following events or phenomena: the soothsayer’s prediction, the thunderstorm, the slave’s burning hand, the lion that Casca meets, the “hundred ghastly women” claiming to have seen men walking about enveloped in fire, and the owl that Casca saw at midday in the marketplace. They may note that these unusual occurrences seem to indicate a great change. Taken individually, the portents help to build suspense and speculation as to why Caesar should beware the ides of March. Students may mention that the particularly violent storm may be caused by unhappy gods. Are they unhappy because of events that happened or that are about to happen? The other instances that Casca cites were unusual but perhaps explicable in one way or another. Taken together, though, they create anxiety among both characters and readers / audience members.

12. (Average) Students should note that Cassius characterizes Caesar as weak and gentle by telling Brutus about a time he and Caesar leaped into the Tiber River and Caesar later cried out, “Help me, Cassius, or I sink!” Cassius had to save Caesar from drowning. He also mentions that Caesar “had a fever when he was in Spain . . . His coward lips did from their color fly.” He says that Caesar called for water as "a sick girl." Finally, he refers to Caesar’s “feeble temper.”

13. (Average) Students should recognize that the characters in Act I, Scene i, are representatives of groups of people—commoners who are supportive of Caesar, and tribunes who disapprove of Caesar’s popularity. The tribunes Flavius and Marullus show readers, through both words and actions, that there exists a faction that does not wholly support Caesar. This is important to the play and foreshadows the conspiracy that will soon begin. The fact that Caesar is celebrating a triumph serves further to introduce the situation. Readers learn not only that Caesar is supported by the commoners, but that he is a successful military general. The fact that he is an effective military leader helps shape readers’ reactions to the conspiracy against Caesar. The exposition also establishes the physical setting—the streets of Rome. And it establishes the time setting—February 15. This becomes important immediately in Scene ii, when Caesar is warned about the ides of March, just a month away.

14. (Average) Students should note that the troubling events are an unusually violent thunderstorm, and they are significant because of the Romans’ superstitious nature. Casca says, “Either there is a civil strife in heaven, / Or else the world, too saucy with the gods / Incenses them to send destruction.” The suggestion is that the gods are angry about something—either Caesar’s triumphant return or the conspirators’ plan.

15. (Challenging) Students’ graphic organizers and essays should acknowledge that kingship would extend one person’s influence or power in a way that is undemocratic. The American governmental system revolves around the people’s right to choose. “Kingship” connotes ideas of power that are not compatible with democracy. Also, there are notions of “inherited power” with kingship that do not fit with democratic systems. Romans would have reacted to the idea of a king for some of the same reasons. Final decisions about government, justice, tax collection, law-making, warfare, and so on would all rest with one person. In terms of evidence, Cassius refers to Caesar’s behavior as godlike or arrogant and likens Roman citizens to slaves under Caesar’s rule, as well as to sheep under a wolf’s care.

**Oral Response**

16. In their oral responses, students should cite specific passages from the play that substantiate their presentations and expand on their earlier responses.

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

**Open-Book Test (p. 151)**

**Multiple Choice and Short Answer**

1.c Explanation: Students’ diagrams and answers should reflect that Brutus is justifying his decision to attack Caesar by saying it is for the general good, that crowning Caesar might change his nature, that Caesar sometimes lets his emotions rule his decisions, and that power and success have been known to change people in the past.

2. Sample answer: Students should note that Brutus joins the conspiracy because he believes that Caesar might become dangerous in the future, and if he has all the power that the
people want to give him, it would be hard to oppose him. They might cite any number of lines, including this one: "And therefore think him as a serpent's egg / Which hatched, would as his kind grow mischievous / And kill him in the shell."

3. Sample answer: Students should recognize that Brutus means that even though Caesar is not dangerous now, he might become dangerous. He compares him to a baby snake, harmless in the shell but potentially dangerous when it grows up.

4.d Explanation: Students should realize that Brutus's image of Caesar as a snake suggests that the conspirators must act now, while it will be easy to kill that snake. There is no support in the play for any of the other answer choices.

5. Sample answer: Students should note that blank verse is unrhymed iambic pentameter, or a series of five sets of an unaccented syllable followed by an accented one. They should give an example of a line that follows this meter exactly, which is almost any line in the play.

6. Sample answer: Students should note that the conspirators decide not to attack Antony because they fear turning public opinion against them, and they think that Antony is not really dangerous without Caesar. The lines that support this are as follows: "Our course will seem too bloody. Caius Cassius, / To cut the head off and then hack the limbs" and "And for Mark Antony, think not of him: / For he can do no more than Caesar's arm / When Caesar's head is off."

7.a Explanation: Students should recognize that Shakespeare uses blank verse for most of the speeches of major characters. They should quote an example.

8. Sample answer: Students should recognize that Caesar means that death is inevitable, but fear is a choice.

9.d Explanation: Students should explain that the many warnings to Caesar build up suspense because the reader knows about the conspiracy but Caesar does not. With all the warnings, the reader begins to wonder why Caesar does not take them seriously.

10. Sample answer: Students should define augmented as "made greater," and they should use the word in a sentence of their own.

Questions are classified in these categories:

- Comprehension 1(A), 2(A)
- Interpretation 4(C), 6(E), 9(C)
- Literary Focus 5(A), 7(E)
- Reading Strategy 3(A), 8(E)
- Vocabulary 10(A)
- E = Easy, A = Average, C = Challenging

Extended Response

11. (Easy) Students may note that Brutus embodies the essential conflict of the play, and that his principle of protecting the Republic from the risks of dictatorship outweighs his personal kindness and noble nature. Essays should include some or all of these details: Brutus is not ambitious and thinks only of the good of the country. He values his friends closely, as indicated in his speeches. In his soliloquy at the beginning of Act II, Brutus makes the case that Caesar wants to be crowned, and if he becomes emperor, there will be nothing to stop him from any abuse.

12. (Average) Students should note that Brutus is reluctant to become part of the conspiracy because he admires Caesar and has been his friend. He says, "I know no personal cause to spurn at him," meaning that he has no reason to rebel against Caesar. However, he comes to believe that Caesar might become dangerous if allowed to assume too much power, since other men have been known to change in similar circumstances. He says that it is commonly known "That lowliness is young ambition's ladder, / Whereeto the climber upward turns his face; / But when he once attains the upmost round, / He then unto the ladder turns his back, / Looks in the clouds, scorning the base degrees / By which he did ascend." It is fear of what Caesar may become that finally changes Brutus' mind about joining the conspiracy.

13. (Average) Students' diagrams and essays should note the meteor showers, the thunder and lightning, the dreams and portents mentioned by Calpurnia as the major omens of Act II. They may point out that the omens serve three purposes in the play. They serve to foreshadow difficult times, first for Caesar and eventually for all. Second, they connect with Roman religion, which believed in omens. Students may cite the odd events such as a lioness giving birth in the street, opening graves, gruesome dreams, meteor showers, and fierce storms that increase the pressure on the characters. Third, they apply an element of suspense because the characters have the option of heeding the omens. Essays may provide this example: Caesar ignores the soothsayer, but he listens to Calpurnia until Decius reinterprets the bloody dream. The possibility that they may heed warnings suggests the possibility that the characters could control or avoid their fates.

14. (Average) Students should recognize that Calpurnia asks Caesar not to go the Senate because she believes her frightening dream is an omen. They can support this point by saying that Calpurnia tells Caesar that she never paid attention to omens before, but now they are
beginning to scare her. She begs him to stay home and blames it on her fear. She asks him to send Mark Antony to say that he is not feeling well. Her dream was that his statue began bleeding, and "many lusty Romans / Came smiling and did bathe their hands in it." Caesar agrees momentarily to go along with her wishes, but he is talked out of it by Decius, who reinterprets the dream as being a good omen.

15. (Challenging) Students should note that the conspirators choose to leave Antony alive because they fear killing him would make their "course seem too bloody." Their concern that public opinion would turn against them is consistent with the high purpose Brutus serves in rebelling. The essential element of Brutus' character that animates the play is his nobility. He is Caesar's personal friend; he likes Antony. He is a respected member of society. Unlike Cassius, he does not act against Caesar because of any personal animosity or ambition, but takes seriously the principles that he feels Caesar's rise has put at risk. He is noble and high-minded, so a merciful and "civilized" approach, even in so extreme a case, seems the best course to him. He also trusts that if the conspirators act from the high principles Brutus values, the public will understand and agree. He underestimates the threat posed by Antony, which Cassius recognizes; because he is so focused on his own high cause, he assumes Antony can "do no more than Caesar's arm, when Caesar's head is off." Brutus would do none of this bloody business if he didn't feel he had to, and he wants to do as little of it as possible.

