



# 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, 2021 Edition

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## 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.**

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# Chapter 1 - Fable: The Rabbits Who Caused All the Trouble

A Modern Fable by James Thurber

Before You Read:

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:

---

Fairy tale: “Cinderella”

Place:

Time:

---

Play: *Romeo and Juliet*

Place:

Time:

---

Book and Movie: *Harry Potter*

Place:

Time:

## 2. Character and Characterization

“Characters” are \_\_\_\_\_

---

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.

<i>Titanic:</i>	<i>“Cinderella:”</i>	<i>Romeo and Juliet:</i>	<i>Harry Potter:</i>

Think About ...

*Can an animal be a character?*

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

## 3. Plot

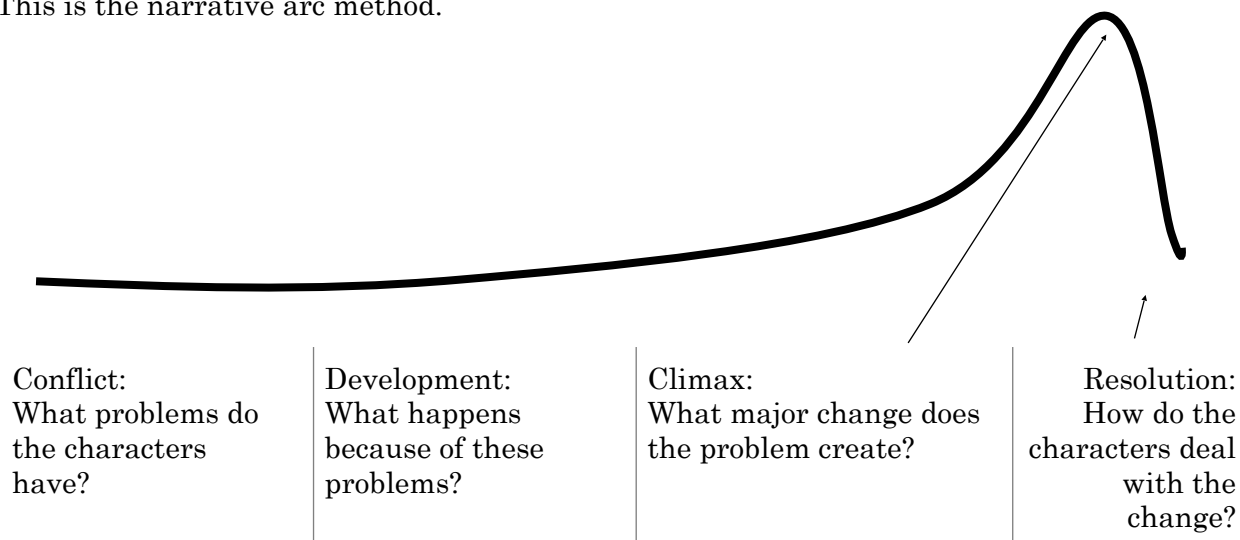
Plot is “what happens” in a story.

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?

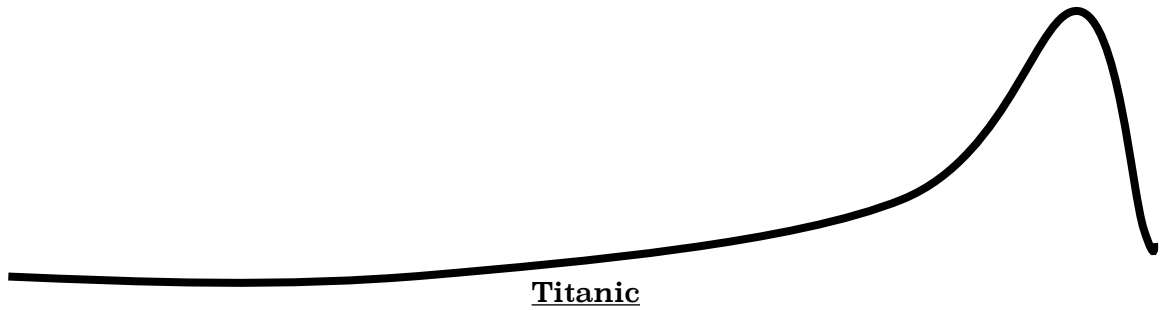
How do these problems make the story happen?”

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.



