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Functional Documents: Lesson 1

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• Application
• Cover Letter

Functional Documents: Lesson 2

• Professional Article
• Warranty
• Product Information
• Installation Guide

Additional Activities

Glossary/Glosario
Sometimes when a person hurts us, we want to hurt them back. This feeling is called revenge. What do you do when someone hurts your feelings? Complete the sentences below.

A friend hurt my feelings once by __________________________

To make myself feel better, I __________________________

I learned from this experience that __________________________

A mood is the feeling a literary work has. Authors have many ways of creating a mood. These include their choice of words, topics, settings, and characters. Mood is also created by the pace, or speed at which an author tells a story.

A story can have any mood, including:

- angry
- sad
- suspenseful
- happy

As you read, look for words, images, and settings that help create a mood. Ask:

- What mood does this story have?

Authors carefully choose the words they use to tell a story. When you paraphrase a story, you retell the story in your own words. A paraphrase should contain all the details that are in the story. It is just as long as the story itself. It is not a summary.

As you read, ask yourself the following questions:

- How would I paraphrase this text?
- Can I put this story into words that are easy to understand?
- Could I tell this story better myself?
Selection Vocabulary

precluded (prɪˈluːd) v. stopped or prevented; made impossible (p. 4)
The wind and the rain precluded our picnic.

impunity (ɪmˈpjuːnəti) n. no punishment, harm, or danger (p. 4)
Jack skips class every day with impunity.
➤ Cognate (Spanish) impunidad

accosted (əˈkɒstɪd) v. rudely and aggressively spoke to (p. 5)
The angry crowd accosted the criminal.

explicit (ɪkˈspɪlɪkt) adj. extremely clear (p. 6)
Sally was explicit about how to wash the dog.
➤ Cognate (Spanish) explícito

implore (ɪmˈplɔr) v. to beg (p. 9)
I implore you to speak more quietly.
➤ Cognate (Spanish) implorar

Content Vocabulary

carnival (ˈkærnəval) n. a festival or season of celebration (p. 5)
We watched people in costumes sing and dance at the carnival.

bargain (ˈbɑrɡən) n. a cheap price (p. 5)
The car was a bargain at just two hundred dollars.

mask (mɑsk) n. something that covers the face (p. 6)
The actor wore a mask that covered his face.
➤ Cognate (Spanish) máscara

orbs (ɔrbs) n. spheres or round objects, such as eyes (p. 6)
Your eyes are two beautiful orbs.
➤ Cognate (Spanish) orbe
The Cask of Amontillado

The thousand injuries of Fortunato I had borne as I best could; but when he ventured upon insult, I vowed revenge. You, who so well know the nature of my soul, will not suppose, however, that I gave utterance to a threat. At length I would be avenged; this was a point definitely settled—but the very definitiveness with which it was resolved, precipitated the idea of risk. I must not only punish, but punish with impunity. A wrong is unredressed when retribution overtakes its redresser. It is unredressed when the avenger fails to make himself felt as such to him who has done the wrong.

It must be understood, that neither by word nor deed had I given Fortunato cause to doubt my good-will. I continued, as was my wont, to smile in his face, and he did not perceive that my smile now was at the thought of his immolation. He had a weak point—this Fortunato—although in other regards he was a man to be respected and even feared. He prided himself on his connoisseurship in wines. Few Italians have the true virtuoso spirit. For the most part their enthusiasm is adopted to suit the time and opportunity—to practice imposture upon the British and Austrian millionnaires. In painting and gemmury Fortunato, like his countrymen, was a quack—but in the matter of old wines he was sincere. In this respect I did not differ from him materially: I was skilled in the Italian vintages myself, and bought largely whenever I could.

During Reading

Questions about the Literary Element allow you to practice this feature. You can also see how well you understand the text with another feature called Comprehension Check.

Content Vocabulary appears next to the words in the text.

To Sum Up boxes summarize each page.

Background Information gives you extra facts about the text.

Selection Vocabulary appears on the same page as the new word.
The Cask of Amontillado

Fortunato begs Montresor to release him.
Montresor finishes the wall which completely covers Fortunato.
Fortunato collapses and Montresor gets away with murder.

To Sum Up
Fortunato begs Montresor to release him.
Montresor finishes the wall which completely covers Fortunato.
Fortunato collapses and Montresor gets away with murder.

Mood
How does the narrator describe his feelings after Fortunato dies?

Footnotes define terms in the text.

Definitions of idioms or interesting expressions help you to understand what you read.

Paraphrase
Paraphrase the following passage by retelling it in your own words.

Against the new masonry I re-erected the old rampart of bones. For the half of a century no mortal has disturbed them. In pace requiescat!

Reflec
Reflect boxes give you a chance to practice the Reading Strategy.

You can respond to and interact with nonfiction text on special Note Taking pages.

REFLECT

Note Taking

Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is ____________________ because ____________________.
2. One word that I didn't know on this page is ____________________.
   It means ____________________.
3. One thing I read on this page that I already knew is ____________________.
4. One thing I learned on this page that I didn't know is ____________________.
5. Recap, or write in your own words what you learned by reading this page.
   ____________________
   ____________________
   ____________________
   ____________________

6. Summarize below what you've recorded.

<table>
<thead>
<tr>
<th>Most Interesting Word</th>
<th>New Word</th>
<th>One Thing I Already Knew</th>
<th>One Thing I Learned</th>
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<tbody>
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<td></td>
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Show What You Know

After reading activities help you focus your understanding of the text. Here, you apply the skills and strategies you practiced during reading.

After Reading

Vocabulary Check shows how well you learned the new vocabulary.

Check your understanding of the text in Comprehension Check.

Fun activities allow you to speak, listen, read, and write.

Many other activities also appear in the back of your book.
An Astrologer’s Day

by R. K. Narayan

For pages 1–12 plus 306

Literary Analysis:
LA.910.2.1.7 Analyze, interpret, and evaluate an author’s use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts.
Connect to the Story

How do you think the choices you make in life affect your future? Think about how two or three choices you have made affected your life. Then fill in the chart.

<table>
<thead>
<tr>
<th>Choice</th>
<th>Effect on My Life</th>
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**Literary Element** Mood

The mood is the way a story makes you feel. The writer’s choice of words, subject, setting, and tone all help to create the mood. As you read, ask yourself how the story makes you feel. Which words and descriptions make you feel that way?

**Reading Strategy** Analyze Cultural Context

When you analyze cultural context, you pay attention to details about the clothing, speech, beliefs, and customs of characters in a story. These details tell you what it would be like to live in the place and time in which the story takes place. As you read, ask yourself the following questions:

➤ What details show how some people dressed?
➤ What details show customs and beliefs of some people?
Selection Vocabulary

**enhanced** (en hanst’) v. made greater, as in beauty or value (p. 4)
We *enhanced* the beauty of the room with a vase of flowers.

**impetuous** (im pech ō as) adj. rushing into things; careless (p. 6)
They made an *impetuous* decision to buy a car that was too expensive.

➤ Cognate (Spanish) *impetuoso*

**paraphernalia** (par a far näl’ya) n. things used in a particular activity; equipment (p. 6)
The traveling chef carried his own pots, pans, and other cooking *paraphernalia*.

➤ Cognate (Spanish) *parafernalia*

Content Vocabulary

**punctually** (paŋk cha wal’è) adj. promptly; not late (p. 4)
Carla always arrives *punctually* because she hates to be late.

➤ Cognate (Spanish) *puntual*

**resplendent** (ri ‘splen duhnt) adj. shining brilliantly; splendid (p. 4)
Luis looks *resplendent* in his new white jacket.

➤ Cognate (Spanish) *resplandeciente*

**din** (din) n. a loud, confused noise (p. 4)
The noisy crowd is making such a *din* that I cannot hear you.

**transacted** (tran’zakt id) v. carried out something, such as business (p. 5)
The owner of the store *transacted* business every day.

For more practice, see page 306.
An Astrologer’s Day

Background Information

**Palmyra** In ancient times, Palmyra was an important city in the country of Syria. Travelers crossing the Syrian Desert often stopped in the city.

**punctually** (pənk chə wəl ě) adj. promptly; not late

**resplendent** (ri ˈsplen duhnt) adj. shining brilliantly; splendid

**din** (din) n. a loud, confused noise

Vocabulary

enhanced (ənˈhænsd) v. made greater, as in beauty or value

1. A **cowrie** is a small snail found in waters near the Pacific and Indian Oceans.
2. **Vermilion** is a bright red dye.
3. **Saffron** is an orange-yellow color.
4. **Vociferousness** means a “noisy, repeated calling.”

Punctually at midday he opened his bag and spread out his professional equipment, which consisted of a dozen cowrie shells, a square piece of cloth with obscure mystic charts on it, a notebook and a bundle of palmyra writing. His forehead was resplendent with sacred ash and vermilion, and his eyes sparkled with a sharp abnormal gleam which was really an outcome of a continual searching look for customers, but which his simple clients took to be a prophetic light and felt comforted. The power of his eyes was considerably enhanced by their position—placed as they were between the painted forehead and the dark whiskers which streamed down his cheeks: even a half-wit’s eyes would sparkle in such a setting. To crown the effect he wound a saffron-colored turban around his head. This color scheme never failed. People were attracted to him as bees are attracted to cosmos or dahlia stalks. He sat under the boughs of a spreading tamarind tree which flanked a path running through the Town Hall Park. It was a remarkable place in many ways: a surging crowd was always moving up and down this narrow road morning till night. A variety of trades and occupations was represented all along its way: medicine-sellers, sellers of stolen hardware and junk, magicians and, above all, an auctioneer of cheap cloth, who created enough din all day to attract the whole town. Next to him in vociferousness came a vendor of fried groundnuts, who gave his wares a fancy name each day, calling it Bombay.
Ice-Cream one day, and on the next Delhi Almond, and on the third Raja’s Delicacy, and so on and so forth, and people flocked to him. A considerable portion of this crowd dallied before the astrologer too. The astrologer transacted his business by the light of a flare which crackled and smoked up above the groundnut heap nearby. Half the enchantment of the place was due to the fact that it did not have the benefit of municipal lighting. The place was lit up by shop lights. One or two had hissing gaslights, some had naked flares stuck on poles, some were lit up by old cycle lamps and one or two, like the astrologer’s, managed without lights of their own. It was a bewildering criss-cross of light rays and moving shadows. This suited the astrologer very well, for the simple reason that he had not in the least intended to be an astrologer when he began life; and he knew no more of what was going to happen to others than he knew what was going to happen to himself next minute. He was as much a stranger to the stars as were his innocent customers. Yet he said things which pleased and astonished everyone: that was more a matter of study, practice and shrewd guesswork. All the same, it was as much an honest man’s labor as any other, and he deserved the wages he carried home at the end of a day.

He had left his village without any previous thought or plan. If he had continued there he would have carried on the work of his forefathers—namely, tilling the land, living, marrying and ripening in his cornfield and ancestral home. But that was not to be. He had to leave home without telling anyone, and he could not rest till he left it behind a couple of hundred miles. To a villager it is a great deal, as if an ocean flowed between.

He had a working analysis of mankind’s troubles: marriage, money and the tangles of human ties. Long practice had sharpened his perception. Within five minutes he understood what was wrong. He charged three pice\(^5\) per question and never opened his mouth till the other had spoken for at least ten minutes, which provided him enough stuff for a dozen answers and advices. When he told the person before him, gazing at his palm, “In many ways you are not getting the fullest results for your efforts,” nine out of ten were disposed to agree with him. Or he questioned: “Is there any woman in your family, maybe even a distant relative, who

---

\(^5\) A pice is a coin of India of very small value.
The astrologer wants to tell one more fortune before he goes home.

A man says that he will pay the astrologer to tell his fortune, but if the astrologer lies, he will have to give back the man’s money.

The astrologer looks at the man’s face and begins to feel worried.

is not well disposed towards you?” Or he gave an analysis of character: “Most of your troubles are due to your nature. How can you be otherwise with Saturn where he is? You have an impetuous nature and a rough exterior.” This endeared him to their hearts immediately, for even the mildest of us loves to think that he has a forbidding exterior.

The nuts-vendor blew out his flare and rose to go home. This was a signal for the astrologer to bundle up too, since it left him in darkness except for a little shaft of green light which strayed in from somewhere and touched the ground before him. He picked up his cowrie shells and paraphernalia and was putting them back into his bag when the green shaft of light was blotted out; he looked up and saw a man standing before him. He sensed a possible client and said: “You look so careworn. It will do you good to sit down for a while and chat with me.” The other grumbled some vague reply. The astrologer pressed his invitation; whereupon the other thrust his palm under his nose, saying: “You call yourself an astrologer?” The astrologer felt challenged and said, tilting the other’s palm towards the green shaft of light: “Yours is a nature . . .” “Oh, stop that,” the other said. “Tell me something worthwhile . . .”

Our friend felt piqued. “I charge only three pice per question, and what you get ought to be good enough for your money . . .” At this the other withdrew his arm, took out an anna and flung it out to him, saying, “I have some questions to ask. If I prove you are bluffing, you must return that anna to me with interest.”

“If you find my answers satisfactory, will you give me five rupees?”

“No.”

“Or will you give me eight annas?”

“All right, provided you give me twice as much if you are wrong,” said the stranger. This pact was accepted after a little further argument. The astrologer sent up a prayer to heaven as the other lit a cheroot. There was a pause as cars hooted on the road, jutka drivers swore at their horses and the babble of the crowd agitated the semi-darkness of the park. The other sat down, sucking his cheroot, puffing out, sat there ruthlessly. The astrologer felt very uncomfortable. “Here, take your anna back. I am not used to such

To Sum Up

➤ The astrologer wants to tell one more fortune before he goes home.

➤ A man says that he will pay the astrologer to tell his fortune, but if the astrologer lies, he will have to give back the man’s money.

➤ The astrologer looks at the man’s face and begins to feel worried.

Comprehension Check

Reread the second boxed text on the page. Underline the words that tell that the astrologer knew it was time to go home.

Vocabulary

impetuous (im pech′ ō o̱s) adj. rushing into things; careless
paraphernalia (par a′far näl′yə) n. things used in a particular activity; equipment
piqued (pěk′tə) adj. aroused in anger or resentment; offended
challenges. It is late for me today. . . .” He made preparations to bundle up. The other held his wrist and said, “You can’t get out of it now. You dragged me in while I was passing.” The astrologer shivered in his grip; and his voice shook and became faint. “Leave me today. I will speak to you tomorrow.” The other thrust his palm in his face and said, “Challenge is challenge. Go on.” The astrologer proceeded with his throat drying up. “There is a woman . . .”

“Stop,” said the other. “I don’t want all that. Shall I succeed in my present search or not? Answer this and go. Otherwise I will not let you go till you disgorge all your coins.” The astrologer muttered a few incantations and replied, “All right. I will speak. But will you give me a rupee if what I say is convincing? Otherwise I will not open my mouth, and you may do what you like.” After a good deal of haggling the other agreed. The astrologer said, “You were left for dead. Am I right?”

“Ah, tell me more.”

“A knife has passed through you once?” said the astrologer.

“Good fellow!” He bared his chest to show the scar.

“What else?”

“And then you were pushed into a well nearby in the field. You were left for dead.”

---

**Vocabulary**

**incantations** (in kan tə shənz) n. words spoken in casting a spell;

---

10. In this sentence, *disgorge* means to give up.

---

**An Astrologer’s Day**

An astrologer tries to get the man to leave, but the man will not go.

The astrologer says that he knows that the man was once stabbed.
To get at someone means to catch that person.

The astrologer says the person who stabbed the man was killed.

The astrologer and the man both leave.

The astrologer brings the money home to his family.

The astrologer tells his wife that the man cheated him.

“I should have been dead if some passerby had not chanced to peep into the well,” exclaimed the other, overwhelmed by enthusiasm. “When shall I get at him?” he asked, clenching his fist.

“In the next world,” answered the astrologer. “He died four months ago in a far-off town. You will never see any more of him.” The other groaned on hearing it. The astrologer proceeded.

“Guru Nayak—”

“You know my name!” the other said, taken aback.\(^{11}\)

“As I know all other things. Guru Nayak, listen carefully to what I have to say. Your village is two days’ journey due north of this town. Take the next train and be gone. I see once again great danger to your life if you go from home.” He took out a pinch of sacred ash and held it out to him. “Rub it on your forehead and go home. Never travel southward again, and you will live to be a hundred.”

“Why should I leave home again?” the other said reflectively.\(^{12}\) “I was only going away now and then to look for him and to choke out his life if I met him.” He shook his head regretfully. “He has escaped my hands. I hope at least he died as he deserved.” “Yes,” said the astrologer. “He was crushed under a lorry.”\(^{13}\)

The other looked gratified to hear it.

The place was deserted by the time the astrologer picked up his articles and put them into his bag. The green shaft was also gone, leaving the place in darkness and silence. The stranger had gone off into the night, after giving the astrologer a handful of coins.

It was nearly midnight when the astrologer reached home. His wife was waiting for him at the door and demanded an explanation. He flung the coins at her and said, “Count them. One man gave all that.”

“Twelve and a half annas,” she said, counting. She was overjoyed. “I can buy some jaggery\(^ {14}\) and coconut tomorrow. The child has been asking for sweets for so many days now. I will prepare some nice stuff for her.”

“The swine has cheated me! He promised me a rupee,” said the astrologer. She looked up at him. “You look worried. What is wrong?”

“Nothing.”

---

\(^{11}\) The expression *taken aback* means surprised or startled.

\(^{12}\) *Reflectively* means in a way that shows serious and careful thought.

\(^{13}\) A *lorry* is a long, flat, horse-drawn wagon.

\(^{14}\) *Jaggery* is sugar made from palm tree sap.
After dinner, sitting on the pyol,15 he told her, “Do you know a great load is gone from me today? I thought I had the blood of a man on my hands all these years. That was the reason why I ran away from home, settled here and married you. He is alive.”

She gasped, “You tried to kill!”

“Yes, in our village, when I was a silly youngster. We drank, gambled and quarreled badly one day—why think of it now? Time to sleep,” he said, yawning, and stretched himself on the pyol.

15. A *pyol* is a low bench.

**An Astrologer’s Day**

**Analyze Cultural Context**

Why do you think the astrologer’s wife is overjoyed to receive the amount of money that her husband brings home? Explain.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Talk about your answer with a partner.**

---

**Literary Element**

**Mood** The mood of the story has changed by this point. What best describes the mood of the story now?

- [ ] peaceful
- [ ] sad
- [ ] suspenseful

**To Sum Up**

- The astrologer tells his wife that he was the one who tried to kill the man.
- Now the astrologer doesn’t have to worry any more.

---

Here, a great load means “something to worry about.”
A. Circle the picture that best answers the question.

1. Which picture shows something that is resplendent?

2. Which person likes to arrive punctually?

3. Which picture shows a din?

4. Which person just transacted some business?

B. Circle the letter of the word that answers each question correctly.

5. Someone who is impetuous would probably
   a. suddenly decide to have a party.
   b. buy you a birthday gift a month before your birthday.
   c. be afraid to taste a new kind of food.

6. Someone who is piqued would probably
   a. have a smile on her face.
   b. sing a song.
   c. look angry.

7. Someone who looks resplendent would probably
   a. wear fancy clothes.
   b. run fast.
   c. be polite.

8. A din would probably
   a. put you to sleep.
   b. hurt your ears.
   c. scare you.

C. Circle the letter of the sentence that uses the boldface word correctly.

9. a. He enhanced the party by playing music.
    b. Frida enhanced by sitting down and relaxing at the party.

10. a. The painting had beautiful paraphernalia.
    b. The artist’s paraphernalia included paintbrushes and pencils.

11. a. The wizard said magical incantations in the movie.
    b. You can find incantations on a map.

12. a. Randy was piqued when his dog came home.
    b. Juanita was piqued when her dog ate her homework.

13. a. Kendra was so impetuous that she ate the same food for lunch every day.
    b. Our impetuous teacher stopped the test and took us to the park.
A. What happens in “An Astrologer’s Day”? Complete each sentence below.

First, the astrologer _____________________________________________________________.

Next, a man _____________________________________________________________________.

The astrologer feels worried because _________________________________________________.

The astrologer tells the man that _____________________________________________________.

Then the man _______________________________________________________________________.

B. This paragraph tells about the mood of “An Astrologer’s Day.” Complete the paragraph. Fill in the blanks.

The author of “An Astrologer’s Day” creates a mood. He says that the place where the astrologer meets the man is ______________ because the astrologer has no lights. The only light comes from ______________ and ______________. There is also a shaft of light that is ______________. The darkness, the lights from flares and gaslights, and the mysterious shaft of green light help create a mood that is ______________

C. Use the chart to write details that create a mood in “An Astrologer’s Day.” Then write a word that describes the mood.

<table>
<thead>
<tr>
<th>Details about Character</th>
<th>Details about Place</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

A word that describes the mood of “An Astrologer’s Day” is ____________________________. 
Dramatic Scene

Prepare a dramatic scene that you and a partner will act out for the class. Fill in the lines that the astrologer and his wife say as they discuss the events in the story. Then practice reading the finished scene aloud with a partner. You may take turns being the astrologer and the astrologer’s wife.

ASTROLOGER: Today, a man asked me to ___________________________. It was dark, so I could not ___________________________. Then he ______________________, so I could see his face more clearly. I realized that __________________________________________________________.

ASTROLOGER’S WIFE: I never knew that you ___________________________.

ASTROLOGER: Yes. And I have been worried ever since because __________________________________________________________.

ASTROLOGER’S WIFE: ___________________________.

ASTROLOGER: __________________________________________________________.

ASTROLOGER’S WIFE: ___________________________.

ASTROLOGER: I told him what I already knew about him. I said that __________________________________________________________.

ASTROLOGER’S WIFE: ___________________________.

What did you tell him to do?
Tuesday Siesta

For pages 13–26, 307

Reading Comprehension:
LA.910.1.7.3 Determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.
Connect to the Story

Think about a time when someone gave you advice. Did you take the person’s advice? Do you think it was good or bad advice? Why do you think that? Fill in the chart below.

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<tr>
<th>Advice</th>
<th>Good or Bad</th>
<th>Reason</th>
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**Literary Element**  
**Implied Theme**

The theme of a piece of literature is its main idea or message. Most often, authors do not state the theme directly. Instead, they offer an **implied theme**, which they reveal slowly through details in the setting, plot events, dialogue, and action. As you read, ask yourself how García Márquez uses the setting and what the characters do and say to imply the theme of this story.

**Reading Strategy**  
**Make Inferences About Theme**

To **infer** is to make a reasonable guess about something. When you make inferences about the theme of a short story, you use the details of the story to make a reasonable guess about the meaning of the story. As you read, ask yourself the following questions:

- How do details in the setting help me make inferences about the theme?
- How do details in the plot help me make inferences about the theme?
- How do details in the dialogue help me make inferences about the theme?
**Selection Vocabulary**

interminable (in tur mi na bal) adj. lasting, or seeming to last, forever; endless (p. 16)
We tried to be patient, but the rainstorm seemed interminable.
➤ Cognate (Spanish) interminable

serenity (sə re na té) n. calmness; peacefulness (p. 17)
The serenity of the deep, silent forest calmed me.
➤ Cognate (Spanish) sereno

scrutinize (skroo tə niz’) v. to look at closely; to inspect carefully (p. 20)
I’m not sure I will recognize Sally, so I’ll scrutinize the face of each woman who gets off the train.
➤ Cognate (Spanish) escudriñar

inscrutable (in skrö’ ta bal) adj. mysterious (p. 22)
His face was inscrutable as he scanned the group—it was impossible to figure out what he was thinking.
➤ Cognate (Spanish) escudriñar

skeptical (skep’ ti kal) adj. having or showing doubt or suspicion; questioning; disbelieving (p. 22)
Roger is extremely forgetful, so I’m skeptical that he will remember to call.
➤ Cognate (Spanish) escéptico

**Content Vocabulary**

symmetrical (sə me’ tri kal) adj. balanced; equal on both sides (p. 16)
The boy’s face is symmetrical.
➤ Cognate (Spanish) simétrico

stifling (stahy’ fling) adj. suffocating; very uncomfortable (p. 16)
When the oven is on, the heat in the kitchen is stifling.

conscientious (kän shë en’ shas) adj. thoughtful (p. 17)
Hector is so conscientious that he cleaned his room every day.
➤ Cognate (Spanish) concienzudo

primitive (pri ma tive) adj. very crude or basic; old-fashioned (p. 19)
The ancient paintings on the wall of the cave were primitive.
➤ Cognate (Spanish) primitivo

For more practice, see page 307.
A girl and her mother take a train to a new town on a hot, stifling day.

The girl is riding the train for the first time.

The mother looks older than she is and is wearing a very simple dress.

The train emerged from the quivering tunnel of sandy rocks, began to cross the symmetrical, interminable banana plantations, and the air became humid and they couldn’t feel the sea breeze any more.

A stifling blast of smoke came in the car window. On the narrow road parallel to the railway there were ox-carts loaded with green bunches of bananas. Beyond the road, in uncultivated spaces set at odd intervals there were offices with electric fans, red-brick buildings, and residences with chairs and little white tables on the terraces among dusty palm trees and rosebushes. It was eleven in the morning, and the heat had not yet begun.

“You’d better close the window,” the woman said. “Your hair will get full of soot.”

The girl tried to, but the shade wouldn’t move because of the rust.

They were the only passengers in the lone third-class car. Since the smoke of the locomotive kept coming through the window, the girl left her seat and put down the only things they had with them: a plastic sack with some things to eat and a bouquet of flowers wrapped in newspaper. She sat on the opposite seat, away from the window, facing her mother. They were both in severe and poor mourning clothes.

The girl was twelve years old, and it was the first time she’d ever been on a train. The woman seemed too old to be her mother, because of the blue veins on her eyelids and her small, soft, and shapeless body, in a dress cut like a cassock. She was riding with her spinal column braced firmly against

To Sum Up

- A girl and her mother take a train to a new town on a hot, stifling day.
- The girl is riding the train for the first time.
- The mother looks older than she is and is wearing a very simple dress.

Vocabulary

interminable (in tur’ mi na bal) adj. lasting, or seeming to last, forever; endless

symmetrical (sa me’ tri kal) adj. balanced; equal on both sides

stifling (stah’ fling) adj. suffocating; very uncomfortable

Visual Vocabulary

A cassock is a full length garment worn by the clergy.
the back of the seat, and held a peeling patent-leather handbag
in her lap with both hands. She bore the conscientious serenity
of someone accustomed to poverty.

By twelve the heat had begun. The train stopped for ten
minutes to take on water at a station where there was no
town. Outside, in the mysterious silence of the plantations,
the shadows seemed clean. But the still air inside the car
smelled like untanned leather. The train did not pick up
speed. It stopped at two identical towns with wooden houses
painted bright colors. The woman’s head nodded and she sank
into sleep. The girl took off her shoes. Then she went to the
washroom to put the bouquet of flowers in some water.

When she came back to her seat, her mother was waiting
to eat. She gave her a piece of cheese, half a corn-meal pancake,
and a cookie, and took an equal portion out of the plastic sack
for herself. While they ate, the train crossed an iron bridge very
slowly and passed a town just like the ones before, except that
in this one there was a crowd in the plaza. A band was playing a
lively tune under the oppressive sun. At the other side of town
the plantations ended in a plain which was cracked from the
drought.

The woman stopped eating.
“Put on your shoes,” she said.

The girl looked outside. She saw nothing but the deserted
plain, where the train began to pick up speed again, but she
put the last piece of cookie into the sack and quickly put on her
shoes. The woman gave her a comb.

“Combi your hair,” she said.

The train whistle began to blow while the girl was combing
her hair. The woman dried the sweat from her neck and wiped
the oil from her face with her fingers. When the girl stopped
combing, the train was passing the outlying houses of a town
larger but sadder than the earlier ones.

“If you feel like doing anything, do it now,” said the woman.
“Later, don’t take a drink anywhere even if you’re dying of
thirst. Above all, no crying.”

The girl nodded her head. A dry, burning wind came in
the window, together with the locomotive’s whistle and the
clatter of the old cars. The woman folded the plastic bag
with the rest of the food and put it in the handbag. For a
moment a complete picture of the town, on that bright

**Vocabulary**

*serenity* (sə nē tē) *n.* calmness; peacefulness

**Implied Theme** The mother’s words and tone to her daughter imply something about the mother’s situation. Which word best describes the situation?

- [ ] serious
- [ ] enjoyable
- [ ] lonely
The train stops in a town.

Everything in town is closed because the people are all taking a siesta.

The mother and daughter go to the home of a priest.

The mother tells a woman at the house that she needs to see the priest.

August Tuesday, shone in the window. The girl wrapped the flowers in the soaking-wet newspapers, moved a little farther away from the window, and stared at her mother. She received a pleasant expression in return. The train began to whistle and slowed down. A moment later it stopped.

There was no one at the station. On the other side of the street, on the sidewalk shaded by the almond trees, only the pool hall was open. The town was floating in the heat. The woman and the girl got off the train and crossed the abandoned station—the tiles split apart by the grass growing up between—and over to the shady side of the street.

It was almost two. At that hour, weighted down by drowsiness, the town was taking a siesta. The stores, the town offices, the public school were closed at eleven, and didn’t reopen until a little before four, when the train went back. Only the hotel across from the station, with its bar and pool hall, and the telegraph office at one side of the plaza stayed open. The houses, most of them built on the banana company’s model, had their doors locked from inside and their blinds drawn. In some of them it was so hot that the residents ate lunch in the patio. Others leaned a chair against the wall, in the shade of the almond trees, and took their siesta right out in the street.

Keeping to the protective shade of the almond trees, the woman and the girl entered the town without disturbing the siesta. They went directly to the parish house. The woman scratched the metal grating on the door with her fingernail, waited a moment, and scratched again. An electric fan was humming inside. They did not hear the steps. They hardly heard the slight creaking of a door, and immediately a cautious voice, right next to the metal grating: “Who is it?” The woman tried to see through the grating.

“I need the priest,” she said.

“He’s sleeping now.”

“It’s an emergency,” the woman insisted.

Her voice showed a calm determination.

The door was opened a little way, noiselessly, and a plump, older woman appeared, with very pale skin and hair the color of iron. Her eyes seemed too small behind her thick eyeglasses.

“Come in,” she said, and opened the door all the way.

To Sum Up

- The train stops in a town.
- Everything in town is closed because the people are all taking a siesta.
- The mother and daughter go to the home of a priest.
- The mother tells a woman at the house that she needs to see the priest.

1. A parish house is the home of the priest of a local church.
They entered a room permeated with an old smell of flowers. The woman of the house led them to a wooden bench and signaled them to sit down. The girl did so, but her mother remained standing, absent-mindedly, with both hands clutching the handbag. No noise could be heard above the electric fan.

The woman of the house reappeared at the door at the far end of the room. “He says you should come back after three,” she said in a very low voice. “He just lay down five minutes ago.”

“The train leaves at three-thirty,” said the woman.

It was a brief and self-assured reply, but her voice remained pleasant, full of undertones. The woman of the house smiled for the first time.

“All right,” she said.

When the far door closed again, the woman sat down next to her daughter. The narrow waiting room was poor, neat, and clean. On the other side of the wooden railing which divided the room, there was a worktable, a plain one with an oilcloth cover, and on top of the table a primitive typewriter next to a vase of flowers. The parish records were beyond. You could see that it was an office kept in order by a spinster.

2. Untonotes are implied meanings.
3. A spinster is an older woman who has never been married.

REFLECT

Make Inferences About Theme
Why does the woman smile after the mother says the train leaves at three-thirty?

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

Talk about your answer with a partner.

To Sum Up

> The woman of the house tells the mother and daughter to come back when the siesta is over.
> The mother says her train will leave before the siesta is over.
> The woman goes to get the priest.
The far door opened and this time the priest appeared, cleaning his glasses with a handkerchief. Only when he put them on was it evident that he was the brother of the woman who had opened the door.

“How can I help you?” he asked.

“The keys to the cemetery,” said the woman.

The girl was seated with the flowers in her lap and her feet crossed under the bench. The priest looked at her, then looked at the woman, and then through the wire mesh of the window at the bright, cloudless sky.

“In this heat,” he said. “You could have waited until the sun went down.”

The woman moved her head silently. The priest crossed to the other side of the railing, took out of the cabinet a notebook covered in oilcloth, a wooden penholder, and an inkwell, and sat down at the table. There was more than enough hair on his hands to account for what was missing on his head.

“What grave are you going to visit?” he asked.

“Carlos Centeno’s,” said the woman.

“Who?”

“Carlos Centeno,” the woman repeated.

The priest still did not understand.

“He’s the thief who was killed here last week,” said the woman in the same tone of voice. “I am his mother.”

The priest scrutinized her. She stared at him with quiet self-control, and the Father blushed. He lowered his head and began to write. As he filled the page, he asked the woman to identify herself, and she replied unhesitatingly, with precise details, as if she were reading them. The Father began to sweat. The girl unhooked the buckle of her left shoe, slipped her heel out of it, and rested it on the bench rail. She did the same with the right one.

It had all started the Monday of the previous week, at three in the morning, a few blocks from there. Rebecca, a lonely widow who lived in a house full of odds and ends, heard above the sound of the drizzling rain someone trying to force the front door from outside. She got up, rummaged around in her closet for an ancient revolver that no one had fired since the days of Colonel Aureliano Buendía, and went into the living room without turning on the lights. Orienting
herself not so much by the noise at the lock as by a terror
developed in her by twenty-eight years of loneliness, she fixed
in her imagination not only the spot where the door was but
also the exact height of the lock. She clutched the weapon with
both hands, closed her eyes, and squeezed the trigger. It was the
first time in her life that she had fired a gun. Immediately after
the explosion, she could hear nothing except the murmur of the
drizzle on the galvanized roof. Then she heard a little metallic
bump on the cement porch, and a very low voice, pleasant but
terribly exhausted: “Ah, Mother.” The man they found dead in
front of the house in the morning, his nose blown to bits, wore a
flannel shirt with colored stripes, everyday pants with a rope for
a belt, and was barefoot. No one in town knew him.

“So his name was Carlos Centeno,” murmured the Father
when he finished writing.

“Centeno Ayala,” said the woman. “He was my only boy.”

The priest went back to the cabinet. Two big rusty keys
hung on the inside of the door; the girl imagined, as her mother
had when she was a girl and as the priest himself must have
imagined at some time, that they were Saint Peter’s keys. He
took them down, put them on the open notebook on the railing,
and pointed with his forefinger to a place on the page he had
just written, looking at the woman.

“Sign here.”

The woman scribbled her name, holding the handbag under
her arm. The girl picked up the flowers, came to the railing
shuffling her feet, and watched her mother attentively.

The priest sighed.

“Didn’t you ever try to get him on the right track?”

The woman answered when she finished signing.

“He was a very good man.”

The priest looked first at the woman and then at the girl, and
realized with a kind of pious amazement that they were not
about to cry. The woman continued in the same tone:

“I told him never to steal anything that anyone needed to
eat, and he minded me. On the other hand, before, when he used
to box, he used to spend three days in bed, exhausted from being
punched.”

5. The young man’s full name was Centeno Ayala (sen tə’ nə ā’yələ). In Spanish-
speaking countries, one’s first name and last name are, by custom, followed by the
mother’s maiden name.

6. Saint Peter’s keys refer to the belief of some Christians that Saint Peter is in charge
of the keys that open the gates to heaven.

7. Pious (piəs) means having great respect for God.
When something is *swimming in the heat* it is very hot.

“Their teeth had to be pulled out,” interrupted the girl.
“That’s right,” the woman agreed. “Every mouthful I ate those days tasted of the beatings my son got on Saturday nights.”

“God’s will is *inscrutable,*” said the Father.

But he said it without much conviction, partly because experience had made him a little *skeptical* and partly because of the heat. He suggested that they cover their heads to guard against sunstroke. Yawning, and now almost completely asleep, he gave them instructions about how to find Carlos Centeno’s grave. When they came back, they didn’t have to knock. They should put the key under the door; and in the same place, if they could, they should put an offering for the Church. The woman listened to his directions with great attention, but thanked him without smiling.

The Father had noticed that there was someone looking inside, his nose pressed against the metal grating, even before he opened the door to the street. Outside was a group of children. When the door was opened wide, the children scattered.

Ordinarily, at that hour there was no one in the street. Now there were not only children. There were groups of people under the almond trees. The Father scanned the street *swimming in the heat* and then he understood. Softly, he closed the door again.

“Wait a moment,” he said without looking at the woman.

His sister appeared at the far door with a black jacket over her nightshirt and her hair down over her shoulders. She looked silently at the Father.

“What was it?” he asked.

“The people have noticed,” murmured his sister.

To Sum Up

- As the priest talks to the mother, he notices a crowd has gathered around his house.
- The woman of the house says that the people of the town have noticed that Carlos’s mother is in town.

Vocabulary

**inscrutable** *(in skrəˈta bəl)* adj. mysterious

**skeptical** *(skept’ i kal)* adj. having or showing doubt or suspicion; questioning; disbelieving
“You’d better go out by the door to the patio,” said the Father.

“It’s the same there,” said his sister. “Everybody is at the windows.”

The woman seemed not to have understood until then. She tried to look into the street through the metal grating. Then she took the bouquet of flowers from the girl and began to move toward the door. The girl followed her.

“Wait until the sun goes down,” said the Father.

“You’ll melt,” said his sister, motionless at the back of the room. “Wait and I’ll lend you a parasol.”

“Thank you,” replied the woman. “We’re all right this way. She took the girl by the hand and went into the street.

REFLECT

Make Inferences About Theme

Why might the mother have chosen to leave through the front door instead of the door by the patio? Explain.

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

To Sum Up

➤ The priest tells the mother to leave the house by the back door to avoid the crowd.

➤ The mother and daughter leave through the front door.
Vocabulary Check

A. Circle the picture that best answers the question.

1. Which picture shows someone that is stifling?

2. Which picture shows something that is primitive?

3. Which picture shows something that is symmetrical?

4. Which picture shows that someone is conscientious?

B. Fill in each blank using a word from the word bank.

interminable  skeptical  serenity  primitive

5. No place makes me feel as much __________________ as the quiet spot by the pond.

6. The first humans made __________________ tools out of rocks.

7. Jennifer is so __________________ that she practices the piano every day.

8. If someone lies to me, I will always be __________________ of anything he tells me.

C. Complete each sentence. Use the word in the box in your answer.

interminable  scrutinize  inscrutable  serenity

9. interminable I am tired of ____________________________________________________.

10. scrutinize When you are studying, you should ________________________________________.

11. inscrutable I wonder what the man’s ____________________________________________.

12. serenity I would like get out of this noisy place and ________________________________________.
A. What do the mother and daughter do in “Tuesday Siesta”? Use this diagram to tell the events in order.

B. Think about the implied themes of “Tuesday Siesta.” Then complete the paragraph.

The first way the mother in the story shows courage is _________________________________________________________________. Another way the mother shows courage is _________________________________.

A third way the mother shows courage is _________________________________________________________________.

C. Write a paragraph giving your opinion about the mother in “Tuesday Siesta.” Give at least three reasons for the way you feel about this character.

I think the mother in “Tuesday Siesta” ___________________________________________________________________. The first reason for the way I feel about her is _____________________________________________________________________.

Another reason is __________________________________________________________________________. A third reason is ___________________________________________________________________________.
Role Play

Role play the parts of two of the villagers in “Tuesday Siesta.” Discuss what is happening as the crowd gathers outside the priest’s house. Talk about Carlos Centeno, his mother and sister, and your thoughts and feelings about their going to visit Carlos’ grave.

VILLAGER 1: Do you know who that woman is?

VILLAGER 2: Yes, she is ____________________________________________

_______________________________________________________________

_______________________________________________________________

VILLAGER 1: I heard that her son ______________________________________

_______________________________________________________________

_______________________________________________________________

VILLAGER 2: Do you think she should be allowed to ______________________________________

_______________________________________________________________

VILLAGER 1: I think ____________________________________________________

_______________________________________________________________

_______________________________________________________________

VILLAGER 2: (Tell if you agree or disagree.) ______________________________________

_______________________________________________________________

_______________________________________________________________

VILLAGER 1: Here she comes now. ______________________________________

_______________________________________________________________

_______________________________________________________________

VILLAGER 2: _______________________________________________________

_______________________________________________________________

_______________________________________________________________
When Mr. Pirzada Came to Dine

by Jhumpa Lahiri
Connect to the Story

Suppose a friend of yours felt worried about someone in his or her family. What if your friend shared his or her worries with you? What could you say or do to help your friend feel better? Make a list of things you might say or do.

<table>
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<th>Things I Could Say</th>
<th>Things I Could Do</th>
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Literary Element  Theme

A **theme** is a message of a story or other kind of literature. Readers can apply this theme, or message, to their own lives. In some stories, the theme is stated in the text. In most stories, the theme is not stated directly. It is implied, which means the reader has to figure it out. The details of a story help you figure out the theme.

Reading Strategy  Compare and Contrast Characters

To **compare and contrast characters** is to find ways in which characters are alike and different. Comparing and contrasting characters can help you understand the characters and why they act in certain ways. As you read, ask yourself,

- How are the characters like one another?
- How are the characters different from one another?
Selection Vocabulary

**ascertaining** (əs’tər-ən′ging) v. finding out definitely (p. 30)
The police were **ascertaining** who had robbed the bank.

**austere** (ə stər′) adj. without ornament, very simple (p. 32)
Her dress was **austere**, lacking any decoration.
➤ Cognate (Spanish) **austero**

**impeccably** (im pek′ə bly) adv. without error or flaw (p. 34)
His manners were **impeccably** polite.
➤ Cognate (Spanish) **impecablemente**

**imperceptible** (im′per sep′tə bal′) adj. slight, barely capable of being seen or sensed (p. 35)
The movement in the grass was so **imperceptible** that we did not see the snake.
➤ Cognate (Spanish) **imperceptible**

**intimidation** (in tim′ə da′shən) n. act of making one feel afraid or discouraged (p. 42)
The opposing team used **intimidation** to threaten the soccer players.
➤ Cognate (Spanish) **intimidación**

Content Vocabulary

**spectacular** (spek′ta kyə lər′) adj. wonderful (p. 35)
The beautiful sunset was a **spectacular** sight.
➤ Cognate (Spanish) **spectacular**

**refugee** (re fyu′jē′) n. a person who flees to a foreign country to escape danger (p. 34)
During World War II, a **refugee** from Poland came to stay with my family in America.
➤ Cognate (Spanish) **refugiado**

**campus** (kam′pəs) n. the grounds and buildings of a school (p. 31)
The school library is all the way at the other side of the **campus**.
➤ Cognate (Spanish) **campus**

**consume** (kən′səm′) v. to eat; to use; to waste (p. 36)
Do not **consume** too many snacks or you will not be hungry for dinner.
➤ Cognate (Spanish) **consumir**
In the autumn of 1971 a man used to come to our house, bearing confections¹ in his pocket and hopes of ascertaining² the life or death of his family. His name was Mr. Pirzada, and he came from Dacca, now the capital of Bangladesh, but then a part of Pakistan. That year Pakistan was engaged in civil war. The eastern frontier, where Dacca was located, was fighting for autonomy³ from the ruling regime³ in the west. In March, Dacca had been invaded, torched, and shelled by the Pakistani army. Teachers were dragged onto streets and shot, women dragged into barracks and raped. By the end of the summer, three hundred thousand people were said to have died. In Dacca Mr. Pirzada had a three-story home, a lectureship in botany at the university, a wife of twenty years, and seven daughters between the ages of six and sixteen whose names all began with the letter A. “Their mother’s idea,” he explained one day, producing from his wallet a black-and-white picture of seven girls at a picnic, their braids tied with ribbons, sitting cross-legged in a row, eating chicken curry⁴ off of banana leaves. “How am I to distinguish? Ayesha, Amira, Amina, Aziza, you see the difficulty.”

Each week Mr. Pirzada wrote letters to his wife, and sent comic books to each of his seven daughters, but the postal

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**Vocabulary**

ascertaining (əsˈər tənˈ ĭng) v. finding out definitely

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1. **Confections** are sweets, such as candy.
2. To have **autonomy** is to have the right to self-rule.
3. A **regime** (ˈrā zhēm) is a system of government.
4. **Chicken curry** is chicken cooked with various spices.
When Mr. Pirzada Came to Dine

system, along with most everything else in Dacca, had collapsed, and he had not heard word of them in over six months. Mr. Pirzada, meanwhile, was in America for the year, for he had been awarded a grant from the government of Pakistan to study the foliage of New England. In spring and summer he had gathered data in Vermont and Maine, and in autumn he moved to a university north of Boston, where we lived, to write a short book about his discoveries. The grant was a great honor, but when converted into dollars it was not generous. As a result, Mr. Pirzada lived in a room in a graduate dormitory, and did not own a proper stove or a television set of his own. And so he came to our house to eat dinner and watch the evening news.

At first I knew nothing of the reason for his visits. I was ten years old, and was not surprised that my parents, who were from India, and had a number of Indian acquaintances at the university, should ask Mr. Pirzada to share our meals. It was a small campus, with narrow brick walkways and white pillared buildings, located on the fringes of what seemed to be an even smaller town. The supermarket did not carry mustard oil, doctors did not make house calls, neighbors never dropped by without an invitation, and of these things, every so often, my parents complained. In search of compatriots, they used to trail their fingers, at the start of each new semester, through the columns of the university directory, circling surnames familiar to their part of the world. It was in this manner that they discovered Mr. Pirzada, and phoned him, and invited him to our home.