Oral Response

16. In their oral responses, students should cite specific passages from the play that substantiate their presentations and expand on their earlier responses.

The Tragedy of Julius Caesar, Act III, by William Shakespeare

Open-Book Test (p. 154)

Multiple Choice and Short Answer

1. Sample answer: Students' paraphrases should be something like this: "Forgive me, Caesar, for being friendly with your murderers. You are the noblest man that ever lived, and you are ruined. I wish misfortune on the hand that made your wounds."

2. Sample answer: Students should note that such a speech is called a soliloquy. They should recognize that Shakespeare used this type of speech for Antony's words because of the situation: Antony did not want any other characters to hear what he thought about the murder at this point.

3. Sample answer: Students' diagrams and answers should reflect that the word hart connotes freedom, nobility, gentleness, and pride.

4. Sample answer: Students should recognize that Antony's true feelings are first revealed in his soliloquy over Caesar's body. They might cite any number of lines, including this one: "Thou art the ruins of the noblest man / That ever lived in the tide of times. / Woe to the hand that shed this costly blood!"

5.a Explanation: Students might note that this is an effective method because it allows the listeners, the plebeians, to think that they are coming to their own conclusion that the conspirators were wrong.

5.b Explanation: Students should recognize that Antony included these lines so that the people would remember why they loved Caesar.

6. Sample answer: Students should note that such a speech is called a monologue. It is not a conversation or a dialogue because nobody else is talking. It is not an aside because an aside is heard only by the audience or the character to whom it is directed.

7. Explanation: Students should note that the gesture is effective because it is very dramatic and will cause an emotional response in the plebeians who are in the crowd.

8. Explanation: Students should note that the fact that mob rule now governs means that none of the conspirators will be safe.

10. Sample answer: Students should define malice as "desire to harm or see harm done to others." They should use the word in a sentence of their own.

Questions are classified in these categories:

- Comprehension 5(A)
- Interpretation 3(C), 9(A)
- Literary Focus 2(E), 4(E), 7(A), 8(C)
- Reading Strategy 1(C), 6(A)
- Vocabulary 10(A)
- E = Easy, A = Average, C = Challenging

Extended Response

11. (Easy) Students' charts and essays should reflect that Antony is playing to these men who obviously hold power, since they planned and carried out an assassination. Antony's message is that he bow's to their greater judgment, and if he, too, must be killed because they deem him too powerful, then he willingly submits to their decision, since they undoubtedly acted for the good of all. Antony's tone is just short of fawning; it is certainly ingratiating. Antony hopes to endear himself to the conspirators. His motives involve ensuring his own safety and
12. (Average) Students should recognize that Antony’s speeches reveal that he is a loyal and clever supporter of Caesar. Proof that he is loyal might be found in these lines, among others: “Thou art the ruins of the noblest man / That ever lived in the tide of times.” Proof that he is clever might be found in these lines, among others: “Good friends, sweet friends, let me not stir you up / To such a sudden flood of mutiny. / They that have done this deed are honorable.” The lines are obviously meant to suggest that the assassins are not honorable, a ploy that works with great success.

13. (Average) Students should recognize that Antony’s roles are those of friend to conspirators and champion of Caesar. He appears to make an agreement with the conspirators to ensure his own safety, most importantly, and to find out what their motives are. Given his close relationship with Caesar, Antony must take this step to make sure the conspirators are not out to get him as well. Willingly offering his life to Brutus is a test to see how Brutus will react. In fact, he reveals in his funeral oration and in the two-line statement afterward that he is in fact still Caesar’s man and has purposely set the crowd against the conspirators. Antony switches from one role to the other very carefully at the beginning of his funeral oration. While apparently honoring Brutus and his judgment, he actually discredits Brutus by crying Caesar’s praises, though very cleverly. Scene iii very briefly demonstrates that Antony’s speech had done its job. The crows has indeed gone after the conspirators and is out of control in its desire to avenge Caesar’s death.

14. (Average) Students should note that Shakespeare gives the impression in Act III that the plebeians are easily manipulated. First they are swayed by Brutus’ speech into believing that Brutus acted nobly, and they even want to “Bring him with triumph home unto his house.” Then, after hearing Antony speak, they turn on Brutus and all the conspirators, becoming an angry, blood-thirsty mob.

15. (Challenging) Sample paraphrase: Here is where Cassius’s dagger slashed, and see what a tear the dagger of spiteful Casca made. Through here Caesar’s friend Brutus stabbed, and as he pulled the dagger away the blood ran out as if out of a door to see if it was actually Brutus who had knocked so unkindly. For Brutus was dear to Caesar, the gods may judge. Brutus’ cut was the most cruel of all, for Caesar felt betrayed when he saw Brutus, and this betrayal is what hurt, more than the wound. He was heartbroken, and died at the base of the bloody statue, with his cloak covering over his face. Students should recognize that Antony is personalizing the assassination to make it more horrible to the crowd. He cannot possibly know who made which wound, but he nonetheless labels several of them with individual assassins’ names. Caesar’s body is no longer a corpse; it is a living testament of betrayal and broken friendship. Antony dwells on Brutus’ relationship with Caesar because he knows Brutus was the leader of the conspiracy and Antony needs, especially, to turn the crowd against him. Antony goes so far as to claim that it was not the daggers that killed Caesar, but the betrayal of his and Brutus’ friendship. In this, the third section of his oration, Antony already knows that the crowd is coming around to his way of seeing things. The appeal to emotion and passion he uses here cements the crowd’s allegiance to Antony and Caesar and against the conspirators.

Oral Response

16. In their oral responses, students should cite specific passages from the play that substantiate their presentations and expand on their earlier responses.

The Tragedy of Julius Caesar, Act IV, by William Shakespeare

Open-Book Test (p. 157)

Multiple Choice and Short Answer

1. d Explanation: Students should recognize that when Antony readily agrees to have certain people, including his own nephew, executed, it becomes clear that he is unscrupulous.

2. Sample answer: Students should recognize that the source of the conflict between Cassius and Brutus is that Brutus believes that Cassius has been taking bribes. He says, “Let me tell you, Cassius, you yourself / Are much condemned to have an itching palm. To sell and mart your offices for gold / to undeservers.”

3. Sample answer: Students should recognize that the argument between Brutus and Cassius about taking bribes and about which one of the two is the better soldier. They also argue about the fact that Brutus asked Cassius for money to pay his army, but Cassius refused to give it to him. Cassius denies that he refused, saying that the messenger brought back the wrong answer.

4. a Explanation: Students should recognize that the division between the two men indicates that they will not present a strong, united front.
against Antony. Their chances of defeating him, therefore, are diminished.

5.a Explanation: Brutus prides himself on his integrity. Students should note that there is no support in the play for any of the other answer choices.

6. Sample answer: Students should recognize that the ghost’s promise to see Brutus at Philippi is a bad omen, since Philippi is where Brutus is to meet Antony’s troops. It stands to reason that the ghost would be on Antony’s side and against Brutus.

7. Sample answer: Students’ diagrams and answers should indicate that Brutus’ character includes the qualities of kindness, consideration, and generosity, as shown by his offer to let some of the men sleep on cushions in his tent.

8. Sample answer: Students should realize that Brutus wants to know if the servants saw the ghost, too. Not only does he ask them why they cried out, he also asks them if they saw anything.

9.b Explanation: Students should note that Brutus just imagined that the ghost appeared to him, and this apparition was brought about because of Brutus’ guilty conscience. There is no support in the play for any of the other answers.

10. Sample answer: Students should define covert as “hidden, secret.” They should use it in a sentence of their own.

Questions are classified in these categories:

- Comprehension 8(A)
- Interpretation 3(A), 5(C), 9(A)
- Literary Focus 2(A), 4(C)
- Reading Strategy 1(A), 6(E), 7(C)
- Vocabulary 10(A)

E = Easy, A = Average, C = Challenging

Extended Response

11. (Easy) Students should understand that the conflict between Antony and Brutus and Cassius is about power. Brutus and Cassius killed Julius Caesar, a leader of whom Antony was a loyal follower. Antony is driven by his wish to avenge the murder of Julius Caesar and to secure his own power. He is a difficult enemy to have because he is manipulative and calculating, and he will stop at nothing to get what he wants. He demonstrates these qualities at the beginning of Act IV when he talks with his men about which Romans must die, and again when he talks about changing Caesar’s will.

12. (Average) Students should describe the relations among the triumvirate as manipulative and suspicious. Each man distrusts the others, and they are all trying to manipulate their way into a position of power.