#### Conflict:

Rose and Jack are in love, but he's poor and her family insists she marry a rich man, Cal

#### Development:

Rose is suicidal - Jack saves her - they hang out, have fun, fall in love - Cal finds out - ship hits iceberg - Cal gets Jack arrested - Rose runs back to save him while ship sinks

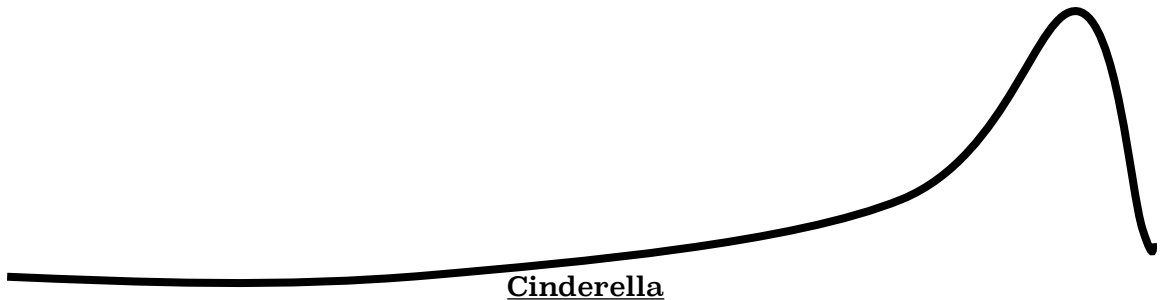
#### Climax:

Jack and Rose are together in the cold water - Jack freezes, promises Rose she will live a long life, she's rescued

#### Resolution:

Rose lives a long life - in her memory is together with Jack at end of movie

Notice that *everything* that happens in the "Development" section is a result of the basic conflict. If Jack were rich, or if Rose didn't have to marry Cal, nothing in the story would happen



#### 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.



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

Conflict:

Development:

Climax:

Resolution:

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 \* disrespectful \* romantic  
nostalgic \* thrilling \* 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?

			
		the color red	

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:

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. That’s 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/P, M/P)

## Try It:

1. I am as tall as *a tree 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.

## The Fable Form

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:

A. Crazy about

B. Bolt of lightning

C. Civilize

D. At a great distance

E. Escapists

F. Shamed (v)

G. Desert island

H. Descended on

I. 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

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.*

\* \* \* \* \*



## After You Read: Plot

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?

\* \* \*



## Chapter 2 - Reading Skills Part 1

### 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.

If 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 1:

- ★ Use pages 18-20: the “Reading Skills Inventory” and “Reading Skills Self-Assessment” handouts. Give at least one specific example of a reading and the skills or strategies you used.

### Paragraph 2:

- ★ Now that you have named some skills and strategies, discuss which are the most useful to you personally when reading in English. Why? Describe which skills and techniques you felt most comfortable using. Which have you improved this term? Which do you still struggle with? Why?

\* \* \* \* \*

## 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.
- ★ If you shorten a title, use ellipses (...) to show that words are omitted.

**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 capitalization and format. Hint: Every one of these titles is a real title of a real source. You can check each one online to understand what kind of source it is - and maybe even see the correct format!

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.

## Chapter 3 - Short Story: "The Story of an Hour"

A Short Story by Kate Chopin

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. 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

Complete the Narrative Arc. Draw the lines and write labels for the 4 sections. Indicate at least one major conflict; “Story of an Hour”

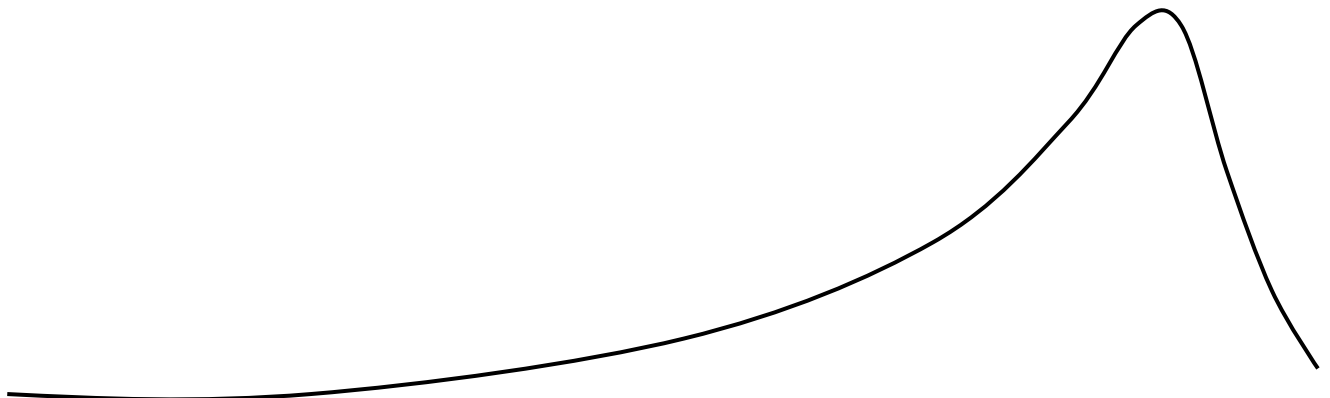
has more than one (“Person vs. Self” and “Person vs. Environment”).

