What Can We Learn from Our Mistakes?

“Anyone who has never made a mistake has never tried anything new.”

—Albert Einstein
1921 Nobel Prize winner in physics, known for his Theory of Relativity
LOOKING AHEAD

The skill lessons and readings in this unit will help you develop your own answer to the Big Question.

UNIT 7 WARM-UP • Connecting to the Big Question

GENRE FOCUS: Historical Fiction and Nonfiction

The Great Radio Scare .................................................. 777

READING WORKSHOP 1 Skill Lesson: Synthesizing

The Gold Cadillac ......................................................... 786
by Mildred D. Taylor

Nadia the Willful .......................................................... 806
by Sue Alexander

WRITING WORKSHOP PART 1 Personal Narrative ............... 814

READING WORKSHOP 2 Skill Lesson: Identifying Main Idea and Supporting Details

The Bracelet ................................................................. 822
by Yoshiko Uchida

Too Soon a Woman ...................................................... 832
by Dorothy M. Johnson

READING WORKSHOP 3 Skill Lesson: Evaluating

President Cleveland, Where Are You? ................................ 844
by Robert Cormier

Nobody’s Perfect ........................................................... 860
by David Fischer from Sports Illustrated for Kids

WRITING WORKSHOP PART 2 Personal Narrative ............... 866

READING WORKSHOP 4 Skill Lesson: Inferring

The Shutout ................................................................. 874
by Patricia C. McKissack and Fredrick McKissack, Jr.

The Talking Skull .......................................................... 884
by Donna L. Washington

READING ACROSS TEXTS WORKSHOP

from The Great Fire ...................................................... 897
by Jim Murphy

Letters About the Fire ................................................... 905
by Justin and Fannie Belle Becker

UNIT 7 WRAP-UP • Answering the Big Question
Everyone makes mistakes. And that’s a good thing. Why? Making mistakes is part of being human. Mistakes teach you a lot about yourself and others. Mistakes help you grow and change. In this unit, you’ll read about mistakes different people made and what they learned from them.

**Real Kids and the Big Question**

**RAMÓN** and Jaime were friends. Ramón knew what people were saying about Jaime wasn’t true, but Ramón told the story to some other kids anyway. He wanted the other kids to notice him. He wasn’t thinking of Jaime. What’s worse, Jaime heard that Ramón was helping to spread the story. Jaime told Ramón they weren’t friends anymore. What do you think Ramón will learn from his mistake?

**CAROLYN** didn’t even think of calling home. When the other girls said they were going to Katara’s and asked her to come along, she just went. Most afternoons Carolyn went straight home. When Carolyn didn’t come home, her mother began to worry. She had no idea where Carolyn was. What will Carolyn learn from her mistake?

**Warm-Up Activity**

With a small group, act out two short skits that show what Ramón and Carolyn should have done in each situation.
You and the Big Question

You can turn a mistake into a learning experience. As you read the selections in this unit, think about how you would answer the Big Question.

Plan for the Unit Challenge

At the end of the unit, you’ll use notes from all your reading to complete the Unit Challenge.

You’ll choose one of the following activities:

A. Chart  You’ll work in a group to create a chart about making mistakes and learning from them.

B. Bumper Sticker  You’ll create slogans for several bumper stickers about learning from mistakes. A slogan (SLOH gun) is a phrase or saying that expresses an idea.

- Start thinking about the activity you’d like to do. Make the activity the focus of your thinking as you work through the unit.
- In your Learner’s Notebook, quickwrite about why you chose the activity. Tell how it will help you answer the Big Question and learn from your mistakes.
- When you take notes about the Big Question, think about how those ideas will help you complete the Unit Challenge activity.

Keep Track of Your Ideas

As you read, you’ll make notes about the Big Question. Later, you’ll use these notes to complete the Unit Challenge. See pages R8–R9 for help with making each Unit 7 Foldable. This diagram shows how each should look.

1. Make one Foldable for each workshop. Keep all of your Foldables for the unit in your Foldables folder.
2. On the bottom fold of your Foldable, write the workshop number and the Big Question.
3. Write the titles of the selections in the workshop on the front of the flaps—one title on each flap. (See page 773 for the titles.)
4. Open the flaps. At the very top of each flap, write My Purpose for Reading. Below each crease, write The Big Question.
GENRE FOCUS: HISTORICAL FICTION AND NONFICTION

In **historical fiction** the characters, plot, and setting are fictional, or imaginary, but the time period is true. **Historical nonfiction** is writing that tells about real people, real places, and real events in the past. Biographies, autobiographies, essays, letters, and documents are some examples of historical nonfiction.

**Why Read Historical Fiction and Nonfiction?**

Historical writing takes readers to different places and times in history. It introduces readers to people and ways of life from the past. You’ll read historical fiction and nonfiction to

- gain an understanding of past events
- learn how people lived, how they dressed, and how they spoke

**How to Read Historical Fiction and Nonfiction**

**Key Reading Skills**

These key reading skills are especially useful tools for reading and understanding historical fiction and nonfiction. You’ll learn more about these skills later in the unit.

- **Synthesizing** As you read, bring together information and ideas from the text to make new ideas of your own. (See Reading Workshop 1.)

- **Identifying main idea and supporting details** Find the most important idea in a paragraph or in a selection. Look for examples, reasons, or details that explain it. (See Reading Workshop 2.)

- **Evaluating** Make judgments and form opinions as you read. Decide whether characters are interesting, events are believable, or information is one-sided, for example. (See Reading Workshop 3.)

- **Inferring** Use clues from the text to figure out what the author isn’t directly telling you.

**Key Literary Elements**

Recognizing and thinking about the following literary elements will help you understand more fully what the author is telling you.

- **Symbol**: any object, person, place, or experience that stands for something else (See “The Gold Cadillac.”)

- **Narrator**: the person who tells a story or relates an experience (See “The Bracelet.”)

- **Description**: a detailed explanation of a person, a place, a thing, or an event (See “President Cleveland, Where Are You?”)

- **Sequence of events/Time order**: the order in which events take place, the steps in a process, or the order of importance (See “The Shutout.”)
NEW YORK, Oct 30, 1938 (AP)—Hysteria among radio listeners throughout the nation and actual panicky evacuations from sections of the metropolitan area resulted from a too-realistic radio broadcast tonight describing a fictitious and devastating visitation of strange men from Mars.

Excited and weeping persons all over the country swamped newspaper and police switchboards with the question: “It is true?”

FALLING METEORS

It was purely a figment of H.G. Wells’s imagination with some extra flourishes of radio dramatization by Orson Welles. It was broadcast by the Columbia Broadcasting System.

The broadcast was an adaptation of Wells’s “War of the Worlds” in which meteors and gas from Mars menace the Earth.

New York police were unable to contact the CBS studios by telephone so swamped was its switchboard and a radio car was sent there for information.

A woman ran into a church in Indianapolis screaming: “New York destroyed. It’s the end of the world. You might as well go home to die. I just heard it on the radio.” Services were dismissed immediately.

1. Hysteria is behavior that shows uncontrolled panic or fear.
2. When you say that something is a figment of someone’s imagination, you mean that that person made it up.
3. A meteor (MEE tee ur) is a piece of rocky material from space that falls to Earth at a high speed. It becomes very hot and glows as it enters Earth’s atmosphere.
Five boys at Brevard (N.C.) college fainted and panic gripped the campus for a half hour with many students fighting for telephones to inform their parents to come and get them.

**PLEA FOR REASSURANCE**

At Fayette, N.C., people with relatives in the section of New Jersey where the mythical visitation had its locale, went to a newspaper office in tears, seeking information.

Many New Yorkers seized personal effects and raced out of their apartments, some jumping into their automobiles and heading for the wide open spaces.

A message from Providence, R.I., said: “Weeping and hysterical women swamped the switchboard of the Providence Journal for details of the massacre and destruction at New York and officials of the electric company received scores of calls urging them to turn off all lights so that the city would be safe from the enemy.”

At Concrete, Wash., women fainted and men prepared to take their families into the mountains for safe-keeping when electric power failed during the radio dramatization.

At a highly effective dramatic high in the radio program when all sorts of monsters were flocking down on New Jersey from the planet Mars, lights went out in most of the homes of the town of 1000. For a time the village verged on mass hysteria.

Because of the power failure, many persons actually thought the invasion had reached Washington State.

Elsewhere in the Northwest calls poured into newspaper and press association offices by the thousands.

The Boston Globe told of one woman who “claimed she could ‘see the fire’ and said she and many others in her neighborhood were ‘getting out of here.’”

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4. A **locale** (loh KAL) is the place of an event.
5. A **massacre** (MAS uh kur) is a bloody killing of many people or animals.
6. **Verged** (vurjd) on means “was close to or on the border of.”
ACTIVE READING MODEL

UNIT 7 GENRE FOCUS

PHONE BOARDS DELUGED

Minneapolis and St. Paul police switchboards were deluged\(^7\) with calls from frightened people.

In Atlanta there was worry in some quarters\(^8\) that “the end of the world” had arrived.

It finally got so bad in New Jersey that the State police put reassuring messages on the state teletype\(^9\) instructing their officers what it was all about.

And all this despite the fact that the radio play was interrupted four times by the announcement: “This is purely a fictional play.”

The Times-Dispatch of Richmond, Va., reported some of their telephone calls came from people who said they were “praying.”\(^4\)

The Kansas City bureau of the Associated Press received queries\(^10\) on the “meteors” from Los Angeles, Salt Lake City, Beaumont, Texas, and St. Joseph, Mo.

One telephone informant said he had loaded all his children into his car, had filled it with gasoline and was going somewhere.

“Where is safe?” he wanted to know.

Residents of Jersey City, N.J., telephoned their police frantically, asking where they could get gas masks. In both Jersey City and Newark hundreds of citizens ran out into the streets. . . .

In Birmingham, Ala., people gathered in groups and prayed, and Memphis had its full quota\(^11\) of weeping women calling in to learn the facts.\(^5\)

SYSTEM’S STATEMENT

In later broadcasts tonight the Columbia system announced:

“For the listeners who tuned to Orson Welles’s Mercury Theater of the Air, broadcast from 8 to 9 p.m. Eastern standard time, tonight and did not realize that the program was merely a radio adaptation of H.G. Wells’s famous novel

---

\(^7\) Deluged (DEL yoojd) is another way of saying overwhelmed or swamped.

\(^8\) Here, quarters means “areas.”

\(^9\) A teletype was a machine used to send and receive messages from far away before the Internet and e-mail existed.

\(^10\) Queries (KWEER eez) are questions.

\(^11\) A quota (KWOH tuh) is the part of a total amount that is expected from a group.
'The War of the Worlds,' we are repeating the fact, made four times on the program that the entire content of the play was entirely fictitious.

The Columbia System also issued a formal statement which said in part: "Naturally it was neither Columbia nor the Mercury Theater’s intent to mislead anyone, and when it became evident that part of the audience has been disturbed by the performance five announcements were made over the network later in the evening to reassure those listeners." . . .

The program which brought such unexpected developments opened with a regular announcement that another of the Mercury Theater of the Air’s radio dramatizations—H.G. Wells’s novel—was about to be presented.

The drama began with dance music, which was interrupted after a few seconds with a breath-taking announcement in news broadcast tempo.

“We interrupt our program of dance music to bring you a special bulletin from the Intercontinental Radio News,” it said. “Twenty minutes before 8, Professor Farrell of the Mt. Jennings Observatory, Chicago, Ill., reports observing several explosions of incandescent gas occurring at regular intervals on the planet Mars.”

An object was reported “moving toward the Earth with enormous velocity,” like a jet of blue gas shot from a gun.

“We return you now to our New York studios,” the drama continued.

After a few more bars of music, the scene shifted to an observatory at Princeton, N.J., for an interview with an astronomer about the phenomenon just reported.

12. Incandescent (in kun DES unt) means “glowing with great heat.”
13. Velocity (vuh LOS uh tee) is speed or rate of motion.
14. A phenomenon (fuh NOM uh nun) is an unusual event.
After some routine astronomical questions, the “announcer” in the drama asked the scientist about the possibility of life on Mars. The actor replied the chances were a thousand to one against it, noting that Mars was 40,000,000 miles away.

**INTENSE SHOCK**

. . . The scene shifted back to the New York studios; whereupon there was an announcement that a meteorite had struck at “Grovers Mill, New Jersey,” and that a mobile broadcasting unit was being rushed there for a description.

There was 30 seconds more of music, and the broadcast from the supposed scene started. The announcer described huge men, like octopuses, emerging from the meteorite. Just as they were starting to wield a death-dealing “heat ray,” his description broke off.

The program returned to New York “because of circumstances beyond our control” and a few seconds later there came a “telephone bulletin” from the scene reporting that the bodies of more than 40 people had been found there. This program ended a few seconds later.

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**Partner Talk**  
You read how the *War of the Worlds* radio program created a great scare. With a partner, talk about what you might have done if you thought Martians had really come to this planet.
Skills Focus
You will practice using these skills when you read the following selections:
- “The Gold Cadillac,” p. 786
- “Nadia the Willful,” p. 806

Reading
- Synthesizing

Literature
- Identifying symbols and analyzing their use in texts
- Explaining and analyzing plot sequence (exposition, rising action, climax, falling action, resolution)

Vocabulary
- Using base words and roots to understand word meanings
- Academic Vocabulary: synthesize

Writing/Grammar
- Identifying verbs

Learn It!

What Is It? When you synthesize, you combine ideas to come up with something new. It may be a new understanding of an important idea or a new way of presenting information.

The ideas you bring together may come from different places. Many readers take ideas from their reading and combine them with what they already know to come to new understandings. For example, you might combine information from an article like “What Kids Say About Bullying” with your own experiences in order to come up with a plan for dealing with bullies.

Calvin has read the library book. He has thought about a lot of the ideas in the book. What new idea does he come up with?

Analyzing Cartoons
Calvin has read the library book. He has thought about a lot of the ideas in the book. What new idea does he come up with?

Academic Vocabulary
synthesize (SIN thuh syz) v. to bring together to create something new
**Why Is It Important?** Synthesizing helps you move to a higher level of thinking. You go beyond remembering what you’ve learned from someone else to creating something new of your own. You might create your own ending to a story. You might develop your own position on an issue. You might think of a new way you can use information or a new idea.

**How Do I Do It?** Start by thinking about the ideas or events in a selection. Then, take a step beyond what you’ve learned. Ask yourself:
- Do I see something more than the main ideas here? Do I imagine the events developing in a different way?
- What can I create with what I know? How can I use this information?

Here’s what Michelle thought about while reading “Aunt Millicent.” She combined ideas from the story with her own experience.

> Mrs. Nutbeam sighed. “Listen, Jamie, perhaps the time has come to own up that Aunt Millicent is not real.”
> 
> “We can’t do that!” wailed Jamie. “Everyone would think we’re looney . . . and that Grandma’s absolutely bonkers, knitting socks for an aunt who isn’t there.”

I thought about Jamie’s problem. He had a lot of fun making up stories about an imaginary Aunt Millicent, but the situation got out of hand when the whole town got involved. I also thought about “The Great Radio Scare,” the account of another made-up story that caused problems when people believed it was real. After thinking about these stories and my own experiences, I decided that I don’t want to ever let a story or joke go too far.

**Practice It!**

In your Learner’s Notebook, write a paragraph about what you learned from “Aunt Millicent” and “The Great Radio Scare” that you can use in your everyday life.

**Use It!**

As you read “The Gold Cadillac” and “Nadia the Willful,” look for ideas from the selections to combine with your own thoughts to create and reach new understandings.
Meet the Author

Mildred D. Taylor was born in Mississippi in 1943. When she was very young, her family moved to Ohio, where she went to public school and to college. Taylor grew up to become a well-known writer. She won the Newbery Medal for *Roll of Thunder, Hear My Cry*. See page R6 of the Author Files for more on Mildred D. Taylor.

**Vocabulary Preview**

**features** (FEE churz) *n.* parts or qualities (p. 787) *The dashboard in the new car had many special features.*

**practical** (PRAK tih kul) *adj.* having or showing good sense about everyday activities (p. 787) *The mother was practical, so she wanted to save money.*

**caravan** (KAIR uh van) *n.* a group of people or vehicles traveling together (p. 791) *The relatives got into their cars and set out for Mississippi in a caravan.*

**Choose a Synonym** Choose the best example for the word in dark type. Write your answer in your Learner’s Notebook.

1. Which of the following is an example of a **caravan**?
   - a. wagon train
   - b. foot race
   - c. cruise ship

2. Which of the following is an example of a car’s **features**?
   - a. road
   - b. driver
   - c. air bags

3. Which of the following is a **practical** place to save money?
   - a. mall
   - b. museum
   - c. bank

**English Language Coach**

**Base Words and Roots** You run across a word you don’t know, but you don’t have a dictionary handy. And there aren’t enough context clues to help you with the word’s meaning. You’re not clueless! Many words themselves contain clues to their meanings. A familiar base word or root can give information about the meaning of a word.

Take the word *drowsiness*, for example. *Drowsiness* contains the base word *drowsy*. If you know that *drowsy* means “sleepy,” you might guess that *drowsiness* means “a sleepy feeling.”

<table>
<thead>
<tr>
<th>Word</th>
<th>Base Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>drowsiness</td>
<td>drowsy</td>
<td>sleepy = a sleepy feeling</td>
</tr>
</tbody>
</table>

**Take a Guess** Find the base word you see in each word, and then use it to guess the word’s meaning.

1. **heroism**
2. **unnatural**
3. **irregularity**
Skills Preview

Key Reading Skill: Synthesizing
“That’s it! Now I get it!” It’s like a light bulb goes on in your head. Suddenly everything comes together, and you understand. You’re synthesizing. Here’s how it happens.

- You identify the most important ideas.
- You see connections among the ideas.
- You come up with new ideas or understandings of your own.

Think-Pair-Share “Aha!” moments often happen while you’re reading. Think of a time when you got a new idea from something you read. Share the experience with a partner.

Key Literary Element: Symbol
A symbol is an object, person, place, or experience that stands for something else. Symbols usually represent something abstract—that is, an idea or thought. For example, a dove is a symbol for peace. Writers use symbols in stories to add meaning. In “The Gold Cadillac,” cars have special meanings.

Write to Learn Write the following questions in your Learner’s Notebook. As you read, use them to think about the meaning of symbols in the selection.

- What does the gold Cadillac stand for?
- What do the Mercury cars represent?

Get Ready to Read

Connect to the Reading
When people go through something together, they often grow closer to one another. Think of an experience, such as a trip, school project, party, or crisis, that you’ve shared with your family or another group. Did the experience help you become closer? Explain.

Write to Learn In your Learner’s Notebook, write a short description of your experience and how it helped you become closer to members of your family or another group.

Build Background
This story takes place in 1950. At that time, segregation was allowed in many Southern states.

- Segregation is the separation of groups of people according to some characteristic, such as race.
- In some cities, schools, hospitals, hotels, trains, buses, restaurants, and theaters were segregated.
- Some drinking fountains were labeled “White Only” or “Colored.” Some city parks had signs reading “Whites Only.”

Mildred Taylor’s family moved north from Mississippi when she was just a baby. Every year they visited their relatives in the South. The family had to pack food for the trip, because as African Americans, they were not welcome in many Southern restaurants in those days.

Set Purposes for Reading

Set Your Own Purpose What else would you like to learn from the selection to help you answer the Big Question? Write your own purpose on the “Gold Cadillac” part of the Workshop 1 Foldable.

Interactive Literary Elements Handbook
To review or learn more about the literary elements, go to www.glencoe.com.

Keep Moving
Use these skills as you read the following selection.
My sister and I were playing out on the front lawn when the gold Cadillac rolled up and my father stepped from behind the wheel. We ran to him, our eyes filled with wonder. “Daddy, whose Cadillac?” I asked.

And Wilma demanded, “Where’s our Mercury?”

My father grinned. “Go get your mother and I’ll tell you all about it.”

“Is it ours?” I cried. “Daddy, is it ours?”

“Get your mother!” he laughed. “And tell her to hurry!”

Wilma and I ran off to obey as Mr. Pondexter next door came from his house to see what this new Cadillac was all about.

We threw open the front door, ran through the downstairs front parlor and straight through the house to the kitchen where my mother was cooking and one of my aunts was helping her. “Come on, Mother-Dear!” we cried together.

“Daddy say come on out and see this new car!”

“What?” said my mother, her face showing her surprise. “What’re you talking about?”

“A Cadillac!” I cried.

“He said hurry up!” relayed Wilma.

And then we took off again, up the back stairs to the second floor of the duplex. Running down the hall, we

1. **parlor (PAR lur)** is a room used for entertaining guests.
2. **duplex (DOO pleks)** means “double.” A duplex apartment building has rooms on two floors, and a duplex house has two separate living spaces for two families.

**Key Reading Skill**

**Synthesizing** Why is the Cadillac so important? Think about what you’ve read and combine it with your knowledge of vocabulary and punctuation. Why did the sisters’ eyes *fill with wonder*? Why did the author use an exclamation point after “A Cadillac”? Now, can you understand what a Cadillac means to them?
banged on all the apartment doors. My uncles and their wives stepped to the doors. It was good it was a Saturday morning. Everybody was home.

“We got us a Cadillac! We got us a Cadillac!” Wilma and I proclaimed in unison. We had decided that the Cadillac had to be ours if our father was driving it and holding on to the keys. “Come on see!” Then we raced on, through the upstairs sunroom, down the front steps, through the downstairs sunroom, and out to the Cadillac. Mr. Pondexter was still there. Mr. LeRoy and Mr. Courtland from down the street were there too and all were admiring the Cadillac as my father stood proudly by, pointing out the various features.

“Brand-new 1950 Coupe deVille!” I heard one of the men saying.

“Just off the showroom floor!” my father said. “I just couldn’t resist it.”

My sister and I eased up to the car and peeked in. It was all gold inside. Gold leather seats. Gold carpeting. Gold dashboard. It was like no car we had owned before. It looked like a car for rich folks.

“Daddy, are we rich?” I asked. My father laughed. Daddy, it’s ours, isn’t it?” asked Wilma, who was older and more practical than I. She didn’t intend to give her heart too quickly to something that wasn’t hers.

“You like it?”

“Oh, Daddy, yes!” He looked at me. “What ‘bout you, ‘lois?”

“Yes, sir!” My father laughed again. “Then I expect I can’t much disappoint my girls, can I? It’s ours all right!”

Wilma and I hugged our father with our joy. My uncles came from the house and my aunts, carrying their babies,

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3. **Proclaimed** means “announced publicly”, and **in unison** means “speaking the same words at the same time.”

4. **Coupe deVille** (koop duh VIL) is a style of car.

5. When you **ease up to** something, you move slowly or carefully toward it.

6. Daddy is referring to Eloise by her nickname, ‘lois.”

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**Vocabulary**

- **features** (FEH churz) n. parts or qualities
- **practical** (PRAH tih kul) adj. having or showing good sense about everyday activities
came out too. Everybody surrounded the car and owwed and ahhed. Nobody could believe it.

Then my mother came out.

Everybody stood back grinning as she approached the car. There was no smile on her face. We all waited for her to speak. She stared at the car, then looked at my father, standing there as proud as he could be. Finally she said, “You didn’t buy this car, did you, Wilbert?”

“Gotta admit I did. Couldn’t resist it.”

“But . . . but what about our Mercury? It was perfectly good!”

“Don’t you like the Cadillac, Dee?”

“That Mercury wasn’t even a year old!”

My father nodded. “And I’m sure whoever buys it is going to get themselves a good car. But we’ve got ourselves a better one. Now stop frowning, honey, and let’s take ourselves a ride in our brand-new Cadillac!”

My mother shook her head. “I’ve got food on the stove,” she said and turning away walked back to the house.

There was an awkward silence and then my father said, “You know Dee never did much like surprises. Guess this here Cadillac was a bit too much for her. I best go smooth things out with her.”

Everybody watched as he went after my mother. But when he came back, he was alone.

“Well, what she say?” asked one of my uncles.

My father shrugged and smiled. “Told me I bought this Cadillac alone, I could just ride in it alone.”

Another uncle laughed. “Uh-oh! Guess she told you!”

“Oh, she’ll come around,” said one of my aunts. “Any woman would be proud to ride in this car.”

“That’s what I’m banking on,” said my father as he went around to the street side of the car and opened the door. “All right! Who’s for a ride?”

“We are!” Wilma and I cried.

All three of my uncles and one of my aunts, still holding her baby, and Mr. Pondexter climbed in with us and we took off for the first ride in the gold Cadillac. It was a glorious ride and we drove all through the city of Toledo.

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7. If someone is banking on something, he or she is depending on it.

8. Toledo is a city in northwestern Ohio, near the state’s border with Michigan. Detroit is north of Toledo, in Michigan.
the church and past the school. We rode through Ottawa Hills where the rich folks lived and on into Walbridge Park and past the zoo, then along the Maumee River. But none of us had had enough of the car so my father put the car on the road and we drove all the way to Detroit. We had plenty of family there and everybody was just as pleased as could be about the Cadillac. My father told our Detroit relatives that he was in the doghouse with my mother about buying the Cadillac. My uncles told them she wouldn’t ride in the car. All the Detroit family thought that was funny and everybody, including my father, laughed about it and said my mother would come around.10

9. When you’re in the doghouse, you’re in trouble with someone.  
10. Come around is a way of saying “give in to a point of view or action.”
It was early evening by the time we got back home, and I could see from my mother’s face she had not come around. She was angry now not only about the car, but that we had been gone so long. I didn’t understand that, since my father had called her as soon as we reached Detroit to let her know where we were. I had heard him myself. I didn’t understand either why she did not like that fine Cadillac and thought she was being terribly disagreeable with my father. That night as she tucked Wilma and me in bed I told her that too.  

“Is this your business?” she asked.

“Well, I just think you ought to be nice to Daddy. I think you ought to ride in that car with him! It’d sure make him happy.”

“I think you ought to go to sleep,” she said and turned out the light.

Later I heard her arguing with my father. “We’re supposed to be saving for a house!” she said.

“We’ve already got a house!” said my father.

“But you said you wanted a house in a better neighborhood. I thought that’s what we both said!”

“I haven’t changed my mind.”

“Well, you have a mighty funny way of saving for it, then. Your brothers are saving for houses of their own and you don’t see them out buying new cars every year!”

“We’ll still get the house, Dee. That’s a promise!”

“Not with new Cadillacs we won’t!” said my mother and then she said a very loud good night and all was quiet.

The next day was Sunday and everybody figured that my mother would be sure to give in and ride in the Cadillac. After all, the family always went to church together on Sunday. But she didn’t give in. What was worse she wouldn’t let Wilma and me ride in the Cadillac either. She took us each by the hand, walked past the Cadillac where my father stood waiting and headed on toward the church, three blocks away. I was really mad at her now. I had been looking forward to driving up to the church in that gold Cadillac and having everybody see.

On most Sunday afternoons during the summertime, my mother, my father, Wilma, and I would go for a ride. Sometimes we just rode around the city and visited friends.
and family. Sometimes we made short trips over to Chicago or Peoria or Detroit to see relatives there or to Cleveland where we had relatives too, but we could also see the Cleveland Indians play. Sometimes we joined our aunts and uncles and drove in a **caravan** out to the park or to the beach. At the park or the beach Wilma and I would run and play. My mother and my aunts would spread a picnic and my father and my uncles would shine their cars.

But on this Sunday afternoon my mother refused to ride anywhere. She told Wilma and me that we could go. So we left her alone in the big, empty house, and the family cars, led by the gold Cadillac, headed for the park. For a while I played and had a good time, but then I stopped playing and went to sit with my father. Despite his laughter he seemed sad to me. I think he was missing my mother as much as I was.

