



HOLT McDOUGAL

Literature

High School Preview

English Language Learner
Adapted Interactive Reader
Teacher's Guide

THIS PREVIEW INCLUDES:

Sample Selections

- Grade 9
- Grade 10
- Grade 11
- Grade 12

Academic Vocabulary Workshop

High Frequency Word List

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English Language Learner Adapted Interactive Reader Teacher's Guide

Preview Grades 9–12

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HOLT McDUGAL

Literature

Literature

English Language Learner Program Components

Holt McDougal Literature combines on-page instruction with unique technology tools and resources to provide the most comprehensive English Language Learner support available for students.

Point of Use Instruction with *Every* Selection

- **Language Coach** supports English Language Learners with additional instruction in vocabulary, word parts, and idioms.
- **Grammar in Context** teaches grammar and mechanics skills in context with the literature.
- **Academic Vocabulary** is defined and practiced in writing or speaking about the literature.

Media Tools to Enhance Instruction

- **WordSharp: An Interactive Vocabulary Tutor DVD** is an independent, interactive vocabulary tutorial.
- **GrammarNotes DVD** includes PowerPoint® presentations to teach grammar and mechanics.
- **PowerNotes®: Lessons and Motivational Videos DVD** include PowerPoint presentations to provide background knowledge for selections with vocabulary instruction.

Guide to English for Newcomers offers curriculum and instruction for a four-week introductory course in survival vocabulary and language structures for students new to the country. An introduction to academic vocabulary necessary for the school environment is included.

English Language Learner Adapted Interactive Reader provides linguistically accommodated and adapted text for selections from the Essential Course of Study with specifically designed instruction to build English language skills, including visual and academic vocabulary, grammar in context, and graphic organizers to support concept building.

The ***Audio Tutor CD*** provides an audio version of the text for each selection in the reader. In addition, in another voice, the annotations and questions in each selection are read in English or Spanish.

The ***English Language Learner Adapted Interactive Reader Teacher's Guide*** includes comprehensive instruction designed to support comprehension, develop vocabulary, and enhance language skills.



English Language Learner Adapted Interactive Reader

Instructional Features in the Student Reader

- **Adapted Text** selections have been linguistically accommodated by altering sentence structure, vocabulary, and complexity to support transition into English.
- **Targeted Fluency Passages** are on-page identifications of passages to use for fluency practice.
- **Visual Vocabulary** scaffolds words used in each selection with a visual representation.

Ferocity (fuh ROS ih tee) is a noun that means *wildness or intensity*.

The angry football player stared at the players on the other team with **ferocity**.



- **Language Coach** instructional annotations support vocabulary and word building.
- **Graphic Organizers** visually depict skills and concepts.
- **Academic Vocabulary** words are used in academic speaking and writing tasks to maximize understanding. Students learn the words personally—then in the context of writing and speaking about the selection.

Influence (IN floo uns) is a noun that means *the power of a person or thing to affect others*.

About You	About the Selection
You choose friends who will be a good influence on you.	Mr. Bueller is a good influence on his students.

Academic Vocabulary in Action

The word **contemporary** can be used as both a noun and an adjective. **Nouns** are words that name a *person, place, thing, or idea*. **Adjectives** are words that describe nouns or pronouns by telling *what kind, which one, how many, or how much*.

Michael is Victor's **contemporary**.

In the sentence above, **contemporary** is a noun. It means that Victor and Michael are about the same age.

Gary Soto writes **contemporary** stories about teenagers.

In this sentence, **contemporary** is an adjective that describes the word *stories*. It means that Gary Soto's stories are set in the present time.

- **Academic Vocabulary in Action** expands students' use of these critically important words.

Grammar in Context

Pronouns are words that take the place of nouns or other pronouns. In English, pronouns take different forms to show their relationships to other words in a sentence. Here are some pronoun examples.

Subject Pronouns	Object Pronouns
I, you, he, she, it	me, you, him, her, it

In the example below from "Seventh Grade," *he* in the second sentence is a subject pronoun that takes the place of *Victor*, and *her* is the object pronoun that takes the place of *Teresa*.

Victor looked for Teresa. *He* did not see *her*.

- **Grammar in Context** provides instruction in grammar and mechanics issues that appear in the context of each selection.

ELL Differentiation on every page of the **Teacher's Guide** is aligned to **English Language Learner Proficiency Levels**.

ELL Differentiation

Vocabulary

BEGINNING / INTERMEDIATE Contrasting Model for students the meaning of each vocabulary word and the opposite of each word by saying the word and demonstrating the action or the noun. For example, walk to one student's desk, say *linger*, and then linger there for a moment. Turn to another student's desk and walk away quickly. Ask two volunteers to read a sentence in *unison*, and then have them read the same sentence separately. Organize students into pairs or small groups and have them say and act out each of the words and then act out its opposite. Tell students that the opposite meaning of a word is called an *antonym*. (SPEAKING)

ADVANCED / ADVANCED HIGH Using a Thesaurus Have advanced and advanced high students use a thesaurus to identify two synonyms for each Vocabulary word. Then have students work in small groups to discuss how the words and their synonyms vary in meaning and in use. (SPEAKING/READING)

English Language Learner Adapted Interactive Reader Table of Contents

The selections included in this preview are highlighted.