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!



## After You Read: Read Again

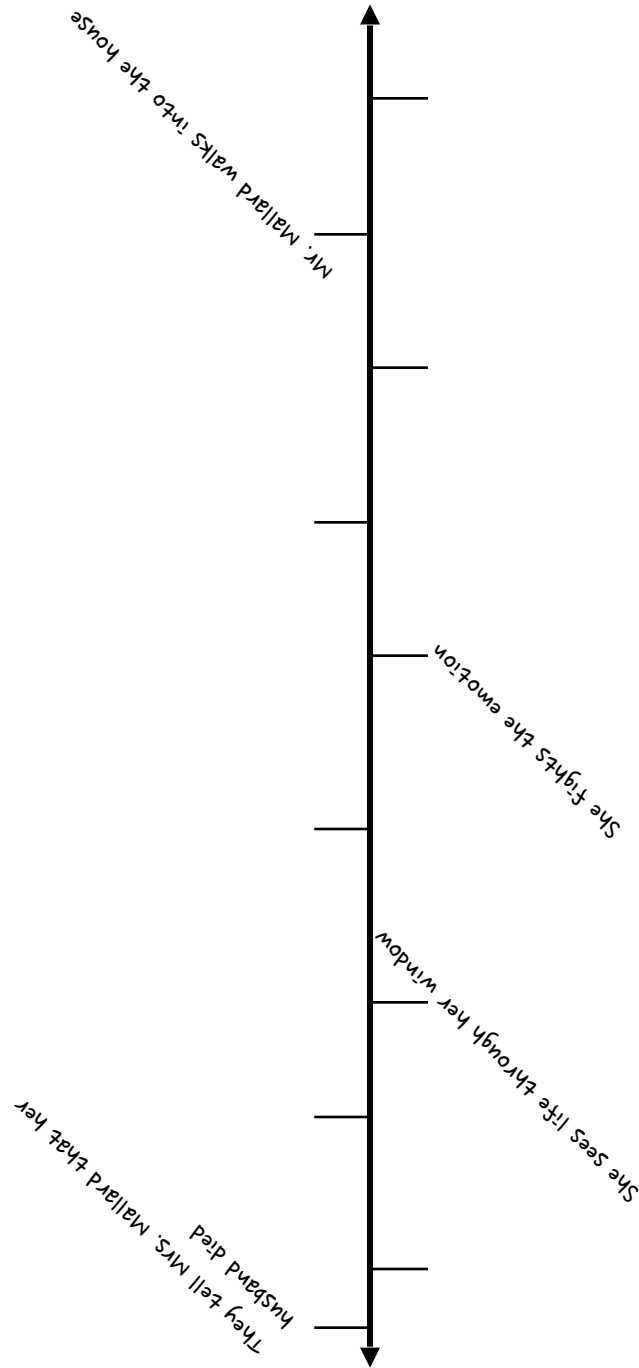
Story	Notes:
<p>Now her bosom rose and fell tumultuously. She was beginning to recognize this thing that was approaching to possess her, and she was striving to beat it back with her will -- as powerless as her two white slender hands would have been. When she abandoned herself a little whispered word 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. 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 ...

3. 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.”

4. 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

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.

- 





## Chapter 4 - 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.

-----

### 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 as a result and gave birth to Arion, a talking horse.

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>*

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#### **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 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, delightful 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.

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#### **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. Demeter had controlled everything, including the weather itself. There had been no chance of dating — or even meeting a boy! Imagine her surprise, then, when Hades - strong, powerful Hades, god of the entire underworld - appeared and declared his love for her. What teenager could resist this adventure?

And so, Persephone left her mother’s side, leaving the safety of her childhood home for the wider world of romance, sexuality and power. Her primary relationship was no longer with her mother, but with her husband, an experienced king who was wildly in love with her. She changed from “daughter” to a queen - the literal Queen of the Underworld.

Persephone’s transition, from over-protected child to independent woman, finding her partner and leaving her controlling mother behind, is the journey every woman must make to truly take control of her own life.