I have no memory of his first visit, or of his second or his third, but by the end of September I had grown so accustomed to Mr. Pirzada’s presence in our living room that one evening, as I was dropping ice cubes into the water pitcher, I asked my mother to hand me a fourth glass from a cupboard still out of my reach. She was busy at the stove, presiding over a skillet of fried spinach with radishes, and could not hear me because of the drone of the exhaust fan and the fierce scrapes of her spatula. I turned to my father, who was leaning against the refrigerator, eating spiced cashews from a cupped fist.

“What is it, Lilia?”
“A glass for the Indian man.”

5. **Foliage** (fō’ lē ij) is clusters of leaves or branches.
6. **A dormitory** is a building with private rooms for college students.
7. **Mustard oil** is made from mustard seeds and is used in cooking Indian foods.

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To Sum Up

> While studying in America, Mr. Pirzada has not heard from his family in Dacca for six months.
> Mr. Pirzada, who lives on a school campus, goes to Lilia’s house to have dinner and watch the evening news every night.
> Lilia’s parents were from India and found Mr. Pirzada in the telephone book because they wanted to meet someone else from India.
“Mr. Pirzada won’t be coming today. More importantly, Mr. Pirzada is no longer considered Indian,” my father announced, brushing salt from the cashews out of his trim black beard. “Not since Partition. Our country was divided. 1947.”

When I said I thought that was the date of India’s independence from Britain, my father said, “That too. One moment we were free and then we were sliced up,” he explained, drawing an X with his finger on the countertop, “like a pie. Hindus here, Muslims there. Dacca no longer belongs to us.” He told me that during Partition Hindus and Muslims had set fire to each other’s homes. For many, the idea of eating in the other’s company was still unthinkable.

It made no sense to me. Mr. Pirzada and my parents spoke the same language, laughed at the same jokes, looked more or less the same. They ate pickled mangoes with their meals, ate rice every night for supper with their hands. Like my parents, Mr. Pirzada took off his shoes before entering a room, chewed fennel seeds after meals as a digestive, drank no alcohol, for dessert dipped austere biscuits into successive cups of tea. Nevertheless my father insisted that I understand the difference, and he led me to a map of the world taped to the wall over his desk. He seemed concerned that Mr. Pirzada might take offense if I accidentally referred to him as an Indian, though I could not really imagine Mr. Pirzada being offended by much of anything.

“Mr. Pirzada is Bengali, but he is a Muslim,” my father informed me. “Therefore he lives in East Pakistan, not India.” His finger trailed across the Atlantic, through Europe, the Mediterranean, the Middle East, and finally to the sprawling orange diamond that my mother once told me resembled a woman wearing a sari with her left arm extended. Various cities had been circled with lines drawn between them to indicate my parents’ travels, and the place of their birth, Calcutta, was signified by a small silver star. I had been there only once and had no memory of the trip. “As you see, Lilia, it is a different country, a different color,” my father said. Pakistan was yellow, not orange. I noticed that there were two distinct parts to it, one much larger than the other, separated by an expanse of Indian territory; it was as if California and Connecticut constituted a nation apart from the U.S.

12. Partition refers to the creation of independent countries out of parts of the British Empire. Partition created India and Pakistan.

13. Mangoes are the sweet fruit from the tropical mango tree.

14. Fennel is a plant with seeds used to flavor foods.

15. A sari is a garment worn by Hindu women consisting of a long piece of cloth.
My father rapped his knuckles on top of my head. “You are, of course, aware of the current situation? Aware of East Pakistan’s fight for sovereignty?”

I nodded, unaware of the situation.

We returned to the kitchen, where my mother was draining a pot of boiled rice into a colander. My father opened up the can on the counter and eyed me sharply over the frames of his glasses as he ate some more cashews. “What exactly do they teach you at school? Do you study history? Geography?”

“Lilia has plenty to learn at school,” my mother said. “We live here now, she was born here.” She seemed genuinely proud of the fact, as if it were a reflection of my character. In her estimation, I knew, I was assured a safe life, an easy life, a fine education, every opportunity. I would never have to eat rationed food, or obey curfews, or watch riots from my rooftop, or hide neighbors in water tanks to prevent them from being shot, as she and my father had. “Imagine having to place her in a decent school. Imagine her having to read during power failures by the light of kerosene lamps. Imagine the pressures, the tutors, the constant exams.” She ran a hand through her hair, bobbed to a suitable length for her part-time job as a bank teller. “How can you possibly expect her to know about Partition? Put those nuts away.”

**REFLECT**

**Compare and Contrast Characters**

Lilia's parents were born in India, but Lilia was born in America. Why do you think Lilia's mother is happy that Lilia was born in America?

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Talk about your answer with a partner.

**To Sum Up**

> Lilia’s mother says Lilia does not need to know about the Civil War in India now that Lilia is safe in America.
“But what does she learn about the world?” My father rattled the cashew can in his hand. “What is she learning?”

We learned American history, of course, and American geography. That year, and every year, it seemed, we began by studying the Revolutionary War. We were taken in school buses on field trips to visit Plymouth Rock, and to walk the Freedom Trail, and to climb to the top of the Bunker Hill Monument. We made dioramas\textsuperscript{16} out of colored construction paper depicting George Washington crossing the choppy waters of the Delaware River, and we made puppets of King George wearing white tights and a black bow in his hair. During tests we were given blank maps of the thirteen colonies, and asked to fill in names, dates, capitals. I could do it with my eyes closed.

The next evening Mr. Pirzada arrived, as usual, at six o’clock. Though they were no longer strangers, upon first greeting each other, he and my father maintained the habit of shaking hands.

“Come in, sir. Lilia, Mr. Pirzada’s coat, please.”

He stepped into the foyer,\textsuperscript{17} impeccably suited and scarved, with a silk tie knotted at his collar. Each evening he appeared in ensembles\textsuperscript{18} of plums, olives, and chocolate browns. He was a compact man, and though his feet were perpetually splayed,\textsuperscript{19} and his belly slightly wide, he nevertheless maintained an efficient posture, as if balancing in either hand two suitcases of equal weight. His ears were insulated by tufts\textsuperscript{20} of graying hair that seemed to block out the unpleasant traffic of life. He had thickly lashed eyes shaded with a trace of camphor, a generous mustache that turned up playfully at the ends, and a mole shaped like a flattened raisin in the very center of his left cheek. On his head he wore a black fez\textsuperscript{21} made from the wool of Persian lambs, secured by bobby pins, without which I was never to see him. Though my father always offered to fetch him in our car, Mr. Pirzada preferred to walk from his dormitory to our neighborhood, a distance of about twenty minutes on foot, studying trees and shrubs on his way, and when he entered our house his knuckles were pink with the effects of crisp autumn air.

“Another refugee, I am afraid, on Indian territory.”

“They are estimating nine million at the last count,” my father said.

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\textbf{Vocabulary}

\textbf{impeccably (im pe'kə bI') adv.} without error or flaw

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\textbf{refugee (re fyú jē') n.} a person who flees to a foreign country to escape danger

\textbf{Dioramas} are three-dimensional miniature scenes.

\textbf{A foyer (fo'ar)} is an entrance hall.

\textbf{ensembles (in säm'bəlz)} are clothes of matching colors.

\textbf{Splayed} feet are spread out awkwardly.

\textbf{Tufts} are small, bushy patches.

\textbf{A fez} is a small, simple cap without a brim.
Mr. Pirzada handed me his coat, for it was my job to hang it on the rack at the bottom of the stairs. It was made of finely checkered gray-and-blue wool, with a striped lining and horn buttons, and carried in its weave the faint smell of limes. There were no recognizable tags inside, only a hand-stitched label with the phrase “Z. Sayeed, Suitors” embroidered on it in cursive with glossy black thread. On certain days a birch or maple leaf was tucked into a pocket. He unlaced his shoes and lined them against the baseboard; a golden paste clung to the toes and heels, the result of walking through our damp, unraked lawn. Relieved of his trappings, he grazed my throat with his short, restless fingers, the way a person feels for solidity behind a wall before driving in a nail. Then he followed my father to the living room, where the television was tuned to the local news. As soon as they were seated my mother appeared from the kitchen with a plate of mincemeat kebabs with coriander chutney. Mr. Pirzada popped one into his mouth.

“One can only hope,” he said, reaching for another, “that Dacca’s refugees are as heartily fed. Which reminds me.” He reached into his suit pocket and gave me a small plastic egg filled with cinnamon hearts. “For the lady of the house,” he said with an almost imperceptible splay-footed bow.

“Really, Mr. Pirzada,” my mother protested. “Night after night. You spoil her.”

“I only spoil children who are incapable of spoiling.”

It was an awkward moment for me, one which I awaited in part with dread, in part with delight. I was charmed by the presence of Mr. Pirzada’s rotund23 elegance, and flattered by the faint theatricality of his attentions, yet unsettled by the superb ease of his gestures, which made me feel, for an instant, like a stranger in my own home. It had become our ritual, and for several weeks, before we grew more comfortable with one another, it was the only time he spoke to me directly. I had no response, offered no comment, betrayed no visible reaction to the steady stream of honey-filled lozenges, the raspberry truffles, the slender rolls of sour pastilles. I could not even thank him, for once, when I did, for an especially spectacular peppermint lollipop wrapped in a spray24 of purple cellophane, he had demanded, “What is this thank-you? The lady at the bank thanks me, the cashier at the shop thanks me, the librarian thanks me when I return

22. Mincemeat . . . chutney is a mixture of chopped apples, raisins, and broiled meat, served with a relish made with the herb coriander.

23. Rotund means “plump.”

24. Here, spray means that the cellophane has been shaped or twisted to look like a flower.
When Mr. Pirzada Came to Dine

Comprehension Check

Reread the first boxed text. Underline why the family did not eat at the dinner table.

consume (kənˈsəm) v. to eat; to use; to waste

To Sum Up

- Lilia does not consume the candy that Mr. Pirzada gives to her. She keeps them as mementos, as if they are treasures.
- Before eating, Mr. Pirzada always takes out his watch set to the time in Dacca.
- Lilia thinks that Mr. Pirzada’s watch is something that makes him different from Indians.

an overdue book, the overseas operator thanks me as she tries to connect me to Dacca and fails. If I am buried in this country I will be thanked, no doubt, at my funeral."

It was inappropriate, in my opinion, to consume the candy Mr. Pirzada gave me in a casual manner. I coveted each evening’s treasure as I would a jewel, or a coin from a buried kingdom, and I would place it in a small keepsake box made of carved sandalwood beside my bed, in which, long ago in India, my father’s mother used to store the ground areca nuts she ate after her morning bath. It was my only memento of a grandmother I had never known, and until Mr. Pirzada came to our lives I could find nothing to put inside it. Every so often before brushing my teeth and laying out my clothes for school the next day, I opened the lid of the box and ate one of his treats.

That night, like every night, we did not eat at the dining table, because it did not provide an unobstructed view of the television set. Instead we huddled around the coffee table, without conversing, our plates perched on the edges of our knees. From the kitchen my mother brought forth the succession of dishes: lentils with fried onions, green beans with coconut, fish cooked with raisins in a yogurt sauce. I followed with the water glasses, and the plate of lemon wedges, and the chili peppers, purchased on monthly trips to Chinatown and stored by the pound in the freezer, which they liked to snap open and crush into their food.

Before eating Mr. Pirzada always did a curious thing. He took out a plain silver watch without a band, which he kept in his breast pocket, held it briefly to one of his tufted ears, and wound it with three swift flicks of his thumb and forefinger. Unlike the watch on his wrist, the pocket watch, he had explained to me, was set to the local time in Dacca, eleven hours ahead. For the duration of the meal the watch rested on his folded paper napkin on the coffee table. He never seemed to consult it.

Now that I had learned Mr. Pirzada was not an Indian, I began to study him with extra care, to try to figure out what made him different. I decided that the pocket watch was one of those things. When I saw it that night, as he wound it and arranged it on the coffee table, an uneasiness possessed me; life, I realized, was being lived in Dacca first. I imagined Mr. Pirzada’s daughters rising from sleep, tying ribbons in their

25. Areca nuts come from the betel palm, a type of tall palm tree.
hair, anticipating breakfast, preparing for school. Our meals, our actions, were only a shadow of what had already happened there, a lagging ghost of where Mr. Pirzada really belonged.

At six-thirty, which was when the national news began, my father raised the volume and adjusted the antennas. Usually I occupied myself with a book, but that night my father insisted that I pay attention. On the screen I saw tanks rolling through dusty streets, and fallen buildings, and forests of unfamiliar trees into which East Pakistani refugees had fled, seeking safety over the Indian border. I saw boats with fan-shaped sails floating on wide coffee-colored rivers, a barricaded university, newspaper offices burnt to the ground. I turned to look at Mr. Pirzada; the images **flashed in miniature across his eyes**. As he watched he had an immovable expression on his face, composed but alert, as if someone were giving him directions to an unknown destination.

**Flashed…across his eyes** means "he watched the images intensely."

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**REFLECT**

**Compare and Contrast Characters**

Both Lilia and Mr. Pirzada see horrible things happening on TV. How do you think their feelings about what they see are different?

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Talk about your answer with a partner.

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**To Sum Up**

- Lilia sees the terrible things happening in Dacca on the evening news.
Burdened with such grave concerns means “to be worried by a big problem.”

Blowing kisses means “kissing without making physical contact.”

During the commercial my mother went to the kitchen to get more rice, and my father and Mr. Pirzada deplored the policies of a general named Yahyah Khan. They discussed intrigues I did not know, a catastrophe I could not comprehend. “See, children your age, what they do to survive,” my father said as he served me another piece of fish. But I could no longer eat. I could only steal glances at Mr. Pirzada, sitting beside me in his olive green jacket, calmly creating a well in his rice to make room for a second helping of lentils. He was not my notion of a man burdened by such grave concerns. I wondered if the reason he was always so smartly dressed was in preparation to endure with dignity whatever news assailed him, perhaps even to attend a funeral at a moment’s notice. I wondered, too, what would happen if suddenly his seven daughters were to appear on television, smiling and waving and blowing kisses to Mr. Pirzada from a balcony. I imagined how relieved he would be. But this never happened.

That night when I placed the plastic egg filled with cinnamon hearts in the box beside my bed, I did not feel the ceremonial satisfaction I normally did. I tried not to think about Mr. Pirzada, in his lime-scented overcoat, connected to the unruly, sweltering world we had viewed a few hours ago in our bright, carpeted living room. And yet for several moments that was all I could think about. My stomach tightened as I worried whether his wife and seven daughters were now members of the drifting, clamoring crowd that had flashed at intervals on the screen. In an effort to banish the image I looked around my room, at the yellow canopied bed with matching flounced curtains, at framed class pictures mounted on white and violet papered walls, at the penciled inscriptions by the closet door where my father recorded my height on each of my birthdays.

But the more I tried to distract myself, the more I began to convince myself that Mr. Pirzada’s family was in all likelihood dead. Eventually I took a square of white chocolate out of the box, and unwrapped it, and then I did something I had never done before. I put the chocolate in my mouth, letting it soften until the last possible moment, and then as I chewed it slowly, I prayed that Mr. Pirzada’s family was safe and sound. I had never prayed for anything before, had

26. Yahyah Khan, or Agha Mohammad Yahya Khan, was a West Pakistan general who led troops into East Pakistan.
27. Assailed means “attacked” or “assaulted.”
28. Banished means “to drive away” or “forced to leave.”
29. A canopy is a cloth covering above a bed.
30. Flounced means “gathered” or “pleated.”
When Mr. Pirzada Came to Dine

never been taught or told to, but I decided, given the circumstances, that it was something I should do. That night, when I went to the bathroom I only pretended to brush my teeth, for I feared that I would somehow rinse the prayer out as well. I wet the brush and rearranged the tube of paste to prevent my parents from asking any questions, and fell asleep with sugar on my tongue.

No one at school talked about the war followed so faithfully in my living room. We continued to study the American Revolution, and learned about the injustices of taxation without representation, and memorized passages from the Declaration of Independence. During recess the boys would divide in two groups, chasing each other wildly around the swings and seesaws, Redcoats against the colonies. In the classroom our teacher, Mrs. Kenyon, pointed frequently to a map that emerged like a movie screen from the top of the chalkboard, charting the route of the Mayflower, or showing us the location of the Liberty Bell. Each week two members of the class gave a report on a particular aspect of the Revolution, and so one day I was sent to the school library with my friend Dora to learn about the surrender at Yorktown. Mrs. Kenyon handed us a slip of paper with the names of three books to look up in the card catalogue. We found them right away, and sat down at a low round table to read and take notes. But I could not concentrate. I returned to the blond-wood shelves, to a section I had noticed labeled “Asia.” I saw books about China, India, Indonesia, Korea. Eventually I found a book titled Pakistan: A Land and Its People. I sat on a footstool and opened the book. The laminated jacket crackled in my grip. I began turning the pages, filled with photos of rivers and rice fields and men in military uniforms.

There was a chapter about Dacca, and I began to read about its rainfall, and its jute production. I was studying a population chart when Dora appeared in the aisle.

“What are you doing back here? Mrs. Kenyon’s in the library. She came to check up on us.”

I slammed the book shut, too loudly. Mrs. Kenyon emerged, the aroma of her perfume filling up the tiny aisle, and lifted the book by the tip of its spine as if it were a hair clinging to my sweater. She glanced at the cover, then at me.

“Is this book a part of your report, Lilia?”

31. Jute is a fiber from the jute plant that is used to make rope and sacks.
When Mr. Pirzada Came to Dine

Comprehension Check

What does Lilia do in honor of Mr. Pirzada’s family? Check two correct answers.
- [ ] Lilia says a prayer.
- [ ] Lilia plays Scrabble.
- [ ] Lilia eats a piece of candy.

The death toll of the war is the number of people killed to date.

A jack-o-lantern is a pumpkin with a face carved in it. Candles are often placed inside of jack-o-lanterns.

To Sum Up

- Lilia’s teacher wants her to research her report, not read about Dacca.
- News about Dacca appears less often on television even though people continue to die there.
- Mr. Pirzada and Lilia’s father continue to be friendly with each other.
- Mr. Pirzada sees a jack-o-lantern for the first time.

“No, Mrs. Kenyon.”
“No, Mrs. Kenyon.”

“Then I see no reason to consult it,” she said, replacing it in the slim gap on the shelf. “Do you?”

As weeks passed it grew more and more rare to see any footage from Dacca on the news. The report came after the first set of commercials, sometimes the second. The press had been censored, removed, restricted, rerouted. Some days, many days, only a death toll was announced, prefaced by a reiteration of the general situation. More poets were executed, more villages set ablaze. In spite of it all, night after night, my parents and Mr. Pirzada enjoyed long, leisurely meals. After the television was shut off, and the dishes washed and dried, they joked, and told stories, and dipped biscuits in their tea. When they tired of discussing political matters they discussed, instead, the progress of Mr. Pirzada’s book about the deciduous trees of New England, and my father’s nomination for tenure, and the peculiar eating habits of my mother’s American coworkers at the bank. Eventually I was sent upstairs to do my homework, but through the carpet I heard them as they drank more tea, and listened to cassettes of Kishore Kumar and played Scrabble on the coffee table, laughing and arguing long into the night about the spellings of English words. I wanted to join them, wanted, above all, to console Mr. Pirzada somehow. But apart from eating a piece of candy for the sake of his family and praying for their safety, there was nothing I could do. They played Scrabble until the eleven o’clock news, and then, sometime around midnight, Mr. Pirzada walked back to his dormitory. For this reason I never saw him leave, but each night as I drifted off to sleep I would hear them, anticipating the birth of a nation on the other side of the world.

One day in October Mr. Pirzada asked upon arrival, “What are these large orange vegetables on people’s doorsteps? A type of squash?”

“Pumpkins,” my mother replied. “Lilia, remind me to pick one up at the supermarket.”

“And the purpose? It indicates what?”

“You make a jack-o’-lantern,” I said, grinning ferociously. “Like this. To scare people away.”

“I see,” Mr. Pirzada said, grinning back. “Very useful.”

32. Here, consult means “to get information from.”
33. Footage refers to a segment of newsreel film.
34. Reiteration is repeating or saying over again.
35. Deciduous trees lose their leaves each year.
36. Kishore Kumar was a famous actor and singer in Indian films.
The next day my mother bought a ten-pound pumpkin, fat and round, and placed it on the dining table. Before supper, while my father and Mr. Pirzada were watching the local news, she told me to decorate it with markers, but I wanted to carve it properly like others I had noticed in the neighborhood.

“Yes, let’s carve it,” Mr. Pirzada agreed, and rose from the sofa. “Hang the news tonight.” Asking no questions, he walked into the kitchen, opened a drawer, and returned, bearing a long serrated knife. He glanced at me for approval. “Shall I?”

I nodded. For the first time we all gathered around the dining table, my mother, my father, Mr. Pirzada, and I. While the television aired unattended we covered the tabletop with newspapers. Mr. Pirzada draped his jacket over the chair behind him, removed a pair of opal cuff links, and rolled up the starched sleeves of his shirt.

“First go around the top, like this,” I instructed, demonstrating with my index finger.

He made an initial incision and drew the knife around. When he had come full circle he lifted the cap by the stem; it loosened effortlessly, and Mr. Pirzada leaned over the pumpkin for a moment to inspect and inhale its contents. My mother gave him a long metal spoon with which he gutted the interior until the last bits of string and seeds were gone. My father, meanwhile, separated the seeds from the pulp and set them out to dry on a cookie sheet, so that we could roast them later on. I drew two triangles against the ridged surface for the eyes, which Mr. Pirzada dutifully carved, and crescents for eyebrows, and another triangle for the nose. The mouth was all that remained, and the teeth posed a challenge. I hesitated.

“Smile or frown?” I asked.

“You choose,” Mr. Pirzada said.

**REFLECT**

**Compare and Contrast Characters**

What draws Mr. Pirzada and Lilia’s parents together?

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Talk about your answer with a partner.

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**Literary Element**

**Theme** Why does Mr. Pirzada decide not to watch the news?

- [ ] He knows the war is not that bad anymore.
- [ ] He does not want to think about the war back home.
- [ ] He believes his wife and daughters have died.

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**To Sum Up**

- The next evening, Mr. Pirzada carves a jack-o-lantern with Lilia and her parents instead of watching the news.

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37. **Serrated** means having a saw-like edge.

38. **Opal** is a type of mineral used as a gemstone.

39. **Initial incision** means the “first cut.”
As a compromise I drew a kind of grimace, straight across, neither mournful nor friendly. Mr. Pirzada began carving, without the least bit of intimidation, as if he had been carving jack-o’-lanterns his whole life. He had nearly finished when the national news began. The reporter mentioned Dacca, and we all turned to listen: An Indian official announced that unless the world helped to relieve the burden of East Pakistani refugees, India would have to go to war against Pakistan. The reporter’s face dripped with sweat as he relayed the information. He did not wear a tie or a jacket, dressed instead as if he himself were about to take part in the battle. He shielded his scorched face as he hollered things to the cameraman. The knife slipped from Mr. Pirzada’s hand and made a gash dipping toward the base of the pumpkin.

“Please forgive me.” He raised a hand to one side of his face, as if someone had slapped him there. “I am—it is terrible. I will buy another. We will try again.”

“Not at all, not at all,” my father said. He took the knife from Mr. Pirzada, and carved around the gash, evening it out, dispensing altogether with the teeth I had drawn. What resulted was a disproportionately large hole the size of a lemon, so that our jack-o’-lantern wore an expression of placid astonishment, the eyebrows no longer fierce, floating in frozen surprise above a vacant, geometric gaze.

For Halloween I was a witch. Dora, my trick-or-treating partner, was a witch too. We wore black capes fashioned from dyed pillowcases and conical hats with wide cardboard brims. We shaded our faces green with a broken eye shadow that belonged to Dora’s mother, and my mother gave us two burlap sacks that had once contained basmati rice, for collecting candy. That year our parents decided that we were old enough to roam the neighborhood unattended. Our plan was to walk from my house to Dora’s, from where I was to call to say I had arrived safely, and then Dora’s mother would drive me home. My father equipped us with flashlights, and I had to wear my watch and synchronize it with his. We were to return no later than nine o’clock.

When Mr. Pirzada arrived that evening he presented me with a box of chocolate-covered mints.

“In here,” I told him, and opened up the burlap sack. “Trick or treat!”

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40. A grimace (grim’is) is an ugly or painful smile.
41. Dispensing...with means “getting rid of.”
42. Placid means “calm, undisturbed.”
43. Basmati rice is a kind of long-grain rice grown in India.
When Mr. Pirzada Came to Dine

“I understand that you don’t really need my contribution this evening,” he said, depositing the box. He gazed at my green face, and the hat secured by a string under my chin. Gingerly he lifted the hem of the cape, under which I was wearing a sweater and a zipped fleece jacket. “Will you be warm enough?”

I nodded, causing the hat to tip to one side.

He set it right. “Perhaps it is best to standstill.”

The bottom of our staircase was lined with baskets of miniature candy, and when Mr. Pirzada removed his shoes he did not place them there as he normally did, but inside the closet instead. He began to unbutton his coat, and I waited to take it from him, but Dora called me from the bathroom to say that she needed my help drawing a mole on her chin. When we were finally ready my mother took a picture of us in front of the fireplace, and then I opened the front door to leave. Mr. Pirzada and my father, who had not gone into the living room yet, hovered in the foyer. Outside it was already dark. The air smelled of wet leaves, and our carved jack-o’-lantern flickered impressively against the shrubbery by the door. In the distance came the sounds of scampering feet, and the howls of the older boys who wore no costume at all other than a rubber mask, and the rustling apparel of the youngest children, some so young that they were carried from door to door in the arms of their parents.

“Don’t go into any of the houses you don’t know,” my father warned.

Mr. Pirzada knit his brows together. “Is there any danger?”

“No, no,” my mother assured him. “All the children will be out. It’s a tradition.”

“Perhaps I should accompany them?” Mr. Pirzada suggested. He looked suddenly tired and small, standing there in his splayed, stockinged feet, and his eyes contained a panic I had never seen before. In spite of the cold I began to sweat inside my pillowcase.

“Really, Mr. Pirzada,” my mother said, “Lilia will be perfectly safe with her friend.”

“But if it rains? If they lose their way?”

“Don’t worry,” I said. It was the first time I had uttered those words to Mr. Pirzada, two simple words I had tried but failed to tell him for weeks, had said only in my

To Sum Up

➤ Lilia is about to go trick-or-treating with her friend Dora.
➤ Lilia’s father tells her not to go into strangers’ houses.
➤ Mr. Pirzada worries that Lilia and Dora are in danger, and Lilia tells him not to worry.

Stockinged feet means to only have socks on one's feet.

When Lilia says that Mr. Pirzada’s eyes contained a panic she means he looked worried.
prayers. It shamed me now that I had said them for my own sake.

He placed one of his stocky fingers on my cheek, then pressed it to the back of his own hand, leaving a faint green smear. “If the lady insists,” he conceded, and offered a small bow.

We left, stumbling slightly in our black pointy thrift-store shoes, and when we turned at the end of the driveway to wave good-bye, Mr. Pirzada was standing in the frame of the doorway, a short figure between my parents, waving back.

“Why did that man want to come with us?” Dora asked.

“His daughters are missing.” As soon as I said it, I wished I had not. I felt that my saying it made it true, that Mr. Pirzada’s daughters really were missing, and that he would never see them again.

“You mean they were kidnapped?” Dora continued. “From a park or something?”

“I didn’t mean they were missing. I meant, he misses them. They live in a different country, and he hasn’t seen them in a while, that’s all.”

We went from house to house, walking along pathways and pressing doorbells. Some people had switched off all their lights for effect, or strung rubber bats in their windows. At the McIntyres’ a coffin was placed in front of the door, and Mr. McIntyre rose from it in silence, his face covered with chalk, and deposited a fistful of candy corns into our sacks. Several people told me that they had never seen an Indian witch before. Others performed the transaction without comment. As we paved our way with the parallel beams of our flashlights we saw eggs cracked in the middle of the road, and cars covered with shaving cream, and toilet paper garlanding the branches of trees. By the time we reached Dora’s house our hands were chapped from carrying our bulging burlap bags, and our feet were sore and swollen. Her mother gave us bandages for our blisters and served us warm cider and caramel popcorn. She reminded me to call my parents to tell them I had arrived safely, and when I did I could hear the television in the background. My mother did not seem particularly relieved to hear from me. When I replaced the phone on the receiver it occurred to me that the television wasn’t on at Dora’s house at all.

To Sum Up

- Lilia tells Dora that Mr. Pirzada was worried because his own daughters are missing.
- Dora’s mother tells Lilia to call her own mother to tell her she is safe.
- Lilia’s mother sounds upset on the telephone.

44. A garland is a wreath, usually of flowers or leaves. Here, the garland is toilet paper strewn through the branches.
Her father was lying on the couch, reading a magazine, with a glass of wine on the coffee table, and there was saxophone music playing on the stereo.

After Dora and I had sorted through our plunder, and counted and sampled and traded until we were satisfied, her mother drove me back to my house. I thanked her for the ride, and she waited in the driveway until I made it to the door. In the glare of her headlights I saw that our pumpkin had been shattered, its thick shell strewn in chunks across the grass. I felt the sting of tears in my eyes, and a sudden pain in my throat, as if it had been stuffed with the sharp tiny pebbles that crunched with each step under my aching feet. I opened the door, expecting the three of them to be standing in the foyer, waiting to receive me, and to grieve for our ruined pumpkin, but there was no one. In the living room Mr. Pirzada, my father, and mother were sitting side by side on the sofa. The television was turned off, and Mr. Pirzada had his head in his hands.

**REFLECT**

**Compare and Contrast Characters**

In the boxed text, how is Lilia’s reason for being upset different from Mr. Pirzada’s reason for being upset?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Talk about your answer with a partner.

**To Sum Up**

When Lilia gets home, she sees that her jack-o-lantern had been smashed.
What they heard that evening, and for many evenings after that, was that India and Pakistan were drawing closer and closer to war. Troops from both sides lined the border, and Dacca was insisting on nothing short of independence. The war was to be waged on East Pakistani soil. The United States was siding with West Pakistan, the Soviet Union with India and what was soon to be Bangladesh. War was declared officially on December 4, and twelve days later, the Pakistani army, weakened by having to fight three thousand miles from their source of supplies, surrendered in Dacca. All of these facts I know only now, for they are available to me in any history book, in any library. But then it remained, for the most part, a remote mystery with haphazard\textsuperscript{45} clues. What I remember during those twelve days of the war was that my father no longer asked me to watch the news with them, and that Mr. Pirzada stopped bringing me candy, and that my mother refused to serve anything other than boiled eggs with rice for dinner. I remember some nights helping my mother spread a sheet and blankets on the couch so that Mr. Pirzada could sleep there, and high-pitched voices hollering in the middle of the night when my parents called our relatives in Calcutta to learn more details about the situation. Most of all I remember the three of them operating during that time as if they were a single person, sharing a single meal, a single body, a single silence, and a single fear.

In January, Mr. Pirzada flew back to his three-story home in Dacca, to discover what was left of it. We did not see much of him in those final weeks of the year; he was busy finishing his manuscript, and we went to Philadelphia to spend Christmas with friends of my parents. Just as I have no memory of his first visit, I have no memory of his last. My father drove him to the airport one afternoon while I was at school. For a long time we did not hear from him. Our evenings went on as usual, with dinners in front of the news. The only difference was that Mr. Pirzada and his extra watch were not there to accompany us. According to reports Dacca was repairing itself slowly, with a newly formed parliamentary government. The new leader, Sheikh Mujib Rahman, recently released from prison, asked countries for building materials to replace more than one million houses that had been destroyed in the war. Countless refugees

\textsuperscript{45} Haphazard means “random, occurring by chance.”
returned from India, greeted, we learned, by unemployment and the threat of famine. Every now and then I studied the map above my father’s desk and pictured Mr. Pirzada on that small patch of yellow, perspiring heavily, I imagined, in one of his suits, searching for his family. Of course, the map was outdated by then.

Finally, several months later, we received a card from Mr. Pirzada commemorating the Muslim New Year, along with a short letter. He was reunited, he wrote, with his wife and children. All were well, having survived the events of the past year at an estate belonging to his wife’s grandparents in the mountains of Shillong. His seven daughters were a bit taller, he wrote, but otherwise they were the same, and he still could not keep their names in order. At the end of the letter he thanked us for our hospitality, adding that although he now understood the meaning of the words “thank you” they still were not adequate to express his gratitude. To celebrate the good news my mother prepared a special dinner that evening, and when we sat down to eat at the coffee table we toasted our water glasses, but I did not feel like celebrating. Though I had not seen him for months, it was only then that I felt Mr. Pirzada’s absence. It was only then, raising my water glass in his name, that I knew what it meant to miss someone who was so many miles and hours away, just as he had missed his wife and daughters for so many months. He had no reason to return to us, and my parents predicted, correctly, that we would never see him again. Since January, each night before bed, I had continued to eat, for the sake of Mr. Pirzada’s family, a piece of candy I had saved from Halloween. That night there was no need to. Eventually, I threw them away.

46. Famine is an extreme lack of food, leading to starvation.
47. Commemorating means “honoring the memory of.”
48. Shillong is a part of India north of East Pakistan.
After You Read

Vocabulary Check

A. Label each picture with the correct word from the word bank.

<table>
<thead>
<tr>
<th>refugee</th>
<th>spectacular</th>
<th>campus</th>
<th>consume</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
<td>3.</td>
<td>4.</td>
</tr>
</tbody>
</table>

B. Circle the letter of the word that answers each question correctly.

5. From where did a refugee flee?
   a. a place where she was in danger
   b. a place where she was having a good time
   c. a place that was unfamiliar to her

6. How might you make an old wristwatch look spectacular?
   a. sell it
   b. break it
   c. polish it

7. What kind of place is austere?
   a. a museum
   b. a palace
   c. a hut

8. Who should be impeccably dressed before going to work?
   a. a garbage collector
   b. a doctor
   c. a painter

C. Use each word in the word bank in a sentence.

<table>
<thead>
<tr>
<th>ascertaining</th>
<th>austere</th>
<th>impeccably</th>
<th>imperceptible</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>11.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Comprehension Check

A. What happens in “When Mr. Pirzada Came to Dine”? Complete each sentence to show what happens at each stage of the story.

**Beginning** Mr. Pirzada visits Lilia’s family in order to ______________________________________________________________

________________________________________________________________________________________________________________

**Middle** Lilia is afraid that ______________________________________________________________

________________________________________________________________________________________________________________

**Ending** After Mr. Pirzada returns home, he ______________________________________________________________

________________________________________________________________________________________________________________

B. Everyone in “When Mr. Pirzada Came to Dine” is worried. Write whom each character is most worried about.

<table>
<thead>
<tr>
<th>Lilia</th>
<th>Lilia’s Mother</th>
<th>Mr. Pirzada</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Answer the following questions to find the theme of the story

1. Differences in culture is an important element in the story. How does the story show that Lilia’s culture is American? How does the story show that Mr. Pirzada’s culture is not American?

________________________________________________________________________________________________________________

________________________________________________________________________________________________________________

________________________________________________________________________________________________________________

________________________________________________________________________________________________________________

2. What message, or theme, does the author portray through the differences between the ways Lilia and Mr. Pirzada speak and act?

________________________________________________________________________________________________________________

________________________________________________________________________________________________________________

________________________________________________________________________________________________________________

________________________________________________________________________________________________________________
Imagine that you are Lilia, and you have just received the card from Mr. Pirzada saying that he has found his wife and children. Write a letter answering Mr. Pirzada. Tell him the things you wish you had said to him while he was in America.

Dear Mr. Pirzada,

I am so happy to hear that ________________________________________________________________
____________________________________________________________________________________
I just want you to know that ______________________________________________________________
____________________________________________________________________________________
My mother and father _________________________________________________________________
____________________________________________________________________________________
You may not have known this, but _______________________________________________________
____________________________________________________________________________________
Did you know that _________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Your friend,
Lilia
CATCH THE MOON

by Judith Ortiz Cofer

For pages 51–66, 309

Literary Analysis:
LA.910.2.1.5 develop an interpretation of a literary work by describing an author’s use of literary elements (e.g., theme, point of view, characterization, setting, plot) and explaining the literary techniques used to develop the (e.g., symbolism, allusion, omniscient, conflict, dialog).
Connect to the Story

Think about when you have given someone a gift. Did it make you feel good? Write down some thoughts about a gift you have given someone and how it made you feel to give it.

____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

Literary Element | Point of View
--- | ---
In **third-person point of view**, the narrator is not a character in the story. The narrator tells the reader everything that happened and everything that all the characters are thinking and feeling. The narrator refers to all the characters as “he” or “she.”

In the **third-person limited point of view**, the narrator describes events as only one character experiences them. As you read, ask yourself why Cofer chose to tell the story from the third-person limited point of view.

Reading Strategy | Interpret Imagery
--- | ---
**Imagery** is language that makes you feel as if you can see, touch, hear, smell, or taste what the author is describing. Imagery helps you experience the events, characters, and places in a story. Imagery can also help you understand what a particular character’s experiences are like.

As you notice the use of imagery in the story, ask yourself the following questions:

➤ What does this image mean?
➤ What does this image help me understand about the story?
Selection Vocabulary

harass (hə’ras) v. to annoy constantly (p. 54)
Every night my little sister likes to harass me about talking on the telephone too much.

makeshift (māˈk shift) adj. made using whatever is available (p. 56)
Roberto found an old piece of wood to use as a makeshift baseball bat.

vintage (vinˈ tij) adj. old-fashioned (p. 56)
Miranda wore a vintage shirt that was made back in the 1970s.

decapitate (diˈka pə tā) v. to cut off the head of (p. 58)
The knight used his sword to decapitate his enemy.
➤ Cognate (Spanish) decapitar

relic (reˈlik) n. an object having interest because of its age (p. 60)
The museum has many relics, such as a vase made more than 1,000 years ago.
➤ Cognate (Spanish) reliquia

Content Vocabulary

custody (ˈkas tə dē) n. keeping or protection (p. 54)
The police took custody of the thief and brought him to jail.
➤ Cognate (Spanish) custodia

juvenile (ˈjū və nīl) adj. meant for young people (p. 54)
Tanya’s little brother read a juvenile book.
➤ Cognate (Spanish) juvenil

specialty (speˈshē tē ) n. a distinguishing skill or feature (p. 54)
Dad’s specialty is making cake.
➤ Cognate (Spanish) especializada

residence (reˈ za dans) n. a place where someone lives (p. 60)
After I left California, New York became my residence.
➤ Cognate (Spanish) residencia

For more practice, see page 309.
Luis Cintrón sits on top of a six-foot pile of hubcaps and watches his father walk away into the steel jungle of his car junkyard. Released into his old man’s custody after six months in juvenile hall—for breaking and entering—and he didn’t even take anything. He did it on a dare.

But the old lady with the million cats was a light sleeper, and good with her aluminum cane. He has a scar on his head to prove it.

Now Luis is wondering whether he should have stayed in and done his full time. Jorge Cintrón of Jorge Cintrón & Son, Auto Parts and Salvage, has decided that Luis should wash and polish every hubcap in the yard. The hill he is sitting on is only the latest couple of hundred wheel covers that have come in. Luis grunts and stands up on top of his silver mountain. He yells at no one, “Someday, son, all this will be yours,” and sweeps his arms like the Pope blessing a crowd over the piles of car sandwiches and mounds of metal parts that cover this acre of land outside the city. He is the “Son” of Jorge Cintrón & Son, and so far his father has had more than one reason to wish it was plain Jorge Cintrón on the sign.

Luis has been getting in trouble since he started high school two years ago, mainly because of the “social group” he organized—a bunch of guys who were into harassing the local authorities. Their thing was taking something to the limit on a dare or, better still, doing something dangerous, like breaking into a house, not to steal, just to prove that they could do it. That was Luis’s specialty, coming up with

**To Sum Up**

- Before the story begins, Luis Cintrón was in juvenile hall for breaking into a house for fun.
- Now Luis has to work at his father’s junkyard.
- Luis has been getting into trouble since he started high school.

**Vocabulary**

*harass* (həˈræs) v. to annoy constantly
very complicated plans, like military strategies, and assigning the “jobs” to guys who wanted to join the Tiburones.¹

Tiburón means “shark,” and Luis had gotten the name from watching an old movie² about a Puerto Rican gang called the Sharks with his father. Luis thought it was one of the dumbest films he had ever seen. Everybody sang their lines, and the guys all pointed their toes and leaped in the air when they were supposed to be slaughtering each other. But he liked their name, the Sharks, so he made it Spanish and had it air-painted on his black T-shirt with a killer shark under it, jaws opened wide and dripping with blood. It didn’t take long for other guys in the barrio to ask about it.

Man, had they had a good time. The girls were interested too. Luis outsmarted everybody by calling his organization a social club and registering it at Central High. That meant they were legal, even let out of last-period class on Fridays for their “club” meetings. It was just this year, after a couple of botched³ jobs, that the teachers had started getting suspicious. The first one to go wrong was when he sent Kenny Matoa to borrow some “souvenirs” out of Anita Robles’s locker. He got caught. It seems that Matoa had been reading Anita’s diary and didn’t hear her coming down the hall. Anita was supposed to be in the gym at that time but had copped out with the usual female excuse of cramps. You could hear her screams all the way to Market Street.

She told the principal all she knew about the Tiburones, and Luis had to talk fast to convince old Mr. Williams that the club did put on cultural activities such as the Save the Animals talent show. What Mr. Williams didn’t know was that the animal that was being “saved” with the ticket sales was Luis’s pet boa, which needed quite a few live mice to stay healthy and happy. They kept E.S. (which stood for “Endangered Species”) in Luis’s room, but she belonged to the club and it was the members’ responsibility to raise the money to feed their mascot. So last year they had sponsored their first annual Save the Animals talent show, and it had been a great success. The Tiburones had come dressed as Latino Elvises and did a grand finale to “All Shook Up” that made the audience go wild. Mr. Williams had smiled while Luis talked, maybe remembering how the math teacher, Mrs. Laguna, had dragged him out in the aisle to rock-and-roll with her. Luis had gotten out of that one, but barely.

---

1. **Tiburones** (te’ boo ro’ nás)
2. *[old movie...]* The narrator is describing the feature film *West Side Story*, a 1961 musical based on Shakespeare’s play *Romeo and Juliet*, set in the youth gang atmosphere of New York City in the late 1950s.
3. **Botched** means “badly or clumsily done.”

---

To Sum Up

- Luis starts a gang called the Tiburones.
- Luis gets into trouble by sending a friend to steal from a girl’s locker.
- Luis puts on a talent show to raise money to feed his pet snake.
His father was a problem too. He objected to the T-shirt logo, calling it disgusting and vulgar. Mr. Cintrón prided himself on his own neat, elegant style of dressing after work, and on his manners and large vocabulary, which he picked up by taking correspondence courses in just about everything. Luis thought that it was just his way of staying busy since Luis’s mother had died, almost three years ago, of cancer. He had never gotten over it.

All this was going through Luis’s head as he slid down the hill of hubcaps. The tub full of soapy water, the can of polish, and the bag of rags had been neatly placed in front of a makeshift table made from two car seats and a piece of plywood. Luis heard a car drive up and someone honk their horn. His father emerged from inside a new red Mustang that had been totaled. He usually dismantled every small feature by hand before sending the vehicle into the cementerio, as he called the lot. Luis watched as the most beautiful girl he had ever seen climbed out of a vintage white Volkswagen Bug. She stood in the sunlight in her white sundress waiting for his father, while Luis stared. She was like a smooth wood carving. Her skin was mahogany, almost black, and her arms and legs were long and thin, but curved in places so that she did not look bony and hard—more like a ballerina. And her ebony hair was braided close to her head. Luis let his breath out, feeling a little dizzy. He had forgotten to breathe. Both the girl and his father heard him.

Mr. Cintrón waved him over.

“Luis, the señorita here has lost a wheel cover. Her car is twenty-five years old, so it will not be an easy match. Come look on this side.”

Luis tossed a wrench he’d been holding into a toolbox like he was annoyed, just to make a point about slave labor. Then he followed his father, who knelt on the gravel and began to point out every detail of the hubcap. Luis was hardly listening. He watched the girl take a piece of paper from her handbag.

“Señor Cintrón, I have drawn the hubcap for you, since I will have to leave soon. My home address and telephone number are here, and also my parents’ office number.” She handed the paper to Mr. Cintrón, who nodded.

“S’, señorita, very good. This will help my son look for it. Perhaps there is one in that stack there.” He pointed to

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**Vocabulary**

**makeshift** (māk’ shift) adj. made using whatever is available

**vintage** (vin’ ti) adj. old-fashioned

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4. **Cementerio** (se men tə rē ˈō) is Spanish for “cemetery.”
the pile of caps that Luis was supposed to wash and polish. “Yes, I’m almost certain that there is a match there. Of course, I do not know if it’s near the top or the bottom. You will give us a few days, yes?”

Luis just stared at his father like he was crazy. But he didn’t say anything because the girl was smiling at him with a funny expression on her face. Maybe she thought he had X-ray eyes like Superman, or maybe she was mocking him.

“Please call me Naomi, Señor Cintrón. You know my mother. She is the director of the funeral home. . . .” Mr. Cintrón seemed surprised at first; he prided himself on having a great memory. Then his friendly expression changed to one of sadness as he recalled the day of his wife’s burial. Naomi did not finish her sentence. She reached over and placed her hand on Mr. Cintrón’s arm for a moment. Then she said “Adiós” softly, and got in her shiny white car. She waved to them as she left, and her gold bracelets flashing in the sun nearly blinded Luis.

