



# Short Stories

for Reading 8

ESOL 260

RAMIREZ

this book belongs to:

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# Short Stories

## for Level 8 Academic Reading

by Davina Ramirez

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# 1. Vocabulary for Discussing Fiction

## Setting

“Setting” is the time and the place of the story. When and where does it happen?

Try It: Identify the settings of each story.

Movie: Titanic

Place:

Time:

---

Place:

Fairy tale: “Cinderella”

Time:

---

Play: Romeo and Juliet

Place:

Time:

---

Place:

Movie: Star Wars

Time:

## 2. Character and Characterization

“Characters” are \_\_\_\_\_

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A work of fiction can be a *main character* or *minor character*.

**Try It:** For each of these works of fiction, list the main characters.

<u>Titanic:</u>	<u>“Cinderella:”</u>	<u>Romeo and Juliet:</u>	<u>Star Wars:</u>

### Think About ...

*Can an animal be a character?*

*How can the reader distinguish between a main character and a minor character?*

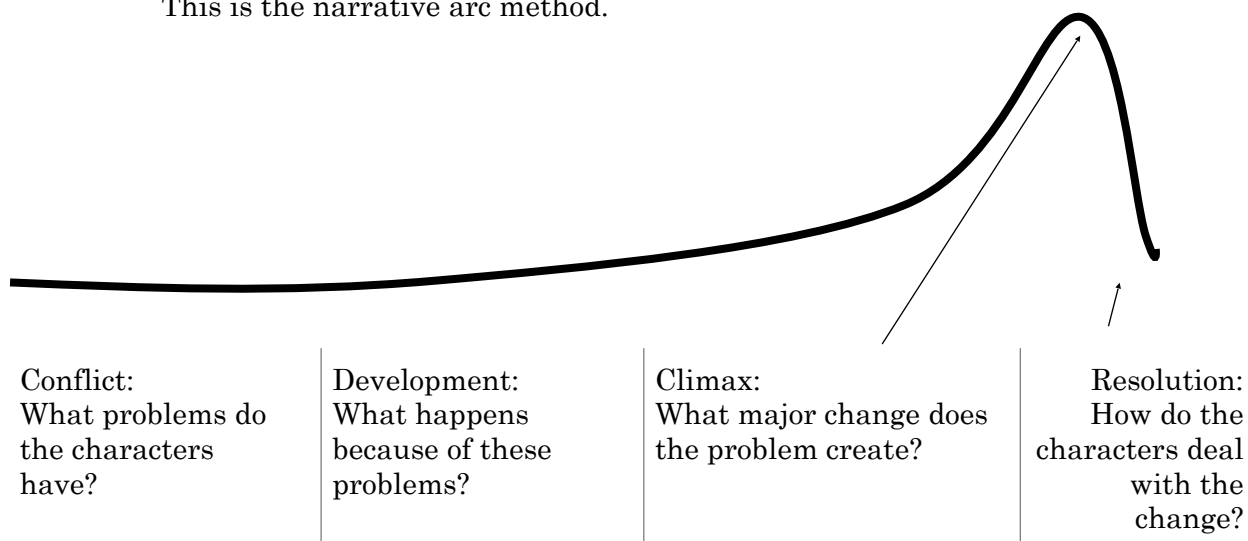
## 3. Plot

Plot is “what happens” in a story.

When a person tells you “what happened” in a movie, they’re summarizing the plot.

You can also understand the plot by asking “What basic problems do the characters have? How do these problems make the story happen?”

This is the narrative arc method.



### **Try It:**

Fill out the narrative arc for one or more of the stories we've been talking about. The first is done as an example.



### **Titanic**

#### **Conflict:**

Rose and Jack are in love, but he's poor and she's engaged

#### **Development:**

They meet, they fall in love, Jack draws a picture of Rose nude, her fiancé is angry

#### **Climax:**

The ship hits an iceberg and sinks. Jack dies

#### **Resolution:**

Rose lives a long life but always remembers Jack

**Notice that everything that happens in the "Development" section is a result of the basic conflict. If Jack were rich, or if Rose was not engaged, their falling in love would not be a problem ... or very interesting**



### **Cinderella**

#### **Conflict:**

#### **Development:**

#### **Climax:**

#### **Resolution:**

## More about Conflict

There are three basic types of conflict.

### Person vs. Self

A person's problem is within themselves.

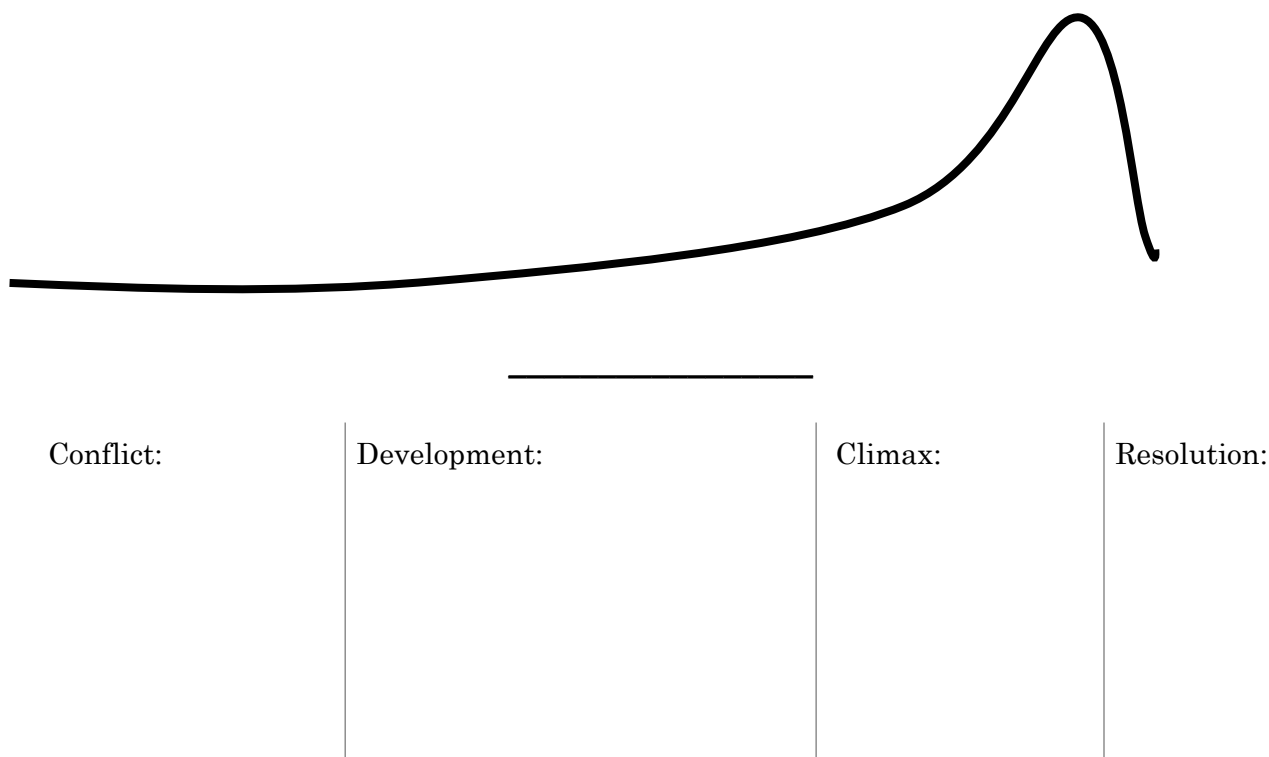
### Person vs. Person

Two characters disagree with each other, which causes problems.