Grade 9

Literary and Reading Skill	Selection	Author
Conflict, Visualize	Short Story, <i>The Most Dangerous Game</i>	Richard Connell
Irony, Predict	Short Story, <i>The Gift of the Magi</i>	O. Henry
Synthesize, Draw Conclusions	Paired Selections Short Story, from <i>Four Good Legs Between Us</i> Timeline, <i>Seabiscuit</i> Radio Transcript, <i>Races on the Radio: Santa Anita Handicap</i>	Laura Hillenbrand
Narrative Poetry, Strategies for Reading Poetry	Paired Selections Poem, <i>The Raven</i> Poem, <i>Incident in a Rose Garden</i>	Edgar Allan Poe Donald Justice
Character Motivation, Make Inferences	Short Story, <i>The Necklace</i>	Guy de Maupassant
Characterization in Autobiography, Analyze Perspectives	Autobiography, from <i>I Know Why the Caged Bird Sings</i>	Maya Angelou
Characterization Across Genres, Set a Purpose for Reading	Paired Selections Biography, from <i>Rosa Parks</i> Poem, <i>Rosa</i>	Douglass Brinkley Rita Dove
Details of Setting, Analyze Imagery	Short Story, <i>A Christmas Memory</i>	Truman Capote
Setting as Symbol, Analyze Details	Short Story, <i>Through a Tunnel</i>	Doris Lessing
Mood, Paraphrase	Short Story, <i>The Cask of Amontillado</i>	Edgar Allan Poe
Reading Primary Sources, Cite Evidence	Paired Selections Travel Narrative, from <i>A Walk in the Woods</i> Letter, <i>Wilderness Letter</i>	Bill Bryson Wallace Stegner
Symbol, Make Inferences, Characters	Short Story, <i>The Scarlet Ibis</i>	James Hurst
Universal Theme, Reading Poetry for Theme	Paired Selections Poem, <i>Poem on Returning to Dwell in the Country</i> Poem, <i>My Heart Leaps Up</i> Poem, <i>The Sun</i>	T'ao Ch'ien William Wordsworth Mary Oliver
Theme Across Genres, Set a Purpose for Reading	Paired Selections Short Story, <i>Two Kinds</i> Poem, <i>Rice and Rose Bowl Blues</i>	Amy Tan Diane Mei Lin Mark
Text Features, Take Notes	Paired Selections Magazine Article, <i>Who Killed the Iceman?</i> Process Description, <i>Skeletal Sculptures</i>	National Geographic Donna M. Jackson
Author's Purpose, Interpret Graphic Aids	Magazine Article, <i>The Lost Boys</i>	Sara Corbett
Consumer Documents, Adjust Reading Rates	Consumer Documents, Consumer Documents: <i>From the Manufacturer to You</i>	

Grade 9, Continued

Literary and Reading Skill	Selection	Author
Argument, Understand Rhetorical Devices	Speech, <i>I Have a Dream</i>	Dr. Martin Luther King, Jr.
Persuasive Techniques, Summarize	Testimony, <i>Testimony Before the Senate</i>	Michael J. Fox
Fact and Opinion, Recognize Bias	Paired Selections Magazine Article, <i>How Private Is Your Private Life?</i> Newspaper Editorial, <i>The Privacy Debate: One Size Doesn't Fit All</i>	Andrea Rock Arthur M. Ahalt
Elegy, Diction, Paraphrase	Paired Selections Poem, <i>Spring is like a perhaps hand</i> Poem, <i>Elegy for the Giant Tortoises</i> Poem, <i>Today</i>	e.e. cummings Margaret Atwood Billy Collins
Realism, Analyze Sequence	Paired Selections Short Story, <i>Where Have You Gone, Charming Billy?</i> Interview, <i>Tim O'Brien: The Naked Soldier</i>	Tim O'Brien
Tone, Paraphrase	Essay, <i>A Few Words</i>	Mary Oliver
Farce, Visualize	Drama, "The Sneeze" from <i>The Good Doctor</i>	Neil Simon, Based on a Story by Anton Chekhov
Memoir, Use Allusions to Make Inferences	Memoir, from <i>Angela's Ashes</i>	Frank McCourt
Influence of Author's Background, Connect	Short Story, <i>American History</i>	Judith Ortiz Cofer
Identify Controlling Ideas	Magazine Article, <i>Special Report</i>	Kenneth T. Walsh
Shakespearean Drama, Reading Shakespearean Drama	Drama, from <i>The Tragedy of Romeo and Juliet</i>	William Shakespeare
Shakespearean Drama	Critical Review, Great Movies: <i>Romeo and Juliet</i>	Roger Ebert
Characteristics of an Epic	Epic, from <i>The Odyssey</i>	Homer, Translated by Robert Fitzgerald

English Language Learner Adapted Interactive Reader Table of Contents

The selections included in this preview are highlighted.

Grade 10

Literary and Reading Skill	Selection	Author
Plot and Conflict, Draw Conclusions	Short Story, <i>Harrison Bergeron</i>	Kurt Vonnegut Jr.
Conflict and Character, Make Inferences	Short Story, <i>Everyday Use</i>	Alice Walker
Setting and Conflict, Predict	Short Story, <i>To Build a Fire</i>	Jack London
Character Motivation, Make Inferences	Short Story, <i>The Possibility of Evil</i>	Shirley Jackson
Characterization in Nonfiction, Author's Purpose	Essay, <i>The Teacher Who Changed My Life</i>	Nicholas Gage
Characters in a Farce, Strategies for Reading a Play	Drama, <i>A Marriage Proposal</i>	Anton Chekhov
First-Person Point of View, Make Inferences	Short Story, <i>By the Waters of Babylon</i>	Stephen Vincent Benet
Chronological Order, Draw Conclusions	Short Story, <i>There Will Come Soft Rains</i>	Ray Bradbury
Theme and Setting, Monitor	Short Story, <i>The Interlopers</i>	Saki
Theme and Character, Draw Conclusions	Short Story, <i>When Mr. Pirzada Came to Dine</i>	Jhumpa Lahiri
Universal Theme, Understanding Verbal Irony	Paired Selections Poem, <i>Do not weep, maiden, for war is kind</i>	Stephen Crane
	Poem, <i>the sonnet-ballad</i>	Gwendolyn Brooks
Tone and Diction, Recognize Classification	Humorous Essay, <i>Why Leaves Turn Colors in the Fall</i>	Diane Ackerman
Interpret Graphic Aids	Textbook Diagram, <i>How a Leaf Works</i>	
Author's Perspective, Monitor	Short Story, <i>And of Clay Are We Created</i>	Isabel Allende
Argument, Distinguish Fact from Opinion	Personal Essay, <i>Doing Nothing Is Something</i>	Anna Quindlen
Persuasive Techniques, Summarize	Essay, <i>I Acknowledge Mine</i>	Jane Goodall
Counterarguments, Summarize and Critique	Position Paper, <i>Use of Animals in Biomedical Research</i>	American Medical Association
Sound Devices, Reading Poetry	Paired Selections Poem, <i>There Will Come Soft Rains</i>	Sara Teasdale
	Poem, <i>Meeting at Night</i>	Robert Browning
	Poem, <i>The Sound of Night</i>	Maxine Kumin