13. (Average) Students should say that Brutus’ wife dies, he loses respect for Cassius, and his friendship with Cassius begins to deteriorate. He faces the threat of Antony’s army and is unable to gather an army nearly as strong. He faces defeat, the loss of Rome, and possibly death. He is also visited by the ghost of Julius Caesar, who stirs his feelings of guilt over the killing. Brutus handles the difficult events of Act IV with stoicism—he does not allow emotion to cloud his judgment or stand in the way of his responsibilities. Given the events of Act IV, students might say that the future for Brutus seems grim.

14. (Average) Students might cite the fact that Cassius comes to Brutus, ready to have an argument in front of everyone. Brutus reacts calmly to this, asking Cassius to come to his tent so they can argue in private. As they talk, Brutus explains why he is angry with Cassius and Cassius reacts very emotionally, even inviting Brutus to cut out his heart if he is lying. Evidence of Brutus’ stoicism can be seen in his reaction to his wife’s death. A few words, and then he says, “Speak no more of her” and gets right on with plans for the coming battle. When Brutus later says, regarding Portia’s death, “I have the patience to endure it now,” Cassius replies, “my nature could not bear it so.”

15. (Challenging) Students’ charts and essays should reflect that both Antony and Brutus tend to keep emotion from interfering with their professional roles, but Antony is calculating, mercenary, and hypocritical while Brutus is sincere and strives to be virtuous. Antony demonstrates his traits at the beginning of Act IV when he talks about different ways in which he can secure his power, the people who must die, and the ways to change Julius Caesar’s generous will. Brutus demonstrates his traits when he criticizes Cassius for being dishonest, when he talks about his reasons for killing Julius Caesar, and with his kind treatment of his men. Antony appears to have no feeling, and Brutus seems to struggle with keeping emotions down so that he can concentrate on important matters. Unlike Brutus and Antony, Cassius is an emotional character—he is shocked when Brutus seems to express no emotion over the death of his wife. Like Antony, he is eager for personal power and is often dishonest. Brutus accuses him of accepting bribes and forgetting the ideals for which they killed Caesar. Like Brutus, Cassius at times shows signs of having a conscience.

Oral Response

16. In their oral responses, students should cite specific passages from the play that substantiate their presentations and expand on their earlier responses.
Multiple Choice and Short Answer

1. Sample answer: Students should recognize that the meeting between Brutus, Cassius, Antony, and Octavius at the beginning of Act V can best be described as hostile. This is indicated by the following lines, among others: “OCTAVIUS: Come, Antony: away! / Defiance, traitors, hurl we in your teeth. / If you dare fight today, come to the field: / If not, when you have stomachs.”

2. a. Explanation: Students should realize that Cassius is saying that they should have followed Cassius’ instincts and killed Antony along with Caesar. If they had done so, they would not be in the position they are in.

3. Sample answer: Students should note that, because Cassius believes he is doomed to die, he loses all hope of surviving the battle. They might cite the following lines: “… ravens, crows, and kites / Fly o’er our heads and downward look on us / As we were sickly prey; their shadows seem / A canopy most fatal, under which / Our army lies, ready to give up the ghost.”

4. Sample answer: Students should see that Cassius’ fatal mistake is to mistakenly believe that Titinius has been captured and then kill himself as a result of his grief. They might cite this line: “CASSIUS: Come down; behold no more. / O, coward that I am, to live so long. / To see my best friend ta’en before my face!”

5. a. Explanation: Students should recognize that one requirement for a character to be considered a tragic hero is that the character is noble in character but has one fatal flaw. This is not true for Cassius, for he is greedy and dishonest.

6. Sample answer: Students should recognize that the reason The Tragedy of Julius Caesar is considered a tragedy is that a main character, a person of high rank who is noble in character, is involved in a struggle that ends in disaster.

7. Sample answer: Students should see that Brutus can be considered the tragic hero of The Tragedy of Julius Caesar because he was a noble character brought low by a wrong decision.

8. d. Explanation: Students’ diagrams and answers should note that an important result of Brutus’ death is that Antony recognizes Brutus as noble and heroic, as demonstrated in Antony’s words: “This was the noblest Roman of them all.”

9. c. Explanation: Students should recognize that there is no support in the play for any of the other answer choices. The evil deed, Caesar’s murder, has no good results. Everyone who participated in the murder suffers in the end.

10. Sample answer: Students should define envy as “a feeling of desire for another’s possessions or qualities and jealousy at not having them.”

Questions are classified in these categories:

| Comprehension | 4(E) |
| Interpretation | 1(E0), 5(C), 9(C) |
| Literary Focus | 7(A), 8(A) |
| Reading Strategy | 2(A), 3(A), 6(A) |
| Vocabulary | 10(A) |

E = Easy, A = Average, C = Challenging

Extended Response

11. (Easy) After the murder of Julius Caesar, Antony wants only revenge against Brutus. He sees him as one of the greedy conspirators who is envious of Caesar’s power and popularity. By the end of Act V, Antony considers Brutus “the noblest Roman of them all.” He realizes that although Brutus’ actions may have been wrong, his intentions are virtuous and sincere. Antony understands that Brutus honestly believed that killing Caesar was best for the Roman people. Unlike the others, who wanted Caesar’s power, Brutus was a gentle man who wanted to do what he thought was best.

12. (Average) Students should note that it is the apparition of Caesar’s ghost that finally convinces Brutus he was wrong to kill Caesar. Just before he kills himself, he says this to Volumnius: “The ghost of Caesar hath appeared to me / Two several times by night; at Sardis once. / And this last night here in Philippi fields. / I know my hour is come.”

13. (Average) Students should say that Caesar’s death produces a variety of effects. The strongest effect of Caesar’s death is the tension between Antony and the conspirators. Antony becomes driven by the idea that he must have revenge and strengthen his own power, and he succeeds in turning the people of Rome against the conspirators. In trying to unite against the threat of Antony and his strong army, Brutus and Cassius begin to experience conflict in their own relationship. Brutus begins to lose respect for Cassius, who abuses his power following the death of Caesar. They also begin to disagree on many issues. The deterioration of Brutus’ trust in Cassius causes Brutus to begin to doubt whether killing Caesar was truly the right thing to do. When he is visited by Caesar’s ghost, his anxiety about the murder and about the impending battle grows. In Act V, when a battle finally results from the growing tension between Antony and Brutus and Cassius, both Cassius and Brutus kill themselves. The tragic events of Act V occur because killing Caesar was an evil act, and no good can come of such an act.
14. (Average) Students should note that Brutus does not want to be captured and taken back to Rome because being captured would be a disgrace and rob him of honor. They should note that Brutus has always been a well-respected man, and he cannot face a life in which he would be in disgrace. If he had any feelings that his participation in Caesar’s assassination had been the right thing to do, then perhaps he could have gone back to Rome, able to hold his head high. But since he has already come to the conclusion that it was wrong to kill Caesar, he feels that he has no choice but to kill himself. In Roman society, this was his only honorable alternative.

15. (Challenging) Students’ diagrams and essays might say that Brutus’s heroic qualities include his loyalty, his love for his country, and his high ideals. He exhibits these qualities when he discusses his reasons for killing Caesar, when he gives his funeral speech for Caesar, and when he speaks as he is dying. Students should say that his tragic flaw is his trusting nature and his ability to be swayed by other people. This flaw becomes obvious when he allows Cassius to talk him into killing Caesar and he cannot see that Cassius has other motives. He is also tricked into trusting Antony immediately following Caesar’s death. Brutus’ death is tragic because he is a kind, noble man who tries to live according to his beliefs. Unlike many of the other people around him, he makes mistakes but always has the best intentions.

**Oral Response**

16. In their oral responses, students should cite specific passages from the play that substantiate their presentations and expand on their earlier responses.

**Unit 9: Poetry**

“The Stolen Child” by William Butler Yeats

**Open-Book Test (p. 163)**

**Multiple Choice and Short Answer**

1. Sample answer: Students should realize that, at the end of the poem, the fairies take a child from the human world. They might cite these lines as support: “Away with us he’s going... For he comes, the human child, / To the waters and the wild / With a faery, hand in hand, From a world more full of weeping than he can understand.”

2. Sample answer: Students should recognize that the atmosphere created at the beginning of the poem is mystical. References to “faery vats, / Full of berries / And of reddest stolen cherries” give a feeling of something other-worldly.

3. Sample answer: Students should see that the speaker in the poem is one of the fairies. A line that supports this is as follows: “There we’ve hid our faery vats.” The use of the first-person pronouns indicates that the speaker is a fairy.

4.a Explanation: Students should see that the fairies are saying that this earthly life is full of grief, and that if the child comes with them, he can escape the sorrows of this life.

4.b Explanation: The mood determines how the reader will respond to the poem. Students’ diagrams and answers should note that a poet establishes atmosphere through details of the setting or action and by using rhyme, meter, and other sound devices.