### Person vs. Environment

There are many possible meanings of "environment" here. It might mean a group of people; it might mean the natural environment; it might mean society or laws.

Create a narrative arc for a story of your choice.



Notice that these first three concepts answer the key questions  
“Where? When? Who? What? Why?”



#### 4. Mood, Tone:

The feeling or emotion that the writer attempts to create in the reader.  
Do you know these tone words?

intimate \* gloomy \* anxious \* mocking \* romantic  
nostalgic \* contemptuous \* comical \* sarcastic \* benevolent

#### 5. Theme:

The major concept the writer wants to explore with their work.

The theme is usually a universal, abstract idea.

Examples: "Love," "Family loyalty," "War," "Freedom"

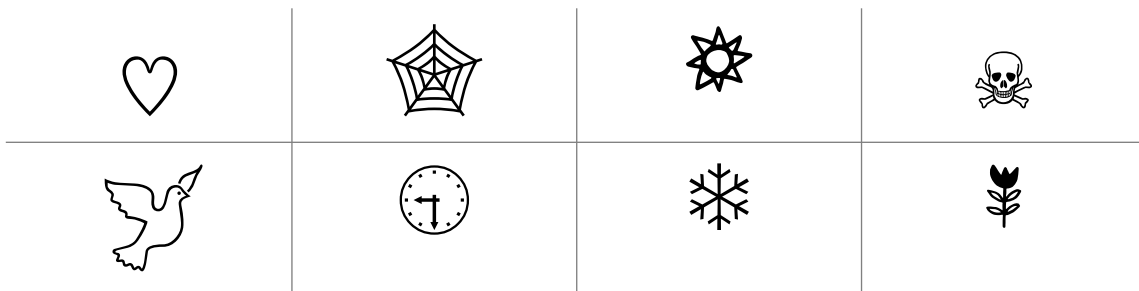
#### Try It:

Write one or more reasonable themes below each artistic work below.

Movie: Titanic \* Play: "Romeo and Juliet" \* Fairy Tale: "Cinderella"

#### 6. Symbol:

A *symbol* (noun) is a noun that represents a bigger idea. Here are some pictures that are common symbols; what does each one represent? Is it different depending on your culture?



Be careful about the word "symbol;" there is a difference between symbolism (noun) and symbolize (verb). The adjective is symbolic.

Writers use symbolism in many ways. Whenever a writer describes a noun, consider if the noun could represent a bigger idea.

## 7. Figurative language:

Figurative language is an emotional way to add description to writing. It is used to compare two things creatively. There are two general kinds of figurative language:

- A simile is figurative language that uses “like” or “as.”
- A metaphor is figurative language that does NOT use “like” or “as.”
  - There’s a special kind of metaphor called personification: that’s where the metaphor describes something non-human by comparing it to a human.

Examples, from most ordinary to the most literary:

1. Last night, I slept like a log. (S)
2. You are the sunshine of my life. (M)
3. He’s as dumb as a box of rocks. (S)
4. They fought like cats and dogs. (S)
5. “Baby, you’re a firework.” (Katy Perry) (M)
6. “You ain’t nothin’ but a hound dog.” (Elvis Presley) (M)
7. Your explanation is as clear as mud. (S)
8. “Built Like A Rock” (Chevrolet ad) (S)
9. You’re as cold as ice. (S)
10. I’m drowning in work. (M)
11. He had hoped to sail on the ocean of love, but found himself lost in a desert. (M, M)
12. The lonely train whistle called out in the night. (M/P)
13. The snow wrapped a white blanket around each tree. (M/P)
14. In the garden, eggplants grow curving like ox horns. (S)
15. The noise split the air. (M)
16. And with those four words, her happiness died. (M/P)
17. Her dark eyes were not bad-looking, like a pair of tadpoles. (Ha Jin) (S)
18. “But soft! What light through yonder window breaks? It is the East, and Juliet is the sun.” (William Shakespeare) (M)
19. “Therefore the moon, pale in her anger, washes all the air.” (Shakespeare) (M, M/P)

## Try It:

1. I am as tall as a redwood in the forest .

2. My dog barks like a

3. I am as fast as a

4. I sing as well as a

5. I work as hard as a

6. The snow is a fluffy blanket .

7. Her heart is a

8. My teacher is a

9. The world is a

10. My best friend is a

11. The wind screamed .

12. The falling raindrops

13. The sunlight

14. The music

15. The snake

## 8. Foreshadowing:

A hint about something that will happen later in the story.

## 9. Irony:

This is related to *sarcasm*. When you use sarcasm, you use a word with the opposite meaning of your REAL emotions. If you walk in late to class, your teacher might say “Right on time.” When you taste something bad, you might say “Delicious!”

Similarly, when a writer uses *irony*, they create a situation that is the opposite of a character’s emotions.

## 10. Point of View:

Every story is told from a point of view. The person telling the story is called the narrator and the story is told from his or her point of view. The reader sees and understands the story the way that the narrator explains it. There are different points of view an author can use.

### First Person

If the narrator is actually in the story, the author is using a first-person point of view.

When telling the story, the narrator will use first-person pronouns such as “I,” “mine” and “we.” A first-person narrator is usually the main character, but not always. If you have ever read a Sherlock Holmes story, you might remember that the “I” in those stories is Dr. Watson, not Sherlock.

### Third Person

If the narrator is not one of the characters, the author is using a third-person point of view. This kind of narrator is a storyteller and uses third-person pronouns such as “he,” “she,” and “they.”

### Omniscient Narrator

“Omniscient” means “knowing everything.” An *omniscient narrator* is exactly that – a narrator who knows everything, like what characters think and feel. Usually, narrators focus on one character and share mostly what that one person thinks and feels, but narrators can also explain the emotional state of every character.

### Second Person

What about second-person point of view? It’s possible, but this is a rare style. These are stories told with the second person pronoun – “you.” For example, “You entered the room and looked around. Your hat was on the ground, and you picked it up. It was a cool day, and you hoped that it would not rain.”

## Summary of Reading Vocabulary: Your Notes

Fill in these pages with your own definitions of these terms.

1. **Setting**

What are the two parts you MUST consider when discussing “setting”?

2. **Character, characterization**

What types of characters are there?

3. **Plot**

Plot can be analyzed with a *narrative arc*.

What are the four parts of a narrative arc?

Plot can also be analyzed with a *timeline*.

How is that different from a narrative arc?

4. **Mood**

5. **Theme**

6. **Symbol, symbolize**

## 7. Figurative language

What is it?

How is a *metaphor* different from a *simile*?

What is special about the metaphor called *personification*?

## 8. Foreshadowing

## 9. Irony

## 10. Point of View

\* \* \* \* \*

## Using the Study Guides in a Literature Circle

A **literature circle** is a small group of readers who discuss their reading in depth. There are many possible ways to form a literature circle; usually, each participant in a lit circle has a different job. Some suggested roles for members of a lit circle are:

- \* **Questioner:** This person either writes several comprehension questions about the reading. They should have a clear idea about the answers. They ask the group their questions and lead a discussion about them. The questioner may want to bring a handout for other members of the circle with their questions printed on it.
- \* **Character expert:** This person defines who the major characters are and describes their characters. They choose adjectives and quotations to support their ideas. This person may want to bring a handout with pictures or drawings of the characters to support their ideas.
- \* **Summarizer:** This person creates a summary of the plot to share with the group. This person might choose a timeline, a narrative arc, or a Time-order list as a way to summarize what happens in the story. They might want to bring a handout with their timeline or narrative arc to share with other group members, or they might want to prepare a small poster to share.
- \* **Clarifier:** This person is responsible for explaining some challenging quotations or words to the group. The teacher might assign some phrases, the group might choose some lines, or the clarifier might choose their own difficult parts. They should be able to explain the difficult sections until everyone in the group understands them.
- \* **Extender:** This person goes beyond the story itself to understand it. They may choose to research the author's life or the time period when the story was written. Or, the extender can think about ways the story connects to today, or focus on predicting what will happen after the story ends. Their goal is to help the group understand the story at a deeper level. Several people can take the role of Extender, but they should focus on different things.