Grade 10, Continued

Literary and Reading Skill	Selection	Author
Sonnet, Strategies for Reading Sonnets	Paired Selections Poem, <i>Sonnet 18</i> Poem, "Sonnet XXX" from <i>Fatal Interview</i>	William Shakespeare Edna St. Vincent Millay
Ballads, Understand Dialect	Paired Selections Poem, <i>Lord Randall</i> Poem, <i>Ballad/Balada</i> Poem, <i>Midwinter Blues</i>	Anonymous Gabriela Mistral Langston Hughes
Poe's Style, Paraphrase	Short Story, <i>The Pit and the Pendulum</i>	Edgar Allan Poe
Frost's Style, Make Inferences	Paired Selections Poem, <i>Birches</i> Poem, <i>Mending Wall</i>	Robert Frost
Cisneros's Style and Voice, Identify Author's Purpose	Paired Selections Personal Essay, <i>Only Daughter</i> Fiction, from <i>Carmelo</i>	Sandra Cisneros
Cultural Characteristics, Monitor	Memoir, from <i>Farewell to Manzanar</i>	Jeanne Wakatsuki Houston and James D. Houston
Analyze Rhetorical Devices	Speech, <i>A Eulogy for Dr. Martin Luther King, Jr.</i>	Robert F. Kennedy
Moral Dilemma, Predict	Short Story, <i>Marriage Is a Private Affair</i>	Chinua Achebe
Parody Across Genres, Set a Purpose for Reading	Paired Selections Novel, from <i>Don Quixote</i> Musical Play, from <i>Man of La Mancha</i>	Miguel de Cervantes Dale Wasserman
Shakespearean Drama, Reading Shakespearean Drama	Drama, from <i>The Tragedy of Julius Caesar</i>	William Shakespeare

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The selections included in this preview are highlighted.

Grade 11

Literary and Reading Skill	Selection	Author
Creation Myths, Reading Folk Literature	Iroquois Myth, <i>The World on the Turtle's Back</i>	
Historical Context, Reading a Primary Source	Report, from <i>La Relación</i>	Álvar Núñez Cabeza de Vaca
Figurative Language, Clarify Older Poetry	Paired Selections Poem, <i>To My Dear and Loving Husband Upon the Burning of Our House</i> Poem, <i>Huswifery</i>	Anne Bradstreet Edward Taylor
Persuasion, Analyze Emotional Appeals	Sermon, from <i>Sinners in the Hands of an Angry God</i>	Jonathan Edwards
Conventions of Drama, Draw Conclusions About Characters	Drama, from <i>The Crucible</i>	Arthur Miller
Understand Historical Context, Synthesize	Paired Selections Online Article, <i>McCarthyism</i> Newspaper Article, <i>The Demons of Salem, With Us Still</i> Memoir, from <i>Timebends</i>	Victor Navasky Arthur Miller
Rhetorical Devices, Reading Persuasive Speech	Speech, <i>Speech in the Virginia Convention</i>	Patrick Henry
Argument, Analyze Text Structure	Public Document, <i>The Declaration of Independence</i>	Thomas Jefferson
Satire, Analyze Imagery	Short Story, <i>The Devil and Tom Walker</i>	Washington Irving
Stanza and Rhyme Scheme, Reading Traditional Poetry	Paired Selections Poem, <i>A Psalm of Life</i> Poem, <i>The Tide Rises, The Tide Falls</i>	Henry Wadsworth Longfellow
Transcendentalism, Identify Theme	Paired Selections Essay, from <i>Self-Reliance</i> Essay, from <i>Nature</i>	Ralph Waldo Emerson
Essay, Evaluate Ideas	Essay, from <i>Walden</i>	Henry David Thoreau
Sound Devices, Make Inferences	Poem, <i>The Raven</i>	Edgar Allan Poe
Symbol, Identify Cultural Characteristics	Short Story, <i>The Minister's Black Veil</i>	Nathaniel Hawthorne
Free Verse, Analyze Tone	Paired Selections Poem, "I Hear America Singing" from <i>Song of Myself</i> Poem, <i>A Noiseless Patient Spider</i> Poem, <i>Beat! Beat! Drums!</i>	Walt Whitman

Grade 11, Continued

Literary and Reading Skill	Selection	Author
Dickinson's Style	Paired Selections Poem, <i>Because I could not stop for Death</i> Poem, <i>Success is counted sweetest</i> Poem, <i>Much madness is divinely sense</i> Poem, <i>My life closed twice before its close</i> Poem, <i>The soul selects her own society</i> Poem, <i>I heard a fly buzz—when I died</i> Poem, <i>My life had stood—a Loaded Gun</i>	Emily Dickinson
Style, Analyze Author's Purpose	Slave Narrative, from <i>Narrative of the Life of Frederick Douglass, an American Slave</i>	Frederick Douglass
Crane's Style, Make Inferences	Short Story, <i>An Occurrence at Owl Creek Bridge</i>	Stephen Crane
Irony and Overstatement, Predict	Autobiography, from <i>The Autobiography of Mark Twain</i>	Mark Twain
Theme, Analyze Author's Perspective	Short Story, <i>The Law of Life</i>	Jack London
Theme, Analyze Patterns of Organization	Short Story, <i>The Story of an Hour</i>	Kate Chopin
Speaker, Analyze Rhythm and Repetition	Paired Selections] Poem, <i>Harlem</i> Poem, <i>The Negro Speaks of Rivers</i> Poem, <i>I, Too</i> Poem, <i>The Weary Blues</i>	Langston Hughes
Rhetorical Techniques, Identify Main Ideas	Essay, <i>How It Feels to Be Colored Me</i>	Zora Neale Hurston
Frost's Style, Recognize Ambiguity	Paired Selections Poem, <i>Acquainted with the Night</i> Poem, <i>Nothing Gold Can Stay</i> Poem, <i>"Out, Out—"</i>	Robert Frost
Stream of Consciousness, Summarize Stanzas	Poem, <i>The Love Song of J. Alfred Prufrock</i>	T. S. Eliot
Point of View, Analyze Sequence	Short Story, <i>A Rose for Emily</i>	William Faulkner
Subjectivity in Reporting, Analyze Descriptive Details	Short Story, <i>A New Kind of War</i>	Ernest Hemingway
Characterization and Tone, Analyze Historical Context	Short Story, <i>Adam</i>	Kurt Vonnegut, Jr.
Allusion, Elements of an Argument	Letter, from <i>Letter from Birmingham Jail</i>	Dr. Martin Luther King, Jr.
Analyze Text and Graphics	Government Document, <i>All Across the U.S.A.: Population Distribution and Composition, 2000</i>	
Voice, Analyze Structure	Essay, <i>Straw into Gold: The Metamorphosis of the Everyday</i>	Sandra Cisneros