Mr. Cintrón shook his head. “How about that,” he said as if to himself. “They are the Dominican owners of Ramirez Funeral Home.” And, with a sigh, “She seems like such a nice young woman. Reminds me of your mother when she was her age.”

**REFLECT**

**Interpret Imagery**

How does the author use imagery to describe the girl and her car? What does this use of imagery make you think about how the girl might affect Luis’ life?

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Talk about your answer with a partner.

**To Sum Up**

- The girl says her name is Naomi before she drives away.
- Naomi’s family owns a funeral home.
- Mr. Cintrón says Naomi reminds him of his wife.
Hearing the funeral parlor’s name, Luis remembered too. The day his mother died, he had been in her room at the hospital while his father had gone for coffee. The alarm had gone off on her monitor and nurses had come running in, pushing him outside. After that, all he recalled was the anger that had made him punch a hole in his bedroom wall. And afterward he had refused to talk to anyone at the funeral. Strange, he did see a black girl there who didn’t try like the others to talk to him, but actually ignored him as she escorted family members to the viewing room and brought flowers in. Could it be that the skinny girl in a frilly white dress had been Naomi? She didn’t act like she had recognized him today, though. Or maybe she thought that he was a jerk.

Luis grabbed the drawing from his father. The old man looked like he wanted to walk down memory lane. But Luis was in no mood to listen to the old stories about his falling in love on a tropical island. The world they’d lived in before he was born wasn’t his world. No beaches and palm trees here. Only junk as far as he could see. He climbed back up his hill and studied Naomi’s sketch. It had obviously been done very carefully. It was signed “Naomi Ramirez” in the lower right-hand corner. He memorized the telephone number.

Luis washed hubcaps all day until his hands were red and raw, but he did not come across the small silver bowl that would fit the VW. After work he took a few practice Frisbee shots across the yard before showing his rows and rows of shiny rings drying in the sun. His father nodded and showed him the bump on his temple where one of Luis’s flying saucers had gotten him. “Practice makes perfect, you know. Next time you’ll probably decapitate me.” Luis heard him struggle with the word decapitate, which Mr. Cintrón pronounced in syllables. Showing off his big vocabulary again, Luis thought. He looked closely at the bump, though. He felt bad about it.

“They look good, hijo.” Mr. Cintrón made a sweeping gesture with his arms over the yard. “You know, all this will have to be classified. My dream is to have all the parts divided by year, make of car, and condition. Maybe now that you are here to help me, this will happen.”

To walk down memory lane means to “remember things that happened in the past.”

To Sum Up

- Luis remembers how angry he was when his mother died.
- Luis takes the drawing, which has Naomi’s telephone number on it.

Vocabulary

decapitate (di kaˈpə tāt) v. to cut off the head of

5. Hijo (ē hō) is Spanish for “son.”
“Pop . . .” Luis put his hand on his father’s shoulder. They were the same height and build, about five foot six and muscular. “The judge said six months of free labor for you, not life, okay?” Mr. Cintrón nodded, looking distracted. It was then that Luis suddenly noticed how gray his hair had turned—it used to be shiny black like his own—and that there were deep lines in his face. His father had turned into an old man and he hadn’t even noticed.

“Son, you must follow the judge’s instructions. Like she said, next time you get in trouble, she’s going to treat you like an adult, and I think you know what that means. Hard time, no breaks.”

“Yeah, yeah. That’s what I’m doing, right? Working my hands to the bone instead of enjoying my summer. But listen, she didn’t put me under house arrest, right? I’m going out tonight.”

“Home by ten. She did say something about a curfew, Luis.” Mr. Cintrón had stopped smiling and was looking upset. It had always been hard for them to talk more than a minute or two before his father got offended at something Luis said, or at his sarcastic tone. He was always doing something wrong.

Luis threw the rag down on the table and went to sit in his father’s ancient Buick, which was in mint condition. They drove home in silence.

After sitting down at the kitchen table with his father to eat a pizza they had picked up on the way home, Luis asked to borrow the car. He didn’t get an answer then, just a look that meant “Don’t bother me right now.”

Before bringing up the subject again, Luis put some ice cubes in a Baggie and handed it to Mr. Cintrón, who had made the little bump on his head worse by rubbing it. It had guilty written on it, Luis thought.

“Gracias, hijo.” His father placed the bag on the bump and made a face as the ice touched his skin.

They ate in silence for a few minutes more; then Luis decided to ask about the car again.

“I really need some fresh air, Pop. Can I borrow the car for a couple of hours?”

“You don’t get enough fresh air at the yard? We’re lucky that we don’t have to sit in a smelly old factory all day. You know that?”

Point of View Luis thinks that his father is always “offended,” or angry. He believes that his father thinks he is “always doing something wrong.” Do you think Mr. Cintrón would agree? Why don’t we get to hear what Mr. Cintrón thinks? Explain.

Here breaks means “relief from a bad situation.”

House arrest is when a criminal is sentenced to remain at home.

To Sum Up

> Luis says he does not want to work for his father forever.
> Luis wants to go out.
“Yeah, Pop. We’re real lucky.” Luis always felt irritated that his father was so grateful to own a junkyard, but he held his anger back and just waited to see if he’d get the keys without having to get in an argument.

“Where are you going?”

“For a ride. Not going anywhere. Just out for a while. Is that okay?”

His father didn’t answer, just handed him a set of keys, as shiny as the day they were manufactured. His father polished everything that could be polished: doorknobs, coins, keys, spoons, knives, and forks, like he was King Midas counting his silver and gold. Luis thought his father must be really lonely to polish utensils only he used anymore. They had been picked out by his wife, though, so they were like relics. Nothing she had ever owned could be thrown away. Only now the dishes, forks, and spoons were not used to eat the yellow rice and red beans, the fried chicken, or the mouth-watering sweet plantains that his mother had cooked for them. They were just kept in the cabinets that his father had turned into a museum for her. Mr. Cintrón could cook as well as his wife, but he didn’t have the heart to do it anymore. Luis thought that maybe if they ate together once in a while things might get better between them, but he always had something to do around dinnertime and ended up at a hamburger joint. Tonight was the first time in months they had sat down at the table together.

Luis took the keys. “Thanks,” he said, walking out to take his shower. His father kept looking at him with those sad, patient eyes. “Okay. I’ll be back by ten, and keep the ice on that egg,” Luis said without looking back.

He had just meant to ride around his old barrio, see if any of the Tiburones were hanging out at El Building, where most of them lived. It wasn’t far from the single-family home his father had bought when the business started paying off: a house that his mother lived in for three months before she took up residence at St. Joseph’s Hospital. She never came home again. These days Luis wished he still lived in that tiny apartment where there was always something to do, somebody to talk to.
Instead Luis found himself parked in front of the last place his mother had gone to: Ramirez Funeral Home. In the front yard was a huge oak tree that Luis remembered having climbed during the funeral to get away from people. The tree looked different now, not like a skeleton, as it had then, but green with leaves. The branches reached to the second floor of the house, where the family lived.

For a while Luis sat in the car allowing the memories to flood back into his brain. He remembered his mother before the illness changed her. She had not been beautiful, as his father told everyone; she had been a sweet lady, not pretty but not ugly. To him, she had been the person who always told him that she was proud of him and loved him. She did that every night when she came to his bedroom door to say good-night. As a joke he would sometimes ask her, “Proud of what? I haven’t done anything.” And she’d always say, “I’m just proud that you are my son.” She wasn’t perfect or anything. She had bad days when nothing he did could make her smile, especially after she got sick. But he never heard her say anything negative about anyone. She always blamed el destino, fate, for what went wrong. He missed her. He missed her so much. Suddenly a flood of tears that had been building up for almost three years started pouring from his eyes. Luis sat in his father’s car, with his head on the steering wheel, and cried, “Mami, I miss you.”

**Interpret Imagery**

How does the author describe Luis’s tears? What does this description tell you about Luis’s feelings?

---

**To Sum Up**

- Luis remembers that his mother said she was proud of him.
- Luis cries.
Something that is *soundproof* does not allow any sound to pass through it.

**Litany of View** Reread the passage that begins, “At first Luis felt angry and embarrassed . . .” How do you know that this passage is written from the third-person limited point of view?

---

**Background Information**

*Cinderella* is a fictional character whose lost shoe is found by a prince who falls in love with her.

---

When he finally looked up, he saw that he was being watched. Sitting at a large window with a pad and a pencil on her lap was Naomi. At first Luis felt angry and embarrassed, but she wasn’t laughing at him. Then she told him with her dark eyes that it was okay to come closer. He walked to the window, and she held up the sketch pad on which she had drawn him, not crying like a baby, but sitting on top of a mountain of silver disks, holding one up over his head. He had to smile.

The plate-glass window was locked. It had a security bolt on it. An alarm system, he figured, so nobody would steal the princess. He asked her if he could come in. It was *soundproof* too. He mouthed the words slowly for her to read his lips. She wrote on the pad, “I can’t let you in. My mother is not home tonight.” So they looked at each other and talked through the window for a little while. Then Luis got an idea. He signed to her that he’d be back, and drove to the junkyard.

Luis climbed up on his mountain of hubcaps. For hours he sorted the wheel covers by make, size, and condition, stopping only to call his father and tell him where he was and what he was doing. The old man did not ask him for explanations, and Luis was grateful for that. By lamppost light, Luis worked and worked, beginning to understand a little why his father kept busy all the time. Doing something that had a beginning, a middle, and an end did something to your head. It was like the satisfaction Luis got out of planning “adventures” for his Tiburones, but there was another element involved here that had nothing to do with showing off for others. This was a treasure hunt. And he knew what he was looking for.

Finally, when it seemed that it was a hopeless search, when it was almost midnight and Luis’s hands were cut and bruised from his work, he found it. It was the perfect match for Naomi’s drawing, the moon-shaped wheel cover for her car, Cinderella’s shoe. Luis jumped off the small mound of disks left under him and shouted, “Yes!” He looked around and saw neat stacks of hubcaps that he would wash the next day. He would build a display wall for his father. People would be able to come into the yard and point to whatever they wanted.
Luis washed the VW hubcap and polished it until he could see himself in it. He used it as a mirror as he washed his face and combed his hair. Then he drove to the Ramirez Funeral Home. It was almost pitch-black, since it was a moonless night. As quietly as possible, Luis put some gravel in his pocket and climbed the oak tree to the second floor. He knew he was in front of Naomi’s window—he could see her shadow through the curtains. She was at a table, apparently writing or drawing, maybe waiting for him. Luis hung the silver disk carefully on a branch near the window, then threw the gravel at the glass. Naomi ran to the window and drew the curtains aside while Luis held on to the thick branch and waited to give her the first good thing he had given anyone in a long time.

To Sum Up

- Luis cleans the hubcap.
- Luis goes back to the funeral home.
- Luis hangs the hubcap on a branch near Naomi’s window.
- Naomi comes to the window. Soon she will see the hubcap.
Vocabulary Check

A. Label each picture with the correct word.

<table>
<thead>
<tr>
<th>custody</th>
<th>juvenile</th>
<th>specialty</th>
<th>residence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
<td>3.</td>
<td>4.</td>
</tr>
</tbody>
</table>

B. Unscramble the word to find the answer to each question.

5. What is a word meaning “pieced together”?  
kehafitsm  

6. What is a word meaning “a place where someone lives”?  
srindceee  

7. What is a word meaning “to cut off the head of”?  
peaaiccted  

8. What is a word meaning “meant for young people”?  
julevein  

C. Circle the letter of the sentence that uses the boldface word correctly.

9. a. The birds always harass the sky as they fly.  
   b. The cat liked to harass the frightened birds in the nest.  

10. a. Mr. Perez built a makeshift fence out of wire he found in his garage.  
    b. Mr. Perez went to the store to purchase a makeshift fence.  

11. a. The library has some vintage books that are not available in stores anymore.  
    b. The famous author just finished writing her latest vintage book.  

12. a. Mr. Hunam made a relic out of clay in his workshop.  
    b. Ms. Keena found an ancient relic buried in the ground.
Comprehension Check

A. Draw two pictures. In your first picture, show what Luis is doing at the beginning of the story. In your second picture, show what Luis is doing at the end of the story.

Beginning

End

B. Write a sentence in each box that tells something Luis thinks about his father, about Naomi, and about his mother.

thinks his father

thinks Naomi

Luis thinks is mother

C. Write five things you learned about Luis from reading the story.

1. Before the story begins, Luis ___________________________ ____________________________

2. Luis is sad because ____________________________ ____________________________

3. Luis gets into trouble by ____________________________ ____________________________

4. Luis starts working hard because ____________________________ ____________________________

5. _______________________________________________________________
Journal Entry

Pretend that you are Luis. When you go home, after the story ends, you write about what happened in your journal. When you are finished, find a partner. Take turns reading your journal entries to each other.

Lately, I have been getting into a lot of trouble. First, ________________________________________________
__________________________________________________________________________________________________________________

Then __________________________________________________________________________________________
__________________________________________________________________________________________________________________

Now, I have to _____________________________________________________________________________________
__________________________________________________________________________________________________________________

I’ve been feeling like ______________________________________________________________________________
__________________________________________________________________________________________________________________

But things started to change when ______________________________________________________________________
__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________
Living Well. Living Good.

by Maya Angelou
Connect to the Memoir

Think of an event or memory that is important to you. What happened? When did it happen? Where was it? Fill in the chart below with details about the event.

What happened? _____________________________________________________________

Who was there? ______________________________________________________________

Why did it happen? _____________________________________________________________

When did it happen? _____________________________________________________________

Where did it happen? __________________________________________________________________________________

Literary Element  Memoir

A memoir is a narrative about something that happened in the author’s life.

➤ The story is told in the first person, using “I.”
➤ The writer shares what he or she thinks about the event.
➤ The writer says why the event or memory is important.

As you read, ask yourself why Maya Angelou chose to tell this story.

Reading Strategy  Draw Conclusions About Author’s Beliefs

Authors often include clues to their own beliefs in their writing. By looking for these clues, you can draw conclusions about the author’s beliefs and gain a deeper understanding of the work. Look at the details the author includes. Think about why they are included. What do they tell you?

As you read, ask yourself the following questions:

➤ What does this essay say about Angelou’s beliefs?
➤ What does this essay tell you about Angelou’s family and culture?
Selection Vocabulary

**meticulous** (mi tik’ ya las) adj. with lots of attention to details (p. 70)
Setting up the parade took hours of meticulous work.
➤ Cognate (Spanish) **meticuloso**

**commodious** (ka mō’ dē as) adj. roomy, with plenty of space (p. 71)
The commodious closet had room for all my clothes.

**convivial** (kan viv’ ē al) adj. friendly, fun to be with (p. 72)
We spent the day in the convivial company of our friends.

**scenario** (si när’ ē ō’) n. an expected or imagined series of events (p. 73)
We made plans for more than one scenario.

**inhibit** (in hib’ it) v. to keep someone from doing something (p. 73)
She doesn’t let difficulties inhibit her.
➤ Cognate (Spanish) **inhibir**

Content Vocabulary

**lush** (lash’) adj. showing thick, healthy growth (p. 71)
In spring, the garden is lush with new growth.

**ajar** (ə ğär’) adj. slightly open (p. 72)
We left the door ajar to let air into the room.

**gracious** (grā’ shas) adj. beautiful, comfortable (p. 72)
The magazine cover showed a picture of a gracious home.
➤ Cognate (Spanish) **gracioso**

**peering** (pē’ ing) v. looking carefully (p. 72)
She kept peering out the window, waiting for the car to arrive.

For more practice, see page 310.
Aunt Tee was a Los Angeles member of our extended family. She was seventy-nine when I met her, sinewy, strong, and the color of old lemons. She wore her coarse, straight hair, which was slightly streaked with gray, in a long braided rope across the top of her head. With her high cheekbones, old gold skin, and almond eyes, she looked more like an Indian chief than an old black woman. (Aunt Tee described herself and any favored member of her race as Negroes. Black was saved for those who had incurred her disapproval.)

She had retired and lived alone in a dead, neat ground-floor apartment. Wax flowers and china figurines sat on elaborately embroidered and heavily starched doilies. Sofas and chairs were tautly upholstered. The only thing at ease in Aunt Tee’s apartment was Aunt Tee.

I used to visit her often and perch on her uncomfortable sofa just to hear her stories. She was proud that after working thirty years as a maid, she spent the next thirty years as a live-in housekeeper, carrying the keys to rich houses and keeping meticulous accounts.

“Living in lets the white folks know Negroes are as neat and clean as they are, sometimes more so. And it gives the Negro maid a chance to see white folks ain’t no smarter than Negroes. Just luckier. Sometimes.”

Vocabulary
meticulous (mi tik’ ə los) adj: with lots of attention to details

1. A person’s extended family includes relatives besides parents, children, brothers, and sisters.
2. Here, sinewy (sin’ ə) could mean “strong” or “healthy.”
Aunt Tee told me that once she was housekeeper for a couple in Bel Air, California, lived with them in a fourteen-room ranch house. There was a day maid who cleaned, and a gardener who daily tended the lush gardens. Aunt Tee oversaw the workers. When she had begun the job, she had cooked and served a light breakfast, a good lunch, and a full three- or four-course dinner to her employers and their guests. Aunt Tee said she watched them grow older and leaner. After a few years they stopped entertaining and ate dinner hardly seeing each other at the table. Finally, they sat in a dry silence as they ate evening meals of soft scrambled eggs, melba toast, and weak tea. Aunt Tee said she saw them growing old but didn’t see herself aging at all.

She became the social maven. She started “keeping company” (her phrase) with a chauffeur down the street. Her best friend and her friend’s husband worked in service only a few blocks away. On Saturdays Aunt Tee would cook a pot of pigs’ feet, a pot of greens, fry chicken, make potato salad, and bake a banana pudding. Then, that evening, her friends—the chauffeur, the other housekeeper, and her husband—would come to Aunt Tee’s commodious live-in quarters. There the four would eat and drink, play records and dance. As the evening wore on, they would settle down to a serious game of bid whist.

Naturally, during this revelry jokes were told, fingers snapped, feet were patted, and there was a great deal of laughter.

Aunt Tee said that what occurred during every Saturday party startled her and her friends the first time it happened. They had been playing cards, and Aunt Tee, who had just won the bid, held a handful of trumps. She felt a cool breeze on her back and sat upright and turned around. Her employers had cracked her door open and beckoned to her. Aunt Tee, a little peeved, laid down her cards and went to the door. The couple backed away and asked her to come into the hall, and there they both spoke and won Aunt Tee’s sympathy forever.

“No, Theresa, we don’t mean to disturb you . . .” the man whispered, “but you all seem to be having such a good time . . .”

MEMOR: This memoir describes one person’s memory of another person’s story. Whose memory is described? Check one.

- Aunt Tee’s
- Maya Angelou’s

Vocabulary

- **commodious** (kə mōˈdē əs) adj. roomy, with plenty of space

- **lush** (ləsh) adj. showing thick, healthy growth

- **keeping company** means “in a romantic relationship with.”

- **Bel Air** is a rich area of Los Angeles.
- **maven** is someone who knows a subject very well.
- **Worked in service** means “worked as servants.”
- **Bid whist** is a card game.
The woman added, “We hear you and your friends laughing every Saturday night, and we’d just like to watch you. We don’t want to bother you. We’ll be quiet and just watch.”

The man said, “If you’ll just leave your door ajar, your friends don’t need to know. We’ll never make a sound.” Aunt Tee said she saw no harm in agreeing, and she talked it over with her company. They said it was OK with them, but it was sad that the employers owned the gracious house, the swimming pool, three cars, and numberless palm trees, but had no joy. Aunt Tee told me that laughter and relaxation had left the house; she agreed it was sad.

That story has stayed with me for nearly thirty years, and when a tale remains fresh in my mind, it almost always contains a lesson which will benefit me.

My dears, I draw the picture of the wealthy couple standing in a darkened hallway, peering into a lighted room where black servants were lifting their voices in merriment and comradery, and I realize that living well is an art which can be developed. Of course, you will need the basic talents to build upon: They are a love of life and ability to take great pleasure from small offerings, an assurance that the world owes you nothing and that every gift is exactly that, a gift. That people who may differ from you in political stance, sexual persuasion, and racial inheritance can be founts of fun, and if you are lucky, they can become even convivial comrades.

Living life as art requires a readiness to forgive. I do not mean that you should suffer fools gladly, but rather remember your own shortcomings, and when you encounter another with flaws, don’t be eager to righteously seal yourself away from the offender forever. Take a few breaths and imagine yourself having just committed the action which has set you at odds.
Because of the routines we follow, we often forget that life is an ongoing adventure. We leave our homes for work, acting and even believing that we will reach our destinations with no unusual event startling us out of our set expectations. The truth is we know nothing, not where our cars will fail or when our buses will stall, whether our places of employment will be there when we arrive, or whether, in fact, we ourselves will arrive whole and alive at the end of our journeys. Life is pure adventure, and the sooner we realize that, the quicker we will be able to treat life as art: to bring all our energies to each encounter, to remain flexible enough to notice and admit when what we expected to happen did not happen. We need to remember that we are created creative and can invent new scenarios as frequently as they are needed.

Life seems to love the liver of it. Money and power can liberate only if they are used to do so. They can imprison and inhibit more finally than barred windows and iron chains.

Vocabulary

scenario (sē nār′ ē ə′) n. an expected or imagined series of events
inhibit (i′n hib′ ət) v. to keep someone from doing something

Reflect

Draw Conclusions About Author’s Beliefs
Write a detail about money from the essay. Then write what this detail tells you about Maya Angelou’s beliefs.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Talk about your answer with a partner.

To Sum Up

➤ We should remember that nothing in life is certain.
➤ We should be flexible when surprising things happen.
➤ Money can actually make it harder, not easier, to live happily.
Vocabulary Check

A. Circle the picture that best answers each question.

1. Which garden is **lush**?

2. Which picture shows someone **peering**?

3. Which door is **ajar**?

B. Complete each of the following sentences.

4. You are **meticulous** if ____________________________________________

5. Something is **gracious** if ____________________________________________

6. If something is **commodious**, ____________________________________________

C. Check the correct meaning of each word.

7. **inhibit**
   - [ ] keep from doing something
   - [ ] make a guess
   - [ ] give directions

8. **scenario**
   - [ ] something to study
   - [ ] the way something looks
   - [ ] a series of possible events

9. **convivial**
   - [ ] difficult
   - [ ] worried
   - [ ] fun
A. What happens in “Living Well. Living Good.”? Complete the sentences below.
   1. Aunt Tee used to work as a ____________________________.
   2. Maya Angelou liked to visit Aunt Tee and ____________________________.
   3. Aunt Tee’s employers in Bel Air were rich, but ____________________________.

B. Maya Angelou uses details in her memoir that you can use to draw conclusions. Use details from “Living Well. Living Good.” to complete the chart.

<table>
<thead>
<tr>
<th>Detail</th>
<th>Conclusion</th>
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C. Put a check beside each trait that could be used to describe a memoir.
   - Includes rhymes at the ends of lines __________
   - Reveals the author’s thoughts or feelings __________
   - Is nonfiction __________
   - Describes something from the author’s life __________
   - Tries to make the reader agree with the author’s beliefs __________
Guidelines for Living Well

Maya Angelou says that living well is an art that can be developed. Use what she says in this essay to write a set of guidelines to help people develop this art.

Guideline 1: To start with, you need _____________________________________________.

Guideline 2: Next, you need to realize that other people are ___________________________.

Guideline 3: It is important to remember that, in life, _________________________________.

so you need to be able to deal with _____________________________________________.

Guideline 4: _________________________________________________________________.

Guideline 5: _________________________________________________________________.

Guideline 6: _________________________________________________________________.

Guideline 7: _________________________________________________________________.

Guideline 8: _________________________________________________________________.

Guideline 9: _________________________________________________________________.

Guideline 10: _______________________________________________________________.
The Tucson Zoo

by Lewis Thomas
Connect to the Essay

Have you ever been to a zoo or wildlife park? In what are animals kept?

List as many different things in which an animal can be kept as you can—even ones you haven’t actually seen. For each one, write what kind of animal would be kept in it.

Literary Element  Structure

An essay’s structure is the pattern a writer uses to present ideas. There are many different ways to structure an essay. They include:

➤ Narrative—uses chronological (time) order
➤ Cause and effect—shows how one thing causes another
➤ Compare and contrast—shows how two things are similar and different

As you read, ask yourself, How does Thomas structure his essay?

Reading Strategy  Draw Conclusions About Meaning

When readers draw conclusions about meaning, they are actively thinking about and interpreting content while they are reading. Asking, then answering, questions while you read can help you draw conclusions.

As you read, ask yourself questions such as:

➤ Why does the author start the essay this way?
➤ How did the author feel when a certain event happened?
➤ Why does the author think this event was important?
➤ What is the author trying to communicate to readers?

Note Taking

This selection will guide you to take notes, which will help you understand and remember what you read. Taking notes while you read will help you perform better in school on tests and use the knowledge you have gained in other settings as well. You will use the following skills in taking notes during this selection.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
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<tbody>
<tr>
<td>Reread</td>
<td>Look back over the page you have read.</td>
</tr>
<tr>
<td>Record</td>
<td>Write down your answers to the questions you are given.</td>
</tr>
<tr>
<td>Recap</td>
<td>Briefly review in your own words.</td>
</tr>
<tr>
<td>Summarize</td>
<td>Briefly state the main points.</td>
</tr>
</tbody>
</table>
Selection Vocabulary

elation (i lā' shan) n. a feeling of great happiness (p. 82)
She had a sense of elation as she finished the race.

debasement (di bās' mant) n. lowering in value (p. 84)
The debasement of the currency affected the economy.

intact (in takt') adj. complete, undamaged (p. 82)
We found the box with its contents intact.
➤ Cognate (Spanish) intacto

attribute (at' rā būt') n. a quality or characteristic (p. 86)
Being organized is a useful attribute.
➤ Cognate (Spanish) atributo

exultation (eg' zul tā' shan) n. extreme joy (p. 82)
The whole town was in a state of exultation over the team’s win.
➤ Cognate (Spanish) exultación

Content Vocabulary

artificial (är tā fi' shal) adj. made by humans (p. 80)
The ski slopes sometimes use artificial snow.
➤ Cognate (Spanish) artificial

surface (sər' fas) n. the upper limit of something (p. 80)
A leaf floated on the surface of the water.

hemisphere (he' mas' fir) n. half of a sphere, such as the earth (p. 82)
He cut the orange and gave me one juicy hemisphere.
➤ Cognate (Spanish) hemisferio

coiled (kōld) adj. formed into rings or spirals (p. 86)
The snake lay coiled in the dust.
Science gets most of its information by the process of reductionism, exploring the details, then the details of the details, until all the smallest bits of the structure, or the smallest parts of the mechanism, are laid out for counting and scrutiny. Only when this is done can the investigation be extended to encompass the whole organism or the entire system. So we say.

Sometimes it seems that we take a loss, working this way. Much of today’s public anxiety about science is the apprehension that we may forever be overlooking the whole by an endless, obsessive preoccupation with the parts. I had a brief, personal experience of this misgiving one afternoon in Tucson, where I had time on my hands and visited the zoo, just outside the city. The designers there have cut a deep pathway between two small artificial ponds, walled by clear glass, so when you stand in the center of the path you can look into the depths of each pool, and at the same time you can regard the surface. In one pool, on the right side of the path, is a family of otters; on the other side, a family of beavers. Within just a few feet from your face, on either side, beavers and otters are at play, underwater and on the surface, swimming toward your face and then away, more filled with life than any creatures I have ever seen before, in all my days. Except for the glass, you could reach across and touch them.

To Sum Up

- Lewis Thomas is a scientist. He usually looks at the smallest parts of things.
- One day at the Tucson Zoo, he saw otters and beavers swimming.

1. **Reductionism** is a way to explain complex things by reducing them to more basic parts.
Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is ________________________________
   because ___________________________________________________________________.

2. One word that I didn’t know on this page is ________________________________.
   It means ___________________________________________________________________.

3. One thing I read on this page that I already knew is ________________________________
   ____________________________________________________________________________.

4. One thing I learned on this page that I didn’t know is ________________________________
   ____________________________________________________________________________.

5. Recap, or write in your own words, what you learned by reading this page.
   ____________________________________________________________________________
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6. Summarize below what you’ve recorded.

<table>
<thead>
<tr>
<th>Most Interesting Word</th>
<th>New Word</th>
<th>One Thing I Already Knew</th>
<th>One Thing I Learned</th>
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</table>
He was amazed by the sight of the beavers and otters playing.

The amazed feeling only lasted a moment. He soon started thinking like a scientist again.

Scientists often take things apart and look at them in detail.

Some people worry that the scientific approach misses important things.

To Sum Up

Vocabulary

elation (elə'shan) n. a feeling of great happiness
intact (in'takt) adj. complete, undamaged
exultation (eg'zul-ta'shan) n. extreme joy

4. The limbic system is a region of the brain involved in the control of some types of behavior.
5. Ethology (eth ol'a je) is the study of the way animals behave.
6. A receptor is a nerve cell that responds to a stimulus and sends a message to the brain.
Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is ______________________________
   because ____________________________________________________________________

2. One word that I didn’t know on this page is ________________________________
   It means ____________________________________________________________________

3. One thing I read on this page that I already knew is __________________________
   __________________________________________________________________________

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Only about me, and I suspect also about you, maybe about human beings at large: we are endowed with genes which code out our reaction to beavers and otters, maybe our reaction to each other as well. We are stamped with stereotyped, unalterable patterns of response, ready to be released. And the behavior released in us, by such confrontations, is, essentially, a surprised affection. It is compulsory behavior and we can avoid it only by straining with the full power of our conscious minds, making up conscious excuses all the way. Left to ourselves, mechanistic and autonomic, we hanker for friends.

Everyone says, stay away from ants. They have no lessons for us; they are crazy little instruments, inhuman, incapable of controlling themselves, lacking manners, lacking souls. When they are massed together, all touching, exchanging bits of information held in their jaws like memoranda, they become a single animal. Look out for that. It is a debasement, a loss of individuality, a violation of human nature, an unnatural act.

Sometimes people argue this point of view seriously and with deep thought. Be individuals, solitary and selfish, is the message. Altruism, a jargon word for what used to be called love, is worse than weakness, it is sin, a violation of nature. Be separate. Do not be a social animal. But this is a hard argument to make convincingly when you have to depend on language to make it. You have to print up leaflets or publish books and get them bought and sent around, you have to turn up on television and catch the attention of millions of other human beings all at once, and then you have to say to all of them, all at once, all collected and paying attention: be solitary; do not depend on each other. You can’t do this and keep a straight face.

To Sum Up

- Thomas learned a lot about himself from that experience.
- By nature, human beings want to have friends.
- The need to act as individuals is in conflict with our social nature.

Vocabulary

debasement (di bā’s ment) n. lowering in value

7. Mechanistic means something that is determined physically. Autonomic means natural and unplanned.

8. Altruism is behavior that benefits another animal. In humans, the term means “unselfish concern for others.”
Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is ______________________________________________________
   because  ___________________________________________________________________________________.

2. One word that I didn’t know on this page is ____________________________________________________.
   It means  ___________________________________________________________________________________.

3. One thing I read on this page that I already knew is ____________________________________________
   _____________________________________________________________________________________________.

4. One thing I learned on this page that I didn’t know is ____________________________________________
   _____________________________________________________________________________________________.

5. Recap, or write in your own words, what you learned by reading this page.
   _____________________________________________________________________________________________
   _____________________________________________________________________________________________
   _____________________________________________________________________________________________
   _____________________________________________________________________________________________

6. Summarize below what you’ve recorded.

<table>
<thead>
<tr>
<th>Most Interesting Word</th>
<th>New Word</th>
<th>One Thing I Already Knew</th>
<th>One Thing I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
Maybe altruism is our most primitive attribute, out of reach, beyond our control. Or perhaps it is immediately at hand, waiting to be released, disguised now, in our kind of civilization, as affection or friendship or attachment. I don’t see why it should be unreasonable for all human beings to have strands of DNA coiled up in chromosomes, coding out instincts for usefulness and helpfulness. Usefulness may turn out to be the hardest test of fitness for survival, more important than aggression, more effective, in the long run, than grabbiness. If this is the sort of information biological science holds for the future, applying to us as well as to ants, then I am all for science.

One thing I’d like to know most of all: when those ants have made the Hill, and are all there, touching and exchanging, and the whole mass begins to behave like a single huge creature, and thinks, what on earth is that thought? And while you’re at it, I’d like to know a second thing: when it happens, does any single ant know about it? Does his hair stand on end?

**Vocabulary**

attribute (at’ ra bút’) n. a quality or characteristic (p. 83)

---

**To Sum Up**

> Thomas wonders whether the need to do things for other people is part of every person.

> Thomas wonders whether or not ants think as individuals.

---

**REFLECT**

**Draw Conclusions About Meaning**

Rered the last paragraph on this page. What do you think is Thomas’s attitude toward ants? Why?

---

Talk about your answer with a partner.
Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is ______________________________________________________
   because  ___________________________________________________________________________________ .

2. One word that I didn’t know on this page is ____________________________________________________ .
   It means  _____________________________________________________________________________________ .

3. One thing I read on this page that I already knew is ______________________________________________
   _____________________________________________________________________________________________ .

4. One thing I learned on this page that I didn’t know is ____________________________________________
   _____________________________________________________________________________________________ .

5. Recap, or write in your own words, what you learned by reading this page.
   _____________________________________________________________________________________________
   _____________________________________________________________________________________________
   _____________________________________________________________________________________________
   _____________________________________________________________________________________________

6. Summarize below what you’ve recorded.

<table>
<thead>
<tr>
<th>Most Interesting Word</th>
<th>New Word</th>
<th>One Thing I Already Knew</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
A. Reread the description of the beaver and otter pools on page 80. In the space below, draw a map showing the beaver pool, the otter pool, and the path between them. Label all the parts of your map.

B. Think about how the author uses cause and effect in the essay. Then complete the sentences below.
   1. Lewis Thomas went to the zoo because __________________________________________.
   2. Lewis Thomas says he is transfixed in the essay because __________________________________________.
   3. Some people say to stay away from ants because __________________________________________.

C. In this essay, Lewis Thomas combines scientific terms and terms that describe emotions. Find some of these terms in the text. Write them in the chart below.

<table>
<thead>
<tr>
<th>Scientific Terms</th>
<th>Emotional Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For more practice, see pages 312 and 313.
Straw into Gold: The Metamorphosis of the Everyday

by Sandra Cisneros

Benchmarks

For pages 89–98, 314–315

Reading Process:
LA.910.1.7.5 Analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text.
Connect to the Essay

In this essay, Sandra Cisneros talks about succeeding at things she didn’t think she could do. What would you do if you had to do something that seems too difficult, or that you had never done before? Make a list of ways you could approach a challenge.

I could ____________________________________________
I could ____________________________________________
I could ____________________________________________
I could ____________________________________________
I could ____________________________________________

Literary Element  Thesis

The **thesis** is the main idea of a piece of writing. It is closely connected to the author’s purpose for writing. Sometimes the thesis is stated directly. Sometimes it is suggested, or given indirectly. The details or examples that are included can help you recognize the author’s thesis.

As you read, ask yourself, What is Cisneros’s main idea, or thesis, in this essay? Does she state it directly or indirectly?

Reading Strategy  Analyze Text Structure

When authors write, they don’t just put ideas down as they think of them. They organize their ideas and present them in some kind of order. This organization is the text structure.

One way to **analyze text structure** is to ask yourself questions as you read. Use a chart to record your questions and your answers. You can ask questions such as these:

- Who is the main subject of the essay?
- Is the essay written in chronological order—that is, are events given in the order in which they happened?
- If not, how are the events connected?
Selection Vocabulary

**intuitively** (in tū’ ə tiv lē) *adv.* knowing something without needing to be taught (p. 92)
She seemed to swim **intuitively**, as if she had always known how.
➤ Cognate (Spanish) **intuitivamente**

**nomadic** (nō ma’ dik) *adj.* roaming from place to place (p. 94)
The **nomadic** tribe moved from the desert to the mountains.

**taboo** (ta bō’ ) *n.* a cultural or social rule forbidding something (p. 93)
In his culture, eating with your left hand is **taboo**.
➤ Cognate (Spanish) **tabú**

**nostalgia** (nä stal’ ja) *n.* an expected or imagined series of events (p. 94)
My grandfather feels great **nostalgia** for the 1950s.
➤ Cognate (Spanish) **nostalgia**

Content Vocabulary

**tortilla** (tor tē’ ya) *n.* thin, flat round bread made of cornmeal or wheat flour (p. 92)
The **tortilla** is an important part of Mexican cooking.
➤ Cognate (Spanish) **tortilla**

**opera** (ä’ pa ra) *n.* a drama set to music (p. 93)
The **opera** house has a huge stage, with beautiful sets.

**avalanche** (a’ va lanch’) *n.* a great rush or gathering of something, such as snow or rocks (p. 94)
The road was closed because of the risk of an **avalanche**.
➤ Cognate (Spanish) **avalancha**

**crumpled** (kram’ pald) *adj.* bent or crushed out of shape (p. 94)
He tried to flatten a **crumpled** piece of paper.

For more practice, see page 314.
When I was living in an artists’ colony in the south of France, some fellow Latin-Americans who taught at the university in Aix-en-Provence invited me to share a home-cooked meal with them. I had been living abroad almost a year then on an NEA grant, subsisting mainly on French bread and lentils so that my money could last longer. So when the invitation to dinner arrived, I accepted without hesitation. Especially since they had promised Mexican food.

What I didn’t realize when they made this invitation was that I was supposed to be involved in preparing the meal. I guess they assumed I knew how to cook Mexican food because I am Mexican. They wanted specifically tortillas, though I’d never made a tortilla in my life.

It’s true I had witnessed my mother rolling the little armies of dough into perfect circles, but my mother’s family is from Guanajuato; they are provincianos, country folk. They only know how to make flour tortillas. My father’s family, on the other hand, is chilango from Mexico City. We ate corn tortillas but we didn’t make them. Someone was sent to the corner tortilleria to buy some. I’d never seen anybody make corn tortillas. Ever.

Somehow my Latino hosts had gotten a hold of a packet of corn flour, and this is what they tossed my way with orders to produce tortillas. Así como sea. Any ol’ way, they said and went back to their cooking.

Why did I feel like the woman in the fairy tale who was locked in a room and ordered to spin straw into gold? I had the same sick feeling when I was required to write my critical essay for the MFA exam—the only piece of noncreative writing necessary in order to get my graduate degree. How was I to start? There were rules involved here, unlike writing a poem or story, which I did intuitively. There was a step by step process needed and I had better know it. I felt as if making tortillas—or writing a critical paper, for that matter—were tasks so impossible I wanted to break down into tears.

Vocabulary

intuitively (in too it iv lē) adv. knowing something without needing to be taught

1. NEA means “National Endowment for the Arts.” This group helps artists, such as writers.
2. Chilango (chē län’ gō) is a Mexican slang term. It means “someone from Mexico City.”
3. MFA stands for “Master of Fine Arts.” This is a college degree.
Somehow though, I managed to make tortillas—crooked and burnt, but edible nonetheless. My hosts were absolutely ignorant when it came to Mexican food; they thought my tortillas were delicious. (I’m glad my mama wasn’t there.) Thinking back and looking at an old photograph documenting the three of us consuming those lopsided circles I am amazed. Just as I am amazed I could finish my MFA exam.

I’ve managed to do a lot of things in my life I didn’t think I was capable of and which many others didn’t think I was capable of either. Especially because I am a woman, a Latina, an only daughter in a family of six men. My father would’ve liked to have seen me married long ago. In our culture men and women don’t leave their father’s house except by way of marriage. I crossed my father’s threshold with nothing carrying me but my own two feet. A woman whom no one came for and no one chased away.

To make matters worse, I left before any of my six brothers had ventured away from home. I broke a terrible taboo. Somehow, looking back at photos of myself as a child, I wonder if I was aware of having begun already my own quiet war.

I like to think that somehow my family, my Mexicanness, my poverty, all had something to do with shaping me into a writer. I like to think my parents were preparing me all along for my life as an artist even though they didn’t know it. From my father I inherited a love of wandering. He was born in Mexico City but as a young man he traveled into the U.S. vagabonding. He eventually was drafted and thus became a citizen. Some of the stories he has told about his first months in the U.S. with little or no English surface in my stories in The House on Mango Street as well as others I have in mind to write in the future. From him I inherited a sappy heart. (He still cries when he watches Mexican soaps—especially if they deal with children who have forsaken their parents.)

My mother was born like me—in Chicago but of Mexican descent. It would be her tough streetwise voice that would haunt all my stories and poems. An amazing woman who loves to draw and read books and can sing an opera. A smart cookie.

---

**Vocabulary**

**taboo** (ta bōō) *n.* a cultural or social rule forbidding something

**opera** (a’ pə rə) *n.* a drama set to music

**Smart cookie** means “someone who is clever and good at dealing with things.”
When I was a little girl we traveled to Mexico City so much I thought my grandparents’ house on La Fortuna, number 12, was home. It was the only constant in our nomadic ramblings from one Chicago flat to another. The house on Destiny Street, number 12, in the colonia Tepeyac would be perhaps the only home I knew, and that nostalgia for a home would be a theme that would obsess me.

My brothers also figured greatly in my art. Especially the older two; I grew up in their shadows. Henry, the second oldest and my favorite, appears often in poems I have written and in stories which at times only borrow his nickname, Kiki. He played a major role in my childhood. We were bunk-bed mates. We were co-conspirators. We were pals. Until my oldest brother came back from studying in Mexico and left me odd woman out for always.

What would my teachers say if they knew I was a writer now? Who would’ve guessed it? I wasn’t a very bright student. I didn’t much like school because we moved so much and I was always new and funny looking. In my fifth-grade report card I have nothing but an avalanche of C’s and D’s, but I don’t remember being that stupid. I was good at art and I read plenty of library books and Kiki laughed at all my jokes. At home I was fine, but at school I never opened my mouth except when the teacher called on me.

When I think of how I see myself it would have to be at age eleven. I know I’m thirty-two on the outside, but inside I’m eleven. I’m the girl in the picture with skinny arms and a crumpled skirt and crooked hair. I didn’t like school because all they saw was the outside me. School was lots of rules and sitting with your hands folded and being very afraid all the time. I liked looking out the window and thinking. I liked staring at the girl across the way writing her name over and over again in red ink. I wondered why the boy with the dirty collar in front of me didn’t have a mama who took better care of him.

I think my mama and papa did the best they could to keep us warm and clean and never hungry. We had birthday and graduation parties and things like that, but there was another hunger that had to be fed. There was a hunger I didn’t even have a name for. Was this when I began writing?
In 1966 we moved into a house, a real one, our first real home. This meant we didn’t have to change schools and be the new kids on the block every couple of years. We could make friends and not be afraid we’d have to say goodbye to them and start all over. My brothers and the flock of boys they brought home would become important characters eventually for my stories—Louie and his cousins, Meme Ortiz and his dog with two names, one in English and one in Spanish.

My mother flourished in her own home. She took books out of the library and taught herself to garden—to grow flowers so envied we had to put a lock on the gate to keep out the midnight flower thieves. My mother has never quit gardening.

This was the period in my life, that slippery age when you are both child and woman and neither, I was to record in *The House on Mango Street*. I was still shy. I was a girl who couldn’t come out of her shell.

How was I to know I would be recording and documenting the women who sat their sadness on an elbow and stared out a window? It would be the city streets of Chicago I would later record, as seen through a child’s eyes.

---

**REFLECT**

**Analyze Text Structure**

Sandra Cisneros has named several places in this essay. List these places. Then write how you think they are connected.

---

**To Sum Up**

➤ When Sandra’s family bought a house of their own, they were able to settle into a home for a long time.

➤ She later wrote a book that reflects that time in her life.
I’ve done all kinds of things I didn’t think I could do since then. I’ve gone to a prestigious university, studied with famous writers, and taken an MFA degree. I’ve taught poetry in schools in Illinois and Texas. I’ve gotten an NEA grant and run away with it as far as my courage would take me. I’ve seen the bleached and bitter mountains of the Peloponnesus. I’ve lived on an island. I’ve been to Venice twice. I’ve lived in Yugoslavia. I’ve been to the famous Nice flower market behind the opera house. I’ve lived in a village in the pre-Alps and witnessed the daily parade of promenaders.

I’ve moved since Europe to the strange and wonderful country of Texas, land of Polaroid-blue skies and big bugs. I met a mayor with my last name. I met famous Chicana and Chicano artists and writers and políticos.

Texas is another chapter in my life. It brought with it the Dobie-Paisano Fellowship, a six-month residency on a 265-acre ranch. But most important, Texas brought Mexico back to me.

In the days when I would sit at my favorite people-watching spot, the snakey Woolworth’s counter across the street from the Alamo (the Woolworth’s which has since been torn down to make way for progress), I couldn’t think of anything else I’d rather be than a writer. I’ve traveled and lectured from Cape Cod to San Francisco, to Spain, Yugoslavia, Greece, Mexico, France, Italy, and now today to Texas. Along the way there has been straw for the taking. With a little imagination, it can be spun into gold.

4. Peloponnesus (pĕl’ə pə nĕs’əs) is an area in Greece.
5. Nice (nēs) is a city in southern France.
6. Políticos (pō lī’tō kōs) means “politicians.”
7. The Alamo is a building in San Antonio, Texas. It was the site of a famous battle in Texas’s war for independence from Mexico.
After You Read

Vocabulary Check

A. Match the vocabulary word to the correct picture.

1. avalanche

![avalanche_image]

2. crumpled

![crumpled_image]

3. tortillas

![tortillas_image]

B. Complete each sentence with the best word.

intuitively taboo nomadic avalanche

4. In a dangerous situation, she reacted ______________.
5. I opened my desk, and a(n) ______________ of papers rushed out.
6. When people became upset with her, she realized that she had broken a social ______________.
7. The ______________ family never lived in one place for more than a few months.