You can present the results of your Lit Circle as a poster presentation or a slideshow.





## 2. One Fable and Twelve Reading Skills

Some traditional story forms are the fairy tale, the parable, the myth, and the fable. These forms are ancient – and you probably know many examples already.

Fairy Tale: A story to entertain children. Fairy tales often begin with the words “Once upon a time ...” and end with the phrase “And they lived happily ever after.”

Parable: A story meant to teach a deep, difficult lesson. Usually religious.

Myth: A story meant to explain the world. Topics often include “How the world was created” and “How humans began.”

Fable: A story meant to teach a lesson about how to act to children. They often have animals as main characters, and they usually end with a moral – a very clear lesson in the form of a proverb.

**The modern fable in this chapter** was written in 1940 by a famous American humorist. (*Think: What was happening in the world at that time?*)

The language is slangy and informal. Here are a few phrases or words to look out for:

Crazy about

Bolt of lightning

Civilize

At a great distance

Escapists

Shamed (v)

Desert island

Descended on

An internal matter

## Cultural Context

### 1939: The Rise of Fascism

During the 1930s, the United States struggled with the economic and environmental challenges of the Great Depression and the Dust Bowl. During the same years, the countries of Europe and Asia were undergoing huge changes, as well. In many countries, especially Germany, Italy and Japan, forceful leaders were taking power away from ordinary people and concentrating power in their own hands. Hitler, Mussolini, Fumimaro Konoe and others each believed that their own races and countries were superior to others. These fascist movements began by identifying groups of their own citizens that were "different" - those with a different religion, ethnicity or political beliefs. They moved on to threatening, jailing and murdering these citizens. Eventually, these countries attacked neighboring countries, starting World War II.

The U.S. and Britain, along with Canada, Australia and many developing countries, witnessed these changes with mixed reactions. Some citizens agreed with the ideas of fascism. Some thought that people attacked by the fascist countries, like the Jewish people in Germany, probably deserved it. Others reacted fearfully and preferred to "mind their own business." They didn't want to get involved. They felt that violence in one country belonged only to that country, and the victims should defend themselves. Eventually, World War II began, but it took years for countries to make that decision.

James Thurber wrote and published "The Rabbits Who Caused All the Trouble" in 1939. It is important to know that Hitler had been arresting and murdering tens of thousands of Jews, Roma, communists and gay people since 1933. It is also important to know that many Americans refused to believe this was true, while others believed it was a terrible thing, but that nothing could be done to help.

## Irony

Thurber often wrote ironic short stories, and this one is typical. One way to understand irony is to review the concept of sarcasm. Sarcasm is a type of humor based on saying things that are the opposite of the actual situation. When your hair is messy, a friend might say "Looking good!" When you look up at a dark, cloudy, rainy sky, you might say "Another beautiful day." Sarcasm is often a way to deal with an uncomfortable situation.

Irony is used by writers who create one emotion with their writing, but also create a situation - a setting, character or plot - that is the opposite. The reader is aware of this, but the characters aren't. One example from the Disney movie *The Little Mermaid* is that the mermaid, Ariel, gives up her voice to win the love of Prince Eric. However, he is searching for a girl with a beautiful voice, so he refuses to fall in love with her. For the viewer, the situation is *ironic*, because we know it was Ariel whose voice affected him so strongly.

## The Author

Please watch the slideshow or video about James Thurber for more background.

## Fable: "The Rabbits Who Caused All the Trouble"

By James Thurber

Within the memory of the youngest child there was a family of rabbits who lived near a pack of wolves. The wolves announced that they did not like the way the rabbits were living. (The wolves were crazy about the way they themselves were living, because it was the only way to live.) One night several wolves were killed in an earthquake and this was blamed on the rabbits, for it is well known that rabbits pound on the ground with their hind legs and cause earthquakes. On another night one of the wolves was killed by a bolt of lightning and this was also blamed on the rabbits, for it is well known that lettuce-eaters cause lightning. The wolves threatened to civilize the rabbits if they didn't behave, and the rabbits decided to run away to a desert island. But the other animals, who lived at a great distance, shamed them, saying, "You must stay where you are and be brave. This is no world for escapists. If the wolves attack you, we will come to your aid in all probability." So the rabbits continued to live near the wolves and one day there was a terrible flood which drowned a great many wolves. This was blamed on the rabbits, for it is well known that carrot-nibblers with long ears cause floods. The wolves descended on the rabbits, for their own good, and imprisoned them in a dark cave, for their own protection.

When nothing was heard about the rabbits for some weeks, the other animals demanded to know what had happened to them. The wolves replied that the rabbits had been eaten and since they had been eaten the affair was a purely internal matter. But the other animals warned that they might possibly unite against the wolves unless some reason was given for the destruction of the rabbits. So the wolves gave them one. "They were trying to escape," said the wolves, "and, as you know, this is no world for escapists."

*Moral: Run, don't walk, to the nearest desert island.*

Title: “The Rabbits Who Caused All the Trouble”

Main Characters:



Conflict:

Development:

Climax:

Resolution:

**Review:**

1. Make a list of the things which the wolves blame on the rabbits and of the reasons the wolves give. How could you describe these reasons?
2. Consider the way the other animals behave. How do you explain their behavior?
3. Could the rabbits have been saved? Could the wolves have been stopped?
4. This fable was first published in 1940. What do you think Thurber was thinking of when he wrote it? Who do you think the wolves, the rabbits and the other animals represent?
5. What other political situations can you think of that are (or were) similar to the fable?

## Reading Skill Inventory

Please look at the list of skills and write a short description of what these skills are. If you don't know what the skill is, write "I'm not sure". Be honest.

Reading Skill	Description: What is this skill? How might we do it?
Guessing Vocabulary from Context	
Identifying Main Ideas	
Identifying Supporting Ideas	
Identifying Implied Main Ideas	
Understanding How Transitions Create Relationships of Ideas	
Making Inferences	

Understanding Purpose and Tone	
Identifying Arguments	
Critical Reading	
Recognizing Figurative Language	
Identifying Themes	
Understanding Symbols	

## Reading Skill Self-Assessment 1

Please choose the statement that best describes your understanding and ability in these reading skills. If you don't know what these reading skills are, or don't understand the words, just choose "I don't know." Be honest and don't worry.

	I'm good at this.	I'm okay at this.	I need to improve this.	I don't know what this is.
Guessing Vocabulary from Context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying Main Ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying Supporting Ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying Implied Main Ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding How Transitions Create Relationships of Ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inferencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding Purpose and Tone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying Arguments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizing Figurative Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying Themes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding Symbols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## What Is Self-Reflection?

Metaphorically, self-reflection is when you look in a mirror to see yourself clearly. We do this all the time in our lives. We ask ourselves: “Why did I do that? Why did I feel that way? What did I learn from this? What will I do the same or differently next time?” As learners, it’s important to ask ourselves these types of questions about our learning, too. Why? So we know what works well for us, what we struggle with, and how to improve going forward. Self-reflection helps us know how to apply our learning to other classes, to our jobs and other aspects of our lives, and to the world.