5.a Explanation: Students should recognize that the desired quality of the fairies’ speech is evident if the poem is read aloud. There is no support in the poem for any of the other answer choices.

7. Sample answer: Students should see that the fairies’ speaking of weeping and their activities concerning the trout contribute to a change in the atmosphere from enchanting to disturbing. The reader wonders why the fairies would want to give the trout “unquiet dreams.” Are they malicious, or merely mischievous? In either case, they are not exactly as enchanting and alluring as they seemed at first.

8. Sample answer: Students should note that the child has to leave behind “the lowing / Of the calves on the warm hillside, “the kettle on the hob,” and the “brown mice bobbing! Round and round the oatmeal chest.” In other words, he must leave behind all evidence of earthly life.

9.c Explanation: Students should recognize that the atmosphere becomes poignant as the reader realizes the price of the bargain is the death of the child.

10. Sample answer: Students should use the word slumbering in a way that demonstrates its meaning, sleeping.

Questions are classified in these categories:

- Comprehension 1(E), 8(C)
- Interpretation 4(C)
- Literary Focus 2(A), 5(E), 7(C), 9(A)
- Reading Strategy 3(E), 6(A)
- Vocabulary 10(A)

E = Easy, A = Average, C = Challenging

**Extended Response**

11. (Easy) Student essays should show that they recognize that the child may weep no more, but neither will he see home nor hear its harmonies again. Students may use examples of similar sorts of loss and gain from their lives. One cannot be hurt by one’s friends if one has no friends, but neither can one have the pleasures friendship offers. One cannot lose if one makes not participate, but neither can one win. The joy of love may equal the pain of its loss, and life itself, as the poem suggests, is precious because it is finite.

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12. (Average) Students should note that the fairies deliberately seek out the slumbering trout just to annoy them by giving them “unquiet dreams.” This does not seem to be merely playful. Can it be that the fairies have a mean streak? Students might wonder what kinds of dreams they have in mind for the child.

13. (Average) Student essays should point to images of nature that Yeats uses to describe both the supernatural world of the fairies and the world from which the child is taken. Descriptions of natural settings of cliffs, lakes, woods, and birds are all easily recognizable in the human world of the reader. We don’t really believe in fairies, and we do not think someone is whispering to trout, but we see the ponds and ferns. Simple concrete images, from large natural ones to small domestic ones, reveal what is being stolen from the child.

14. (Average) Students’ charts and essays should mention such words and phrases as these: rocky highland, lake, leafy island, flapping herons, drowsy water rats, berries, cherries, moonlight, dim gray sands, light, olden dances, moon, frothy bubbles, wandering water. pools among the rushes, slumbering trout, ferns, young streams, calves, warm hillside, kettle on the hob, brown mice, oatmeal chest. Students might comment that these images give a feeling of the beauty of earthly life in ordinary, natural scenes and situations. The mention of the fairies then gives a magical undertone to the scene.

15. (Challenging) Yeats uses the fairy to articulate both the pleasures and pain of being human. From the first, when the fairy describes a world shared by both humans and fairies, this speaker claims a position beyond human pain. He tries to lure the child because “the world’s more full of weeping than you can understand.” Readers know the stakes of life, though the child may not, so they understand that the fairy is trying to trick the child out of his human destiny. He details the fairy life in mystical ways, although still in a recognizable natural setting, and he reveals that his intention is to take the child from human troubles. But human troubles also include human pleasures, and as the child is lost to the world, the fairy points out what is lost to the child as well: peaceful evenings and small pleasures. The pretended point of view of a fairy allows us to step back from humanity and assess the rewards as well as the price of being human. A fairy, if such a thing existed, would not understand the loss.

Oral Response

16. In their oral responses, students should cite specific passages from the poem that substantiate their presentations and expand on their earlier responses.

"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

Open-Book Test (p. 166)

Multiple Choice and Short Answer

1. Sample answer: Students should recognize that the speakers of “In Flanders Fields” are soldiers who have been killed in battle. This is supported by the following line: “We are the Dead.”

2.a Explanation: Students should realize that the speakers are saying that the living should continue the fight for which they died, or they will not be able to rest. This is supported by these lines: “Take up our quarrel with the foe / ... If ye break faith with us who die / We shall not sleep.”

3. Sample answer: Students should note that the fairies have a mean streak. They might wonder what kinds of dreams they have in mind for the child.

4.b Explanation: Students should note that the speaker is saying that the fairies have a mean streak. They might wonder what kinds of dreams they have in mind for the child.

5. Sample answer: Students should recognize that the speaker is saying that the fairies have a mean streak. They might wonder what kinds of dreams they have in mind for the child.

6.a Explanation: Students should see that the repeated words “in” and “of” create a musical effect that reveals the numbing effect of repetitive work, “their silent swinging.” There is no support in the poem for any of the other answer choices.

7. Sample answer: Students’ charts and answers should list at least one example of onomatopoeia (“And quench its speed I the slushy sand”), assonance (“Then a mile of warm sea-scented beach; / Three fields to cross till a farm appears”), and consonance (“And the yellow half moon large and low / ... As I gain the cove with pushing prow”). They should define the words as well.

8.c Explanation: Students should recognize that the lines “And a voice less loud, through its joys and fears, / Than the two hearts beating each to each!” mean that the voices cannot be heard over the beating of the couple’s hearts.

9. Sample answer: Students should note that the most noticeable musical device in “Prayer of First Dancers” is repetition. They might cite any number of examples, including this: the repetition of the phrase “In the house made of the...” in the first part of the poem.

10. Sample answer: Students should define "millennial" as “lasting one thousand years,” and they should use it in a sentence of their own.
Questions are classified in these categories:
- Comprehension: 1(E), 3(E)
- Interpretation: 2(A), 6(C), 8(C)
- Literary Focus: 4(A), 7(A), 9(A)
- Reading Strategy: 5(A)
- Vocabulary: 10(A)

**Extended Response**

11. (Easy) Students' diagrams and essays should reflect the fact that the speaker has been on a journey at sea. He brings his boat to shore, and readers can sense his relief as he leaves the gray sea and starts walking on the "warm sea-scented beach." He approaches a farmhouse and taps on the window, eager to see someone inside. The speaker's feelings on meeting the person inside the farmhouse are revealed by his description of their two beating hearts, which overpower voices expressing joy and fear. The meeting is obviously a joyful and long-awaited one.

12. (Average) Students should recognize that the attitude toward the "you" in "Prayer of First Dancers" is a warm, welcoming, and admiring one. When the "you" arrives, he will be welcomed "happily" by everyone in the community, from the old men to the small children. The speaker even says, "I have prepared a smoke for you," so it is obvious that the guest will be quite welcome.

13. (Average) In "In Flanders Fields," soldiers who have been killed in battle challenge people still living to continue their fight. They say that if people who are living do not "carry the torch" and complete what has been started, they are unable to rest peacefully. The poem "The Kraken" is a legend about a sea monster that has been passed down. The poem presents a new perspective on this legend and predicts for readers what could happen to the legendary Kraken. "Prayer of First Dancers" is a ceremonial chant that has been passed down among the Navajo people. In this piece, reverence for nature and tradition is shared among the Navajo.

14. (Average) Students should note that the Navajo attitude toward nature is one of respect and gratitude for its blessings. Nature is definitely seen as a friendly force, one that brings dawn, twilight, rain, pollen, rainbows, and other phenomena. The people welcome all aspects of nature as occurrences of beauty.

15. (Average) In "In Flanders Fields," a regular repetition is reflective of the endless rows of grave markers in Flanders fields. The rhythm of the poem is disrupted when the speaker describes the sound of gunfire, the abrupt end to the soldiers' lives, and the possibility of never being able to sleep if the fight is not continued.

These disruptions in the rhythm of the poem draw attention to these lines. In "The Kraken," Tennyson's use of repeated sounds and rhythms gives the poem a musical quality, reflective of an entertaining poem about a legend. In "Reapers," the repetition of the s sound at the beginning of the poem suggests the steady movement of the scythes over the fields. The rhythm of this poem also reflects the repetitive movements of the reapers. "Meeting at Night" features a repetition of consonant sounds that gives the poem a musical quality, reflective of the poem's happy ending. The fact that "Prayer of First Dancers" is a ceremonial chant is emphasized by the repetition of words and phrases important and sacred to the Navajo people.

**Oral Response**

16. In their oral responses, students should cite specific passages from the poems that substantiate their presentations and expand on their earlier responses.

*"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

**Open-Book Test (p. 169)**

**Multiple Choice and Short Answer**

1. Sample answer: Students should realize that the guest is the wind. They might cite the first stanza of the poem, in which the speaker says, "The Wind... entered then My Residence... ."