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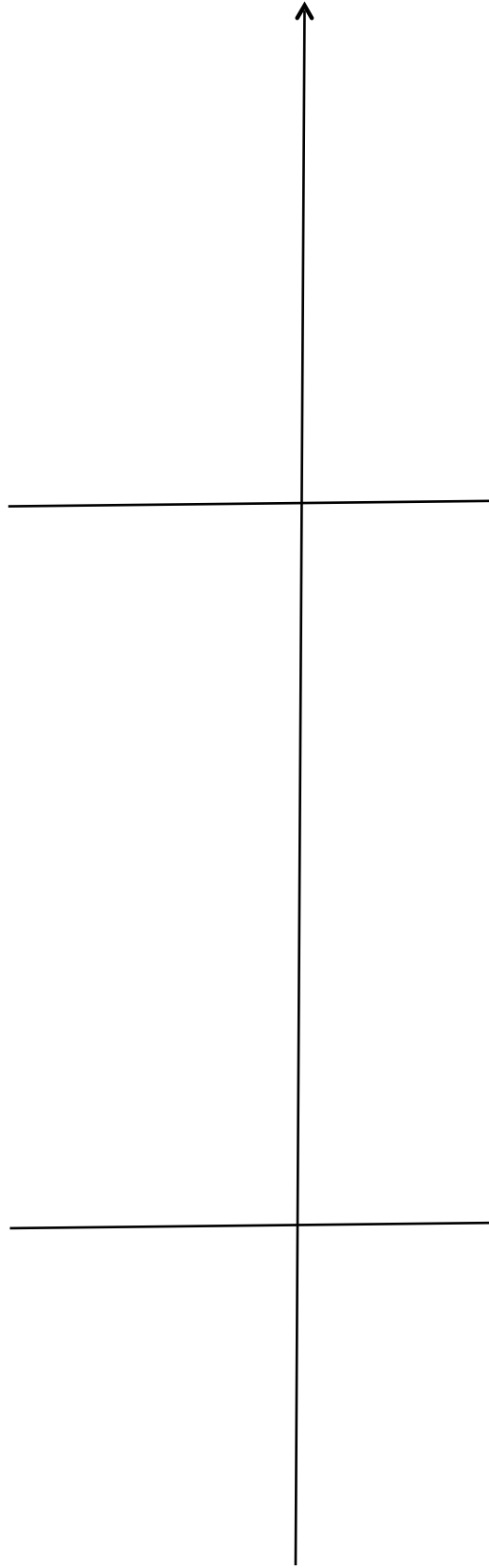
## Identify Differences and Similarities

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:"



## Chapter 5 - Reading Skills Part 2

### More Vocabulary for Discussing Fiction: 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.”

What point of view is used in each of the three stories we have read so far?

## Reading Skill Self-Assessment 2

Check in again. Choose the statement that best describes your understanding and ability in these reading skills. What has changed?

	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 more paragraphs reflecting about yourself as a reader in English. The topic of this assignment — like the first one — is *you* and *your learning*.

You don't need to have a thesis statement, but you DO need focused paragraphs and clear topic sentences. 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

Correct these sentences. Don't change ANYTHING except the capitalization and format! This exercise includes short stories, novels, magazines and newspapers, like Title Format 1, and adds some songs, albums, movies and the name of a news company - NPR, or National Public Radio. Remember to look up titles to check what kind of source each is (and maybe even see which format is correct).

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 npr article, u.s. income inequality worsens, widening to a new gap.
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.

## Chapter 6 - Short Story: “There Will Come Soft Rains”

A Short Story by Ray Bradbury

### There Will Come Soft Rains

*A Poem by Sara Teasdale, 1920*

There will come soft rains and the smell of the ground,  
And swallows circling with their shimmering sound;

And frogs in the pools singing at night,  
And wild plum trees in tremulous white;

Robins will wear their feathery fire,  
Whistling their whims on a low fence-wire;

And not one will know of the war, not one  
Will care at last when it is done.

Not one would mind, neither bird nor tree,  
If mankind perished utterly;

And Spring herself, when she woke at dawn  
Would scarcely know that we were gone.

What does the poem mean?

Do you agree?

## Before You Read: Cultural Context

Watch the video lecture "Ray Bradbury and the 1950s" for more discussion of these points.

### The Cold War

This explanation is taken from *Simple English Wikipedia* ([https://simple.wikipedia.org/wiki/Cold\\_War](https://simple.wikipedia.org/wiki/Cold_War)) April 2021.

The **Cold War** was the tense relationship between the United States (and its allies) and the Soviet Union (the USSR and its allies) between the end of World War II and the fall of the Soviet Union. It is called the "Cold" War because the US and the USSR never actually fought each other directly. Instead, they opposed each other in conflicts known as proxy wars, where each country chose a side to support.

The start of the Cold War in 1947 was due to a belief that all governments would become either communist or capitalist. The Western allies feared that the Soviet Union would use force to expand its influence in Europe, and was especially concerned that Soviet agents had obtained information on making the Atom Bomb after the war.

The Cold War lasted from the 1950s until the 1980s.