## Your Goal

Write two paragraphs reflecting about yourself as a reader in English. The topic of this assignment is *you* and *your learning*. You can write this paper as a letter to yourself, to me, or to someone else - maybe your child, or maybe to yourself ten years in the future. There is no specific length, but you should try to answer the prompts fully. Don’t worry about answering EVERY single question, and you may answer in any order you like.

You don’t need to have a thesis statement, but you DO need focused paragraphs and clear topic sentences. Focus each paragraph on one question area. Give examples based on our readings, but don’t try to mention every skill or reading we did this term. Focus on those that *resonated with* you.

When you discuss a specific reading, state the title of the reading, correctly formatted. If you include any quotations, use quotation marks and give the page number if available.

### Prompt 1:

You are learning reading skills in English. Do your new English-reading skills affect your reading in your native language? Are you a different kind of reader in English and in your other language(s)? How are you the same or different? Do you use different strategies in each language? Do you enjoy different genres in each language?

### Prompt 2:

In your everyday life, you have many chances to read. Write about the reading you do that’s not for an ESOL class. Do you read more fiction, or more non-fiction? What language(s) do you read? Why are these readings important to you? Then, connect one or more readings from class to your own reading. What texts or short stories have changed the ways you think about the world? Have any of the class readings inspired you to read more on your own?

## Attribution: Formatting Titles 1

- Titles use special capitalization rules. All words begin with a capital EXCEPT function words of 4 letters or less. Typically, the last word is capitalized as well.
- Short story titles are indicated with quotation marks (“”).
- Book titles are indicated with *italics* or, when writing by hand, underline.
- When you shorten words from another writer, use ellipses (...) to show that words are missing.

**In general, titles of shorter works are in quotation marks.**

**Title of longer works are italicized.**

“Short Story Title” ----- *Book Title*

“Article Title” ----- *Title of the Magazine*

“Title of a Poem” ----- *Title of the Book of Poetry*

“Song Title” ----- *Title of an Album*

“Title of a News Story” ----- *Title of a Newspaper*

### Example 1: Newspaper

The name of the newspaper is *The Oregonian*.  
Use italics when typing.

If you write by hand, underline The Oregonian.

The title of the main story is "Wildfire Closes I-5 South of the Border."

Newspapers have their own capitalization rules, but a college writer needs to follow college writing rules.



### Example 2: Magazine



The name of the magazine is *Newsweek*. Use italics when typing.

If you write by hand, underline Newsweek.

The title of the cover story is "The Nixon Tapes."

## Title Format Exercise 1

Correct these sentences. Don't change ANYTHING except the format! Add capital letters, underlining, and quotation marks as needed.

1. Alison Bechdel wrote and illustrated the graphic novel fun home.
2. Bechdel also wrote a book about her mother, titled are you my mother?
3. Ray Bradbury's great short story all summer in a day was published in 1954.
4. Perhaps the most popular science fiction magazine of the 1940's and 1950's was called the magazine of fantasy and science fiction.
5. Haruki Murakami is primarily a novelist, but his story barn burning is popular.
6. Barn burning appeared in the book the elephant vanishes.
7. John Steinbeck wrote the novel of mice and men as well as the novella the pearl.
8. The magazine time published several articles about Steinbeck during his life.
9. The magazine newsweek is now only available online.
10. Two of the most important American newspapers right now are the washington post and the new york times.

11.

### 3. Short Story: “The Story of an Hour”

Kate Chopin was a well-loved and very popular American feminist writer. She lived from 1850–1904, during the time when women were not allowed to vote; she was the mother of six children and lived in the American South. Many of her stories are in the public domain, including this one.

#### Before You Read: Background

This short story is considered a classic of American feminist literature. It was written in 1895, a time when upper-middle-class women lived very restricted, controlled lives. While working-class women worked exhausting jobs and long hours, women in wealthier families would not work. They were treated like children; they had no access to money, were not allowed to own property or vote, and their husbands would make all decisions for them. Obviously, this could be extremely frustrating.

There are a few different characters, but only one main character. The story takes place over just one hour - just as the title indicates.

The writing style of the late 1800s was often very formal and difficult to understand, and there are some challenging sentences in this short story. However, overall, the tone of the story is fairly modern and easy to understand. In fact, the change in language through this story - from old-fashioned and difficult to more clear, modern and direct - may be one of the themes that Chopin wanted her readers to experience.

#### While You Read: Highlighters and Dictionaries

After you learn something about the background of a piece of fiction, you should *preview* the reading itself. Previewing fiction is different from previewing an article or textbook. Simply look over the story; look for any illustrations; check how long it is. This will help you plan your reading time. Where do you like to be as you read? How much time will you need?

It is a good idea to highlight or *annotate* the text as you read. You may want to use two different colors, or two different pen types: one to highlight vocabulary you don't understand, and the other to highlight interesting ideas that may be keys to understanding the whole story.

The first time you read, try not to focus on the words you don't know. Try to finish the whole story, then go back to work on vocabulary at a different time. Be careful not to "kill" the story by working on too many words. Instead, always return to the most important question: "What happened?"

#### Keep in Mind

Have you ever been aware of a difference between what you were EXPECTED to feel and what you REALLY felt? When? What was that like? This may help you understand the story.

## Reading in “Chunks”

A “chunk” is a group of words that “go together” and create a meaning. A good reader reads a “chunk” together as one unit. Read this part of the story aloud or listen to your instructor read. Add notes about meaning as needed. Some of the most important are already done for you.

Story	Notes:
<p>Knowing that Mrs. Mallard was afflicted with a heart trouble, great care was taken to break to her as gently as possible the news of her husband's death.</p> <p>It was her sister Josephine who told her, in broken sentences; veiled hints that revealed in half concealing. Her husband's friend Richards was there, too, near her.</p> <p>It was he who had been in the newspaper office when intelligence of the railroad disaster was received, with Brently Mallard's name leading the list of "killed." He had only taken the time to assure himself of its truth by a second telegram, and had hastened to forestall any less careful, less tender friend in bearing the sad message. She did not hear the story as many women have heard the same, with a paralyzed inability to accept its significance. She wept at once, with sudden, wild abandonment, in her sister's arms. When the storm of grief had spent itself she went away to her room alone. She would have no one follow her.</p>	<p>People know that Mrs. Mallard has a bad heart So they are careful to not upset her</p> <p>But they have to tell her her husband is dead</p> <p>Her sister doesn't say it directly</p> <p>Richards heard about the train accident first</p> <p>The newspaper office got a list of dead people and Mr. Mallard was on it</p> <p>He checked it twice</p> <p>He hurried to the Mallards' house He didn't want anyone to get there first and tell them roughly</p> <p>Many women go into shock when their husbands die, but Mrs. Mallard didn't freeze</p> <p>She cried dramatically</p> <p>When she stopped crying she went to her room and told everyone to leave her alone</p>

## After You Read: Comprehension

Narrative Arc: What Happened?

Complete the Narrative Arc. Indicate at least one major conflict; “Story of an Hour” has more than one. Write a few major events (three or four)

in the “Development” section. Be careful with “Climax” and “Resolution.”

In this story, the Climax is what Mrs. Mallard experiences – the change in her emotions.

Some stories may not have a clear Resolution, but “Story of an Hour” does!