2. d Explanation: Students should recognize that the words *Countenance* and *Fingers*, in reference to the wind, personify it.

3. Sample answer: Students might paraphrase the last four lines something like this: "Wind darted around my home and then abruptly left."

4. c Explanation: Students should explain their choice by saying that the speaker says he does "each day in haste / or in sleepless nights," in contrast to the slow pace of the reading of a Torah scroll.

5. Sample answer: Students might paraphrase the lines in this way: "Throughout your life, people will offer advice and criticism. Only you, however, know exactly what is best for your own situation."

6. Sample answer: Students should recognize that the central metaphor in "Metaphor" is the comparison of morning to a blank sheet of paper. This is supported by the following lines: "Morning is / a new sheet of paper / for you to write on."
7.c Explanation: Students should realize that the other answer choices are not supported by the text, which says "The bright words and the dark words / are gone..."

8. Sample answer: Students should realize that the things being compared are Grandfather's moving hand and a Greek chorus. This is supported by the following lines: "The poems this hand had proclaimed to shirts / as it moved back and forth like a Greek chorus."

9.b Explanation: Students should see that the hand represents Grandfather's heritage. This view is supported by these lines: "... how could a hand carry nothing, / bear away nothing from its nation? / When it entered a room, even the corners / mumbled in Yiddish..."

10. Sample answer: Students should define tremulous as "trembling." Synonyms might include vibrating, shaking, timid, fearful, and timorous. Antonyms might include firm, confident, bold, courageous, and brave. Students should use the word timorous in two sentences.

Questions are classified in these categories:

- Comprehension 1(E)
- Interpretation 4(C), 9(C)
- Literary Focus 2(A), 6(E), 8(A)
- Reading Strategy 3(A), 5(A), 7(A)
- Vocabulary 10(A)

E = Easy, A = Average, C = Challenging

Extended Response

11. (Easy) The poem "Metaphor" presents a metaphor in which morning is compared to a blank sheet of paper. Merriam describes how each morning presents a blank sheet of paper on which a person can "write" the events and experiences of the day. Each night, the paper holding the day's experiences is folded up and filed away. With this metaphor, Eve Merriam is saying that each morning presents a new beginning. In "Right Hand," Philip Fried uses Grandfather's hand as a metaphor for Grandfather's whole person. As he uses his hand each day to iron trousers and shirts, his hand becomes expressive and self-assured, telling stories and poems in Yiddish of his life and heritage. When Grandfather needs to form English words, he places the hand in his pocket. With this metaphor, the speaker illustrates the personality of Grandfather, the importance of his native culture, and his experience living in a new culture and trying to learn a different language.

12. (Average) Students should recognize that Grandfather is reserved and somewhat quiet, whereas his hand is expressive and self-assured. Lines that support this view are as follows: "Grandpa himself had long been struck dumb / by the garrulity of this hand..."

Although the hand can be seen as a metaphor for Grandfather, it is obvious that there are two sides to him—one taciturn, reserved, and quiet side, and another garrulous, outspoken, sociable side.

13. (Average) The speaker in "A Pace Like that" is tired of living life in haste and wants a quieter, slower existence. He wants to approach life slowly and carefully, to think more about his own actions and thoughts and less about what other people say. The speaker in "The Wind—tapped like a tired Man" seems to have a similar approach to life. She takes the time to notice and respond to a simple gust of wind blowing through her home. When the wind leaves, she focuses on heraloneness.

14. (Average) Students should recognize that the wind moves rapidly and in an agitated manner in the speaker's home. The wind probably symbolizes a male visitor—it is compared to a tired man and to a timid man—who thinks he might want to stay, but as soon as he gets inside, he decides he wants to leave. Its visit is temporarily inconvenient for the speaker, who invites him in but finds he won't even sit down ("To offer whom a Chair / Were as impossible as hand/ A Sofa to the Air"). When the guest leaves, the speaker is alone, just as she was in the beginning.

15. (Challenging) Students' charts and essays should mention the following points: In "The Wind—tapped like a tired Man," the speaker takes the time to focus on an aspect of nature—the wind. She chooses to allow the wind into her home and becomes fascinated by its sound and movements. Her solitude allows her to appreciate this moment with the wind, which she sees as having a personality and a will all its own. In "A Pace Like That," the speaker makes the choice to approach life at a slower pace so that he can appreciate the quiet beauty of the world around him and reflect on his own life. In "Metaphor," the speaker chooses to treat each morning as a positive new beginning—a chance to have a fresh start and live life to the fullest. In "Right Hand," the speaker expresses his respect for his grandfather and his grandfather's experiences. The poem shows that Grandfather values his heritage and hard work.

Oral Response

16. In their oral responses, students should cite specific passages from the poem that substantiate their presentations and expand on their earlier responses.
"La Belle Dame sans Merci" by John Keats
"Danny Deever" by Rudyard Kipling

Open-Book Test (p. 172)

Multiple Choice and Short Answer

1.c Explanation: Students should recognize that the lady's rejection of the knight has brought him great sadness. There is no support in the poem for any of the other answer choices.

2. Sample answer: Students should note that the fact that the poem tells a story is what makes it characteristic of narrative poetry. Evidence from the poem is the plot: the knight meets the lady, is enthralled by her, falls asleep and dreams, wakes up all alone, and now wanders aimlessly on the hill.

3. Sample answer: Students' diagrams and answers should reflect that the setting of the poem is a lifeless world in which "the sedge has withered from the lake," "no birds sing," "the harvest's done," and it is cold.

4.c Explanation: Students might cite the following lines as support for this choice: "I made a garland for her head . . . She looked at me as she did love."

5. Sample answer: Students should note that the lady seems "without pity" because she is gone when the knight awakes, and he is told by many others ("pale kings and princes too, / Pale warriors") that she is called "La Belle Dame sans Merci."

6.a Explanation: Students should recognize that the fact that the speakers speak in dialect makes them seem more vivid and real. The dialect makes them seem informal and friendly; if they had spoken in standard English, the poem would lose its feeling.

7. Sample answer: Students should see that Files-on-Parade views events as the reader does. Like the reader, he is the only one who is not aware of what is happening until it actually happens.

8.a Explanation: Students should see that Files-on-Parade is less experienced than the Color-Sergeant—this is obviously the first time he has witnessed an execution. Otherwise, he wouldn't be asking so many questions.

9. Sample answer: Students should see that Files-on-Parade is especially disturbed because he was a personal friend of Danny Deever's. This is proven by the fact that their cots were close together, and they'd had beer together "a score o' times."

10. Sample answer: Students should define thrall as "complete control; slavery," and they should use the word in a sentence of their own.

Questions are classified in these categories:
Comprehension 3(A), 9(A)
Interpretation 1(C), 5(C)
Literary Focus 2(E), 4(C), 8(A)
Reading Strategy 6(A), 7(C)
Vocabulary 10(E)
E = Easy, A = Average, C = Challenging

Extended Response

11. (Easy) Student essays should reflect an understanding that the clues they get come from the three speakers of the poem. Files-on-Parade primarily asks questions, and his puzzlement at the change of routine and his wonder at the nearness of the condemned man reveal his inexperience. The Color-Sergeant bluntly says he dreads what he must watch, and although he describes it grimly, he's tough enough to deal with it. The third speaker, the unnamed soldier who reports the conversations of the other two, explains Deever's crimes and the rituals of military justice.

12. (Average) Students should recognize that the lady in the poem is beautiful. She has long hair ("Her hair was long"), she's probably slim ("her foot was light"), and she is probably adventurous ("her eyes were wild"). She is generous and loving (as indicated by stanza 7), but in the end she is cold, for she deserts the knight as soon as he falls asleep. She takes no pity on his suffering but, instead, lets him wander alone on the "cold hill's side."

13. (Average) Student essays should indicate that they understand that Keats is lamenting the temporary nature of love. The knight has made a total and absolute commitment to the lady, and he awakes to find her gone forever beyond his reach. He is left with nothing. She may be an elf or apparition, but what she represents—the romantic tradition of courtly love to the knight, and romance and the moment at large to Keats—is gone from life. The pitilessness exists not so much in the lady as in the impossibility of fulfillment.

14. (Average) Students should recognize that the theme of "Danny Deever" is that even military men are upset by the execution of a comrade. They might cite the evidence of the men breathing hard (because of the "bitter cold") and falling down (because of "a touch o' sun"). Obviously it can't be bitter cold and sunny enough to cause men to faint at the same time. The Color-Sergeant is not telling the truth, which is that the men are suffering because of what they must witness. Even though Danny Deever was guilty of a crime, his fellow soldiers are upset about the punishment.