### The Nuclear Arms Race

This explanation includes a quote from *Wikipedia* ([https://simple.wikipedia.org/wiki/Space\\_Race](https://simple.wikipedia.org/wiki/Space_Race)) April, 2021

The **nuclear arms race** was a competition for supremacy in nuclear weapons between the United States, the Soviet Union, and their respective allies during the Cold War. During this same period, in addition to the American and Soviet nuclear stockpiles, other countries developed nuclear weapons.

Both sides developed a capability to launch a devastating attack even after sustaining a full assault from the other side (especially by means of submarines), called a second strike. This policy became known as Mutual Assured Destruction: both sides knew that any attack upon the other would be devastating to themselves, thus in theory restraining them from attacking the other.

Ordinary people in both countries were aware of the arms race. The constant fear that extremely destructive bombs might drop on them, completely without warning, was psychologically and emotionally traumatic. This underlying anxiety affected the public mood and arts of the 1950s - 1980s.

### The Space Race

This explanation is taken from *Simple English Wikipedia* ([https://simple.wikipedia.org/wiki/Space\\_Race](https://simple.wikipedia.org/wiki/Space_Race)) April, 2021.

The **Space Race** was a 20th-century competition between two Cold War enemies, the Soviet Union (USSR) and the United States (US), to achieve better spaceflight capability than the other. It had its origins in the [...] nuclear arms race between the two nations following World War II. Both governments saw having better spaceflight technology as necessary for national security. The Space Race enabled the first launches of artificial satellites, uncrewed space probes to the Moon, Venus, and Mars, human spaceflight in low Earth orbit, and ultimately spaceflight to the Moon.

The competition began on August 2, 1955, when [both countries declared they would] launch a satellite "in the near future". The Soviet Union achieved the first successful artificial satellite launch on October 4, 1957 of Sputnik 1, and sent the first human to space with the orbital flight of Yuri Gagarin on April 12, 1961. The USSR was superior for the first few years ... [until] US president John F. Kennedy set the goal of "landing a man on the Moon and returning him safely to the Earth". Kennedy's Moon landing goal was achieved in July 1969 with the flight of Apollo 11, which sent and returned three men, and landed two of them [on the Moon itself].

## Background

Learn about Bradbury's life and influences by skimming websites.

a) Ray Bradbury was born in 1820.	T	F
b) Bradbury started to write as a college student.	T	F
c) Bradbury never won an important prize.	T	F
d) Bradbury helped invent science fiction.	T	F
e) Space flight was possible during Bradbury's childhood.	T	F
f) "Science fiction" is a type of factual writing to teach about technology.	T	F
g) Science improved rapidly after WWII.	T	F
h) Most Americans weren't affected by technology development in the 1950's.	T	F
i) The American economy was in depression in the 1950's.	T	F
j) The "Cold War" involved the U.S and Vietnam.	T	F
k) The country of Russia used to be called "Soviet Union."	T	F
l) The "Cold War" involved the U.S and Vietnam.	T	F
m) The USSR and the U.S. were friends.	T	F

## Words from Context

Work in groups and give your answers by talking, not writing! Guess the meaning of the underlined words.

- 1) In the kitchen the breakfast stove gave a **hissing** sigh and ejected from its warm **interior** eight pieces of perfectly **browned** toast.
- 2) Outside, the garage chimed and lifted its door to **reveal** the waiting car.
- 3) The dirty dishes were dropped into a hot washer and **emerged twinkling** dry.

- 4) The house stood alone in a city of ru**bb**le and as**h**es.
- 5) The garden s**pr**inklers whirled up in golden fo**un**ts.
- 6) The water pe**lt**ed windowpanes.
- 7) The water ran down the cha**rr**ed west side where the house had been burned evenly free of its white paint.

### Scanning

Scan the reading for names. Write the names you find here:



## 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. Use the questions to help you make notes.

Story	Notes:
<p>In the living room the voice-clock sang, <i>Tick-tock, seven o'clock,</i> <i>time to get up, time to get up, seven o'clock!</i> as if it were afraid that nobody would. The morning house lay empty. The clock ticked on, repeating and repeating its sounds into the emptiness. <i>Seven-nine, breakfast time, seven-nine!</i> In the kitchen the breakfast stove gave a hissing sigh and ejected from its warm interior eight pieces of perfectly browned toast, eight eggs sunnyside up, sixteen slices of bacon, two coffees, and two cool glasses of milk. "Today is August 4, 2026," said a second voice from the kitchen ceiling, "in the city of Allendale, California." It repeated the date three times for memory's sake. "Today is Mr. Featherstone's birthday. Today is the anniversary of Tilita's marriage. Insurance is payable, as are the water, gas, and light bills." Somewhere in the walls, relays clicked, memory tapes glided under electric eyes.</p>	<p>What's a “voice-clock”?</p> <p>Why are these words in italics?</p> <p>Who is cooking?</p> <p>How many people would eat this breakfast?</p> <p>What kind of technology are “relays” and “memory tapes” – modern or not?</p>