Story Title: \_\_\_\_\_



## After You Read: Read Again

Story	Notes:
<p>Now her bosom rose and fell tumultuously. She was beginning to recognize this thing that was approaching to possess her, and she was striving to beat it back with her will -- as powerless as her two white slender hands would have been. When she abandoned herself a little whispered word escaped her slightly parted lips. She said it over and over under the breath: "free, free, free!" The vacant stare and the look of terror that had followed it went from her eyes. They stayed keen and bright. Her pulses beat fast, and the coursing blood warmed and relaxed every inch of her body.</p> <p>She did not stop to ask if it were or were not a monstrous joy that held her. A clear and exalted perception enabled her to dismiss the suggestion as trivial. She knew that she would weep again when she saw the kind, tender hands folded in death;</p>	

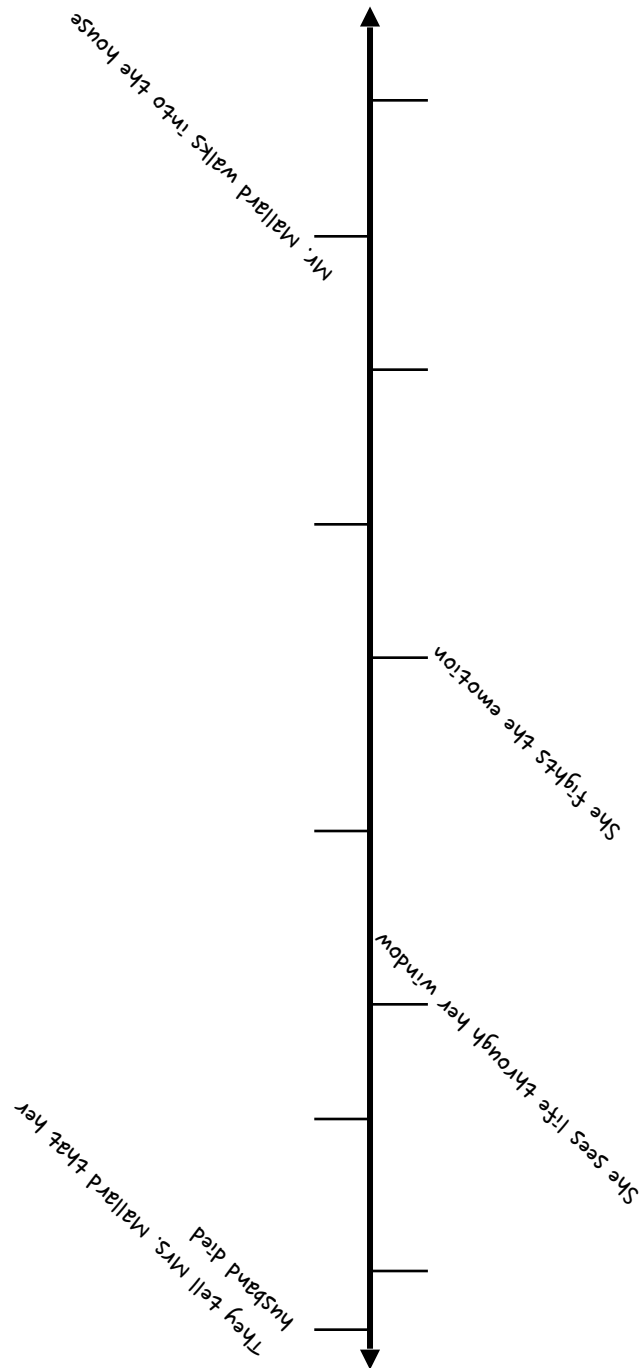


the face  
that had never looked  
save with love  
upon her,  
fixed and gray and dead.  
But she saw  
beyond that bitter moment  
a long procession  
of years to come  
that would belong to her  
absolutely.  
And she opened  
and spread her arms out  
to them  
in welcome.

There would be no one  
to live for  
during those coming years;  
she would live for herself.  
There would be no powerful will  
bending hers  
in that blind persistence  
with which  
men and women  
believe  
they have a right  
to impose a private will  
upon a fellow-creature.  
A kind intention or a cruel intention  
made the act  
seem no less a crime  
as she looked upon it  
in that brief moment  
of illumination.

### Timeline: What Happened?

Complete the timeline with the events of the story in the order they happened.



## 1. More Detail: What's the setting?

Time: (Why do you say this?)

Place: (Be as specific as possible)

## 2. More detail: What's Mrs. Mallard's personality?

Describe Mrs. Mallard. Make inferences based on her relationships and memories.

To other people, she seems ...	Privately, she is really ...
--------------------------------	------------------------------

### Sentence by Sentence:

Summarize this passage from the story.

“She could see in the open square before her house the tops of trees that were all aquiver with the new spring life. The delicious breath of rain was in the air. In the street below a peddler was crying his wares. The notes of a distant song which someone was singing reached her faintly, and countless sparrows were twittering in the eaves.”

Paraphrase these sentences from the story. Use normal, simple language. Remember that you should not paraphrase figurative language.

- A. "When the storm of grief had spent itself she went away to her room alone."
  
  
  
  
  
  
  
  
  
  
- B. "Now her bosom rose and fell tumultuously."
  
  
  
  
  
  
  
  
  
  
- C. "She breathed a quick prayer that life might be long. It was only yesterday she had thought with a shudder that life might be long."

## Discussion Notes

Make notes on class discussion of these questions to prepare for a written homework assignment.

1. Is this a *realistic* story? What parts seem realistic, or likely to happen, and what parts seem unrealistic? Which parts of the story could really happen in the past? Could they happen today? What has changed in society that affects your answer?
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
2. Does Mrs. Mallard *hate* her husband? What is the evidence from the story? Give some exact sentences from the story.

3. Is Mr. Mallard a bad husband? What evidence do you have to support your answer?
4. What does Mrs. Mallard want from her life that she has not gotten?
5. Identify one (or more) way the ending is sad. Identify one (or more) way the ending is happy. Then *discuss* your opinion: is the story's ending more happy or more sad?



## 4. Short Story: “The Chrysanthemums”

Do a little research about the writer and the time period to understand this story.

Background:

- |  |   |   |
|--|---|---|
| a) Steinbeck was born in 1902.   | T | F |
| b) Steinbeck never won a major literary prize.                           | T | F |
| c) Steinbeck was sympathetic to the Nazis in WW II.                      | T | F |
| d) Steinbeck was conservative politically.                               | T | F |
| e) Steinbeck was born in New York and moved to California in the 1930's. | T | F |
| f) Women in the 1930s were allowed to vote.                              | T | F |
| g) Farming in California was usually a good way to get rich.             | T | F |
| h) Steinbeck was sympathetic to poor people.                             | T | F |
| i) The "Dust Bowl" happened mostly in California.                        | T | F |
| j) The "Dust Bowl" hurt American farmers badly.                          | T | F |

**Vocabulary. What does the bold word mean? Take a guess – DON'T use a dictionary!**

- 1) The cattle on the higher slopes were becoming shaggy and rough-coated.
- 2) With her trowel she turned the soil over and over, and smoothed it and patted it firm.
- 3) The horse and the donkey drooped like unwatered flowers.
- 4) The rangy dog darted from between the wheels and ran ahead.
- 5) And I can beat the dents out of little pots.
- 6) I've read how the fighting gloves get heavy and soggy with blood.
- 7) He replied with some asperity, "It might surprise you what them beasts can pull through."

## Before You Read: Cultural Context

Watch the video lecture "John Steinbeck: His Life, Times and Values" for more discussion of these points.