15. (Challenging) Students' charts and essays should reflect that the unnamed speaker in "Danny Deever" functions as a supplier of
Oral Response

16. In their oral responses, students should cite specific passages from the poems that substantiate their presentations and expand on their earlier responses.

"The Guitar" by Federico García 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 Wistawa Szymborska

Open-Book Test (p. 175)

Multiple Choice and Short Answer

1.c Explanation: Students should cite the following lines as evidence: "O guitar! / A wounded heart, / Wounded by five swords."

2.d Explanation: Students should recognize that the word "mourns" in line 21 indicates that the speaker is sorrowful.

3. Sample answer: Students' organizers should indicate that the speaker is seven years old when she is traveling with her mother in a car. She "felt the life sliding out of" her. She asks her mother how a person knows if he or she is going to die. Her mother tells her that if you can no longer make a fist, you will know. Years go by, and the speaker remembers that answer. She keeps making a fist to prove she's still here. Students' answers should indicate that the poem is about trying to overcome a fear of death.

4. Sample answer: Students should note that the line suggests that life is a series of struggles. This can be supported by the mother's answer to her daughter's question: "When you can no longer make a fist." The fact that the daughter continues to make fists shows that she is fighting to survive.

5.d Explanation: Students can support this answer with the following lines: "The future / Slips imperceptibly away. / Who can say what the years will bring?"

6. Sample answer: Students should note that the first stop in those lines is after the word away because there is a period after that word, indicating the end of the sentence.

7.c Explanation: Students should realize that the speaker is grateful for and accepting of friends, as indicated by these lines: "All they do in the end— / they touch you. They fill you like music."

8. Sample answer: Students should realize that there are five stops in the first three lines—three commas and two periods.

9. Sample answer: Students should note that the speaker knows poetry is vital to her, even though few people think it is important. This is supported by the following lines: "But I do not know and do not know and clutch on to it, / as to a saving bannister."

10. Sample answer: Students should realize that if they read a poem monotonously, listeners would be very bored because monotonously means "going on and on without variation."

Questions are classified in these categories:

- Comprehension 1(A), 3(E)
- Interpretation 4(A), 5(C)
- Literary Focus 2(A), 7(C), 9(C)
- Reading Strategy 6(A), 8(E)
- Vocabulary 10(E)
- E = Easy, A = Average, C = Challenging

Extended Response

11. (Easy) Students may choose "The Guitar" and "Jade Flower Palace." Supporting examples will illustrate lack of end line punctuation. Students should draw the conclusion that reading in sentences helps them understand whole ideas in a poem.

12. (Average) Students should note that the speaker is looking at the ruins of a palace near some cliffs. He is wondering about the prince who built the palace long ago. He thinks of all the hopes the prince had for his palace. He becomes very sad because he realizes that no matter what a person does, he or she can never predict the future.

13. (Average) Students' charts and essays should clearly identify the poem's theme and chief emotion. For example, students should note that "The Moon at the Fortified Pass," whose theme is war, creates a strong feeling of melancholy and longing. Poetic devices might include imagery, as in "Jade Flower Palace" or "Making a Fist": figures of speech, such as the simile, metaphor, and personification in "The Guitar"; and diction, such as infinite, wistful, and toss and sigh in "The Moon at the Fortified Pass."
14. (Average) Students should recognize that the mother considers friendship an unwanted obligation, as indicated by these lines: “A duty undone, visit missed. / casserole unbaked for sick Jane.” The speaker, on the other hand, considers friendship a welcome joy, as indicated by these lines: “All they do in the end— / they touch you. They fill you like music.”

15. (Challenging) Students should recognize that even though the poems do not follow a regular rhythm, the words and images still create a musical effect. For example, in “The Guitar,” repetition of lines such as “Now begins the cry / Of the guitar” and “Impossible / To still it” are like a chorus in a song. Students should also note that, like music, the poems create an overall mood that is not explicitly stated; rather, the mood is created by key “notes” or images such as the “wistful eyes” in “The Moon at the Fortified Pass” or clutching onto poetry as a “saving bannister” in “Some Like Poetry.”

Oral Response

16. In their oral responses, students should cite specific passages from the poems that substantiate their presentations and expand on their earlier responses.

Sonnet 18 by William Shakespeare

“The Waking” by Theodore Roethke

Tanka by Ki no Tsurayuki and Priest Jakuren

Haiku by Matsuo Basho and Kobayashi Issa

Open-Book Test (p. 178)

Multiple Choice and Short Answer

1.c Explanation: Students should recognize that in the opening line, “Shall I compare thee to a summer’s day?” the word thee refers to the poet’s beloved.

2.d Explanation: Students should note that a Shakespearean sonnet is a fourteen-line poem written in iambic pentameter, with three quatrains (rhymed abab cdcd efei), followed by a rhymed couplet (gg).

3. Sample answer: Students should realize that Shakespeare is saying that art, in this case literature, is one way to defeat Death. He says, “So long as men can breathe, or eyes can see, / So long lives this, and this gives life to thee.”

4. Sample answer: Students should note that the speaker says “The lowly worm climbs up a winding stair.”

5.d Explanation: Students should recognize that the two refrain lines that appear in the first and third line of the first stanza appear later in the poem in several different places. Line 1 is repeated in lines 6, 12, and 18; line 3 is repeated in lines 9, 15, and 19.

6. Sample answer: Students should realize that it is winter when the speaker goes to visit the girl he loves. They should cite this line: “That winter night.”

7.b Explanation: Students should see that the image helps the reader understand the speaker’s feelings about loneliness. Their diagrams might include such images as mountain peaks, sunsets, snow, cones from the cypress trees, the smell of the cypress, the sense of chill in the air, and a feeling of being away from people and being somewhat isolated.

8. Sample answer: Students should see that the speaker has a feeling of appreciation for the rat lapping at the river. This is indicated by the word “Look” in line 2, as if the speaker wants to share the sight with a companion.

9. Sample answer: Students should realize that Basho’s poem has seven syllables in the second stanza, whereas Isso’s poem has six syllables in the second stanza, a slight deviation from the form.

10. Sample answer: Students should define temperate as meaning “moderate in degree or quality,” and they should use it in a sentence of their own.

Questions are classified in these categories:

- Comprehension 1(E), 4(E), 6(E)
- Interpretation 3(C), 8(A)
- Literary Focus 2(A), 5(E), 9(C)
- Reading Strategy 7(A)
- Vocabulary 10(A)

E = Easy, A = Average, C = Challenging

Extended Response

11. (Easy) Students should describe imagery in sensory terms. For instance, they might describe feeling the cold, blowing wind and hearing the mournful cry of the plovers in Tsurayuki’s tanka. Students must use these sensory descriptions to analyze each poem’s meaning. Students might explain that the imagery in the tanka contrasts with the speaker’s feelings for the girl he loves and that it implies that his love is not returned. The haiku’s imagery might reflect the poet’s goal of praising nature’s peaceful, calming beauty.

12. (Average) Students should note waking symbolizes life, and sleeping symbolizes death. The connection between the two is suggested by the walks, which are taken for the purpose of learning, “I learn by going where I have to go,” says the speaker. One place where everyone has to go, of course, is death, and perhaps this is what the speaker is referring to in the line “Great Nature has another thing to do / To you and me.” The line “The lowly worm climbs up a winding stair” suggests that the speaker is comparing himself to a worm, slowly climbing...
higher, as the speaker might be advancing toward some kind of enlightenment as he walks along, thinking “God bless the Ground!”

13. (Average) Students must identify the poetic form of the poem they choose. They should provide examples of how the poem fits the given form. Moreover, they should analyze the poem’s effectiveness in relating the poet’s message or impression. For example, students might prefer Sonnet 18, both because of its challenging form and its appealing imagery and message.

14. (Average) Students should note that the cold, blowing river implies that the girl does not return the speaker’s love. If it is so cold outside that the plovers are crying, then perhaps the speaker is crying, too, because the girl’s feelings toward him are so cold.

15. (Challenging) Students should identify Sonnet 18 as a Shakespearean sonnet and “The Waking” as a villanelle. In analyzing Sonnet 18, students might note that the rhyming words in the rhyme scheme support the content: shines / declines, dimmed / untrimmed, fade / shade, and see / thee—the closing couplet rhyme emphasizing the poem’s focus. In analyzing “The Waking,” students might note that the repetition of the lines “I wake to sleep, and take my waking slow” and “I learn by going where I have to go” underscore the poem’s theme.

Oral Response

16. In their oral responses, students should cite specific passages from the poems that substantiate their presentations and expand on their earlier responses.