C. Find the vocabulary words on page 91. Reread the example sentences. Then complete the sentences below using what you know about the vocabulary words.

8. If someone did things **intuitively**, he or she might learn them _________________________________.
9. People who often feel **nostalgic** probably _________________________________.
10. If something is **taboo**, you probably _________________________________.

---

Straw into Gold: The Metamorphosis of the Everyday
A. Complete the sentences below.

1. In the essay, Sandra Cisneros compares making tortillas to ____________________________
   ___________________________________________________________________________________.

2. Cisneros compares some events in her life to this task because _____________________________
   ___________________________________________________________________________________.

3. Cisneros's goal in life was to ___________________________________________________________________
   ___________________________________________________________________________________.

B. In this essay, Sandra Cisneros names some events, places, and people that influenced her. Find at least four of
these details. Use them to create a web showing some of the influences on Cisneros's writing. One has been
done for you.

C. This essay gives a lot of details about Sandra Cisneros's childhood. However, they are not in chronological (time)
order. Number the sentences below to put them in chronological order. The first one has been done for you.

__________ When she was a child, Cisneros's family moved a lot.
__________ After college, she spent some time in France.
__________ Sandra's grades in school were poor, but she loved to read.
__________ In 1966, when Sandra was about 12 years old, her family bought a house of their own in Chicago.
__________ Sandra Cisneros was born in Chicago.
__________ Sandra Cisneros left home before any of her brothers and went to college.

For more practice, see page 315.
What I See in Lincoln’s Eyes

by Barack Obama

TIME

Benchmarks

For pages 99–108 plus 316–317

Literary Analysis: LA.910.2.1.5
Develop an interpretation of a literary work by describing an author’s use of literary elements (e.g., theme, point of view, characterization, setting, plot) and explaining the literary techniques used to develop them (e.g., symbolism, allusion, omniscient, conflict, dialogue).
Connect to the Article

Do you have a role model? A role model is someone you admire, who leads by example. It could be someone you know. It could be someone you have never met whose actions inspire you.

Think of someone who is, or could be, a role model for you. Write the person’s name in the center circle of the web. Write the things you admire about the person in the other circles.

Reading Strategy  Analyze a Visual Image

Some written text uses descriptions that suggest images. These descriptions can bring out an emotional response in the reader.

As you read, pay attention to the writer’s choice of words that suggest images. Ask yourself questions like these:

➤ What kind of image is the writer trying to suggest here?
➤ What emotions does this image bring out in me?
➤ Why might the writer want me to respond like this?

You can use a graphic organizer like this one to keep track of imagery and emotional responses. Complete the box on the right with your own response.

Visual Imagery

“Lincoln’s face is as finely lined as a pressed flower.”

Emotional Response

Note Taking

This selection will guide you to take notes, which will help you understand and remember what you read. Taking notes while you read will help you perform better in school on tests and use the knowledge you have gained in other settings as well. You will use the following skills in taking notes during this selection.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Reread</td>
<td>Look back over the page you have read.</td>
</tr>
<tr>
<td>Record</td>
<td>Write down your answers to the questions you are given.</td>
</tr>
<tr>
<td>Recap</td>
<td>Briefly review in your own words.</td>
</tr>
<tr>
<td>Summarize</td>
<td>Briefly state the main points.</td>
</tr>
</tbody>
</table>
### Content Vocabulary

<table>
<thead>
<tr>
<th><strong>portrait</strong> (por’ trat) n. a picture of a person, usually showing the face (p. 102)</th>
<th><strong>icon</strong> (ɪ’ kæn’) n. an object or image that represents an idea (p. 104)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In art class, I had to paint a <strong>portrait</strong> of another student.</td>
<td>The building became an <strong>icon</strong> of modern architecture.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>lens</strong> (lɛnz’) n. a piece of something clear, such as glass, used to focus (p. 102)</th>
<th><strong>etched</strong> (echd) v. clearly and deeply marked (p. 104)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I broke one <strong>lens</strong> on my glasses.</td>
<td>The scene was <strong>etched</strong> in my memory.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>humble</strong> (hʌm’ bəl) adj. modest or simple; low in rank (p. 102)</th>
<th><strong>crease</strong> (krɛs) n. a line or ridge made by folding something (p. 104)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Her background was <strong>humble</strong>, but she became very successful.</td>
<td>The napkin had a sharp <strong>crease</strong> where it had been folded.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>minority</strong> (ma nor’a tɛ) n. the smaller in number of the groups that make up a whole (p. 102)</th>
<th><strong>lanky</strong> (lan’ kɛ) adj. ungracefully tall and thin (p. 106)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Those voting against the new playground were in the <strong>minority</strong>.</td>
<td>As a teenager, he was <strong>lanky</strong> and shy.</td>
</tr>
</tbody>
</table>
He never won Illinois’s Senate seat. But in many ways, he paved the way for me.

My favorite portrait of Abraham Lincoln comes from the end of his life. In it, Lincoln’s face is as finely lined as a pressed flower. He appears frail, almost broken; his eyes, averted from the camera’s lens, seem to contain a heartbreaking melancholy, as if he sees before him what the nation had so recently endured.

It would be a sorrowful picture except for the fact that Lincoln’s mouth is turned ever so slightly into a smile. The smile doesn’t negate the sorrow. But it alters tragedy into grace. It’s as if this rough-faced, aging man has cast his gaze toward eternity and yet still cherishes his memories—of an imperfect world and its fleeting, sometimes terrible beauty. On trying days, the portrait, a reproduction of which hangs in my office, soothes me; it always asks me questions.

What is it about this man that can move us so profoundly? Some of it has to do with Lincoln’s humble beginnings, which often speak to our own. When I moved to Illinois 20 years ago to work as a community organizer, I had no money in my pockets and didn’t know a single soul. During my first six years in the state legislature, Democrats were in the minority, and I couldn’t get a bill heard, much less passed. In my first race for Congress, I had my head handed to me. So when I, an African American man with a funny name, born in Hawaii of a father from Kenya and a mother from Kansas, announced my candidacy for the

I had my head handed to me means “I lost very badly.”

To Sum Up

- Barack Obama’s favorite photograph of Abraham Lincoln was made near the end of the president’s life.
- Like Lincoln, when Obama came to Illinois, he had no money or power.
Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is ________________________________
   because _____________________________________________________________________.

2. One word that I didn’t know on this page is ________________________________.
   It means _____________________________________________________________________.

3. One thing I read on this page that I already knew is ________________________________
   _____________________________________________________________________________.

4. One thing I learned on this page that I didn’t know is ________________________________
   _____________________________________________________________________________.

5. Recap, or write in your own words, what you learned by reading this page.
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

6. Summarize below what you’ve recorded.

<table>
<thead>
<tr>
<th>Most Interesting Word</th>
<th>New Word</th>
<th>One Thing I Already Knew</th>
<th>One Thing I Learned</th>
</tr>
</thead>
</table>
What I See in Lincoln’s Eyes

United States Senate, it was hard to imagine a less likely scenario than that I would win—except, perhaps, for the one that allowed a child born in the backwoods of Kentucky with less than a year of formal education to end up as Illinois’ greatest citizen and our nation’s greatest President.

In Lincoln’s rise from poverty, his ultimate mastery of language and law, his capacity to overcome personal loss and remain determined in the face of repeated defeat—in all this, he reminded me not just of my own struggles. He also reminded me of a larger, fundamental element of American life—the enduring belief that we can constantly remake ourselves to fit our larger dreams.

A connected idea attracts us to Lincoln: As we remake ourselves, we remake our surroundings. He didn’t just talk or write or theorize. He split rail, fired rifles, tried cases, and pushed for new bridges and roads and waterways. In his sheer energy, Lincoln captures a hunger in us to build and to innovate. It’s a quality that can get us in trouble; we may be blind at times to the costs of progress. And yet, when I travel to other parts of the world, I remember that it is precisely such energy that sets us apart, a sense that there are no limits to the heights our nation might reach.

Still, as I look at his picture, it is the man and not the icon that speaks to me. I cannot swallow whole the view of Lincoln as the Great Emancipator. As a law professor and civil rights lawyer and as an African American, I am fully aware of his limited views on race. Anyone who actually reads the Emancipation Proclamation knows it was more a military document than a clarion call for justice. Scholars tell us too that Lincoln wasn’t immune from political considerations and that his temperament could be indecisive and morose.

But it is precisely those imperfections—and the painful self-awareness of those failings etched in every crease of his face and reflected in those haunted eyes—that make him so compelling. For when the time came to confront the greatest moral challenge this nation has ever faced, this all too human man did not pass the challenge on to future generations. He neither demonized the fathers and sons who did battle on the other side nor sought to diminish the terrible costs of his war. In the midst of slavery’s dark storm and the complexities of governing a house divided, he somehow kept his moral compass pointed firm and true.

To Sum Up

- Obama believes Lincoln was a great man, but he was not perfect.
- Although Lincoln faced a huge challenge, he did what he thought was right.
Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is ________________________________
   because ___________________________________________________________________________________.

2. One word that I didn’t know on this page is ________________________________.
   It means ___________________________________________________________________________________.

3. One thing I read on this page that I already knew is ________________________________
   _____________________________________________________________________________________________.

4. One thing I learned on this page that I didn’t know is ________________________________
   _____________________________________________________________________________________________.

5. Recap, or write in your own words, what you learned by reading this page.
   ___________________________________________________________________________________________
   ___________________________________________________________________________________________
   ___________________________________________________________________________________________
   ___________________________________________________________________________________________

6. Summarize below what you’ve recorded.

<table>
<thead>
<tr>
<th>Most Interesting Word</th>
<th>New Word</th>
<th>One Thing I Already Knew</th>
<th>One Thing I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What I see in Lincoln’s Eyes

Lincoln was able to overcome huge obstacles. However, he did not win the Illinois seat in the Senate.

Barack Obama later won that seat in the Senate.

Lincoln’s words and actions in the 1800s made it possible for Obama to be a senator today.

What I marvel at, what gives me such hope, is that this man could overcome depression, self-doubt, and the constraints of biography and not only act decisively but retain his humanity. Like a figure from the Old Testament, he wandered the earth, making mistakes, loving his family but causing them pain, despairing over the course of events, trying to divine God’s will. He did not know how things would turn out, but he did his best.

A few weeks ago, I spoke at the commencement at Knox College in Galesburg, Illinois. I stood in view of the spot where Lincoln and Stephen Douglas held one of their famous debates during their race in 1858 for the U.S. Senate. The only way for Lincoln to get onto the podium was to squeeze his lanky frame through a window, whereupon he reportedly remarked, “At last I have finally gone through college.” Waiting for the soon-to-be graduates to assemble, I thought that even as Lincoln lost that Senate race, his arguments that day would result, centuries later, in my occupying the same seat that he coveted. He may not have dreamed of that exact outcome. But I like to believe he would have appreciated the irony. Humor, ambiguity, complexity, compassion—all were part of his character. And as Lincoln called once upon the better angels of our nature, I believe that he is calling still, across the ages, to summon some measure of that character, the American character, in each of us today.

REFLECT

Analyse a Visual Image

Look back through the article. Underline the words and phrases that Obama uses to describe Lincoln’s appearance. Think about how these descriptions might make the reader feel.

Now, write how these descriptions help Obama present his message to readers.

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

Talk about your answer with a partner.

To Sum Up

- Lincoln was able to overcome huge obstacles. However, he did not win the Illinois seat in the Senate.
- Barack Obama later won that seat in the Senate.
- Lincoln’s words and actions in the 1800s made it possible for Obama to be a senator today.
Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is ______________________________________________________
   because ___________________________________________________________________________________.

2. One word that I didn’t know on this page is ____________________________________________________.
   It means ____________________________________________________________________________________.

3. One thing I read on this page that I already knew is ______________________________________________
   _____________________________________________________________________________________________.

4. One thing I learned on this page that I didn’t know is ____________________________________________
   _____________________________________________________________________________________________.

5. Recap, or write in your own words, what you learned by reading this page.
   _____________________________________________________________________________________________
   _____________________________________________________________________________________________
   _____________________________________________________________________________________________
   _____________________________________________________________________________________________

6. Summarize below what you’ve recorded.

<table>
<thead>
<tr>
<th>Most Interesting Word</th>
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<th>One Thing I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
Comprehension Check

A. Think about the way Barack Obama described Abraham Lincoln in the article. Check each adjective that fits with this description.

- aggressive
- old
- troubled
- happy
- determined

B. Barack Obama describes Abraham Lincoln’s weaknesses as well as his strengths. Complete the chart by writing in the strengths and weaknesses Obama describes.

<table>
<thead>
<tr>
<th>Abraham Lincoln</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strengths</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Weaknesses</strong></td>
<td></td>
</tr>
</tbody>
</table>

C. In this article, Barack Obama points out things that he and Abraham Lincoln have in common. List as many of them as you can. Then write why you think Obama might want people to think he is like Lincoln.

Things Obama and Lincoln have in common:

____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

Obama might want people to think he is like Lincoln because

____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
Connect to the Speech

Have you ever helped a friend when someone else was unkind to him or her? Fill in the chart with information about what happened.

<table>
<thead>
<tr>
<th>Who</th>
<th>When</th>
<th>Where</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>The problem was . . .</th>
<th>What I did</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Literary Element  
Author’s Purpose

An author’s purpose is the author’s reason for writing. The author may want to entertain readers. The author may want to give readers information or persuade readers to do something.

The author’s purpose can also be affected by the audience. The audience is the people who will read or listen to the author’s words. Think of someone giving a speech to a group of first graders or a group of teachers. The purpose of each speech would be different, because the audiences are different.

As you read this speech, ask yourself these questions:

➤ Who was the audience for Toni Morrison’s speech?
➤ What characteristics made that audience different from other audiences?
➤ How might the audience have affected Morrison’s purpose in writing her speech?

Reading Strategy  
Identify Problem and Solution

Some writing is about a problem and offers a solution. The author tries to persuade readers that something needs to be changed in a certain way. As you read this speech, ask yourself these question:

➤ What problem is Toni Morrison trying to point out?
➤ What solution to the problem does she suggest?
Selection Vocabulary

**fetish** (fet’i sh) *n.* an abnormal obsession or attachment (p. 112)
He has a *fetish* for cleanliness and spends hours scrubbing every day.

**dominion** (da min’yan) *n.* control (p. 112)
France once held *dominion* over much of the region.
>
  Cognate (Spanish) **dominio**

**deflect** (di flekt’) *v.* to cause to turn aside; to bend (p. 113)
Nothing they said could *deflect* her from her goal.

**emanate** (em’a nät’) *v.* to come from a source (p. 114)
A welcoming lights *emanate* from the house.
>
  Cognate (Spanish) **emanar**

**abstraction** (ab strak’shan) *n.* an idea, separate from any specific object (p. 114)
Hard work was an *abstraction* to him, which is why he preferred to relax.

Content Vocabulary

**medieval** (mi dē’val) *adj.* relating to the historical period between about 500 and 1450 C.E. (p. 112)
The walls of the city are from the *medieval* period.
>
  Cognate (Spanish) **medieval**

**wield** (wēld) *v.* handled well (p. 113)
She *wielded* a lot of influence in the Senate.

**flourish** (flar’ish) *v.* to grow well (p. 113)
Citrus trees *flourish* in Florida’s warm climate.
>
  Cognate (Spanish) **florecer**

**wither** (wi’thar) *v.* to lose strength or freshness (p. 113)
If they are not watered, houseplants will *wither* and die.

For more practice, see page 318.
Let me begin by taking you back a little. Back before the days at college. To nursery school, probably, to a once-upon-a-time time when you first heard, or read, or, I suspect, even saw “Cinderella.” Because it is Cinderella that I want to talk about; because it is Cinderella who causes me a feeling of urgency. What is unsettling about that fairy tale is that it is essentially the story of household—a world, if you please—of women gathered together and held together in order to abuse another woman. There is, of course, a rather vague absent father and a nick-of-time prince with a foot fetish. But neither has much personality. And there are the surrogate “mothers,” of course (god- and step-), who contribute both to Cinderella’s grief and to her release and happiness. But it is her stepsisters who interest me. How crippling it must have been for those young girls to grow up with a mother, to watch and imitate that mother, enslaving another girl.

I am curious about their fortunes after the story ends. For contrary to recent adaptations, the stepsisters were not ugly, clumsy, stupid girls with outsize feet. The Grimm collection describes them as “beautiful and fair in appearance.” When we are introduced to them they are beautiful, elegant, women of status, and clearly women of power. Having watched and participated in the violent dominion of another woman, will they be any less cruel when it comes their turn to enslave other children, or even when they are required to take care of their own mother?

It is not a wholly medieval problem. It is quite a contemporary one: feminine power when directed at other women.
has historically been wielded in what has been described as a “masculine” manner. Soon you will be in a position to do the very same thing. Whatever your background—rich or poor—whatever the history of education in your family—five generations or one—you have taken advantage of what has been available to you at Barnard and you will therefore have both the economic and social status of the stepsisters and you will have their power.

I want not to ask you but to tell you not to participate in the oppression of your sisters. . . . Women who stop the promotion of other women in careers are women, and another woman must come to the victim’s aid. Social and welfare workers who humiliate their clients may be women, and other women colleagues have to deflect their anger.

I am alarmed by the violence that women do to each other: professional violence, competitive violence, emotional violence. I am alarmed by the willingness of women to enslave other women. I am alarmed by a growing absence of decency on the killing floor of professional women’s worlds. You are the women who will take your place in the world where you can decide who shall flourish and who shall wither; you will make distinctions between the deserving poor and the undeserving poor; where you can yourself determine which life is expendable and which is indispensable. Since you will have the power to do it, you may also be persuaded that you have the right to do it. As educated women the distinction between the two is first-order business.

I am suggesting that we pay as much attention to our nurturing sensibilities as to our ambition. You are moving in the direction of freedom and the function of freedom is to free somebody else. You are moving toward self-fulfillment, and the consequences of that fulfillment should be to discover that there is something just as important as you are and that just-as-important thing may be Cinderella—or your stepsister.

In your rainbow journey toward the realization of personal goals, don’t make choices based only on your security and your safety. Nothing is safe. That is not to say that anything ever was, or that anything worth achieving ever should be. Things of value seldom are. It is not safe to have a child. It is not safe to challenge the status quo.\(^3\) It is not

### Vocabulary

- **deflect** (di flekt) v. to cause to turn aside; to bend

3. Expendable means “easily replaced.”
4. Status quo means “the situation as it is now.”
safe to choose work that has not been done before. Or to do old work in a new way. There will always be someone there to stop you. But in pursuing your highest ambitions, don’t let your personal safety diminish the safety of your stepsister. In wielding the power that is deservedly yours, don’t permit it to enslave your stepsisters. Let your might and your power 
emanate from that place in you that is nurturing and caring.

Women’s rights is not only an abstraction, a cause; it is also a personal affair. It is not only about “us”; it is also about me and you. Just the two of us.

Vocabulary

emanate (em’ a nát”) v. to come from a source
abstraction (ab strak’ shan) n. an idea, separate from any specific object

REFLECT

Identify Problem and Solution
What problem do you think Toni Morrison was trying to point out in her speech?

What solution to the problem does she suggest?

To Sum Up

There will always be people who want to stop you from achieving your goals, but do not allow them to cause you to treat other women cruelly.

Women’s rights are for all women, as individuals.
Vocabulary Check

A. Write the correct word from the box under each picture.

<table>
<thead>
<tr>
<th>flourish</th>
<th>wither</th>
<th>medieval</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. For each definition or synonym in column A, think of a vocabulary word that has the same meaning. Use the spaces in column B to spell the vocabulary word.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. unnatural obsession</td>
<td>___ e ___ s ___</td>
</tr>
<tr>
<td>5. control</td>
<td>___ m ___ i ___</td>
</tr>
<tr>
<td>6. handled effectively</td>
<td>___ l ___ e ___</td>
</tr>
</tbody>
</table>

C. Choose the synonym that is closest in meaning to the term.

7. deflect
   □ bend
   □ advise
   □ mirror

8. emanate
   □ open
   □ believe
   □ come

9. abstraction
   □ painting
   □ object
   □ idea
A. In this speech, Toni Morrison first describes a problem, then she suggests a solution. Complete the graphic organizer to show the problem and solution.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>Women should</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Complete each sentence.

1. The audience for Morrison’s speech was ____________________________________________________________
   ____________________________________________________________.
2. The characteristics that set this audience apart were ____________________________________________________________
   ____________________________________________________________.
3. This may have affected Morrison’s purpose in writing her speech because ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________.

C. In your own words, summarize the problem Morrison talked about in her speech. Then, summarize the solution she suggested.

Problem:
__________________________________________________________
__________________________________________________________
__________________________________________________________

Solution:
__________________________________________________________
__________________________________________________________
__________________________________________________________
Ode to My Socks
by Pablo Neruda
Connect to the Poem

What is your favorite possession? Why? Tell what the possession is in the center circle. Write something about the possession in the outside circles.

Literary Element  Free Verse

Free verse is a special kind of poetry. When you look at it on a page, you can see that it’s a poem. It has a shape that is not the same as prose. But it isn’t like many other kinds of poems. It does not have the following:

➤ rhyme The sounds at the end of each line are not alike.
➤ regular rhythm The meter, or beat, is not like a song. It is more like speech.
➤ regular line lengths The lines can be any length. Sometimes there is only one word in a line.
➤ regular stanzas The lines might be grouped into stanzas, or verses. The stanzas can have any number of lines.

Reading Strategy  Monitor Comprehension

When you monitor your comprehension, you ask yourself questions as you read. The questions could be, “What does this mean?” or “Why did the author say that?” As you read “Ode to My Socks,” by Pablo Neruda, ask yourself these questions:

➤ Why did Neruda write about socks? What makes them special?
➤ What do each of the animals in the poem represent?
➤ Look at the last nine lines of the poem. What lesson does the poet learn about life by enjoying the handmade socks?
Selection Vocabulary

**immense** (i mensˇ) adj. very big (p. 120)
The **immense** elephant carried a log in its trunk.
➤ Cognate (Spanish) *inmenso*

**decrepit** (di krepˇ it) adj. ruined and weakened with age (p. 121)
The **decrepit** bus did not look safe.
➤ Cognate (Spanish) *decrépito*

**sacred** (saˇ krid) adj. holy; connected to God (p. 121)
The Bible is a **sacred** book to many people.
➤ Cognate (Spanish) *sagrado*

**remorse** (ri mroˇ sˇ) n. guilt; sorrow for bad behavior (p. 122)
The crying prisoner showed **remorse** for his crime.
➤ Cognate (Spanish) *remordimiento*

Content Vocabulary

**twilight** (twı̄ lı̄ t) n. the dim light in the sky at sunset (p. 120)
The clouds looked blue in the **twilight**.

**unacceptable** (an ik sepˇ ta bal) adj. not allowed or unwelcome (p. 121)
Tina’s messy homework was **unacceptable**.
➤ Cognate (Spanish) *inaceptable*

**impulse** (imˇ palsˇ) n. a sudden, strong feeling, usually to do something unacceptable (p. 121)
Peter had a strange **impulse** to sing loudly in the library.
➤ Cognate (Spanish) *impulso*

**magnificent** (mag naˇ fa sant) adj. wonderful or beautiful (p. 122)
The queen lived in a **magnificent** castle.
➤ Cognate (Spanish) *magnifico*

For more practice, see page 320.
Maru Mori brought me a pair of socks which she knitted herself with her sheepherder’s hands, two socks as soft as rabbits. I slipped my feet into them as though into two cases knitted with threads of twilight and sheepskin.

Violent socks, my feet were two fish made of wool, two long sharks sea-blue, shot through by one golden thread, two immense blackbirds, two cannons: my feet.
Ode to My Socks

The poet thinks his feet are not worthy of the wonderful socks.

The poet thinks the socks should be cared for and displayed like a pet bird.

The poet compares himself to a hunter who is sorry to use a rare animal for food rather than show it off.

were honored in this way by these heavenly socks. They were so handsome for the first time my feet seemed to me unacceptable like two decrepit firemen, firemen unworthy of that woven fire, of those glowing socks. Nevertheless I resisted the sharp temptation to save them somewhere as schoolboys keep fireflies, as learned men collect sacred texts, I resisted the mad impulse to put them into a golden cage and each day give them birdseed and pieces of pink melon. Like explorers in the jungle who hand over the very rare green deer to the spit\(^1\) and eat it

---

**Vocabulary**

- **decrepit** (dɪˈkrepət) adj. ruined and weakened with age
- **sacred** (səˈkrēd) adj. worthy of worship and respect

1. A *spit* is a rod on which meat is roasted.
with remorse,
I stretched out
my feet
and pulled on
the magnificent
socks
and then my shoes.

The moral
of my ode is this:
beauty is twice
beauty
and what is good is doubly
good
when it is a matter of two socks
made of wool
in winter.

R E F L E C T

Monitor Comprehension
When you monitor comprehension of a poem, you gain a
deeper understanding of the poem and its meaning, especially
in a free verse poem like “Ode to My Socks.” Explain the
meaning of “Ode to My Socks” in your own words.

_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________

To Sum Up
The poet puts on his socks and
then his shoes.
The poet thinks his socks are
even more beautiful because
they are useful.
A. Label each picture with the correct word.

<table>
<thead>
<tr>
<th>impulse</th>
<th>magnificent</th>
<th>twilight</th>
<th>unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
<td>3.</td>
<td>4.</td>
</tr>
</tbody>
</table>

B. Unscramble the word to find the answer to each question.

5. What is a word meaning “beautiful and wonderful”?
   mngfiectnia _________________

6. What is a word meaning “holy”?
   scdaer _________________

7. What is a word meaning “a strong, sudden feeling”?
   puimesl _________________

8. What is a word meaning “old and broken”?
   cteitpd _________________

C. Select the best example of the word.

9. immense
   - mouse
   - elephant

10. decrepit
    - a new mansion
    - an old house

11. sacred
    - a movie
    - a holy book

12. remorse
    - sorrow
    - happiness
A. The poet describes how the socks made the poet feel about his feet. Use the diagram to show the things or animals the socks made his feet feel like.

Possible answer: rabbits
Possible answer: blackbirds
Possible answer: fish
Possible answer: cannons

Feet

B. Write an example from the poem for each of the following characteristics of free verse. Each example can be several lines.

1. Free verse does not rhyme. Example:

2. Free verse has no regular meter. Example:

3. Free verse has no regular line length. Example:

C. Explain how you know that this poem is written in free verse. Give at least three reasons with examples.

For more practice, see page 321.
THE PRINT OF THE PAW
TO AN AGED BEAR

by N. Scott Momaday
Connect to the Essay and Poem

How would know if a bear was in the same area where you were walking? What clues might tell you? Complete the web to name some clues. Remember to think of all your senses.

Literary Element  Speaker

The speaker is the person whose voice we hear in a piece of writing. The speaker may be the writer or a character the writer invented. As you read, ask yourself,

➤ Who is the speaker in each of these works?

Reading Strategy  Apply Background Knowledge

Applying background knowledge can help you picture the things that the writer writes about. In the essay, the writer talks about seeing the print of a bear’s paw. In the poem, the writer talks directly to an old bear. If you know something about bears, you can picture what a paw print looks like. You can imagine an old bear walking through the woods. You can use what you know to understand the writing. As you read, ask yourself,

➤ What do I know already that will help me understand what the writer is saying?
➤ What do I know about being an artist? How would it feel to create a model of a bear?
➤ What do I know about living things that grow old? How can that help me understand the aged bear in the poem?
Selection Vocabulary

meticulous (mi tik’ ya las) adj. careful; paying great attention to details (p. 128)
Sondra keeps meticulous records about the money she spends.
➤ Cognate (Spanish) meticuloso

cipher (sî far) n. a code; a symbol that can be interpreted (p. 128)
He wrote cipher in the dirt that told us that he had been on the path.

glyph (glif) n. a 3-D figure that symbolizes something (p. 128)
Lin carved a glyph that looked like a wolf for her nature club.

infirmity (in fur’ ma tê) n. weakness; sickness (p. 129)
Mrs. Rivera’s infirmity prevented her from doing things by herself.
➤ Cognate (Spanish) enfermedad

conflagration (kon’ flâ grâ shân) n. a huge fire (p. 129)
The conflagration burned an immense part of the forest.

Content Vocabulary

hollow (hâ lô) adj. empty (p. 128)
The squirrel lives inside a hollow tree.

grace (grâs) n. beauty or lovely movement (p. 128)
The swan moved through the water with incredible grace.
➤ Cognate (Spanish) gracia

ripe (rip) adj. mature; ready to be picked (p. 129)
The apples were red and ripe.

mortality (môr’ ta la tê) n. subject to death (p. 129)
Henry thought about his own mortality after the war.
➤ Cognate (Spanish) mortalidad

For more practice, see page 322.
The Print of the Paw

It lies among leaves. Indeed, a leaf, fast and broken, is impressed in the heel’s deep hollow. The leaf is yellow and brown, and brittle at the edges. The edges have been crushed; there is a fine dust of color, like pollen, in the mold. Deeper than the heel’s hollow are the claw’s piercings. They are precisely placed in the earth as if the great beast moved with meticulous grace. The toes turn inward, perhaps to describe like a keel\(^1\) the center of gravity upon which a great weight is balanced. Were I to construct a model of this bear, based upon this single print, it would turn out to be a mythic and wondrous thing. It would be a cipher, a glyph, a huge shape emergent on the wall of a cave, a full figure in polychrome\(^2\)—splotches of red and yellow in black outline. And I would be an artist of the first rank on this occasion, if on no other, for I should proceed directly, in the disinterested manner of a child, from this nearly perfect print of the paw. And all who should lay eyes upon my work would know, beyond any shadow of a doubt, how much I love the bear whose print this is.

Jemez Springs, 1997

---

**To Sum Up**

- The speaker finds the paw print of a bear in the woods.
- By examining the print, the speaker can imagine what the bear looked like and how it moved.
- The print tells the writer as much as a cave painting could about the bear.
- The speaker imagines himself as a sculptor who could build a beautiful model of the bear.

**Vocabulary**

- **meticulous** (mi tik’ yə ləs) adj. careful; paying great attention to details
- **cipher** (sĭ̇fər) n. a code; a symbol that can be interpreted
- **glyph** (gĭlf) n. a 3-D figure that symbolizes something

1. A *keel* is the long piece of wood or steel along the bottom of a boat that helps keep it stable.
2. *Polychrome* means “decorated in many colors.”

---

**Background Information**

**Center of gravity** The center of gravity is the strong, central part of an object. The center of gravity helps the object keep its balance.

**Comprehension Check**

Underline the words that describe how the speaker felt about the bear that made the paw print.

- **hollow** (hā lō) adj. empty

---

An artist of the first rank is one of the best artists of his or her kind.

When something is known beyond a shadow of a doubt, it is known to be absolutely true.
Hold hard this infirmity.
It defines you. You are old.

Now fix yourself in summer,
In thickets of ripe berries,

And venture toward the ridge
Where you were born. Await there

The setting sun. Be alive
To that old conflagration

One more time. Mortality
Is your shadow and your shade.

Translate yourself to spirit;
Be present on your journey.

Keep to the trees and waters.
Be the singing of the soil.

Santa Fe, 1995

Vocabulary
infirmity (in fér’ ma tē) n. weakness; sickness
conflagration (kon’ fla grā shən) n. a huge fire

Monitor Comprehension
When you use what you already know to help you understand a piece of writing, you can more easily understand what you are reading. In your own words, explain what you know about old people to help understand the poem “To an Aged Bear.”

To Sum Up
➢ The speaker tells an old bear to climb a ridge and wait for the sun to set.
➢ The speaker says the bear will die soon and become a spirit.

To hold hard is to hold onto something strongly.

grace (grās) n. beauty or lovely movement

ripe (rip) adj. mature; ready to be picked

mortality (mōr’ ta la tē) n. subject to death
Vocabulary Check

A. Circle the picture that best answers the question.

1. Which picture shows someone who moves with grace?
   - [Image of person skating]
   - [Image of ballet dancer]
   - [Image of person running]

2. Which picture shows something that is hollow?
   - [Image of flower pot]
   - [Image of rock]
   - [Image of banana]
   - [Image of broken egg]

B. Circle the letter of the word that completes each statement correctly.

5. People who are concerned about mortality would probably
   a. eat healthy foods.
   b. have a lot of friends.
   c. read a magazine.

6. Someone who is meticulous would probably
   a. be very neat
   b. have a messy bedroom.
   c. have trouble remembering things.

7. Someone with an infirmity would probably
   a. tell the truth.
   b. run a race.
   c. take medicine.

8. Something that is hollow could
   a. be used to hold something.
   b. be very heavy.
   c. be hard and solid.

C. Read the definitions of the words that have the same roots as a vocabulary word. Then write a sentence using each new word.

9. decipher v. to figure out a code or to interpret a symbol.
   ________________________________

10. conflagrant adj. on fire, burning
    ________________________________

11. infirmary n. a place where sick people are cared for
    ________________________________

12. meticulously adv. very carefully
    ________________________________
A. The writer compares the bear's paw print to several things in “The Print of the Paw.” Use the diagram to show to what the poet compares the paw print.

B. Compare the speakers of the two poems. How are they similar to each other? Explain.

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

C. The writer N. Scott Momaday uses images of bears to talk about life. What do you think the bear symbolizes, or means, in each piece of writing?

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
The comic strip below illustrates events that happen in “The Print of the Paw.” Using your own words, fill in the bubbles to explain what the character sees and feels. When you are finished, work with a partner in class and read your comic strips to each other.

Walking through the forest is

Look! It is a
Three Haiku

by Matsuo Basho

For pages 133–138, 323

Literary Analysis:
LA.910.2.1.1 Analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text.
Connect to the Haiku

What is your favorite season of the year? Why? Complete the web to tell about your favorite season.

Literary Element  Haiku

Haiku is a type of poem that originated in Japan. A haiku always contains the following:

- seventeen syllables that are arranged in three lines
- five syllables in lines one and three
- seven syllables in line two
- images of nature

In some translations of haiku from Japanese to English, however, there may not be seventeen syllables.

Reading Strategy  Interpret Imagery

Imagery is language that creates mental pictures for the reader. When you interpret imagery, you use your own knowledge of the world and your understanding of the text to create meaning from the images. As you read, ask yourself,

- What images does the poet use?
- What do the images mean?
<table>
<thead>
<tr>
<th><strong>Content Vocabulary</strong></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>melt</strong> (melt) v. to turn from</td>
<td>The ice will <strong>melt</strong> in the spring.</td>
<td><strong>autumn</strong> (ə' təm) n. the season between summer and winter; the fall (p. 136)</td>
<td><strong>frost</strong> (fröst) n. a thin covering of ice (p. 136)</td>
<td><strong>haze</strong> (hāz) n. a fine mist or smoke (p. 136)</td>
</tr>
<tr>
<td>solid to liquid (p. 136)</td>
<td></td>
<td><strong>The leaves fall from the trees in</strong> <strong>autumn</strong>.</td>
<td><strong>Frost was on the ground after the cold night.</strong></td>
<td><strong>A haze hung in the air after the rainstorm.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
It would melt
in my hand—
the autumn frost.

First day of spring—
I keep thinking about
the end of autumn.

Spring!
a nameless hill
in the haze.

To Sum Up

➤ The image in the first haiku is of ice melting in the poet’s hand.
➤ The image in the second haiku is of the poet looking back – and forward – to the end of autumn.
➤ The image of the third haiku is of the beginning of spring in the distance.
Vocabulary Check

A/B. Circle the picture that best answers the question.

1. Which item might melt?

![Rock](rock.png) ![Cheese](cheese.png)

3. Which picture shows something that usually happens in autumn?

![Tree](tree.png) ![Snow](snow.png)

2. Which item is covered in frost?

![Scarecrow](scarecrow.png) ![Snowman](snowman.png)

4. Which picture shows haze?

![Sun](sun.png) ![Fog](fog.png)

C. Circle the letter of the sentence that uses the boldfaced word correctly.

5. a. The haze flew across the sky.
   b. The air was filled with a gray haze.

6. a. I planted an autumn in my yard.
   b. When autumn ends, winter begins.

7. a. Frost made the cake taste delicious.
   b. Frost formed on my mittens in the cold weather.

8. a. The cheese will melt on the hot bread.
   b. I wore a melt to hold up my pants.

Comprehension Check

A/B. Answer the following questions.

1. What melts in the speakers’ hand in the first haiku? 

2. What does the speaker imagine in the second haiku? 

3. Has spring arrived yet in the third haiku? How do you know? 

C. What do you think is the poet’s favorite season? Why?
Look at the picture below. Write a haiku of your own based on the picture. Then work with a partner in class to take turns reading your haikus to each other. Or, if you prefer, work with your partner to write a haiku, with each of you taking turns at creating lines.

**The boy**

---

Three HAiku

---

After You Read
After Great Pain, A Formal Feeling Comes

Heart! We Will Forget Him!

by Emily Dickinson
Connect to the Poems

How do people usually respond to painful events? Complete the web to tell about how people may react to loss.

A Death in the Family

Literary Element  Personification

Personification is a type of figurative language. In personification, a writer:

➤ gives human qualities to non-human objects
➤ may give full human qualities to a part of a person

Reading Strategy  Compare and Contrast Tone

A writer’s tone is his or her attitude toward the subject of the writing, as shown in the language the writer uses. Dickinson often uses a solemn, sad tone in her poems to talk about very serious and emotional subjects. Sometimes, she uses a more playful tone, even though the subject is serious. As you read, ask yourself,

➤ What kind of tone does the poet use?
➤ How does the tone add to the poem’s meaning?
Selection Vocabulary

ceremonious (ser´ a mō' nē as) adj. formal; very polite; according to tradition (p. 142)
Sam’s graduation was a ceremonial occasion.

recollect (rek´ a lekt´) v. to remember (p. 142)
Photos help us recollect events from our past.

stupor (stō´ par) n. a state of extreme tiredness (p. 142)
After twenty hours of traveling, Dan arrived in a stupor.
➤ Cognate (Spanish) estupor

lag (lag) v. to fall behind (p. 143)
If you continue to lag, we will be late for practice.

Content Vocabulary

formal (fôr mal) adj. proper (p. 142)
Ricardo wore his best suit to the formal party.
➤ Cognate (Spanish) formal

mechanical (mi ka´ ni kal) adj. routine; like a machine (p. 142)
The robot looks like a real person, but it is a mechanical object.
➤ Cognate (Spanish) mecánico

contentment (kan´ tent mant) n. the state of being satisfied (p. 142)
Gerardo had a look of contentment on his face while relaxing on the beach.

haste (hāst) n. too much speed; rush (p. 143)
Francine finished reading the book with great haste.

For more practice, see page 324.
After great pain, a formal feeling comes —
The Nerves sit ceremonious, like Tombs —
The stiff Heart questions was it He, that bore,
And Yesterday, or Centuries before?

The Feet, mechanical, go round —
Of Ground, or Air, or Ought
A Wooden way
Regardless grown,
A Quartz contentment, like a stone —

This is the Hour of Lead —
Remembered, if outlived,
As Freezing persons, recollect the Snow —
First — Chill — then Stupor — then the letting go —

To Sum Up

The poet recalls the feelings that come after “a great pain,” such as the death of a loved one.

She personifies her nerves as sitting still in a stiff position, her heart as asking questions, and her feet as walking in a machine-like way.

Vocabulary

- **ceremonious** (sərəˈmōnəs) adj. formal; very polite; according to tradition
- **recollect** (rekˈə lekt) v. to remember
- **stupor** (stōˈ pər) n. a state of extreme tiredness

1. Here, **Ought** means “anything.”
Heart! We will forget him!
You and I — tonight!
You may forget the warmth he gave —
I will forget the light!

When you have done, pray tell me
That I may straight begin!
Haste! lest¹ while you’re lagging
I remember him!

**Vocabulary**

* lag (lag) v. to fall behind

**Build Background**

Philosophers and others have argued about which part of the body contains the true self — the heart, which represents one's feelings, or the brain, which represents one's thoughts. This poem is like a conversation between the speaker's heart and brain.

**Comprehension Check**

Underline the word that shows to what the poet is speaking in the poem.

**haste (hɑ́st) n. too much speed; rush**

**REFLECT**

**Compare and Contrast Tone**

Both poems are about emotional pain and loss. In “After Great Pain, a Formal Feeling Comes,” the tone is very solemn and sad. “Heart! We Will Forget Him!” is written as part of a conversation between the speaker and her own heart, which gives the poem an almost playful tone. How does the tone of each poem add to the meaning?

---

Talk about your answer with a partner.

**To Sum Up**

- The speaker of the poem speaks to her heart and explains that it, like the rest of her, will forget someone who is gone.
- She asks her heart to tell her when it has forgotten him so that she, too, can forget him.
- She tells her heart that while it is taking a long time to forget, she will remember.
After Great Pain, A Formal Feeling Comes
Heart! We Will Forget Him!

Vocabulary Check

A. Label each picture with the correct word from the word bank.

1. ____________________
2. ____________________
3. ____________________
4. ____________________

B. Fill in the blanks using each word from the word bank.

5. I always feel ____________________ when I am with my friends.
6. Jeff was in such a ____________________ that he didn’t recognize his own brother.
7. If you do things in ____________________, you will make mistakes.
8. Tammy can ____________________ anything, because she has a great memory.

C. Choose a word from the word bank to answer each of the following questions.

9. Which word means “fall behind”? ____________________
10. Which word means “think about the past”? ____________________
11. Which word means “extremely tired”? ____________________
12. Which word means “in a formal way”? ____________________
Comprehension Check

A. In both “After Great Pain, A Formal Feeling Comes” and “Heart! We Will Forget Him!” the poet uses personification. In the chart below, identify which things are given human qualities in each poem.

<table>
<thead>
<tr>
<th>After Great Pain, A Formal Feeling Comes</th>
<th>Heart! We Will Forget Him</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Describe the main idea of “After Great Pain, A Formal Feeling Comes” in your own words.

______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________

C. After Great Pain, A Formal Feeling Comes” and “Heart! We Will Forget Him!” both use personification, but they are written in different tones. Complete the sentences below.

1. In “After Great Pain, A Formal Feeling Comes”, the poet speaks to her heart in a way that is

2. In “Heart! We Will Forget Him!” the poet speaks to her heart in a way that is
Advice Column

Imagine that you write an advice column. The speaker of the poem “Heart! We Will Forget Him!” is sad because of a breakup with his or her girlfriend or boyfriend. The speaker has written to you for advice about how to get over his or her sadness. The letter is signed “Trying to Forget.” Write a letter giving the person advice on how to feel better. Share your letter with a partner.

Dear Trying to Forget,

In your letter, you seem to be feeling very _________________________________. I understand how you feel, because ___________________________________________________________. You should remember that most people _______________________________________________________________. My advice to you is _________________________________________________________________.

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

Good luck!
I am offering this poem

by Jimmy Santiago Baca
Connect to the Poem

The speaker in this poem may not have a lot of money, but he has love. What is the value of love? Write a journal entry in which you respond to the question.

_________________________________________________________________________________________________
_________________________________________________________________________________________________
_________________________________________________________________________________________________
_________________________________________________________________________________________________
_________________________________________________________________________________________________
_________________________________________________________________________________________________

Metaphor and Simile

**Simile** is a figure of speech that compares two different objects or ideas using the words *like* or *as*.

**Metaphor** is a figure of speech that compares two unlike things. Metaphor suggests the comparison rather than stating it directly and does not use the words *like* or *as*. As you read, ask yourself,

➤ How does the speaker use simile and metaphor?

Preview and Review

**Previewing** is looking over a selection before you read it to see what you already know and what you will need to know. **Reviewing** is going back over what you have read after you read to remember what is important and to organize your ideas. As you read, ask yourself,

➤ How much of the poem do I understand?
mature (mə choor) adj. grown; having reached a desired state (p. 150)
The seed has grown into a mature tree.
➤ Cognate (Spanish) maduro

belly (be’lē) n. stomach; tummy (p. 150)
The baby has a round belly.

dense (dens) adj. thick (p. 150)
The girl’s hair was dense with waves and curls.
➤ Cognate (Spanish) denso

describe (də rek’ shən) n. the line or course in which something is moving (p. 150)
The car traveled in the direction of the store.
➤ Cognate (Spanish) dirección

scarf (skɑ̈rf) n. a broad, fabric covering for the neck or head (p. 150)
Luis wore a scarf around his neck to keep warm.

wilderness (wil’ dar nas) n. a wild region without human beings (p. 150)
The animals played in the wilderness.

For more practice, see page 325.
When the poet says the cold cannot bite through the socks, he means that the cold cannot get through the socks.