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Grade 12

Literary and Reading Skill	Selection	Author
Epic, Reading Old English Poetry	Epic Poem, from <i>Beowulf</i>	The Beowulf Poet, Translated by Burton Raffel
Historical Writing, Analyze Author's Purpose	Historical Writing, from <i>A History of the English Church and People</i>	The Venerable Bede
Characterization, Paraphrase	Poem, "Prologue" from <i>Canterbury Tales</i>	Geoffrey Chaucer, Translated by Nevill Coghill
Synthesize, Draw Conclusions	[Paired Selections] Excerpt, from <i>A Distant Mirror</i> Magazine Article, <i>In the Footsteps of the Faithful</i> Map and Illustrations, <i>Pilgrimage Sites</i>	Barbara Tuchman Taras Grescoe
Medieval Romance, Make Inferences	Romance, from <i>Sir Gawain and the Green Knight</i>	The Gawain Poet, Translated by John Gardner
Shakespearean Sonnet, Analyze Imagery	Paired Selections Poem, <i>Sonnet 18</i> Poem, <i>Sonnet 29</i> Poem, <i>Sonnet 116</i> Poem, <i>Sonnet 130</i>	William Shakespeare
Shakespearean Tragedy, Reading Shakespearean Drama	Drama, from <i>The Tragedy of Macbeth</i>	William Shakespeare
Rhetorical Devices, Draw Conclusions	Paired Selections Fiction, from <i>Utopia</i> Speech, <i>Speech Before the Spanish Armada Invasion</i>	Sir Thomas More Queen Elizabeth I
Allusion, Reading Difficult Texts	Epic Poem, from <i>Paradise Lost</i>	John Milton
Metaphysical Conceit, Interpret Ideas	Paired Selections Poem, <i>A Valediction: Forbidding Mourning</i> Poem, <i>Holy Sonnet 10</i> Nonfiction, from <i>Meditation 17</i>	John Donne
Theme, Interpret Figurative Language	Paired Selections Poem, <i>To His Coy Mistress</i> Poem, <i>To the Virgins, to Make Much of Time</i> Poem, <i>To Althea, from Prison</i>	Andrew Marvell Robert Herrick Richard Lovelace
Diary, Connect to History	Diary, from <i>The Diary of Samuel Pepys</i>	Samuel Pepys
Satire, Identify Proposition and Support	Essay, <i>A Modest Proposal</i>	Jonathan Swift
Voice, Analyze Author's Purpose	Dictionary, "A Dictionary of the English Language" from <i>The Preface Selected Entries</i>	Samuel Johnson
Counterargument, Use Historical Context	Essay, from <i>A Vindication of the Rights of Woman</i>	Mary Wollstonecraft

Grade 12, Continued

Literary and Reading Skill	Selection	Author
Symbol, Compare and Contrast Poems	Paired Selections Poem, "The Lamb" from <i>Songs of Innocence</i> Poem, "The Chimney Sweeper" from <i>Songs of Innocence</i> Poem, "The Little Boy Lost" from <i>Songs of Innocence</i> Poem, "The Little Boy Found" from <i>Songs of Innocence</i> Poem, "The Tyger" from <i>Songs of Experience</i> Poem, "The Chimney Sweeper" from <i>Songs of Experience</i> Poem, "The Sick Rose" from <i>Songs of Experience</i>	William Blake
Romantic Poetry, Analyze Stylistic Elements	Paired Selections Poem, <i>Lines Composed a Few Miles Above Tintern Abbey</i> Poem, <i>Composed upon Westminster Bridge, September 3, 1802</i> Poem, <i>The World Is Too Much with Us</i> Poem, <i>I Wandered Lonely As a Cloud</i>	William Wordsworth
Literary Ballad, Reading Narrative Poetry	Poem, <i>The Rime of the Ancient Mariner</i>	Samuel Taylor Coleridge
Rhythmic Patterns, Understand Historical Context	Paired Selections Poem, <i>Ozymandias</i> Poem, <i>Ode to the West Wind</i> Poem, <i>To a Skylark</i> Poem, <i>Sonnet: England in 1819</i>	Percy Bysshe Shelley
Compare and Contrast	Paired Selections Preface, from <i>Preface to Lyrical Ballads</i> Essay, from <i>A Defense of Poetry</i>	William Wordsworth Percy Bysshe Shelley
Ode, Imagery, Paraphrase	Paired Selections Poem, <i>When I Have Fears That I May Cease to Be</i> Poem, <i>To Autumn</i> Poem, <i>Ode to a Grecian Urn</i> Poem, <i>Ode to a Nightingale</i>	John Keats
Mood, Analyze Speaker	Paired Selections Poem, <i>The Lady of Shalott</i> Poem, <i>Ulysses</i> Poem, from <i>In Memoriam Crossing the Bar</i>	Alfred, Lord Tennyson
Dramatic Monologue, Make Inferences About Speakers	Paired Selections Poem, <i>My Last Duchess</i> Poem, <i>Porphyria's Lover</i>	Robert Browning
Persuasion, Recognize Ideas	Paired Selections Critical Commentary, <i>Evidence of Progress</i> Critical Commentary, <i>The Condition of England</i>	Thomas Babington Macaulay Thomas Carlyle

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Grade 12, Continued

Literary and Reading Skill	Selection	Author
Theme, Analyze Speaker	Paired Selections Poem, <i>Dover Beach</i> Poem, <i>To Marguerite—Continued</i>	Matthew Arnold
Style, Reading Modern Verse	Paired Selections Poem, <i>Preludes</i> Poem, <i>The Hollow Men</i> Poem, <i>The Naming of Cats</i>	T. S. Eliot
Theme, Draw Conclusions	Short Story, <i>The Rocking-Horse Winner</i>	D. H. Lawrence
Symbol, Clarify Meaning in Poetry	Paired Selections Poem, <i>Sailing to Byzantium</i> Poem, <i>The Second Coming</i> Poem, <i>When You Are Old</i>	William Butler Yeats
First-Person Point of View, Analyze Descriptive Details	Short Story, <i>Araby</i>	James Joyce
Reflective Essay, Analyze Cause-and-Effect Relationships	Essay, <i>Shooting an Elephant</i>	George Orwell
Speech, Identify Main Ideas	Speech, from <i>The Speeches</i> , <i>May 19, 1940</i>	Winston Churchill
Free Verse, Imagery, Analyze Word Choice	Paired Selections Poem, <i>Digging</i> Poem, <i>The Horses</i>	Seamus Heaney Ted Hughes
Cultural Conflict, Predict	Short Story, <i>Six Feet of Country</i>	Nadine Gordimer

Academic Vocabulary Workshop

Review the Academic Vocabulary word web with students. Starting with the box labeled Language Arts, in the upper right, read the questions aloud and ask for help with answers.