Unit 10: Epics and Legends

from Don Quixote by Miguel de Cervantes

Open-Book Test (p. 181)

Multiple Choice and Short Answer

1. Sample answer: Students should recognize that Don Quixote sees himself as a knight. They might cite the following line, among others, as proof: “He fancied it was right and requisite, no less for his own greater renown than in the service of his country, that he should make a knight-errant of himself, roaming the world over in full armor and on horseback in quest of adventures.”

2. Sample answer: Students should note that, according to the narrator, Don Quixote loses his mind because he reads too much. The line that gives this information is as follows: “in short, he became so absorbed in his books that he spent his nights from sunset to sunrise, and his days from dawn to dark, poring over them; and what with little sleep and much reading his brain shriveled up and he lost his wits.”

3.a Explanation: Students should cite these lines as proof: “Many an argument did he have with the priest of his village . . . as to which had been the better knight, Palmeric of England or Amadis of Gaul. Master Nicolás, the village barber, however, used to say that neither of them came up to the Knight of Phoebus, and that if there was any that could compare with him it was Don Galaor . . . .”

3.b Explanation: Students should quote this line: “. . . he decided upon calling it Rocinante. To his thinking this was a lofty, sonorous name . . . .”

4.b Explanation: Students should note that because Don Quixote has filled his mind with books about knights and chivalry, his language reflects that of the ornate language in those books.

5.a Explanation: Students should quote this line: “The adventures . . .”

5.b Explanation: Students should note that because Don Quixote has filled his mind with books about knights and chivalry, his language reflects that of the ornate language in those books.

6.a Explanation: Students should realize that to Don Quixote, the stories he has read seem real to him. He thinks all the knights mentioned in the books are real people.

7. Sample answer: Students should note that after Don Quixote jousts with windmills, Sancho Panza “hastened to his assistance as fast as the animal could go.”

8. Sample answer: Students should note that Don Quixote blames the fact that he has been fighting a windmill on the “wicked arts” of a sage named Frestón, who “has turned these giants into mills in order to rob [him] of the glory of vanquishing them.”

9. Sample answer: Students should note that Don Quixote laughs at Sancho Panza’s simplicity in thinking that a squire has to hold himself to the same strict standards that a knight does. In Don Quixote’s view, only he is required to make no complaint about being in pain; a squire can complain all he wants.

10. Sample answer: Students should say that they would invite an affable person to a party because such a person is pleasant and friendly. Their Analysis Maps might give these synonyms for affable: friendly, pleasant, agreeable, good-natured, amiable, easy-going, courteous, cordial, and sociable. Antonyms might include unsociable, rude, impolite, unfriendly, unpleasant, disagreeable, and cold. They should use the word in two separate sentences.

Questions are classified in these categories:

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E = Easy, A = Average, C = Challenging

Extended Response

11. (Easy) Students should list two or three qualities of Quixote’s character and point to evidence of
those qualities in the text. For example, Quixote devotes his life to what he believes and abandons all for his ideals. He is heroic because his old-fashioned virtues of nobility and service, though of little practical use, are worth the struggle.

12. (Average) Students should quote the two examples given on page 885, and they should recognize that this is a comic passage because the two examples are the exact opposite of what they are supposed to be illustrating. They are complete nonsense, rather than the lucid passages Quixote thinks they are.

13. (Average) Students' diagrams and essays should identify two or three points of contrast between Don Quixote and Sancho Panza that serve as examples of the conflict between the modern, pragmatic world and the hopelessly romantic world. Examples include differences in speech: Quixote is almost always speaking in formal imitation of the reading material that inspires him, while Sancho is direct, realistic, and blunt. The two also differ in the focus of their lives: Quixote never loses his vision of idealism and Sancho is usually looking for his next meal. The points that are the same include the fact that they come from the same area and they are both traveling through the countryside.

14. (Average) Students might use the fact that Don Quixote elevates a farm girl to the level of the Lady of his Thoughts. He names her Dulcinea and regards her as the reason for his search for giants to slay. The fact is that she probably never gives him a second thought. Other evidence that he is a dreamer include his idea that his horse is a worthy steed, when in fact the horse is practically skin and bones. Finally, the idea that he can go off and be a knight, slaying dragons and other enemies, is obviously a fiction that only he believes in.

15. (Challenging) The narrator represents himself as a person who is merely reporting a story. He acknowledges that it is a story, and increases that sense by noting that some details are uncertain. This guise as a reporter allows him to comment ironically without seeming to be critical. Thus he can indulge in parody without seeming vicious, mock Quixote without cruelty, comment on modern life without seeming cynical, and contrast Quixote to the real world without making him seem insane.

Oral Response

16. In their oral responses, students should cite specific passages from the story that substantiate their presentations and expand on their earlier responses.

"Morte d'Arthur" by Alfred, Lord Tennyson
"Arthur Becomes King of Britain" from The Once and Future King
by T. H. White

Open-Book Test (p. 184)

Multiple Choice and Short Answer

1. Sample answer: Students should note that the central conflict is between King Arthur and Sir Bedivere and is caused when Sir Bedivere does not obey King Arthur's command to throw Excalibur into the lake.

2.c Explanation: Students should recognize that Arthur asks the question because he wants to know if Bedivere did as Arthur asked him. If Bedivere does not report what Arthur knows should happen, then Arthur will know the truth about what Bedivere did.

3. Sample answer: Students should realize that Sir Bedivere doesn't throw Excalibur into the lake because he wants to keep the sword with the jeweled gold hilt. Supporting lines from the poem are as follows: "And if indeed I cast the brand away; / Surely a precious thing, one worthy note, / Should thus be lost forever from the earth. / Which might have pleased the eyes of many men. / What good should follow this, if this were done? What harm, undone?" (lines 139-144, page number 898)

4.b Explanation: Students should note that only this choice reveals Tennyson's values about truth. The other choices reveal Tennyson's attitudes about other concepts.

5. Sample answer: Students should recognize that Merlyn's disappearance is significant because it introduces the idea of magic to the story.

6.d Explanation: Students should recognize that in this passage, the narrator tells of a dream of Arthur's return. This is supported by the following lines: "... in sleep I seemed to sail with Arthur ... till on to dawn, when ... There came a bark that ... bore King Arthur."

7. Sample answer: Students' sequence chains and written answers should reflect this sequence: the Wart is sent by Sir Kay to fetch a sword for him, since he had left his sword at the inn. The Wart rushes to the inn, only to find it is closed, and it is impossible to get in. He searches through the town for a swordsmith or armorer, and comes upon the quiet churchyard, where the sword is stuck in the stone. Thinking it is a war memorial and that no one would "grudge Kay a war memorial, if they knew his desperate straits," the Wart pulls the sword from the stone and brings it to Sir Kay.

8. Sample answer: Students should note that Merlyn represents the magic that will play an important role in Arthur's life.
Questions are classified in these categories:

Comprehension 3(A), 6(A)
Interpretation 1(E), 2(C), 7(A)
Literary Focus 4(AI, 5(E), 8(A)
Reading Strategy 9(C)
Vocabulary 10(A)

E = Easy, A = Average, C = Challenging

Extended Response

11. (Easy) Students' essays should acknowledge that Kay is depicted as excitable, even a bit flighty. The Wart seems a little more down to earth. He is truly sad to see his teacher Merlyn depart. Kay, on the other hand, is too self-absorbed to pay much attention. Kay at first lies about acquiring the sword. Then, when confronted directly, he admits the truth. Kay shows respect to the Wart when it is apparent that the Wart is destined to be king.

12. (Average) Students should recognize that the lines mean that Arthur suspects Bedivere's reason for not throwing the sword into the lake. It is important to Arthur that Bedivere do as he had asked. When Bedivere decides to keep the sword rather than throw it into the lake, Arthur knows the truth because Bedivere does not report the right information back to Arthur. Arthur knows that an arm will rise up to catch the sword, and when Bedivere doesn't say anything about it, Arthur knows that he hasn't followed his orders.

13. (Average) Students should recall that Bedivere hides the sword in the grasses along the lake. Later, he decides that it would be better to save this relic for future generations. He also thinks that Arthur doesn't really know what he's asking and, at any rate, Arthur is dying and will never know if Bedivere throws the sword away. Students may support Bedivere or not. Some may say he should have obeyed the king, especially since it was his dying request. Others may say that it was prudent of Bedivere to want to retain a valuable and important symbol of the kingdom. Students' explanations of what they would have done in Bedivere's place must be supported by reasons for their choice.

14. (Average) Students should note that these words imply that the sword provides the Wart with magical powers. They should recognize that since nobody else can take the sword from the stone, the powers are meant only for Arthur and that the sword would not be useful in the same way to anyone else.

15. (Challenging) Students may define the statement as using energy and strength for good rather than for destruction. Students may note that Tennyson's Arthur does not seem particularly "warlike." He expresses regret and sadness at the deaths of his knights. His advice to Bedivere is not to carry on the fight but to pray for Arthur's soul.