### California

John Steinbeck is a distinctively Californian writer. He was born in California's Central Valley - a huge area with exceptionally rich soil and wonderful weather. He lived all his life between the farms of this area and the Pacific Ocean. He knew the lives of farmworkers and of fishermen, and he respected these hard-working, poorly educated people. During his lifetime, California was a diverse state with people from many countries and races, and Steinbeck respected them all. He was sensitive to the beauty of the landscape and wrote strong descriptions of the hills, fogs, beaches and fields of this part of California.

### The Great Depression and the Dust Bowl

During the 1930s, the United States suffered two catastrophes. One was economic. The crash of Wall Street in 1929 led to massive unemployment in every state. The dollar became nearly worthless. Families lost their homes and were broken up. People living in farming communities were first affected less than city people. However, as time went on, every part of America was affected by massive unemployment and homelessness.

At the same time as this disaster, another problem was developing. In the Midwest of the country, in states like Oklahoma, Kansas and Iowa, settlers had been farming intensively for about 100 years. This land had never been farmed before that, and the farming techniques of these European settlers were harsh. As a result, the top layers of the soil were becoming dried and lifeless. Then, starting in about 1931, there were several years of high temperatures, strong winds, and little rain.

The result was a shocking environmental problem. Tens of thousands of tons of dry dirt flew up into the winds, creating dust storms that turned the sky black and buried towns. Homes were ruined. Cars and machinery were destroyed. Many people died, and the survivors had to leave their communities for survival.

The short story "The Chrysanthemums" was written while these problems were still affecting the country.



Fig. 1: A chrysanthemum



## After You Read

**Comprehension:** Answer these questions with 1-3 complete sentences.

1. What season is it in the story?
2. Is the farm a busy place?
3. Does Elisa work on the orchard?
4. Why does Henry suggest they go out to a restaurant?
5. Do Elisa and Henry have children?
6. What animals are pulling the tinker's wagon?
7. What work does Elisa give to the tinker?
8. Is the tinker traveling north or south?
9. Does Henry understand and respect Elisa? Find one piece of evidence that he does, and one piece of evidence that he does not.
10. What does Elisa see in the road?
11. How does this affect her?

## Narrative Arc

There are several major conflicts in this story. Focus on the conflict between Elisa and herself (she is dissatisfied with her life; she is strong but has no opportunity to use her strength).

Conflict:	Climax, or Turning Point: What happens to create a realization or change in a main character?	Resolution: What did the character realize or learn? Are they changed? How?

## Figurative Language

Identify the comparison made in each quote and explain what it. First, is it a metaphor or a simile? Second, what two things are compared?

1. “The high gray-flannel fog of winter” (p. 1)
  - metaphor or simile?
  - 2 things being compared?
2. “Her terrier fingers destroyed such pests before they could get started.” (p. 2)
  - metaphor or simile?
  - 2 things being compared?
3. “The horse and the donkey drooped like unwatered flowers.” (p. 4)
  - metaphor or simile?
  - 2 things being compared?

## Deeper Meanings

Read the passage, then discuss the question. Then follow your instructor's directions about answering some of them with a complete paragraph. Your topic sentence should make it clear what question you are answering.

- 1) "Her figure looked blocked and heavy in her gardening costume, a man's black hat pulled low down over her eyes, clod-hopper shoes, a figured print dress almost completely covered by a big corduroy apron with four big pockets to hold the snips, the trowel and scratcher, the seeds and the knife she worked with. She wore heavy leather gloves to protect her hands while she worked." (p. 1)

This is the first image Steinbeck gives us of Elisa. How is it different from the way women are often described? Why did he do this? (Also think of his choice later to describe her face as "handsome" – not "pretty.")

- 2) "In the kitchen she reached behind the stove and felt the water tank. It was full of hot water from the noonday cooking. In the bathroom she tore off her soiled clothes and flung them into the corner. And then she scrubbed herself with a little block of pumice, legs and thighs, loins and chest and arms, until her skin was scratched and red. When she had dried herself she stood in front of a mirror in her bedroom and looked at her body. She tightened her stomach and threw out her chest. She turned and looked over her shoulder at her back." (p. 8)

Imagine Elisa's thoughts at this moment. Why did she scrub herself until her "skin was scratched and red"? What was she trying to remove?

- 3) "Elisa went into the house. She heard him drive to the gate and idle down his motor, and then she took a long time to put on her hat. She pulled it here and pressed it there. When Henry turned the motor off she slipped into her coat and went out." (p. 9)

Why did Elisa wait until Henry turned the car off to exit from the house?

- 4) When the tinker expresses interest in the chrysanthemums, Elisa's attitude toward him changes dramatically. Why?

- 5) When Elisa tries to explain how she feels about gardening, the tinker says he might understand her.

“Maybe I know,” he said. “Sometimes in the night in the wagon there--” (p. 6)

Just that small gesture makes Elisa very emotional, to the point where she interrupts him and almost touches him. What does this show about her life and personality?

- 6) “She looked toward the river road where the willow-line was still yellow with frosted leaves so that under the high grey fog they seemed a thin band of sunshine. This was the only color in the grey afternoon. She sat unmoving for a long time. Her eyes blinked rarely.” (p. 8-9)

Why does she look in that direction? What is she possibly thinking about?

- 7) “ She heard the gate bang shut and set herself for Henry’s arrival ... ” (p. 8)

“Henry came banging out of the door, shoving his tie inside his vest as he came. Elisa stiffened and her face grew tight.” (p. 9)

What do these quotes indicate about Elisa’s attitude toward Henry?

- 8) What do you think the chrysanthemum flowers symbolize? Discuss your ideas.

## 5. Reading Skills 2

### Reading Skill Self-Assessment 2

Check in again. Choose the statement that best describes your understanding and ability in these reading skills. Are there any changes?

	I'm good at this.	I'm okay at this.	I need to improve this.	I don't know what this is.
Guessing Vocabulary from Context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying Main Ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying Supporting Ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying Implied Main Ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding How Transitions Create Relationships of Ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inferencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding Purpose and Tone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying Arguments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizing Figurative Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying Themes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding Symbols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## More Self-Reflection

Write two paragraphs reflecting about yourself as a reader in English. The topic of this assignment is *you* and *your learning*.

You don't need to have a thesis statement, but you DO need focused paragraphs and clear topic sentences. Focus each paragraph on one question area. Give examples based on our readings, but don't try to mention every skill or reading we did this term. Focus on those that *resonated with* you.

When you discuss a specific reading, state the title of the reading, correctly formatted. If you include any quotations, use quotation marks and give the page number if available.

### Paragraph 3:

- Are you a different kind of reader in English and in your other language(s)? How are you the same or different? Do you use different strategies in each language? Do you enjoy different genres in each language? Do your new English-reading skills affect your reading in your native language?

### Paragraph 4:

- In your everyday life, you have many chances to read. Write about the reading you do that's **not** for an ESOL class. Do you read more fiction, or more non-fiction? What language(s) do you read? Why are these readings important to you? Then, connect one or more readings from class to your own reading.

## Using Titles in Your Writing: Title Format 2

### Remember the rules:

- Titles use special capitalization rules. All words begin with a capital letter, EXCEPT function words of 4 letters or less. Typically, the last word is capitalized as well.
- The titles of short stories, articles, poems, songs and webpages are indicated with quotation marks (“ ”).
- The titles of books, newspapers, magazines, albums and websites are indicated with *italics* or, when writing by hand, underline.