**Vocabulary**

- **caravan** (KAIR uh van) *n.* a group of people or vehicles traveling together

Toledo, Ohio, in the 1950s
That evening my father took my mother to dinner down at the corner café. They walked. Wilma and I stayed at the house chasing fireflies in the backyard. My aunts and uncles sat in the yard and on the porch, talking and laughing about the day and watching us. It was a soft summer’s evening, the kind that came every day and was expected. The smell of charcoal and of barbecue drifting from up the block, the sound of laughter and music and talk drifting from yard to yard were all a part of it. Soon one of my uncles joined Wilma and me in our chase of fireflies and when my mother and father came home we were at it still. My mother and father
watched us for awhile, while everybody else watched them to see if my father would take out the Cadillac and if my mother would slide in beside him to take a ride. But it soon became evident that the dinner had not changed my mother’s mind. She still refused to ride in the Cadillac. I just couldn’t understand her objection to it.

Though my mother didn’t like the Cadillac, everybody else in the neighborhood certainly did. That meant quite a few folks too, since we lived on a very busy block. On one corner was a grocery store, a cleaner’s, and a gas station. Across the street was a beauty shop and a fish market, and down the street was a bar, another grocery store, the Dixie Theater, the café, and a drugstore. There were always people strolling to or from one of these places and because our house was right in the middle of the block just about everybody had to pass our house and the gold Cadillac. Sometimes people took in the Cadillac as they walked, their heads turning for a longer look as they passed. Then there were people who just outright stopped and took a good look before continuing on their way. I was proud to say that car belonged to my family. I felt mighty important as people called to me as I ran down the street. “‘Ey, ‘lois! How’s that Cadillac, girl? Riding fine?” I told my mother how much everybody liked that car. She was not impressed and made no comment.

Since just about everybody on the block knew everybody else, most folks knew that my mother wouldn’t ride in the Cadillac. Because of that, my father took a lot of good-natured kidding from the men. My mother got kidded too as the women said if she didn’t ride in that car, maybe some other woman would. And everybody laughed about it and began to bet on who would give in first, my mother or my father. But then my father said he was going to drive the car south into Mississippi to visit my grandparents and everybody stopped laughing.

My uncles stopped.
So did my aunts.
Everybody.

11. *Took in* is another way of saying “became aware of” or “noticed.”
12. *Outright* means “suddenly” or “completely.”
“Look here, Wilbert,” said one of my uncles, “it’s too dangerous. It’s like putting a loaded gun to your head.”

“I paid good money for that car,” said my father. “That gives me a right to drive it where I please. Even down to Mississippi.”

My uncles argued with him and tried to talk him out of driving the car south. So did my aunts and so did the neighbors, Mr. LeRoy, Mr. Courtland, and Mr. Pondexter. They said it was a dangerous thing, a mighty dangerous thing, for a black man to drive an expensive car into the rural South.

“Not much those folks hate more’n to see a northern Negro coming down there in a fine car,” said Mr. Pondexter. “They see those Ohio license plates, they’ll figure you coming down uppity, trying to lord your fine car over them!”

I listened, but I didn’t understand. I didn’t understand why they didn’t want my father to drive that car south. It was his.

“Listen to Pondexter, Wilbert!” cried another uncle. “We might’ve fought a war to free people overseas, but we’re not free here! Man, those white folks down south’ll lynch you soon’s look at you. You know that!”

Wilma and I looked at each other. Neither one of us knew what lynch meant, but the word sent a shiver through us. We held each other’s hand.

My father was silent, then he said: “All my life I’ve had to be heedful of what white folks thought. Well, I’m tired of that. I worked hard for everything I got. Got it honest, too. Now I got that Cadillac because I liked it and because it meant something to me that somebody like me from Mississippi could go and buy it. It’s my car, I paid for it, and I’m driving it south.”

My mother, who had said nothing through all this, now stood. “Then the girls and I’ll be going too,” she said.

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13. It’s like putting a loaded gun to your head is a way of saying that you risk being killed.
14. Rural (RER ul) means “in the country, away from cities or towns.”
15. When someone lords something over someone else, he or she behaves in a grand, overly proud way.
16. Lynch (linch) means “to murder, usually by hanging, through the action of a mob.” Someone who is lynched does not get a lawful trial and often is put to death because of racial hatred.

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10. English Language Coach
Base Words and Roots  What does heedful mean? You can figure that out if you know that heed means “pay attention.” Now explain what Lois’s father means when he says that all his life he’s had to be heedful of what white people thought.

11. Key Literary Element
Symbol  Has the information on this page changed what you think the Cadillac symbolizes for the father? Explain.
“No!” said my father.

My mother only looked at him and went off to the kitchen. 12

My father shook his head. It seemed he didn’t want us to go. My uncles looked at each other, then at my father. “You set on doing this, we’ll all go,” they said. “That way we can watch out for each other.” My father took a moment and nodded. Then my aunts got up and went off to their kitchens too.

All the next day my aunts and my mother cooked and the house was filled with delicious smells. They fried chicken and baked hams and cakes and sweet potato pies and mixed potato salad. They filled jugs with water and punch and coffee. Then they packed everything in huge picnic baskets along with bread and boiled eggs, oranges and apples, plates and napkins, spoons and forks and cups. They placed all that food on the back seats of the cars. It was like a grand, grand picnic we were going on, and Wilma and I were mighty excited. We could hardly wait to start.

My father, my mother, Wilma, and I got into the Cadillac. My uncles, my aunts, my cousins got into the Ford, the Buick, and the Chevrolet, and we rolled off in our caravan headed south. Though my mother was finally riding in the Cadillac, she had no praise for it. In fact, she said nothing about it at all. She still seemed upset and since she still seemed to feel the same about the car, I wondered why she had insisted upon making this trip with my father.

We left the city of Toledo behind, drove through Bowling Green and down through the Ohio countryside of farms and small towns, through Dayton and Cincinnati, and across the Ohio River into Kentucky. On the other side of the river my father stopped the car and looked back at Wilma and me and said, “Now from here on, whenever we stop and there’re white people around, I don’t want either one of you to say a word. Not one word! Your mother and I’ll do all the talking. That understood?”

“Yes, sir,” Wilma and I both said, though we didn’t truly understand why.

My father nodded, looked at my mother and started the car again. We rolled on, down Highway 25 and through the bluegrass hills of Kentucky. Soon we began to see signs.
Signs that read: WHITE ONLY, COLORED NOT ALLOWED. Hours later, we left the Bluegrass State and crossed into Tennessee. Now we saw even more of the signs saying: WHITE ONLY, COLORED NOT ALLOWED. We saw the signs above water fountains and in restaurant windows. We saw them in ice cream parlors and at hamburger stands. We saw them in front of hotels and motels, and on the restroom doors of filling stations. I didn’t like the signs. I felt as if I were in a foreign land.

I couldn’t understand why the signs were there and I asked my father what the signs meant. He said they meant we couldn’t drink from the water fountains. He said they meant we couldn’t stop to sleep in the motels. He said they meant we couldn’t stop to eat in the restaurants. I looked at the grand picnic basket I had been enjoying so much. Now I understood why my mother had packed it. Suddenly the picnic did not seem so grand. 17

Finally we reached Memphis. We got there at a bad time. Traffic was heavy and we got separated from the rest of the family. We tried to find them but it was no use. We had to go on alone. We reached the Mississippi state line and soon after we heard a police siren. A police car came up behind us. My father slowed the Cadillac, then stopped. Two white policemen got out of their car. They eyeballed the Cadillac and told my father to get out.

17. When you eyeball something, you look at it closely in order to evaluate it.

Analyzing the Photo  What did ‘lois do when she saw signs like the ones in this photo? How did she feel?
“Whose car is this, boy?” they asked.
I saw anger in my father’s eyes. “It’s mine,” he said.
“You’re a liar,” said one of the policemen. “You stole this car.”
“Turn around, put your hands on top of that car and spread eagle,” said the other policeman.
My father did as he was told. They searched him and I didn’t understand why. I didn’t understand either why they had called my father a liar and didn’t believe that the Cadillac was his. I wanted to ask but I remembered my father’s warning not to say a word and I obeyed that warning.
The policemen told my father to get in the back of the police car. My father did. One policeman got back into the police car. The other policeman slid behind the wheel of our Cadillac. The police car started off. The Cadillac followed. Wilma and I looked at each other and at our mother. We didn’t know what to think. We were scared.
The Cadillac followed the police car into a small town and stopped in front of the police station. The policeman stepped out of our Cadillac and took the keys. The other policeman took my father into the police station.
“Mother-Dear!” Wilma and I cried. “What’re they going to do to our daddy? They going to hurt him?”
“He’ll be all right,” said my mother. “He’ll be all right.” But she didn’t sound so sure of that. She seemed worried.
We waited. More than three hours we waited. Finally my father came out of the police station. We had lots of questions to ask him. He said the police had given him a ticket for speeding and locked him up. But then the judge had come. My father had paid the ticket and they had let him go.
He started the Cadillac and drove slowly out of the town, below the speed limit. The police car followed us. People standing on steps and sitting on porches and in front of stores stared at us as we passed. Finally we were out of the town. The police car still followed. Dusk was falling. The night grew black and finally the police car turned around and left us.

18. The policeman calls Lois’s father boy to put him down.
19. To stand spread eagle is to stand with arms and legs spread wide. In this position, a person cannot surprise a police officer by pulling out a hidden weapon.
We drove and drove. But my father was tired now and my grandparents’ farm was still far away. My father said he had to get some sleep and since my mother didn't drive, he pulled into a grove of trees at the side of the road and stopped.

“I'll keep watch,” said my mother.

“Wake me if you see anybody,” said my father.

“Just rest,” said my mother.

So my father slept. But that bothered me. I needed him awake. I was afraid of the dark and of the woods and of whatever lurked there. My father was the one who kept us safe, he and my uncles. But already the police had taken my father away from us once today and my uncles were lost.

“Go to sleep, baby,” said my mother. “Go to sleep.”

But I was afraid to sleep until my father woke. I had to help my mother keep watch. I figured I had to help protect us too, in case the police came back and tried to take my father away again. There was a long, sharp knife in the picnic basket and I took hold of it, clutching it tightly in my hand. Ready to strike, I sat there in the back of the car, eyes wide, searching the blackness outside the Cadillac. Wilma, for a while, searched the night too, then she fell asleep. I didn’t want to sleep, but soon I found I couldn’t help myself as an unwelcome drowsiness came over me. I had an uneasy sleep and when I woke it was dawn and my father was gently shaking me. I woke with a start and my hand went up, but the knife wasn’t there. My mother had it.

My father took my hand. “Why were you holding the knife, lois?” he asked.

I looked at him and at my mother. “I—I was scared,” I said.

My father was thoughtful. “No need to be scared now, sugar,” he said. “Daddy’s here and so is Mother-Dear.” Then after a glance at my mother, he got out of the car, walked to the road, looked down it one way, then the other. When he came back and started the motor, he turned the Cadillac north, not south.

“What’re you doing?” asked my mother.

“Heading back to Memphis,” said my father. “Cousin Halton’s there. We’ll leave the Cadillac and get his car. Driving this car any farther south with you and the girls in the car, it’s just not worth the risk.”

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Practice the Skills

**Base Words and Roots** Look at the underlined words in this paragraph. Write down the base words and their definitions. Then explain how the prefix and the suffix change the meaning of each base word.

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20. *With a start* is another way of saying “with a sudden movement that can’t be controlled.”

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798 UNIT 7 What Can We Learn from Our Mistakes?
And so that’s what we did. Instead of driving through Mississippi in golden splendor,21 we traveled its streets and roads and highways in Cousin Halton’s solid, yet not so splendid, four-year-old Chevy. When we reached my grandparents’ farm, my uncles and aunts were already there. Everybody was glad to see us. They had been worried. They asked about the Cadillac. My father told them what had happened, and they nodded and said he had done the best thing.

We stayed one week in Mississippi. During that week I often saw my father, looking deep in thought, walk off alone across the family land. I saw my mother watching him. One day I ran after my father, took his hand, and walked the land with him. I asked him all the questions that were on my mind. I asked him why the policemen had treated him the way they had and why people didn’t want us to eat in the restaurants or drink from the water fountains or sleep in the hotels. I told him I just didn’t understand all that.

21. Splendor (SPLEN dur) is great brightness or beauty.
My father looked at me and said that it all was a difficult thing to understand and he didn’t really understand it himself. He said it all had to do with the fact that black people had once been forced to be slaves. He said it had to do with our skins being colored. He said it had to do with stupidity and ignorance. He said it had to do with the law, the law that said we could be treated like this here in the South. And for that matter, he added, any other place in these United States where folks thought the same as so many folks did here in the South. But he also said, “I’m hoping one day though we can drive that long road down here and there won’t be any signs. I’m hoping one day the police won’t stop us just because of the color of our skins and we’re riding in a gold Cadillac with northern plates.”

When the week ended, we said a sad good-bye to my grandparents and all the Mississippi family and headed in a caravan back toward Memphis. In Memphis we returned Cousin Halton’s car and got our Cadillac. Once we were home my father put the Cadillac in the garage and didn’t drive it. I didn’t hear my mother say any more about the Cadillac. I didn’t hear my father speak of it either.

Some days passed and then on a bright Saturday afternoon while Wilma and I were playing in the backyard, I saw my father go into the garage. He opened the garage doors wide so the sunshine streamed in, and began to shine the Cadillac. I saw my mother at the kitchen window staring out across the yard at my father. For a long time, she stood there watching my father shine his car. Then she came out and crossed the yard to the garage and I heard her say, “Wilbert, you keep the car.”

He looked at her as if he had not heard.

“You keep it,” she repeated and turned and walked back to the house.

My father watched her until the back door had shut behind her. Then he went on shining the car and soon began to sing. About an hour later he got into the car and drove away. That evening when he came back he was walking. The Cadillac was nowhere in sight.

“Daddy, where’s our new Cadillac?” I demanded to know. So did Wilma.

He smiled and put his hand on my head. “Sold it,” he said as my mother came into the room.

“But how come?” I asked. “We poor now?”
“No, sugar. We’ve got more money towards our new house now and we’re all together. I figure that makes us about the richest folks in the world.” He smiled at my mother and she smiled too and came into his arms.

After that we drove around in an old 1930s Model A Ford my father had. He said he’d factory ordered us another Mercury, this time with my mother’s approval. Despite that, most folks on the block figured we had fallen on hard times after such a splashy showing of good times and some folks even laughed at us as the Ford rattled around the city. I must admit that at first I was pretty much embarrassed to be riding around in that old Ford after the splendor of the Cadillac. But my father said to hold my head high. We and the family knew the truth. As fine as the Cadillac had been, he said, it had pulled us apart for awhile. Now, as ragged and noisy as that old Ford was, we all rode in it together and we were a family again. So I held my head high. Still though, I thought often of that Cadillac. We had had the Cadillac only a little more than a month, but I wouldn’t soon forget its splendor or how I’d felt riding around inside it. I wouldn’t soon forget either the ride we had taken south in it. I wouldn’t soon forget the signs, the policemen, or my fear. I would remember that ride and the gold Cadillac all my life.

22. **Fallen on** means “met with.”

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**Practice the Skills**

At the end of the story, does ‘lois’s mother think that she has made a mistake about the Cadillac? Does ‘lois’s father think that he made a mistake? Write your answers on your Foldable. Your response will help you complete the Unit Challenge later.
After You Read

**The Gold Cadillac**

**Answering the BIG Question**

1. **Why does ‘lois’s mother change her mind about the Cadillac?** What does she learn through the family’s experience with the Cadillac?

2. **Recall** Why is ‘lois’s mother angry about the gold Cadillac?
   
   **Tip** Think and Search

3. **Recall** What do ‘lois’s uncles, aunts, and neighbors think about driving the Cadillac to the South?
   
   **Tip** Think and Search

4. **Summarize** What happens when the family takes the Cadillac to Mississippi?
   
   **Tip** Think and Search

**Critical Thinking**

5. **Infer** When does ‘lois’s mother decide to ride in the car after all? Why does she make this decision?

   **Tip** Author and Me

6. **Infer** Why do you think ‘lois’s father sells the Cadillac?

   **Tip** Author and Me

7. **Interpret** How do you think the trip to Mississippi changes ‘lois? How does it change her father?

   **Tip** Author and Me

8. **Evaluate** Would you have sold the Cadillac? Why or why not?

   **Tip** On My Own

**Write About Your Reading**

The girls’ parents have different feelings about the Cadillac. Write two paragraphs, one for each parent, describing their different views of the car. Include the following in each paragraph:

- Tell how the parent feels about the car at the beginning of the story.
- Describe how the parent shows his or her feelings about the car.
- Explain how and why the parent’s view changes after the trip to Mississippi.
Skills Review

Key Reading Skill: Synthesizing
9. When you synthesize, you combine ideas to create something new. What new understanding did you gain about why people might take risks? Explain.

Key Literary Element: Symbol
10. Before the trip to Mississippi, ‘lois’s father says: “I got that Cadillac because I liked it and because it meant something to me that somebody like me from Mississippi could go and buy it. It’s my car, I paid for it, and I’m driving it south.” What does this say about what the car symbolizes for him?

11. At the beginning of the story, do you think ‘lois’s mother understands what the car symbolizes to ‘lois’s father? Explain.

12. Remember that the Cadillac is gold. What does this add to its symbolism? Explain.

Reviewing Skills: Drawing Conclusions
13. After reading this story, what conclusions can you draw about life in the South for African Americans in the 1950s?

Vocabulary Check
Write the vocabulary word that each clue describes.

features practical caravan

14. Driving in one might keep you from getting lost.
15. A new computer has many of these.
16. It means “realistic and sensible.”

17. Academic Vocabulary Write a sentence using the word synthesize correctly.

18. English Language Coach The word unison contains the root uni. The root means one or single. Use the root to explain the meaning of unison. Use a dictionary if you need help.

Grammar Link: Finding the Verb

• Every sentence has a subject and a verb.
• Some verbs show action, or what the subject does.
  Their father stepped out of the new car.
  Wilma and ‘lois ran to him.
• Other verbs tell what the subject is or is like.
  The new car was a gold Cadillac.
  The girls’ mother seemed angry.
• The verb often directly follows the subject.
  The old Ford rattled.

Grammar Practice
Copy the sentences below. Circle the verb in each sentence.

19. Wilma and ‘lois rode in the Cadillac with their father.
20. The girls went for a ride with their father.
21. Their other car was less than a year old.
22. At two o’clock, the caravan of cars rolled across the Ohio River.
23. The whole family drove south.
24. Two policemen stopped them in Mississippi.
25. Their mother looked worried.
26. People who were not white were not allowed in hotels in Mississippi.

Writing Application List the verbs in the paragraphs you wrote. Put a checkmark next to the verbs that directly follow their subjects.

Web Activities For eFlashcards, Selection Quick Checks, and other Web activities, go to www.glencoe.com.
Meet the Author

Sue Alexander based the story “Nadia the Willful” on a problem in her own life. When her own brother died, her father did not want anyone to talk about him. Alexander says, “I knew my father was wrong, but I didn’t know how to tell him so. So I did what I’ve always done when I’ve had a problem—I wrote a story.” Alexander said she chose a different setting and characters for the story to make telling it less painful.

Vocabulary Preview

utter (UT ur) v. to speak or say aloud (p. 807) No one was allowed to utter Hamed’s name.

cease (sees) v. to stop (p. 809) Nadia would not stop saying Hamed’s name even after her mother told her to cease.

banished (BAN isht) v. sent away, forced to be separate from a place or group (p. 810) Tarik banished whoever said his son’s name.

pondered (PON durd) v. thought about (p. 811) Nadia pondered what to say to her father.

Choose a Synonym

For each word in the bold type, choose the word that has nearly the same meaning.

utter talk total sing write
cease buy begin fold halt
banished welcomed expend separated questioned
pondered stomped ignored considered took

English Language Coach

Base Words and Roots

Sometimes the best clue to a word’s meaning is in the word itself. Look closely at a new word, and you might see a familiar base word. Or you might find a root whose meaning you know. A root is a word part that forms the base of a word. A base word is a whole word that is part of a larger word.

Table It

Copy the table below into your Learner’s Notebook. Put each word listed below next to its root and root meaning or next to its base word. The first two are done for you.

<table>
<thead>
<tr>
<th>Root</th>
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Survive illogical
Telescope replace
Interrupt nonexistent
Variety misbehave
Spectator distrust
Skills Preview

Key Reading Skill: Synthesizing
When you synthesize information, you use many of the skills you have already learned. You connect, use your prior knowledge, clarify, and draw conclusions. The result is a new understanding about what you read and about life. It might sound hard, but don’t worry! If you are an active reader and thinker, then you synthesize all the time when you read.

Literary Element: Plot
Plot is a story’s events. Most plots center on a conflict, or problem, for one or more of the characters. Most plots also develop in five stages: exposition, rising action, climax, falling action, and resolution. The diagram shows the five stages in the plot, or story line.

Exposition  Rising Action  Resolution
  Climax  Falling Action

Use these tips to understand and identify the stages in the plot.
• The exposition introduces the characters, setting, and conflict of the story.
  Who are the main characters? Where and when does the story take place? What is the conflict?
• The rising action adds complications to the conflict.
  How does the conflict develop?
• The climax is the point of greatest interest or suspense.
  What is the highest point of the story?
• The falling action is the logical result of the climax.
  What happens after the climax?
• The resolution presents the final outcome.
  How is the conflict resolved? How does the story end?

What’s the Plot? Copy the diagram into your Learner’s Notebook. Use two side-by-side pages to make it as large as possible. Write your answers to the questions about stages in the plot on the diagram as you read.

Get Ready to Read

Connect to the Reading
People—even friends and family members—disagree at times. Have you ever had a conflict with a friend or family member? What was it about? How did it end?

Write to Learn In your Learner’s Notebook, write about a time you came into conflict with someone else. Describe what you both said and how the conflict was resolved.

Build Background
Sue Alexander chose the Bedouin and the desert to be the characters and setting for this story.
• The Bedouin are people of the Middle East. They speak Arabic.
• The Bedouins used to be nomads, which means they moved from place to place in the deserts of Saudi Arabia, Iraq, Syria, Jordan, and Sudan. They traveled by camel and were sheep and goat herders. Today, most Bedouins live in settlements.

Set Purposes for Reading

Set Your Own Purpose What else would you like to learn from the selection to help you answer the Big Question? Write your own purpose on the “Nadia the Willful” part of the Workshop 1 Foldable.

Interactive Literary Elements Handbook
To review or learn more about the literary elements, go to www.glencoe.com.

Keep Moving
Use these skills as you read the following selection.
In the land of the drifting sands where the Bedouin move their tents to follow the fertile grasses, there lived a girl whose stubbornness and flashing temper caused her to be known throughout the desert as Nadia the Willful.

Nadia’s father, the sheik Tarik, whose kindness and graciousness caused his name to be praised in every tent, did not know what to do with his willful daughter.

Only Hamed, the eldest of Nadia’s six brothers and Tarik’s favorite son, could calm Nadia’s temper when it flashed. “Oh, angry one,” he would say, “shall we see how long you can stay that way?” And he would laugh and tease and pull at her dark hair until she laughed back. Then she would follow Hamed wherever he led.

One day before dawn, Hamed mounted his father’s great white stallion and rode to the west to seek new grazing ground for the sheep. Nadia stood with her father at the edge of the oasis and watched him go.

Hamed did not return.

Nadia rode behind her father as he traveled across the desert from oasis to oasis, seeking Hamed.

1. The head of a family and of tribes and other groups among the Bedouin is called a sheik (sheek).

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**Practice the Skills**

1. **English Language Coach**

   **Base Words and Roots** Willful is going to be an important word in the story. It contains the base word will, which means “determination” or “firmness of purpose.” Think about what it means to say that someone is “full” of will. Then use your own words to tell what willful means.

2. **Literary Element**

   **Plot** The exposition, or first stage in the plot, gives the reader important background information. It tells the setting and main characters. Add the setting and character information to the exposition part of your plot chart.
Shepherds told them of seeing a great white stallion fleeing before the pillars of wind that stirred the sand. And they said that the horse carried no rider.

Passing merchants, their camels laden with spices and sweets for the bazaar, told of the emptiness of the desert they had crossed.

Tribesmen, strangers, everyone whom Tarik asked, sighed and gazed into the desert, saying, “Such is the will of Allah.”

At last Tarik knew in his heart that his favorite son, Hamed, had been claimed, as other Bedouin before him, by the drifting sands. And he told Nadia what he knew—that Hamed was dead.

Nadia screamed and wept and stamped the sand, crying, “Not even Allah will take Hamed from me!” until her father could bear no more and sternly bade her to silence.

Nadia’s grief knew no bounds. She walked blindly through the oasis, neither seeing nor hearing those who would console her. And Tarik was silent. For days he sat inside his tent, speaking not at all and barely tasting the meals set before him.

Then, on the seventh day, Tarik came out of his tent. He called all his people to him, and when they were assembled, he spoke. “From this day forward,” he said, “let no one utter Hamed’s name. Punishment shall be swift for those who would remind me of what I have lost.”

Hamed’s mother wept at the decree. The people of the clan looked at one another uneasily. All could see the hardness that had settled on the sheik’s face and the coldness in his eyes, and so they said nothing. But they obeyed.

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2. Laden (LAY dun) means “loaded down.”
3. A bazaar (buh ZAR) is an outdoor market of small shops.
4. Allah (AW luh) is the name for God in the Islamic religion.
5. Bade her to silence is another way of saying “ordered her to keep quiet.”
6. The expression knew no bounds means “had no limits.”
7. Console (kun SOHL) means “to comfort.”
8. A decree (dih KREE) is an official order or decision.
9. A clan is a group of related families.

**Vocabulary**

**utter** (UT ur) v. to speak or say aloud
Nadia, too, did as her father decreed, though each day held something to remind her of Hamed. As she passed her brothers at play, she remembered games Hamed had taught her. As she walked by the women weaving patches for the tents and heard them talking and laughing, she remembered tales Hamed had told her and how they had made her laugh. And as she watched the shepherds with their flock, she remembered the little black lamb Hamed had loved.

Each memory brought Hamed’s name to Nadia’s lips, but she stilled the sound. And each time that she did so, her unhappiness grew until, finally, she could no longer contain it. She wept and raged at anyone and anything that crossed her path. Soon everyone at the oasis fled at her approach. And she was more lonely than she had ever been before.

One day, as Nadia passed the place where her brothers were playing, she stopped to watch them. They were playing one of the games that Hamed had taught her. But they were playing it wrong.

Without thinking, Nadia called out to them. “That is not the way! Hamed said that first you jump this way and then you jump back!”

Her brothers stopped their game and looked around in fear. Had Tarik heard Nadia say Hamed’s name? But the sheik was nowhere to be seen. 5

**Practice the Skills**

**Literary Element**

**Plot** During the rising action, new complications are added to the plot. What new complication has just happened?

Bedouins live in the deserts of the Middle East and North Africa.
“Teach us, Nadia, as our brother taught you,” said her smallest brother.

And so she did. Then she told them of other games and how Hamed had taught her to play them. And as she spoke of Hamed, she felt an easing of the hurt within her.

So she went on speaking of him.
She went to where the women sat at their loom and spoke of Hamed. She told them tales that Hamed had told her. And she told how he had made her laugh as he was telling them.

At first the women were afraid to listen to the willful girl and covered their ears, but after a time, they listened and laughed with her.

“Remember your father’s promise of punishment!” Nadia’s mother warned when she heard Nadia speaking of Hamed.

“Cease, I implore you!”

Nadia knew that her mother had reason to be afraid, for Tarik, in his grief and bitterness, had grown quick-tempered and sharp of tongue. But she did not know how to tell her mother that speaking of Hamed eased the pain she felt, and so she said only, “I will speak of my brother! I will!” And she ran away from the sound of her mother’s voice.