**belly** (beˈli) *n.* stomach; tummy

**scarf** (skärf) *n.* a broad, fabric covering for the neck or head

---

I am offering this poem to you, since I have nothing else to give. Keep it like a warm coat when winter comes to cover you, or like a pair of thick socks the cold cannot bite through,

I love you,

I have nothing else to give you, so it is a pot full of yellow corn to warm your belly in winter, it is a scarf for your head, to wear over your hair, to tie up around your face,

I love you,

Keep it, treasure this as you would if you were lost, needing direction, in the wilderness life becomes when mature; and in the corner of your drawer, tucked away like a cabin or hogan in dense trees, come knocking,
and I will answer, give you directions,  
and let you warm yourself by this fire,  
rest by this fire, and make you feel safe,  
I love you,  
It's all I have to give,  
and all anyone needs to live,  
and to go on living inside,  
when the world outside  
no longer cares if you live or die;  
remember,  
I love you.
Vocabulary Check

A. Label each picture with the correct word.

<table>
<thead>
<tr>
<th>belly</th>
<th>wilderness</th>
<th>direction</th>
<th>scarf</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
<td>3.</td>
<td>4.</td>
</tr>
</tbody>
</table>

B. Unscramble the word to find the answer to each question.

5. What is a word meaning “a covering for the neck and head”?
   rascf __________________________

6. What is a word meaning “a way to go”?
   idertcoi __________________________

7. What is a word meaning “grown up”?
   tamrue __________________________

8. What is a word meaning “thick”?
   endes __________________________

C. Circle the letter of the sentence that uses the boldface word correctly.

9. a. When you are mature you will be able to make more of your own decisions.
    b. When you are mature you will like to eat popcorn at the movies.

10. a. The author wrote a story on dense paper.
    b. The sailor could not see through the dense fog.
Comprehension Check

A. Think about why this poem was written. Complete the chart below.

This poem was written because

B. The poet uses metaphor and simile to describe his poem. Use the diagram to show the things to which the poet compares his poem.

C. 1. Read this passage from the poem (lines 3–6).
   Keep it like a warm coat/when winter comes to cover you,/or like a pair of thick socks/the cold cannot bite through . . .
   In this excerpt, the speaker uses—
   □ a pair of similes comparing his poem to a coat and socks.
   □ a metaphor comparing the cold to a dog.
   □ a metaphor comparing winter to a coat.

2. In line 21, the speaker invites his loved one to "warm yourself by this fire." This is an example of—
   □ a simile comparing the loved one to a poem.
   □ a metaphor comparing the poem to a fire.
   □ a simile comparing the speaker to his own poem.
Pretend that Jimmy Santiago Baca wrote “I am Offering This Poem” to you. Write a response to him in a letter of your own. Then find a partner in class and read your letters out loud to each other.

Dear Jimmy,

I received your poem today and _________________________________________________________________

__________ I thought the poem was _________________________________________________________________

_______________________________. When you wrote, “rest by this fire, and make you feel safe, I love you,” I felt

_______________________________________________________________________________________________

Your poem also made me think about _________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

Thank you so much!

Your friend,

_______________
Horses Graze

by Gwendolyn Brooks
**Connect to the Poem**

How do the concerns of animals compare with those of humans? List these concerns in the diagram for animals and for humans.

<table>
<thead>
<tr>
<th>Humans</th>
<th>Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Literary Element**  
**Repetition**

When words or sentences are repeated in what you read, that is an example of repetition. Writers use repetition to make an important point, to expand an idea, or to help create rhythm. As you read the poem, ask yourself,

- What are examples of repetition?
- What ideas do they show?

**Reading Strategy**  
**Draw Conclusions About Meaning**

When you draw conclusions, you use pieces of information to make a general statement about people, places, events, and ideas. When you draw conclusions about a poem’s meaning, you look at details throughout the poem and decide what the author wanted to say through these details.
Selection Vocabulary

**oblivion** (ə blivˈən) n. a lack of awareness or memory (p. 158)
When their song was not popular anymore, the band passed into oblivion.

**crest** (krest) n. a peak or high point (p. 158)
Leah’s joy was at its crest because she had never been happier.
➤ Cognate (Spanish) **cresta**

**affirmation** (afˈər mən) n. positive agreement or judgment (p. 158)
As she listened to the child, the mother smiled with affirmation.
➤ Cognate (Spanish) **afirmación**

Content Vocabulary

**graze** (grāz) v. to feed on grass (p. 158)
The cows graze in the field.

**oblivious** (ə blivˈəs) n. unaware (p. 158)
The carefree cat was oblivious to the dog running after it.

**administration** (ə də mi nə strəˈshan) n. the management of a business or organization (p. 158)
Part of the administration of the office was making sure all the employees received their paychecks.
➤ Cognate (Spanish) **administración**

**brute** (brūt) adj. like an animal (p. 158)
The man used brute strength to lift the heavy box.

For more practice, see page 326.
Otherwhere is a poetic way of saying someplace else.

Cows graze.
Horses graze.
They eat eat eat.
Their graceful heads are bowed bowed bowed
in majestic™ oblivion. They are nobly oblivious to your follies, your inflation, the knocks and nettles™ of administration.
They eat eat eat.
And at the crest of their brute satisfaction, with wonderful gentleness, in affirmation, they lift their clean calm eyes and they lie down and love the world. They speak with their companions.
They do not wish that they were otherwhere. Perhaps they know that creature feet may press only a few earth inches at a time, that earth is anywhere earth, that an eye may see,

To Sum Up

The poet writes about how horses and cows behave.
Animals enjoy what is in front of them at the moment.
They do not have the same concerns that people have.

Vocabulary

oblivion (ə blobaliz) n. a lack of awareness or memory
crest (krest) n. a peak or high point
affirmation (af′ər mən′shən) n. positive agreement or judgment

1. Here, majestic means royal or great.
2. Inflation is an economic condition that occurs when consumer prices continuously rise; it can also mean "self-importance."
3. A knock is a sharp blow or hit. Nettles are plants covered in sharp, stinging hairs. Nettle also means "to irritate or annoy."
wherever it may be,
the Immediate arc, alone, of life, of love.
In Sweden,
China,
Afrika,
in India or Maine
the animals are sane;
they know and know and know
there’s ground below
and sky
up high.

Comprehension Check

Underline the words that are repeated in this section of the poem.

administration (ad mi nə strə′shan) n.
the management of a business or organization

brute (bru′t) adj. like an animal

REFLECT

Draw Conclusions About Meaning
What do you think Gwendolyn Brooks is saying about the way that animals think about life?

_____________________________________________________

How do you think the way that people think about life is the same or different from the way that animals do?

_____________________________________________________

_____________________________________________________

Talk about your answer with a partner.

To Sum Up

➤ The poet says that animals everywhere know what is important.
➤ Animals can look at what is around them and be happy.
Vocabulary Check

A. Circle the picture that best answers the question.

1. Which picture shows a brute?

2. Which picture shows someone who is oblivious?

3. Which picture shows an administration?

4. Which picture shows something grazing?

B. Circle the letter of the word that answers each question correctly.

5. Which has an administration?
   a. a truck
   b. a business

6. Which has a crest?
   a. a street
   b. a wave

7. Something that would graze is
   a. a horse.
   b. a radio.

8. Something that is a brute is
   a. a wolf.
   b. a car.

C. Complete the sentences by using the words in the boxes.

9. affirmation The teacher ____________________________________________

10. oblivion After she stopped writing books, ____________________________________________

11. crest The mountain climber ________________________________________________
A. Draw a simple picture showing what is happening in the poem.

B. Identify three examples of repetition in the poem.

______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________

C. When the main idea of a poem is not directly stated, the poem’s meaning must be taken from the details. The poet uses repetition in lines 35–40. What conclusion can you make from the use of repetition in lines 35–40?

______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________
Role-Play

Prepare an interview that you and a partner will role play for the class. Pretend that you are interviewing Gwendolyn Brooks. You want to know what inspired her to write “Horses Graze.” Write your answers to the questions below. Then practice reading the finished interview aloud with a partner. Take turns being the interviewer and Gwendolyn Brooks.

INTERVIEWER: What is your name, and what do you do?
BROOKS: I am __________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

INTERVIEWER: What is the name of one of your poems?
BROOKS: One of my poems __________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

INTERVIEWER: What is this poem about?
BROOKS: This poem is about __________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

INTERVIEWER: What inspired you to write this poem?
BROOKS: __________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

INTERVIEWER: Do you think your poem will help people? Explain.
BROOKS: __________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

INTERVIEWER: What is the best possible thing someone could say to you after reading your poem?
BROOKS: __________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Miss Rosie

by Lucille Clifton

For pages 163–168, 327–328

Literary Analysis:
LA.910.2.1.5 Develop an interpretation of a literary work by describing an author’s use of literary elements (e.g., theme, point of view, characterization, setting, plot) and explaining the literary techniques used to develop them (e.g., symbolism, allusion, omniscient, conflict, dialogue).
Connect to the Poem

Sometimes we have a feeling about a person when we first see them. These first feelings might change when we get to know the person better.

<table>
<thead>
<tr>
<th>When I see a person ...</th>
<th>I think...</th>
</tr>
</thead>
<tbody>
<tr>
<td>wearing shoes with holes,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>wearing new shoes,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Literary Element**  Alliteration

Alliteration is the repetition of consonant sounds at the beginnings of words. The opening line of "Miss Rosie" is a good example of alliteration because it contains repeated w sounds. "when i watch you" Alliteration can help you picture what an author is trying to portray. As you read, ask yourself,

➤ When does Clifton use alliteration?
➤ What feeling does the alliteration create?

**Reading Strategy**  Analyze Sensory Details

Sensory details are words that suggest one of the five senses: sight, hearing, touch, taste, or smell. Recognizing these details can create a deeper connection to a story or poem. As you read, ask yourself,

➤ Do any words in the poem make me feel like I could see, hear, touch, taste, or smell what is being described?
garbage (gär bij) n. waste; trash (p. 166)
Mina threw her garbage in the can.

mind (mind) n. brain, the part of a person or animal that thinks (p. 166)
Jacob must have a strong mind because he always does well in school.

grocery (grō ré) n. food and other products sold at a market (p. 166)
Kyle bought food at the grocery store.

destruction (di strək shən) n. a state of ruin (p. 166)
The strong storm left behind a lot of destruction.
> Cognate (Spanish) destrucción

For more practice, see page 327.
When the poet says the shoes have the little toe cut out, she means that there are holes in the tips of the shoes.

The poem describes a woman.

The woman is wearing dirty clothes and shoes with holes in them.

The woman used to be beautiful but now she is poor and dirty.

when i watch you
wrapped up like garbage
sitting, surrounded by the smell
of too old potato peels
or
when i watch you
in your old man’s shoes
with the little toe cut out
sitting, waiting for your mind
like next week’s grocery
i say
when i watch you
you wet brown bag of a woman
who used to be the best looking gal in georgia
used to be called the Georgia Rose
i stand up
through your destruction
i stand up

Underline the words that describe what the woman being described in the poem was once like.

When the poet says the shoes have the little toe cut out, she means that there are holes in the tips of the shoes.

Alliteration Why is the line “sitting, surrounded by the smell” a good example of alliteration?

Literary Element

Analyze Sensory Details

Reread the first four lines of the poem. Use the space below to write what you see and smell when you read those lines.

REFLECT

To Sum Up

The poem describes a woman.

The woman is wearing dirty clothes and shoes with holes in them.

The woman used to be beautiful but now she is poor and dirty.

Talk about your answer with a partner.
A. Label each picture with the correct word from the word bank.

1. __________________  2. __________________  3. __________________  4. __________________

B. Fill in each blank using a word from the word bank.

5. I have a lot on my ______________ to think about.
6. The clerk packed the food into ______________ bags.
7. The dinosaur left much ______________ in its path.
8. Put all of your ______________ into a plastic bag.

C. Choose a word from the word bank to answer each of the following questions.

9. Which word goes with “waste material”? ______________
10. Which word goes with “the part of a person that thinks”? ______________
11. Which word goes with “food and products for the home”? ______________
12. Which word goes with “the act of destroying”? ______________
After You Read

Comprehension Check

A. Think about the poem, "Miss Rosie." Complete the chart.

Who Is Miss Rosie?

What Does She Look Like?

What Does the Poet Want Us To Know About Miss Rosie?

B. Where does Lucille Clifton use alliteration in "Miss Rosie"? Give three examples.

1. __________________________________________________________

2. __________________________________________________________

3. __________________________________________________________

C. How does Lucille Clifton’s use of alliteration make the details of the poem stronger? Explain.

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

For more practice, see page 328.
Connect to the Essay

No matter where you are from, everybody’s family has its own culture. Write some important parts of your culture in the web below.

My Culture

______________

______________

______________

______________

Analyze Cultural Context

When you **analyze cultural context**, you think about how the group of people thinks about their own

▷ customs
▷ beliefs
▷ values
▷ arts

You can use this information to better understand the theme or message of a story or essay.

To understand the **cultural context** of this selection, think about the author’s experiences in Korea and in the United States.
ailing (ā′līŋ) v. sick (p. 174)
Tony was ailing, so he stayed in bed all day.

aural (ər′əl) adj. having to do with hearing (p. 178)
The deaf woman did not have any aural abilities.

prominently (prom′i nənt lē) adv. in a way that stands out (p. 174)
Among all of the men in their black suits, Christopher was prominently dressed in his white jacket.
➤ Cognate (Spanish) prominente

supernatural (sū par na′ chə rəl) adj. beyond the natural world (p. 176)
I do not believe in supernatural things like ghosts.
➤ Cognate (Spanish) sobrenatural

emphasis (em′fə səs) n. stressing importance (p. 182)
Trudy frowned for emphasis to show how angry she was.
➤ Cognate (Spanish) énfasis

cramped (krampd′) adj. crowded, a space that feels too small for the number of people or things in it (p. 176)
The cramped closet was filled with coats, boots, and umbrellas.

granite (gra′nət) n. a very hard form of rock (p. 182)
The artist carved the statue out of granite.

Kneading (nē′ding) v. to work something with the hands (p. 180)
Kneading the dough is important to do before baking it.
When the author says he did not feel a *pinch of loss*, he means that he did not feel pain at the thought of his grandfather’s death.

To Sum Up

- Chang-rae Lee and his father visit Chang-rae’s grandfather’s grave in Korea.
- Chang-rae’s father is sad.
- Chang-rae does not feel like crying because he did not know his grandfather very well.

**During a visit to his native South Korea, novelist Chang-rae Lee learns that living abroad and losing his language are no barriers to belonging.**

The last time I stood before my grandfather’s grave, in the spring of 1989, it had been newly dug. My uncle had driven my father and me to Yong-In City, one hour south of Seoul, so that we could pay our respects. I remember the fog burning off to reveal the new season bursting forth in blooms of wild cherry and persimmon all around us on the hillside. And yet, there was a worn-out quality at the site. The burial ground was a three-meter-wide amphitheater carved out of the steep face of the hillside. The fresh earth was laid bare, roughly cut roots jutting out from the sheer wall of dirt. In the center of the dugout, the mound beneath which my grandfather was buried showed the first wispy strands of baby grass. There was no headstone as yet.

My father was on the verge of tears, finally seeing where his father lay. I wanted to feel the same *pinch of loss*, the same onrush of sadness. But I couldn’t. Our family left Korea for America when I wasn’t yet three, and since then I’d spent perhaps five hours total in my grandfather’s presence. All I knew of him was that he’d lost his hardware business in Pyongyang to the communists on the eve of the Korean War. And when my father knelt low and bowed respectfully, the image I saw of my grandfather’s face was drawn not from any...
Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is ________________________________
   because ________________________________________________________________.

2. One word that I didn’t know on this page is ________________________________.
   It means ____________________________________________________________________.

3. One thing I read on this page that I already knew is ________________________________
   ___________________________________________________________________________.

4. One thing I learned on this page that I didn’t know is ________________________________
   ___________________________________________________________________________.

5. Recap, or write in your own words what you learned by reading this page.
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6. Summarize below what you’ve recorded.

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</table>
At his grandfather’s grave, Chang-rae sees headstones for his grandmother and his step grandmother.

The names of Chang-rae’s entire family are marked on the headstones.

Chang-rae’s mother died of cancer a few years earlier.

memory of life but from the black-and-white picture of him that hung prominently in my childhood home.

I pictured that image once more when I visited his grave in May 2003. I was in Korea to visit my family, particularly to see my ailing maternal grandmother, and to do some research for my next novel. I had come once again with my uncle, a professor of business, but this time with his two sons as well, one of whom was just back from a year of language study in San Diego. Our mood as we climbed up the hill was expansive and lighthearted, and it seemed we were more on a picnicking hike than a dutiful visit to our ancestral dead. But as we ascended the path to the grave, the talk quieted.

Finally, at the end of a narrow deer path, there came an opening, and we emerged onto the same burial landing I had visited 14 years ago. To my surprise, there were two mounds instead of one and now a black granite headstone centered between, carved on the faces and sides with Chinese **characters**. I asked about the second mound and my uncle said that my grandmother and stepgrandmother had been unearthed from their resting places in Seoul and moved here some years before to join my grandfather.

“What is all the writing?” I asked. We were crouched by the black slab of rock.

“It’s your grandfather’s name. Your grandmothers’ names are here,” he said, pointing them out.

“And what about all these other characters?”

“These are his children. Here’s your father. Here are your other uncles, then me, and your aunt. And here are the names of our spouses. This one is your mother’s.”

“My mother’s?”

I touched the unfamiliar language sharply carved into the stone, almost saying her name aloud. She died a few years after my grandfather did, of stomach cancer.

“I didn’t know it was done this way.”

“Oh yes,” my uncle said. “Everyone is here.”

**Learning to Belong**

I kept thinking back on that phrase during the rest of my stay in Seoul: Everyone is here. As uttered by my uncle, it was a simple answer to a simple question, a matter of fact and a literal record. And so it was. And yet, as I thought about the notion, it became more than just a straightforward record of my
Note Taking

Reread the text on the left. Then record your answers to the items below.

7. The most interesting word on this page is ____________________________________________
   because __________________________________________________________________________.

8. One word that I didn’t know on this page is ____________________________________________.
   It means __________________________________________________________________________.

9. One thing I read on this page that I already knew is ______________________________________
   __________________________________________________________________________________.

10. One thing I learned on this page that I didn’t know is _________________________________
    __________________________________________________________________________________.

11. Recap, or write in your own words what you learned by reading this page.
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12. Summarize below what you’ve recorded.

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We Are Family

➤ Chang-rae thinks about how growing up in the United States makes him different from his family in Korea.

➤ Chang-rae remembers how much he liked the food during his visits to Korea.

To Sum Up

ancestors. For I realized how differently than I my uncle and his sons viewed that dark stone, how the names to them were just an ordinary fact of their lives, like the ancient arrangement of the planets. To me, raised away in the States, the listing seemed more remarkable than that, a kind of supernatural alliance, extraordinary and wonderful.

For in our immigrant family of four, we were all we ever had. In the town where we lived (a small northern suburb of New York City), we were one of a handful of nonwhite families. Every great once in a while, there would be an uncle or aunt passing through New York, and they’d stay with us a few days or a week. In the evenings, my parents would chatter at the dinner table with special enthusiasm about all the reports from Seoul. My parents were generally happy, easygoing people, but in their first years in America, I would say they didn’t always allow themselves to experience many emotions, perhaps because they felt outside of and flustered by all the strangeness of their new world. And it was only when “home” made its return that they seemed to truly liven up.

In later years, my parents considered America to be their only home, and although they possessed the means to do so by the time my mother died in 1991, our family had made only four visits to Korea in 23 years. Even as a serious teen, I didn’t mind the summer trips we took as a family. Korea was a lot better than, say, a car trip to family friends, not so much because of any reconnecting with the family but for the food.

Best of all, were the grand meals we’d have at our relatives’ cramped apartments or houses, the dozens of dishes completely covering the low tables they’d set out for us—the men sitting at the main table, the women lodged at one nearer the kitchen. In the fog of my jet-lagged mind, the only things that made sense to me amid the superfast talk, which I mostly couldn’t understand, were all the bracing flavors, the radish kimchi and marinated raw crab and sesame-leaf pancakes. Even my father seemed somewhat overwhelmed by the rush of native language, occasionally asking people to repeat what they’d said.

And this is how I found myself on my recent trip, out with my father’s side of the family at a popular barbecue...
Reread the text on the left. Then record your answers to the items below.

13. The most interesting word on this page is _____________________________________________
   because ________________________________________________________________________.

14. One word that I didn’t know on this page is _________________________________________.
   It means ________________________________________________________________________.

15. One thing I read on this page that I already knew is ____________________________________
   ________________________________________________________________________________.

16. One thing I learned on this page that I didn’t know is _________________________________
   ________________________________________________________________________________.

17. Recap, or write in your own words what you learned by reading this page.
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18. Summarize below what you’ve recorded.

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restaurant, straining to understand everyone’s questions about my family and work. I could say only a few words in response, my speaking ability in Korean not as developed as my aural comprehension. After the initial assurances that I could tolerate spicy food and a recounting of the names and ages of my daughters, I naturally retreated into the customary table rituals of the barbecue. I attended to grilling the meat and whole cloves of garlic, readying the bean paste and the fragrant shoots of chrysanthemum, cupping the fresh lettuce leaf to wrap all of it in. While the others ate heartily and engaged in their lively conversations, I was happy for their company and just as pleased simply to sit there and eat, gleaning what talk I could.

There was no awkwardness due to the differences of our language or the brief time we’d spent together during our lives. Somehow all was fine. They were family. There was a certain ease in the gathering that I have rarely felt in my life. There was a level of comfort drawn, I think, from not having to explain myself in the customary ways. I wasn’t defined by the cultural and personal stereotypes that are part of my “regular” existence as a teacher and writer and maybe (if there really is such a person) as an Asian American.

I kept thinking how plainly, deeply satisfying it was to be back among my cousins and aunts and uncles. With them, at least, I was not a provisional “I,” not an ethnic, or outsider, or an artist or intellectual, but simply someone whose connections to others were clear and traceable and real.

**To Sum Up**

- Chang-rae could not say much to his Korean family members because he could not speak Korean very well.
- Even though he could not speak to his family, Chang-rae felt comfortable around them.
- Chang-rae did not feel his family thought of him as a teacher, a writer, or an Asian American.

---

**Analyze Cultural Context**

Chang-rae comments that he did not have to explain himself to his relatives “as a teacher and writer and maybe (if there really is such a person) as an Asian American.” What is he saying about Asian American identity?

---

**REFLECT**

**Analyze Cultural Context**

Chang-rae comments that he did not have to explain himself to his relatives “as a teacher and writer and maybe (if there really is such a person) as an Asian American.” What is he saying about Asian American identity?

---

**Talk about your answer with a partner.**
Reread the text on the left. Then record your answers to the items below.

19. The most interesting word on this page is _____________________________________________________
   because __________________________________________________________________________________ .

20. One word that I didn’t know on this page is ________________________________________________
   It means _________________________________________________________________________________ .

21. One thing I read on this page that I already knew is _____________________________________________
   ____________________________________________________________________________________________ .

22. One thing I learned on this page that I didn’t know is ___________________________________________
   ____________________________________________________________________________________________ .

23. Recap, or write in your own words what you learned by reading this page.
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Keep the Family Together

The next night, I went to my maternal aunt’s house south of the Han River, where my grandmother Halmoni was staying. She was my only living grandparent, in her late 80s, and from recent reports, not doing terribly well. Her back was finally giving way, and she wasn’t very mobile; my cousin told me she sometimes crawled to the bathroom rather than ask anyone for help.

I was nervous about seeing Halmoni in a bad state, not only for the sadness of such a sight but for the sake of her own pride. I almost wished I could have simply telephoned her my wishes of good health and love. When I rang the bell of my aunt’s house, a young cousin greeted me and led me inside. My two aunts were busy back in the kitchen making final preparations for dinner. My cousin and I sat down in the living room. Before I could say anything, my aunts came out, both wiping their hands on their aprons. We all hugged each other, then my younger aunt asked her son where Halmoni was.

My cousin said he’d go look for our grandmother upstairs, but then Halmoni cleared her throat in the next room, effectively announcing herself. She came in, not crawling at all but walking with slowed, careful steps, her hunched back bent down almost to 90 degrees. She wrapped her arms around me, her face pressed into my chest, hardly taller now with her fallen posture than my six-year-old daughter. I could smell the faint almondy oiliness of her hair. And as much as I didn’t want to think of her as frail, she most clearly was, her hold of me like the cling of someone straining to grab on more than to hug. Soon enough, we were sitting together on the sofa, her hands cupping mine, gently kneading them just as she had often done to my sister and me as children.
Reread the text on the left. Then record your answers to the items below.

25. The most interesting word on this page is ____________________________________________
   because ____________________________________________________________________________.

26. One word that I didn’t know on this page is __________________________________________
   It means ___________________________________________________________________________.

27. One thing I read on this page that I already knew is ___________________________________
   ____________________________________________________________________________________.

28. One thing I learned on this page that I didn’t know is _________________________________
   ____________________________________________________________________________________.

29. Recap, or write in your own words what you learned by reading this page.
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30. Summarize below what you’ve recorded.

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</table>
“It’s too far for you to come,” she said. “It’s good you didn’t try to bring your family. You yourself shouldn’t have bothered.”

“IT’S no bother.”

My cousin piped in, “Halmoni, he came over to see you, you know.”

“Even more reason,” she said, though half-smiling. She asked earnestly, “Are you tired?”

“I’m fine.”

“You must be hungry.”

“Not so much.”

She called out to the kitchen, telling her daughters that I needed to eat right away. My younger aunt came out and said she could set the table, that we didn’t have to wait for the men to arrive (which was of course possible, though an impossibility).

“Really,” I told her. “I want to wait.”

She nodded and went back to the kitchen. Halmoni made a raspy sound in her throat at me, a distinctive Korean mother-style scold, the sound of which contains just the pitch to make one feel at once guilty and beloved.

“Are you feeling well these days?” I asked, having practiced the phrase (in Korean) on the subway ride.

“Sometimes I have a little trouble with my back. But not today. Your father is in good health?”

“Yes.”

“You visit him regularly?”

“I try to.”

“You must do so always,” she said, tapping my hand for emphasis. “Keep the family together.” She paused. “And your stepmother, she is well, too?”

“Yes.”

Halmoni nodded.

“That’s good,” she said. “It’s how it should be.”

She was staring right into my eyes, gazing, I’m sure, at the remnants of her first child, my mother, the only one, with any mercy, who would precede her to the grave. I pictured my mother’s black granite headstone back in New York, and then, too, my paternal grandfather’s stone, and then Halmoni’s and my father’s and even my own, all the written names, cast wide.
Reread the text on the left. Then record your answers to the items below.

31. The most interesting word on this page is ________________________________
   because ________________________________________________________________.

32. One word that I didn't know on this page is ________________________________.
   It means ________________________________________________________________.

33. One thing I read on this page that I already knew is ________________________________
   ____________________________________________________________________________.

34. One thing I learned on this page that I didn’t know is ________________________________
   ____________________________________________________________________________.

35. Recap, or write in your own words what you learned by reading this page.
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36. Summarize below what you’ve recorded.

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Comprehension Check

A. Think about the essay. Answer the questions below.

1. Why did Chang-rae go to Korea with his father at the beginning of the essay? __________________________.

2. Why did Chang-rae go back to Korea? __________________________

3. What does Chang-rae’s grandmother ask him to do? __________________________

B. Answer the following questions.

4. Where is Chang-rae’s grandfather buried? __________________________

5. In what language is the writing on the headstones? __________________________

6. Name three kinds of food that Chang-rae eats in Korea. __________________________

C. Answer the following questions.

7. What might have made Chang-rae feel like an outsider in the town in which he was raised?

___________________________________________________________________________________________

___________________________________________________________________________________________

8. How do you think being an outsider changed the way Chang-rae viewed his family?

___________________________________________________________________________________________

___________________________________________________________________________________________
Dream Boogie and Motto
by Langston Hughes

Dizzy Gillespie
Explorer of New Sounds from Giants of Jazz
by Studs Terkel

Playing Jazz
by Wynton Marsalis
Connect to the Poems and Articles

How does music make you feel? Complete the sentences.

_________________________ music makes me feel happy.
_________________________ music makes me feel sad.
_________________________ music makes me feel calm.

Compare Author’s Purpose

An author’s purpose is his or her reason for writing. As you read, ask yourself,

Why did the author write this? Did he want to

➤ persuade?
➤ inform?
➤ entertain?
➤ describe?

Literary Element Rhyme and Rhyme Scheme

Rhyme is the repetition of the same ending sounds. Rhyme scheme is the pattern that end rhymes (rhymes occurring at the ends of lines of poetry) form in a stanza or poem. As you read the poems, ask yourself,

➤ How does Hughes use rhyme and rhyme scheme to help him show his message?

Reading Strategy Make Inferences About Theme

To make inferences about theme is to draw a conclusion about the meaning of an article or poem based on the text and your background knowledge. As you read, ask yourself,

➤ What are the main points that help the reader find the poem or article’s theme?
**Selection Vocabulary**

**deferred** (di furd’) v. put off, postponed (p. 188)

Joan’s deferred loans would not have to be paid until after graduation.

**Content Vocabulary**

<table>
<thead>
<tr>
<th>harried (he’rēd) adj. annoyed or distressed (p. 191)</th>
<th>irrepressible (i ra pre’ sa bal) adj. uncontrollable (p. 191)</th>
<th>intently (in tent’ lē) adv. carefully (p. 192)</th>
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<tr>
<td>Tom looked harried trying to chase his dog and rake the leaves at the same time.</td>
<td>The irrepressible child would not stop yelling.</td>
<td>Diana stared at the girl intently as she tried to figure out if they had met before.</td>
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<td>orchestra (or’kas tra) n. a group of musicians who play together (p. 193)</td>
<td>colleagues (kā’lēg z) n. people who work together (p. 195)</td>
<td>hierarchy (hi’ə răr’kē) n. a system of different levels of power (p. 201)</td>
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<tr>
<td>The orchestra included two trumpet players and a saxophone player.</td>
<td>Mrs. Hudson and her colleagues are all English teachers.</td>
<td>The top person in the hierarchy of the school administration is the superintendent.</td>
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<tr>
<td>➤ Cognate (Spanish) orquesta</td>
<td>➤ Cognate (Spanish) colegas</td>
<td>➤ Cognate (Spanish) jerarquía</td>
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Here, the word *daddy* is used to mean "man."

*Boogie-woogie* is a style of jazz with a fast rhythm.

Good morning, *daddy*!
Ain’t you heard
The *boogie-woogie* rumble
Of a dream *deferred*?

Listen closely:
You’ll hear their feet
Beating out and beating out a—

    *You think*
    *It’s a happy beat?*

Listen to it closely:
Ain’t you heard
something underneath
like a

    *What did I say?*

**To Sum Up**

- The poem uses words that make the reader think about music.
- The poem asks the reader to think about how a person feels when his or her dream cannot come true.

**Vocabulary**

*deferred* (di furd’)* v.* put off, postponed
Sure,
I’m happy!
Take it away!

*Hey, pop!*
*Re-bop!*  
*Mop!*

*Y-e-a-h!*

---

1. **Re-bop** is another term for “bebop,” which is a style of jazz music.
I play it **cool**
And dig¹ all jive²
That’s the reason
I stay alive.

My motto,
As I live and learn,
is:
*Dig And Be Dug*
*In Return.*
John Birks Gillespie was a lively, impish little boy.

“John Birks! John Birks!” his harried mother called out. “Where in the world is that child?” Of her nine children, this youngest one was the most irrepressible.

From the parlor came the sound of a pounding piano. She peered into the room, chuckled softly to herself, and shook her head. The four-year-old had clambered up on the high stool and was furiously stabbing at the keyboard with his pudgy little fingers. He gloried in the making of loud sounds.

All kinds of instruments were strewn about the Gillespie household, in Cheraw, South Carolina. The father was a bricklayer by day and an amateur musician by night. As leader of the local band, he was the guardian of the other members’ instruments.

The small boy quickly tired of the piano and scurried toward a clarinet that lay upon the table. He tooted into it a few times. His large, luminous eyes wandered to the nearby mandolin. Curious, he plucked at the strings. Now a huge instrument loomed up before him. It rested in a corner, against the wall. It...
A jam session is when musicians get together and play music casually, often improvising what they play.

To have a good ear is to have a talent for hearing music and copying it.

To Sum Up

- Gillespie teaches himself to play like a trumpet player he hears on the radio.
- People think Gillespie is the best trumpet player around even though he can only play in one key.
- A piano player named Sonny Matthews invites Gillespie to his house to play music.

John Gillespie had a good ear. Soon he was considered the best trumpet player around. But he had one trouble. He could play in only one key: B-flat. It was his best-kept secret. That is, till the day Sonny Matthews returned to town. Sonny was Cheraw’s best piano player. During his absence, Gillespie had gained his fine reputation as a trumpeter.

“Where’s this John Birks I been hearin’ about?” Sonny asked on his first day back. He invited Gillespie to his house for a two-man jam session.

“What do you wanna play, man?” asked the host.

“Anything. I don’t care,” replied the cocky young trumpeter.

“Okay, let’s make it ‘Nagasaki.’”

Background Information

Louis Armstrong was a very famous jazz trumpet player whose original style influenced many other musicians that followed him.

1. A viol is a kind of stringed instrument with a flat back that is played with a curved bow.
2. The Savoy Ball Room, in the Harlem neighborhood of New York City, was where many big bands played.
Sonny struck up a few chords on the piano. No sound came from the horn. John Birks Gillespie was mortified. Matthews was playing in the key of C!

From that moment on, an embarrassed young man with a horn vowed to learn every key. . . .

Lottie Gillespie moved her family to Philadelphia in 1935. Though it was a new world for John, he wasn’t one bit afraid. He was confident and saucy. Hat cocked to one side, eyes twinkling mischievously, he was ready for any kind of prank. Here his fun-loving ways earned him the nickname of Dizzy. It stuck. . . .

In his constant quest for a new style on the trumpet, he heard a sound that intrigued him. It was 1939. He was working for Edgar Hayes at the World’s Fair in New York. Hayes’ clarinet player, Rudy Powell, was playing a riff, a repeated phrase, of changing chords. Dizzy rushed to the piano.

“I always go to the piano when I want to try out something new. You see, you can skip around on the piano so easily. You can pick out chords, skip notes, jump intervals. Then you transpose it for the trumpet.”

He played the arrangement over and over. He was excited. An idea was taking form in his mind. “I realized there could be so much more in music than what everybody else was playing.” Gillespie knew now there must be some new way of playing the trumpet.

Late in 1939, he joined the orchestra of Cab Calloway. There were some excellent musicians in the band. Among them were Chu Berry at the tenor sax, Hilton Jefferson at the alto, Cozy Cole at the drums, and Milt Hinton at the bass. During his two years with Calloway, Dizzy recorded more than fifty sides. More important, it was his period of groping for new ways to express himself. There were difficulties. Some of the band’s veterans were irritated by Gillespie’s unorthodoxies.

“What’s he trying to do anyway?”

“Why doesn’t he stick to the arrangements?”

“The guy’s a ‘character.’”

Calloway himself was not too happy with Dizzy’s didoes. Occasionally during his musical explorations Dizzy would get lost. When he’d miss the final high note, after a long-range

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3. A dido is a mischievous prank.
The orchestra leader is not happy when Gillespie does not play what he is supposed to play.

Some other musicians in the orchestra know that Gillespie has an original talent.

They tell him he should keep practicing and playing his own way.

Gillespie begins playing with small groups in a nightclub. He thinks other musicians should play the way they want to.

progression, the leader angrily muttered, “All right now! Enough of that! No more of that Chinese music!”

There were others in the band who sensed the pioneer in young Gillespie. Gently they encouraged him.

“Come here, kid,” said Milt Hinton, the bass player, during an intermission. “Let’s go on the roof and practice.”

During the Calloway engagement at New York’s Cotton Club, the two men were often on the roof, quietly working together. Hinton walked the bass, while Gillespie tried different chords and melodic patterns on his trumpet.

“I like what you’re trying to do,” said Hinton. “Keep it up, kid.”

Dizzy did keep it up, thanks to the opening of a little nightclub in Harlem. It was called Minton’s Play House. Teddy Hill managed it. He encouraged young musicians to gather here after hours, to play exactly as they felt.

Gillespie became a regular habitué, together with Thelonious Monk, a pianist, and Kenny Clarke, a drummer. Clarke was experimenting as a drummer as Dizzy was as a trumpeter. His rhythm was implied rather than emphasized. He varied his punctuation, instead of steadily pounding away at the drum at four-to-the-bar. Here, too, Charlie Christian often came, after his regular stint with Goodman.

Another young musician seeking a new avenue in jazz frequented Minton’s. He was an alto-sax player in the swing

Make Inferences About Theme

Dizzy Gillespie encouraged young musicians to “play exactly how they felt.” What does this tell you about the kind of person Gillespie was?

______________________________

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Talk about your answer with a partner.
band of Jay McShann, recently arrived from Kansas City. His name was Charlie Parker. Later, Dizzy and he were to really cross paths and become the two major figures in the development of the jazz known as “bop.”

At Minton’s, Dizzy’s closest associate was Thelonious Monk. “Monk and I would work on an idea,” remembers Dizzy. “Then I’d try it out the next night with Calloway. Cab didn’t like it. It was too strange for him.”

The word spread quickly among musicians. Minton’s was the place to visit for exciting jam sessions and new approaches. Soon the place was packed with players, many of whom had limited talents. The regulars had to find some way to keep the mediocre ones off the bandstand.

“What’re we going to do about those cats who can’t blow at all, but it takes them seven choruses to prove it?” asked the perplexed Gillespie. “By the time they get off, the night’s shot.”

“Let’s practice in the afternoon,” suggested Monk. “We’ll work out variations so complex it’ll scare ‘em away.”

That’s how it began. Bewildered musicians of lesser talents shook their heads and walked off the stand. Gradually Dizzy and his colleagues became more and more interested in what they were doing. They explored more deeply. And a new jazz style was evolving. . . .

When Dizzy and Parker played, the music had drive and humor and warmth. Many of their imitators lacked this, because they lacked musicianship. These two artists were not seeking mimics, but colleagues. In the years that followed, numerous young musicians came into prominence. They were happily equipped with the attributes Gillespie and Bird sought—good craftsmanship, imagination, and daring. Hundreds of records were cut, originals as well as standards. Young musicians were developing new melodic lines based on chord sequences of popular jazz numbers. New recording companies came into being, scores of them.

Modern jazz was here to stay.

In Europe as in America the impact was felt. Though Gillespie’s 1948 tour through Scandinavia was a financial flop, it was not due to the music. The band was mismanaged. Dizzy’s later appearances in Europe were enthusiastically received.

➤ Gillespie helped to create a new style of jazz called “bop.”
➤ Gillespie’s music brings crowds to the nightclub.
➤ Gillespie’s style of playing the trumpet makes other musicians change the way they play music.
Perhaps the highlight of Dizzy Gillespie’s career was his tour of the Middle East in 1956. Under the auspices of the U.S. State Department, he led a big band into such lands as India, Iraq, Turkey, and Lebanon. These were places where most people had never heard live jazz, let alone American artists. These concerts were divided into two parts. The first half dealt with origins, ranging from the African drums and spirituals to big band classics. The second half consisted of modern jazz.

Dizzy Gillespie was a wonderful ambassador of goodwill. He and his music won over these people immediately.

“I have never seen these people let themselves go like this,” observed an American official at Damascus. He himself had been suspicious of jazz.

In Ankara, Dizzy refused to play at an important gathering until the little ragamuffins outside the wall were let in.

“Man, we’re here to play for the people.”

Dizzy called a young native trumpeter to the stage. The boy was so moved he could hardly speak. Gillespie handed him his cigarette case. Engraved on it were the words: “In token of the brotherhood of jazz.”

Does it matter what label is given to jazz? Be it traditional or be it modern, if a talented man plays it with joy and love, that’s all that matters.

Says Dizzy Gillespie: “I’m playing the same notes, but it comes out different. You can’t teach the soul. You got to bring out your soul on those valves.”
July 18, 2003

Dear Anthony,

How are you, man? Glad to hear you got something from my last letter. Don’t just read that stuff and lock it away in your head. Figure out how to apply it.

Tours go on and on. We just out here, from one city to the next. I just head where they tell me. So excuse the distance between these notes. I try to write when I can.

Man, last night we played a small, intimate club inside a Boston hotel. Can’t complain at all; gig just felt good. Small places, man. The people all around you, making all kind of noise and grooving. It just inspires the band. Folks in the audience let the sound wash all over them, especially when our drummer, Herlin, getting sanctified on the tambourine in 5/4.

After the gig, someone brought us a full-course meal—black-eyed peas, corn bread, barbecued ribs, mashed potatoes, even had the nerve to have some corn pudding. People cook for you when you sound good and have good manners. In all seriousness, though, no matter how often something like that happens, and it happens a lot, the love and generosity of spirit that we feel out here is always humbling. And it makes missing your family a bit more tolerable. But boy, if you don’t like people, you’ll have a lonely time out here.

I wanted to rap with you about playing. Yes, that simply, that essentially—what it takes to play jazz music. Playing covers four essential bases: the expansion of your musical

1. *Herlin* is Wynton Marsalis’s longtime drummer Herlin Riley.
Music that catches your fancy is music that you like.

robots (rōˈbāts) n. machines that do the job of a human

To Sum Up

➤ Marsalis writes that the more kinds of music you listen to, the better a musician you will be.
➤ Marsalis thinks learning music is a lot like learning a language.
➤ Marsalis thinks it is important to be charming and have fun when performing music.

To Sum Up

First, the more vocabulary you know, the more you can play. It’s just like talking. A person can know twenty words very well and communicate successfully. But there’s gonna be a whole pile of things that he or she never talks about. You need to have vocabulary on all aspects of jazz—melodies, harmonies, rhythms, and personal effects. It’s always best to start with what you should know—things from your region, then national things. In other words, if you’re from Kansas City, you need to know what the Kansas City blues sounds like. Then you need to know American themes and tunes. And today you need to know more music, especially in the global sense. All over the world, styles of music have specific objectives. Learning those objectives will serve you well, allowing you to incorporate a greater breadth of material into your own vocabulary. Musicians in the Latin tradition always complain that the jazz musicians don’t know any of their music. Study and learn whatever music catches your fancy from around the world with people who know it and can play it. The enhancement to your own music will be invaluable. Studying the vocabulary of music is like etymology. If they’re interested in romance languages, people will study Latin, from which all those languages descend.

In the same manner, most groove music comes from the African 6/8 rhythm—the claves in Cuban music to the shuffle of the Mississippi blues. But if you don’t know your own language, your own vocabulary, forget about learning someone else’s.

Second, always bring charisma to your sound. People want to hear some music. They don’t come out to see robots toot horns. They want to be uplifted, amazed, and enlightened. Infuse your sound with charisma. What you do when playing for the public isn’t much different from any stage-based performance. Imagine the actor who trots out onstage only to deliver lines in bland fashion with no regard to distinguishing his or her craft. Would that make you enthusiastic? You have to understand and locate your distinct approach to the music, and then infuse your playing with that sentiment. Whatever

2. Etymology means the history of a word.
3. Claves are two sticks of fine wood that are struck together to make a rhythm.
your approach turns out to be, deliver it with force, power, and conviction. With fun, man. This is playing.

But while you’re up on that bandstand blowing with force and power, keep in mind that playing jazz is like anything else in life: When you start a thing off, you’re much more enthusiastic than when you get to the middle. If you’re running a race, you shoot out like Jesse Owens reborn. Playing ball? That enthusiasm might make you think you’re Joe Montana. Then after a couple of interceptions the thrill is gone. This happens in almost every activity in the world. So when you play, don’t get carried away or burned out by the importance of your own effort. Start good. Finish good. Sound good. No more complicated than that. And when I say sound good, I mean sounding good enough to get a job. Because when you sound good, people will hire you; when you sound good, people will be calling.

Of course, sounding good also goes beyond the marketplace; it goes right to the heart of your personal objectives—our third base of playing. Although objectives vary, depending on the individual, there exists a central, common point: What do you want to give to people? Let me lay this on you. Once I asked Sweets Edison, “Why is it that you always sound good, from the first note that you play?”

“There’s only one way to play, baby boy,” Sweets answered. “There ain’t but one way to do it.”

Sweets means that you project your way with the ultimate feeling all the time, whether you’re playing in a sad band, a great band, for elementary school students, at someone’s birthday party at their house, or ‘cause someone fixed a meal for you. When you pull your horn out, you should play as if that’s the most important moment in your life. If it’s not, make it be.

Remember when you were a kid and you really, really wanted something? It could have been the most trivial thing. Remember the way you begged and pleaded for it? Imagine playing with that passion, that desire, as if this was the most needed thing in your life. When we get older, we learn how to temper our wanting, our desire. Well, tap back into that childhood fervor and freedom of expression. That’s what you have to have when you play. That thing you wanted the most and the way you were willing to sacrifice any speck of pride or dignity to obtain it. Remember how you wanted it; remember

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4. Joe Montana is a former professional football player.
5. Sweets Edison is the late trumpeter Harry “Sweets” Edison.
Here, *swing* means “an easy, swaying rhythm.”

Wynton Marsalis thinks learning to play different styles of jazz is a good way to develop your own way of playing.

Marsalis thinks playing jazz with a swinging feeling is important.

Realize that the fundamentals of jazz help you develop your individuality, help you find that passion. Don’t say, “I’m not going to really play blues,” or “I’m not going to address swing.” Don’t run from you. Running carries a cost. Have you ever noticed that when you hear a contemporary Latin band play and juxtapose it with a jazz band, the Latin music almost always sounds better? You wonder why that’s the case? Just look at the bandstand. You’ll see that the Latin musicians appear invested and involved; they believe in the integrity of their groove.

Now look at the jazz band: not accepting the swing, trying to find some quasi-funk groove or, even worse, that sad jazz quasi-Latin groove. You can practically hear them muttering to themselves—“Swing is dead; let’s try something else.” They take detours to avoid sounding bad and run right into what they flee. The fourth and perhaps most important facet of playing jazz, *swing* and swinging.

**REFLECT**

Make Inferences About Theme

Wynton Marsalis thinks there are four objectives to being a good jazz musician. What does this tell you about the kind of person Marsalis is?