*Eight-one, tick-tock,*  
*eight-one o'clock, off to school,*  
*off to work,*  
*run, run, eight-one!*  
 But no doors slammed,  
 no carpets  
 took the soft tread  
 of rubber heels.  
 It was raining outside.  
 The weather box on the front door sang quietly:  
 "Rain, rain, go away;  
 rubbers, raincoats for today..."  
 And the rain  
 tapped on the empty house,  
 echoing.  
 Outside,  
 the garage chimed  
 and lifted its door  
 to reveal the waiting car.  
 After a long wait  
 the door swung down again.  
 At eight-thirty  
 the eggs were shriveled  
 and the toast was like stone.  
 An aluminum wedge  
 scraped them into the sink,  
 where hot water whirled them  
 down a metal throat  
 which digested and flushed them away  
 to the distant sea.  
 The dirty dishes  
 were dropped into a hot washer  
 and emerged twinkling dry.

]

## Vocabulary

Here are some verbs you will read in the short story. Write your understanding and a translation into your language of each word.

tick:

flush:

hiss:

dart:

eject:

crawl:

click:

thud:

glide:

whirl:

slam:

knead:

chime:

fade:

scrape:

whirl:

digest:

pelt:

## Other Important Words

**anniversary** (Noun):

**aluminum** (Noun):

**radioactive** (Adjective):

**silhouette** (Noun):

## After You Read: Plot

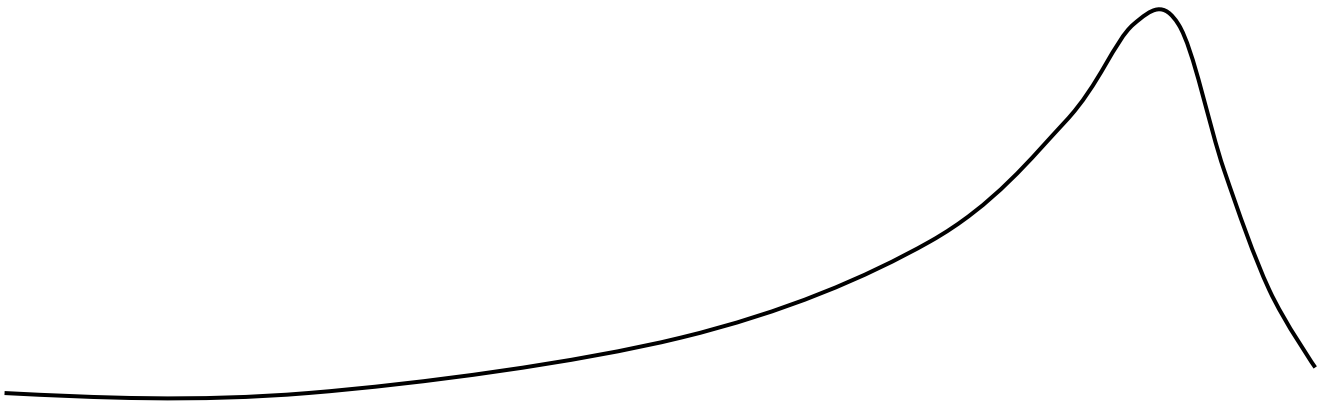
Complete the Narrative Arc. Draw the lines and write labels for the 4 sections.

*(Hint: The conflict type is "Person vs. Environment.")*

Write a few major events - not too many! - in the "Development" section.

*(Hint: There is no war in the story itself!)*

Think about the poem when you write the Resolution.



## After You Read: Comprehension

Write complete sentences to answer each question.

1. List three things the house can do. How is it similar to today's "smart houses"?
2. What has happened to the city?
3. Why was the west face of the house black? How did the silhouettes get there?
4. Bradbury writes: "The house was an altar ... but the gods had gone away, and the ritual of the religion continued senselessly, uselessly." What type of figurative language is this?
5. Describe the dog. What is its condition? Why?
6. Why is the time repeated throughout the story?

7. Why does the house read a poem?

8. Format: Notice that the story continues to mention the time of day, but the font changes. How does it change? Why does it change?

9. What harmful thing happens to the house?

10. The word and concept of **rain** reoccurs many times in the story. Why is this *ironic*?

11. Who are the main characters in this story?

## Chapter 7 - Reading Skills Part 3

### Title Format 3

Correct these sentences. Again: don't change ANYTHING except the capitalization and format. This exercise includes the previous types of sources and adds websites and webpages. Check them online.