She went to where the shepherds tended the flock and spoke of Hamed. The shepherds ran from her in fear and hid behind the sheep. But Nadia went on speaking. She told of Hamed’s love for the little black lamb and how he had taught it to leap at his whistle. Soon the shepherds left off their hiding and came to listen. Then they told their own stories of Hamed and the little black lamb.

The more Nadia spoke of Hamed, the clearer his face became in her mind. She could see his smile and the light in his eyes. She could hear his voice. And the clearer Hamed’s voice and face became, the less Nadia hurt inside and the less her temper flashed. At last, she was filled with peace.

But her mother was still afraid for her willful daughter. Again and again she sought to quiet Nadia so that Tarik’s bitterness

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**Vocabulary**

*cease (sees)*  
ν. to stop
would not be turned against her. And again and again Nadia tossed her head and went on speaking of Hamed.

Soon, all who listened could see Hamed’s face clearly before them.

One day, the youngest shepherd came to Nadia’s tent, calling, “Come, Nadia! See Hamed’s black lamb; it has grown so big and strong!”

But it was not Nadia who came out of the tent.

It was Tarik.

On the sheik’s face was a look more fierce than that of a desert hawk, and when he spoke, his words were as sharp as a scimitar.

“I have forbidden my son’s name to be said. And I promised punishment to whoever disobeyed my command. So shall it be. Before the sun sets and the moon casts its first shadow on the sand, you will be gone from this oasis—never to return.”

“No!” cried Nadia, hearing her father’s words.

“I have spoken!” roared the sheik. “It shall be done!”

Trembling, the shepherd went to gather his possessions.

And the rest of the clan looked at one another uneasily and muttered among themselves.

In the hours that followed, fear of being banished to the desert made everyone turn away from Nadia as she tried to tell them of Hamed and the things he had done and said.

And the less she was listened to, the less she was able to recall Hamed’s face and voice. And the less she recalled, the more her temper raged within her, destroying the peace she had found.

By evening, she could stand it no longer. She went to where her father sat, staring into the desert, and stood before him.

“You will not rob me of my brother Hamed!” she cried, stamping her foot. “I will not let you!”

Tarik looked at her, his eyes colder than the desert night.

Vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>banished</td>
<td>(BAN isht) v. sent away, forced to be separate from a place or group</td>
</tr>
</tbody>
</table>

Practice the Skills

Literary Element

Plot Suspense builds as the conflict in the story continues to develop. How does the conflict become more complicated after the young shepherd is banished?

Key Literary Element

Plot The climax is the point of highest conflict in the story. Describe the climax of this story.
But before he could utter a word, Nadia spoke again. “Can you recall Hamed’s face? Can you still hear his voice?”

Tarik started in surprise, and his answer seemed to come unbidden to his lips. “No, I cannot! Day after day I have sat in this spot where I last saw Hamed, trying to remember the look, the sound, the happiness that was my beloved son—but I cannot.”

And he wept.

Nadia’s tone became gentle. “There is a way, honored father,” she said. “Listen.”

And she began to speak of Hamed. She told of walks she and Hamed had taken and of talks they had had. She told how he had taught her games, told her tales, and calmed her when she was angry. She told many things that she remembered, some happy and some sad.

And when she was done with the telling, she said gently, “Can you not recall him now, Father? Can you not see his face? Can you not hear his voice?”

Tarik nodded through his tears, and for the first time since Hamed had been gone, he smiled.

“Now you see,” Nadia said, her tone more gentle than the softest of the desert breezes, “there is a way that Hamed can be with us still.”

The sheik pondered what Nadia had said. After a long time, he spoke, and the sharpness was gone from his voice.

“Tell my people to come before me, Nadia,” he said. “I have something to say to them.”

When all were assembled, Tarik said, “From this day forward, let my daughter Nadia be known not as willful but as wise. And let her name be praised in every tent, for she has given me back my beloved son.”

And so it was. The shepherd returned to his flock, kindness and graciousness returned to the oasis, and Nadia’s name was praised in every tent. And Hamed lived again—in the hearts of all who remembered him.
After You Read  Nadia the Willful

Answering the BIG Question

1. What new ideas did this selection give you about learning from mistakes?
2. Recall Why were Nadia and Hamed so close?
   Tip Right There
3. Summarize How does Nadia feel when she can’t speak of Hamed after he is gone? How does she feel when she does speak of him?
   Tip Think and Search

Critical Thinking

4. Visualize Can you picture a scene in the desert from this story? What details help you visualize it?
   Tip Author and Me
5. Respond How did you feel toward Tarik when he said that Hamed’s name could not be uttered?
   Tip Author and Me
6. Compare and Contrast How are Tarik and Nadia alike? How do they differ?
   Tip Author and Me
7. Infer Why do people break Tarik’s rule against talking about Hamed?
   Tip Author and Me
8. Evaluate What is the best way to deal with losing someone you love?
   Tip On My Own

Talk About Your Reading

In the story, Nadia talks about Hamed to various people. One person Nadia doesn’t talk to is her mother. With a partner, role play a dialogue between Nadia and her mother. Have Nadia describe how talking about Hamed helps her deal with her loss. Have Nadia’s mother tell her how she feels.
Skills Review

Key Reading Skill: Synthesizing

9. Answer the following questions:
   • What is the most important event or idea to understand in this selection?
   • How does it relate to your own life?

Literary Element: Plot

Climax

Falling Action

Resolution

10. The falling action shows what happens to characters after the climax. What happens as a result of the climax in this story?

11. How is the conflict between Nadia and her father resolved?

Vocabulary Check

Choose the correct word to fill the blank in each sentence.

12. It was forbidden to ____ Hamed’s name.
   - utter
   - cease

13. When Nadia spoke of Hamed, her mother told her to ____.
   - utter
   - cease

14. Anyone who mentioned Hamid would be ____.
   - banished
   - pondered

15. Tarik ____ Nadia’s words.
   - banished
   - pondered

16. Academic Vocabulary  In which of the following sentences is the word synthesize used correctly?
   - When I write an essay, I synthesize all that I read on the subject and draw my own conclusions.
   - When I go shopping, I synthesize all the groceries into the shopping cart.

17. English Language Coach  Willpower and willingness both contain the base word will. Use the words willpower and willingness correctly in sentences.

Grammar Link: Finding the Verb

- Words sometimes come between the subject and the verb.
  Subject  Verb
  Nadia’s memories of Hamed were strong.
  The merchants in the bazaar knew nothing.

- The verb sometimes comes before its subject.
  There was a girl with a flashing temper.
  Out of the tent came Tarik.
  Try to recall Hamed’s face.

- Sometimes the verb or verb phrase stands alone.
  The word you is understood to be the subject.
  (You) Tell us about Hamed.
  (You) Do not say his name.

Grammar Practice

Copy the sentences below. Circle the verb or verb phrase in each sentence.

18. Across the sands galloped a white stallion.
19. Here is the sheik.
20. Speak of Hamed.
21. Do you miss him?
In this Writing Workshop, you will write a personal narrative to help you answer the Unit 7 Big Question: What can we learn from our mistakes?

**What Is It?**

A personal narrative is a true story about a memorable event in your life. The event may be really big (traveling to a foreign country, meeting the president) or fairly ordinary (dinner at your grandparents’ house, going to the mall). The most important thing about this personal narrative is that the writer (you) learned a lesson worth sharing.

Your assignment is to write a personal narrative about a time you made a mistake.

**Prewriting**

**Get Ready to Write**

Everybody makes mistakes now and then. Mistakes are important because they teach lessons that you can’t learn in a book or a classroom. When you make a mistake, it is up to you to fix it, or else you have to live with the consequences.

**Gather Ideas**

Have you ever said something that you wish you could take back? Have you ever made a decision that turned out to be a bad one? Have you ever accidentally hurt someone’s feelings? Have you ever done something wrong that wasn’t on purpose?

If you answered yes to any of these questions, then you have a topic for your personal narrative. In small groups, discuss the mistake that you are going to write about. Tell your group members:

- The mistake you made
- Who was involved
- The result of your mistake
- What you learned from your mistake

Tell your group members what you like about their stories. Tell them what parts you think they can leave out. Ask your group if your story is interesting and what details they want to hear more about. Write down the suggestions and points of your story that interested your group members. Make sure you include these points when you start your draft.
Make a Plan

Your narrative should be written in chronological order. That means you should write the events in the order they happened. Before you start writing, make a timeline that includes the important events that led to your mistake and the events that resulted from the mistake. You can use the timeline to help you write your draft.

EVENT 1  EVENT 2  EVENT 3

Drafting

Start Writing!

Your narrative should be divided into three sections: beginning, middle, and end.

Beginning The beginning of your narrative should describe the setting and introduce the people involved in your story.

*It was my eleventh birthday, and I was sitting at the dining room table with all my friends. Well, actually, I was sitting there with all my friends and Jerry. Last June, Jerry showed he wasn’t my friend when he had our whole class over to his swimming pool in the middle of the school day. He knew I couldn’t swim . . .* 

Middle The middle of your narrative is when the main action happens.

*Al started laughing about Jerry’s silly new haircut. This was my party, and I knew that if I joined in, everybody else would too. So I shouted out, “Who cut your hair, Jerry, your baby sister?”*

End The ending of your narrative brings the story to a close. You tell how the experience was resolved and what you learned from it.

*Jerry said he was sorry and that he had forgotten that I couldn’t swim. Then we both went back to my party. Next time one of my friends upsets me, I’ll tell him why I’m angry instead of trying to get even.*
Applying Good Writing Traits

**Voice**

Reading a personal narrative or autobiography is a good way to find out what a person is like. You can discover a writer’s personality from the way he or she “talks” on paper.

**What Is Voice?**

Just as each person has his or her own unique speaking voice, a writer has a particular writing voice. It is a voice that clearly shows a writer’s personality. The writer’s personality comes through in word choices, tone, and sentence patterns he or she uses. Here’s how two different people might write about the same subject.

**Trees and Cans**

Yowza!! Who would have thought the same stuff that we drink our sodas out of might change the game of baseball? But it’s true! Aluminum bats send the old hardball at least twelve feet farther than the old wooden ones. Look out, outfield!

**Ash versus Aluminum**

The game of baseball is about to change. It looks as though the day of aluminum has arrived. Bats of that metal send the ball twelve feet farther than their more natural ancestors. All those who want the day of the Louisville Slugger to remain, say your prayers. There is little hope left for you now.

**Why Is Voice Important in My Writing?**

- Writing in your own voice helps you express your real thoughts, ideas, and feelings.
- Writing in your own voice is easier than trying to sound like someone else.
- Reading something written in your voice is more interesting to your audience. It shows there’s a real person behind the writing.

**How Do I Do It?**

- Write words that you might use when you’re talking.
- Don’t try to write like someone else. Find your own voice.
- Think about what you’re trying to say. Say it aloud. Then write it down.
- Let your feelings guide what you’re trying to say about your topic.

**Write to Learn**

Pick a subject that you feel strongly about and write a paragraph about it. Let your words flow. Don’t worry about making mistakes; you can fix those later. With a partner, read aloud what you wrote and feel the rhythm of your words as you read. This is your voice. Your writing should show the “real” you. Then rewrite or change any words or sentences so that your voice is heard in your writing.
Grammar Link

Subject-Verb Agreement

What Are Subjects and Verbs?
The subject is the part of a sentence that is doing something or about which something is said. The verb is the part of a sentence that tells what the subject is doing.

- The subject and verb must agree in person and number.

With a singular subject (fire), use the singular form of the verb (burns). With a plural, or more than one, subject (fires), use the plural form of the verb (burn).

A fire burns in Chicago.
Fire is the singular subject, so the singular form of the verb burn is used.
Fires burn in different parts of the city.
The word fires is the plural subject. Since there is more than one fire, the plural form of the verb burn is used.

Why Is Subject and Verb Agreement Important?
When the subject and verb of a sentence do not agree in person and number, a major rule of English grammar is broken. This confuses readers and distracts them from what they are reading.

How Do I Make Subjects and Verbs Agree?
- Find the subject and verb in a sentence.
  Joshua eats pizza for dinner.
- Make sure that the verb agrees with the subject in person and number.
  Joshua (singular) eats (singular) pizza for dinner.
  Joshua and Sadie (plural) eat (plural) pizza for dinner.

Grammar Practice
For each sentence, underline the subject. Circle the correct form of the verb so that the subject and verb agree.

1. Mr. Gray (write, writes) to Mr. Holden.
2. His arguments (is, are) persuasive.
3. The journalist (has, have) done his research.
4. He (hope, hopes) the Council will be persuaded.
5. The Council members must (build, builds) a bridge between Chicago’s past and future.

Writing Application Review your draft. Make sure that all your subjects and verbs agree.

Looking Ahead
Part 2 of this Writing Workshop is coming up later. Save the writing you did so far, you’ll need it to complete your final draft.
Skills Focus
You will practice using these skills when you read the following selections:
- “The Bracelet,” p. 822
- “Too Soon a Woman,” p. 832

Reading
• Identifying main idea and supporting details

Literature
• Explaining how the narrator affects a story

Vocabulary
• Understanding word structure: Latin roots

Writing/Grammar
• Identifying subject-verb agreement

Learn It!
What Is It? The most important idea in a selection, passage, or paragraph is the main idea. The examples or details that support the main idea are called supporting details.
- Sometimes an author states the main idea. Other times, readers must figure out the main idea.
- The main idea often will be the first sentence of a paragraph. But a main idea may be anywhere, even in the last sentence.
- You can find main ideas and supporting details in almost any paragraph. However, a selection may also have one central main idea.

Identifying Main Idea and Supporting Details

Analyzing Cartoons
What main idea is the cat trying to express? What details support that main idea?
Why Is It Important? Finding main ideas and details helps you understand what the author is writing about and why it is important. Details will also help you form your own opinions and decide whether you agree with the author.

How Do I Do It? Consider what you know about the author and the topic. Notice how the author organizes ideas. Then look for the one idea that all of the sentences in the paragraph, or all of the paragraphs in a selection, are about. To find the main idea, ask yourself:

• What is each sentence about?
• Is there one sentence that explains the whole passage or is more important than the others?
• If the main idea is not directly stated, what main idea do the supporting details point out?

Here’s how one student found the main idea and supporting details in a paragraph from “Nadia the Willful.”

Nadia, too, did as her father decreed, though each day held something to remind her of Hamed. As she passed her brothers at play, she remembered games Hamed had taught her. As she walked by the women weaving patches for the tents and heard them talking and laughing, she remembered tales Hamed had told her and how they had made her laugh.

This paragraph is about things that remind Nadia of Hamed. The first sentence says that Nadia saw things that made her think about Hamed. That must be the main idea. The other sentences give details of what she saw and how they remind her of him.

Practice It!

Choose a paragraph from “The Gold Cadillac” on p. 786. Find and write the main idea. List at least two supporting details.

Use It!

Copy the questions from “How Do I Do It?” Answer the questions at the end of the selections you read to help you figure out what the main idea and supporting details are.
Meet the Author
Yoshiko Uchida was born in Alameda, California. Her parents came from Japan. She says of her writing, “I feel it’s so important for Japanese American . . . children to be aware of their history and culture. . . . At the same time, I write for all children, and I try to write about values and feelings that are universal.” See page R7 of the Author Files for more on Yoshiko Uchida.

Vocabulary Preview

**evacuated** (ih VAK yoo ay tid) v. removed; moved out of an area; form of the verb evacuate (p. 822) The government evacuated Japanese Americans from their homes on the West Coast.

**forsaken** (for SAY kun) adj. given up or abandoned (p. 824) The town looked run-down and forsaken.

**looming** (LOO ming) adj. appearing in the distance (p. 826) The girls saw the camp looming ahead as they drove down the highway.

Write to Learn  Answer each question about the vocabulary words.
1. What does a building look like after it has been evacuated?
2. How do you think a forsaken town would look?
3. What do mountains looming in the distance look like?

English Language Coach

**Latin Roots** A root carries the basic meaning of a word. Most roots are not complete words on their own—they need other word parts to form complete words. Many words in English come from Latin roots. One Latin root is *ject*, which means “to throw.” Look at the following English words formed from the root *ject*.

- **eject** throw out
- **reject** throw back
- **inject** force liquid into
- **project** thrust forward

On Your Own  List two examples each of words that use the following roots. Give a brief definition for each word, showing how it is related to the meaning of the root. Use a dictionary if you need help.
1. *port*, meaning “to carry”
2. *dict*, meaning “to say”
Skills Preview

**Key Reading Skill: Identifying Main Idea and Supporting Details**

The main idea is the most important idea in a paragraph or a selection. Other sentences in the paragraph or selection add information to or support the main idea.

Often a writer will directly state the main idea. Sometimes, though, a writer will not state the main idea, and it’s up to you (the reader) to figure it out. To find the main idea, ask yourself: “What is the one idea that all of the sentences in the paragraph are about? What is the one idea that all of the paragraphs in the selection are about?”

**Write to Learn** Turn to the first page of “The Bracelet.” Read the first five paragraphs. In one sentence, write the main idea. Next, list three supporting details.

**Key Literary Element: Narrator**

A *narrator* is the person or “voice” that tells a story. When a story uses words like *I* and *my*, the story is told from the *first-person point of view*. Readers see and experience what happens in the story through that first-person *narrator*.

As you read, ask yourself these questions to help you think about the narrator:

- **Who is telling the story?**
- **How would this story change if it were told from a different point of view?**
- **How does knowing the narrator’s thoughts and feelings affect you as you read the story?**

Get Ready to Read

**Connect to the Reading**

Suppose that you have brown hair, and a new law states that all brown-haired people must go to special jails. How would you feel if this happened to you? How would you feel if your hair were a different color? As you read “The Bracelet,” think about what it was like for the characters who were forced to leave home for reasons that made no sense to them.

**Partner Talk** With your partner, discuss your answers to the questions above.

**Build Background**

During World War II the United States was at war with Japan. “The Bracelet” is an account of how Japanese people living on the West Coast at that time were sent to live in internment camps, or relocation centers.

- Some U.S. leaders feared that Japanese Americans might spy on or damage military bases.
- In 1942 President Franklin D. Roosevelt gave the U.S. War Department the authority to take Japanese Americans from their homes and send them to internment camps. An *internment camp* is a place where people are forced to stay.
- About 110,000 Japanese Americans were forced to live in internment camps. Two-thirds of them were U.S. citizens.
- Years later, in 1988, the U.S. Congress apologized to all the Japanese Americans who had been interned in these camps.

**Set Purposes for Reading**

As you read “The Bracelet,” think about what we can learn from mistakes.

**Set Your Own Purpose** What else would you like to learn from the story to help you answer the Big Question? Write your own purpose on “The Bracelet” part of the Workshop 2 Foldable.

**Keep Moving**

Use these skills as you read the following selection.
“Mama, is it time to go?”

I hadn’t planned to cry, but the tears came suddenly, and I wiped them away with the back of my hand. I didn’t want my older sister to see me crying.

“It’s almost time, Ruri,” my mother said gently. Her face was filled with a kind of sadness I had never seen before.

I looked around at my empty room. The clothes that Mama always told me to hang up in the closet, the junk piled on my dresser, the old rag doll I could never bear to part with—they were all gone. There was nothing left in my room, and there was nothing left in the rest of the house. The rugs and furniture were gone, the pictures and drapes were down, and the closets and cupboards were empty. The house was like a gift box after the nice thing inside was gone: just a lot of nothingness.

It was almost time to leave our home, but we weren’t moving to a nicer house or to a new town. It was April 12, 1942. The United States and Japan were at war, and every Japanese person on the West Coast was being evacuated by the government to a concentration camp. Mama, my sister Keiko, and I were being sent from our home, and out of Berkeley, and eventually out of California.

The doorbell rang, and I ran to answer it before my sister could. I thought maybe by some miracle a messenger from the government might be standing there, tall and proper and...
buttoned into a uniform, come to tell us it was all a terrible mistake, that we wouldn’t have to leave after all. Or maybe the messenger would have a **telegram** from Papa, who was interned\(^2\) in a prisoner-of-war camp in Montana because he had worked for a Japanese business firm.\(^2\)\(^3\)

The FBI had come to pick up Papa and hundreds of other Japanese community leaders on the very day that Japanese planes had bombed Pearl Harbor.\(^3\) The government thought they were dangerous enemy aliens.\(^4\) If it weren’t so sad, it would have been funny. Papa could no more be dangerous than the mayor of our city, and he was every bit as loyal to the United States. He had lived here since 1917.

When I opened the door, it wasn’t a messenger from anywhere. It was my best friend, Laurie Madison, from next door. She was holding a package wrapped up like a birthday present, but she wasn’t wearing her party dress, and her face drooped like a wilted tulip.

“Hi,” she said. “I came to say goodbye.”

She thrust the present at me and told me it was something to take to camp. “It’s a bracelet,” she said before I could open the package. “Put it on so you won’t have to pack it.” She knew I didn’t have one inch of space left in my suitcase. We had been instructed to take only what we could carry into camp, and Mama had told us that we could each take only two suitcases.

“Then how are we ever going to pack the dishes and blankets and sheets they’ve told us to bring with us?” Keiko worried.

“I don’t really know,” Mama said, and she simply began packing those big impossible things into an enormous duffel bag—along with umbrellas, boots, a kettle, hot plate, and flashlight.

“Who’s going to carry that huge sack?” I asked.

But Mama didn’t worry about things like that. “Someone will help us,” she said. “Don’t worry.” So I didn’t.

Laurie wanted me to open her package and put on the bracelet before she left. It was a thin gold chain with a heart dangling on it. She helped me put it on, and I told her I’d never take it off, ever. \(^4\)

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2. Someone who is **interned** is detained, confined, or imprisoned.

3. The Japanese bombed the U.S. naval base at **Pearl Harbor**, Hawaii, on December 7, 1941. This attack brought the United States into World War II.

4. **Aliens** are people who are not citizens of the country in which they live.
“Well, goodbye, then,” Laurie said awkwardly. “Come home soon.”
“I will,” I said, although I didn’t know if I would ever get back to Berkeley again.
I watched Laurie go down the block, her long blond pigtails bouncing as she walked. I wondered who would be sitting in my desk at Lincoln Junior High now that I was gone. Laurie kept turning and waving, even walking backward for a while, until she got to the corner. I didn’t want to watch anymore, and I slammed the door shut.

The next time the doorbell rang, it was Mrs. Simpson, our other neighbor. She was going to drive us to the Congregational Church, which was the Civil Control Station where all the Japanese of Berkeley were supposed to report.
It was time to go. “Come on, Ruri. Get your things,” my sister called to me.
It was a warm day, but I put on a sweater and my coat so I wouldn’t have to carry them, and I picked up my two suitcases. Each one had a tag with my name and our family number on it. Every Japanese family had to register and get a number. We were Family Number 13453.
Mama was taking one last look around our house. She was going from room to room, as though she were trying to take a mental picture of the house she had lived in for fifteen years, so she would never forget it.
I saw her take a long last look at the garden that Papa loved. The irises beside the fish pond were just beginning to bloom. If Papa had been home, he would have cut the first iris blossom and brought it inside to Mama. “This one is for you,” he would have said. And Mama would have smiled and said, “Thank you, Papa San” and put it in her favorite cut-glass vase.
But the garden looked shabby and forsaken now that Papa was gone and Mama was too busy to take care of it. It looked the way I felt, sort of empty and lonely and abandoned.

5. San is a term of respect added to Japanese names.

Vocabulary
forsaken (for SAY kun) adj. given up or abandoned
When Mrs. Simpson took us to the Civil Control Station, I felt even worse. I was scared, and for a minute I thought I was going to lose my breakfast right in front of everybody. There must have been over a thousand Japanese people gathered at the church. Some were old and some were young. Some were talking and laughing, and some were crying. I guess everybody else was scared too. No one knew exactly what was going to happen to us. We just knew we were being taken to the Tanforan Racetracks, which the army had turned into a camp for the Japanese. There were fourteen other camps like ours along the West Coast.

What scared me most were the soldiers standing at the doorway of the church hall. They were carrying guns with mounted bayonets. I wondered if they thought we would try to run away and whether they’d shoot us or come after us with their bayonets if we did.

A long line of buses waited to take us to camp. There were trucks, too, for our baggage. And Mama was right; some men were there to help us load our duffel bag. When it was time to board the buses, I sat with Keiko, and Mama sat behind us. The bus went down Grove Street and passed the small Japanese food store where Mama used to order her bean-curd cakes and pickled radish. The windows were all boarded up, but there was a sign still hanging on the door that read, “We are loyal Americans.”

6. Tanforan Racetrack was a famous racetrack near San Francisco. It opened in 1899 and burned down in 1964. People came to Tanforan to see horse races and car races.

7. Bayonets are long knives on the end of rifles.
The crazy thing about the whole evacuation was that we were all loyal Americans. Most of us were citizens because we had been born here. But our parents, who had come from Japan, couldn’t become citizens because there was a law that prevented any Asian from becoming a citizen. Now everybody with a Japanese face was being shipped off to concentration camps.

“‘It’s stupid,’” Keiko muttered as we saw the racetrack looming up beside the highway. “If there were any Japanese spies around, they’d have gone back to Japan long ago.”

“I’ll say,” I agreed. My sister was in high school and she ought to know, I thought.

When the bus turned onto Tanforan, there were more and more armed guards at the gate, and I saw barbed wire strung around the entire grounds. I felt as though I were going into a prison, but I hadn’t done anything wrong.

We streamed off the buses and poured into a huge room, where doctors looked down our throats and peeled back our eyelids to see if we had any diseases. Then we were given our housing assignments. The man in charge gave Mama a slip of paper. We were in Barrack 16, Apartment 40.

“Mama!” I said. “We’re going to live in an apartment!” The only apartment I had ever seen was the one my piano teacher lived in. It was in an enormous building in San Francisco, with an elevator and thick-carpeted hallways. I thought how wonderful it would be to have our own elevator. A house was all right, but an apartment seemed elegant and special.

We walked down the racetrack, looking for Barrack 16. Mr. Noma, a friend of Papa’s, helped us carry our bags. I was so busy looking around I slipped and almost fell on the muddy track. Army barracks had been built everywhere, all around the racetrack and even in the center oval.

Mr. Noma pointed beyond the track toward the horse stables. “I think your barrack is out there.”

He was right. We came to a long stable that had once housed the horses of Tanforan, and we climbed up the wide ramp. Each stall had a number painted on it, and when we got to 40, Mr. Noma pushed open the door.

“Well, here it is,” he said, “Apartment 40.”

**Vocabulary**

**looming** (LOO ming) adj. appearing in the distance
The stall was narrow and empty and dark. There were two small windows on each side of the door. Three folded army cots were on the dust-covered floor, and one light-bulb dangled from the ceiling. That was all. This was our apartment, and it still smelled of horses.

Mama looked at my sister and then at me. “It won’t be so bad when we fix it up,” she began. “I’ll ask Mrs. Simpson to send me some material for curtains. I could make some cushions too, and . . . well . . .” She stopped. She couldn’t think of anything more to say.

Mr. Noma said he’d go get some mattresses for us. “I’d better hurry before they’re all gone.” He rushed off. I think he wanted to leave so that he wouldn’t have to see Mama cry. But he needn’t have run off, because Mama didn’t cry. She just went out to borrow a broom and began sweeping out the dust and dirt. “Will you girls set up the cots?” she asked.

It was only after we’d put up the last cot that I noticed my bracelet was gone. “I’ve lost Laurie’s bracelet!” I screamed. “My bracelet’s gone!”

We looked all over the stall and even down the ramp. I wanted to run back down the track and go over every inch of ground we’d walked on, but it was getting dark and Mama wouldn’t let me.