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

Talk about your answer with a partner.
You may hear about “quintessentially American” things. Well, what makes a thing quintessential is that it reflects the values of the thing it is supposed to be quintessentially about. In the case of an art form, it not only reflects the values, it embodies them, it ennobles them, and it emboldens them. That’s why people study art forms with such intensity, because the artist channels the spirit of the nation. In the case of the swing, no one person created it; democracy is a collective experience. And swing is a democratic and quintessentially American concept.

Swing is supreme coordination under the duress of time. Swing is democracy made manifest; it makes you constantly adjust. At any given time, what’s going to go on musically may not be to your liking. You have to know how to maintain your equilibrium and your balance, even if things are changing rapidly. Swing is designed for you to do that. Why? Each musician has a different concept of time. Sometimes I tell my students, “I want you all to stand up when a minute is over.” And some people get up after twenty seconds. Some get up after a minute and a half. That shows the variance between individual concepts of time. As a player you have to, of your own volition, come to a conclusion about how you approach time.

But swing has a hierarchy, like a government. The president of the swing is the drummer. The drummer has the loudest instrument and the cymbal is in the highest register. In African music it’s called the bell rhythm. It’s always the high rhythm, because you can hear that rhythm. In jazz, the bell rhythm is on the cymbal. You follow the bell rhythm.

To Sum Up

➤ Marsalis compares swing music to American government, saying there is a leader, but everyone has to work together to make it good.

➤ Musicians always have to be able to adjust to changes in the feel of music.

➤ Marsalis thinks swing is very closely related to the American experience.

➤ He thinks that in jazz, and in American life, you find your own way of doing things.
But, like a government, swing also has checks and balances, because if the drummer rushes, the bass player might bring the time back. Sometimes the president of the swing is whoever has the best time. When Charlie Parker played, his time was so good that the bell rhythm would follow him. So you have that possibility. This is also a democratic proposition. If you have a weak president, man, you might need a strong legislative branch, or a stronger judiciary—checks and balances.

Swing ties in with the heart of the American experience: You make your way; you invent your way. In jazz, that means you challenge the time, and you determine the degree of difficulty of the rhythms you choose to play. You could play quarter notes, which are difficult to play in time. Or any type of impossible, fun syncopations. Or you could just play strings of eighth notes. You try to maintain your equilibrium with style, and work within the flow. That’s what the swing offers.
A. Circle the picture that answers the question.
1. Which picture shows an **orchestra**?

![Orchestra](image1)

2. Which picture shows a **robot**?

![Robot](image2)

3. Which picture shows a group of **colleagues**?

![Colleagues](image3)

B. Unscramble the word to find the answer to each question.
4. What is a word meaning “annoyed or distressed”?
   
   radiehr ____________

5. What is a word meaning “put off”?
   
   dfreeder ____________

6. What is a word meaning “carefully”?
   
   itnnelty ____________

C. Answer the questions.
7. Give an example of a system that has a **hierarchy**.

   ____________________________________________________________

8. Give an example of a behavior that an **irrepressible** child might have.

   ____________________________________________________________
After You Read

**Comprehension Check**

A. Think about the article, “Dizzy Gillespie, Explorer of New Sounds from Giants of Jazz.” Answer the questions.

1. What instrument is Dizzy Gillespie famous for playing? __________

2. What kind of music did Dizzy Gillespie play? ______________

3. How did Dizzy Gillespie play his music? ______________

B. Think about the poems, “Dream Boogie” and “Motto.”

4. List one way that these two poems are alike.

________________________________________________________________________________________________________________

5. List one way that these two poems are different.

________________________________________________________________________________________________________________

C. Answer the following questions.

6. How are “Playing Jazz” and “Dizzy Gillespie, Explorer of New Sounds from Giants of Jazz” alike and different? Think about the purpose of each selection and what you learned from each selection.

________________________________________________________________________________________________________________

________________________________________________________________________________________________________________

________________________________________________________________________________________________________________

________________________________________________________________________________________________________________
Connect to the Play

Think about the people you know. Are any of them good leaders? What makes each person a good leader?

<table>
<thead>
<tr>
<th>Leaders I Know</th>
<th>What Makes Them Good Leaders</th>
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<tbody>
<tr>
<td></td>
<td></td>
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</table>

Literary Element  
Monologues, Soliloquies, and Asides

A monologue is a long speech that is spoken by a character in a play. It is called a soliloquy if the character is alone on the stage. Sometimes, a character speaks to the audience and not to the other characters. That is called an aside.

As you read, look for monologues, soliloquies, and asides. Ask yourself: What did I learn about the characters through the words they said?

Reading Strategy  
Analyzing Cause-and-Effect Relationships

When something one event happens, it often leads to another thing. event. If you drop a glass on the floor, it may break. This is called a cause-and-effect relationship. Dropping the glass is the cause, or the reason something happened. The glass breaking is the effect, or what happened as a result of the cause.

As you read, pause at the end of each page and ask yourself the following questions:

➤ What did the characters do?
➤ What might happen as an effect of the characters’ actions?
Selection Vocabulary

**interim** (in’ ter im) n. the time after one thing event stops and another starts (p. 214)
We can do our homework in the **interim** between school and the ball game.
➤ Cognate (Spanish) **interin**

**commend** (ka mend’) v. to say good things about a person (p. 218)
The principal will **commend** her high grades at the assembly.
➤ Cognate (Spanish) **dispersar**

**disperse** (dis purs’) v. to break up and go in different directions (p. 222)
We watched the dandelion seeds **disperse** in the wind.
➤ Cognate (Spanish) **dispersar**

Content Vocabulary

**tragedy** (tra’ ja de) n. a sad event; a play, poem, or story that is serious and sad (p. 210)
The crowd cried at the end of the **tragedy**.
➤ Cognate (Spanish) **tragedia**

**Capitol** (ka’ pō tal) n. the building where a government meets (p. 216)
Our senator works in the **Capitol**
➤ Cognate (Spanish) **capitolio**

**particle** (pār’ ti kal) n. a very small piece or amount (p. 218)
The ant was carrying a food **particle**.
➤ Cognate (Spanish) **partícula**

**wound** (wünd) n. a cut or other damage to the body (p. 228)
The nurse put a bandage on her **wound**.

For more practice, see page 333.
### CHARACTERS

**JULIUS CAESAR**: leader of Rome and its army  
**CALPHURNIA**: wife of Julius Caesar  
**MARCUS BRUTUS**: friend of Julius Caesar, government official  
**PORTIA**: wife of Brutus  
**CAIUS CASSIUS**: member of the group that wants to kill Julius Caesar  
**MARK ANTONY**: friend of Julius Caesar, senator  
**OCTAVIUS CAESAR**: Julius Caesar’s great-nephew  
**M. AEMILIUS LEPIDUS**: a leader in the Roman army  

| Members of the Group That Plan to Kill Julius Caesar, Known as Conspirators |
|---|---|---|
| CASCA | METELLUS CIMBER | TREBONIUS |
| CINNA | DECIUS BRUTUS | CAIUS LIGARIUS |

<table>
<thead>
<tr>
<th>Senators</th>
</tr>
</thead>
<tbody>
<tr>
<td>CICERO</td>
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<table>
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<tr>
<th>Public Officials, Known as Tribunes</th>
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</thead>
<tbody>
<tr>
<td>FLAVIUS</td>
</tr>
</tbody>
</table>

| Officers in the Armies of Brutus and Cassius |
|---|---|---|
| LUCILIUS | MESSALA | VOLUMNIUS |
| TITINIUS | YOUNG CATO | FLAVIOUS |

| Servants of Brutus |
|---|---|---|
| LUCIUS | CLITUS | STRATO |
| VARRUS | CLAUDIO | DARDANIUS |

<table>
<thead>
<tr>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>A SOOTHSAYER (a person who tells about the future)</td>
</tr>
<tr>
<td>ARTEMIDORUS OF CNIDOS: a teacher</td>
</tr>
<tr>
<td>CINNA: a poet</td>
</tr>
<tr>
<td>PINDARUS: servant of Cassius</td>
</tr>
<tr>
<td>ANOTHER POET</td>
</tr>
<tr>
<td>SERVANTS TO JULIUS CAESAR, ANTONY, AND OCTAVIUS, CITIZENS, GUARDS, SOLDIERS</td>
</tr>
</tbody>
</table>
Scene: Rome, 44 B.C.

The scene you are about to read is from act 2 of the play. In act 1, Julius Caesar comes back to Rome from war. He has won battles against his enemies and has become very powerful. Caesar is warned that something bad will happen on March 15th, the Ides of March.

A man named Cassius is afraid that Caesar has become too powerful. He makes plans to kill Caesar. Cassius wants Marcus Brutus to join him against Caesar. Brutus, too, is worried that Caesar has become too powerful. He is afraid that Caesar will become a king. But Brutus loves Caesar as a friend. Cassius tries to trick Brutus into helping him kill Caesar. Cassius places fake letters where Brutus will find them.

The Play

Many people think that William Shakespeare is the best writer who ever lived. Shakespeare wrote poems and plays. Some of his plays were funny comedies. Others, like this one, were serious dramas.

A play is a story that is written to be acted on a stage in front of an audience. As you read, picture actors saying the lines. Think about what the actors’ costumes and the stage might look like.

Shakespeare lived almost 500 years ago. People during his time spoke differently than people speak today. You may find it difficult to understand some of the words and phrases in the play. Look at the summary boxes and side notes when you need help.
It is early in the morning on March 15, 44 B.C. The day before, a soothsayer, or prophet, called out to Julius Caesar as he passed in the street, “Beware the ides (the 15th) of March!” Caesar ignored him. Soon after, a group of senators met to discuss their fears that the Senate would make Caesar a king. If that happened, they were sure Caesar would not be able to resist the temptation to misuse his power, making them little better than slaves. The only way to prevent this, they decided, is to kill Caesar. They want to bring Brutus to their cause, however, because he is “noble” and so popular that the people will believe that whatever he does, he does for the good of Rome. They plan to send Brutus a number of anonymous letters and then go to visit him. That night, a terrible storm rages, and people report all sorts of omens—meteors, lightning, men on fire, and a lion walking the streets—all signs of evil to come.

ACT 2

SCENE 1. BRUTUS’s garden. The ides of March. [Enter BRUTUS in his orchard.]

BRUTUS. What, Lucius, ho! I cannot, by the progress° of the stars, Give guess how near to day. Lucius, I say! I would it were my fault° to sleep so soundly. When, Lucius, when? Awake, I say! What, Lucius!

[Enter LUCIUS.]

LUCIUS. Call’d you, my lord?

BRUTUS. Get me a taper° in my study, Lucius. When it is lighted, come and call me here.

LUCIUS. I will, my lord.

[Exit LUCIUS.]

BRUTUS. It must be by his death;° and for my part, I know no personal cause to spurn° at him, But for the general.° He would be crown’d: How that might change his nature, there’s the question. It is the bright day that brings forth the adder,° And that craves° wary walking. Crown him that,° And then I grant we put a sting in him That at his will he may do danger with. Th’ abuse of greatness is when it disjoins Remorse from power;° and, to speak truth of Caesar, I have not known when his affections° sway’d
The Tragedy of Julius Caesar
Act 2, Scene 1

2 progress: position.

4 I would . . . fault: I wish it were my weakness.

7 taper: candle.

10 his death: Julius Caesar’s death.
11 spurn: strike out.
12 the general: the good of all the people of Rome.

14 adder:

18–19 Th’ abuse . . . power: Greatness is used the wrong way when it separates kindness from power.
20 affections: feelings, desires.
More than his reason. But 'tis a common proof°
That lowliness° is young ambition’s ladder,
Whereto the climber-upward turns his face;
But when he once attains the upmost round,°
He then unto the ladder turns his back,
Looks in the clouds, scorning the base degrees
By which he did ascend. So Caesar may;
Then lest he may, prevent.° And since the quarrel
Will bear no color for the thing he is,
Fashion it thus: that what he is, augmented,
Would run to these and these extremities;°
And therefore think him as a serpent’s egg,
Which hatch’d, would as his kind grow mischievous,
And kill him in the shell.

[Enter Lucius.]

Lucius. The taper burneth in your closet,° sir.
Searching the window for a flint, I found
This paper thus seal’d up, and I am sure
It did not lie there when I went to bed.

[Give him the letter.]

Brutus. Get you to bed again, it is not day.
Is not tomorrow, boy, the [ides] of March?

Lucius. I know not, sir.

Brutus. Look in the calendar, and bring me word.

Lucius. I will, sir. [Exit.]

Brutus. The exhalations° whizzing in the air
Give so much light that I may read by them.

[Opens the letter and reads.]

“Brutus, thou sleep’st; awake, and see thyself!
Shall Rome, etc. Speak, strike, redress!”°

“Brutus, thou sleep’st; awake.”

Such instigations° have been often dropp’d
Where I have took them up.
“Shall Rome, etc.” Thus must I piece it out:°
Shall Rome stand under one man’s awe? What, Rome?
My ancestors did from the streets of Rome
The Tarquin° drive when he was call’d a king.
“Speak, strike, redress!” Am I entreated
To speak and strike? O Rome, I make thee promise,

If the redress will follow, thou receivest
Thy full petition at the hand of Brutus!°

[Enter Lucius.]
21 a common proof: something that most people know.

22 lowliness: the quality of being humble; not proud or bold.

24 utmost round: top rung of a ladder.

28 Then lest . . . prevent: Let us act before it happens so we can prevent it.

28–31 since the quarrel . . . extremities: Since Caesar is not yet acting the way we are complaining about, we will have to state our case the following way: If Caesar gets more power, it will lead him to act to such and such extremes.

35 closet: small private room.

44 exhalations: meteors.

47 redress: correct a wrong.

49 instigations: letters urging the reader to act.

51 piece it out: fill in the gaps in meaning.

54 Tarquin (tā’ kwin): the last king of Rome, who was driven out by Lucius Junius Brutus.

55–58 Speak, strike . . . Brutus: Brutus promises that the Roman people’s request for redress will be granted if it can be done through his words and actions.
To Sum Up

➤ Brutus says that he hasn’t slept since Cassius told him of his plan to kill Caesar.

➤ Cassius comes to visit Brutus and brings the other conspirators.

Vocabulary

interim (in′ter im) n. the time after one thing event stops and another starts
61 **whet**: cause a feeling.

64 **motion**: action.

65 **phantasma**: top rung of a ladder.

66 **Genius . . . instruments**: the mental and physical powers it takes for a person to take action.

67–69 **the state . . . insurrection**: Brutus compares the way he has been torn between his friendship with Caesar and his fear of Caesar’s power to a kingdom that stands still.

70 **brother**: brother-in-law. (Cassius is married to Brutus’s sister, Junia.)

72 **moe**: more.

75–76 **discover . . . mark of favor**: tell who someone is.

78 **Sham’st thou**: Are you ashamed?

83 **path . . . semblance**: go around without disguise.

84 **Erebus (er’ a bas)**: in classic myths, it is the dark place the dead pass through on their way to the underworld, called Hades.

85 **prevention**: discovery.

86 **too bold upon**: interrupting.

87 **morrow**: morning.
To Sum Up

➤ Cassius introduces the conspirators to Brutus.
➤ Brutus welcomes them into his home.
➤ The conspirators disagree about when the sun will rise.

Analyzing the Cause-and-Effect Relationships

Think about what you’ve read. What has happened in Brutus’s home? How has it affected Brutus?

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
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</table>

Talk about your answer with a partner.
What watchful . . . night: What worries keep you awake?

fret: weave through.

Here, as I . . . directly here: Casca insists that in the early spring, the sun rises south of the spot pointed out by Decius and Cinna; it will rise farther north in about two months.
The Tragedy of Julius Caesar
Act 2, Scene 1

➤ Cassius wants Brutus to swear that he will join in the plan to kill Caesar.

➤ Brutus says that if they have a strong reason for acting, they do not need to swear.

➤ Cassius wonders whether they should include Cicero in the plan. Brutus says that Cicero will never follow another man’s plan.

To Sum Up

- Cassius wants Brutus to swear that he will join in the plan to kill Caesar.
- Brutus says that if they have a strong reason for acting, they do not need to swear.
- Cassius wonders whether they should include Cicero in the plan. Brutus says that Cicero will never follow another man’s plan.

BRUTUS. Give me your hands all over,° one by one
CASSIUS. And let us swear our resolution.
BRUTUS. No, not an oath. If not the face of men,
The sufferance of our souls, the time’s abuse—
If these be motives weak, break off betimes,°
And every man hence to his idle bed.
So let high-sighted° tyranny range on
Till each man drop by lottery.° But if these
(As I am sure they do) bear fire° enough
To kindle cowards and to steel with valor
The melting spirits of women, then, countrymen,
What need we any spur but our own cause
To prick° us to redress? What other bond
Than secret Romans that have spoke the word
And will not palter?° and what other oath
Than honesty to honesty engag’d
That this shall be, or we will fall for it?°
Swear priests and cowards and men cautelous,°
Old feeble carrions,° and such suffering souls
That welcome wrongs; unto bad causes swear
Such creatures as men doubt; but do not stain
The even virtue of our enterprise,
Nor th’ insuppressive mettle of our spirits,

To think that or our cause or our performance
Did need an oath;° when every drop of blood
That every Roman bears, and nobly bears,
Is guilty of a several bastardy,°
If he do break the smallest particle
Of any promise that hath pass’d from him.°

CASSIUS. But what of Cicero? Shall we sound him?°
I think he will stand very strong with us.
CASCA. Let us not leave him out.
CINNA. No, by no means.
METELLUS. O, let us have him, for his silver hairs
Will purchase us a good opinion,
And buy men’s voices to commend our deeds.
It shall be said his judgment rul’d our hands;
Our youths and wildness shall no whit° appear,
But all be buried in his gravity.°

BRUTUS. O, name him not! Let us not break with him,°
For he will never follow anything
That other men begin.

CASSIUS. Then leave him out.

Vocabulary
commend (ka mend°) v. to say good things about a person
112 all over: all of you

114–116 if these . . . betimes: If the sadness in people’s faces, the pain of our souls, and the evil of our time are weak motives, we should give up at once.

118 high-sighted: too proud.
119 drop by lottery: die by chance (at Caesar’s wish).
120 bear fire: are bold.

124 prick: spur.

126 palter: go back and forth between choices.
126–128 what other oath . . . for it: What other oath is needed than that of honest men who have pledged to each other that they will or die trying?
129 cautelous: on guard against danger.
130 carrions: men no better than dead bodies.

132–136 do not stain . . . oath: Do not insult the true goodness of our plan or the unbeatable courage of our spirits to think that either our cause or our actions need an oath.
136–140 every drop . . . from him: Brutus says that no one of true Roman blood would break a promise.
138 Is guilty . . . bastardy: illegitimate.
141 sound him: find out his feelings.

148 no whit: not in the least.
149 gravity: dignity.
150 break with him: share our plans with him.
The Tragedy of Julius Caesar
Act 2, Scene 1

10

20

a dish fit for the gods means “a meal so wonderful you could serve it to the gods.”

➤ Cassius wants to kill Mark Antony, also.

➤ Brutus believes that they will seem cruel if they kill Mark Antony.

➤ Brutus explains that Mark Antony is not a danger because he cannot do anything without Caesar.

CASSIA. Indeed, he is not fit.

DECIUS. Shall no man else be touch’d but only Caesar?

CASSIA. Decius, well urg’d. I think it is not meet Mark Antony, so well belov’d of Caesar, Should outlive Caesar; we shall find of him A shrewd contriver; and you know, his means,° If he improve them,° may well stretch so far As to annoy us all; which to prevent,

Let Antony and Caesar fall together.

BRUTUS. Our course will seem too bloody, Caius Cassius, To cut the head off and then hack the limbs— Like wrath in death and envy afterwards;° For Antony is but a limb of Caesar. Let’s be sacrificers, but not butchers, Caius. We all stand up against the spirit of Caesar,° And in the spirit of men there is no blood. O that we then could come by° Caesar’s spirit, And not dismember Caesar! But, alas, Caesar must bleed for it. And, gentle friends,

Let’s kill him boldly, but not wrathfully; Let’s carve him as a dish fit for the gods, Not hew him as a carcass fit for hounds; And let our hearts, as subtle masters do, Stir up their servants° to an act of rage, And after seem to chide ‘em. This shall make Our purpose necessary, and not envious; Which so appearing to the common eyes, We shall be call’d purgers, not murderers. And for Mark Antony, think not of him; For he can do no more than Caesar’s arm When Caesar’s head is off.

CASSIA. Yet I fear him, For in the ingrafted° love he bears to Caesar—

BRUTUS. Alas, good Cassius, do not think of him. If he love Caesar, all that he can do Is to himself—take thought and die° for Caesar. And that were much he should,° for he is given To sports, to wildness, and much company.

TREBONIUS. There is no fear in him;° let him not die, For he will live and laugh at this hereafter. [Clock strikes.]
158 his means: abilities.
159 improve them: uses them fully.

164 Like wrath . . . afterwards: as if the killings were motivated by anger and malice.

167 the spirit of Caesar: what Caesar represents.
169 come by: get possession of.

176 servants: hands.

184 ingrafted: having deep roots.
187 take thought and die: die from sadness.
188 that were much he should: it is not likely that he would do such a thing.
190 no fear in him: nothing to fear from him.
BRUTUS. Peace, count the clock.
CASSIUS. The clock hath stricken three.
TREBONIUS. 'Tis time to part.

CASSIUS. But it is doubtful yet

Whether Caesar will come forth today or no;
For he is superstitious grown of late,
Quite from the main opinion° he held once
Of fantasy, of dreams, and ceremonies.°

It may be these apparent prodigies,
The unaccustom'd terror of this night,
And the persuasion of his augurers°
May hold him from the Capitol today.

DECIUS. Never fear that. If he be so resolv'd,
I can o'ersway him; for he loves to hear
That unicorns may be betray'd with trees,
And bears with glasses, elephants with holes,
Lions with toils, and men with flatterers;°
But when I tell him he hates flatterers
He says he does, being then most flattered.

Let me work;
For I can give his humor the true bent,°
And I will bring him to the Capitol.

CASSIUS. Nay, we will all of us be there to fetch him.
BRUTUS. By the eight hour; is that the uttermost?°

CINNA. Be that the uttermost, and fail not then.
METELLUS. Caius Ligarius doth bear Caesar hard,°
Who rated° him for speaking well of Pompey.
I wonder none of you have thought of him.
BRUTUS. Now, good Metellus, go along by him.
He loves me well, and I have given him reasons;
Send him but hither, and I’ll fashion° him.

CASSIUS. The morning comes upon 's; we'll leave you,

And, friends, disperse yourselves; but all remember
What you have said, and show yourselves true Romans.
BRUTUS. Good gentlemen, look fresh and merrily;
Let not our looks put on our purposes,
But bear it as our Roman actors do,
With untir’d spirits and formal constancy.°

And so good morrow to you every one.

[They exit. BRUTUS remains.]
196 quite from the main opinion: different from what he usually thinks.
197 ceremonies: signs of bad things to come.

200 augurers: religious leaders who look for signs to tell what will happen in the future.

203–206 for he loves . . . flatterers: Decius refers to legends that the unicorn could be tricked into running into a tree and getting its horn stuck, and that you can use mirrors to catch bears. He also refers to trapping elephants in pits and using nets to catch lions, and to tricking men with flattery, or praise that is not sincere.
210 give his . . . bent: put him in the right mood.

213 uttermost: latest.
215 bear Caesar hard: has strong feelings against Caesar.
216 rated: scolded.

220 fashion: persuade.

224–227 look fresh . . . constancy: Brutus warms the others not to let their serious expressions show what they are planning; they should carry out their plan looking calm and dignified.
Boy! Lucius! Fast asleep? It is no matter, 
Enjoy the honey-heavy dew of slumber. 
Thou hast no figures nor no fantasies, 
Which busy care draws in the brains of men; 
Therefore thou sleep’st so sound. 

[Enter Portia.] 

Portia.                          Brutus, my lord! 

Brutus.  Portia! what mean you? wherefore rise you now? 

It is not for your health thus to commit 
Your weak condition to the raw cold morning. 

Portia.  Nor for yours neither. Y’have ungently,° Brutus, 
Stole from my bed; and yesternight at supper 
You suddenly arose and walk’d about, 
Musing and sighing, with your arms across;° 
And when I ask’d you what the matter was, 
You star’d upon me with ungentle looks. 

I urg’d you further; then you scratch’d your head, 
And too impatiently stamp’d with your foot. 
Yet I insisted, yet you answer’d not, 
But with an angry wafter° of your hand 
Gave sign for me to leave you. So I did, 
Fearing to strengthen that impatience 
Which seem’d too much enkindled, and withal° 
Hoping it was but an effect of humor,°
237 ungently: rudely.

240 across: folded.

246 wafter: waving.

249 withal: also.

250 but an . . . humor: only a passing mood.
Portia asks Brutus what is wrong.
Brutus says that he is not feeling well.
Portia does not believe him, and wants Brutus to tell why his visitors were hiding their faces.

To Sum Up

➤ Portia asks Brutus what is wrong.
➤ Brutus says that he is not feeling well.
➤ Portia does not believe him, and wants Brutus to tell why his visitors were hiding their faces.

Which sometimes hath his° hour with every man.
It will not let you eat, nor talk, nor sleep,
And could it work so much upon your shape
As it hath much prevail’d on your condition,
I should not know you Brutus.° Dear my lord,
Make me acquainted with your cause of grief.

Dear my lord,
I am not well in health, and that is all.

Brutus is wise and, were he not in health,
He would embrace the means to come by it.

Why, so I do. Good Portia, go to bed.

Is Brutus sick, and is it physical°
To walk unbraced and suck up the humors
Of the dank morning?° What, is Brutus sick,
And will he steal out of his wholesome bed,
To dare the vile contagion of the night,
And tempt the rheumy and unpurged air°
To add unto his sickness? No, my Brutus;
You have some sick offense° within your mind,
Which by the right and virtue of my place,°
I ought to know of; and upon my knees
I charm you, by my once commended beauty,
By all your vows of love, and that great vow
Which did incorporate and make us one,
That you unfold to me, yourself, your half,
Why you are heavy, and what men tonight
Have had resort to you; for here have been
Some six or seven, who did hide their faces
Even from darkness.

Kneel not, gentle Portia.
I should not need, if you were gentle Brutus.

Within the bond of marriage, tell me, Brutus,
Is it excepted I should know no secrets
That appertain to you? Am I your self
But, as it were, in sort or limitation,°
To keep with you at meals, comfort your bed,
And talk to you sometimes? Dwell I but in the suburbs°
Of your good pleasure? If it be no more,
Portia is Brutus’ harlot, not his wife.

You are my true and honorable wife,
As dear to me as are the ruddy drops
That visit my sad heart.
251 his: its.

253–255 And could . . . Brutus: And if it could change the way you look as much as it has changed your state of mind, I would not even know you as Brutus.

261 physical: healthy.

262–263 humors . . . morning: damp morning mist.

266 tempt the . . . air: risk the damp and impure air. (It was believed that the night air was dangerous to breathe because it wasn’t purified by the sun’s rays.)

268 sick offense: harmful illness.

269 by the right . . . place: as your wife.

283 in sort or limitation: within limits.

285 suburbs: an area outside the main area.
PORTIA. If this were true, then should I know this secret.
If I grant I am a woman; but withal
A woman that Lord Brutus took to wife.
I grant I am a woman; but withal
A woman well reputed, Cato’s daughter.°
Think you I am no stronger than my sex,
Being so father’d and so husbanded?
Tell me your counsels, I will not disclose ’em.
I have made strong proof of my constancy,
Giving myself a voluntary wound
Here, in the thigh;° can I bear that with patience,
And not my husband’s secrets?

BRUTUS. O ye gods!
[Render me worthy of this noble wife! [Knock.]
Hark, hark, one knocks. Portia, go in a while,
And by and by thy bosom shall partake
The secrets of my heart.
All my engagements I will construe° to thee,
All the charactery of my sad brows.°
Leave me with haste.
[Exit Portia.]

LUCIUS. Who’s that knocks?
[Enter Lucius and Caius Ligarius.]
LUCIUS. Here is a sick man that would speak with you.
BRUTUS. Caius Ligarius, that Metellus spake of.
Boy, stand aside. [Exit Lucius.] Caius Ligarius, how?°
CAIUS. Vouchsafe° good morrow from a feeble tongue.
BRUTUS. O, what a time have you chose out, brave Caius,
To wear a kerchief!° Would you were not sick!
CAIUS. I am not sick, if Brutus have in hand
Any exploit worthy the name of honor.
BRUTUS. Such an exploit have I in hand, Ligarius,
Had you a healthful ear to hear of it.
CAIUS. By all the gods that Romans bow before,
I here discard my sickness!
Soul of Rome!
Brave son, deriv’d from honorable loins!
Thou, like an exorcist,° hast conjur’d up
My mortified° spirit. Now bid me run,
And I will strive with things impossible,
295 Cato’s daughter: Portia is the daughter of Marcus Porcius Cato. He killed himself rather than give in to Caesar’s rule after Pompey was defeated.

299–301 I have made … thigh: Portia shows that she has cut her thigh on purpose. She did it to show Brutus her strong will.

307 construe: explain.
308 character ... of brows: what you can tell by looking at my sad eyebrows (the reasons I am sad).

312 how: How are you?
313 Vouchsafe: Please accept.

315 kerchief: a scarf (wrapped around a sick person’s head to protect against drafts).

323 exorcist: one who calls out spirits.
324 mortified: deadened.
Yea, get the better of them. What’s to do?

BRUTUS. A piece of work that will make sick men whole.

CAIUS. But are not some whole that we must make sick?

BRUTUS. That must we also. What it is, my Caius,

I shall unfold to thee, as we are going

To whom it must be done.

CAIUS. Set on your foot.

And with a heart new-fir’d I follow you,

To do I know not what; but it sufficeth

That Brutus leads me on.

[Thunder.]

BRUTUS. Follow me, then. [They exit.]
330–331 *I shall … done:* They are going to Caesar’s house to take him to the Capitol.

333 *Set on your foot:* Go ahead.

*Sufficeth* means “is enough.”
Vocabulary Check

A. Circle the picture that best answers the question.

1. Which picture shows the Capitol?
   - [Picture of a building]
   - [Picture of a park]
   - [Picture of a nurse and a child]

2. Which picture shows a particle?
   - [Picture of an ant]
   - [Picture of a slice of pie]
   - [Picture of a child laughing]

3. Which person has a wound?
   - [Picture of a nurse and a child]
   - [Picture of a baseball player]
   - [Picture of a child laughing]

4. Which person is watching a tragedy?
   - [Picture of a nurse and a child]
   - [Picture of a baseball player]
   - [Picture of a child laughing]

B. Circle the letter of the word that answers each question correctly.

5. What is a tragedy?
   - a. a funny story
   - b. a sad story
   - c. a story with a happy ending

6. When might someone commend your work?
   - a. when you are late
   - b. when you forget to do something
   - c. when you do a good job

7. What might you eat in the interim between lunch and dinner?
   - a. a snack
   - b. lunch
   - c. dinner

8. What could cause a wound?
   - a. falling off your bike
   - b. getting cold
   - c. being sick

C. Write a short paragraph using these words: interim, disperse, imminent.

_______________________________________________________________________________________________________________
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_______________________________________________________________________________________________________________
The Tragedy of Julius Caesar

Act 2 Scene 1

Vocabulary Check

After You Read

Comprehension Check

A. Draw a picture of something important that Brutus does during this act of the play.

1. [Blank]

B. Brutus has several speeches in this act of the play. Describe what he says in two of his monologues.

Brutus’s Speeches . . .

2. 

3. 

C. Answer the questions about the monologues in this act of the play.

4. What does Brutus think power will do to Caesar?

_____________________________________________________________________________________________________________
_____________________________________________________________________________________________________________

5. Why does Portia cut her own thigh?

_____________________________________________________________________________________________________________
_____________________________________________________________________________________________________________

6. Why does Brutus tell the conspirators to look like Roman actors?

_____________________________________________________________________________________________________________
_____________________________________________________________________________________________________________
In the play, words and actions tell the story. In a comic strip, words and pictures tell the story. Complete the word balloon and the caption for each picture in the comic strip below. Describe what each character might say and feel.

**Brutus has learned of a plan**

________________________

________________________

**Let’s swear to**

________________________

________________________

**I am strong enough to**

________________________

________________________

**Brutus tells Cassius**

________________________

________________________

**Brutus knows that**

________________________

________________________
Connect to the Play

Ask: Have you ever disagreed with someone? What did you disagree about? Did you finally agree? (Answers will vary.)

Fill in the chart below.

<table>
<thead>
<tr>
<th>Person I Disagreed With</th>
<th>What We Disagreed About</th>
<th>What Happened</th>
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Literary Element: Foil

A foil is a character whose personality is different from that of the main character. This makes the main character’s personality traits stand out. The foil for the main character makes it easier for the reader or audience to understand the main character’s personality. As you read this act, ask yourself these questions:

➤ Who is the main character in this scene?
➤ Who is the main character’s foil?
➤ How do their personalities differ?

Reading Strategy: Make and Verify Predictions

A prediction is a statement about what will happen in the future. When you make predictions as you read, you make a good guess about what will happen later in the story. You make predictions by putting together clues the author gives you with your own understanding of characters and events. Then, as you continue reading, you verify, or check, whether your predictions were correct, change your thinking if necessary, and continue on.

As you read, pause at the end of each page and ask yourself the following questions:

➤ What clues has the author given me?
➤ What do I think will happen at the end of Act 4?
### Selection Vocabulary

**barren** (ba´r an) *adj.* empty or bare; without life; without hope (p. 240)

*The forest was* barren *after the fire.*

**covert** (kō´vart) *adj.* secret; hidden (p. 242)

*The spy told no one about her covert mission.*

### Content Vocabulary

<table>
<thead>
<tr>
<th><strong>will</strong> (wil*) <em>n.</em> a legal document that tells who will get a person’s money and possessions after his or her death (p. 238)</th>
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<td><em>My grandfather left his coin collection to me in his will.</em></td>
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<th><strong>loads</strong> (lōdz´) <em>n.</em> things that have to be carried; things that weigh down a person (p. 240)</th>
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<tr>
<td><em>Sometimes the loads of books students have to carry are very heavy.</em></td>
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<tr>
<th><strong>graze</strong> (grāz´) <em>v.</em> to feed on plants in a field (p. 240)</th>
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<tr>
<td><em>Our goat likes to graze on grass all day.</em></td>
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<tr>
<th><strong>alliance</strong> (ə li´ans) <em>n.</em> a bond or connection between people or groups of people (p. 242)</th>
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<tr>
<td><em>When two people get married, they form a kind of alliance.</em></td>
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> Cognate (Spanish) *alianza*
A year and a half has passed since Caesar’s death. Mark Antony, Octavius, and Lepidus, now rulers of Rome, meet in Antony’s house to plan their next actions.

**ACT 4**

**SCENE 1. Antony’s house in Rome. A year and a half after Caesar’s death.**

*Enter Antony, Octavius, and Lepidus.*

ANTONY. These many then shall die, their names are prick’d.°

OCTAVIUS. Your brother too must die, consent you, Lepidus?°

LEPIDUS. I do consent—

OCTAVIUS. Prick him down, Antony.

LEPIDUS. Upon condition Publius shall not live,

Who is your sister’s son, Mark Antony.

ANTONY. He shall not live; look, with a spot I damn him. 

But, Lepidus, go you to Caesar’s house; 

Fetch the will hither, and we shall determine 

How to cut off some charge in legacies.°

LEPIDUS. What? shall I find you here?

OCTAVIUS. Or here or at the Capitol. 

*Exit Lepidus.*

ANTONY. This is a slight unmeritable man, 

Meet° to be sent on errands; is it fit, 

The threefold world° divided, he should stand 

One of the three to share it?

OCTAVIUS. So you thought him,
1 *prick’d*: marked down on a list.

2 *Your brother … Lepidus*: Lepidus’s brother was a well-known politician who was on the side of the conspirators after Caesar’s death.

9 *cut off … legacies*: reduce the amount of money left to the people in Caesar’s will.

13 *meet*: able.

14 *threelfold world*: the three parts of the Roman world. In the autumn of 43 B.C., Antony, Octavius Caesar, and Lepidus formed a committee of three, called a triumvirate, to rule Rome. They divided the territory that the Romans had conquered so they could each rule a different section.

**Literary Element**

**Foil** Which character serves as a foil to Mark Antony in this scene?

- Lepidus
- Octavius Caesar
- Julius Caesar
And took his voice who should be prick’d to die
In our black sentence and proscription.

ANTONY. Octavius, I have seen more days than you,
And though we lay these honors on this man
To ease ourselves of divers sland’rous loads,
He shall but bear them as the ass bears gold,
To groan and sweat under the business,
Either led or driven, as we point the way;
And having brought our treasure where we will,
Then take we down his load, and turn him off
(Like to the empty ass) to shake his ears
And graze in commons.

OCTAVIUS. You may do your will;
But he’s a tried and valiant soldier.

ANTONY. So is my horse, Octavius, and for that
I do appoint him store of provender.
It is a creature that I teach to fight,
To wind, to stop, to run directly on,
His corporal motion govern’d by my spirit;
And in some taste is Lepidus but so.

He must be taught, and train’d, and bid go forth;
A barren-spirited fellow; one that feeds
On objects, arts, and imitations,
Which, out of use and stal’d by other men,
Begin his fashion. Do not talk of him.

**To Sum Up**

- Octavius disagrees with Antony. He says that Lepidus has proven his bravery as a soldier.
- Antony argues further with Octavius about Lepidus.

**Vocabulary**

**barren** (ba´ ran) adj. empty or bare; without life; without hope
15–17 So you ... proscription: Octavius wonders why Antony asked Lepidus to name people who should be sentenced to death if he doesn’t really respect Lepidus’s opinion.

20 divers slanderous loads: the weight of claims against our actions.

24–27 And having ... commons: When Lepidus has brought our treasure where we want it, we will send him off to shake his ears and graze on public land like a donkey that doesn’t have to carry heavy loads anymore.

30 appoint ... provender: give him a supply of food.

32 wind: turn.

33 corporal: having to do with the body.

34 taste: degree.

36–39 A barren-spirited ... fashion: A man with no original ideas, one who takes interest in unusual objects, tricks, and fashions, which he takes up only after they have become unfashionable.
But as a property.° And now, Octavius, Listen great things. Brutus and Cassius Are levying powers; we must straight make head; Therefore let our alliance be combin’d, Our best friends made, our means stretch’d; And let us presently go sit in council, How covert matters may be best disclos’d, And open perils surest answered.°

OCTAVIUS. Let us do so; for we are at the stake, And bay’d about with many enemies,° And some that smile have in their hearts, I fear, Millions of mischiefs. [They exit.]

**Vocabulary**

*covert* (ko’vərt) adj. secret; hidden

---

**To Sum Up**

- Antony warns Octavius that Brutus and Cassius are forming a powerful army. Antony says that he and Octavius must unite, choose who will be on their side, and make the most of the resources they have.
- Octavius agrees with Antony. They try to find out what their enemies’ plans are.
- Octavius warns Antony that some people who pretend to be their friends are really their enemies.

**REFLECT**

**Make and Verify Predictions**

Think about what you’ve read. Did you think Octavius would agree with Antony about Lepidus? How did you check to see whether your prediction was correct?

<table>
<thead>
<tr>
<th>What I Thought Would Happen</th>
<th>Why I Thought This Would Happen</th>
<th>What Really Happened</th>
</tr>
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</table>

Talk about your answer with a partner.
41–47 **Listen great ... answered:** Listen to important matters. Brutus and Cassius are pulling together armies, so we must move forward with our own plans right way. Let us become united, choose who will be on our side, and make the most of our resources. And let us decide right away how hidden threats may be uncovered and how to safely face open dangers.

48–49 **we are ... enemies:** Octavius uses a metaphor that refers to bear-baiting, a popular entertainment in which bears were tied to stakes and surrounded by vicious dogs.
After You Read

THE TRAGEDY OF JULIUS CAESAR

Vocabulary Check

A. Use the words in the word bank to label each picture.

graze loads will alliance

1. ____________________  2. ____________________  3. ____________________  4. ____________________

B. Draw a line to match each word to its synonym.

5. alliance emptiness
6. graze secret
7. barren nibble
8. covert agreement

C. Complete each sentence to tell about the meaning of the boldface word.

9. If you form an alliance, _________________________________.
10. In a barren land, _________________________________.
11. They kept their plan covert because _________________________________.

After You Read

Comprehension Check

A. Choose the character that matches each question.

1. Who tells Lepidus to go to Caesar’s house?
   - Octavius
   - Mark Antony
   - Cassius

2. Who is compared to a donkey?
   - Lepidus
   - Octavius
   - Mark Antony

3. Who agrees with Mark Antony about Lepidus?
   - Brutus
   - Cassius
   - Octavius

B. Antony, Octavius, and Lepidus have formed a group to get power away from the conspirators. Think about what you read in this act of the play. Do you think Lepidus will have equal power in the group in the future? Why or why not?

Lepidus

<table>
<thead>
<tr>
<th>My Prediction About Lepidus</th>
<th>My Reasons for Making That Prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

C. Write a summary of what happened in Act 4, Scene 1. Then write what you predict will happen at the end of the play. (Answers will vary.)

________________________________________________________________________________________________________________
___________________________________________________________________________________________________________
___________________________________________________________________________________________________________
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___________________________________________________________________________________________________________
Journal Entry

In this act of the play, Octavius is a foil to Mark Antony. Imagine that Octavius is keeping a diary. What might he say about his partner Mark Antony? Complete each diary entry below.

Dear Diary,
Mark Antony has agreed that his sister’s son will be killed. I think ____________________________
_____________________________________________________________________________________

Dear Diary,
Mark Antony doesn’t have respect for Lepidus. He is only using him. That makes me feel ________________
_____________________________________________________________________________________

Dear Diary,
I have finally decided that ________________________________
_____________________________________________________________________________________

Dear Diary,
Mark Anthony has agreed that his sister’s son will be killed. I think ________________________________
_____________________________________________________________________________________

Dear Diary,
Mark Antony doesn’t have respect for Lepidus. He is only using him. That makes me feel ________________
_____________________________________________________________________________________

Dear Diary,
I have finally decided that ________________________________
_____________________________________________________________________________________

Dear Diary,
I have finally decided that ________________________________
_____________________________________________________________________________________
The Stealing of Thor’s Hammer

by Brian Branston

For pages 247–258, 335

Literary Analysis:
LA.910.2.1.4 Identify and analyze universal themes and symbols across genres and historical periods, and explain their significance.
Connect to the Myth

There are many ways to solve a conflict, or problem. Make a list of ways to solve a conflict with another person. For example, you might ask an adult to help you. After you write your list, discuss your ideas in a small group.

Ways to Solve a Conflict with Another Person

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Plot Pattern Archetypes

➤ The plot of a story is the group of events that happen in the story. When someone asks you, “What happens in this story?” your answer is the plot.

➤ A pattern is something that happens again and again in the same way. If a football team makes the same play many times, the play becomes a pattern.

➤ An archetype is a basic pattern common to many cultures and times in history.

A plot pattern archetype is a plot event, person, or idea common to many different cultures. In many stories, characters play tricks on powerful enemies. This is an example of a plot pattern archetype. As you read, ask yourself, What are some possible plot pattern archetypes in this story? Is this event, person, or idea familiar to me?

Make Inferences About Characters

When you make inferences about characters, you figure out what the characters are like based on how they act and how the author describes them. Making inferences is like putting together clues. As you read, ask yourself the following questions:

➤ What do the author’s descriptions tell me about this character?

➤ What do the character’s actions tell me about this character?

➤ Dialogue is the character’s words and conversations. What does the dialogue tell me about this character?
Selection Vocabulary

disdainful (dɪs dændəl) adj. full of disrespect or distaste for someone or something you think is below you (p. 250)
The tall senior passed the group of new freshmen with a disdainful laugh.
- Cognate (Spanish) desdeñoso

aggrieved (ə grēv̩d) adj. upset or suffering (p. 250)
As she waited for her sister in the hospital, the aggrieved woman cried.

guile (gɪl) n. clever trickery (p. 251)
They snuck out of the house after bedtime in an act of guile.

deliberation (di li'brə shən) n. an official discussion, usually in order to make a decision (p. 252)
The politicians decided to support the plan after more deliberation.
- Cognate (Spanish) deliberación

jubilantly (joo bə lənt lē) adv. joyfully or happily (p. 255)
The soccer team celebrated its win jubilantly.
- Cognate (Spanish) jubiloso

Content Vocabulary

revenge (ri vënj) n. something you do to harm someone after he or she has made you angry (p. 250)
My brother stole my jacket, so I tripped him in revenge.
- Cognate (Spanish) venganza

borrow (bär′ō) v. to take something from someone else with a plan to give it back (p. 251)
The students borrow books from the library.

disguise (dɪs gɪz̩) n. clothing that makes you look like someone or something else (p. 254)
Hector wore the disguise of a lion.
- Cognate (Spanish) disfraz

felled (feld) v. knocked down or cut down (p. 255)
The tree in our back yard was dying, so my father felled it.

For more practice, see page 335.
The god Thor always resented the disdainful way he had been treated by King Loki of Outgard. He was quite determined that one day he would get his own back. Then a dreadful thing happened which made him fear that revenge might prove impossible: his hammer was stolen!

One evening he had retired as usual after a hearty supper in his palace of Bifrost and in an unusually tidy mood he placed his shoes together neatly, folded his clothes and laid his hammer on the table next to his pillow before getting into bed beside Sif.