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 kauppunen 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:

- What was your favorite reading this term?

### Question 3:

- 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?



## Chapter 8 - Short Story: “The Ones Who Walk Away from Omelas”

A Short Story by Ursula K. LeGuin

### Before You Read: Background

Learn about LeGuin’s life and the history of this story by skimming websites.

1. Where is LeGuin from? Is she alive now?
2. What does the word “Omelas” mean?
3. Is this story popular or famous?
4. Explain the words *clergy*, *military*.
5. Explain the words *feeble-minded*, *defective*, *imbecile*.

### Before You Read: Background

“The Ones Who Walk Away from Omelas” is the most modern story in this workbook, and it is organized in the most non-traditional way. In the first part of the story, LeGuin introduces us to a new society by describing a single morning. It is a special day, and the narrator describes the details very specifically. Then, the narrator begins to describe the overall society and culture, and the story becomes a little strange. The details are no longer specific, and the narrator speaks directly to the reader, giving us choices about how we would think the society “should” be in order to be a happy one. The narrator even comments that she is worried that we will not believe a perfect society like this could exist, although she insists that it does.

In the second part of the story, the narrator explains to us the reason why this society is so deeply happy. By the end of the story, you will ask yourself the same question that citizens of Omelas must ask themselves.

You will need to read this story several times. Your reaction and your understanding will probably change each time you read it.

### Before You Read: Vocabulary

Answer before you read the story. Write your best guess about the meaning under the underlined word, based on context.

1. I don't know for sure, but I incline to think that Donald Trump would be a terrible husband.
2. For graduation day, we ask that your clothing stay decorous. Don't put on party dresses until after the ceremony!
3. It's a very old book, so the words in it are archaic.
4. People believe that Native Americans were barbarians, but it's not true; their civilizations were highly developed and they did not solve problems with violence.
5. Justin Bieber became popular because of his dulcet voice.
6. This dish is too bland — it needs some seasoning.
7. I enjoy imagining the future. Will it be a horrible nightmare or a utopia?
8. When the school bell rings, the children jump up and run out, filled with exuberance.
9. My sister usually acts like a perfect, polite, goody-goody daughter, but sometimes she can break the rules.
10. There are some provisioners selling food at the music festival.
11. I just bought these headphones and they don't work! They must be defective.
12. I watched a movie about the Nazis. It was an abominable part of history.
13. I hate "reality TV." The people on those shows are so immature and vapid.
14. The moment when your child walks away to school alone the first time is poignant.
15. Looking into the night sky gives me profound thoughts, like "Why are we born?"

## Reading in “Chunks”

Story	Notes:
<p>With a clamor of bells that set the swallows soaring, the Festival of Summer came to the city Omelas, bright-towered by the sea. The rigging of the boats in harbor sparkled with flags. In the streets between houses with red roofs and painted walls, between old moss-grown gardens and under avenues of trees, past great parks and public buildings, processions moved. Some were decorous: old people in long stiff robes of mauve and gray, grave master workmen, quiet, merry women carrying their babies and chatting as they walked. In other streets the music beat faster, a shimmering of gong and tambourine, and the people went dancing, the procession was a dance. Children dodged in and out, their high calls rising like the swallows' crossing flights over the music and the singing. All the processions wound towards the north side of the city, where on the great water-meadow called the Green Fields boys and girls, naked in the bright air, with mud-stained feet and ankles and long, lithe arms, exercised their restive horses before the race.</p>	

The horses  
wore no gear at all  
but a halter without bit.  
Their manes were braided  
with streamers of silver, gold, and green.  
They flared their nostrils and pranced  
and boasted to one another;  
they were vastly excited,  
the horse  
being the only animal  
who has adopted our ceremonies  
as his own.  
Far off to the north and west  
the mountains stood up  
half encircling Omelas on her bay.  
The air of morning was so clear  
that the snow  
still crowning the Eighteen Peaks  
burned with white-gold fire  
across the miles of sunlit air,  
under the dark blue of the sky.  
There was just enough wind  
to make the banners  
that marked the racecourse  
snap and flutter now and then.  
In the silence of the broad green meadows  
one could hear the music  
winding throughout the city streets,  
farther and nearer and ever approaching,  
a cheerful faint sweetness of the air  
from time to time trembled  
and gathered together  
and broke out  
into the that great joyous clanging of the bells.

Joyous!  
How is one to tell about joy?  
How describe the citizens of Omelas?

## Comprehension

Give a short answer after you have read the story once.