I thought of what I’d promised Laurie. I wasn’t ever going to take the bracelet off, not even when I went to take a shower. And now I had lost it on my very first day in camp. I wanted to cry. I

I kept looking for it all the time we were in Tanforan. I didn’t stop looking until the day we were sent to another camp, called Topaz, in the middle of a desert in Utah. And then I gave up.

But Mama told me never mind. She said I didn’t need a bracelet to remember Laurie, just as I didn’t need anything to remember Pap or our home in Berkeley or all the people and things we loved and had left behind.

“Those are things we can carry in our hearts and take with us no matter where we are sent,” she said.

And I guess she was right. I’ve never forgotten Laurie, even now. Does Ruri think that losing the bracelet means losing her friend? What does her mother’s advice teach Ruri? Write your answers on your Foldable. Your response will help you complete the Unit Challenge later.
Answering the BIG Question

1. Name one mistake in “The Bracelet” that the world can learn from. Explain your answer.

2. Summarize Why was Ruri’s father not with the family?
   Tip Think and Search

3. Recall What makes Ruri want to cry the first day she is in her new “apartment” at Tanforan?
   Tip Right There

Critical Thinking

4. Interpret Why do you think the people in the story went to the camps without a fight?
   Tip Author and Me

5. Interpret Why is the bracelet so important to Ruri?
   Tip Think and Search

6. Evaluate Do you agree or disagree with Ruri’s mother that Ruri doesn’t need the bracelet to help her remember Laurie? Explain.
   Tip On Your Own

Talk About Your Reading

This story takes place in 1942 when Franklin D. Roosevelt was president of the United States. What if Ruri had the chance to talk to President Roosevelt and share her story about the internment camp? With a partner, take turns role-playing Ruri’s argument. Try to imagine how it would feel to lose your freedom. Use these questions to get started.

If you could talk to the president about the internment camps, what would you say to persuade him to shut down the camps?

- Think about ways the situation affected your community, your family, and your life; what should you tell him?
- How did you feel about leaving the life you knew?
- What examples from the story will you use to support your point-of-view?
**Skills Review**

**Key Reading Skill: Identifying Main Idea and Supporting Details**

7. What is the main idea in “The Bracelet?”

**Key Literary Element: Narrator**

8. a) Describe Ruri as a narrator. b) Is she believable? Explain. c) Can you relate to her? Explain.

9. How did the narrator’s descriptions cause you to feel or respond to events in the story? What part of those descriptions made the biggest impression on you?

**Reviewing Skills: Clarifying**

10. Name a part of the story that you clarified. How did you do it?

**Vocabulary Check**

Write True or False for each sentence. If the answer is false, rewrite the statement to make it true. Be sure to use the vocabulary word.

11. If you have evacuated, you have stayed in place.

12. If you followed through with something, you have forsaken your goals.

13. A storm looming in the distance might mean a dark sky on the horizon.

14. **English Language Coach** The Latin root vers means “turn.” How does this root relate to the words below? Write a definition for each word, showing how it is related to the meaning of the root. Use a dictionary if you need help.

   - universe
   - version
   - conversation

**Grammar Link: Subjects Separated from Verbs**

When a prepositional phrase comes between a subject and the verb, the verb must agree with the subject, not the object of the preposition.

- Mentally remove the word or phrase from the sentence. Read the sentence without the prepositional phrase.
  
  Thousands of Italian Americans were arrested.

  **Think:** Thousands were arrested.

- Make sure that the verb agrees with the subject, not the noun closest to the verb.

  **Incorrect:** A park on the islands contain a volcano.

  The subject is park. Islands is the object of the preposition on.

  **Correct:** A park on the islands contains a volcano.

**Grammar Practice**

For each of the following sentences, write the verb that agrees with the subject.

15. Relocation camps in Arizona (was/were) in terrible condition.

16. The duffel bag with a kettle, a hot plate, and boots (was/were) heavy.

17. A friend of her parents (helps/help) them move into the horse stall.

18. The guard next to the towers (look/looks) angry

19. The flowers in the garden (is/are) blooming.

20. The stable with the cots (is/are) where we will live.

**Web Activities** For eFlashcards, Selection Quick Checks, and other Web activities, go to www.glencoe.com.
Meet the Author
Dorothy M. Johnson moved to Montana from Iowa when she was a child. The beautiful scenery and the exciting history of the Old West inspired her stories for both children and adults. An honorary member of the Blackfoot tribe, Johnson wrote vividly about Native Americans, cowboys, and outlaws.

Vocabulary Preview

**skimpy** (SKIM pee) adj. lacking in quantity; barely or not quite enough (p. 832)

- The family’s load was skimpy because they were almost out of food.

**hospitality** (hos pih TAL uh tee) n. friendly treatment of guests (p. 833)

- They showed hospitality toward the strangers and gave them food.

**grudging** (GRUJ ing) adj. done or given resentfully or without wanting to (p. 833)

- The father finally gives Mary a grudging nod hello.

**sedately** (sih DAYT lee) adv. in a quiet, calm manner (p. 837)

- Mary sedately accepted the father’s thanks.

Partner Talk  Discuss the pronunciation and definition of each vocabulary word with a partner. Then use each word in a sentence to be sure you understand its definition.

English Language Coach

**Latin Roots** Look at this family of words based on the Latin root *flect* or *flex*, which means “to bend.”

![Diagram of Latin roots: reflect, flexible, deflect, reflex, flect/flex to bend]

On Your Own  Copy the words in the circles in your Learner’s Notebook. Think about how the root relates to each word and write the meaning of each word. Use a dictionary if you need help.
Skills Preview

Key Reading Skill: Identifying Main Idea and Supporting Details
Use these questions to help you find the main idea and supporting details in “Too Soon a Woman.”

- What main idea do you get from each section of this story?
- What details support each main idea?
- What overall main idea do you get from the whole story?
- What are two details that support that main idea?

Write to Learn In your Learner’s Notebook, draw a box, leaving room to write the main idea in it. Draw smaller boxes under the main idea box to be filled with supporting details. As you read “Too Soon a Woman,” fill in this diagram with possible main ideas and supporting details.

Key Literary Element: Narrator
The narrator is the one telling the story. The narrator explains what happens from his or her point of view. Here are three points of view.

- First-person: The narrator is a character in the story.
- Third-person: The narrator is outside the story.
- Omniscient: The narrator is not in the story but knows all of the characters’ thoughts and actions.

As you read, use these tips to help you learn about the story through the narrator.

- Identify the narrator.
  Does a character tell the story? If so, who is it?
- Think about why the author chose this character to tell the story.
  How would the story change if it were told from another point of view?
- Consider what the narrator tells you about events and other characters.
  How does knowing the narrator’s thoughts and feelings affect you as you read the story?

Get Ready to Read

Connect to the Reading
What if you were starving in a life-and-death situation? You might eat things you wouldn’t usually consider eating. Bugs? Strange plants? What risks would you be willing to take to survive?

Write to Learn In your Learner’s Notebook, write what you would do to survive if you were starving in the wilderness.

Build Background
During the 1800s many families moved west. These trips were never easy, and settlers could expect to face many trials along the way.

- Pioneers, or settlers, traveled west on overland routes such as the Oregon Trail.
- Pioneers began traveling the Oregon Trail in the 1840s.
- Beginning in 1843, and for the next twenty-five years, more than half a million people traveled the Oregon Trail to the West Coast.

Set Purposes for Reading

BIG Question Read “Too Soon a Woman” to find out why it may never be too late to learn from your mistake in time to correct it.

Set Your Own Purpose What else would you like to learn from the short story to help you answer the Big Question? Write your own purpose on the “Too Soon a Woman” part of the Workshop 2 Foldable.

Interactive Literary Elements Handbook To review or learn more about the literary elements, go to www.glencoe.com.

Keep Moving
Use these skills as you read the following selection.
We left the home place behind, mile by slow mile, heading for the mountains, across the prairie where the wind blew forever.

At first there were four of us with the one-horse wagon and its skimpy load. Pa and I walked, because I was a big boy of eleven. My two little sisters romped and trottet until they got tired and had to be boosted up into the wagon bed. 1

That was no covered Conestoga,1 like Pa’s folks came west in, but just an old farm wagon, drawn by one weary horse, creaking and rumbling westward to the mountains, toward the little woods town where Pa thought he had an old uncle who owned a little two-bit2 sawmill.

Two weeks we had been moving when we picked up Mary, who had run away from somewhere that she wouldn’t tell. Pa didn’t want her along, but she stood up to him with no fear in her voice.

“I’d rather go with a family and look after the kids,” she said, “but I ain’t going back. If you won’t take me, I’ll travel with any wagon that will.”

Pa scowled at her, and her wide blue eyes stared back.

“How old are you?” he demanded.

“Eighteen,” she said. “There’s teamsters3 come this way sometimes. I’d rather go with you folks. But I won’t go back.”

“We’re prid’near out of grub,” my father told her. “We’re clean out of money. I got all I can handle without taking

1. A Conestoga (kahn ih STOW gah) is a covered wagon with a canvas top and large, wood wheels.
2. The expression two-bit means “practically worthless.”
3. Teamsters are people who drove teams, or groups, of horses or oxen.

Vocabulary

skimpy (SKIM pee) adj. lacking in quantity; barely or not quite enough
anybody else.” He turned away as if he hated the sight of her. “You’ll have to walk,” he said.

So she went along with us and looked after the little girls, but Pa wouldn’t talk to her.

On the prairie, the wind blew. But in the mountains, there was rain. When we stopped at little timber claims along the way, the homesteaders said it had rained all summer. Crops among the blackened stumps were rotted and spoiled. There was no cheer anywhere and little hospitality. The people we talked to were past worrying. They were scared and desperate.

So was Pa. He traveled twice as far each day as the wagon. He ranged through the woods with his rifle, but he never saw game. He had been depending on venison, but we never got any except as a grudging gift from the homesteaders.

He brought in a porcupine once; that was fat meat and good. Mary roasted it in chunks over the fire, half crying with the smoke. Pa and I rigged up the tarp sheet for a shelter to keep the rain from putting the fire clean out.

The porcupine was long gone, except for some of the tried-out fat that Mary had saved, when we came to an old, empty cabin. Pa said we’d have to stop. The horse was wore out, couldn’t pull anymore up those grades on the deep-rutted roads in the mountains.

At the cabin, at least there was shelter.

We had a few potatoes left and some corn meal. There was a creek that probably had fish in it, if a person could catch them. Pa tried it for half a day before he gave up. To this day I don’t care for fishing. I remember my father’s sunken eyes in his gaunt, grim face.

He took Mary and me outside the cabin to talk. Rain dripped on us from branches overhead.

4. Homesteaders are people who claimed and settled land.
5. Venison is deer meat.
6. Tried-out refers to the melted and hardened fat from the roasted porcupine.

Vocabulary

hospitality (hos pih TAL uh tee) n. friendly treatment of guests
grudging (GRUJ ing) adj. done or given resentfully or without wanting to
“I think I know where we are,” he said. “I calculate to get to old John’s and back in about four days. There’ll be grub in the town, and they’ll let me have some whether old John’s still there or not.”

He looked at me. “You do like she tells you,” he warned. It was the first time he had admitted Mary was on earth since we picked her up two weeks before.

“You’re my pardner,” he said to me, “but it might be she’s got more brains. You mind what she says.”

He burst out with bitterness, “There ain’t anything good left in the world, or people to care if you live or die. But I’ll get grub in the town and come back with it.”

He took a deep breath and added, “If you get too all-fired hungry, butcher the horse. It’ll be better than starvin’.”

He kissed the little girls good-bye and plodded off through the woods with one blanket and the rifle.

The cabin was moldy and had no floor. We kept a fire going under a hole in the roof, so it was full of blinding smoke, but we had to keep the fire so as to dry out the wood.

The third night, we lost the horse. A bear scared him. We heard the racket, and Mary and I ran out, but we couldn’t see anything in the pitch dark.

In gray daylight I went looking for him, and I must have walked fifteen miles. It seemed like I had to have that horse at the cabin when Pa came or he’d whip me. I got plumb lost two or three times and thought maybe I was going to die there alone and nobody would ever know it, but I found the way back to the clearing.

That was the fourth day, and Pa didn’t come. That was the day we ate up the last of the grub.

The fifth day, Mary went looking for the horse. My sisters whimpered, huddled in a quilt by the fire, because they were scared and hungry.

I never did get dried out, always having to bring in more damp wood and going out to yell to see if Mary would hear me and not get lost. But I couldn’t cry like the little girls did, because I was a big boy, eleven years old.

It was near dark when there was an answer to my yelling, and Mary came into the clearing.

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7. To calculate means to “figure out” or “estimate.”

8. Plumb means “completely.”
Mary didn’t have the horse—we never saw hide nor hair of that old horse again—but she was carrying something big and white that looked like a pumpkin with no color to it.

She didn’t say anything, just looked around and saw Pa wasn’t there yet, at the end of the fifth day.

“What’s that thing?” my sister Elizabeth demanded.

“Mushroom,” Mary answered. “I bet it hefts ten pounds.”

“What are you going to do with it now?” I sneered.

“What’s that mark on your shoulder?” I asked her. “You tore your dress on the brush.”

“What do you think it is?” she said, her head bowed in the smoke.

“Looks like scars,” I guessed.

“’Tis scars. They whipped me. Now mind your own business. I want to think.”

Elizabeth whimpered, “Why don’t Pa come back?”

“He’s coming,” Mary promised. “Can’t come in the dark. Your pa’ll take care of you soon’s he can.”

She got up and rummaged around in the grub box.

“Nothing there but empty dishes,” I growled. “If there was anything, we’d know it.”

Mary stood up. She was holding the can with the porcupine grease.

“I’m going to have something to eat,” she said coolly. “You kids can’t have any yet. And I don’t want any squalling, mind.”

Analyzing the Art  Describe what you see in this picture. Do you think this cabin is similar to the one the family is in? Explain.

Practice the Skills

Do you think that making the trip was a mistake for Mary? What must her choices have been? Keep in mind that she said she was “whipped.” At this point does the trip seem like a mistake for the entire family? Write your answer on your Foldable.

9. In this sentence, something that hefts ten pounds weighs ten pounds. Hefts actually means “lifts up.”

10. Squalling is the screaming cries of complaint Mary expects from the hungry little girls.
It was a cruel thing, what she did then. She sliced that big, solid mushroom and heated grease in a pan.

The smell of it brought the little girls out of their quilt, but she told them to go back in so fierce a voice that they obeyed. They cried to break your heart.

I didn’t cry. I watched, hating her.

I endured the smell of the mushroom frying as long as I could. Then I said, “Give me some.”

“Tomorrow,” Mary answered. “Tomorrow, maybe. But not tonight.” She turned to me with a sharp command: “Don’t bother me! Just leave me be.”

She knelt there by the fire and finished frying the slice of mushroom.

If I’d had Pa’s rifle, I’d have been willing to kill her right then and there.

She didn’t eat right away. She looked at the brown, fried slice for a while and said, “By tomorrow morning, I guess you can tell whether you want any.”

The little girls stared at her as she ate. Sarah was chewing an old leather glove.

When Mary crawled into the quilts with them, they moved away as far as they could get.

I was so scared that my stomach heaved, empty as it was.

Mary didn’t stay in the quilts long. She took a drink out of the water bucket and sat down by the fire and looked through the smoke at me.

She said in a low voice, “I don’t know how it will be if it’s poison. Just do the best you can with the girls. Because your pa will come back, you know. . . . You better go to bed, I’m going to sit up.”

And so would you sit up. If it might be your last night on earth and the pain of death might seize you at any moment, you would sit up by the smoky fire, wide-awake, remembering whatever you had to remember, savoring life.

**Key Literary Element**

**Narrator** Think about the different points of view a narrator might have. Which type of narrator would know Mary’s thoughts as she eats the mushroom? Explain.
We sat in silence after the girls had gone to sleep. Once I asked, “How long does it take?”

“I never heard,” she answered. “Don’t think about it.”

I slept after a while, with my chin on my chest. Maybe Peter dozed that way at Gethsemane\(^{11}\) as the Lord knelt praying.

Mary’s moving around brought me wide-awake. The black of night was fading.

“I guess it’s all right,” Mary said. “I’d be able to tell by now, wouldn’t I?”

I answered gruffly, “I don’t know.”

Mary stood in the doorway for a while, looking out at the dripping world as if she found it beautiful. Then she fried slices of the mushroom while the little girls danced with anxiety.

We feasted, we three, my sisters and I, until Mary ruled, “That’ll hold you,” and would not cook any more. She didn’t touch any of the mushroom herself.

That was a strange day in the moldy cabin. Mary laughed and was gay; she told stories, and we played “Who’s Got the Thimble?” with a pine cone.

In the afternoon we heard a shout, and my sisters screamed, and I ran ahead of them across the clearing.

The rain had stopped. My father came plunging out of the woods leading a packhorse—and well I remember the treasures of food in that pack.

He glanced at us anxiously as he tore at the ropes that bound the pack.

“Where’s the other one?” he demanded.

Mary came out of the cabin then, walking \textit{sedately}. As she came toward us, the sun began to shine.

My stepmother was a wonderful woman. \(\square\)

\(\textbf{11.}\) The New Testament of the Christian Bible says that Jesus, knowing his death was near, went to the Garden of \textit{Gethsemane} (geth SE muh nee) to pray. Although Peter and the other disciples had come to pray with him, they all fell asleep.

\textbf{Vocabulary}

\textit{sedately} \((\text{sih DAIYT lee})\) \textit{adv.} in a quiet, calm manner
Too Soon a Woman

Answering the BIG Question

1. Who makes a mistake in “Too Soon a Woman”? Support your opinion with details from the story.

2. Recall What is the biggest problem that the family and Mary have to solve?
   
   Tip Think and Search

3. Recall What do you find out about Mary from the last sentence of the story?
   
   Tip Right There

Critical Thinking

4. Infer What can you infer about the mother of the family?
   
   Tip Author and Me

5. Draw Conclusions Why does Mary refuse to share the mushroom at first?
   
   Tip Author and Me

6. Analyze Why do you think the author chose “Too Soon a Woman” for the title?
   
   Tip Author and Me

Write About Your Reading

Write a journal entry about the trip from Pa or Mary’s point of view. In addition to telling about the experience, explain your feelings at the end of the story. Answer these questions as you write your entry:

- How did you feel throughout the ordeal?
- Why might you have made some of the decisions you made, and did you learn from any mistakes?
- What would you do differently? Why?
Skills Review

Key Reading Skill: Identifying Main Idea and Supporting Details

7. Does the title of the story support the main idea, or is it the main idea? Explain, and give examples from the story.

Key Literary Element: Narrator

8. List three things you learn about the narrator from what he says about himself.
9. What else might readers learn from this story if it were told by an omniscient narrator?

Reviewing Skills: Interpreting

10. Interpret the title of the story. What does it mean? Give examples from the story to support your interpretation.

Vocabulary Check

In each blank, write the vocabulary word that has the opposite meaning of the underlined word.

skimpy hospitality grudging sedately

11. We expected unfriendliness, but everyone showed their ____.  
12. Some people react ____ to good news, while others jump up and down excitedly.  
13. The portions that were served weren’t plentiful at all; they were actually ____.  
14. People want willing help when someone volunteers for a task, not ____ participation.  
15. English Language Coach  The Latin root terra means “land.” How does this root relate to the words below? Write a definition for each word, showing how it is related to the meaning of the root. Use a dictionary if you need help.

   territory
   terrain
   terrestrial

Grammar Link: Agreement with Compounds

- A compound subject contains two or more subjects that have the same verb. Compound subjects may require a plural or singular verb, depending on how the subjects are joined.
- When and joins compound subjects, use the plural form of the verb.
  A horse and a mule cross the path in front of us.  
  Horse and mule are the subjects; cross is the verb.
- When or or nor joins compound subjects, the verb should agree with the subject that is closest to the verb.
  Two cars or a van is needed.  
  The verb is agrees with van, which is the subject closest to it.

Grammar Practice

Rewrite each sentence using the correct verb. Underline the compound subject in each sentence.

16. The bears and the raccoons (raid, raids) our campsite.  
17. A boat or a canoe (work, works) well enough.  
18. The experienced canoe or the ranger (lead, leads) the hikes.  
19. Neither the trees nor the building (block, blocks) our view.

Writing Application  Look back at the journal entry you wrote. Make sure that your subjects and verbs agree in sentences with compound subjects.

Web Activities  For eFlashcards, Selection Quick Checks, and other Web activities, go to www.glencoe.com.
What Is It? When you evaluate, you make a judgment or form an opinion. If you’ve attended a movie, play, or concert, you’ve probably heard people comment on the performance. They’re evaluating what they saw when they say, “The story was silly, but the special effects were awesome!”

- When you evaluate something, you make judgments about its strengths and weaknesses.
- An evaluation has to be supported with facts and examples to be convincing.
- As you read, you might evaluate a character, an author’s style, or the value of the information in the text.

Analyzing Cartoons
The workers in this cartoon are trying to evaluate, or make a judgment about, the slinky’s quality. When you evaluate something, you form an opinion about it. What judgments do you make when you read? What kinds of things influence your opinions?

Academic Vocabulary

- evaluate (ih VAL yoo ayt) v. to find value; to judge or determine worth
**Why Is It Important?** Evaluating helps you become a smart reader. For example, when you judge whether an author is qualified to write about a topic or whether the author’s points make sense, you can avoid being misled by what you read. It will also help you decide what you like or don’t like, and why.

**How Do I Do It?** As you read, ask yourself these questions:

- Do I understand this? Has the author been clear?
- Is this believable? Am I convinced?
- Is this information presented completely and accurately?
- What are the strengths and weaknesses?

Here’s how one student evaluated a short passage from “The Gold Cadillac.”

The next day was Sunday and everybody figured that my mother would be sure to give in and ride in the Cadillac. . . . But she didn’t give in. What was worse she wouldn’t let Wilma and me ride in the Cadillac either. She took us each by the hand, walked past the Cadillac where my father stood waiting and headed on toward the church, three blocks away.

_I think the mother is a really stubborn person. But at least she stands up for herself. She’s a strong person, too. And she doesn’t yell or scream at the dad. So it seems like she’s not really a mean person either._

**Practice It!**

You can do more than just evaluate characters when you read. Use the tips from **How Do I Do It?** to evaluate the following description from “The Gold Cadillac.” What do you think of this description? Did the author do a good job describing the Cadillac?

My sister and I eased up to the car and peeked in. It was all gold inside. Gold leather seats. Gold carpeting. Gold dashboard. It was like no car we had owned before. It looked like a car for rich folks.

**Use It!**

In your Learner’s Notebook, write questions you can ask yourself to evaluate fiction. Consider questions about plot, conflict, and theme.
Before You Read

President Cleveland, Where Are You?

Meet the Author
Like the main character in this story, Robert Cormier (kor MEER) was a boy during the 1930s. Cormier started writing in the seventh grade. But he was never published until his college art teacher sent one of his stories to a magazine. The $75 he was paid for that story started his professional career. See page R2 of the Author Files for more on Robert Cormier.

Vocabulary Preview

splurge (splurj) v. to spend more money than usual (p. 847) It was only occasionally that the boys could splurge on extra cards.

obsessed (ub SEST) adj. concentrating too much on a single emotion or idea (p. 850) The boys were obsessed with collecting the president cards.

dismal (DIZ mul) adj. gloomy; miserable; cheerless (p. 850) Life seemed dismal to the boys when cowboy cards were gone.

dominant (DOM ih nunt) adj. having the greatest power or force; controlling (p. 852) Card collecting was the dominant activity that summer.

dejection (di JEK shun) n. sadness; low spirits (p. 853) Armand’s face showed dejection, not hope, as he sat on the steps.

blissfully (BLIS fuh lee) adv. in an extremely happy way; joyfully (p. 854) Jerry went off blissfully to find the Grover Cleveland card.

Write to Learn Write a brief paragraph about something you collect or would like to collect, such as trading cards or coins. Use at least three of the vocabulary words in your paragraph.

English Language Coach

Greek Roots The root of a word is its main part. Knowing the meaning of a word’s root can help you figure out the meaning of the whole word. English contains many Greek roots, prefixes, and suffixes. Some of these word parts are called “combining forms” because they are so often used with other Greek parts. For example, any word with the root meter (which means “measure”) has something to do with measurement. A thermometer measures your body temperature, for example.

This chart shows some common Greek roots or combining forms.

<table>
<thead>
<tr>
<th>Root</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>bio</td>
<td>life</td>
<td>biography</td>
</tr>
<tr>
<td>geo</td>
<td>earth</td>
<td>geography</td>
</tr>
<tr>
<td>meter</td>
<td>measure</td>
<td>centimeter</td>
</tr>
<tr>
<td>graph</td>
<td>write/record</td>
<td>graphic</td>
</tr>
<tr>
<td>log/logy</td>
<td>word/study/speak</td>
<td>dialogue, biology</td>
</tr>
</tbody>
</table>

Partner Talk With a partner discuss what you think geology means. When you have decided upon a definition, check the meaning in a dictionary. Then write the word’s meaning in your Learner’s Notebook.
Skills Preview

Key Reading Skill: Evaluating
As you read, think about the story and what makes it interesting. These questions will help you to evaluate what you read. Don’t forget to support your opinions.
• What makes the plot believable or unbelievable?
• How does the setting add to the story?
• Which characters do you like or dislike?

Write to Learn  In your Learner’s Notebook, write an evaluation of a movie you’ve seen recently. You might evaluate the plot, setting, characters, or theme. Or you might evaluate how well the actors played the parts. You might even evaluate how well the camera person shot the movie. It’s up to you! Whichever elements you choose to evaluate, be sure to back up your judgments with details from the movie.

Key Literary Element: Description
Descriptive writing brings experiences and events to life. Good descriptive writing helps readers see, hear, smell, taste, and feel details from the story. As you read, pay attention to the kinds of descriptive details the writer provides.
• Sensory details: Which senses does the writer appeal to? What colors, shapes, sizes, and textures can you picture or feel?
• Word choice: What nouns, verbs, adjectives, and adverbs are especially lively?
• Comparisons: Which comparisons does the author make? Are the comparisons new and fresh, or have you heard them many times before?

Get Ready to Read

Connect to the Reading
Have you ever tried to collect something such as model cars, dolls, or some other toy? What was the hardest part of completing your collection? In this story, you’ll read about Jerry. He makes a choice to collect trading cards.

Partner Talk  Think of a mistake you’ve made in the past that involved a family member or close friend. Share your experience with your partner.

Build Background
• This story takes place during the Great Depression, which began in late 1929 and lasted through the 1930s. It was a time of hardship for many people. Banks closed and so did many other businesses. Thousands of people lost their savings. Millions of people lost their jobs.

Set Purposes for Reading
BIG Question  Read the selection to find out if someone learns from a mistake.

Set Your Own Purpose  What would you like to learn from the selection to help you answer the Big Question? Write your own purpose on the “President Cleveland” part of the Workshop 3 Foldable.

Interactive Literary Elements Handbook
To review or learn more about the literary elements, go to www.glencoe.com.

Keep Moving
Use these skills as you read the following selection.
That was the autumn of the cowboy cards—Buck Jones and Tom Tyler and Hoot Gibson and especially Ken Maynard. The cards were available in those five-cent packages of gum: pink sticks, three together, covered with a sweet white powder. You couldn’t blow bubbles with that particular gum, but it couldn’t have mattered less. The cowboy cards were important—the pictures of those rock-faced men with eyes of blue steel.

On those wind-swept, leaf-tumbling afternoons we gathered after school on the sidewalk in front of Lemire’s Drugstore, across from St. Jude’s Parochial School, and we swapped and bargained and matched for the cards. Because a Ken Maynard serial was playing at the Globe every Saturday afternoon, he was the most popular cowboy of all, and one of his cards was worth at least ten of any other kind.