Oral Response

16. In their oral responses, students should cite specific passages that substantiate their presentations and expand on their earlier responses.

"Rama's Initiation" from The Ramayana
by R. K Narayan

Open-Book Test (p. 187)

Multiple Choice and Short Answer

1.c Explanation: Students might cite the following passage as support: "Finally Rama's arrow pierced her throat and ended her career; thereby also inaugurating Rama's life mission of destroying evil and demonry in this world."

2. Sample answer: Students should note that this comment implies that training in the arts and arms was valued in a future ruler.

3.b Explanation: Students can support this choice with the following line from the story: "When Viswamithra had gone half way, he realized that the visitor was leaving unceremoniously and was not even shown the courtesy of being escorted to the door."

4.b Explanation: Students should see that this incident demonstrates that an epic hero must go on a challenging journey. The incident does not suggest any of the other answer choices.

5. Sample answer: Students should note that Viswamithra "transmitted to them mentally two mantras (called "Bala " and "Adi-Bala")."

6.b Explanation: Because Indra is the god of rain and Yama is the god of death, students should infer that Hindu divinities are closely linked to natural forces.

7. Sample answer: Students should see that Thataka symbolizes evil and disorder. This is supported by the following line, among others: "The mother . . . lives on here. breathing fire and wishing everything ill."

8. Sample answer: Students should see that Rama demonstrates the qualities of bravery and strength by killing Thataka. They might note that it took courage to face such a formidable
foe, and it took great strength to shoot arrows hard enough to break her spear and to shield himself, Viswamithra, and Lakshmana from the hall of stones.

9. Sample answer: Students' graphic organizers and written answers should acknowledge that the initial step Rama makes is leaving his family and setting off on a challenging journey. Students should include incidents in the journey that demonstrate his growth, such as braving the desert, killing Thataka, and showing skill with weapons.

10. Explanation: Students should define exuberance as "a state of high spirits and good health" and sublime as "noble and admirable."

Questions are classified in these categories:
- Comprehension 1(A), 5(A)
- Interpretation 3(C), 7(E)
- Literary Focus 4(A), 8(E), 9(A)
- Reading Strategy 2(A), 6(A)
- Vocabulary 10(A)

E = Easy, A = Average, C = Challenging

Extended Response

11. (Easy) Students' charts and essays should reflect that an epic hero is brave, honorable, and strong. Like other epic heroes, Rama sets off on a long journey, not knowing what awaits him. He braves the forbidding desert and sets aside his fear of the horrific Thataka and his misgivings about killing a woman to defeat evil. He demonstrates skill with weapons. Students should also note that Rama is approved by the gods; Viswamithra senses that Rama is destined for greatness; and after he kills Thataka, Rama is praised by the gods directly.

12. (Average) Students should note that Rama represents good, and Thataka represents evil. When Thataka tries to destroy Rama and his two companions, Rama is able to destroy her instead, thus reinforcing the theme of the triumph of good over evil.

13. (Average) Primarily, the selection reveals a culture that values spirituality, bravery, discretion, and respect for the law. These values can be inferred, for example, from the respect given to the sage Viswamithra, the praise Rama receives for killing the evil Thataka, Rama's hesitation at killing a woman, and the harsh punishment that follows Sunda's destruction of the land.

14. (Average) Students should note that when Viswamithra arrives at the assembly hall, the King himself gets up and hurried forward to receive him. Viswamithra is then led to a "proper seat" and told, "This is a day of glory for us; your gracious presence is most welcome." When Viswamithra starts to leave, the king is appalling that he is leaving so unceremoniously. He sends Vasishtha to get Viswamithra to come back. The king then calls Viswamithra "eminence." The greatest proof that the sage was well respected is that the king allows him to take his two sons, even though he is reluctant at first to do so.

15. (Challenging) Students might contend that Rama has little choice in becoming a hero. Rama has no choice in the decision to accompany the sage; the question is debated between Viswamithra and Dasaratha only. In a different light, students might argue that while Rama himself doesn't choose to make the journey, he still makes a choice as to whether he will perform heroic actions. Students might also explain that Rama is fated, through his abilities, to become a hero.

Oral Response

16. In their oral responses, students should cite specific passages from the epic that substantiate their presentations and expand on their earlier responses.

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

Open-Book Test (p. 190)

Multiple Choice and Short Answer

1. Sample answer: Students should note that the community's attitude is one of derision and mocking. They might cite the following lines, among others, as support: "Malicious tongues began to blab. What three-year-old has not yet taken his first steps?"

2. Explanation: As support, students might mention the fact that Sassouma is humiliated in the end, when Sogolon Djata says that all the women of Niana will have to go to his mother's hut for their baobab leaves.

3. Sample answer: Students should note that Narc Maghan gives his son a griot, as proven by this line: "Doua's father was my father's griot; Doua is mine and the son of Doua, Balla Fassèke here, will be your griot."

4. Sample answer: Students should recognize that after Naré Maghan's death, Dankaran Touman becomes king, and his mother, Sassouma, becomes all-powerful. This affects Sogolon Djata because Sassouma has always treated him and his mother, the late king's second wife, with extreme disrespect.

5. Explanation: Students should note that choice a illustrates the conflict between Sogolon Djata and his mother; choice b, the conflict between Sogolon Kedjou and the queen mother; choice c,
the conflict between Sogolon Kedjou and the queen mother. Only choice d illustrates the conflict between Sogolon Djata and society.

6.a Explanation: Students should note that everyone in the community is aware of the prophecy, and that Sogolon Djata knows that his destiny promises great things for him.

7. Sample answer: Students should note that it was destiny that Sogolon Djata would someday use the bar to stand and claim power.

8. Sample answer: Students' organizers and answers should reflect the fact that the conflict moves Sogolon Djata to ask for the iron rod that will help him stand and get his mother a baobab tree.

9.a Explanation: Students should note that it is from this moment that Sogolon takes his rightful place as a leader of his society.

10. Sample answer: Students should define malicious as “intentionally harmful,” and they should use the word in a sentence of their own.

Questions are classified in these categories:
Comprehension 1(E), 3(E)
Interpretation 6(A), 7(A), 9(C)
Literary Focus 4(E), 5(C), 8(A)
Reading Strategy 2(C)
Vocabulary 10(A)
E = Easy, A = Average, C = Challenging

Extended Response

11. (Easy) Students should say that Sogolon Djata is the most honorable character in the story. He withstands years of torment because he respects what the soothsayers tell him about the role he is destined to fill. He waits patiently until the right moment and then shows his strength by standing up for his mother and showing his community his strength. Nare Maghan is also honorable. Although he has personal doubts that his son will ever be a strong ruler, he eventually trusts what the soothsayer tells him and stands behind his son. Sassouma, on the other hand, shows herself to be jealous and vindictive. She ignores what destiny has dictated for Sogolon Djata so she can satisfy her own selfish needs.

12. (Average) Students should say that the theme is developed through the life of Sogolon Djata. Even though it seemed that he was not suited to the role of king, nothing could keep him from the destiny that the soothsayer predicted. When the time was right, he assumed the position that was meant for him.

13. (Average) Students should describe the conflicts between Sogolon Djata and the people in his village; Sassouma, his mother; and himself as he waits patiently to claim his power. Students should also describe the conflict that takes place within Sogolon Djata’s father as he tries to decide if his son, who cannot even walk, is truly destined to be a powerful king. Finally they should describe the conflict that takes place within Sogolon Djata’s mother and between herself and Sassouma. Each of these conflicts is resolved when Sogolon Djata finally stands and claims his power. The difficult experiences endured by Sogolon Djata make him stronger and more committed to his role and to fulfilling his destiny.

14. (Average) Students should recognize that Sogolon, like a great tree, might come to his power slowly, but once he gets there, it will become apparent that he is strong and that his strength runs deep and cannot be challenged successfully.

15. (Challenging) Students’ diagrams and essays should reflect that the main purpose in telling this story is to share important cultural events and inspire people to have respect for their god and destiny. The story is also told to entertain people and to illustrate the effects of certain actions and behaviors. The story informs when it focuses on the details of Sogolon Djata’s difficult experiences and his rise to power. The drama of Sogolon Djata’s rise to power and the excitement and suspense related to the moment in which he finally stands provides entertainment. The foolish and mean-spirited behavior of Sassouma is meant to persuade people to honor their beliefs even when they have doubts.

Oral Response

16. In their oral responses, students should cite specific passages from the story that substantiate their presentations and expand on their earlier responses.
Open-Book Tests

- Multiple-Choice and Short-Answer Questions
- Questions for Extended Response
- Questions for Oral Response
- Rubrics for Evaluation