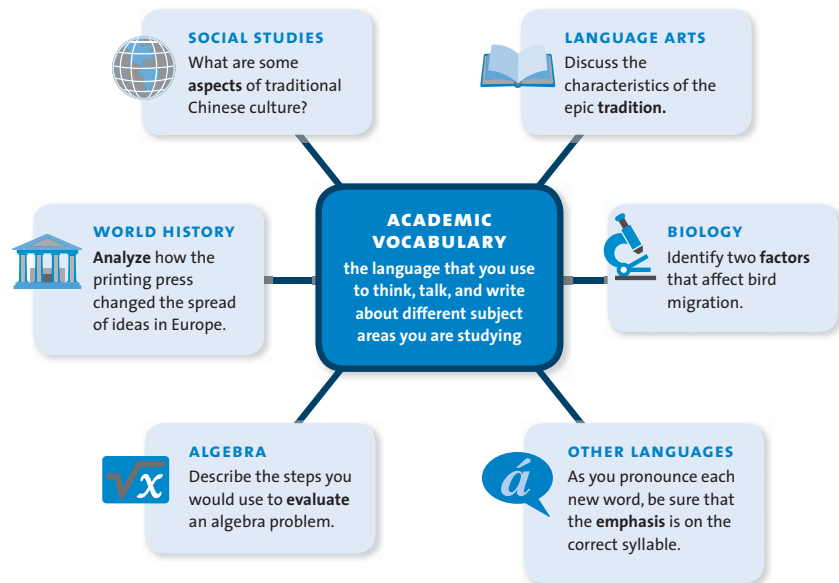
- **Language Arts:** Point out to students that a **tradition** is something passed down from generation to generation. Explain that an epic is a long narrative poem that describes the adventures of a great hero. That hero's actions often reflect the ideals and values of a nation.
- **Biology:** Explain that the word **factor** means "something that contributes to a result." One factor that might affect migration is weather.
- **Other Languages:** Explain that the word **emphasis** means "special stress on something." Tell students that learning the correct syllable emphasis is especially important when learning a new language.
- **Algebra:** In general, to **evaluate** something means "to judge or determine the worth or quality of." In algebra, evaluate means to substitute number values for the letter variables in an algebraic expression.
- **World History:** Point out to students that **analyze** means "to break into parts and examine." Explain to students that the invention of the printing press made it much easier for scientists, scholars, and poets to share their ideas. Until this time, only a few people—mostly priests and religious scholars—were able to have and read books.

Academic Vocabulary Workshop

What Is Academic Vocabulary?

You use words all day when you greet family members, text friends, read magazines, and write assignments for school. However, the kinds of words you use change during the day, depending on your purpose and audience. You use informal, conversational vocabulary with family and friends. In school, you rely on **academic vocabulary**, the language you use to talk and write about the subject matter you are studying.

In all subject areas, you may come across academic vocabulary words such as *affect*, *interpretation*, and *identify*. Understanding and using these words correctly will help you to succeed in school and on tests. This web shows examples of academic vocabulary words in different subject areas.



XII ELL ADAPTED INTERACTIVE READER

Lesson at a Glance

Academic Vocabulary

BEGINNING / INTERMEDIATE Personal Context Using and reusing academic vocabulary terms in the context of their own experience will help English language learners internalize new academic vocabulary. Practice with students by asking them the following questions, emphasizing the underscored words.

- Who is your hero? What aspect of his or her character do you admire the most?
- Think of a ball game you've seen recently. Analyze why the losing team lost. What was one factor that affected the outcome?
- On which syllable do you put the emphasis in your first name? Last name?
- What are some traditions for celebrating Independence Day (July 4th)?
- Evaluate yourself as a student. What is your best school subject?

(LISTENING/SPEAKING)

Use the following chart to become familiar with some of the Academic Vocabulary words in this book. As you read, look for features called “Academic Vocabulary in Action,” which will expand your knowledge about these words. Also look for activities called “Academic Vocabulary in Writing” and “Academic Vocabulary in Speaking.” These activities provide opportunities to use academic vocabulary when you speak and write.

Word and Definition	Example
Analyze (AN uh lyz) is a verb that means <i>to examine something by looking critically or closely at it.</i>	Talking and writing about what you read in English class helps you analyze different kinds of literature.
Aspect (AS pekt) is a noun that means <i>a part or a side of something.</i>	In your social studies class, you learn about aspects of different cultures.
Coherent (koh HIR uhnt) is an adjective that means <i>connected or logical, making sense.</i>	The essays you write in school should have coherent thesis statements that are clear to your readers.
Conclude (kuhn KLOOD) is a verb that means <i>to decide by reasoning.</i>	What did you conclude about the main causes of World War II?
Differentiate (dif uh REN shee ayt) is a verb that means <i>to be aware of or point out a difference between two or more things.</i>	When you learn a new language, you need to differentiate the sounds made by certain letters.
Emphasis (EM fuh sis) is a noun that means <i>special attention given to something to show its importance.</i>	Which syllable in the word <i>predominate</i> has the most emphasis ?
Evaluate (ih VAL yoo ayt) is a verb that means <i>to judge the value or importance of something.</i>	To be successful in science, you will need to evaluate the results of your experiments.
Factor (FAK tur) is a noun that means <i>a thing or condition that helps produce a result.</i>	Name at least one factor that affects your physical fitness.
Incorporate (in KOR puh rayt) is a verb that means <i>to take in or include as a part of something bigger.</i>	Don't be surprised if your biology teacher needs to incorporate math concepts in some lessons.
Monitor (MON ih tur) is a verb that means <i>to check on or to watch.</i>	As you read, stop every few minutes to monitor how well you understand the story.
Predominant (prih DOM uh nuhnt) is an adjective that means <i>most important or occurring most often.</i>	What are the predominant causes of rising sea levels around the world?
Relevant (REL uh vuhnt) is an adjective that means <i>having to do with the subject being discussed.</i>	Your essay should include relevant details to support your main idea.
Tradition (truh DISH uhn) is a noun that means <i>a custom, belief, or practice passed down from one generation to the next.</i>	Identify at least one tradition that your family observes when celebrating holidays and special occasions.