1. On what day does the story take place?
2. What is a major event on this day?
3. What kind of technology does Omelas have?
4. Does Omelas have a king?
5. What kind of religion(s) do the people of Omelas have?
6. Who is in the basement room?
7. Was the child always there?
8. Do the people of Omelas know about the child?
9. Who feeds the child?
10. What types of people walk away from Omelas?
11. What direction do they walk in?

## Comprehension

After reading this short story at least two times, answer the following questions, which explore the story more deeply.

1. How is Omelas like our own society?
2. Why is it required that everyone in Omelas visit the child at least once?
3. Name two parts of our own society LeGuin seems to think are “good” and two she seems to think are “bad.”
4. What would you do if you were a citizen of Omelas? What would the consequences of your action be?



## Close Reading

Read the story for the third time; then, think about these quotations.

1. As they did without monarchy and slavery, so they also got on without the stock exchange, the advertisement, the secret police, and the bomb.
  2. This is the treason of the artist: a refusal to admit the banality of evil and the terrible boredom of pain.
  3. Religion yes, clergy no.
  4. I don't think many of them need to take *drooz*.
- 

### Match the quote to the discussion

These are not exact paraphrases or explanations, but thoughts which reflect the quotes from LeGuin's story. There may be more than one match for each quote.

- A. \_\_\_\_\_ Happy people don't want to escape from reality.
- B. \_\_\_\_\_ Only in religion can we be free of human suffering.
- C. \_\_\_\_\_ The people of Omelas consider that some emotions are not very healthy or beautiful; they think that when people are psychologically well-developed, they don't have certain emotions.
- D. \_\_\_\_\_ Writers usually like to write about tragedies. It's a common thought that sad stories are more "serious" and "important" than happy stories.
- E. \_\_\_\_\_ Humans have a deep need for spiritual expression and belief, but the structure of a church, temple or mosque is unnecessary.
- F. \_\_\_\_\_ In a healthy society, most people would avoid drug addiction.
- G. \_\_\_\_\_ Artists don't explore how boring the negative parts of life are.
- H. \_\_\_\_\_ The development of society requires some human suffering. It cannot be escaped.

### Match the quote to the discussion

These are not exact paraphrases or explanations, but thoughts which reflect the quotes from LeGuin's story. There may be more than one match for each quote.

1. They feel disgust, which they had thought themselves superior to.
2. Those are the terms. To exchange all the goodness and grace of every life in Omelas for that single, small improvement: to throw away the happiness of thousands for the chance of happiness of one: that would be to let guilt within the walls indeed.
3. It is too degraded and imbecile to know any real joy. It has been afraid too long ever to be free of fear. Its habits are too uncouth for it to respond to humane treatment. Indeed, after so long it would probably be wretched without walls about it to protect it, and darkness for its eyes, and its own excrement to sit in.
4. The place they go towards is a place even less imaginable to most of us than the city of happiness. I cannot describe it at all.

- 
- A. \_\_\_\_\_ A cultural value or norm of Omelas it to accept life and other people without judging them negatively
  - B. \_\_\_\_\_ Sometimes people want to help others because of their own guilty feelings.
  - C. \_\_\_\_\_ When someone is psychologically limited and damaged, they can never recover. They will never enjoy life.
  - D. \_\_\_\_\_ You need some intelligence to truly enjoy your own life.
  - E. \_\_\_\_\_ Society seems to think that tragic stories are more “serious” and “important” than happy stories.
  - F. \_\_\_\_\_ If you decide to leave your own culture and reject its rules of behavior and society, there is no way to tell if you’ve made the right decision or not; your “new” life might be better or worse.
  - G. \_\_\_\_\_ If you choose to let a thousand people suffer to help one person you can see, you are acting from your own guilt.

## Written Response

**Discussion Question.** Choose ONE of these questions and write a full, well-developed paragraph (approximately 350 words) to answer it.

1. **Review Response.** Visit Amazon.com. On the webpage for each book it sells, Amazon.com gives its customers an opportunity to give their opinions about the book. Go to the Amazon.com website at the following address:

<http://www.amazon.com/Ones-Who-Walk-Away-Omelas/dp/0886825016>  
(or search Amazon for the title).

Skim the reviews. Which is closest to your opinion? Which is the most different from your opinion? Choose a review and respond to it.

2. **Your own review.** After reading several Amazon reviews, write your OWN “review” of the story.

3. **Character analysis.** Who is “better:” the ones who walk away or the ones who stay? Who is “better” to LeGuin? Who is “better” to you?

4. **Reflect and connect.** In our society, do we have something similar to a “child locked in a basement”? What is it?

5. **If you lived in Omelas,** what would you do? Discuss the consequences of your choice; how would your actions affect others? Do you have the right to affect others this way?