Rollie Tremaine had a treasure of thirty or so, and he guarded them jealously. He’d match you for the other cards, but he risked his Ken Maynards only when the other kids threatened to leave him out of the competition altogether.

You could almost hate Rollie Tremaine. In the first place, he was the only son of Auguste Tremaine, who operated the Uptown Dry Goods Store, and he did not live in a tenement but in a big white birthday cake of a house on Laurel Street.

1. Buck Jones, Tom Tyler, Hoot Gibson, and Ken Maynard were all popular stars of cowboy movies in the 1930s.
2. A parochial (puh ROH kee ul) school is run by a church or another religious organization rather than by a city or state government.
3. In the 1930s, moviegoers watched serials, long stories that were shown in individual episodes.
4. Here, tenement means “apartment building.”
He was too fat to be effective in the football games between the Frenchtown Tigers and the North Side Knights, and he made us constantly aware of the jingle of coins in his pockets. He was able to stroll into Lemire’s and casually select a quarter’s worth of cowboy cards while the rest of us watched, aching with envy.

Once in a while I earned a nickel or dime by running errands or washing windows for blind old Mrs. Belander, or by finding pieces of copper, brass, and other valuable metals at the dump and selling them to the junkman. The coins clutched in my hand, I would race to Lemire’s to buy a cowboy card or two, hoping that Ken Maynard would stare boldly out at me as I opened the pack. At one time, before a disastrous matching session with Roger Lussier (my best friend, except where the cards were involved), I owned five Ken Maynards and considered myself a millionaire, of sorts.

One week I was particularly lucky; I had spent two afternoons washing floors for Mrs. Belander and received a quarter. Because my father had worked a full week at the shop, where a rush order for fancy combs had been received, he allotted my brothers and sisters and me an extra dime along with the usual ten cents for the Saturday-afternoon movie. Setting aside the movie fare, I found myself with a bonus of thirty-five cents, and I then planned to put Rollie Tremaine to shame the following Monday afternoon.

Monday was the best day to buy the cards because the candy man stopped at Lemire’s every Monday morning to deliver the new assortments. There was nothing more exciting in the world than a fresh batch of card boxes. I rushed home from school that day and hurriedly changed my clothes, eager to set off for the store. As I burst through the doorway, letting the screen door slam behind me, my brother Armand blocked my way. He was fourteen, three years older than I, and a freshman at Monument High School. He had recently become a stranger to me in many ways—indifferent to such matters as cowboy cards and the Frenchtown Tigers—and he carried himself with a mysterious dignity that was fractured now and then when his voice began shooting off in all directions like some kind of vocal fireworks.
“Wait a minute, Jerry,” he said. “I want to talk to you.” He motioned me out of earshot of my mother, who was busy supervising the usual after-school skirmish in the kitchen.

I sighed with impatience. In recent months Armand had become a figure of authority, siding with my father and mother occasionally. As the oldest son he sometimes took advantage of his age and experience to issue rules and regulations.

“How much money have you got?” he whispered.

“You in some kind of trouble?” I asked, excitement rising in me as I remembered the blackmail plot of a movie at the Globe a month before.

He shook his head in annoyance. “Look,” he said, “it’s Pa’s birthday tomorrow. I think we ought to chip in and buy him something . . .”

I reached into my pocket and caressed the coins. “Here,” I said carefully, pulling out a nickel. “If we all give a nickel we should have enough to buy him something . . .”

He regarded me with contempt. “Rita already gave me fifteen cents, and I’m throwing in a quarter. Albert handed over a dime—all that’s left of his birthday money. Is that all you can do—a nickel?”

“Aw, come on,” I protested. “I haven’t got a single Ken Maynard left, and I was going to buy some cards this afternoon.”

“Ken Maynard!” he snorted. “Who’s more important—him or your father?”

His question was unfair because he knew that there was no possible choice—“my father” had to be the only answer. My father was a huge man who believed in the things of the spirit, although my mother often maintained that the spirits he believed in came in bottles. He had worked at the Monument Comb Shop since the age of fourteen; his booming laugh—or grumble—greeted us each night when he returned from the factory. A steady worker when the shop had enough work, he quickened with gaiety on Friday nights and weekends, a bottle of beer at his elbow, and he was fond of making long speeches about the good things in life. In the middle of the Depression, for instance, he paid cash for a

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5. A skirmish is a brief or minor disagreement.
6. Spiritual matters are often called things of the spirit, but bottled spirits are alcoholic beverages.
piano, of all things, and insisted that my twin sisters, Yolande and Yvette, take lessons once a week.

I took a dime from my pocket and handed it to Armand. “Thanks, Jerry,” he said. “I hate to take your last cent.” “That’s all right,” I replied, turning away and consoling myself with the thought that twenty cents was better than nothing at all.

When I arrived at Lemire’s I sensed disaster in the air. Roger Lussier was kicking disconsolately at a tin can in the gutter, and Rollie Tremaine sat sullenly on the steps in front of the store.

“Save your money,” Roger said. He had known about my plans to splurge on the cards. “What’s the matter?” I asked. “There’s no more cowboy cards,” Rollie Tremaine said. “The company’s not making any more.” “They’re going to have President cards,” Roger said, his face twisting with disgust. He pointed to the store window. “Look!”

7. Disconsolately means “hopelessly unhappy” or “cheerless.”

Vocabulary

splurge (splurj) v. to spend more money than usual

Analyzing the Photo  What attitudes toward winning do you see on these boys’ faces?

Practice the Skills

Key Literary Element: Description  The details in the description of the boys’ actions and facial expressions tell how the boys felt. Point out one detail that shows how the boys felt.

“President cards?” I asked, dismayed.

I read on: “Collect a Complete Set and Receive an Official Imitation Major League Baseball Glove, Embossed with Lefty Grove’s Autograph.”

Glove or no glove, who could become excited about Presidents, of all things?

Rollie Tremaine stared at the sign. “Benjamin Harrison, for crying out loud,” he said. “Why would I want Benjamin Harrison when I’ve got twenty-two Ken Maynards?”

I felt the warmth of guilt creep over me. I jingled the coins in my pocket, but the sound was hollow. No more Ken Maynards to buy.

“I’m going to buy a Mr. Goodbar,” Rollie Tremaine decided.

I was without appetite, indifferent even to a Baby Ruth, which was my favorite. I thought of how I had betrayed Armand and, worst of all, my father. 5

“I’ll see you after supper,” I called over my shoulder to Roger as I hurried away toward home. I took the shortcut behind the church, although it involved leaping over a tall wooden fence, and I zigzagged recklessly through Mr. Thibodeau’s garden, trying to outrace my guilt. I pounded up the steps and into the house, only to learn that Armand had already taken Yolande and Yvette uptown to shop for the birthday present.

I pedaled my bike furiously through the streets, ignoring the indignant 9 horns of automobiles as I sliced through the traffic. Finally I saw Armand and my sisters emerge from the Monument Men’s Shop. My heart sank when I spied the long, slim package that Armand was holding. 6

“Did you buy the present yet?” I asked, although I knew it was too late.

8. Robert Grove (1900–1970) was an outstanding pitcher for the Philadelphia Athletics and the Boston Red Sox between 1925 and 1941. A machine carved his embossed autograph by making shallow cuts in the glove’s leather.

9. If the car horns sound indignant, the drivers are beeping because they’re angry and annoyed.

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**Practice the Skills**

5 **BIG Question**

Jerry thinks that he betrayed his father and Armand. What was Jerry’s mistake? Write your answer on your Foldable.

6 **Key Literary Element**

**Description** The author uses vivid verbs and adverbs to describe how Jerry raced through the town. On a piece of paper, write three verbs and two adverbs that tell about his journey.

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**Analyzing the Photo**

How are these young people like Jerry and his friends at Lemire’s Drugstore?
“Just now. A blue tie,” Armand said. “What’s the matter?”

“Nothing,” I replied, my chest hurting.

He looked at me for a long moment. At first his eyes were hard, but then they softened. He smiled at me, almost sadly, and touched my arm. I turned away from him because I felt naked and exposed.

“It’s all right,” he said gently. “Maybe you’ve learned something.” The words were gentle, but they held a curious dignity, the dignity remaining even when his voice suddenly cracked on the last syllable.

I wondered what was happening to me, because I did not know whether to laugh or cry.  

Sister Angela was amazed when, a week before Christmas vacation, everybody in the class submitted a history essay worthy of a high mark—in some cases as high as A-minus. (Sister Angela did not believe that anyone in the world ever deserved an A.) She never learned—or at least she never let on that she knew—we all had become experts on the Presidents because of the cards we purchased at Lemire’s. Each card contained a picture of a President, and on the reverse side, a summary of his career. We looked at those cards so often that the biographies imprinted themselves on our minds without effort. Even our street-corner conversations were filled with such information as the fact that James Madison was called “The Father of the Constitution,” or that John Adams had intended to become a minister.

The President cards were a roaring success and the cowboy cards were quickly forgotten. In the first place we did not receive gum with the cards, but a kind of chewy caramel. The caramel could be tucked into a corner of your mouth, bulging your cheek in much the same manner as wads of tobacco bulged the mouths of baseball stars. In the second place the competition for collecting the cards was fierce and frustrating—fierce because everyone was intent on being the first to send away for a baseball glove and frustrating because although there were only thirty-two Presidents, including Franklin Delano Roosevelt, the variety at Lemire’s was at a minimum. When the deliveryman left the boxes of cards at the store each Monday, we often discovered that one entire box was devoted to a single President—two weeks in a row.

**Practice the Skills**

**BIG Question**

What lesson does Armand think Jerry may have learned? Write your answer on your Foldable.

**Greek Roots**

The word biographies comes from two Greek roots, bio meaning “life” and graph meaning “write” or “describe.” Define biography using the meanings of these Greek roots.
the boxes contained nothing but Abraham Lincoln. One week Roger Lussier and I were the heroes of Frenchtown. We journeyed on our bicycles to the North Side, engaged three boys in a matching bout and returned with five new Presidents, including Chester Alan Arthur, who up to that time had been missing.

Perhaps to sharpen our desire, the card company sent a sample glove to Mr. Lemire, and it dangled, orange and sleek, in the window. I was half sick with longing, thinking of my old glove at home, which I had inherited from Armand. But Rollie Tremaine’s desire for the glove outdistanced my own. He even got Mr. Lemire to agree to give the glove in the window to the first person to get a complete set of cards, so that precious time wouldn’t be wasted waiting for the postman.

We were delighted at Rollie Tremaine’s frustration, especially since he was only a substitute player for the Tigers. Once after spending fifty cents on cards—all of which turned out to be Calvin Coolidge—he threw them to the ground, pulled some dollar bills out of his pocket and said, “The heck with it. I’m going to buy a glove!”

“Not that glove,” Roger Lussier said. “Not a glove with Lefty Grove’s autograph. Look what it says at the bottom of the sign.”

We all looked, although we knew the words by heart: “This Glove Is Not For Sale Anywhere.”

Rollie Tremaine scrambled to pick up the cards from the sidewalk, pouting more than ever. After that he was quietly obsessed with the Presidents, hugging the cards close to his chest and refusing to tell us how many more he needed to complete his set.

I too was obsessed with the cards, because they had become things of comfort in a world that had suddenly grown dismal. After Christmas a layoff at the shop had thrown my father out of work. He received no paycheck for four weeks, and the only income we had was from Armand’s after school job at the Blue and White Grocery Store—a job he lost finally when business dwindled as the layoff continued.
Although we had enough food and clothing—my father’s credit had always been good, a matter of pride with him—the inactivity made my father restless and irritable. He did not drink any beer at all, and laughed loudly, but not convincingly, after gulping down a glass of water and saying, “Lent came early this year.” The twins fell sick and went to the hospital to have their tonsils removed. My father was confident that he would return to work eventually and pay off his debts, but he seemed to age before our eyes.

When orders again were received at the comb shop and he returned to work, another disaster occurred, although I was the only one aware of it. Armand fell in love.

I discovered his situation by accident, when I happened to pick up a piece of paper that had fallen to the floor in the bedroom he and I shared. I frowned at the paper, puzzled.

“Dear Sally, When I look into your eyes the world stands still . . .”

The letter was snatched from my hands before I finished reading it.

“What’s the big idea, snooping around?” Armand asked, his face crimson. “Can’t a guy have any privacy?”

He had never mentioned privacy before. “It was on the floor,” I said. “I didn’t know it was a letter. Who’s Sally?”

He flung himself across the bed. “You tell anybody and I’ll muckalize you,” he threatened. “Sally Knowlton.”

Nobody in Frenchtown had a name like Knowlton.

“A girl from the North Side?” I asked, incredulous.

“Think she’s too good for me?” he asked. “I’m warning you, Jerry, if you tell anybody . . .”

“Don’t worry,” I said. Love had no particular place in my life; it seemed an unnecessary waste of time. And a girl from the North Side was so remote that for all practical purposes she did not exist. But I was curious. “What are you writing her a letter for? Did she leave town, or something?”

10. Lent is the forty-day period before Easter. During Lent some Christians show sorrow for their sins by giving up something they enjoy.

11. Muckalize is a made-up word. Muck is dirty, sticky, slimy mud, or anything that’s messy and disgusting. The suffix -ize means “cause to be or become.”

12. To be incredulous (in KREH joo lus) is to be unwilling or unable to believe something.
“She hasn’t left town,” he answered. “I wasn’t going to send it. I just felt like writing to her.”

I was glad that I had never become involved with love—love that brought desperation to your eyes, that caused you to write letters you did not plan to send.

Shrugging with indifference, I began to search in the closet for the old baseball glove. I found it on the shelf, under some old sneakers. The webbing was torn and the padding gone. I thought of the sting I would feel when a sharp grounder slapped into the glove, and I winced.

“You tell anybody about me and Sally and I’ll—”

“I know. You’ll muckalize me.”

I did not divulge his secret and often shared his agony, particularly when he sat at the supper table and left my mother’s special butterscotch pie untouched. I had never realized before how terrible love could be. But my compassion was short-lived because I had other things to worry about: report cards due at Eastertime; the loss of income from old Mrs. Belander, who had gone to live with a daughter in Boston; and, of course, the Presidents.

Because a stalemate had been reached, the President cards were the dominant force in our lives—mine, Roger Lussier’s and Rollie Tremaine’s. For three weeks, as the baseball season approached, each of us had a complete set—complete except for one President, Grover Cleveland. Each time a box of cards arrived at the store we hurriedly bought them (as hurriedly

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13. Desperation means “distress caused by great need or loss of hope.”

14. To divulge a secret is to reveal it or make it known.

15. A stalemate refers to a situation in which no further action is possible.

Vocabulary

**dominant** (DOM ih nunt) adj. having the greatest power or force; controlling
as our funds allowed) and tore off the wrappers, only to be confronted by James Monroe or Martin Van Buren or someone else. But never Grover Cleveland, never the man who had been the twenty-second and the twenty-fourth President of the United States. We argued about Grover Cleveland. Should he be placed between Chester Alan Arthur and Benjamin Harrison as the twenty-second President or did he belong between Benjamin Harrison and William McKinley as the twenty-fourth President? Was the card company playing fair? Roger Lussier brought up a horrifying possibility—did we need two Grover Cleveland’s to complete the set?

Indignant, we stormed Lemire’s and protested to the harassed storeowner, who had long since vowed never to stock a new series. Muttering angrily, he searched his bills and receipts for a list of rules.

“All right,” he announced. “Says here you only need one Grover Cleveland to finish the set. Now get out, all of you, unless you’ve got money to spend.”

Outside the store, Rollie Tremaine picked up an empty tobacco tin and scaled it across the street. “Boy,” he said. “I’d give five dollars for a Grover Cleveland.”

When I returned home I found Armand sitting on the piazza steps, his chin in his hands. His mood of dejection mirrored my own, and I sat down beside him. We did not say anything for a while.

“You sick?” I asked.

He stood up and hitched up his trousers, pulled at his ear and finally told me what the matter was—there was a big dance next week at the high school, the Spring Promenade, and Sally had asked him to be her escort.

I shook my head at the folly of love. “Well, what’s so bad about that?”

16. Someone who is harassed (huh RAST) is repeatedly bothered or annoyed by someone else.
17. A formal dance or ball was once called a promenade. Today, the term is shortened to prom.

**Vocabulary**

**dejection** (dih JEK shun) n. sadness; low spirits
"How can I take Sally to a fancy dance?" he asked desperately. "I'd have to buy her a corsage . . . And my shoes are practically falling apart. Pa's got too many worries now to buy me new shoes or give me money for flowers for a girl."

I nodded in sympathy. "Yeah," I said. "Look at me. Baseball time is almost here, and all I've got is that old glove. And no Grover Cleveland card yet . . ."

"Grover Cleveland?" he asked. "They've got some of those up on the North Side. Some kid was telling me there's a store that's got them. He says they're looking for Warren G. Harding."

"Holy Smoke!" I said. "I've got an extra Warren G. Harding!" Pure joy sang in my veins. I ran to my bicycle, swung into the seat—and found that the front tire was flat.

"I'll help you fix it," Armand said.

Within half an hour I was at the North Side Drugstore, where several boys were matching cards on the sidewalk. Silently but blissfully I shouted: President Grover Cleveland, here I come!

After Armand had left for the dance, all dressed up as if it were Sunday, the small green box containing the corsage under his arm, I sat on the railing of the piazza, letting my feet dangle. The neighborhood was quiet because the Frenchtown Tigers were at Daggett's Field, practicing for the first baseball game of the season.

I thought of Armand and the ridiculous expression on his face when he'd stood before the mirror in the bedroom. I'd avoided looking at his new black shoes. "Love," I muttered.

Spring had arrived in a sudden stampede of apple blossoms and fragrant breezes. Windows had been thrown open and dust mops had banged on the sills all day long as the women busied themselves with housecleaning. I was puzzled by my lethargy. Wasn't spring supposed to make everything bright and gay?

18. Lethargy (LETH er jee) is a feeling or condition of laziness or drowsiness.

**Visual Vocabulary**

A corsage (kərˈsāz) is a flower or small bunch of flowers worn by a woman, usually at the shoulder or on the waist.

**Greek Roots**

The Greek root path means "disease" or "feeling." Find a word on in this paragraph that contains path and means "the ability to feel and understand other people's sorrow."

**Practice the Skills**

**English Language Coach**

Valerie Ramey
I turned at the sound of footsteps on the stairs. Roger Lussier greeted me with a sour face.

“I thought you were practicing with the Tigers,” I said.

“Rollie Tremaine,” he said. “I just couldn’t stand him.” He slammed his fist against the railing. “Jeez, why did he have to be the one to get a Grover Cleveland? You should see him showing off. He won’t let anybody even touch that glove . . .”

I felt like Benedict Arnold\(^{19}\) and knew that I had to confess what I had done.

“Roger,” I said, “I got a Grover Cleveland card up on the North Side. I sold it to Rollie Tremaine for five dollars.”

“Are you crazy?” he asked.

“I needed that five dollars. It was an—an emergency.”

“Boy!” he said, looking down at the ground and shaking his head. “What did you have to do a thing like that for?”

I watched him as he turned away and began walking down the stairs.

“Hey, Roger!” I called.

He squinted up at me as if I were a stranger, someone he’d never seen before.

“What?” he asked, his voice flat.

“I had to do it,” I said. “Honest.” \(^{15}\)

He didn’t answer. He headed toward the fence, searching for the board we had loosened to give us a secret passage.

I thought of my father and Armand and Rollie Tremaine and Grover Cleveland and wished that I could go away someplace far away. But there was no place to go.

Roger found the loose slat in the fence and slipped through. I felt betrayed: weren’t you supposed to feel good when you did something fine and noble?

A moment later two hands gripped the top of the fence and Roger’s face appeared. “Was it a real emergency?” he yelled.

“A real one!” I called. “Something important!”

His face dropped from sight and his voice reached me across the yard: “All right.”

“See you tomorrow!” I yelled.

I swung my legs over the railing again. The gathering dusk began to soften the sharp edges of the fence, the rooftops, the distant church steeple. I sat there a long time, waiting for the good feeling to come. \(^{16}\)

\(^{19}\) Benedict Arnold was an American general who became a traitor during the Revolutionary War.

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Does Jerry make a mistake by selling the card to Rollie Tremaine? Explain. Write your answer on your Foldable. Your response will help you complete the Unit Challenge later.

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**Practice the Skills**

**Key Reading Skill**

Evaluating How would you evaluate Jerry’s actions? Do you think he did a good thing? Explain.
After You Read

President Cleveland, Where Are You?

Answering the BIG Question

2. Connect From this story, what have you learned about making and correcting mistakes?
   Tip Author and Me
3. Recall How does Jerry get the Grover Cleveland card?
   Tip Right There

Critical Thinking

4. Infer Why don’t the boys like Rollie Tremaine?
   Tip Think and Search
5. Draw Conclusions How does Armand get the shoes and corsage?
   Tip Author and Me
6. Interpret At the beginning of the story, why do the boys enjoy collecting cards?
   Tip Author and Me
7. Interpret Why doesn’t Jerry feel good at the end of the story?
   Tip Author and Me
8. Draw Conclusions What values does Jerry learn from Armand throughout the story?
   Tip Author and Me

Write About Your Reading

Write an e-mail to a friend. In your e-mail, tell your friend what you thought about “President Cleveland, Where Are You?” Evaluate the characters and the plot, and explain how well the author entertained you through his story. End your e-mail by telling your friend why he or she should or should not read the story.
Skills Review

Key Reading Skill: Evaluating

9. Does the setting (the Depression) make the story better? Does it not affect the story? Or does it hurt the story? Explain your answer.

10. A great piece of literature has a timeless message that remains true for many generations of readers. Do you consider “President Cleveland, Where Are You?” a great short story? Explain.

Key Literary Element: Description

11. Does the author devote more description to setting or to characterization? Explain your answer using details from the story.

Vocabulary Check

Rewrite the following sentences, inserting the correct vocabulary word in each.

obsessed splurge dismal dominant

12. After winning the lottery, Gladys plans to ___ on vacations and cars.

13. That black Labrador puppy is the strongest and most ___ in the litter.

14. November is a ___ month, filled with gray skies, dead leaves, and cold winds.

15. Many children are ___ with dinosaurs when they are young.

16. Academic Vocabulary How does evaluating make you more aware as a reader?

17. English Language Coach The Greek root phon or phone means “sound.” It is often used at the end of a word. How many words can you think of that end in the word phone? (Hint: Some are musical instruments.) How do their definitions relate to sound?

Grammar Link: Subject-Verb Agreement with Here and There Sentence Beginnings

Some sentences begin with here or there. But here or there is never the subject of the sentence. Follow these tips for identifying the subject and verb in sentences beginning with here or there.

• In sentences that begin with here or there, the verb will appear before the subject. Example: There were too many people in line. The verb were comes before the subject people.

• In sentences that begin with here or there, choose the verb that agrees with the subject. Example: Here is a great poem. The verb is agrees with the subject poem.

Grammar Practice

Choose the verb that agrees with the subject.

18. Here (comes, come) my very favorite car.

19. There (seem, seems) to be several spelling mistakes in this paragraph.

20. Here (lie, lies) the greatest baseball player who ever lived.

21. There (is, are) only twelve letters in the Hawaiian alphabet.

Writing Application Look back at your e-mail from the Write About Your Reading exercise. Check to be sure that your subjects and verbs agree in sentences that begin with here or there.

Web Activities For eFlashcards, Selection Quick Checks, and other Web activities, go to www.glencoe.com.
Meet the Author
David Fischer is a feature writer for a magazine. His goal is to entertain and to inform. Feature articles deal with interesting subjects that grab a reader’s attention.

Author Search  For more about David Fischer, go to www.glencoe.com.

Nobody’s Perfect

Vocabulary Preview

competing (kum PEET ing) v. taking part in a contest; form of the verb compete (p. 860) The runner was competing in the race.

barrier (BAIR ee ur) n. something that prevents passage; an obstacle (p. 862) The skater accidentally flew over the barrier.

fumbled (FUM buld) v. lost one’s grasp on something; form of the verb fumble (p. 862) The football player fumbled the ball.

referee (ref uh REE) n. a sports official who makes sure rules are followed in a game (p. 862) The referee called the player out.

Partner Activity With a partner, write a sports article about a recent game or competitive event. Use the vocabulary words above to write your article.

English Language Coach

Greek Roots You learned that the root of a word is its main part. Knowing the meaning of a word’s root can help you figure out the meaning of the whole word. The English language borrowed many roots, prefixes, and suffixes from Greek. These word parts are called “combining forms” because they are often used with other Greek parts. The word part mono means “one” or “alone.” A monologue is a long speech given by one person. Here are some other examples of Greek roots.

<table>
<thead>
<tr>
<th>Root</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>auto</td>
<td>self</td>
<td>automatic, automobile</td>
</tr>
<tr>
<td>cycle</td>
<td>circle, ring</td>
<td>recycle</td>
</tr>
<tr>
<td>gram</td>
<td>write/draw</td>
<td>diagram, telegram</td>
</tr>
<tr>
<td>graph</td>
<td>write</td>
<td>autograph</td>
</tr>
<tr>
<td>mono</td>
<td>one/alone/single</td>
<td>monogram, monorail</td>
</tr>
<tr>
<td>scope</td>
<td>see</td>
<td>telescope</td>
</tr>
<tr>
<td>tele</td>
<td>far</td>
<td>telegraph, telephone</td>
</tr>
</tbody>
</table>

On Your Own Make flash cards for Greek roots. Use the list above to help you. On the front of the card, write the Greek root. On the back of the card, write the root’s meaning and three words that contain the root. Review your flash cards with a partner.
Skills Preview

Key Reading Skill: Evaluating
Good readers do more than just understand what they read. They also evaluate the writer’s ideas. When you evaluate, you judge the value of what you have read. In the last selection, you evaluated a fictional, or made up, story. In the next selection, you will be evaluating a news article that is nonfiction. Evaluating nonfiction is a lot like evaluating fiction, but you ask some different questions.

• Does the author make his or her purpose clear?
• Does the information make sense?
• Does the author present information in such a way that allows me to form my own opinion?
• Does the author present facts or only opinions?
• Does the author’s style match the article’s subject?

Write to Learn  Write the questions listed above in your Learner’s Notebook. Use them as a checklist. Answer the questions as you read the selection.

Key Literary Element: Description
Writers use descriptions to engage readers in the text. Descriptions help you understand a text better. An effective description presents a clear picture to the reader. As you read the article, ask yourself these questions:

• What words does the writer use to describe the athletes and their mistakes?
• How do the words make the article more exciting or humorous?

Interactive Literary Elements Handbook
To review or learn more about the literary elements, go to www.glencoe.com.

Get Ready to Read

Connect to the Reading
Everyone makes mistakes. It’s how people react to their mistakes that really matters. How do you react when you make a mistake?

Partner Talk  With a classmate, discuss a mistake that you have made. Explain what happened and how you reacted. Then, discuss what you learned from the mistake and how you’ve avoided similar blunders since then.

Build Background
Everyone makes mistakes—even professional athletes. It’s bad enough to do something embarrassing in front of your friends or teammates, but imagine making a big mistake in front of millions of people watching TV. This selection is about famous athletes who made mistakes and learned from them. Some of the athletes you’ll read about are

• Brett Favre, a record-holding NFL football player who started a foundation that provides aid to disadvantaged and disabled children.
• Kevin Garnett, who achieved the honor of being the NBA’s Most Valuable Player in his ninth NBA season.
• Midori Ito, an Olympic silver medalist who has been ice skating since she was four years old.

Set Purposes for Reading
As you read “Nobody’s Perfect,” think about why athletes have to bounce back from their mistakes.

Set Your Own Purpose  What else would you like to learn from the article to help you answer the Big Question? Write your own purpose on the “Nobody’s Perfect” part of the Workshop 3 Foldable.