Daylight was squeezing through the gaps in the shutters and the dawn chorus of birdsong was pealing in from the countryside when Thor awoke from a disturbing dream. He fancied in his sleep that a thief had crept into the bedroom and had stolen the one sure protection the gods had against the giants—his hammer. Half awake, he fumbled a hand out of the sheets and felt along the top of the bedside table. It was empty.

He sat up in bed with such a jolt that his wife Sif was shot out onto the floor. Before she could open her mouth to protest, Thor was yelling, “My hammer! My hammer’s been stolen! Æsir! Elves! Quick! Wait! No! Yes! Who’s stolen my hammer? LOKI! LOKEE…!” and his red hair and beard tossed about in all directions as he wrathfully dragged on his clothes. He absent-mindedly picked the aggrieved Sif off the floor and put her

Vocabulary

disdainful (dis dān’ fəl) adj. full of disrespect or distaste for someone or something you think is below you

aggrieved (ə grēvd’) adj. upset or suffering

1. King Loki (lō kē) is the king of the giants in Viking myths. Outgard is the name of King Loki’s home. King Loki is different from Loki, the fire god.
2. Sif (sif) is the wife of Thor. She is also the Viking goddess of growing plants.
3. Æsir (a’ zir) is the group of the most important Viking gods.
back into bed, by which time Loki\(^4\) had come running up panting.

“You had anything to do with this, Loki?” bellowed Thor.
“What, what...?” gasped Loki as Thor **gripped him by the scruff**.

“My hammer—have you stolen it?”

“No, no, no,” stammered Loki. “Only one lot dare do that, and you don’t need me to tell you who they are. The giants!”

“Come on then!” cried Thor, “My chariot—you are coming with me to Jotunheim\(^5\) to get it back!” and he started to drag Loki downstairs to the stables.

“Stop!” shouted Loki. “Do have the sense to stop! Can’t you see that’s just what the giants want? Without your hammer you’d be killed. We need stealth here. We need **guile**.”

“Well, you’re the one for that,” replied Thor, simmering down, “What do you suggest?”

The upshot was that Loki volunteered to borrow Freya’s\(^6\) feather coat and fly as a hawk into Jotunheim to find out if possible what had happened to Thor’s hammer. He winged his way swiftly over the ocean to the shores of Jotunheim and across the tops of the towering forest trees towards the mountains and the stronghold of King Loki.

From a distance he saw the king sitting on the gravemound of his ancestors just outside the city walls. There was a rune-carved stone commemorating the dead giants who were sitting upright in their high seats below in the mound waiting for the Ragnarok.\(^7\) Loki flew to the top of the tall stone and perched there. King Loki of Outgard was amusing himself plaiting\(^8\) gold leashes for his hunting dogs and trimming the manes of his horses. He glanced up.

“It’s Loki, isn’t it?” he asked.
“Yes,” replied the hawk, “you are quite right, of course.”

“How goes it with the Æsir, and how with the elves? Very well, I trust?”

“The elves are upset and the Æsir worse.
“Someone has stolen Thor’s hammer.”

“And who’s the culprit?” asked King Loki of Outgard.
“You are, your gigantic majesty,” answered the Mischief Maker at which the giant let out such an exploding guffaw of cruel laughter that his horses shied in fear and his hounds cringed in terror.

**Vocabulary**

**guile** (gɪˈlɛ) **n.** clever trickery

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4. **Loki** is the god of fire and playing tricks. He is different from King Loki.
5. **Jotunheim** (yo’ toon ham’) is one of the nine worlds of Viking myths. It is the home of the giants. Jotun is another word for giant.

---

**To Sum Up**

- The god Loki agrees to help Thor find his hammer.
- Loki visits King Loki. Loki says that King Loki stole Thor’s hammer.
“There’s no use pretending with a clever fellow like you,” he
said. “You are quite right. I have stolen Thor’s hammer; and the
Thundering Nuisance will only get it back on conditions.”

“What conditions?”

“Don’t think the hammer can be regained by force. It can’t. I
have buried it deep in the earth, seven leagues down. Only one
thing will redeem it. You must bring me the goddess Freya to be
my wife!”

Loki made no reply but flew straight back to Asgard and
before he could alight Thor was asking him for news.

“Tell me at once, before you perch,” he cried, “have you
found out where my hammer is?”

The Mischief Maker explained precisely all he knew and
told the terms necessary for retrieving the hammer. He had
scarcely taken off the feather coat when Thor was dragging
him to Freya’s palace, bursting into it without any politeness
or ceremony.

“Here’s your feather coat, dear Freya,” said Thor, “thanks
for the loan of it. Now hurry up please and find yourself a
bride’s veil.”

“A bride’s veil?” asked Freya, surprised.

“Who’s getting married?”

“You are,” said Thor.

“I?” exclaimed Freya beginning to get angry, “to whom,
pray? Or is it a secret?”

“It’s no secret,” said the simple Thor, “to Loki of Outgard,
of course.”

Freya’s lovely breasts rose with such fury that her famous
necklace Brisingamen snapped apart and the precious jewels
scattered across the marble floor. She picked up the nearest
weapon to hand, a distaff, and started to belabor Loki,
shouting, “I shan’t, I shan’t, I shan’t!” It was no use trying to
reason with her. She flatly refused to marry any giant even
though he was a king.

Such a serious situation had to be made known to Odin.
At once, he called a council meeting of all the Æsir and without
delay they sat in deliberation upon their judgement stools.

“Who’s first with any ideas?” asked Odin.

Tyr suggested an armed invasion of Jotunheim. Niord agreed, saying it should be an attack by sea and land and

Vocabulary

12. To belabor (bi la’ bar) is to hit or to strike.
13. Odin is a Viking god of war. He is also the god of poets.
14. Niord is the Viking god of the sea.
air with the Valkyries\textsuperscript{15} on their flying horses spear-heading the aerial battalions.

Loki said, “I can tell you this: a direct attack will be useless. Let me remind you of the magic spells employed by the giant king to frustrate Thor in the past. Even if an attack was successful, the hammer would still lie hidden. There is only one way to get it back and that is to trick King Loki of Outgard into producing it.”

Heimdall,\textsuperscript{16} the whitest and sometimes the wisest of the gods said he had an idea.

“If we were to dress Thor himself up as a bride and send Loki disguised as a handmaid to do the talking, then once the hammer is brought out Thor can snatch it up and—hey presto!—\textit{heads will roll}!”

“Jumping Jormungander!”\textsuperscript{17} shouted Thor, foaming at the mouth. “Vexatious Vergelmir!”\textsuperscript{18} Nobody dresses me up as a woman!”

But it was no use Thor’s continuing to protest. Heimdall’s suggestion was voted best in the end and the Thunderer had to submit to being clothed in petticoats to hide his hairy legs and a long-sleeved blouse stuffed out a bit in the appropriate places, topped by an embroidered tunic. Brooches were pinned onto his false bust and a set of housewife’s keys was set to dangle from his girdle.\textsuperscript{19} To show he really was ‘Freya’, he had to wear the goddess’s famous necklace, now repaired, Brisingamen. And

Heimdall says that Thor should dress like Freya.

Thor will trick King Loki into giving the hammer back.

\textbf{REFLECT}

Make Inferences About Characters
Think about the characters in the myth so far. Which character is most like you? Why?

______________________________________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________________________________

Talk about your answer with a partner.

\textbf{To Sum Up}

\begin{itemize}
\item Heimdall says that Thor should dress like Freya.
\item Thor will trick King Loki into giving the hammer back.
\end{itemize}

\begin{itemize}
\item Valkyries (val kē’ ēs) are twelve women who work for Odin. They ride onto the battlefield on horses with wings. Then the Valkyries take the souls of brave soldiers to Valhalla. Valhalla is another one of the nine Viking worlds.
\item Heimdall (hı̄m’ dəl´) is a Viking god. He watches the world to keep the gods safe. He has strong eyesight and hearing, and he can see into the future.
\item The Jormungander is the son of Loki. It is a large snake that circles around the Earth.
\item Vexatious (vek sā´ shəs) means “troublesome.” Vergelmir is a spring of water that helped make the first giants.
\item Thor gets dressed in the clothing of a woman. Petticoats (pet´ ě kōt´s) are a type of underwear for women. A tunic (tōn´ık) is a long, loose shirt. A girdle (gurd´al) is a wide belt. Thor also wears a set of housewife’s keys. Viking women ruled the household, so they held the keys to the house.
\end{itemize}
The Stealing of Thor’s Hammer

➤ Thor and Loki, dressed like Freya and her helper, fly to King Loki’s home.

➤ King Loki has a feast before the wedding.

To Sum Up

disguise (dɪs ɡɪz) n. clothing that makes you look like someone or something else.

A king who has everything but one important thing is a plot pattern archetype. Underline the words in the story that tell you what King Loki is missing.

Comprehension Check

Reread the second half of the page. Underline the words that tell why Freya eats a lot of food at the feast.

Literary Element

Plot Pattern Archetypes

to complete the disguise he was draped to the waist in a white bride’s veil. Loki in turn was dressed up as a woman, a rather saucy lady’s maid.

Thor’s goats were led from the stable and harnessed to the chariot.

“He come on there, Toothgnasher! Gee up, Toothgrinder!” he shouted and cracked his whip while the smile vanished from Loki’s lips as he nearly slipped out of the back. In a flash of lightning they were halfway across the sky.

In Jotunheim King Loki of Outgard heard the thunder of the chariot wheels and he called out to his servants to strew the carved wooden settles with cushions and goat skins to make them comfortable, to broach the sparkling, foamy ale, to set up the trestle tables and prepare the wedding feast for him and his new bride the lovely, the delectable, the incomparable Freya. He rubbed his gigantic hands with satisfaction as he thought of all his possessions, of the gold-horned oxen with jet black hides thronging his paddocks, of his horses and hounds, his hunting hawks, of the gold and jewels in his iron-bound coffers; he seemed to need only one thing to complete his happiness—the goddess Freya.

By the time the ‘bride’ and her ‘lady’s maid’ had arrived it was early evening and the banquet was ready.

The bride was placed on King Loki’s right hand and the maid on his left. The giant was very surprised when, during the feasting, the bride had no difficulty in despatching a whole ox, eight fine salmon and all the dainties intended for the lady giants. He was even more astonished to see this mountain of food washed down with three firkins of mead—and a firkin holds nine gallons! “I don’t think I ever saw a giant maiden with such a thirst or such an appetite,” he said. “It is unusual,” said the cunning lady’s maid, “but you have to remember that when Freya knew she was going to marry you …” and here Loki was forced to gulp as he thought of the thumping lie he was about to tell, “she was so excited, your majesty, that she couldn’t eat for a week. Not a morsel passed her lovely lips. When we arrived here she was ravenous.”

“You can say that again,” muttered King Loki.

He was getting impatient and wanted to steal a kiss from the bride so he lifted a corner of her veil.

20. A saucy person often says just what he or she thinks. Saucy means “full of spirit.”
21. Thor drove a cart pulled by two goats.
22. Settlements are large seats or benches made of wood. To broach means “to open.” Paddocks are fields where horses live. Coiffers are boxes used to store valuable things.
23. Ravenous means “very hungry.”
Loki was petrified. And the giant king’s hair almost stood on end at the sight of the flashing eyes he saw there in the lacy shadows. Handmaid Loki hastened to tell him not to worry, Freya’s eyes were rather red because she had not been able to sleep for a week before coming to Outgard.

At last King Loki of Outgard called for the marriage to be solemnized\(^\text{24}\) in the traditional way by the bride and groom **swearing their vows** on Thor’s hammer. The hammer was fetched from its hiding-place and laid on the bride’s lap while the happy pair placed their hands on it and swore to be true to each other.

Thor’s hand was underneath and when he felt Mullicrusher\(^\text{25}\) within his grasp once more all his confidence returned. He did not bother to throw off his veil. With one great lunge he felled\(\text{2}\) his old enemy the giant king.

Then the pair of imposters strode out of the hall, mounted the chariot and rattled jubilantly back to Asgard again.

---

**Vocabulary**

**jubilantly** (jooˈ bə lənt lē) *adv.* joyfully or happily

---

24. **Solemnized** (solˈ ə m nizd) means “made formal or legal.”
25. **Mullicrusher** (məˈ lē crəˈ shar) is what the author calls Thor’s hammer.

---

**REFLECT**

**Make Inferences About Characters**

King Loki continues with the wedding even though “Freya” is acting strangely. What does this tell you about King Loki?

---

Talk about your answer with a partner.

---

**To Sum Up**

- The wedding begins.
- King Loki takes out Thor’s hammer to use it in the wedding.
- Thor takes his hammer and hits King Loki with it.
Vocabulary Check

A. Circle the picture that best answers the question.

1. Which picture shows something that would make you want to take revenge?

2. Which picture shows something that has been felled?

3. Which picture shows someone wearing a disguise?

4. If you want to borrow money, which person should you ask?

B. Which sentence shows the best use of the underlined word? Check one.

5. □ I took my sister to a deliberation party.
   □ I made the decision after more deliberation.

6. □ The tornado felled three tall buildings.
   □ On Wednesday Bianca felled her soccer game.

7. □ Katya treats her little brother in a disdainful way.
   □ That clothing store is disdainful.

8. □ In social studies class, we had a borrow.
   □ I don’t have a red pen, so I will borrow Lucia’s.

C. Complete each sentence.

9. Samuel cried out jubilantly when ____________________________________________

10. After a day of deliberation, ________________________________________________

11. My mother looked aggrieved when __________________________________________

12. The students showed their guile when they _____________________________________
A. What are the two most important events in “The Stealing of Thor’s Hammer”? Draw a picture to show each event.

B. “The Stealing of Thor’s Hammer” has many examples of plot pattern archetypes. Complete each sentence below.

A very important object to Thor, his ___________________, is missing.

Freya gets upset because ________________________________________________________.

Thor fools King Loki by ________________________________________________________.

At the end of the story, ________________________________________________________.

C. Think about some plot pattern archetypes in “The Stealing of Thor’s Hammer.” Answer the questions below.

In “The Stealing of Thor’s Hammer,” a powerful enemy steals a valuable object. Why is this a plot pattern archetype? _____________________________________________________________

Why is it easy to guess how the story ends? ______________________________________________

In many stories, the main character has a good friend who helps in a difficult time. Who is the friend in this story, and how is he helpful? _____________________________________________________________

Why do you think fooling dangerous enemies became a plot pattern archetype?

___________________________________________________________

___________________________________________________________
Prepare a speech that you will give to the class. Pretend you are King Loki, and you are telling Freya why she should marry you. First, use the sentence starters and the text of the story to write your speech. Then practice reading your speech aloud with a partner. Try to show your audience how King Loki feels when you are speaking.

My dear Freya, I am here because


Let me tell you why I would be a perfect husband. First, I am very

This means you will always have

The second reason why you should marry me is that Thor and the other gods aren’t really your friends. All Thor cares about is

Here is another reason why I am

Freya, I hope you believe me. If you hear nothing else, I want you to know that
Where the Girl Rescued Her Brother
by Joseph Bruchac and Gayle Ross

John Henry
by Zora Neale Hurston

A Song of Greatness
Chippewa Traditional
Connect to the Story

A hero is a person who has many good qualities. Heroes are people we like and respect. Do you know anybody who acted like a hero at a difficult or dangerous time? Complete the chart below with the name of the person and what he or she did to be a hero.

<table>
<thead>
<tr>
<th>Heroes I Know</th>
<th></th>
</tr>
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<tbody>
<tr>
<td>Name</td>
<td>Why He or She Is a Hero</td>
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Literary Element  Suspense

Suspense is the feeling you get when you wonder what comes next in a story.

➤ You might feel curious.
➤ You might feel confused.
➤ You might even feel nervous.

Suspense makes you more interested in how a story ends. It makes you read more and more. As you read, ask yourself, When do the authors create suspense?

Reading Strategy  Synthesize

To synthesize means to take two or more ideas and put them together. Readers take their own knowledge and ideas and put them together with what they read. As you read this story, ask yourself these questions.

➤ What do I know about Native Americans?
➤ What do I know about the jobs that men and women do?
➤ What do I know about the history of the United States?

Comparing Literature  Compare Cultural Beliefs

Each selection in this lesson tells you something about the culture, or way of life, of the people in it. The story “Where the Girl Rescued Her Brother” comes from the Cheyenne Native American people. The poem “John Henry” comes from African American culture. “A Song of Greatness” comes from the Chippewa people. As you read, ask yourself these questions.

➤ What is it like to live in each culture?
➤ What is important to the people? What kinds of traditions do they have?
➤ How are these cultures similar, and how are they different?
Selection Vocabulary

confront (kon frunt’) v. to face or to go against (p. 264)
I never want to confront an angry lion.
➤ Cognate (Spanish) enfrentarse (con)

vault (vült) v. to jump (p. 265)
Victor wants to stay dry, so he will vault over the puddle of water.

strategic (strə tē’ jik) adj. highly important to making a plan go well (p. 267)
The coach says that the most strategic way to win the game is to score goals from the left.
➤ Cognate (Spanish) estratégico

Content Vocabulary

bravery (brâ’ ré) n. courage; the quality of not letting fear beat you (p. 263)
Carla is very shy, so it took bravery to speak in front of the whole class.

seldom (sel’ dam) adv. rarely; not often (p. 263)
We love our history teacher because he seldom makes us do work.

battle (ba’ tal) n. a fight between two or more people (p. 265)
They started the year as friends, but the year ended in a battle.
➤ Cognate (Spanish) batalla

honor (ă’ nar) n. a special opportunity to do something important (p. 266)
It was an honor to shake the hand of the famous singer.
➤ Cognate (Spanish) honor

scattered (sca´ tard) v. made a group of people or things go in many different directions (p. 266)
There was a loud noise, and the group of birds scattered.

steel (stēl) n. a strong metal used in things such as buildings and knives (p. 268)
The builder wanted the house to be strong, so he used steel bars.

deeds (dēdz) n. actions; things that a person does (p. 270)
If you help a blind person cross a road, you are doing a good deed.

mightily (mi´ tā lē) adv. powerfully or greatly (p. 270)
Sorin caught a cold, and he began to sneeze mightily.
It was the **moon** when the choke-cherries were ripe. A young woman rode out of a Cheyenne camp with her husband and her brother. The young woman’s name was Buffalo Calf Road Woman. Her husband, Black Coyote, was one of the chiefs of the Cheyenne, the people of the plains who call themselves Tsis-tsistas, meaning simply “The People.” Buffalo Calf Road Woman’s brother, Comes-in-Sight, was also one of the Cheyenne chiefs, and it was well-known how close he was to his sister.

Like many of the other young women of the Cheyenne, Buffalo Calf Road Woman was respected for her honorable nature. Although it was the men who most often went to war to defend the people—as they were doing on this day—women would accompany their husbands when they went to battle. If a man held an important position among the Cheyenne, such as the keeper of the Sacred Arrows, then his wife, too, would have to be of the highest moral character, for she shared the weight of his responsibility.

Buffalo Calf Road Woman was well aware of this, and as she rode by her husband she did so with pride. She knew that today they were on their way to meet their old allies, the Lakota. They were going out to try to drive back the veho, the spider people who were trying to claim all the lands of the Native peoples.

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1. The **Lakota** were the largest group of the Sioux (Sú) tribe of Native Americans. They hunted in today’s states of North Dakota, South Dakota, and Nebraska.
The Cheyenne had been worried about the veho, the white people, for a long time. They had given them that name because, like the black widow spider, they were very beautiful but it was dangerous to get close to them. And unlike the Cheyenne, they seemed to follow a practice of making promises and not keeping them. Although their soldier chief Custer had promised to be friendly with the Cheyenne, now he and the others had come into their lands to make war upon them.

Buffalo Calf Road Woman wore a robe embroidered with porcupine quills. The clothing of her brother and her husband, Black Coyote, was also beautifully decorated with those quills, which had been flattened, dyed in different colors, folded, and sewed on in patterns. Buffalo Calf Road Woman was proud that she belonged to the Society of Quilters. As with the men’s societies, only a few women—those of the best character—could join. Like the men, the women had to be strong, honorable, and brave. Buffalo Calf Road Woman had grown up hearing stories of how Cheyenne women would defend their families when the men were away. The women of the Cheyenne were brave, and those in the Society of Quilters were the bravest of all.

Buffalo Calf Road Woman smiled as she remembered one day when the women of the Society of Quilters showed such bravery. It was during the Moon of Falling Leaves. A big hunt had been planned. The men who acted as scouts had gone out and located the great buffalo herd. They had seen, too, that there were no human enemies anywhere near their camp. So almost none of the men remained behind.

On that day, when all the men were away, a great grizzly bear came into the camp. Such things seldom happened, but this bear was one that had been wounded in the leg by a white fur-trapper’s bullet. It could no longer hunt as it had before, and hunger brought it to the Cheyenne camp, where it smelled food cooking.

When the huge bear came walking into the camp, almost everyone scattered. Some women grabbed their little children. Old people shut the door flaps of their tepees, and the boys ran to find their bows and arrows. Only a group of seven women who had been working on the embroidery of an elk-skin robe did not run. They were members of the Society of Quilters, and Buffalo Calf Road Woman...
The Society of Quilters bravely made the bear go away. The seven women put down their work, picked up the weapons they had close to hand, and stood to face the grizzly bear.

Now of all of the animals of the plains, the only one fierce enough and powerful enough to attack a human was the grizzly. But confronted by that determined group of women, the grizzly bear stopped in its tracks. It had come to steal food, not fight. The head of the Society of Quilters stepped forward a pace and spoke to the bear.

“Grandfather,” she said, her voice low and firm, “we do not wish to harm you, but we will protect our camp. Go back to your own home.”

The grizzly shook its head and then turned and walked out of the camp. The women stood and watched it as it went down through the cottonwoods and was lost from sight along the bend of the stream.

Buffalo Calf Road Woman turned her mind away from her memories. They were close to Rosebud Creek. The scouts had told them that a great number of the veho soldiers would be there and that the Gray Fox, General George Crook, was in command. The Cheyenne had joined up now with the Oglala, led by Crazy Horse. The Lakota people were always friends to the Cheyenne, but this man, Crazy Horse, was the best friend of all. Some even said that he was one of their chiefs, too, as well as being a war leader of his Oglala.

There were Crow and Shoshone scouts with Crook, and the veho had many cannons. The Lakota and the Cheyenne were outnumbered by the two thousand men in Crook’s command. But they were prepared to fight. They had put on their finest clothes, for no man should risk his life without being dressed well enough so that if he died, the enemy would know a great warrior had fallen. Some of the men raised their headdresses three times, calling out their names and the deeds they had done. Those headdresses of eagle feathers were thought to give magical protection to a warrior. Other men busied themselves painting designs on their war ponies.

Now they could hear Crook’s army approaching. The rumble of the horses’ hooves echoed down the valley, and there was the sound of trumpets. War ponies reared up and stomped their feet. Many of the Cheyenne men found it
hard to put on the last of their paint as their hands shook from the excitement of the coming battle.

Crazy Horse vaulted onto his horse and held up one arm. “Hoka Hey,” he cried. “It is a good day to die.”

Buffalo Calf Road Woman watched from a hill as the two lines of men—the blue soldiers to one side, and the Lakota and Cheyenne to the other—raced toward each other. The battle began. It was not a quick fight or an easy one. There were brave men on both sides. Two Moons, Little Hawk, Yellow Eagle, Sitting Bull, and Crazy Horse were only a few of the great warriors who fought for the Cheyenne and the Lakota. And Crook, the Gray Fox general of the whites, was known to be a tough fighter and a worthy enemy.

Buffalo Calf Road Woman’s husband, Black Coyote, and her brother, Comes-in-Sight, were in the thick of the fight. The odds in the battle were almost even. Although the whites had more soldiers and guns, the Lakota and the Cheyenne were better shots and better horsemen. Had it not been for the Crow and Shoshone scouts helping Crook, the white soldiers might have broken quickly from the ferocity of the attack.

Vocabulary

vault (väl) v. to jump

Synthesize

Think about what you have read about the Cheyenne people so far. Now think about what you already know about Native Americans. Put this information together. What are your new thoughts about the Cheyenne people?

To Sum Up

➤ The battle begins.
➤ Crazy Horse leads the Native Americans, and General George Crook leads the white people.
From one side to the other, groups of men attacked and retreated as the guns cracked, cannons boomed, and smoke filled the air. The war shouts of the Lakota and the Cheyenne were almost as loud as the rumble of the guns. The sun moved across the sky as the fight went on, hour after hour, while the confusion of battle swirled below.

Then Buffalo Calf Road Woman saw something that horrified her. Her brother had been drawn off to one side, surrounded by Crow scouts. He tried to ride free of them, but his pony went down, struck by a rifle bullet and killed. Now he was on foot, still fighting. The Crow warriors were trying to get close, to count coup on him. It was more of an honor to touch a living enemy, so they were not firing their rifles at him. And he was able to keep them away with his bow and arrows. But it was clear that soon he would be out of ammunition and would fall to the enemy.

Buffalo Calf Road Woman waited no longer. She dug her heels into her pony’s sides and galloped down the hill. Her head low, her braids streaming behind her, she rode into the heart of the fight. Some men moved aside as they saw her coming, for there was a determined look in her eyes. She made the long howling cry that Cheyenne women used to urge on the warriors. This time, however, she was the one going into the fight. Her voice was as strong as an eagle’s. Her horse scattered the ponies of the Crow scouts who were closing in on her brother, Comes-in-Sight. She held out a hand; her brother grabbed it and vaulted onto the pony behind her. Then she wheeled, ducking the arrows of the Crow scouts, and heading back up the hill.

That was when it happened. For a moment, it seemed as if all the shooting stopped. The Cheyenne and the Lakota, and even the veho soldiers, lowered their guns to watch this act of great bravery. A shout went up, not from one side but from both, as Buffalo Calf Road Woman reached the safety of the hilltop again, her brother safe behind her on her horse. White men and Indians cheered her.

4. To count coup (kəp) means “to touch a living enemy and get away safely.” This was an act of bravery for Native Americans.
So it was that Buffalo Calf Road Woman performed the act for which the people would always remember her. Inspired by her courage, the Cheyenne and Lakota drove back the Gray Fox—Crook made a **strategic** withdrawal.

“Even the veho general was impressed,” said the Cheyenne people. “He saw that if our women were that brave, he would stand no chance against us in battle.”

So it is that to this day, the Cheyenne and the Lakota people do not refer to the fight as the Battle of the Rosebud. Instead, they honor Buffalo Calf Road Woman by calling the fight *Where the Girl Rescued Her Brother*.

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**Vocabulary**

**strategic** (strəˈtēdʒik) *adj.* highly important to making a plan go well

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**RE F L E C T**

**Synthesize**

Think about the story you read. Now think about the history of Native Americans in the United States. What do you think happens to Buffalo Calf Road Woman’s tribe?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Talk about your answer with a partner.

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**To Sum Up**

- Everyone admires Buffalo Calf Road Woman for her bravery.
- The Native Americans win the battle.
- The Native Americans name this battle the fight *Where the Girl Rescued Her Brother*. 
John Henry driving on the right hand side,
Steam drill\(^1\) driving on the left,
Says, ‘fore I’ll let your steam drill\(^1\) beat me down
I’ll hammer my fool self to death,
Hammer my fool self to death.

John Henry told his Captain,\(^2\)
When you go to town
Please bring me back a nine pound hammer
And I’ll drive your steel on down,
And I’ll drive your steel on down.

John Henry told his Captain,
Man ain’t nothing but a man,
And ‘fore I’ll let that steam drill beat me down
I’ll die with this hammer in my hand,
Die with this hammer in my hand.

Captain ast John Henry,
What is that storm I hear?
He says Cap’n that ain’t no storm,
’Tain’t nothing but my hammer in the air,
Nothing but my hammer in the air.

John Henry told his Captain,
Bury me under the sills of the floor,
So when they get to playing good old Georgy skin,\(^3\)
Bet ’em fifty to a dollar more,
Fifty to a dollar more.

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1. A steam drill is a machine used to cut through rock. People can also use a hammer to cut through rock.
2. The Captain is the boss of the railroad workers.
3. Georgy skin means “Georgia Skin,” a type of card game.
John Henry had a little woman,
The dress she wore was red,
Says I’m going down the track,
And she never looked back.
I’m going where John Henry fell dead,
Going where John Henry fell dead.

Who’s going to shoe your pretty li’l’ feet?
And who’s going to glove your hand?
Who’s going to kiss your dimpled cheek?
And who’s going to be your man?
Who’s going to be your man?

My father’s going to shoe my pretty li’l’ feet;
My brother’s going to glove my hand;
My sister’s going to kiss my dimpled cheek;
John Henry’s going to be my man,
John Henry’s going to be my man.

Where did you get your pretty li’l’ dress?
The shoes you wear so fine?
I got my shoes from a railroad man,
My dress from a man in the mine,
My dress from a man in the mine.

ReflecT

Synthesize
Think about what it must be like to work on a railroad for many hours. Now think about John Henry’s comment, “fore I’ll let your steam drill beat me down I’ll hammer my fool self to death.” What kind of person is John Henry?

__________________________
__________________________
__________________________
__________________________
__________________________

Talk about your answer with a partner.

Comprehension Check

Why is the speaker of the poem worried about John Henry’s woman? Check one.

☐ If John dies, nobody will take care of her.
☐ She wants to finish building the railroad.
☐ She says she will leave John for another man.

To Sum Up

➤ John Henry has a girlfriend.
➤ His girlfriend says she wants to stay with John Henry even if he is dead.
When I hear the old men
Telling of heroes,
Telling of great deeds
Of ancient days—
When I hear that telling,
Then I think within me
I, too, am one of these.

When I hear the people
Praising great ones,
Then I know that I too—
Shall be esteemed;
I, too, when my time comes
Shall do mightily.
After You Read

Where the Girl Rescued Her Brother
JOHN HENRY
A Song of Greatness

Vocabulary Check

A. Write the correct word under each picture.

1. 2. 3. 4. 5.

B. Circle the letter of the word or phrase that means the same as the vocabulary word.

6. Last night it rained mightily.
   a. slowly
   b. powerfully
   c. quietly

7. I am sad because my aunt seldom comes to visit me.
   a. rarely
   b. always
   c. never

8. Tina watched the horse vault over the fence.
   a. walk
   b. stop
   c. jump

9. At the start of the game, the two tallest players will confront each other.
   a. face
   b. laugh at
   c. run away from

10. I wish I had time to do more good deeds.
    a. homework
    b. actions
    c. exercise

C. Answer the questions.

11. Would you want to confront a wild tiger? Why or why not?

12. Why would it be difficult to vault over a tall building?

13. You are playing a game, and you just made three moves that were not very strategic. What will most likely happen?
After You Read

Comprehension Check

A. What happens in “Where the Girl Rescued Her Brother”? Use the diagram to tell the events in order.

Beginning
Buffalo Calf Road Woman goes to ________________.

Middle
Buffalo Calf Road Woman saves ________________.

End
______________ win the battle.

B. In “Where the Girl Rescued Her Brother” and “A Song of Greatness,” we learn about cultural beliefs of two Native American groups. Answer the questions below.

What are two cultural beliefs of the Cheyenne?

______________________________________________________________________________________________

What is a cultural belief of the Chippewa?

______________________________________________________________________________________________

How are the Cheyenne and Chippewa people’s beliefs similar?

______________________________________________________________________________________________

The Cheyenne and the Chippewa have two different ways to honor their history. How are they different in these two selections?

______________________________________________________________________________________________

C. Think about the authors’ use of suspense in “John Henry” and “A Song of Greatness.” Circle the letter of the correct answer to the questions below.

As we read “John Henry,” what question gives us a feeling of suspense?

a. Is there a storm coming?

b. Will John Henry beat the steam drill?

c. Will John Henry’s girlfriend get new shoes?

As we read “A Song of Greatness,” what question gives us a feeling of suspense?

a. Will the speaker become a hero as he promises?

b. Who are the Chippewa people?

For more practice, see page 337.
What I Have Been Doing Lately
by Jamaica Kincaid

People at Night
by Denise Levertov

The Dream
by Anna Akhmatova
Connect to the Story and Poems

In all the selections in this unit the writers approach events or emotions from their own life in a dreamlike way. Do your dreams sometimes seem real? Do events in your life sometimes seem like a dream? Use the word web below to list what you remember about a recent dream. Be sure to list buildings, people, and feelings you remember.

Literary Element  Stream of Consciousness

Stream of consciousness is the free-flowing thoughts of a character in literature. The memories, feelings, emotions, ideas, and images flood the character’s thoughts like in a dream. It creates the impression that you are listening in on the character’s private thoughts.

To make sense of stream of consciousness ask yourself:
➤ How are all the thoughts connected?
➤ Which descriptions does the writer repeat over and over again? Why are they important?
➤ What emotion or experience is the narrator describing?

Reading Skill  Interpret Imagery

Imagery is the visual information in a piece of writing. The imagery often describes what the character sees, hears, and feels. Interpreting imagery means looking carefully at these details and deciding what they mean.

Comparing Literature  Author’s Culture

Your background and culture has a huge impact on how you see the world. If you were born on an island, the ocean might seem like a brick wall surrounding you. If you were born in a city, the ocean might seem like a wide open space that can set you free. As you read, keep in mind the culture of each of the authors.
Selection Vocabulary

verandah (və ran’ də) n. a porch on the outside of a building such as a house (p. 276)
When I visit my father we sit and the verandah and talk for hours.
➤ Cognate (French) véranda

horizon (hə rī’ zən) n. the line where the Earth and sky seem to meet (p. 277)
From the beach they could see ships in the horizon.
➤ Cognate (Spanish) horizonte

dutiful (dō’ tifəl) adj. doing what is required willingly (p. 277)
John is a very dutiful child.

interlaced (in tə lāst’) adj. joined parts that make a whole especially by crossing one thing over another (p. 278)
The basket was interlaced with flowers.

Content Vocabulary

reversed (rə vərsd’) v. to change direction; to move in the opposite direction (p. 275)
She reversed her car to get into the parking spot.

struck (strək’) v. to deliver a blow, to attack someone by hitting (p. 278)
My parents never struck me when I was young.

gash (gash’ ) n. a long deep cut or wound (p. 278)
The gash on my leg took weeks to heal.

chatting (chat’ ting) v. an informal conversation (p. 278)
She’s always chatting on the phone.
➤ Cognate (Spanish) charla

jostles (ja’ səls) v. to bump or push roughly (p. 280)
He jostles his little brother awake every morning.

flickers (flı’ kərs) v. to shine or burn unsteadily (p. 281)
Usually when a candle flickers there is a breeze coming from somewhere.

prophetic (prə fe’ tık) adj. being able to tell what might happen in the future (p. 282)
She is a very prophetic person, every time she says something will happen, it does.

concealed (kən səld’) v. to hide or not let others see; to keep secret (p. 282)
I concealed the scar with a scarf.

For more practice, see page 338.
The narrator heard the doorbell ring. She stepped outside and started walking. She stopped walking when she reached a big body of water. Years later she got into a boat and crossed to the other side. When she got to the other side she walked some more.

Steam of Consciousness
Stream of consciousness is the free-flowing thoughts of a character’s memories and experiences. From the character’s descriptions, where do you think she is? Check one.
- In the city.
- On an island.
- On a boat.

I couldn’t tell means “I was not able to identify”

To Sum Up
- The narrator heard the doorbell ring. She stepped outside and started walking. She stopped walking when she reached a big body of water.
- Years later she got into a boat and crossed to the other side.
- When she got to the other side she walked some more.

Vocabulary
verandah (və ran’ da) n. a porch on the outside of a building such as a house
behind me but nothing was familiar. Instead of the straight path, I saw hills. Instead of the boy with his ball, I saw tall flowering trees. I looked up and the sky was without clouds and seemed near, as if it were the ceiling in my house and, if I stood on a chair, I could touch it with the tips of my fingers. I turned around and looked ahead of me again. A deep hole had opened up before me. I looked in. The hole was deep and dark and I couldn’t see the bottom. I thought, What’s down there?, so on purpose I fell in. I fell and I fell, over and over, as if I were an old suitcase. On the sides of the deep hole I could see things written, but perhaps it was in a foreign language because I couldn’t read them. Still I fell, for I don’t know how long. As I fell I began to see that I didn’t like the way falling made me feel. Falling made me feel sick and I missed all the people I had loved. I said, I don’t want to fall anymore, and I reversed myself. I was standing again on the edge of the deep hole. I looked at the deep hole and I said, You can close up now, and it did. I walked some more without knowing distance. I only knew that I passed through days and nights, I only knew that I passed through rain and shine, light and darkness. I was never thirsty and I felt no pain. Looking at the horizon, I made a joke for myself: I said, “The earth has thin lips,” and I laughed.

Looking at the horizon again, I saw a lone figure coming toward me, but I wasn’t frightened because I was sure it was my mother. As I got closer to the figure, I could see that it wasn’t my mother, but still I wasn’t frightened because I could see that it was a woman.

When this woman got closer to me, she looked at me hard and then she threw up her hands. She must have seen me somewhere before because she said, “It’s you. Just look at that. It’s you. And just what have you been doing lately?”

I could have said, “I have been praying not to grow any taller.”

I could have said, “I have been listening carefully to my mother’s words, so as to make a good imitation of a dutiful daughter.”

I could have said, “A pack of dogs, tired from chasing each other all over town, slept in the moonlight.”

Instead, I said, What I have been doing lately: I was lying in bed on my back, my hands drawn up, my fingers

Vocabulary

horizon (ha rə’ ˈzan) n. the line where the Earth and sky seem to meet
dutiful (doo’ə ˈfəl) adj. doing what is required willingly
interlaced lightly at the nape of my neck. Someone rang the doorbell. I went downstairs and opened the door but there was no one there. I stepped outside. Either it was drizzling or there was a lot of dust in the air and the dust was damp. I stuck out my tongue and the drizzle or the damp dust tasted like government school ink. I looked north and I looked south. I started walking north. While walking north, I wanted to move fast, so I removed the shoes from my feet. While walking north, I looked up and saw the planet Venus and I said, “If the sun went out, it would be eight minutes before I would know it.” I saw a monkey sitting in a tree that had no leaves and I said, “A monkey. Just look at that. A monkey.” I picked up a stone and I threw it at the monkey. The monkey, seeing the stone, quickly moved out of its way. Three times I threw a stone at the monkey and three times it moved away. The fourth time I threw the stone, the monkey caught it and threw it back at me. The stone struck me on my forehead over my right eye, making a deep gash. The gash healed immediately but now the skin on my forehead felt false to me. I walked for I don’t know how long before I came to a big body of water. I wanted to get across, so when the boat came I paid my fare. When I got to the other side, I saw a lot of people sitting on the beach and they were having a picnic. They were the most beautiful people I had ever seen. Everything about them was black and shiny. Their skin was black and shiny. Their shoes were black and shiny. Their hair was black and shiny. The clothes they wore were black and shiny. I could hear them laughing and chatting and I said, I would like to be with these people, so I started to walk toward them, but when I got up close to them I saw that they weren’t at a picnic and they weren’t beautiful and they weren’t chatting and laughing. All around me was black mud and the people all looked as if they had been made up out of the black mud. I looked up and saw that the sky seemed far away and nothing I could stand on would make me able to touch it with my fingertips. I thought, If only I could get out of this, so I started to walk. I must have walked for a long time because my feet hurt and felt as if they would drop off. I thought, If only just around the bend I would see my house and inside my house I would find my bed, freshly made at that, and in the kitchen I would find my mother or anyone else that I loved.
making me a custard. I thought, If only it was a Sunday and I was sitting in a church and I had just heard someone sing a psalm. I felt very sad so I sat down. I felt so sad that I rested my head on my own knees and smoothed my own head. I felt so sad I couldn’t imagine feeling any other way again. I said, I don’t like this. I don’t want to do this anymore. And I went back to lying in bed, just before the doorbell rang.

**REFLECT**

**Interpret Imagery**
Why does the character smooth her own head? How will this make her feel?

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Talk about your answer with a partner.

**To Sum Up**

- The narrator wishes it was Sunday. She wants to be home.
- She felt very sad so she went back to bed.
A night that **cuts between** you and you and you and you and me: jostles us apart, a man elbowing through a crowd. We won’t look for each other, either—wander off, each alone, not looking in the slow crowd. Among sideshows under movie signs, pictures made of a million lights, giants that move and again move again, above a cloud of thick smells, franks, roasted nutmeats—

Or going up to some apartment, yours or yours, finding someone sitting in the dark: who is it, really? So you switch the light on to see: you know the name but who is it?

**Comprehensive Literature**

**Comparing Literature** Read the first stanza of the poem again. Where is the speaker? Check all that apply.

- On a busy street.
- On a beach looking at the stars.
- In a city.

**jostles** (ja’ sals) *v.* to bump or push roughly

**To Sum Up**

- In this poem, the speaker describes things that can be seen at night in cities.
- Throughout the poem the speaker is looking for someone.
flickers (flɪkərs) v. to shine or burn unsteadily

But you won’t see.

The fluorescent light flickers sullenly, a pause. But you command. It grabs each face and holds it up by the hair for you, mask after mask.

You and you and you and I repeat gestures that make do when speech has failed and talk and talk, laughing, saying ‘I’, and ‘I’, meaning ‘Anybody’.

No one.
Isn’t it sweet to have unearthly dreams?

—A. Blok

This dream was prophetic or not prophetic…
Mars shone among the heavenly stars,
Becoming crimson, sparkling, sinister—
And that same night I dreamed of your arrival.

It was in everything . . . in the Bach Chaconne,
And in the roses, which bloomed in vain,
And in the ringing of the village bells
Over the blackness of ploughed fields.

And in the autumn, which came close
And suddenly, reconsidering, concealed itself.
Oh my August, how could you give me such news
As a terrible anniversary?

1. A. Blok was an important poet in Russia during the communist era. Akhmatova admired him.
2. A chaconne is a form of music is played to ¾ time over a bass line.
How can I repay this royal gift?
Where do I go and with whom do I celebrate?
And now I am writing, as before, no crossing out,
My poems in the burnt notebook.³

August 14, 1956
Near Kolomna

3. The **burnt notebook** refers to the notebook Akhmatova burned for fear of being arrested by the police during Stalin’s rule in Russia.

**Comparing Literature** What can you tell about the speaker from the descriptions in the poem? Check all that apply.

- She is happy.
- She feels fearful of something or someone.
- She is waiting for someone.
- She is sad.

**To Sum Up**

- This poem is about fear, loss, and the lack of freedom.
- The speaker writes in a burnt notebook.
A. Match the words to the correct pictures.

1. verandah  
2. horizon  
3. dutiful  
4. interlaced

B. Fill in the blank using the correct word from the word bank.

<table>
<thead>
<tr>
<th>struck</th>
<th>flickers</th>
<th>concealed</th>
<th>chatting</th>
</tr>
</thead>
</table>

5. I was _____________ in the head by a baseball at the game.
6. My flashlight _____________ when I turn it on, I think I have to change the battery.
7. She _____________ the cut on her forehead with a little makeup.
8. Jim and Karen were ______________ in the hallway just a few minutes ago.

C. Circle the term that is closest in meaning to the word in bold type.

9. reversed  
10. gash  
11. jostles  
12. prophetic  

| collapsed | turned around | went home | bandage | bruise | cut | pushes | jumps | enjoys | has vision | talkative | can see |
A. Who does the character in “What I Have Been Doing Lately” meet during her walk?
   1. She meets ________________________________________________________________.

   Why does the character in “What I Have Been Doing Lately” wish she was in church at the end of the story?
   2. She wishes she was in church because ________________________________________________.

B. Compare and contrast the characters’ experiences in “People at Night” and “The Dream.” How are they alike? How are they different?
   3. ________________________________

C. Answer the questions about the culture of the author’s of “What I Have Been Doing Lately” and “The Dream.”
   4. How do you know that the setting in “What I Have Been Doing Lately” is an island?
      ________________________________________________________________
      ________________________________________________________________.

   5. In “The Dream” the author describes a dream world. What can we tell about her culture from her poem?
      ________________________________________________________________
      ________________________________________________________________.

   6. How does your culture affect your writing?
      ________________________________________________________________
      ________________________________________________________________.
Imagine you are the girl in “What Have I Been Doing Lately.” You keep a journal in which you write about the things that you have been doing lately. Write journal entries for what she did over the weekend.

Saturday:

I went to the park to walk my dog. While I was near the pond, I met a very nice person. We talked and talked about

________________________________________________________________________________________________________________

________________________________________________________________________________________________________________

________________________________________________________________________________________________________________

Then, we went

________________________________________________________________________________________________________________

________________________________________________________________________________________________________________

________________________________________________________________________________________________________________

Sunday:

Today, I crossed the big body of water with my mother. I saw

________________________________________________________________________________________________________________

________________________________________________________________________________________________________________

________________________________________________________________________________________________________________

We walked even further and I saw

________________________________________________________________________________________________________________

________________________________________________________________________________________________________________

________________________________________________________________________________________________________________
For pages 287–294, 339–340

Informational Text:
LA.910.6.1.2 Analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace, consumer, or technical documents.
LA.910.6.1.3 Use the knowledge to create a workplace, consumer, or technical document.
Connect to the Functional Documents

A functional document is something you read because it has a specific use, or function. A set of directions that tells how to put something together is a functional document. Any kind of form that you fill out is also a functional document. An application is a kind of functional document that you might fill out when you want to get a job. Practice filling out the application form below.

1. Name ____________________________ 2. Date of Application __________________________
   ______________________________________
   ______________________________________
3. Address ____________________________ 4. Phone Number ____________________________
   ______________________________________
   ______________________________________

Reading Strategy Make Generalizations

When you make generalizations, you look at a number of examples and try to find patterns.