ACADEMIC VOCABULARY WORKSHOP XIII

(continued)

With the printing press, many more books were printed and ordinary people had more chances to read and learn from them.

- **Social Studies:** Explain to students that an **aspect** is a feature or characteristic of something. Aspects of traditional Chinese culture include the practices of Chinese medicine, such as acupuncture; the practice of martial arts, such as tai chi; and the study of the ancient writings of Confucius.

Words and Definitions

Read aloud each word in the table on this page, distinctly emphasizing the strong syllable. Then ask students to repeat each word after you.

Review the following difficult or confusing vowels and consonant blends. After explaining each example, ask volunteers to say the vocabulary words aloud again:

- The *y* in *analyze* has a long /i/ sound.
- In *differentiate* and *tradition*, the syllable *ti* sounds like /sh/. Spanish-speaking students may be tempted to pronounce this as /tz/.
- The *e* at the end of *analyze*, *conclude*, *differentiate* and *incorporate* is silent, indicating a long vowel sound in the final syllable.
- The *ph* in *emphasis* is pronounced as an /f/.

ELL Differentiation

English Language Learning Strategies

BEGINNING / INTERMEDIATE Cooperative Writing Activity Divide students into groups of three or four. Assign two Academic Vocabulary words from the table on this page to each group. Ask each group to review the definitions and examples given for their words. Encourage students to ask each other about any words they don't understand or come to you with their questions. Finally, each group should write a new sample sentence correctly using each of their assigned words. Have groups share their sentences with the class; address any remaining questions about the words' meanings. (SPEAKING/READING/WRITING)

ADVANCED / ADVANCED HIGH Paired/Individual Writing Activity Students with greater proficiency can perform the preceding activity in pairs or on their own. Depending on their skill level, you may wish to assign them more than two words each. (SPEAKING/READING/WRITING)

Academic Vocabulary in Action

Review the definition of *tradition* with students. Then, have students complete the chart on their own or in pairs. See the chart below for possible responses.

Subject Area	Explanation
French	<i>Bastille Day is celebrated on July 14 to commemorate the day the Bastille was stormed by French citizens in 1789.</i>
Music	<i>People in the United States traditionally sing the national anthem at ball games and other important public events.</i>

Have students read the definition of *conclude*. Then ask them to fill out the chart, using a dictionary for help. Possible responses are provided in the chart below.

Word	Definition	Sentence
<i>concept</i>	<i>an idea or thought</i>	<i>Migration is a concept we studied in Biology.</i>
<i>conclusion</i>	<i>the end or last line</i>	<i>Working with another student helped me improve the conclusion to my research paper.</i>
<i>conference</i>	<i>a formal meeting</i>	<i>Our school holds parent-teacher conferences each semester.</i>

Academic Vocabulary in Action

The words below are taken from academic vocabulary found in your state standards. It is important to know the meanings of these words to complete the activities and lessons in this book as well as to answer test items.

tradition (noun)

Defining the Word

The word *tradition* means “a custom, belief, or practice passed down from one generation to the next.” You may learn about cultural traditions in your social studies class. When reading literature, you may learn about literary traditions that were passed along in some cultures.

Using the Word

Now that you know the definition of *tradition*, practice using the word.

- Use a chart like the one shown to identify traditions you have learned about in different subject areas.
- Write a brief explanation of each tradition.

Subject Area	Explanation
<i>Language arts: epic tradition</i>	<i>Long poems that praised deeds of heroes were part of the epic tradition.</i>

conclude (verb)

Defining the Word

The word *conclude* means “to decide by reasoning.” The Latin prefix *con-* means “with” or “together.”

Using the Word

Once you know the meaning of a prefix, you can use that meaning to figure out the meaning of other words that have the same prefix.

- In a chart like this one, make a list of other words you know that begin with the prefix *con-*.
- Look up each word in the dictionary and write down its meaning.
- Write a sentence using each word.

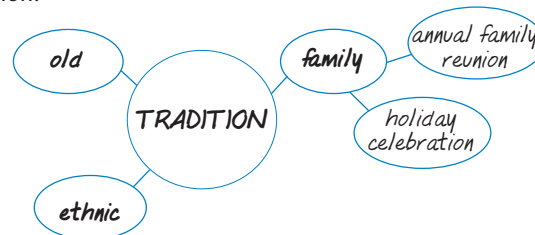
Word	Definition	Sentence
<i>conspiracy</i>	<i>a secret plan to act together</i>	<i>Brutus was involved in a conspiracy to kill Caesar.</i>

XIV ELL ADAPTED INTERACTIVE READER

ELL Differentiation

Academic Vocabulary

BEGINNING Concept Web On the board, draw the beginning of a concept web for the word *tradition*.



Ask volunteers to add related words to any of the existing concepts related to *tradition* or to add any new concepts they can think of. Then break students into pairs and ask them to draw a new concept web for *conclude*. **(SPEAKING/READING/WRITING)**

Strategies That Work: Vocabulary

Record new vocabulary words in your Reader/Writer Notebook.

1 Use Context Clues

The most important part of building your vocabulary is recognizing unfamiliar words as you read. When you come across a word you do not know, look at the **context**, the words, phrases, or sentences that are around that word. Often, the context can give you important clues to the word's meaning, as in the following example:

Analyze the causes of the war. Identify at least three causes and explain how they contributed to the war.

Even if you do not know what *analyze* means, you can figure out from the context that it means "to separate or break into parts and examine."