Keep Moving
Use these skills as you read the following selection.
Nobody’s Perfect

Making a mistake is not the end of the world. It can be pretty funny!

Everyone makes mistakes, even great athletes. In sports, mistakes are called bloopers. The best way to get over a mistake is to figure out what you did wrong, correct it, and then laugh about it. Here are some of our favorite bloopers.

It’s Not Over?

Suzy Favor Hamilton is one of the best distance runners in the United States, but in 1994 she lost a race because she lost count.

Suzy was competing in the mile event at a track meet in Fairfax, Virginia. The runners had to complete eight laps. Near the end of lap 7, Suzy sprinted into the lead. As soon as she crossed the finish line, she stopped running. Suzy thought that the race was over and that she had won! As she watched the other racers run past, she realized her mistake.

“I wanted to tell everybody to stop so that I could jump back in the race,” says Hamilton.

Suzy Hamilton stopped running one lap before the race was over.

Vocabulary

competing (kum PEET ing) v. taking part in a contest
Somebody Get Brett!

Quarterback Brett Favre\(^\text{1}\) of the Green Bay Packers is cool under pressure. He proved how cool he can be when he led the Packers to victory in Super Bowl XXXI in 1997. But Brett wasn’t always so calm.

In 1992, Brett was the Packers’ second-string\(^\text{2}\) quarterback. In the third game of the season, he went into action against the Cincinnati Bengals. In the fourth quarter, Green Bay trailed Cincinnati by 13 points. But in the last eight minutes of the game, Brett led Green Bay to two touchdowns.

After the second touchdown, he ran off the field. He started jumping and screaming. Brett was so busy celebrating that he forgot an important part of his job. To win the game, Green Bay needed to kick the extra point. Brett was supposed to be on the field, holding the ball for the kick!\(^\text{2}\)

Green Bay kicker Chris Jacke ran to the sideline and dragged Brett back onto the field. Chris then kicked the extra point, and the Packers won the game, 24–23.

Where’s My Jersey?

Basketball forward Kevin Garnett of the Minnesota Timberwolves joined the NBA in 1995. He was 19 years old and straight out of high school.

During a game in the early days of his career, Kevin found that he had left something important behind in the locker room. Near the end of the first quarter, Minnesota’s coach told Kevin to enter the game. Kevin ran to the scorer’s table and pulled off his warm-up top. Then he looked down. Surprise! He was wearing only a T-shirt from practice. Kevin had to race back to the locker room to get the official game jersey that was part of his uniform.

Even though he’s older now, Kevin sometimes still acts like a kid.\(^\text{3}\)

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1. **Favre** (farv)
2. A player who is second-string substitutes for a starting player.
**Look Out Below!**

Midori Ito\(^3\) of Japan is one of the best jumpers in figure skating. But during the 1991 World Championships, Midori jumped right out of the skating rink!

During the short program of the women’s singles event, Midori was performing a jump. She started the jump too close to the edge of the rink. She flew over a 12-inch wooden barrier at the edge of the ice and landed on a cameraman!

Midori got up, hopped back over the barrier, and completed her routine. She finished in fourth place. \(^4\)

**Which Way Do I Go?**

Jim Marshall was a star defensive end for the Minnesota Vikings from 1960 to 1979. He is best remembered for getting lost on the football field.

It happened in a 1964 game when the Vikings were playing the San Francisco 49ers. In the third quarter, a 49er running back fumbled the football. Jim scooped up the loose ball and ran 66 yards to the end zone.

Jim was pumped.\(^4\) He thought he had scored a touchdown. “A 49ers player ran up and gave me a hug,” says Jim. “That’s when I knew something was wrong.” He had run to the wrong end zone!

The referee ruled that Jim had scored a safety (2 points) for San Francisco. Even so, the Vikings won the game, 27–22. “I still feel embarrassed about that play,” says Jim. “But I don’t see any reason to hide. I know I was hustling. If people want to laugh, I’ll go along with it.” \(^5\)

**Out By a Foot**

Third baseman Dani Tyler of the United States women’s softball team learned a lesson at the 1996 Summer Olympics: Always watch your step.

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3. *Midori Ito* (meh DOOR ee EE toh)

4. *Pumped* is a shortened slang expression for *pumped up*, which means filled with excitement, strength, and energy.

**Vocabulary**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>barrier</td>
<td>(BAIR ee ur) n. something that prevents passage; an obstacle</td>
</tr>
<tr>
<td>fumbled</td>
<td>(FUM buld) v. lost one’s grasp on something</td>
</tr>
<tr>
<td>referee</td>
<td>(ref uh REE) n. a sports official who makes sure rules are followed in a game</td>
</tr>
</tbody>
</table>
In the fifth inning of a scoreless game against Australia, Dani hit a home run. When she reached home plate, she leaped to high-five a teammate and jumped right over the plate! The umpire called her out because she never touched home. The United States lost the game in extra innings. It was the U.S. team’s second international loss in 10 years.

After the game, Dani said, “From now on, I’m going to paint a big X on home plate and step on it with both feet.” The United States went on to win the gold medal.

**Wrong Target**

At the 2004 Summer Olympic Games in Athens, Greece, Matthew Emmons of the United States was in first place before his final shot in the 50-meter rifle three-position competition.

Matthew was one easy shot away from his second gold medal of the Olympics. All he needed to do was hit the target. So how did Matthew end up in eighth place? He shot at an Austrian competitor’s target in the next lane. This Austrian competitor ended up winning the bronze medal.


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5. A **high-five** is a gesture of greeting or victory in which two people slap each other’s upraised hand.

6. A **three-position competition** includes firing from a standing position, a seated position, and a prone (lying on the stomach) position.

7. A **bronze medal** is awarded to an athlete for winning third place.
After You Read

Nobody’s Perfect

Answering the BIG Question

1. After reading this article, what are your thoughts about what you can learn from your mistakes?
2. Recall What did Midori Ito do after she fell over the barrier of the rink?
   TIP Right There
3. Recall What did Kevin Garnett do when he realized that he had forgotten his jersey?
   TIP Right There
4. Summarize What happened to Dani Tyler at the softball game?
   TIP Right There

Critical Thinking

5. Draw Conclusions What do you think Suzy Favor Hamilton learned from her mistake?
   TIP Author and Me
6. Draw Conclusions Overall, what do you think caused most of the mistakes described in the article?
   TIP Author and Me
7. Evaluate The deck at the beginning of the article says that mistakes can be funny. Do you think the writer proved this point?
   TIP Author and Me
8. Draw Conclusions What is the best way to get over a mistake?
   TIP On My Own

Write About Your Reading

Write an interview between a news reporter and one of the athletes in the article. First, come up with questions that a reporter would ask about the mistakes the athlete made. Then, imagine that you are the athlete and write responses to the questions. When you are done, proofread your interview to correct any errors in grammar, punctuation, and spelling.
Skills Review

Key Reading Skill: Evaluating

9. Does the writer present the information in a way that allows you to understand and enjoy the article? Explain.

10. What was the writer’s purpose? Was he successful in achieving that purpose? Why or why not?

Key Literary Element: Description

11. Reread the third paragraph under the subhead “Somebody Get Brett!” To what senses does the writer appeal in this paragraph?

12. Of all the events described in the story, which do you think was the most interesting and vivid? Why?

Vocabulary Check

Match each definition with the correct vocabulary word.

13. competing ___
14. barrier ___
15. fumbled ___
16. referee ___

a. something that prevents passage; an obstacle
b. a sports official who makes sure rules are followed in a game
c. taking part in a contest
d. lost one’s grasp on something

17. Academic Vocabulary In which of the following sentences is the word evaluate used correctly?

   The judges will **evaluate** the dancers’ performances before they announce the winner.

   Marco will **evaluate** the clock when he arrives late for class.

18. English Language Coach The words **democracy, demography, and pandemic** all share the same Greek root. What is that root, what does it mean, and how does it relate to the definitions of the three words? Use a dictionary.

Grammar Link: Subject-Verb Agreement in Inverted Sentences

In most sentences, the subject comes before the verb.

**Example:** Subject   Verb
Langston Hughes   wrote stories about living in Harlem.

Other kinds of sentences, such as questions, begin with part or all of the predicate. This type of sentence is an inverted sentence. The subject comes after the verb.

**Example:** Verb   Subject   Predicate
Are   you   still reading that short story?

The best way to find the subject and verb is to rephrase the sentence so that the subject comes before the verb.

**Example 1:** Where (is/are) the instructions for the game? (Rephrased: The instructions for the game are where? **Instructions** is the subject. **Are** is the verb.)

**Example 2:** Under the shelves (was/were) a frightened mouse. (Rephrased: A frightened mouse was under the shelves. **Mouse** is the subject. **Was** is the verb.)

Choose the verb that agrees with the subject.

19. On his feet (was/were) brand new shoes.
20. When (are/is) your parents coming?
21. (Doesn’t/Don’t) Amy know the way to the mall?
22. In the back of the closet (was/were) Alan’s birthday presents.

Writing Application Look back at your interview from Write About Your Reading. Check to be sure that your subjects and verbs agree, particularly those in inverted sentences.

Web Activities For eFlashcards, Selection Quick Checks, and other Web activities, go to www.glencoe.com.
In Writing Workshop Part 1, you drafted a personal narrative about a mistake you once made. In this workshop, you will share your work with classmates to improve your writing.

**Revising**

**Make It Better**

Sharing your writing with other people may seem scary, but it is actually a great way to find the parts of your work that need to be revised. Sometimes writers get so involved in the piece they are working on that they forget about the audience who will someday read their work.

Start by trading drafts with a partner. As you read your partner’s work, underline the parts of the draft that you find confusing. Circle the parts that you especially like. Then answer the Writing Response Sheet questions on a blank piece of paper.

**Writing Response Sheet**

- Writer's Name:
- Reader's Name:
- What mistake was this narrative about?
- What did the writer learn from his or her mistake?
- Did the narrative have a beginning, a middle, and an end?
- What words, descriptions, or sentences did you most enjoy?
- What part(s) did you find confusing? Why?
- What suggestions do you have for the writer?

Return the completed Writing Response Sheet to your partner along with the marked up draft. With your partner, talk about the strengths and weaknesses of each other’s writing. Here are some example topics to get your discussion started:

- It isn’t clear to me why this event is a mistake.
- The image of “broken piñatas” really struck my mind.
- I’d like to know more about what you learned from this experience.
Make Adjustments

Focus on revising the parts of your narrative that your partner found most confusing. You may need to:
• Add details and description to make your writing more interesting.
  When I got home, a half-eaten birthday cake, broken piñatas, and melted ice cream were all that remained of my sister’s birthday party.
• Delete repeated information.
  I felt so guilty for skipping the party. I didn’t want to face my family because I felt so guilty.

Raise Your Voice

Check your narrative style by reviewing voice and word choice. A personal narrative is about something that happened to you; make your writing sound as much like you as possible. Ask yourself:
✓ Does the narrative voice sound like me?
✓ Do I use these words and expressions when I talk?
✓ Have I used words that reflect my emotions about the topic?

Editing

Finish It Up

After you revise your personal narrative, edit your work by following the checklist below.

Proofreading Checklist

✓ Thoughts and feelings are clearly expressed.
✓ Subjects and verbs agree in person and number.
✓ Sentences have proper end punctuation.
✓ Names and places are capitalized.
✓ All words are spelled correctly.

Presenting

Show It Off

Copy your narrative neatly and read it aloud to your classmates. Be sure to read your narrative slowly enough that people can understand you.
Getting Even Doesn’t Feel So Good
By Wallace Schultz

Last June my best friend Jerry showed he wasn’t my friend when he had our whole class over for a swimming party on his birthday. I sat alone, watching everybody else swimming and having a great time.

Two weeks ago, Jerry had the nerve to ask my mom if he was invited to my birthday party. My mom told him yes! She knew what happened at Jerry’s party, but she thought it was my own fault. She said that I could have played in the water even if I couldn’t swim. That really made me angry! I didn’t want Jerry at my party, enjoying my birthday cake, after what he’d done to me!

The day of my party arrived. Everyone from class was there, and I was determined to get even with Jerry. My friend Al started laughing about how silly Jerry’s new haircut was. This was my party, and I knew if I joined in, everybody else would too. So I shouted out, “Who cut your hair, Jerry, your baby sister?” Everyone started laughing. It felt good to see Jerry turn red in the face. Now he knew how I’d felt at his pool party.

But it didn’t feel good to see Jerry get up, grab his present, and run out of the house. My mom gave me a stern look and told me I’d better go find him. I found Jerry sitting on the porch steps. I apologized for making fun of him. I told him I’d wanted to get even for having a party with nothing to do but swim. Jerry said he was sorry and that he had forgotten that I couldn’t swim. Then we both went back to my party. Next time instead of being a jerk when my friend upsets me, I’ll tell him why I’m angry instead of trying to get even.
Many of the reading selections in this unit are about topics and events that happened in the past. When you read about the past, you read about events that have already happened. One of the first sources to report events that have already happened is nightly news broadcasts.

What Is It?
A news broadcast is a program on television or radio that reports the most important news stories from that day. Each story is told by a reporter or a news anchor. A reporter is someone who goes out and researches a story. A news anchor reads the news from the radio or television station.

Why Is It Important?
People depend on news broadcasts to learn about events that happen in their neighborhood, in other parts of the country, and around the world.

How Do I Do It?
The most important rule in news reporting is to write only the facts. This means that everything you include in your report must be true and have really happened. The best way to report a news story is to find out the 5 W’s of the story: who, what, when, where, and why.

• Answer the 5 W’s about your topic. You may have to use the Internet, encyclopedias, or textbooks to find your answers.
• Make a chart like the one below to organize your research.

<table>
<thead>
<tr>
<th>Japanese Internment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who</strong></td>
</tr>
<tr>
<td><strong>What</strong></td>
</tr>
<tr>
<td><strong>When</strong></td>
</tr>
<tr>
<td><strong>Where</strong></td>
</tr>
<tr>
<td><strong>Why</strong></td>
</tr>
</tbody>
</table>

• Once you have researched your topic and identified the 5 W’s, turn your notes into a short paragraph about your topic. Remember to include only facts, not your own opinions, about the topic.

Speak to Learn Imagine you are a news reporter assigned to broadcast a story about your topic. Use the information you collected to present a short news report about your chosen historical event. Practice reading your paragraph aloud. Speak slowly and clearly, making certain that your broadcast includes the 5 W’s. Practice reporting your story to a partner before sharing it with the class.
Skills Focus
You will practice using these skills when you read the following selections:
- “The Shutout,” p. 874
- “The Talking Skull,” p. 884

Reading
- Making inferences

Literature
- Identifying, analyzing, and evaluating sequence of events/time order

Vocabulary
- Using Anglo-Saxon roots to determine the meanings of unfamiliar words

Writing/Grammar
- Determining subject-verb agreement for special noun subjects

Skill Lesson
Inferring

Learn It!

What Is It? You already learned about making inferences in Unit 3, but let’s go back over the basics. You infer when you figure out information the author doesn’t give you directly. You “read between the lines.” Inferring uses many of the skills you have learned in the previous units, such as activating your prior knowledge, connecting, asking questions, and predicting. Reading would not be much fun if the author didn’t give you a chance to infer!

Analyzing Cartoons
What can you infer from this cartoon? Does the boy like to do homework?
Why Is It Important? If you infer as you read, reading is more fun, and you understand more of what you read. It helps you understand characters, identify main ideas and themes, and connect to what you are reading.

How Do I Do It? As you read, follow these steps:
• Ask “I wonder” questions as you read.
• Look at the text for important clues.
• Think about what you already know that connects to information in the text.
• See if you can now answer your “I wonder” questions.

Here is how one student made an inference while reading “The Gold Cadillac.”

The policeman told my father to get in the back of the police car. My father did. One policeman got back into the police car. The other policeman slid behind the wheel of our Cadillac. The police car started off. The Cadillac followed. Wilma and I looked at each other and at our mother. We didn’t know what to think. We were scared.

Wait a minute. I can’t quite picture this scene. Who is driving the Cadillac? The text tells me that the policeman slid behind the wheel of the Cadillac. I know that whoever is driving is behind the wheel. Even though the author doesn’t come right out and say it, I know that the policeman must be driving the Cadillac. Now the picture is clearer.

Practice It!
In your Learner’s Notebook, copy the steps listed in “How Do I Do It?”

Use It!
As you read the selections, ask and try to answer your “I Wonder” questions.
**Vocabulary Preview**

- **rivaling** (RY vul ing) *v.* being equal to or matching; form of the verb *rival* *(p. 875)*
  
  *Baseball is rivaling basketball in popularity.*

- **privileged** (PRIH vih lijd) *adj.* having or enjoying one or more advantages *(p. 878)*
  
  *Horse racing was a sport enjoyed only by privileged people.*

- **composed** (kum POHZD) *v.* formed by putting together; form of the verb *compose* *(p. 878)*
  
  *The Negro Leagues were composed of the best players.*

- **documentation** (dok yuh men TAY shun) *n.* something recorded that serves as proof *(p. 879)*
  
  *Players needed documentation to be included in the Hall of Fame.*

**Write to Learn** In your Learner’s Notebook, write a sentence for each vocabulary word that fits its meaning.

**English Language Coach**

**Anglo-Saxon Origins** Anglo-Saxon is the name of a language also known as Old English. It developed when the Angles and the Saxons conquered England in the fifth century.

Many English base words and roots come from Anglo-Saxon, or Old English. Most of the basic, simple words that we use generally come from Old English. Look at the words *silly* and *ridiculous*. Which word do you think comes from Old English? That’s right, *silly* comes from Old English. *Ridiculous* comes from Latin.

**Guess the Roots** Guess which word in each pair is the one that came from Old English. Then check your guesses in a dictionary. *(The history of a word is given inside [] marks at the beginning of the dictionary entry. “OE” means “Old English.”)*

1. forward/advance
2. like/admire
3. fear/panic
4. revolve/spin
**Skills Preview**

**Key Reading Skill: Inferring**
Before you read, look at the steps for inferring you wrote in your Learner's Notebook.

Remember that inferring is not making wild guesses! Your answer to your “I wonder” questions must be backed up by clues from the text.

**Key Literary Element: Sequence of Events/Time Order**
Sequence of events is the order in which events take place. Often the sequence of events organizes a written work. But sometimes writers will go back and forth in time. To understand the sequence of events, it is important to keep track of when things happen.

As you read, use these tips to understand the order in which things happen.

- Pay attention to dates and times.
- Make a list of important dates and events.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1820</td>
<td>Baseball was played in Mr. Mumford's pasture.</td>
</tr>
<tr>
<td>1834</td>
<td>Carver wrote about American version of rounders.</td>
</tr>
</tbody>
</table>

**Write to Learn** Use a chart like the one above to help you organize dates and events as you read “The Shutout.” Label the left-hand column Date. Label the other column Event.

- Read a few paragraphs at a time before filling in the chart because events may not be mentioned in chronological order.
- Enter your notes in pencil. As you read, you may find information that needs to be inserted before something you have already written.
- In the Date column, it may not always be possible to list an exact year; for example, you may have to list a period of time such as Before the Civil War.

**Get Ready to Read**

**Connect to the Reading**
Have you ever been excluded, or kept out, of a team, a club, or a group of friends? Why were you excluded? How did being excluded make you feel? How did you react? How was the problem solved?

**Write to Learn** In your Learner’s Notebook, write about this experience. If you wish, volunteer to read your entry aloud to the class.

**Build Background**
The title “The Shutout” is a pun—a play on words in which a double meaning is given to the same word. In baseball, the word shutout means “a game in which one team doesn’t score any runs.” Shut out also means “to exclude” or “to not allow to join or participate.” In this article, it refers to African American players’ being kept from joining all-white baseball teams.

**Set Purposes for Reading**

Read “The Shutout” to find out what kinds of mistakes were made as the game of baseball developed and what lessons were learned from them.

**Set Your Own Purpose** What else would you like to learn from the selection to help you answer the Big Question? Write your own purpose for reading this selection on “The Shutout” part of the Workshop 4 Foldable.

**Interactive Literary Elements Handbook** To review or learn more about the literary elements, go to [www.glencoe.com](http://www.glencoe.com).

**Keep Moving**
Use the skills above as you read the following selection.
The history of baseball is difficult to trace because it is embroidered with wonderful anecdotes that are fun but not necessarily supported by fact. There are a lot of myths that persist about baseball—the games, the players, the owners, and the fans—in spite of contemporary research that disproves most of them. For example, the story that West Point cadet Abner Doubleday “invented” baseball in 1839 while at Cooperstown, New York, continues to be widely accepted, even though, according to his diaries, Doubleday never visited Cooperstown. A number of records and documents show that people were playing stick-and-ball games long before the 1839 date.

1. **Anecdotes** (AN ik dohts) are short, entertaining tales.
2. **West Point** in New York is the location of the United States Military Academy. A **cadet** (kuh DET) is a student at the academy.

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**Practice the Skills**

**Key Reading Skill**

**Inferring** You have to make an inference to understand what the authors are saying in this paragraph. Ask yourself this question: “I wonder, did Abner Doubleday invent baseball?” Look for clues in the paragraph.
Albigence Waldo, a surgeon with George Washington’s troops at Valley Forge, wrote in his diary that soldiers were “batting balls and running bases” in their free time. Samuel Hopkins Adams (1871–1958), an American historical novelist, stated that his grandfather “played baseball on Mr. Mumford’s pasture” in the 1820’s.

Although baseball is a uniquely American sport, it was not invented by a single person. Probably the game evolved from a variety of stick-and-ball games that were played in Europe, Asia, Africa, and the Americas for centuries and brought to the colonies by the most diverse group of people ever to populate a continent. More specifically, some historians believe baseball is an outgrowth of its first cousin, rounders, an English game. Robin Carver wrote in his Book of Sports (1834) that “an American version of rounders called goal ball was rivaling cricket in popularity.”

It is generally accepted that by 1845, baseball, as it is recognized today, was becoming popular, especially in New York. In that year a group of baseball enthusiasts organized the New York Knickerbocker Club. They tried to standardize the game by establishing guidelines for “proper play.”

The Knickerbockers’ rules set the playing field—a diamond-shaped infield with four bases (first, second, third, and home) placed ninety feet apart. At that time, the pitching distance was forty-five feet from home base and the “pitch” was thrown underhanded. The three-strikes-out rule, the three-out inning, and the ways in which a player could be called out were also specified. However, the nine-man team and nine-inning game were not established until later. Over the years, the Knickerbockers’ basic rules of play haven’t changed much.

3. Valley Forge, Pennsylvania, was the site of the 1777–1778 winter quarters of George Washington and his Continental Army during the Revolutionary War.
4. Something that has evolved has developed slowly.
5. A diverse group is made up of members from different races or backgrounds.
6. Cricket is an English ball game played by two sides of 11 players each on a field with two wickets, or sets of stumps, set 66 feet apart. The ball is bowled at the wickets, each of which is defended by a batsman.

Vocabulary

rivaling (RY vul ing) v. being equal to or matching
In 1857–1858, the newly organized National Association of Base Ball Players was formed, and baseball became a business. Twenty-five clubs—mostly from eastern states—formed the Association for the purpose of setting rules and guidelines for club and team competition. The Association defined a professional player as a person who played for money, place, or emolument (profit).” The Association also authorized an admission fee for one of the first “all-star” games between Brooklyn and New York. Fifteen hundred people paid fifty cents to see that game. Baseball was on its way to becoming the nation’s number-one sport.

Grand match for the championship at the Elysian Fields, Hoboken, New Jersey. Currier and Ives, 1865

Analyzing the Art Study this picture of a baseball game of the late 1800s. Based on the picture, in what ways was baseball different than it is today? In what ways was it similar to baseball today?
By 1860, the same year South Carolina seceded from the Union, there were about sixty teams in the Association. For obvious reasons none of them were from the South. Baseball’s development was slow during the Civil War years, but teams continued to compete, and military records show that, sometimes between battles, Union soldiers chose up teams and played baseball games. It was during this time that records began mentioning African-American players. One war journalist noted that black players were “sought after as teammates because of their skill as ball handlers.”

Information about the role of African Americans in the early stages of baseball development is slight. Several West African cultures had stick-and-ball and running games, so at least some blacks were familiar with the concept of baseball. Baseball, however, was not a popular southern sport, never

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7. After South Carolina seceded (sëd) from the Union in 1860, ten other states also withdrew and formed the Confederate States of America during the Civil War (1861–1865).
equal to boxing, wrestling, footracing, or horse racing among the privileged landowners.

Slave owners preferred these individual sports because they could enter their slaves in competitions, watch the event from a safe distance, pocket the winnings, and personally never raise a sweat. There are documents to show that slave masters made a great deal of money from the athletic skills of their slaves.

Free blacks, on the other hand, played on and against integrated teams in large eastern cities and in small midwestern hamlets. It is believed that some of the emancipated slaves and runaways who served in the Union Army learned how to play baseball from northern blacks and whites who had been playing together for years.

After the Civil War, returning soldiers helped to inspire a new interest in baseball all over the country. Teams sprung up in northern and Midwestern cities, and naturally African Americans were interested in joining some of these clubs. But the National Association of Base Ball Players had other ideas. They voted in December 1867 not to admit any team for membership that “may be composed of one or more colored persons.” Their reasoning was as irrational as the racism that shaped it: “If colored clubs were admitted,”

**Practice the Skills**

**English Language Coach**

Anglo-Saxon Origins Look up the word owner in a dictionary. What was the Old English word it came from?

A batter for the New York Black Yankees stands at home plate with Newark Eagles’ catcher and the umpire waiting for a pitch.

**Vocabulary**

- **privileged** (PRIH vih lijd) adj. having or enjoying one or more advantages
- **composed** (kum POHZD) v. formed by putting together

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8. **Integrated** (IN tuh gray tid) teams were open to both African American and white players.

9. **Hamlets** (HAM luhts) are small villages.

10. **Emancipated** (ih MAN suh pay tid) slaves had been freed from slavery.

11. Reasoning that is **irrational** (ih RASH uh nul) is unreasonable or lacking sense.
the Association stated, “there would be in all probability some division of feeling whereas, by excluding them no injury could result to anyone . . . and [we wish] to keep out of the convention the discussion of any subjects having a political bearing as this [admission of blacks on the Association teams] undoubtedly would.”

So, from the start, organized baseball tried to limit or exclude African-American participation. In the early days a few black ball players managed to play on integrated minor league teams. A few even made it to the majors, but by the turn of the century, black players were shut out of the major leagues until after World War II. That doesn’t mean African Americans didn’t play the game. They did.

Black people organized their own teams, formed leagues, and competed for championships. The history of the old “Negro Leagues” and the players who barnstormed on black diamonds is one of baseball’s most interesting chapters, but the story is a researcher’s nightmare. Black baseball was outside the mainstream of the major leagues, so team and player records weren’t well kept, and for the most part, the white press ignored black clubs or portrayed them as clowns. And for a long time the Baseball Hall of Fame didn’t recognize any of the Negro League players. Because of the lack of documentation, many people thought the Negro Leagues’ stories were nothing more than myths and yarns, but that is not the case. The history of the Negro Leagues is a patchwork of human drama and comedy, filled with legendary heroes, infamous owners, triple-headers, low pay, and long bus rides home—not unlike the majors.

12. Players who barnstormed (BARN stormd) toured rural areas, stopping briefly to take part in baseball games.

**Vocabulary**

- **documentation** (dok yuh men TAY shun) n. something recorded that serves as proof

**BIG Question**

Did anyone make a mistake in this selection? What was the mistake? Was the mistake corrected? Did anyone learn from the mistake? Write your answers on your Foldable. Your response will help you complete the Unit Challenge.
After You Read

The Shutout

Answering the Big Question

1. After reading this selection, what are your thoughts about learning from mistakes?

2. Recall Who created the playing rules for baseball?

   Tip Right There

3. Summarize What do historians know about the origins of the game of baseball?

   Tip Think and Search

Critical Thinking

4. Infer In what way did the end of the Civil War help baseball grow in popularity?

   Tip Author and Me

5. Connect How might you have felt as an African American baseball player who was not allowed to play in the major leagues?