**Correct these sentences. Don't change ANYTHING except the format! Add capital letters, underlining, and quotation marks as needed.**

1. The journalist Greg Sargent writes a column called the plum line that's published in the washington post.
2. There are some interesting statistics in this article, wall street tumbles and global stocks slide.
3. I love the singer Beyoncé, especially her songs crazy in love and single ladies.
4. Beyoncé was also in the movie dreamgirls.
5. In my opinion, the song formation is the best song on her album lemonade.
6. According to the new york times, the new coronavirus is quite dangerous.
7. Stephen King is a horror writer whose books include carrie and the shining.
8. King also wrote a short story called children of the corn. It was made into a movie.
9. The movie children of the corn was much longer than the original story.
10. My favorite poem was written by Maya Angelou. It's called still I rise.

11.



## 6. Myths: “Demeter and Persephone”

### Types of Short Fiction

There are many types of short fiction. These short works can be considered “short stories” in some ways, but not in others. Each form has its own unique cultural role. Humans created each type to fulfill a certain cultural need, which shapes their forms. Here are five common types of traditional short fiction.

### Myth

Myths are some of the oldest stories ever told. ancient humans, looking around the mysterious natural world, created stories to explain what they saw. Myths answer the questions: Where did we come from? Why do we exist? Who created this world? Why does the sun rise, the winter come, the rainbow appear?

Western culture is founded on Greek and Roman cultures. These two cultures shared many of the same stories, although the languages were different. These stories have many of the same characters. Most come from a large family of gods who walked on Earth and often interacted with humans. The mythology of Greece and of Rome influence Western culture even today.

Many myths have these qualities: They involve gods, humans with god-like qualities, half-human, half-animal monsters, or humans who transform into animals or plants. They are set in ancient times. They often explain natural phenomena, answering questions like “Why do we hear thunder?” or “What happens after we die?” Finally, a single myth is often part of a much larger set of stories about the same characters.

#### Myths You Know:

## Parables

A parable is a short story used to explain a difficult idea. Parables are traditionally used in religion. These short stories are meant to make you think deeply about a complex spiritual idea. Many parables are extremely short; some are only a sentence or two long. The characters in the parable are usually not named. While every parable has a lesson, it is sometimes very difficult to figure out what the lesson is.

**Parables You Know:**

## Fable

Like a parable, a fable is meant to teach a lesson. However, a fable's lesson is always very clear, and is often part of the story itself. Fables often have speaking animals as characters. the last line of the fable usually shares the lesson, which is called the *moral*.

**Fables You Know:**

## Folktale

Every human culture has countless folktales. These are the stories spoken aloud and shared from the time before technology was used for entertainment. Folktales are shared for amusement and pleasure, but they also share cultural values such as *what a parent is responsible for*, *what makes a good wife or a bad wife*, *how power should be handled*, and *why people should be honest*.

Unlike a fable, a typical folktale does not end with a specific moral. the characters of a folktale are often human. Sometimes the teller of a folktale includes qualities to make it more authentic, adding sentences like “This happened in my grandmother's time” or by naming a specific town or part of a country.

There is no strong division between a folktale and a myth, but folktales are typically more informal, passed along by word of mouth and not written down. Unlike a myth, a folktale almost never has a god as a character, and the characters in one folktale usually do not appear in any other folktale.

## Fairy Tale

Fairy tales are a special group of folktales which are often told to children. While a folktale might be extremely violent or scary, a fairytale typically focuses on more pleasant things, such as fairies, talking animals, and treasure. The plot of a fairy tale is almost always the same: a person faces a challenge, and if they are good, honest and kind, they are rewarded - with marriage if they are female and with wealth if they are male. Interestingly, many fairy tales told today include a stepmother as a *villain*, or “bad guy.”

Like a fable, a fairy tale usually has some sort of lesson, but the lesson is implied rather than direct. The first words of a fairy tale are usually “Once upon a time,” and the last words are usually “... And they lived happily ever after.”

### Folktales or Fairy Tales You Know:

## Five Versions of the Myth of Demeter and Persephone

### Version 1

#### Seasons Come to the World

The story of the abduction of Persephone is a touching explanation for the harshness of Winter and the sweetness of Spring. Hades, god of the Underworld, saw the young goddess Persephone, daughter of the goddess Demeter, and instantly fell in love. He was so overwhelmed by Persephone's sweet charms that, instead of wooing her, he abducted her and brought her down to his kingdom under the earth.

While Hades courted Persephone in the Underworld, her mother began to miss her.

Demeter sat alone in her temple and cursed the earth with famine. Seeds would not grow. Fields remained empty. For the first time ever, snow fell down and water turned to ice. Zeus and the other immortals were worried that this would be the end of mortal life on earth and thus, their worshipers would die. One by one, the gods begged her to forgive and forget, but Demeter was unmoved.

Zeus sent the messenger god Hermes to speak gentle words to Hades and persuade him to return Persephone to her brooding mother. Hades was sympathetic, but he also wanted to keep his bride. He offered Persephone a pomegranate. For every seed she ate, Persephone would have to return to the Underworld for one month. Today, when she rises up to return to the surface, the warm days of Spring return.

-----

### Version 2

#### Demeter: Cruel Earth Mother

The Greek myth of Demeter and Persephone tells the story of a mother who discovers that her daughter has been kidnapped by the god of the underworld, Hades, and will remain with him in Hell for six months out of each year. Before Hades married Persephone, Demeter was happy, and Spring lasted all year. After her daughter left, the earth hardened and was covered in snow and frost. According to the myth, when mother and daughter reunite it is a time of warmth, growth, and flowers in bloom, and when they separate, it is a time of coldness and death. This myth is one of many which identify the forces of Nature as female.

Demeter is mother of Persephone, but humankind is also dependent on her, just as a child is dependent on its mother. When this Earth Mother is happy, her "children" – humans – are safe and comfortable, but when she is depressed or angry, her children suffer. This story illustrates a fundamental conflict in the way Western cultures view motherhood. Mothers are the source of both safety and danger; both warmth and cold; both life and death. These ideas are still influential.

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### Version 3

#### The Legacy of Rape

The families of the Greek gods were complex. Demeter, goddess of the harvest, is the sister to Zeus, Hades and Poseidon, and thus originally lived on Mount Olympus with the other gods. Unfortunately, Poseidon, god of the oceans, desired her. To avoid him, she fled to the forest of Arcadia, where she transformed herself into a mare. Poseidon was able to find her, however; he transformed himself into a stallion and raped her. She became pregnant and gave birth to Arion, a talking horse.

Outraged and traumatized, Demeter stayed hidden in the caverns of Arcadia. Eventually, Zeus

talked her into returning to Olympus. However, in later years, Zeus himself attacked and raped his own sister. Again, Demeter gave birth to a child created by rape. This was her daughter Persephone.

In the well-known myth, Demeter is driven mad by the kidnapping and rape of her beloved only child. Often her grief is represented simply as “mother’s love” or loneliness. However, remembering Demeter’s tragic, painful life, we may also see a mother who has survived rape but failed to protect her daughter from the same. Her suffering at the violence her child endured became the suffering of the Earth itself.

*Adapted from <http://hunter.apana.org.au/~gallae/pantheon/myth/demeter.htm>*

#### **Version 4**

##### **Finding Reasons in an Unpredictable World**

Most myths involving Demeter are about her obsessive search for Persephone. She is so determined to find her daughter that she neglects the Earth to suffer from cold winds, rains and snow - which humanity had never seen before - until she gets her daughter back. Of course, the people who froze and starved never knew the cause of their misery. As they were mere humans, the motivations and actions of gods were invisible and mysterious.