2 Clarify Word Definitions

Use a dictionary if a word's context does not give you clues to its meaning. A dictionary entry will provide a word's pronunciation, parts of speech, origin, and definitions. When you are reading a textbook or manual, you may find definitions for unfamiliar words in a glossary at the back of the book.

totalitarian (toh TAL uh TAIR ee uhn) *n.*: a characteristic of government in which the person or party in charge has absolute control

3 Keep a Word List

List new academic vocabulary words in your **Reader/Writer Notebook**. Add to your list each time you take on a new reading assignment. In addition to listing the word and its definition, you might draw a symbol or picture to show you what the word represents or provide examples to remind you of what the word means. Challenge yourself to use words from the list when you speak and write. The more frequently you use the words, the easier they will be to remember.



For a complete list of terms in this book, see the **Glossary of Academic Vocabulary** in English and Spanish on pages R2–R3.

Word	Examples
<i>tradition</i> a custom, belief, or practice passed down from one generation to the next	LANGUAGE ARTS • epic • literary SOCIAL STUDIES • religion • culture • older societies
<i>conclude</i> to decide by reasoning	

ACADEMIC VOCABULARY WORKSHOP XV

Strategies That Work: Vocabulary

Share with students that **Strategies That Work: Vocabulary** can be applied not only to Academic Vocabulary terms but also to unfamiliar words or phrases they find in their reading. Encourage students to use these strategies in their reading both in and out of the classroom.

1. Use Context Clues

Ask students to identify the context clues in the example given. Explain that the context of an unfamiliar word may provide clues by way of definition, restatement, or example.

2. Clarify Word Definitions

Have students flip to the **Glossary of Vocabulary in English and Spanish** at the back of this book. Explain that this glossary provides pronunciations, parts of speech, and definitions for the vocabulary words in the selections in this book. It also includes the definitions of these vocabulary words in Spanish. Tell students that a glossary provides less information than a dictionary but may be easier to use. They can also find a **Glossary of Reading and Informational Terms** and a **Glossary of Literary Terms** in the back of *Holt McDougal Literature*.

3. Keep a Word List

Encourage students to record new academic vocabulary in their **Reader/Writer Notebook**.

Explain that a strong vocabulary will help them read and communicate more effectively. If you have a classroom computer, have students look at Interactive Vocabulary on thinkcentral.com.

ELL Differentiation

English Language Learning Strategies

BEGINNING Word Wall Devote a portion of your classroom wall to Academic Vocabulary words. At the beginning of every lesson, students can add new words to the Word Wall. For each word, ask volunteers to create a strip of paper showing the word, its definition, and a drawing or sample sentence that demonstrates understanding of the word's meaning. Keep the words posted throughout the term for continual review. (READING/WRITING)

INTERMEDIATE / ADVANCED Word Status Encourage students to use Academic Vocabulary words in the course of your normal classroom discussions. Whenever you notice that a student has used one of these words—correctly or incorrectly—draw the class's attention to it. If the word was used incorrectly, explain the error and ask a volunteer to use the word again, correctly this time. Finally, draw a star or add a star sticker to the strip of paper for that word on the Word Wall. (SPEAKING/LISTENING)

GRADE 9
Sample Selection

The Gift of the Magi
by O. Henry

Focus and Motivate

Technology Tools

For discussion and skills support, see the **PowerNotes** presentation on thinkcentral.com.

What are you willing to SACRIFICE?

Before students complete the activity, read aloud the question. Make sure that all students understand the meaning of the verb *to sacrifice*, “to give up something of high value for something that is of higher value” (Spanish *sacrificar*). Ask students to think about sacrifices made by people they know, such as a parent, guardian or other family member, for a loved one.

Teach

Model the Skill: Irony

Read aloud the chart with the definitions and examples of the three types of irony. Then give students these examples:

- **situational irony:** You wash your car and later that day it rains.
- **verbal irony:** You arrive late at school and the principal tells you sarcastically that she is glad you are on time.
- **dramatic irony:** A dog greets a friend by barking and growling, but wags his tail when a burglar enters the house.

Explain why each example represents that particular type of irony.

Before Reading

The Gift of the Magi

Based on the short story by O. Henry

What are you willing to SACRIFICE?

Have you ever made a sacrifice in order to help others or make someone happy? In “The Gift of the Magi,” a young couple shows the sacrifices they are willing to make out of their love for each other.

TURN AND TALK With a partner, talk about things that people sacrifice for those they love. Think about examples in real life as well as those in books, movies, and television shows. Write your examples in the chart to the left. Then, **circle** the sacrifice that you think would be hardest to make.

Literary Analysis: Irony

Irony (EYE ruh nee) is the difference between what we expect to happen and what actually does happen. You will see three kinds of irony in literature. The chart below describes these types of irony.

Irony	Definition	Example
Situational Irony	when something happens that is the opposite of what you expected	You stay up all night studying for a test. However, the next day your teacher tells you there won't be a test.
Verbal Irony	when what is said is the opposite of what is meant	It's a rainy, dark day and you say, "What a beautiful day!"
Dramatic Irony	when what a character knows is different from what the audience knows	The audience is amazed when a champion boxer loses a big fight. The reader, however, knows the boxer has been paid to lose.

44 ELL ADAPTED INTERACTIVE READER

Lesson at a Glance

- **Literary Analysis: Irony**
Have students review **Literary Analysis Workshop: Irony** on pages 28–35 in *Holt McDougal Literature*.
- **Reading Strategy: Predict**
- **Vocabulary in Context:** *vestibule, ransack, covet*
- **Grammar in Context:** compound verbs
- **Academic Vocabulary Focus:** *analyze, element, sequence*

Reading Strategy: Predict

A good story will keep you wondering what happens next. Successful readers ask questions and predict possible answers. To make a prediction:

- Look for **clues** in the story to suggest what might happen next.
- Make a **prediction**, or a reasonable guess, about future events based on clues in the story and what you know from your own experience.
- Read on to confirm your prediction and see if it is correct.

Clue

A woman is in her driveway by her car. She is reading a map.



My Prediction

The woman is going on a trip.

Vocabulary in Context

TURN AND TALK With a partner, take turns reading aloud the Vocabulary words, definitions, and sample sentences below. Use the definitions, sentences, and visual vocabulary to learn the words.