For example, if you filled out four applications and each one asked you for your name, address, and phone number, you might make the generalization that all applications ask for this kind of information.

Reading Strategy Distinguish Fact and Opinion

A fact is a statement that can be proved, such as Mr. Herrera owns a bakery.

An opinion is a statement that tells your personal thoughts or attitudes, such as Mr. Herrera bakes the best bread!

When you are deciding if something is a fact or an opinion, look at the words being used. These words are often used to state an opinion.
  ➤ I think
  ➤ I believe
  ➤ I feel
Selection Vocabulary

e-mail (ē-māl) n. a message sent or received though a computer (p. 290)
While Gail was in the computer lab, she sent an e-mail to her cousin.

application (ā-pla-kā′-shan) n. a written form that is filled out by someone who wants something, such as a job.
John filled out an application to work at the coffee shop.

cover letter (ka′-var le′-tar) n. a letter sent along with other documents to give more information (p. 292)
Betty sent a cover letter along with her job application to explain why she thought she would be good at the job.

Content Vocabulary

graphic novel (gra′-fik nā′-val) n. A full length story told in both words and pictures (p. 290)
Kim wrote the words and drew the pictures for her graphic novel.
> Cognate (Spanish) novela gráfica

publication (pa-bla-kā′-shan) n. a printed work such as a magazine or book (p. 290)
Vincent’s favorite publication is a magazine about cars.
> Cognate (Spanish) publicación

simultaneously (și′-mal-tō′-nē-as-lē) adv. at the same time (p. 290)
She read a book and ate her breakfast simultaneously.
> Cognate (Spanish) simultáneamente

enclosed (in-klōzd′) v. included with something else, put inside (p. 292)
Mrs. Linden enclosed ten dollars in her birthday card to her son.

For more practice, see page 339.
Devin has written a graphic novel.

He wants to get information about a graphic novel contest.

He sends an e-mail to ask for more information about the contest.

To Sum Up

- Devin has written a graphic novel.
- He wants to get information about a graphic novel contest.
- He sends an e-mail to ask for more information about the contest.

Read an E-mail

Let’s take a look at the e-mail Devin sent to learn more about the submission process.

To: mrjones@goldengatecomics.net
From: DGregory@dkvworld.net
Date: September 7, 2007
Subject: Dragon Fire Graphic Novel Contest

Dear Mr. Jones:

I am the author of a graphic novel, and I would like to ask you a few questions regarding the submission process for the graphic novel contest. The first question I have is, Can I submit my novel either via e-mail or via regular snail mail? I couldn’t find information concerning your submissions preferences on your website and want to follow your guidelines correctly. My second question is, Are you open to simultaneous submissions, or do you prefer that writers submit their works to only one publication at a time? To improve my chances if being published, I would like to submit my novel simultaneously to several publishers, but I can limit myself to your contest should you disallow simultaneous submissions.

Thank you in advance for your prompt response to my questions.

Devin Gregory

Snail mail means sending a letter by way of the post office.

Vocabulary

- graphic novel (graˈfik nəˈvəl) n. A full length story told in both words and pictures
- publication (pəˈblə-kɑːrˈshən) n. a printed work such as a magazine or book
- simultaneously (siˈməltə-nēəs-lē) adv. at the same time

1 The heading identifies the recipient of the e-mail, the sender, the date, and the subject.
2 The subject line tells the reader what the e-mail is about.
3 The purpose of the e-mail is stated in the first sentence.
4 The e-mail requests additional information specially related to the submission process.
5 The writer expresses his or her thanks.
Read an Application

Devin downloaded this form from the Golden Gate Comics Web site.

Dragon Fire Graphic Novel Contest
Official Entry Form

Name of writer: Devin Gregory
Name of artist: Devin Gregory
Address: 3777 N Halsted Street, Chicago, Illinois, 60623
Home phone: (773) 555-1234 Work phone: none
Cell phone: none E-mail: DGregory@dkvworld.net
Title of novel: Kosmo Fantastic versus Mr. Meriadeck
Story genre: Adventure, science fiction
Number of pages: 112 pages Hand drawn? yes no
Story Synopsis: Orphaned teenager Kosmo Fantastic must defeat the evil Mr. Meriadeck before his planet, Bork Bersi, comes to an end. Kosmo Fantastic uses his powers to defeat Meriadeck.

Have you ever had a graphic novel published? yes no
If so, title of work/publisher:
Published in a literary magazine/journal? yes no. If so, give example: “Stymir the Stouthearted,” published in Manga Madness (Fall 2008)
Other accomplishments? musician, poet, naturalist.

Send entry form; check for $10; 6 pages of sequential art; completed script; and a self-addressed stamped envelope to

Dragon Fire Graphic Novel Contest, Golden Gate Comics, 3100 Geary Blvd., San Francisco, CA 94118

Vocabulary
application (ə-plə-kə-ˈshan) n. a written form that is filled out by someone who wants something, such as a job

To Sum Up

➤ Devin is entering his graphic novel in a contest.
➤ He fills out this application to give information about himself and his work.
➤ The application explains what Devin needs to send in to enter the contest.
If you say you are a fan of comics, it means you really like them.

Read a Cover Letter

Here is the letter Devin sent to inspire interest in his graphic novel.

3777 N. Halsted Street
Chicago, Illinois, 60613
September 15, 2007

Mr. Mark Jones
Editor
Dragon Fire Graphic Novel Contest
Golden Gate Comics
4440 Sunset Boulevard
San Francisco, CA 90027

Dear Mr. Jones,

Enclosed is my manuscript, Kosmo Fantastic versus Mr. Meriadeck, for consideration in your Dragon Fire Graphic Novel Contest. I read Golden Gate Comics and am a fan of your imaginative comics.

Kosmo Fantastic versus Mr. Meriadeck is my first novel. However, my comics were published in literary journals, including Magna Madness and American Saga: A Comic Magazine. My comic strip Stanley and Livingston appeared in a local newspaper during June of 2006.

Enclosed are six sample pages from my novel, a full script of the novel, a completed application form, a check for $10, and a stamped, self-addressed envelope. If you have any questions, please contact me by phone (773-555-1234) or e-mail (DGregory@dkvworld.net).

I look forward to hearing from you in the near future.

Sincerely,

Devin Gregory

To Sum Up

➤ Devin writes a cover letter to send along with his graphic novel.
➤ Devin tells about his past experience as a writer.
➤ Devin gives his phone number and e-mail address so that the publisher can contact him.

Vocabulary

cover letter (kaˈvər leˈtər) n. a letter sent along with other documents to give more information
Vocabulary Check

A. Circle the picture that best answers each question.

1. Which of these is a **publication**?

2. Which of these things is **enclosed**?

3. Which of these people is doing two things **simultaneously**?

B. Unscramble the letters, and write the vocabulary word that fits each clue.

4. What kind of book tells a story with words and pictures?
   
   phiragc lvone

5. What document do you fill out when you are seeking a job?
   
   lipcatapino

6. What word describes an object that is put inside another?
   
   clenosde

C. Answer the questions.

7. Give an example of a time you would send a **cover letter**.

   ______________________________________________________________________

8. Give an example of a time you would send an **e-mail**.

   ______________________________________________________________________

9. Give an example of a time you would fill out an **application**.

   ______________________________________________________________________
**Functional DOCUMENTS**

**Comprehension Check**

**A.** Devin sent an e-mail, filled out an application, and sent a cover letter. Complete the sentences by explaining why each document is useful.

1. An e-mail is useful because ________________________________________________________________

2. An application is useful because ___________________________________________________________

3. A cover letter is useful because ___________________________________________________________

**B.** Think about the e-mail that Devin sent and any e-mails that you have sent or received. Make a list of elements that you would expect most e-mails to have.

1. ______________________________________________________________________________________

2. ______________________________________________________________________________________

3. ______________________________________________________________________________________

4. ______________________________________________________________________________________

**C.** Underline the facts. Circle the opinions.

1. Devin wants to have his graphic novel published.

2. He thinks it is great.

3. He enters a contest.

4. He has to fill out an application.

5. Hannah believes Devin has a good chance of winning.

Choose one of the sentences and explain why it is a fact or an opinion.

________________________________________________________________________________________

________________________________________________________________________________________

For more practice, see page 340.
For pages 295–304, 344

Informational Text:
LA.910.6.1.2 Analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace, consumer, or technical documents.
LA.910.6.1.3 Use the knowledge to create a workplace, consumer, or technical document.
Connect to the Functional Documents

There are many kinds of functional documents. Make a list of some functional documents that you know about or have used yourself. Write the name of the document and why it is used.

Reading Strategy  Identify Sequence

The **sequence** is the order in which information is organized. A document that is in sequence is easy to understand because the information is organized in an order that makes sense.

One kind of sequence you can use to organize information is **time (chronological) order**. Information that is in time order

➤ may use a numbered list to show what to do first, next, and last.
➤ may use words like, “first,” “next,” and “last.”

Another kind of sequence you can use to organize information is **order of importance**. In this kind of sequence, the most important information is given first, followed by less important information.

Reading Strategy  Summarize

When you **summarize**, you think about the main ideas of what you have read and put them in your own words. When you summarize a functional document, it is helpful to ask yourself these questions:

➤ What is the purpose of the document?
➤ Which parts of the document are most important?
Selection Vocabulary

**warranty** (worˈ an tē) *n.* an agreement between a company and a person who buys a product that the company made. It explains what the company will do if there is a problem with the product the person bought (p. 299)
Mr. Lee read his **warranty** to find out how to send his broken radio back to the company that made it.

**installation guide** (intsta lāˈ shan gidˈ) *n.* information that tells how to install, or set up, an item (p. 301)
When Tanya got a new computer program, she used the **installation guide** to find out how to start using it on the computer.
➤ Cognate (Spanish) **guía de instalación**

Content Vocabulary

**trace** (trāsˈ) *v.* To draw on top of the lines of a picture (p. 298)
Jean will **trace** over her picture because the lines are not dark enough.

**scanner** (skāˈnar) *n.* a piece of computer equipment that makes an electronic copy of an image on a plain piece of paper (p. 298)
Isabel used a **scanner** to copy her drawing onto her computer, so she could add it to her website.
➤ Cognate (Spanish) **escáner**

**abundance** (ə banˈdan(t)s) *n.* an amount that is more than enough, a large amount (p. 300)
The store had an **abundance** of bananas because an extra fruit delivery came in the afternoon.
➤ Cognate (Spanish) **abundancia**

**manual** (manˈyəwal) *n.* a written set of instructions that comes with a product (p. 301)
Mr. Hudson read the computer printer **manual** to find out how to print in color.
➤ Cognate (Spanish) **manual**

For more practice, see page 341.
Read a Professional Article

Ten Tips for Creating Visually Satisfying Graphic Novels
By Maya Hering

In this article, I explain how to create a professional looking comic from your hand-drawn art.

1. Use a pencil and 8 × 12 sheets of paper to create each panel. Include one action per panel; 4 to 6 panels per page.
2. Trace over your pencil lines with a black gel pen, which does not bleed.
3. Once the ink is dry, gently erase all pencil lines using a soft eraser. A scanner will capture all of the stray marks on a piece of paper.
4. Create a new folder on your computer. Name it appropriately.
5. Scan your panels into your computer. Save them in your new folder.
6. Using a comic-book software program, create a layout for each page. Create your own layouts or choose from layout templates.
7. Import your scanned drawings into the computer program; drag them into place in the layouts. The use the Image Crop option in your program to get rid of areas or drawings that you don’t want to keep.
8. Next you can edit your drawings. To get rid of bumpy lines, apply the Smoothing and Straightening options in your software program.
9. Now add color to help convey your characters’ personalities. Select the blank areas inside your drawings where you want to add color and use the Color tools in your program to fill in these areas.
10. Once you’ve finished editing, insert captions and word balloons (i.e., the bubbles that convey characters’ thoughts and spoken words) in all of the panels. First, draw ovals for the balloons and place them in the appropriate positions, and then fill the balloons with text.
Read a Warranty

Here is the warranty that came with the scanner Devin purchased.

Kambara Super Scanner

Full One Year Warranty

Congratulations! You have purchased a Kambara Super Scanner. It should meet all of your scanning needs for many years to come and with minimal care. Please read the following information and save these instructions.

Activation: This warranty will become active after you fill out the enclosed card and mail it to the address below. 

Period of Coverage: This warranty covers defects in workmanship/material under normal use for a period of one year from the date of purchase.

Claims: If your scanner has any mechanical defects during the warranty period, pack the scanner carefully and ship to the address below. Include proof of purchase, your name and address, and a description of the problem.

Kambara Corp. Repair, 550 S. State Street, Easton, NY 11030

Our trained technicians will inspect the scanner and repair or replace it free of charge. However, if they discover product defects resulted from improper use or storage, you will be billed for the repair or replacement.

Exceptions: This warranty does not cover Kambara products purchased outside of the United States.

Additional Information: This warranty gives you specific legal rights; you may have other rights, which vary from state to state. Contact your state attorney general’s office for further information. Read Software Product Information.

Vocabulary

warranty (wərˈ an tē) n. an agreement between a company and a person who buys a product that the company made. It explains what the company will do if there is a problem with the product the person bought.

Comprehension Check

Underline the part of the text where it tells how long the warranty covers the product.

To Sum Up

➤ The warranty explains what the Kambara Corporation will do for the buyer if he has a problem with the scanner.
➤ The warranty lasts for one year.
➤ The Claims section explains that if the scanner needs to be fixed it should be sent back to the company.
Read Software Product Information

Here is the description for Devin’s Comic Universe software program.

Comic Universe

For drawing comics from scratch or manipulating scanned artwork, Comic Universe lets you create personalized comic masterpieces in no time.

Program Features

- **Layouts** Offers you more than 300 distinctive layout templates for you to turn your ideas into a professional-looking book.
- **Original and Scanned Art** Allows you to draw original art or to enhance the appearance of scanned artwork.
- **Imported Art** Allows you to import photos/artwork from your own collection or from the application’s extensive library of clipart.
- **Inking** Makes it possible for you to ink your drawings digitally. With the pen tool, you can trace and boldly outline drawings.
- **Graphics** Includes and abundance of action-word graphics that you can position within the layout templates.
- **Text Balloons** Provides a wealth of caption boxes and text balloons or lets you easily create your own customized balloons.
- **Compatible Formats** Works with JPEG, BMP, GIF, and PNG.
- **Online Sharing** Permits you to save the finished comic as a PDF or HTML file so that you can share it online with family and friends.
- **Coloring** Combines paint and erase tools so that you can create visually exciting images.

“We highly recommend this product for budding and established comic artists. It can turn their creative ideas into high-quality comics.”

—Comics Galore

---

**abundance** (ə banˈdən(t)s) n. an amount that is more than enough, a large amount

**budding** comic artist is a person who is a beginner.

---

1 The description provides a brief introduction to the software program.
2 The writer uses headings that can help customers find the information they’re looking for easily.
3 The clear simple design makes the content easy to read.
4 The writer gives information that is important for readers to know.

To Sum Up

- This document explains what the computer program can do.
- The first section says that the program can be used to create new art on the computer or to work with art that has been drawn on paper and scanned into the computer.
- The program includes many tools for working with pictures.
Read an Installation Guide

Here is the installation guide that Devin used to install his new comic-book computer program.

Comic Universe Installation Guide

1. Insert the Comic Universe installation disc into your computer’s DVD-ROM drive.

2. Double-click the Comic Universe icon and follow the on-screen prompts.

3. Read the License Agreement. Click Continue. Click Agree.

4. Enter your name, organization (optional), and your registration number, where appropriate. Your registration number is located inside the front cover of your user’s manual. *Please note that you must register your software in order to obtain technical support and important product updates.*

5. Click Register.

6. Click Install to perform the installation. If the installation doesn’t proceed smoothly, refer to page 9 of the user’s manual for troubleshooting information.

7. Once you have completed the installation process, click Exit.

REFLECT

Summarize

Look at the information given in step 4. Write a summary of this section.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Talk about your answer with a partner.

Vocabulary

installation guide (ən(t) sta lā’ shan gid’) n. information that tells how to install, or set up, an item
Vocabulary Check

A. Write the word that matches each picture.

<table>
<thead>
<tr>
<th>abundance</th>
<th>manual</th>
<th>trace</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
<td>3.</td>
</tr>
</tbody>
</table>

B. Fill in the blank using a word from the list.

<table>
<thead>
<tr>
<th>scanner</th>
<th>warranty</th>
<th>trace</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. The lines of the drawing are not dark enough, so Nancy will ________ them with a black pen.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. James will use the ________ to transfer the picture he drew to his computer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Mr. Zimmer’s CD player is not working, so he read the ________ to find out if the company would fix it.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Answer the question.

7. What is the difference between a warranty and an installation guide?

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
A. Devin read a professional article, a warranty, software product information, and an installation guide. Work with a partner or a small group to complete the chart.

Devin read the … to find out…

professional article

warranty

software product information

installation guide.

B. Think about the summaries that you have written during this lesson. Explain why a summary can be useful.

Reading a summary of a functional document can be useful because

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

C. Answer the questions.

1. Look at the Software Product Information. What kind of sequence is used to organize this document? Explain why you think so.

________________________________________________________________________________________________________

________________________________________________________________________________________________________

2. Look at the Installation Guide. What kind of sequence is used to organize this document? Explain why you think so.

________________________________________________________________________________________________________

________________________________________________________________________________________________________
Write a List of Tips

Are you a great skateboarder? Do you love to paint? Think about something you like to do. Write 4 tips to help someone who is a beginner learn how to do it. When you have finished your list of tips, practice reading it with a partner. Ask your partner one question about his or her list, and let your partner ask you one question about your list.

Four Tips for Becoming a Great _____________________

1. If you want to learn how to be a great _____________________, the first thing you should know is

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

2. It is also important to

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

3. Remember to

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

4. Finally, you should

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
Before You Read

An Astrologer’s Day

Vocabulary Practice

A. Label each picture with the correct word.

<table>
<thead>
<tr>
<th>din</th>
<th>punctually</th>
<th>resplendent</th>
<th>transacted</th>
</tr>
</thead>
</table>

1. [Image of a person taking notes]
2. [Image of a meeting room with the time 8:00 a.m.]
3. [Image of two people talking]
4. [Image of money being exchanged]

B. Complete each sentence with the best word.

5. Paula is feeling ______________ because you did not call her.

6. We made an ______________ decision to go to the movies today even though we did not plan to go.

7. Marco ______________ his black-and-white drawing by adding some color.

8. Please arrive ______________ for the meeting because we have a lot to discuss.

9. As soon as he opened his shop, Mr. Lopez ______________ a sale.

C. Complete each sentence.

10. Maria became piqued when ____________________________________________________________________.

11. After the magician said the incantations, ____________________________________________________________________.

12. My paraphernalia for the camping trip included ____________________________________________________________________.

13. I enhanced my sandwich by ____________________________________________________________________.
Vocabulary Practice

A. Match the words to the correct pictures.

1. conviction  
   ![Image of a man pointing finger]  
2. stifling  
   ![Image of a person sweating]  
3. symmetrical  
   ![Image of a butterfly]  
4. primitive  
   ![Image of a primitive drawing]  

B. Choose the best word from the word bank to replace the underlined words in the following sentences.

<table>
<thead>
<tr>
<th>conscientious</th>
<th>interminable</th>
<th>primitive</th>
<th>serenity</th>
</tr>
</thead>
</table>

5. The simple cabin did not have running water. ________________________________
6. Listening to soft music fills me with a feeling of peacefulness. ________________________________
7. I try to be thoughtful about doing my homework correctly. ________________________________
8. The three-hour movie seemed endless. ________________________________

C. Choose a word from the word bank to answer each of the following questions.

<table>
<thead>
<tr>
<th>inscrutable</th>
<th>interminable</th>
<th>scrutinize</th>
<th>skeptical</th>
</tr>
</thead>
</table>

9. Which word goes with “look closely”? ________________________________
10. Which word goes with “hard to understand”? ________________________________
11. Which word goes with “does not believe”? ________________________________
12. Which word goes with “took forever”? ________________________________
Vocabulary Practice

A. Match the words to the pictures. Draw lines.
1. campus

2. consume

3. refugee

4. spectacular

B. Check which phrase is a good example of each word.
5. **austere**
   a. ☐ a bread without butter
   b. ☐ a friendly police officer

6. **impeccably**
   a. ☐ a funny clown
   b. ☐ a clean shirt

7. **spectacular**
   a. ☐ an amazing show
   b. ☐ a quiet evening

8. **consume**
   a. ☐ saving money
   b. ☐ eating lunch

C. Choose the answer that has a similar meaning to each word.
9. **ascertaining**
   a. ☐ wondering
   b. ☐ explaining
   c. ☐ learning

10. **austere**
    a. ☐ simple
    b. ☐ amusing
    c. ☐ horrible

11. **imperceptible**
    a. ☐ strong
    b. ☐ faint
    c. ☐ curious

12. **intimidation**
    a. ☐ threats
    b. ☐ enjoyment
    c. ☐ dislike
Vocabulary Practice

A. Match the words with the correct pictures.

1. custody
2. juvenile
3. residence
4. specialty

5. Uncle Fred’s old-fashioned car is the same one he drove when he was a teenager. __________________

6. Anna’s skill is singing songs better than the original singers did. ________________________________

7. The animal shelter took the lost dog into its protection. ________________________________

8. The bully liked to bother the smaller kids in his class. ________________________________

B. Choose the best word from the word bank to replace the underlined words in the following sentences.

custody    harass    vintage    specialty

5. Uncle Fred’s old-fashioned car is the same one he drove when he was a teenager. __________________

6. Anna’s skill is singing songs better than the original singers did. ________________________________

7. The animal shelter took the lost dog into its protection. ________________________________

8. The bully liked to bother the smaller kids in his class. ________________________________

C. Choose a word from the word bank to answer each of the following questions.

decapitate    harass    makeshift    relic

9. Which word goes with “pieced together”? ________________________________

10. Which word goes with “from a long time ago”? ________________________________

11. Which word goes with “constantly annoy”? ________________________________

12. Which word goes with “cut off the head”? ________________________________
Vocabulary Practice

A. Label each picture with the correct word.

<table>
<thead>
<tr>
<th>gracious</th>
<th>ajar</th>
<th>lush</th>
<th>peering</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. For each word or definition in column A, think of a vocabulary word that has the **opposite** meaning. Use the spaces in column B to spell the vocabulary word.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. careless</td>
<td>i u s</td>
</tr>
<tr>
<td>6. unfriendly</td>
<td>o v a</td>
</tr>
<tr>
<td>7. closed all the way</td>
<td>a r</td>
</tr>
<tr>
<td>8. crowded, tight</td>
<td>m d s</td>
</tr>
</tbody>
</table>

C. Choose a word from the word bank to answer each of the following questions.

<table>
<thead>
<tr>
<th>commodious</th>
<th>meticulous</th>
<th>scenario</th>
<th>convivial</th>
</tr>
</thead>
</table>

9. Which word goes with “paying attention to detail”? ________________________

10. Which word goes with “roomy, spacious”? ________________________

11. Which word goes with “friendly, fun to be with”? ________________________

12. Which word goes with “imagined series of events”? ________________________
Vocabulary Practice

A. Match the words to the correct pictures.

1. coiled
2. surface
3. hemisphere

B. For each definition or synonym in column A, think of a vocabulary word that has the same meaning. Use the spaces in column B to spell the vocabulary word.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. undamaged</td>
<td>_____ _____ t _____ c ____</td>
</tr>
<tr>
<td>5. happiness</td>
<td>_____ l _____ _____ o ____</td>
</tr>
<tr>
<td>6. made by humans</td>
<td>_____ _____ i f _____ _____ a __</td>
</tr>
</tbody>
</table>

C. Circle the letter of the sentence that gives the best example of the word.

7. a. Creativity is his greatest **attribute**.
    b. The dog’s **attribute** is fast.

8. a. Her success filled the whole family with **exultation**.
    b. While running the race, he was **exultation**.

9. a. The promotion was a real **debasement**, with better conditions and more money.
    b. Calling Tanya a liar was a **debasement** of her character.
A. Label each picture with the correct word.

1. ____________________
2. ____________________
3. ____________________

B. Complete each sentence with the best word.

4. Friendliness can be a good ____________.

5. When the scientists dug up the dinosaur bones, they were surprised to find them ____________.

6. The doctors were able to give him an ____________ hip to replace his own hip.

C. Complete each sentence.

7. If something suffers a debasement, it ________________________________.

8. Someone who is filled with elation could be described as ________________________________.

9. If fans after a football game are in a state of exultation, their team ________________________________.
Work with a partner to role-play an interview with Lewis Thomas just after his experience at the Tucson Zoo. Write your answers to the questions on the lines below. Then practice reading the completed interview aloud. Take turns being Lewis Thomas and the interviewer.

Interviewer: What brought you out to the Tucson Zoo today?

Lewis Thomas: I had some ________________________________________________________
______________________________________________________________________________________

Interviewer: Did you see anything interesting there?

Lewis Thomas: Yes, I saw ____________________________________________________________
I thought the __________________________________________________________________________ was fascinating. In fact, I had ____________________________________________________________

Interviewer: Tell me what happened.

Lewis Thomas: _________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Interviewer: How did this experience affect you?

Lewis Thomas: _________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Interviewer: Do you think you learned a lot about yourself today?

Lewis Thomas: _________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
A. Label each picture with the correct word.

avalanche  crumpled  tortilla

1. 

2. 

3. 

B. Complete each sentence with the best word.

| crumpled | opera | intuitively |

4. He does math ________, without needing to be shown how.

5. I fixed the printer by taking out a ________ piece of paper.

6. My mother likes to listen to ________ music.

C. Read each phrase. Then answer the question.

7. **taboo behavior** Is this something that is accepted or forbidden in a culture?

8. **learning intuitively** Is this something that can be taught or that comes from within?

9. **nomadic lifestyle** Is this something that has to do with where someone lives or how someone looks?
Journal Entry

Imagine that you were a child in Chicago at the same time as Sandra Cisneros. You keep a journal in which you record the things that you see and wonder about. Write journal entries describing some of the details mentioned in the essay.

Monday

Today, I was sitting across from Lupe. She had a red pen, and she was writing her name over and over again in red ink: Lupe, Lupe, Lupe. I looked at ____________________________________________________________.

Maybe she dreamed of becoming famous, and was ____________________________________________________________.

Maybe she ____________________________________________________________.

Perhaps, some day, ____________________________________________________________.

Wednesday

On my way home from school, I looked up and saw ____________________________________________________________.

__________________________________________________________________________________________.

__________________________________________________________________________________________.

__________________________________________________________________________________________.

__________________________________________________________________________________________.
Before You Read

What I See in Lincoln’s Eyes

Vocabulary Practice

A. Write the word from the word bank that best fits with each picture.

<table>
<thead>
<tr>
<th>Portrait</th>
<th>Lens</th>
<th>Crease</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
<td>3.</td>
</tr>
</tbody>
</table>

B. Match each vocabulary word in column A with its synonym in column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. lanky</td>
<td>fold</td>
</tr>
<tr>
<td>5. humble</td>
<td>modest</td>
</tr>
<tr>
<td>6. portrait</td>
<td>tall and thin</td>
</tr>
<tr>
<td>7. crease</td>
<td>picture</td>
</tr>
</tbody>
</table>

C. Complete each sentence.

8. The actress was an icon of ________________________________.

9. The land was etched by ________________________________.

10. Although they were in the minority, ________________________________.
Letter

In this article, Barack Obama wrote that he spoke at Knox College, where Abraham Lincoln once debated Stephen Douglas.

Imagine that you were one of the students listening to Obama’s speech. Write a letter in which you tell a friend about the speech.

Have you heard of Barack Obama? He ____________________________________________________________.
__________________________________________________________________________________________

He spoke in the same hall where ______________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

When I realized that, it really made me think. One of the things Abraham Lincoln is famous for is __________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

What I See in Lincoln’s Eyes
Before You Read

**Cinderella’s STEPSISTERS**

**Vocabulary Practice**

**A.** Circle the picture that best answers the question.

1. Which man is from **medieval** times?

2. Which person **wielded** something?

3. Which plant is likely to **wither**?

**B.** Unscramble the letters and write the vocabulary word that fits each clue.

4. What does a healthy plant do?
   
   hsfrolui  _____ _____ _____ _____ _____ _____ _____ _____

5. What does a soccer player try to do when a ball is coming toward the goal?
   
   tefedlc  _____ _____ _____ _____ _____ _____

6. What is an idea that is not associated with a specific object?
   
   oairtbsatcn  _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

**C.** Use a vocabulary word from the word bank that best fits each clue.

<table>
<thead>
<tr>
<th>fetish</th>
<th>dominion</th>
<th>emanate</th>
</tr>
</thead>
</table>

7. What is an obsessive attachment to something? ________________________________

8. What do people have if they have control over something? ____________________

9. What does heat coming from a stove do? _________________________________
Role Play

Imagine that you and a friend were in the audience when Toni Morrison gave this speech. Write the conversation that you might have had after the speech. Then practice reading the conversation aloud with a partner.

**Speaker 1**: So, what did you think of the speech?
**Speaker 2**: I thought it was ______________________

______________________________

______________________________

______________________________

______________________________

**Speaker 1**: Which part of the speech really got your attention?
**Speaker 2**: She caught my attention when she said ______________________

______________________________

______________________________

______________________________

______________________________

**Speaker 1**: What did you think of the part where she said she wanted to know what happened to the stepsisters after the end of the story?
**Speaker 2**: I thought that was ______________________

______________________________

______________________________

______________________________

______________________________

**Speaker 1**: Do you think she was right when she said that some women cause harm to other women?
**Speaker 2**: ______________________

______________________________

______________________________

______________________________

______________________________

**Speaker 1**: Is this speech going to affect the way you act when you start working?
**Speaker 2**: ______________________

______________________________

______________________________

______________________________

______________________________
Ode to My Socks

Before You Read

Vocabulary Practice

A. Label each picture with the correct word.

<table>
<thead>
<tr>
<th>impulse</th>
<th>magnificent</th>
<th>twilight</th>
<th>unacceptable</th>
</tr>
</thead>
</table>

1. 
2. 
3. 
4. 

B. Choose the best word from the word bank to replace each underlined word.

<table>
<thead>
<tr>
<th>decrepit</th>
<th>immense</th>
<th>magnificent</th>
<th>remorse</th>
<th>twilight</th>
</tr>
</thead>
</table>

5. Jan felt guilt after breaking her mother’s vase. ________________
6. The museum had many wonderful works of art. ________________
7. The sky looked beautiful at sunset. ________________
8. The big bear walked through the forest. ________________
9. Peter threw out his broken chair after getting a new one. ________________

C. Choose a word from the word bank to complete each sentence.

<table>
<thead>
<tr>
<th>decrepit</th>
<th>immense</th>
<th>remorse</th>
<th>sacred</th>
</tr>
</thead>
</table>

10. An ________________ snowball formed the snowman’s body.
11. Most religions have a ________________ book that explains followers’ beliefs.
12. The ________________ car had not been driven in over ten years.
13. With ________________, Julie admitted that she had lied.
Imagine that the speaker of this poem kept a diary. On the night he received his socks from his friend, what would he have written? Complete the journal entry below. When you are finished, work with a partner in class. Take turns reading your entries to each other.

Dear Diary,

Today was a ____________________________ day for me. First of all, Maru Mori ____________________________ me a beautiful ____________________________.

The gift fit my ____________________________ perfectly. But my feet were not ____________________________ for these beautiful socks. My feet were like ____________________________ sharks inside the soft socks. But, I am ____________________________ I kept the socks on my feet because they will keep me ____________________________ all winter.
Before You Read

The Print of the Paw
To an Aged Bear

Vocabulary Practice

A. Label each picture with the correct word.

<table>
<thead>
<tr>
<th>grace</th>
<th>hollow</th>
<th>mortality</th>
<th>ripe</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Complete each sentence with the best word.

<table>
<thead>
<tr>
<th>cipher</th>
<th>conflagration</th>
<th>mortality</th>
<th>ripe</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. The house was destroyed in a _______________ caused by a lit match.
6. Sometimes I think about my own _______________ when I get sick.
7. We found a _______________ on the old map that led us to the treasure.
8. The farmer picked the fruit when it was _______________

C. Complete each sentence.

9. Because of her infirmity, my grandmother ________________________________
10. The glyph was ________________________________ from a large stone.
11. David is so meticulous that ________________________________
12. After the conflagration started, ________________________________
A. Label each picture with the correct word.

<table>
<thead>
<tr>
<th>autumn</th>
<th>frost</th>
<th>haze</th>
<th>melt</th>
</tr>
</thead>
</table>

1. __________________  
2. __________________  
3. __________________  
4. __________________

B. Complete each sentence with the best word.

<table>
<thead>
<tr>
<th>autumn</th>
<th>frost</th>
<th>haze</th>
<th>melt</th>
</tr>
</thead>
</table>

5. If you hold an ice cube in your hand for too long, it will ____________________________

6. The children played in the leaves during the ____________________________

7. The air was filled with a thick ____________________________

8. The refrigerator was so cold that all of the food was covered with ____________________________

C. Complete each sentence.

9. The ice cream will **melt** if you don’t ____________________________

10. Because of the **frost** on the ground, the sidewalk looked like ____________________________

11. Every **autumn**, I get a new ____________________________

12. The **haze** made it difficult to ____________________________
Before You Read

**Vocabulary Practice**

A. Match the words to the correct pictures.

1. contentment  
2. formal  
3. haste  
4. mechanical

B. Choose the best word from the word bank to replace the underlined words in the following sentences.

<table>
<thead>
<tr>
<th>ceremonious</th>
<th>contentment</th>
<th>haste</th>
<th>recollect</th>
</tr>
</thead>
</table>

5. Tony could not remember being here before. __________
6. In my speed, I left the front door unlocked. __________
7. The wedding was a formal event. __________
8. The dog felt complete satisfaction while taking a nap on the rug. __________

C. Complete each sentence.

9. After __________________________ for ten hours, I was in a stupor.
10. Do not lag unless you want to be __________________________.
11. Do you recollect the day that __________________________?
12. We wore __________________________ to the ceremonious event.
Vocabulary Practices

A. Draw a simple picture showing each of the following words.

1. belly

2. direction

3. scarf

4. wilderness

B. Check which of the two words or short phrases is a good example of each word.

5. wilderness
   a. □ a jungle
   b. □ a house

6. direction
   a. □ a turn around a corner
   b. □ a very tall tree

7. mature
   a. □ a young boy
   b. □ an adult

C. Choose the answer that has the same meaning as each word.

8. dense
   a. □ loose
   b. □ thick
   c. □ skinny

9. mature
   a. □ grown up
   b. □ like a child
   c. □ very fast
A. Label each picture with the correct word.

**graze**

**brute**

**oblivious**

**administration**

1. ____________________
2. ____________________
3. ____________________
4. ____________________

B. Choose the best word from the word bank to replace the underlined words in the following sentences.

**administration**

**affirmation**

**brute**

**companions**

5. The ________________ of the wave was twenty feet high!
6. The president’s ________________ made many changes in the United States.
7. Patricia and her ________________ went to the zoo together.
8. Rachel looked for ________________ that she was doing the right thing.

C. Complete each sentence.

9. After passing into oblivion, _____________________.
10. Dad nodded in affirmation when _____________________.
11. The boy acted like a brute when he _____________________.

Before You Read

**HORSES GRAZE**

Vocabulary Practice
A. Match the words to the correct pictures.

| destruction | garbage | grocery | mind |

B. Choose the best word from the word bank to replace the underlined words in the following sentences.

| destruction | garbage | grocery | mind |

5. The war created damage across the country. __________

6. The smart girl has a powerful brain. __________

7. Please get some tomatoes at the food store. __________

8. Never leave your trash in a public place. __________

C. Complete each sentence.

9. The garbage can contains ____________________________________________________________.

10. Use your mind to ________________________________________________________________.

11. In the grocery store ____________________________________________________________.

12. The destruction was ____________________________________________________________.
Imagine that you are Lucille Clifton and you have just seen Miss Rosie. Write a journal entry about your experience, describing what you saw and how you felt. Then practice reading the finished journal entry aloud with a partner.

Dear Journal,

Today I ____________________________________________________________

______________________________________________________________________________________

The woman was __________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

She looked like __________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

Seeing the woman made me feel __________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________
Vocabulary Practice

A. Match the words to the correct pictures.

1. aural  
2. granite  
3. supernatural  
4. ailing

B. Choose the best word from the word bank to replace the underlined words in the following sentences.

<table>
<thead>
<tr>
<th>ailing</th>
<th>cramped</th>
<th>granite</th>
<th>kneading</th>
</tr>
</thead>
</table>

5. The steps of the museum are made out of solid rock. _________________________
6. Harold is rubbing his forehead to ease his headache. _________________________
7. Regina is sick and did not go to school. _________________________
8. The room is so crowded that some people have to stand in the hall. ________________

C. Complete each sentence.

9. Greta wanted to display her award prominently so she _________________________.
10. Vincent places emphasis on what he says by _________________________.
11. I use my aural abilities to _________________________.
12. The most supernatural thing I ever saw was _________________________.
Text and Illustration

Look at the picture below. Write a paragraph explaining what the man on the right is thinking or feeling. Then find a partner in class and take turns reading your paragraphs to each other.

Today, I feel __________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________
Before You Read

Vocabulary Practice

A. Label each picture with the correct word.

| orchestra | intently | harried | robots |

1. 
2. 
3. 
4. ?

B. Complete each sentence with the best word.

| deferred | colleagues | irrepressible | hierarchy |

5. Mr. Ramirez is the top person in the __________ at his office.
6. The __________ dog barks whenever it sees a person.
7. Anita __________ taking a trip until she had enough money to pay for it.
8. Ms. Lee and her __________ are all doctors.

C. Complete each sentence.

9. Because I was harried, ___________________________________________________________________________________.
10. I watched the movie intently because ____________________________________________________________________________.
11. Gina invented robots to ________________________________________________________________________________________.
12. Because her son was irrepressible, the mother felt ___________________________________________________________________________________.

Dream Boogie; Motto; Dizzy Gillespie, Explorer of New Sounds from Giants of Jazz; and Playing Jazz
Conversation between Dizzy Gillespie and Wynton Marsalis

Imagine that Dizzy Gillespie and Wynton Marsalis, the author of “Playing Jazz,” write letters to each other. What will each person say about the best way to play jazz?

Find a partner in class. You will pretend that you are either Dizzy Gillespie or Wynton Marsalis. Write a letter to convince the other man that your way of playing jazz is the right one. Complete the sentences below. Then use those sentences to write your letter. When you are both finished, read your letters out loud to each other.

The person I am pretending to be is ____________________________________________.

The person I am writing to is ____________________________________________________.

I believe that playing jazz should be ________________________________________________.

I think I am right because ____________________________________________________________________

Now, write your letter.

Dear ________________________________________________,

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

Your friend,

______________________
Vocabulary Practice

A. Match each word to a picture.
1. Capitol
2. particle
3. wound
4. tragedy

B. Choose the best word to take the place of the underlined word in each sentence.

5. The cut was not very deep and should heal soon. ________________
6. The mayor should praise the firefighter for her bravery. ________________
7. The students scatter when the bell rings. ________________
8. I cut my foot when I stepped on a little piece of glass. ________________

C. Underline the sentence that uses the **bold** word correctly.

9. The jellyfish will disperse in the ocean waves.
The doctor will disperse your medicine.
10. The plants are in the interim of the greenhouse.
    You can rest in the interim between races.
11. The actor knew his speech was imminent.
    He is an imminent actor.
12. The soccer season will commend in September.
    We should commend our coach for her hard work.
Vocabulary Practice

A. Match each word to a picture.

1. alliance a.

2. graze b.

3. loads c.

4. will d.

B. Write T if the statement is true. Write F if it is false.

5. People make an alliance when they fight with each other. T/F

6. A covert plan is one that is hidden from others. T/F

7. A will tells who will get your things after you die. T/F

8. If your backyard is barren, it is full of flowers and trees. T/F

C. Write the vocabulary word that best answers each question.

<table>
<thead>
<tr>
<th>barren</th>
<th>covert</th>
<th>loads</th>
<th>graze</th>
</tr>
</thead>
</table>
9. Which word goes with “eat grass and green plants”? barren
10. Which word goes with “no plants or trees growing”? barren
11. Which word goes with “do things secretly”? covert
12. Which word goes with “things that are heavy to carry”? loads
A. Label each picture with the correct word.

<table>
<thead>
<tr>
<th>felled</th>
<th>revenge</th>
<th>borrow</th>
<th>disguise</th>
</tr>
</thead>
</table>

1. □ □ □ □

2. □ □ □ □

3. □ □ □ □

4. □ □ □ □

B. Complete each sentence with the best word.

| jubilantly | borrow | disdainful | disguise | deliberation |

5. Laura treats her team in a __________ way because she thinks she is the best swimmer.

6. I will wear a __________ so that nobody can see the cut on my face.

7. The fans cheered __________ at their favorite singer’s concert.

8. May I please __________ your blue skirt for the party?

9. After an hour of __________, we decided to make Isaac the team captain.

C. Answer each question in a complete sentence. Use the best word from the box below.

| guile | aggrieved | jubilantly | deliberation |

10. What do you call it when people get together and talk about an important decision?

__________________________________________________________

11. If Veronica’s cat just died, how does she feel?

__________________________________________________________
A. Match the words to the correct pictures.

1. scattered  
2. battle  
3. steel  
4. bravery  
5. honor

B. Choose the best word to replace the underlined word in each sentence.

mightily    vault    deeds    seldom    confront

6. My grandmother says I will be happy if all of my actions come from the heart.
7. In the spring, it rarely snows.
8. The horses ran powerfully in the race.
9. Do you usually face people who tell lies about you?
10. Uli’s dog loves to jump in the air to catch a ball.

C. Unscramble the letters and write the vocabulary word that fits each clue.

11. If you want your feet to leave the ground, you do this.
   lvatu  

12. If you want to reach a goal, you should make this kind of plan.
   ctaertsgei  

13. You might get scared if a wild animal does this to you.
   ftcnoonr  
Instant Message Conversation

Prepare an instant message conversation between Buffalo Calf Road Woman and John Henry. The two characters are talking about strength. They are answering two questions. What strong things have you done? How important is it to be strong? First, use the sentence starters and the text of the two selections to write your instant message conversation. Then practice reading the conversation aloud with a partner.

BUFFALO CALF ROAD WOMAN: Are you a strong person?

JOHN HENRY: ______________. How about you? Are you ______________?

BUFFALO CALF ROAD WOMAN: Well, ______________. Once my brother and my husband fought ______________, and I ______________. Many people remember my act of ______________. What strong things have you done?

JOHN HENRY: One day ______________. I was working so hard that the Captain asked me ______________. I was determined to ______________.

BUFFALO CALF ROAD WOMAN: How important is it to be __________?

JOHN HENRY: I think it is ______________ to be strong because ______________. How about you? How important do you ______________?
Before You Read

Vocabulary Practice

A. Write the word from the bank that best fit each picture.

1. [Picture of a house with a verandah]
2. [Picture of a sunset]
3. [Picture of a man looking at a book]
4. [Picture of a tree]

_______  _______  _______  _______

B. Complete the sentences with the one of the words from the word bank.

5. My roommate _______________ me out of bed every day.
6. My dog had a huge _______________ on its paw.
7. We couldn’t find the key because it was _______________ by the coat.
8. My grandmother is _______________ about the weather.

C. Circle the letter of the sentence that gives the best example of the word.

9. a. She _flickers_ every time she needs to make a decision.
   b. The light _flickers_ when I turned it on.

10. a. He _reversed_ direction because he was lost.
    b. She _reversed_ her book to see title.

11. a. Did you see how she _struck_ her child?
    b. I laughed because it _struck_ me as funny.

12. a. I was _chatting_ with her just before I left the house.
    b. I am _chatting_ dinner right now.
A. Write the word under each picture.

- graphic novel
- simultaneously
- enclosed

B. Choose the best word to complete each sentence.

4. Jenny sent Ron an ______________ to ask him about the homework assignment.
5. The ______________ Puzzles and Games prints a new word scramble every month.
6. Mr. Washington ______________ read his daughter a story and listened to his son play the piano.

C. Read each word or phrase. Then find the word or phrase that has the same meaning. Write the letter of the matching word or phrase in the space given.

7. application _____________
8. e-mail ________________
9. cover letter ______________

   a. a document that is sent along with other forms to give extra information
   b. a document that is filled out by a person who wants something, such as a job
   c. a message that is sent by computer
Imagine that you are Mark Jones, the man in charge of the Dragon Fire Graphic Novel Contest. You are writing back to Devin Gregory about his graphic novel *Kosmo Fantastic versus Mr. Meriadeck*.

________________________
(date)

Dear ________________

Thank you for sending me your graphic novel. I thought it was ________________.

I know that you filled out an application for our Dragon Fire Graphic Novel Contest. I have decided that ________________

because ____________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

I hope that __________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________
Mark Jones

When you have finished your letter, practice reading it to a partner.
A. Match the word with the picture.

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B. Choose the best answer.

4. When would be a good time to use a scanner?
   a. to transfer a picture from a piece of paper to a computer
   b. to cook a quick meal

5. What does someone mean when she says she has an abundance of books to read?
   a. that she has very few books to read
   b. that she has more than enough books to read

6. Which of these products would come with an installation guide?
   a. a towel
   b. computer software

C. Complete each sentence.

7. A warranty is a document that ______________________________________________________________________

8. An installation guide is a document that ______________________________________________________________________