Life can be random and cruel, both in ancient times and today. One day, the sun shines on us, and good fortune comes our way. Then, suddenly, through no fault of our own, bad luck arrives and interrupts our plans. It is terrifying to live in a completely random world, and myths like these provided ancient people with a sense that life is not actually random; every event, pleasant or miserable, has a logical reason, even if we are not aware of it. Furthermore, these myths spread the idea that a system of forces, invisible but reliable, control the world around us. This prepared people to think that the events we see around us – the cycle of the seasons, the weather, the tides of the sea, birth and death itself – all have causes which we can study and understand. These ideas were incorporated into the modern view of science.

#### **Version 5**

##### **Persephone's Independence**

Persephone's childhood had been, in some ways, ideal. An only child, she received all of her mother's love and attention. With only her mother for company, Persephone grew from infant to young woman, spending her days picking flowers and playing in the warm days of the endless spring, completely sheltered by her overprotective mother. Imagine her shock, then, when Hades - strong, powerful Hades, god of the entire underworld - appeared and declared his love. What teenager could resist this adventure? All her life, her mother had controlled everything, including the weather itself. There had been no chance of dating, or even meeting a boy. Did she feel guilty as she ran away from her mother, or was this first taste of independence more thrilling?

Persephone's transition, from over-protected child to independent woman, becoming Queen of her own kingdom and leaving her controlling mother behind, is the journey every woman must make in order to truly take control of her own life.

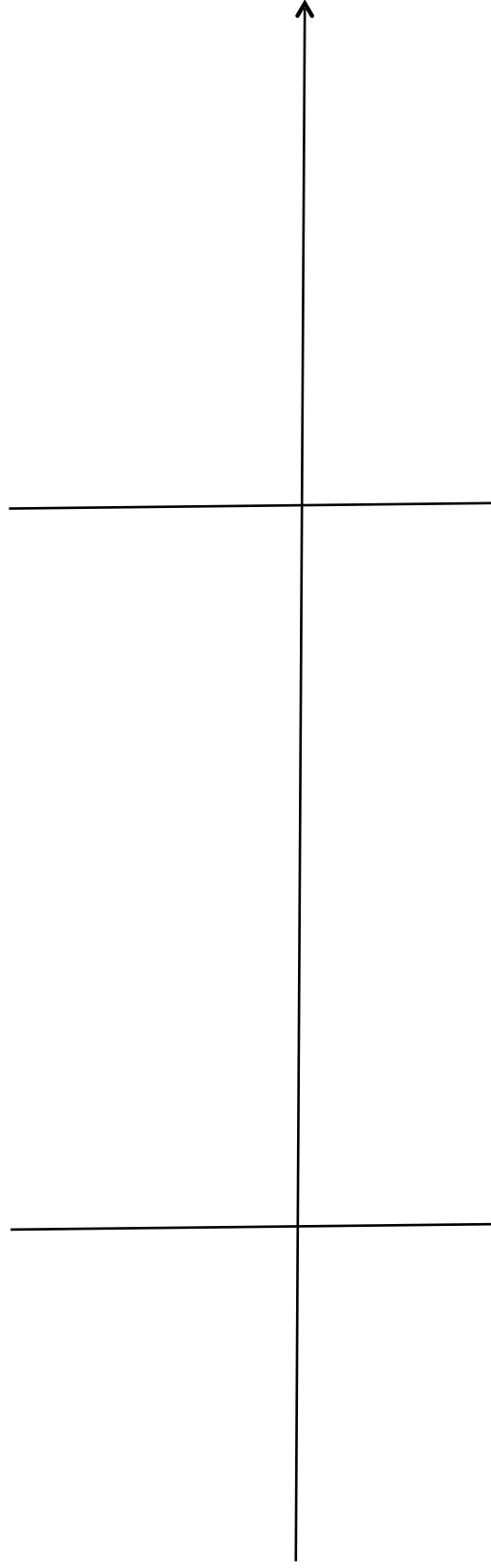
## Identify Differences and Similarities

In what key ways are the stories different?

	What is the relationship between mother and daughter?	What is the relationship between Hades and Persephone?	Is Hades a sympathetic character?	Is Demeter a sympathetic character?
<b>Version 1:</b> Seasons Come to the World				
<b>Version 2:</b> Demeter: Cruel Earth Mother				
<b>Version 3:</b> The Legacy of Rape				
<b>Version 4:</b> Finding Reasons in an Unpredictable World				
<b>Version 5:</b> Persephone's Independence				

## In what key ways are the stories the same?

What basic events  
happen in ALL  
versions of this myth?  
Complete the timeline.



## Theme

A *theme* is an abstract, universal idea that a work of literature explores. Below are a number of possible themes. Which ones fit which version of the myth? Are there some themes that do not match any of the myths? What are other themes that you recognize? Discuss your choices.

### Possible Themes

Sadness as children grow up	Effects of violence through generations	
The roles of women	The power of chance or fate	
The change from childhood to adulthood	The beauty of nature	
Kidnapping	The power of nature	Controlling parents
The need to explain the world around us	The power of love to do good	
The power of love to harm	The value of life	
The damage rape causes	Differences between men and women	

Version 1, "Seasons Come to the World:"

Version 2, "Demeter: Cruel Earth Mother:"

Version 3, "The Legacy of Rape:"

Version 4, " Finding Reasons in an Unpredictable World:"

Version 5, "Persephone's Independence:"



## 7. Reading Skills 3

### Title Format 3

Correct these sentences. Don't change **ANYTHING** except the format!  
Add capital letters, underlining, and quotation marks as needed.

1. According to the new york times, Zika virus is spreading.
2. The website wikipedia is the one I use the most.
3. In my research I used two pages: axolotl on wikipedia and how to save the paradoxical axolotl on the smithsonian magazine website.
4. The website purdue writing lab is useful.
5. The purdue writing lab is at the web address <https://owl.purdue.edu/>.
6. I'm using the page mla style introduction ([https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html)).
7. I learned about cooking American dishes on the website ehow.
8. The assignment is to watch the documentary oregon's black pioneers. It's available on youtube or on the website opb: oregon public broadcasting.
9. Erin kauppenen has a video on youtube called costa's levels of thinking and questioning.
10. Almost everyone knows the play romeo and juliet, but the play the comedy of errors is less popular.

### Reading Skill Self-Assessment 3

Check in again. Choose the statement that best describes your understanding and ability in these reading skills. Are there any changes?

	I'm good at this.	I'm okay at this.	I need to improve this.	I don't know what this is.
Guessing Vocabulary from Context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying Main Ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying Supporting Ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying Implied Main Ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding How Transitions Create Relationships of Ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inferencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding Purpose and Tone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying Arguments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizing Figurative Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying Themes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding Symbols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Final Self-Reflection Letter

Write a 1- to 3-page reflection letter in which you think about yourself as a reader in English. The topic of this assignment is *you and your learning*.

This paper is **a letter** to yourself, to me, or to someone else - maybe your child, or maybe to yourself ten years in the future. There is no specific length. You don't need to have a thesis statement, but you **DO** need focused paragraphs and clear topic sentences.

Go back to your earlier Self-Reflection paragraphs and use those to help write this letter. Answer these questions in the letter.

### Question 1:

- How has your reading changed this term?

### Question 2:

- How does being a better reader help you? Which skills, strategies, topics, activities, or readings from this class will help you, your family, or your community in the future? How could they have helped you in the past?

### Question 3:

- What was your favorite reading this term? What did you like about it?