   Tip On My Own

6. Synthesize Do you think that there is segregation in sports today? Explain.

   Tip On My Own

7. Evaluate The National Association of Base Ball Players argued that they were keeping African Americans out of the Association so that “no injury could result to anyone.” Do you agree with that argument? Explain.

   Tip On My Own

Write About Your Reading

Use the RAFT system to write about “The Shutout.”

Role: A Union Army soldier

Audience: Your family

Format: A letter

Topic: The new game you just learned about (baseball)
Skills Review

Key Reading Skill: Inferring

8. When the authors write that slave owners could “watch the event from a safe distance, pocket the winnings, and personally never raise a sweat,” what are they inferring about slave owners?

Key Literary Element: Sequence of Events/Time Order

Use your chart to answer the following questions.

9. When did Albigence Waldo see a game of “batting balls and running bases”?
10. When did Robin Carver write about goal ball?
11. When was the Knickerbocker Club organized?
12. When were African Americans allowed into the major leagues?

Vocabulary Check

Match the following vocabulary words with their definitions.

13. rivaling a. formed by putting together
14. documentation b. having or enjoying one or more advantages
15. privileged c. being equal to
16. composed d. something recorded that serves as proof

17. English Language Coach The Anglo-Saxon root and prefix fore has two meanings. One is “before” and the other is “in front of.”

Look at the words below and define four of them using your knowledge of fore.

foretell forewarn foresee
foreleg forehead forefather
forecast foremost foreclose

Grammar Link: Subject-Verb Agreement with Special Nouns

Subject-verb agreement can be a problem when nouns such as glasses, pants, pliers, and scissors are used as the subject of a sentence.

- Even if they stand for only one item, some words that end in s (such as pants) are considered plural. Because they are plural, they need plural verbs.
  
  My pants are in the closet.

- It is a different story when pair of comes before those same words (pair of pants). The words then take a singular verb. This is because the word pair becomes the subject, and of pants becomes a prepositional phrase. The word pair is singular.
  
  A pair of pants is hanging in the closet.

Watch Out! There are words that don’t follow this rule. Even though news ends in an s, it is a singular noun. The same goes for the word measles.

Grammar Practice

On a separate sheet of paper, write the correct verb for each sentence.

18. The scissors (is, are) in the art box.
19. The pliers (is, are) in the drawer.
20. That pair of scissors (need, needs) to be sharpened.
21. The news (is, are) on at ten o’clock.
22. Where (is, are) your glasses?
23. Those pants (is, are) too tight.

Writing Application Look back at the RAFT assignment you wrote. Make sure that all of the subjects and the verbs agree.

Web Activities For eFlashcards, Selection Quick Checks, and other Web activities, go to www.glencoe.com.
Before You Read

The Talking Skull

Vocabulary Preview

**stammer** (STAM mar) v. to speak with difficulty; to repeat the same sound several times when trying to say a word (p. 886) *Eventually, the man was able to stammer some words.*

**spout** (spowt) v. to say something in a loud, boastful manner (p. 886) *The man was amazed that the skull was able to spout words of wisdom.*

**commotion** (kuh MOH shun) n. noisy rushing about; confusion (p. 889) *There was so much commotion, the chief came to see what was going on.*

**intellectual** (in tuh LEK choo ul) adj. requiring thought and understanding (p. 890) *The scholar was sure the chief would understand an intellectual matter.*

Write to Learn

Be creative. Write one or two paragraphs about a strange walk in the woods. Use as many vocabulary words as you can.

English Language Coach

**Anglo-Saxon Origins and Compound Words**

Many basic English words come from Anglo-Saxon, or Old English. These basic words can often be combined to form compound words. A compound word combines two words. The meaning of a compound word combines the meanings of the individual words in some way.

Here are some compounds formed from words with Anglo-Saxon origins.

<table>
<thead>
<tr>
<th>Compound Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>homemade</td>
<td>made in the home</td>
</tr>
<tr>
<td>rowboat</td>
<td>a small boat designed to be rowed</td>
</tr>
<tr>
<td>horseshoe</td>
<td>iron put on a horse’s hoof to protect it</td>
</tr>
</tbody>
</table>

Write to Learn

How many compound words can you create by combining the words below? What are their definitions?

- day night time play
- home one every some
- body to thing no
Skills Preview

Key Reading Skill: Inferring
Because they are not stated directly in the text, inferences can be easy to miss. Fiction writers can ask you to infer a lot more than nonfiction writers.

Use these tips to help you infer as you read:
• Monitor your comprehension. Stop when you get confused.
• Ask yourself “I wonder” questions.
• Look for clues in the text.
• Hint: Writers sometimes use punctuation, style, or word choice to give you clues about what they are inferring.
• Use your own experience and knowledge to help you figure out what the writer isn’t saying directly.

Write to Learn In your Learner’s Notebook, make a list of points to remember so that you can infer as you read.

Key Literary Element: Sequence of Events/Time Order
In fiction, the sequence of events is the plot, or action, of the story. In the plot, a problem is explored and then usually solved. The sequence of events can move the plot forward in two ways: by relating to past or present action or by suggesting future action.

As you read, ask yourself the following questions about each event in the plot:
• What does this event tell me about past action?
• What does this event tell me about present action?
• What does this event tell me about future action?

Write to Learn In your Learner’s Notebook, write each important event in the story’s plot. For each entry, write whether the event relates to a past action, a present action, or a future action.

Get Ready to Read

Connect to the Reading
Has someone you know ever made the same mistake over and over? What was the mistake? Why did the person continue to make it? Why didn’t the person learn his or her lesson after making the mistake the first or second time? What finally helped the person not to make the mistake again?

Partner Talk With a partner, discuss your answers to the questions above.

Build Background
This fable is from Cameroon, a country in western Africa. Here are some facts about the people of Cameroon:
• Most of the people live in small towns or villages.
• Most of the people are farmers of cacao, coffee, tobacco, cotton, or bananas. Others are herders of cattle, goats, sheep, or pigs.
• The people belong to more than 200 ethnic groups. Each group speaks its own language.

Set Purposes for Reading
BIG Question Read the selection “The Talking Skull” to find out about learning from mistakes.

Set Your Own Purpose What else would you like to learn from the article to help you answer the Big Question? Write your own purpose on “The Talking Skull” part of the Workshop 4 Foldable.

Interactive Literary Elements Handbook To review or learn more about the literary elements, go to www.glencoe.com.

Keep Moving
Use these skills as you read the following selection.
"The Talking Skull" is an African fable about the importance of listening and thinking before opening one’s mouth.

Once a man was walking down the road toward his village. He was not paying attention to anything around him. This man considered himself a scholar of life. He was always deep in thought. He liked to think about important things. He did not put his mind to ordinary problems. If it wasn’t impossible, or at least very complicated, he didn’t care about it at all.

This man spent all day looking out over the ocean, and he only noticed things he thought were useful. He didn’t notice the beauty of the ocean. The only things he considered were sharks and shipwrecks. He didn’t notice the clear blue sky. He was

1. A scholar is a person who has knowledge in a certain area.

Practice the Skills

Anglo-Saxon Origins and Compound Words

What two basic words make up the compound word shipwrecks? What are shipwrecks?
thinking about all the storms that must have been churning far away. He did not notice the wonderful songs of the birds. He only thought about how many of their nests had been robbed. He didn't notice the playful animals swinging through branches or rustling in the grass. He only wondered whether or not the great cats were on the prowl. That was the kind of man he was.

As he walked back toward the village that day, he happened to pass a pile of bones. They were bleached white and they gleamed in the bright sun. He stopped and stared down at them. He was the sort of man who would stop to stare down at a pile of bones. The skull on the pile was resting above all the other bones, and it seemed to be watching the man just as intently as he was watching it.

The man reached out and picked up the skull. He held it one way and then another. He looked gravely into the empty eye sockets and said, “What brought you here, brother?”

“Talking,” the skull replied without much interest.

The man was so shocked, he dropped the skull and jumped back. He watched the skull for a few minutes before he managed to stammer out, “You can talk!”

“Yes,” said the skull. “Talking is very easy. All you have to do is open up your mouth and out it comes. Talking is easy. Finding something worthwhile to say is not.”

The man was amazed. He had never seen a talking skull before, let alone one that could spout such wisdom. “I must take you to the village!” the man exclaimed.

He scooped up the skull and ran as fast as he could. The villagers saw him coming, and a great many of them ran for their homes. You see, he was the kind of man who was always getting busy people into useless conversations when there was work to be done. He never seemed to be quiet, and he never spoke about anything anyone ever wanted to hear.
As he entered the village, he called out to his neighbors, “Come quickly! I have something wonderful to show you!” No one came.

The man was so excited that he did not even realize that the few people in sight were moving away from him. “Put down whatever you are doing, everyone! I have a marvelous mystery to show all of you, the likes of which you have never before seen!”

When the man said the word “mystery,” you can be sure he got the attention of some of the villagers. They started poking their heads out of their houses. Women left their yams cooking, men put down their digging sticks, and
children stopped their playing. They all began to gather around the man. 4

When he saw that he had everyone’s attention, he drew out the skull. He could not have prepared himself for what happened next. Everyone stared at the skull for a moment. Then they all started yelling.

“Mama! What is he doing?” cried a little boy.

“How dare you bring that thing here!” his mother howled, waving a spoon.

“Somebody do something!” said another, clutching her child.

“Send him away!” demanded a third mother.

The men who still had gardening tools in their hands started waving them.

“Move out of the way!” yelled a man with a digging stick.

“Somebody get the chief!” said an old man holding his grandson’s hand. 5

There was so much commotion, the chief came to see what was happening.

“What is going on?” the chief roared. He was a very orderly chief, and he did not like all this yelling and brandishing2 of gardening tools in the middle of the village.

2. Brandishing something means waving or shaking it in a challenging way.

Vocabulary

commotion (kuh MOH shun) n. noisy rushing about; confusion
All the people were silent except for one villager. He stood up and pointed to the man with the skull.

“This man told us he had something to show us. Then he pulled out that awful skull. We thought he was trying to call the Dark Spirits to the village, and we were trying to stop him.”

“Oh,” said the chief, eyeing the man with the skull. “And were you going to call Dark Spirits to my village?”

“Certainly not!” the scholar declared, glad that the chief was there. He was sure the chief would understand this intellectual matter.

“Then what were you doing?” the chief asked with curiosity.

“Well,” the man said in a pompous voice, “I was on my way home from the ocean when I came across a pile of bones. On top of the heap was this skull. It spoke to me! I brought it here to share this wonder with the village.”

The chief did not look convinced.

“I’ll show you,” the man said, raising the skull so that it looked at the chief. “Say something to the chief,” he commanded.

The skull said nothing. The chief frowned.

“Speak!” the man said. “I command you!”

The skull remained silent. One of the children laughed.

“Speak!” he said. “You must speak!” The man started getting nervous.

The skull said nothing. The man begged and pleaded with the skull. The skull remained silent. The people began to get angry again, and the chief got angry right along with them.

“You are always a troublemaker in my village, and now you come here with this nonsense!” The chief and the people had had enough. They took the skull from the man, found the mound of bones he had taken it from, and put it back there.

That very day the villagers held a meeting with the chief and decided to throw the man out of their village. They watched him collect his few belongings and said to him, “Since you found that skull so much company, why don’t you go live with it!”

3. A pompous voice is one that sounds self-important.

Vocabulary

intellectual (in tuh LEK choo ul) adj. requiring thought and understanding
The man stormed out of the village and down the road to the pile of bones. He picked up the skull. Before he could get one word out of his mouth, the skull said, “Sorry about that.”

“What? Now you talk! That is not going to do me much good! Why didn’t you say something back in the village?”

“I told you,” the skull replied. “It is easy to talk. It is not always easy to find something **worthwhile** to say.”

“You are absolutely unpleasant!” the man screamed. “I don’t know what trouble you caused that brought you to this sorry state, but you deserve everything you got!”

“I already told you what got me into trouble,” the skull replied. “Talking. Same as you.”

**Practice the Skills**

**Anglo-Saxon Origins and Compound Words** What are the origins and meanings of the words *worth* and *while*? What does **worthwhile** mean?

**BIG Question**

What mistake do you think the skull made in the past? What lesson is he trying to teach the man? Record your response on your Foldable. Your response will help you complete the Unit Challenge later.
After You Read

The Talking Skull

Answering the *BIG Question*

1. After reading this fable, what are your thoughts about learning from your mistakes?

2. **Recall** Why do the villagers panic when they see the skull?

   **Tip** Right There

3. **Recall** What does the skull do when the man asks it to speak to the villagers?

   **Tip** Right There

**Critical Thinking**

4. **Evaluate** Do you think the chief is a good leader? Explain.

   **Tip** Author and Me

5. **Predict** What do you think will happen to the man now? Explain.

   **Tip** On Your Own

6. **Connect** Do you agree with the skull’s opinion that talking is easy but finding something worthwhile to say is not? Explain.

   **Tip** On Your Own

**Write About Your Reading**

Use the RAFT system to write about “The Talking Skull.”

**Role:** The talking skull

**Audience:** The main character

**Format:** A letter

**Topic:** Your story of how you made your mistake and what happened after you made it

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**Objectives** (pp. 892–893)

**Reading** Make inferences • Make connections from text to self

**Literature** Identify text structure: sequence, time order

**Vocabulary** Explore word origins: Anglo-Saxon • Identify compound words

**Writing** Use the RAFT system: respond to literature

**Grammar** Use correct subject-verb agreement: indefinite pronouns
Skills Review

Key Reading Skill: Inferring
7. How do you think the man feels about himself? What clues in the text help you answer this question?
8. Did the skull learn from its mistake? Explain.

Key Literary Element: Sequence of Events/Time Order
Use your notes from your reading to answer the following questions.
9. What was one event in the plot that told you about past action?
10. What was one event in the plot that told you about present action?
11. What was one event in the plot that told you about future action?

Vocabulary Check
Match each vocabulary word with its definition.
12. spout a. to speak with difficulty
13. intellectual b. to say something in a loud, boastful manner
14. stammer c. noisy rushing about; confusion
15. commotion d. requiring thought
16. English Language Coach Use the words ship, wreck, wind, break, worth, while, or compound words that contain them as you write a diary entry about a trip to the beach in winter.

Grammar Link: Subject-Verb Agreement with Indefinite Pronouns
An indefinite pronoun is a pronoun that does not stand for a particular person, place, or thing. The chart shows which indefinite subject pronouns use singular verbs, which use plural verbs, and which use singular or plural verbs, depending on the words to which they refer.

<table>
<thead>
<tr>
<th>Indefinite Pronouns – Singular Verbs</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>another, anybody, anyone, anything, each, either, everybody, everyone, everything, much, neither, nobody, no one, nothing, one, somebody, someone, something</td>
<td>Another bus was coming. Anybody is welcome here. Either hat will be warm. Everyone was invited.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indefinite Pronouns – Plural Verbs</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>both, few, many, others, several</td>
<td>Many are asked to dance. Few were chosen to sing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indefinite Pronouns – Singular or Plural Verbs</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>all, any, enough, most, some, none</td>
<td>All of the ants were here. All of the pie was here. Some of the pens are red. Some of the water is red.</td>
</tr>
</tbody>
</table>

Tip: When you can count the thing to which a pronoun refers, the pronoun uses a plural verb. Otherwise it uses a singular verb.

Grammar Practice
Complete the following sentences with the correct verb.
17. Someone (need, needs) to wash the clothes.
18. Several (come, comes) to the show every day.
19. All of the sky (is, are) blue.

Writing Application Look back at the RAFT assignment you wrote. Make sure that all of the subjects and the verbs agree. Pay close attention to subject-verb agreement with indefinite pronouns.
Do you believe everything you hear? Probably not. If two people tell you about something, their stories will hardly ever be exactly the same. You use your intelligence and experience to figure out who and what you want to believe. When you figure out who to believe and how much to believe, you’re evaluating the speaker’s credibility.

**How to Read Across Texts:**

**Author’s Credibility**

Credibility is believability. If you think that someone knows a topic well and you don’t think he or she is lying, you consider him or her to be credible. If you don’t think that person is biased, or influenced by someone or something, you think he or she is credible. You believe the speaker or writer.

You evaluate speakers’ and writers’ credibility everyday. When you read or hear something, you should think about

- who said or wrote it
- whether they know about the topic
- why they said or wrote what they did
- whether you believe it

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**Skills Focus**

You will use these skills as you read and compare the following selections:

- from *The Great Fire*, p. 897
- “Letters About the Fire,” p. 905

**Reading**

- Making connections across texts
- Comparing/contrasting information in different texts

**Literature**

- Reading and understanding informative text
- Evaluating author’s credibility

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**Objectives** (pp. 894–895)

Reading  Compare and contrast: author’s credibility across texts
Get Ready to Compare

When you want to learn about something, it’s a good idea to get different points of view on the subject. You can do that by asking different people, or by reading articles, stories, and letters by different people. Then you decide which information and which people are most credible.

When you’re reading about an event, ask yourself questions like these to determine which information is credible:

- **Knowledge** Does the author seem to know a lot about the event or one small part of the event?
- **Firsthand Experience** Did the author experience the event himself or herself (firsthand experience), or did the author get information from reading or speaking to other people?
- **Time** How long after the event did the author write the article or letter?
- **Details** Does the author give you many details? Are the details believable?
- **Purpose and Bias** What is the author’s purpose for writing? Does the author seem to be trying to get you to believe his or her opinion? Does the author seem to be biased toward one opinion?
- **Fact and Opinion** Does the author present facts, opinions, or a combination of both?

Use Your Comparison

The three selections in this workshop are about the Great Chicago Fire. To help you evaluate the credibility of the authors and information in these selections, create a chart like the one pictured below in your Learner’s Notebook. As you read, use the questions listed above to help you fill in this chart. You’ll use the notes you enter in this chart to compare the selections later.

<table>
<thead>
<tr>
<th></th>
<th>from The Great Fire</th>
<th>Letter-Justin</th>
<th>Letter-Fannie Belle Becker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td></td>
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<tr>
<td>Firsthand Experience</td>
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<td>Time</td>
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<tr>
<td>Fact and Opinion</td>
<td></td>
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Meet the Author
Jim Murphy writes books about everything from lonely dinosaurs to weird inventions. He often writes about young people involved in historic events. According to Murphy, “...children weren’t just observers of our history. They were actual participants and sometimes did amazing and heroic things.”

To find out about the Great Chicago Fire, Murphy read letters and articles by people who were caught in the fire. The Great Fire was published in 1995.

Author Search For more about Jim Murphy, go to www.glencoe.com.

Vocabulary Preview

**remnants** (REM nunts) n. what is left over; small remaining parts (p. 897)  
Remnants of the burned house continued to glow.

**consequences** (KON suh kwen suz) n. results of an action; outcomes (p. 899) Poor communication led to tragic consequences.

**phantom** (FAN tum) adj. imaginary; ghostly (p. 899) Firefighters wasted time looking for a phantom fire.

**vapor** (VAY pur) n. small particles of mist, steam, or smoke that can be seen (p. 899) When you breathe through your mouth in the winter, your breath turns to vapor.

**singe** (sinj) v. to burn slightly (p. 900) Flames began to singe the hair on the firefighters’ heads and arms.

**velocity** (vuh LOS uh tee) n. speed (p. 902) The velocity of the wind helped spread the fire.

Get Ready to Read

Connect to the Reading
What would you do if you saw a blazing fire in your neighborhood? Discuss your answer with a partner.

Build Background
On a fall evening in 1871, a fire broke out near the barn of Katherine O’Leary at 137 DeKoven Street in Chicago. By the time the fire was under control, a day and a half later, it had destroyed much of one of America’s largest cities and left 90,000 people homeless. One-third of Chicago was destroyed in the Great Fire. The Great Chicago Fire is one of the most famous disasters in United States history.

Set Purposes for Reading

**BIG Question** Read to find out what mistakes allowed the Great Chicago Fire to spread so quickly.

Set Your Own Purpose What would you like to learn from The Great Fire that could help you to answer the Big Question? Write your own purpose on “The Great Fire” part of the Reading Across Texts Foldable.
The fire that swept through the heart of Chicago began on Sunday night, October 8, 1871. The Great Fire would burn for the rest of Sunday, all of Monday, and into the early hours of Tuesday with little real opposition.

On duty at the Courthouse that night was forty-year-old Mathias Schaffer. Schaffer was showing some visitors around the tower when one of them pointed to smoke in the distance. Schaffer glanced at the smoke, but dismissed the sighting. It was just the smoldering embers from the previous night’s fire, he assured them. Nothing to worry about.

Several minutes passed before Schaffer looked up from what he was doing and saw flames leaping wildly into the black sky. The light was from a different fire after all; he’d been fooled because this new blaze was almost directly behind the still-flickering remnants of the Saturday October 7 fire.

1. The Courthouse was a building with a high tower that was used to watch for fires. When a fire was sighted, a watchman in the tower sent an alarm to a firehouse near the blaze.

**Vocabulary**

remnants (REM nunts) n. what is left over; small remaining parts
He studied the flames, trying to determine their exact location. This wasn’t easy because of the distance and tall buildings between him and the flames. In addition, the moonless sky was made even murkier by the swirling, smoky haze. Schaffer signaled down the speaking tube and had his assistant strike Box 342. This sent engines rumbling through the streets—to a location almost a mile away from the O’Leary’s barn.

Schaffer’s first signal went out at 9:30. Several minutes later, Schaffer realized his mistake and ordered Box 319 struck. This was still seven blocks away from the O’Leary’s, but close enough that firefighters could see the flames and alter their course. Unfortunately, Schaffer’s young assistant, William J. Brown, stubbornly refused to strike Box 319, saying he was afraid it would confuse the situation. Brown was so stubborn about his decision that even after the fire he was able to write...

Practice the Skills

2. Murky means “hazy” or “hard to see through.” It was hard for the watchman to see because the smoke from earlier fires made the sky murkier.
3. A speaking tube was a pipe made to carry a voice from one part of a building to another.
4. Watchmen at the courthouse sent alarms to local fire stations by hitting numbered boxes that were linked to the local stations. The station linked to Box 342 was a mile from the fire.
arrogantly⁵ in a letter that “I am still standing the watch⁶ that burned Chicago.”

These errors had two fatal consequences. The most obvious was that a number of engines and dozens of firefighters were sent on a wild-goose chase⁷ and did not get to the fire for many minutes. More critical is that it kept fire companies located near De Koven Street⁸ in their stations. Several had seen the eerie, dancing glow beyond the rooftops near them and, even without official notice from Schaffer, prepared to respond. When they heard Box 342 rung, however, they assumed the fire was out of their territory and unhitched the horses. Only two fire companies were not fooled by the misleading alarm.⁴

The clang of bells and the sound of pounding hooves could be heard above the roar of the fire. America arrived on the scene first, closely followed by Little Giant. Hoses were rolled out, attached to water outlets, and the water turned on. Unfortunately, America was a hose cart and could not throw water any great distance, while Little Giant was eleven years old (the oldest engine in service). Their limited range forced firefighters to stand very close to the flames. The newer, more powerful pumping engines were either a mile away searching for a phantom fire, or still in their stations.⁵

The fire had begun near the corner of De Koven and Jefferson and quickly fanned out thanks to increasingly gusty winds. One tongue traveled north up Jefferson, while the other headed east toward Lake Michigan. There was no way firefighters from two engines could contain a wind-driven fire with such a wide front. Still, they did their best.

Two men hauled the cumbersome canvas hose as close to the flames as possible and aimed a stream of water at the burning building. The water hissed and boiled when it struck the burning wood, sending up a vapor of white steam. The fire had begun near the corner of De Koven and Jefferson and quickly fanned out thanks to increasingly gusty winds. One tongue traveled north up Jefferson, while the other headed east toward Lake Michigan. There was no way firefighters from two engines could contain a wind-driven fire with such a wide front. Still, they did their best.

When you act arrogantly, you act like you think you're smarter or more important than other people.

Standing the watch means “being on guard duty.”

A wild-goose chase is a search that has no chance of success.

The fire started near 137 DeKoven Street.

Vocabulary

consequences (KON suh kwen suz) n. results of an action; outcomes

phantom (FAN tum) adj. imaginary; ghostly

vapor (VAY pur) n. small particles of mist, steam, or smoke that can be seen

from The Great Fire 899
firefighters held their position until the fierce heat began to singe the hair on their heads and arms, and their clothes began to smolder. When the pain became unbearable, they staggered back from the flames for a moment’s relief, then lunged forward again.

More engines began arriving at the scene, as did the department’s Chief Marshal Robert A. Williams. A common fire-fighting technique of the time was to surround a blaze with engines and use a flood of water to stop it from spreading. Williams immediately set about repositioning engines, hoping to halt the fire’s advance until all the missing equipment could get to the scene.

The firefighters were already engulfed in a wave of withering heat, and the flames were reaching out toward them. “Marshal,” one of the men yelled, “I don’t believe we can stand it here!”

“Stand it as long as you can,” Williams told them, before hurrying to another engine. Along the way he noticed that several houses were smoking and on the verge of igniting.

He came upon the driver of America and its foreman, John Dorsey. “Turn in a second alarm!” Williams ordered Dorsey. “This is going to spread!” A second alarm would bring in additional engines and men.

Meanwhile, Chamberlin9 had retreated several blocks in the face of the advancing flames. “I stepped in among some sheds south of Ewing Street; a fence by my side began to blaze; I beat a hasty retreat, and in five minutes the place where I had stood was all ablaze. Nothing could stop that conflagration there. It must sweep on until it reached a broad street, and then, everybody said, it would burn itself out.”

The heat and dry air had left twelve-year-old Claire Innes tired and listless all day. She went to bed sometime between eight and eight-thirty only to be startled awake later when a horse-and-wagon clattered past her window at high speed. This was followed by loud voices from the street below her window.

“I was only half awake and not inclined to get up when I heard a man outside say that a fire was burning in the West

9. One of the first people to reach the fire was Joseph E. Chamberlin, a reporter for the Chicago Evening Post.

Vocabulary

singe (sinj) v. to burn slightly
Division. Father went to the door and asked about the fire and the man repeated what he had told his companions, but this time he added that the fire was a big one and that they were going to have a look at it. Father came inside and said something to Mother. . . . His voice did not sound unusual, [so] I turned over and closed my eyes again.”

Claire and her family were staying in the South Division of the city, many blocks from the fire. There really was no reason for them to become alarmed. In fact, most citizens would see the glowing nighttime sky and dismiss it as nothing important. Not even the warning words in that day’s Chicago Tribune drew much attention: “For dayspast alarm has followed alarm, but the comparatively trifling losses have familiarized us to the pealing of the Courthouse bell, and we [have] forgotten that the absence of rain for three weeks [has] left everything in so dry and inflammable a condition that a spark might set a fire which would sweep from end to end of the city.”  

But no one seemed very concerned. This was evident by what Alfred L. Sewell observed while strolling through the city at around 9:30 that night. “Many people were just returning from the Sunday evening services at the various churches when the general alarm was given, but, beyond the immediate vicinity of the beginning of the conflagration, no unusual fear or solicitude
was felt by the citizens. The German beerhouses were filled with merry crowds, and as it was a warm evening, the streets all over the city were filled with joyful idlers and promenaders, in their Sunday apparel. A pleasanter, quieter, or a happier evening than was that one is seldom known in a great city.”

And despite his own paper’s editorial, not even the editor in chief of the Chicago Tribune, Horace White, smelled a good story in the smoke that was blowing into his neighborhood. “I had retired to rest, though not to sleep [that night], when the great bell struck the alarm; but fires had been so frequent of late, and had been so speedily extinguished, that I did not deem it worthwhile to get up and look at it, or even to count the strokes of the bell to learn where it was.”

As the rest of the city went about its business, fireman Dorsey was racing through the streets to the closest signal box, which happened to be at Goll’s drugstore. He opened the small door on the box and used his thumb to pull down the lever. Dorsey then headed back to the scene of the fire, not realizing that he’d made a mistake—he had forgotten to pull down the lever four times, a special signal that would have made it a true second alarm. At the Courthouse, Schaffer and Brown would hear Dorsey’s alarm, but, assuming it was simply another signal telling them about the original fire, they failed to call out more engines. The fire had now been burning for over an hour, and the wind was increasing in velocity.  

Despite this, Chief Marshal Williams had managed to get a thin circle of engines around the fire. He had five steamers at the scene now, plus three hose carts and a hook-and-ladder wagon, all of them pumping water into the fire at various locations. Spectators were asked to help and many responded by chopping up fences and sidewalks, hoping to deprive the fire of fuel.

Meanwhile the heat was beginning to wear down some of the firemen. Charles Anderson remembered when his friend Charles McConners came by and said, “Charley, this is hot!”

“It is, Mac,” Anderson replied.

His friend disappeared for a few moments, then returned carrying a wooden door, which he positioned like a warrior’s
shield between Anderson and the fire.

I have it now, Anderson thought. I can stand it a considerable time.

Anderson no sooner thought this when the door caught fire and burned McConners’ hand. McConners flung the door down and then Anderson’s clothes began to smoke. The heat was so intense that his leather hat began to twist out of shape.

Williams came by and issued new orders. “Charley, come out as fast as possible. Wet the other side of the street or it will burn!”

With the help of onlookers, Anderson began to reposition his hose. He hadn’t gotten it very far when water pressure suddenly dropped and only a trickle of liquid came from the hose. A powerful steam engine had arrived at the fire and had simply removed Anderson’s hose from its water plug. This was routine procedure, done under the assumption that a steamer would always be more effective than a simple hose cart. Sadly, the steamer did not drag its hose to Anderson’s position and he had to watch as four or five houses across the street caught fire.

At the same moment that Anderson’s hose stopped, another steamer malfunctioned and its water also gave out. A well-aimed rap of a hammer got the engine working again, but then, at about 10:30, an old section of hose burst and the flow of water stopped again. Two valuable links in the chain of defense were gone, and there was nothing to stop the fire in these locations.

Williams rushed to get the water going and to reposition his engines, but it was too late. The wind had pushed the fire past his circle, a wind that was blowing directly toward the heart of the city.

Later at the official inquiry, all of the mistakes and missed chances that occurred in the opening minutes of the fire would be discussed in great detail. As one firefighter put it, “From the beginning of that fatal fire, everything went wrong!”
Letters About the Fire

Vocabulary Preview

cinders (SIN durz) n. hot ashes (p. 906) Cinders from the fire filled the air.
stifled (STY fuld) v. choked; smothered (p. 906) The heat of the fire stifled everyone's breathing.

Get Ready to Read

Connect to the Reading
The families in these letters rescue items from the fire that are important to them. What would you rescue? What things have special memories for you?

Build Background
• By the 1870s, Chicago was already an important city. It connected businesses in the East with the farms in the West.
• Before the fire, Chicago had 57 miles of wood-paved streets and more than 500 miles of wooden sidewalks.
• Justin’s house burned during the Great Chicago Fire. He and his family were in their house when it started to burn. His family and the family goat escaped without harm.
• Fannie Belle and her mother left their home as the fire approached them. Fannie Belle rescued her doll named Jennie. Fannie Belle kept Jennie as a reminder of the Great Fire.
• Hundreds of survivors of the fire wrote letters and articles about their experiences in the fire.

Set Purposes for Reading

Read to find out how two families dealt with a dangerous situation and what mistakes they made.

Set Your Own Purpose What can you learn from these accounts of escaping the Great Chicago Fire? Write your purpose for reading on the “Letters About the Fire” part of the Reading Across Texts Foldable.

Meet the Authors
A boy named Justin (we don’t know his last name for sure) and a girl named Fannie Belle lived through the Great Chicago Fire of 1871. Like other people who lived through that disaster, they wrote what they saw, heard, and felt on those October days. Justin wrote his letter eleven days after the fire broke out. Fannie wrote hers about two years after the fire. These and other eyewitness accounts are kept by the Chicago Historical Society and can be found online at www.chicagohs.org/fire.

Objectives (pp. 904–907)
Reading Compare and contrast: author’s credibility across texts • Make connections from text to self
Justin

Justin sent this letter about his family fleeing to his “chum” Philip Prescott on October 19, 1871.  

Dear Chum,

We are burnt out of house and home and so we had to come up here. 1 I suppose you would like to hear about the fire and how we escaped from it. Half past one Monday morning we were awakened by a loud knocking at the front door we were awake in an instant and dressing ourselves we looked about and saw a perfect shower of sparks flying over our house. I got some water and went out in the yard while my brother went up on the roof we worked for one or two hours at the end of that time we had to give up. We tried to get a wagon but could not so we put two trunks on a wheelbarrow and each of us shouldered a bundle and we marched for the old skating park I leading my goat. We got along very well until the Pes[h]tigo Lumber yard 2 caught on fire then it was all we could do to breathe. Mother caught on fire once but we put it out at last we heard that there was a little shanty that hadn’t burnt down so we marched there but had to leave our trunks and everything else but Charlie and father went back and got one but could not get the other as the sand was blowing in their faces and cut like glass at last a wagon drove up and we all piled in and escaped so good by.

yours Justin

---

1. Justin wrote his letter from Lake Forest, Illinois, a town about thirty miles north of Chicago, where his family had found shelter.
2. The Peshtigo Lumber Yard, a large lumberyard in Chicago, burned during the Great Fire.
Fannie Belle Becker

Fannie Belle Becker (later Fanny Dement), ten at the time of the fire, wrote “My Experience of the Chicago Fire” almost exactly two years later. 3

Saturday evening Oct the 8th 1871 there was a large Fire in Chicago it was probably the largest Fire ever in that city then it was the lumberyard burning there was a great many people out to see it. They stayed untill a late hour and so were very tired but did not get much rest for Monday morning at three o’clock I was awakened and told to Dress for the Fire was all around us and we would soon be burnt out. My ma put all her valubals into her sewing machine and locked it up and threw some things in to her trunk. I carried ma’s fur box (with furs in it), and, account book, 4 and a parasol, 5 and, a little lady called Jennie. And perhaps some of my little friends in Fruit-Port have made her [acquaintance] but some of you may not know who little Jennie is so I will say that she is a little China doll 6 a Christmas present when I was Five years old and I will always keep her as a Relic 7 of the Chicago Fire. We could not save the Sewing Machine but did save the trunk. We had a gentleman friend who helped us; we all went down right away but ma stayed, she said that she would stay as long as she could. So we went around the corner to monroe street and waited and when she came she brought a large hair Matrass. The air was so full of cinders and was so hot that it almost stifled her. We could not get an express man to carry the things for there were none to be had. So our friend drew our trunk and a trunk that belonged to a friend of his who

3. Valubals is an incorrect spelling of the word valuables.
4. An account book is a notebook in which records about money are kept.
5. A parasol (PAIR uh sawl) is a light umbrella that protects a person (usually a woman) from the sun.
6. A China doll is a doll with a head made of porcelain, a breakable material.
7. A relic is a thing from the past.
8. A hair Matrass (mattress) is a mattress filled with animal hair. Hair mattresses can catch fire.
9. In this letter, drew means “pulled.”

Vocabulary

- cinders (SIN durz) n. hot ashes
- stifled (STY fuld) v. choked; smothered
was out of the city. He lashed the two together and lashed the Matrass on top of the trunks, and then drew them along. The trunks both had castors\textsuperscript{10} on. When we got to the corners of Dearborn street ma told me to go Down on Jackson st. a few blocks away to the house of a friend and see if they thought the fire would come there and if not we would go there and stay. And Just as I was about to start a man who had been standing near and heard what ma said told her that he would see me safe there. Ma thanked him and said we would not trouble him but he said it was no trouble and walked along beside me. He said he would take my account book I did not like his looks and so told him that I could carry it myself, and, as we went through a crowd just then I dodged away from him and ran and I have not seen anything of him since. When I got to the house they had all their things packed and out on the side walk and, in a little while ma came and then we went back to monroe st and then as the Fire came on we went on toward Lake Michigan as we went on we came to our friends brothers house we stayed here until the fire drove us out then the heat was so intense that it drove us down to the waters Edge and then my uncle who was with us (and, had arrived Saturday) took his hat and poured water on the things to keep them from burning but thousands and thousands of dollar’s worth of goods were burned right there on the waters Edge. Although our things were saved we sat there until I was almost blind with the dirt and cinders that filled the air I could not open my eyes, so that when I walked ma had to lead me. I did not have anything to eat from Sunday afternoon until Monday afternoon at about four o’clock. Then we went out to the City limits on the South side to the house of a friend I stayed there two days and then I went out in the country with my cousins, and stayed there one week and then I came to Fruit-Port [Michigan]. I shall ever remember with thankfulness my reception by my little friends in Fruit-Port. I almost went barefoot and without any good clothes. I was well treated and one of them even took off her over shoes and let me wear them that I might go out in the cold weather and play. Never while I live will I forget my friends in Fruit Port.\textsuperscript{4 5}

\textsuperscript{10} Castors is a misspelling of the word casters. Casters are small wheels attached to the bottom of heavy objects. These wheels make objects easy to move by rolling.
Vocabulary Check

For items 1–8, choose the best words from the lists to fill in each blank. Then write the complete sentences on a separate sheet of paper.

<table>
<thead>
<tr>
<th>consequences</th>
<th>phantom</th>
<th>remnants</th>
</tr>
</thead>
<tbody>
<tr>
<td>singe</td>
<td>vapor</td>
<td>velocity</td>
</tr>
<tr>
<td>cinders</td>
<td>stifled</td>
<td></td>
</tr>
</tbody>
</table>

1. The heat and smoke from the fire nearly ____ Fannie Belle and her mother.
2. One of the ____ of sending the wrong signal was that the firemen went to the wrong part of the city.
3. The ____ of the wind increased, causing the fire to spread.
4. The more powerful engines were on a wild-goose chase, looking for a ____ fire.
5. Fannie Belle described the burning ____ that filled the hot air.
6. The new blaze could have been started by the ____ of a fire from the previous day.
7. The water hissed when it hit the burning wood, sending up a cloud of ____.
8. The heat from the fire began to ____ the firefighters’ hair.
**Reading/Critical Thinking**

On a separate sheet of paper, answer the following questions.

from *The Great Fire*

9. Recall  When the fire first started, what mistakes kept fire trucks from going to the right location?
   
   **Tip**  Right There

10. Evaluate  Murphy describes events from the points of view of many people at the Great Fire. Does this technique of using several points of view make his narrative more or less believable? Explain.
   
   **Tip**  Author and Me

*Letters About the Fire*

11. Infer  Why do you think Justin sounds both excited and relieved?
   
   **Tip**  Author and Me

12. Draw a Conclusion  Do you think Fannie did the right thing when the man offered to carry the account book? Explain why or why not.
   
   **Tip**  Author and Me

**Writing: Reading Across Texts**

**Use Your Notes**

13. Follow these steps to compare the credibility of the authors of “The Great Fire” and “Letters About the Fire.”

   **Step 1:**  Review the chart you’ve completed. Which author seems to know the most about how the fire started and why the firemen couldn’t put it out? How does that author know those details? Do you believe the author?

   **Step 2:**  Which author or authors depend on what other people say for their information? Which author or authors actually saw and experienced the fire?

   **Step 3:**  Did the authors have different purposes for writing? What were they? Were any of the authors biased? If so, did that affect whether you believed them?

   **Step 4:**  Do any of these writers present opinions as if they were facts? Explain.

   **Step 5:**  Think about what persuades you to believe a writer. Is it the writer’s knowledge, firsthand experience, supporting details, or what?

**Get It on Paper**

To show what you think about the credibility of these authors and selections, answer the following questions on a separate sheet of paper.

14. Which writer, do you think, had the best knowledge of how it felt to be caught in the fire *at the time that he or she wrote the selection*? Explain why you chose this writer over the other writers.

15. Which writer seemed to give you the most opinions about why and how things happened? Did that writer back up those opinions with enough details to be credible?

16. If you wanted to know exactly how the fire spread through Chicago, which writer would you ask? Explain why you chose that writer.

17. Explain why you feel Murphy’s use of quotations to describe the fire scenes is or is not effective.

**BIG Question**

18. After reading both selections, do you believe that the mistakes made in the Great Chicago Fire could be repeated today? Explain the reasons for your answer.
Answering

While reading the selections, you've been thinking about what people can learn from their mistakes. Now use what you've learned to complete the Unit Challenge.

The Unit Challenge

Choose Activity A or Activity B and follow the directions for that activity.

A. Group Activity: Chart

- You know that everyone makes mistakes and that mistakes have consequences. With group of classmates make a chart of mistakes and what can be learned as a result of the mistakes.
- Your chart can help you think about your decisions and learn from your mistakes.

1. Discuss the Assignment

- Choose one group member to be the note-taker for the discussion.
- Review the notes you wrote in your Learner’s Notebook and on your Foldables for the selections you read in this unit.
- Discuss the mistakes you think the characters made. Then discuss what you can learn, or what the characters learned, from their mistakes. For example, in “Nadia the Willful,” Nadia’s father learned that it’s a mistake to not remember someone you love. He corrected his mistake by letting Nadia and the rest of the people remember what her brother meant to them.
- Think about people you know who have made mistakes. Then discuss what happened as the result of their mistakes, and what can be learned from the mistakes. Make a list of those mistakes.

2. Create a Chart

Draw a chart like the one below. Use your list to fill in the Mistake column. Brainstorm with the classmates about lessons learned from the mistakes.

Now fill in the “What I Learned” column. If you can’t think of something that was learned, leave it blank. You can fill it in later.

3. Present Your Chart

Have a group member read the chart to the class. Discuss any mistakes that they think could be added to the chart. Add any ideas about mistakes they have. Discuss the most common mistakes that people make. What do you think can prevent these kinds of mistakes?

<table>
<thead>
<tr>
<th>Mistake</th>
<th>What I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>I forgot my homework.</td>
<td>I should put my homework in my book bag.</td>
</tr>
<tr>
<td>I stayed out past curfew.</td>
<td>I should call if I’m going to be late.</td>
</tr>
</tbody>
</table>
B. Solo Activity: Bumper Sticker

Bumper stickers are a form of advertising. They advertise, or make public, ideas and beliefs. You’ll use words and pictures to create several bumper stickers about learning from mistakes.

1. Consider the Topic Review your Foldable notes to recall what people in the selections learned from their mistakes. In your Learner’s Notebook, make notes about what you’ve learned from mistakes. Describe two or three mistakes you’ve made, tell what you learned from them, and how they helped you grow or change.

2. Diagram Ideas In your Learner’s Notebook, draw a web like the one below. Write the Big Question in the center box. In the outside boxes, write lessons you or characters from the selections learned from mistakes. You don’t have to include a lesson for every selection or from every experience of your own. Just include those you think might suggest good slogans for bumper stickers.

3. Brainstorm Slogans Which four boxes in the web do you think show the most important lessons about learning from mistakes? From each of these boxes draw a line and box. In each new box write a slogan that summarizes the idea. Here are some tips.
   - A slogan should be concise (kun SYS), or short. Use no more than ten or fifteen words for each slogan.
   - A slogan should be catchy. Choose words that will grab people’s interest.
   - A slogan should be clear. Test out each slogan. Say it to a classmate, friend, or family member and ask him or her to explain what it means.
   - Rewrite each slogan until it’s just right—that is, concise, catchy, and clear.
   - Here are some examples of slogans.
     - The only really bad mistake is the one you make more than once.
     - Those who don’t learn from their mistakes are sure to repeat them again.
     - No child is mistake proof.
     - Show me a mistake, and I made it.
     - For every mistake, there is a lesson to be learned.

4. Design Bumper Stickers Draw four rectangles in your Learner’s Notebook. Write one slogan in each rectangle. Then decorate each with a border, drawings, photos, or symbols that have to do with the idea expressed in the slogan.

5. Create a Bumper Sticker Which of your four bumper sticker ideas do you find most inspiring? Use paper or cardboard to create that bumper sticker for yourself. Post it by your bed or desk or tape it on your notebook or backpack.
Meet the Author
Stan Sakai was born in Japan and grew up in Hawaii. He lives in California with his wife and children. His character Usagi Yojimbo first appeared in comics in 1984. Stan received the National Cartoonists Society Comic Book Division Award for his work.

Author Search For more about Stan Sakai, go to www.glencoe.com.
GRR--!
I'll show you a battle!

Yow!
There is more to a samurai than conquest, Usagi.

It may be years before you realize fully what you learn.

Go and fetch some water.

?Harumph! I'll show him some day!

Eep!
FETCH WATER--IS THAT ALL KATSUICHI-SENSEI THINKS I'M GOOD FOR?

HEY, WHO'S THAT?

WHAT ARE YOU DOING HERE?! THIS IS OUR WATERING HOLE!

I AM JUST A TRAVELER WHO STOPPED TO REST A WHILE. YOU SHOULD LEARN SOME COURTESY, YOUNG ONE.
YOU CAN’T TELL ME WHAT TO DO!

HIYAH!!

YAHPPP!!

YAHH!!

SPLOOSH!
Hey! I'm not through with you!

Where do you think you're going?

As I said, I just stopped for a short rest. If you want to continue this, you'll have to find me.

I am called Tsukahara of Yamashita village.

Grrr... I'll remember that name.

You haven't seen the last of me! I will find you some day!
Years later...

I’m looking for Yamashita Village.

It’s just down the road a bit, Samurai.

Is this the home of Tsukahara?

Yes, it is, Samurai.
This way. The Master is in the garden.

Tsukahara-san, a visitor...

Who is he?

I am Miyamoto Usagi. Many years ago, I found you resting at our watering area. You accused me of needing a lesson in courtesy and threw me into the water.

Now I've come to do what I should have done then.
OH--?

THANK YOU, TSUKAHARA-SAN, FOR THE LESSON.

END.
**UNIT 7**

**Reading on Your Own**

To read more about the Big Question, choose one of these books from your school or local library. Work on your reading skills by choosing books that are challenging to you.

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**Fiction**

**The Secret Garden**  
by Frances H. Burnett

Lonely and bad tempered, Mary is an orphan who lives in an empty mansion on the Yorkshire moors. She begins to change when she discovers a secret walled garden and meets a boy named Dickon. Read to find out what Mary learns from her secret garden.

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**Island of the Blue Dolphins**  
by Scott O’Dell

When Karana is accidentally abandoned by her people, she spends eighteen years on a lonely island by herself. Read to find out more about what she discovered on that island—strength, serenity, and an amazing will to survive.

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**A Christmas Carol**  
by Charles Dickens

Ebenezer Scrooge is so obsessed with business and money that he has isolated himself from others. On Christmas Eve, several spirits visit Scrooge. The spirits take Scrooge to revisit scenes from his own life in an effort to reawaken the humanity within him. Read to find out what Scrooge learns from his mistakes.

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**Cages**  
by Peg Kehret

It was the most terrible day of Kit’s life—the day she tried shoplifting and got caught. Sentenced to twenty hours of volunteer work at the Humane Society, Kit ends up with some time to think. Read to find out what she learns from her mistake.
Nonfiction

Malcolm X: By Any Means Necessary
by Walter Dean Myers

By age twenty, Malcolm Little was in prison. There he discovered Islam as a way to recover his dignity and set his life straight. Later, he became a revered leader of the Nation of Islam. Read to find out what Malcolm believed and how he changed the world.

The Story of Thomas Alva Edison
by Margaret Cousins

Thomas Edison made many mistakes before he invented a successful light bulb. Read to find out how his curiosity about how things work lasted a lifetime—and made the world a brighter place.

Knots in My Yo-yo String: The Autobiography of a Kid
by Jerry Spinelli

The creator of Maniac Magee recalls his childhood from six to sixteen like this: “ten years of . . . salamanders and snakes and candy cigarettes, coal dust on the clothesline, baseball cleats swinging from my handlebars, Ovaltine in my milk, knots in my yo-yo string.” Read to find out more about Spinelli’s exciting adventures.

Michelle Kwan: Heart of a Champion
by Michelle Kwan

Ever wondered what it’s like to be a figure skating champion at the age of twelve? If so, check out this book. Read to find out more about Michelle Kwan’s triumphs, her disasters, and her incredible love of skating.
Test Practice

Part 1: Literary Elements
Read the passage. On a separate sheet of paper, write the numbers 1–4. Next to numbers 1–3, write the letter of the correct answer. Next to number 4, write your answer to the question.

When my mother left North Carolina, she couldn’t bring her sisters or the deep feather bed she’d slept in or the thick forests of her childhood. She couldn’t bring the splashing mountain streams. So she brought what she could, a lilac bush.

On the prairie where my parents settled, a bitter wind blew endlessly. My mother built a small stone wall to protect her lilac until our small house went up and could take over that job. I remember finding her on cold, damp, spring mornings, crouched by the bush, studying its glossy green leaves. She was waiting, waiting. And soon, a softly warm afternoon would come. The first purple-blue blossoms would appear on delicate branches. For the next three weeks, a sweet and spicy fragrance filled our yard.

During this time every spring, my mother was different. Her usual happiness was deeper. Her eyes were filled with memory. She would spend too much money on a ham and bake the fluffy biscuits her own mother had taught her, years ago, to make. Over dinner, she would tell stories about relatives I had never met and descriptions of birds and forest animals I had never seen. And then the lilac’s flowers would fade, and my mother would turn her attention back to our everyday life.

1. Which of the following sentences reveals that the narrator is using a first-person point of view?
   A. “On the prairie where my parents settled, a bitter wind blew endlessly.
   B. “So she brought what she could, a lilac bush.”
   C. “And soon, a softly warm afternoon would come.”
   D. “The first purple-blue blossoms would appear on delicate branches.”

2. What does the lilac bush symbolize for the narrator’s mother?
   A. loss, sadness, and pain
   B. the life she left behind
   C. the importance of change
   D. the hardships of everyday life

3. Which of the following events actually occurs first?
   A. The mother moves to the prairie.
   B. The narrator’s house is built.
   C. The narrator hears stories.
   D. The mother learns to make biscuits.

4. Explain how the author’s use of description in this passage can help a reader experience the story. Give at least two examples.
Part 2: Reading Skills

On a separate sheet of paper, write the numbers 1–4. Next to each number, write the letter of the right answer.

Read the following passages and use them to answer questions 1 and 2.

Passage 1. In December of 1777, the American army set up camp at Valley Forge, Pennsylvania, where they would remain all winter. The location kept the soldiers safe from attack. They were not safe from nature. Many of the soldiers had no shoes. Most were dressed in rags. They huddled together in small crowded wooden huts. The army’s commander, George Washington, did what he could to obtain supplies. On most days, however, their only food was flat pancakes made of flour and water. Their rag-wrapped feet left blood on the snow as they marched and trained. Disease was common, frostbite more so. By spring, thousands had died.

Passage 2. It was miserably hot in New Jersey on June 28, 1778. The men tramping down the road had once been farmers and shopkeepers in America’s countryside and towns. Now they were soldiers fighting to be free. Their respect for their leader, George Washington, meant they would obey any command he gave. Soon he would be giving the command to fight. The Battle of Monmouth was only hours away.

1. What is the main idea of Passage 1?
   A. The winter at Valley Forge was a very difficult one.
   B. The housing at Valley Forge was crowded and cold.
   C. The American army was led by George Washington.
   D. Those who survive hardship are stronger because of it.

2. Synthesize information in Passage 2 to decide which of the following statements is true.
   A. Farmers and shopkeepers make poor soldiers.
   B. The Battle of Monmouth took place on June 28, 1778.
   C. George Washington became the army’s commander in 1778.
   D. More soldiers died in the Battle of Monmouth than in any other battle.

3. What can you infer from Passage 1?
   A. George Washington was a bad commander.
   B. The year 1777 was the coldest on record.
   C. The soldiers were not well supplied.
   D. The soldiers did not know how to march.

4. Which of the following is always involved in evaluating a story or other text?
   A. making inferences
   B. synthesizing information
   C. combining ideas to create new ones
   D. coming up with opinions about the text
Part 3: Vocabulary Skills
On a separate sheet of paper, write the numbers 1–10. Next to each number, write the letter of the correct answer for that question.

Write the letter of the word or phrase that means about the same as the underlined word.

1. told her to cease
   A. stop
   B. stand
   C. watch
   D. speak

2. a forsaken town
   A. busy
   B. abandoned
   C. large
   D. successful

3. their dismal life
   A. active
   B. complicated
   C. miserable
   D. peaceful

4. too much commotion
   A. violence
   B. difficulty
   C. reckless speed
   D. noise and disorder

5. a grudging welcome
   A. loud
   B. joyful
   C. shy
   D. unwilling

Write the letter of the best answer.

6. Use what you know about base words to complete the sentence below.

   A person who is desirous of water is
   A. wet.
   B. thirsty.
   C. busily swimming.
   D. afraid of drowning.

7. The Latin root aud means “hear,” as in audience. What part of your body would a doctor who’s an audiologist need to examine?
   A. ears
   B. eyes
   C. nose
   D. throat

8. The Latin root brev means “short,” as in abbreviation. If someone complains about the brevity of a movie, that person is saying it was
   A. boring.
   B. too violent.
   C. poorly acted.
   D. not long enough.

9. The Greek root astr or aster means “star,” as in astronomy and astrology. Which of the following symbols is an asterisk?
   A. &
   B. *
   C. #
   D. $

10. The Latin root mono means “one” and the Greek root chrome means “color.” Which of the following is most likely to be monochromatic?
    A. a rainbow
    B. a snowy field
    C. a nation’s flag
    D. a flower garden

Objectives (pp. 924–925)
Vocabulary Identify word structure: bases, roots • Identify compound words
Grammar Identify parts of speech: verbs, nouns • Use correct subject-verb agreement
Part 4: Writing Skills
On a separate sheet of paper, write the numbers 1–8. For the first 7 questions write the letter of the correct answer for that question. Next to number 8, write your answer to that question.

1. What is the verb in the following sentence?
   The players on the team rarely arrived on time for the game.
   A. players  C. arrived
   B. rarely  D. on

2. What is the subject in the following sentence?
   The people in the park were walking dogs, playing catch, and having fun.
   A. The  C. park
   B. people  D. dogs

3. Which of the following sentences has a compound subject?
   A. My favorite animals are dogs.
   B. A sandwich and an apple will be enough.
   C. Did Sayid call, or was that Nathaniel?
   D. Grown-ups who are mean to kids make me mad.

4. Which forms of the verbs belong in the following sentence?
   The bikes in the garage (needs, need) new tires, but nobody (has, have) money to buy them.
   A. needs, has  C. needs, have
   B. need, has  D. need, have

5. Which forms of the verbs belong in the following sentence?
   Inside the box (was, were) a tie and a pair of pants, and the pants (was, were) just my size.
   A. was, was  C. were, was
   B. was, were  D. were, were

6. Which forms of the verbs belong in the following sentence?
   Everybody (knows, know) the best running shoes in the whole store (is, are) the ones over there.
   A. knows, is  C. know, is
   B. knows, are  D. know, are

7. Which forms of the verbs belong in the following sentence?
   How (do, does) Luke know which of the scissors (is, are) his?
   A. do, is  C. does, is
   B. do, are  D. does, are

8. What can you do to make sure your writing (especially in a personal narrative) reflects your voice?