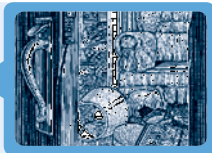
Vestibule (VES tuh byool) is a noun that means an *entrance hall*.

The first room in the big new house is a **vestibule** where the owners meet their visitors.



Ransack (RAN sak) is a verb that means to *search every part of*.

A burglar **ransacked** our house looking for valuable things to steal.



Covet (KUHV it) is a verb that means to *wish for or desire something owned by someone else*.

Anna **coveted** her friend's new phone because she had always wanted one just like it.



THE GIFT OF THE MAGI 45

Model the Skill: Predict

Read aloud the bulleted list of tips for making predictions. Then read the title of the story, “The Gift of the Magi.” Tell students that in the Bible, the Magi were the three wise men who traveled to Bethlehem to give gifts to the baby Jesus. You might make this prediction: “Based on the title of the story, I predict that it will be about wisdom and gift giving.” Then read aloud the first sentence of the story. You might say: “One dollar and eighty-seven cents does not sound like a lot of money. I predict that it will not be enough to buy a gift.”

Vocabulary in Context

Tell students that this story was published in 1906. Two of these Vocabulary words are no longer used as often as they were a hundred years ago. Today, we refer to the *vestibule* as an entry hall or foyer, and most people use the words *want* or *desire* for *covet*. *Ransack*, however, is still commonly used. Have students create their own drawings for each of the words. Then have them share their drawings in small groups and explain how the drawing represents the word.

ELL Differentiation

English Language Learning Strategies

BEGINNING / INTERMEDIATE Making Predictions Some students may have difficulty filling out their predictions charts. They may not recognize clues easily; they might also have trouble seeing the relationship between clues and predictions. Write the following clues on the board and have students suggest predictions for each clue. Clue: “Angela grabbed a tissue from the box.” (**Possible predictions:** *Angela is going to sneeze; Angela has a cold.*) “Miguel began practicing his baseball swing every afternoon.” (**Possible predictions:** *Miguel wants to hit better. Miguel wants to be a star on the baseball team.*) (LEARNING STRATEGIES/LISTENING/SPEAKING)

ADVANCED / ADVANCED HIGH Recognizing Clues Have students quickly skim the first pages of the story and identify three clues that can help them make predictions about the characters and the ending of the story. (LEARNING STRATEGIES/READING)

Vocabulary Practice: Own the Word

- Ask students to name an area in the school that might have a **vestibule**. *Possible answers: the foyer or waiting room of the main office*
- Write this sentence on the board: “When I could not find my wallet, I began to panic and **ransacked** my room for it, throwing clothes and books all over the place.” Tell students “throwing clothes and books all over the place” is a context clue for *ransacked*.
- To **covet** means to really want something that belongs to another person. A student might covet a friend’s car, an item of clothing in a store window, or a baseball bat or glove owned by a star player.

Grammar in Context

Remind students that the key word to look for in compound verbs is *and*. Write these sentences on the board (without the underscoring), and have students identify the verbs, underscored here.

Maria jumped and shouted with joy!

Alex smiled and then laughed.

Explain that because the verbs are linked by *and*, they are compound verbs.

Grammar Practice

Have beginning students copy the sentences that you have written on the board, underline the verbs, and circle the word *and*. Then have them write two simple sentences using verbs such as *run/play* or *talk/walk*. Advanced students may choose their own compound verbs.

Vocabulary Practice

TURN AND TALK Work with a partner to identify each statement about the Vocabulary words below as true or false. For each answer, write a sentence explaining why the statement is true or false.

vestibule	The vestibule is just inside the back door of the house. <i>False. A vestibule is at the front of the house.</i>
ransack	If a room has been ransacked, it looks neat and clean. <i>False. A ransacked room looks messy.</i>
covet	If you covet something, you admire it but you don’t want to own it. <i>False. If you covet something, you want to have it for yourself.</i>

Grammar in Context

As you read, look for pairs of verbs connected by the coordinating conjunction *and*. These are called **compound verbs**. By using a compound verb, you can include two actions in one sentence, as in this example from “The Gift of the Magi”:

Suddenly Della turned from the window and looked at herself in the tall, old mirror. Quickly she pulled down her hair and let it fall loosely around her.

Writing with compound verbs can help you add interest to your story by including action and using a variety of sentence types.

Grammar Practice

WRITE IT Write your own sentences about someone you know. Imitate the use of compound verbs in the following sentences.

1. The quarterback **stepped** quickly backward and **passed** the ball to his receiver.

Possible answer: Javier walked up to my table and said hello.

2. The driver **switched** on his blinker and **turned** into the left-turn lane.

Possible answer: My uncle grilled hamburgers and served them to the children.

3. The sun **rose** slowly and **warmed** the morning air.

Possible answer: I brushed my teeth and combed my hair.

ELL Differentiation

Vocabulary

BEGINNING / INTERMEDIATE Role Play Organize students into small groups and have them role play to demonstrate the meaning of each Vocabulary word. For example, students could rearrange their desks and pretend to be entering the vestibule of an apartment building; one student could ransack a backpack, or they could create a scenario in which one covets the possessions of another. **(SPEAKING)**

ADVANCED Cloze Sentences Provide students this example of a cloze sentence using the Vocabulary words: *Our house does not have a _____. (Answer: vestibule)* Then have students work in pairs to write a series of six cloze sentences for the three Vocabulary terms. Have students exchange sentences with other pairs and complete the sentences. **(READING/WRITING)**

Academic Vocabulary

The following Academic Vocabulary words will help you talk and write about the selection that follows.

Analyze (AN uh lyz) is a verb that means *to examine something by looking critically or closely at it*. The past tense is **analyzed**.

About You	About the Selection
Careful study will help you to analyze the stories you read in school.	Della analyzed her life to discover how she could get money for her husband's Christmas gift.

Element (EL uh muhnt) is a noun that means *a necessary or basic part of something*.

About You	About the Selection
Friendship is probably an important element of your life.	Christmas gifts are an important element in Della and Jim's life.

Sequence (SEE kwuhns) is a noun that means *the order in which things follow one another*.

About You	About the Selection
You live your life in sequence , one day at a time.	This story is about the sequence of events that take place in one day.

Academic Vocabulary in Action

The word **sequence** can be changed from a noun to an adjective, **sequential**, by changing the ending. Adjectives give you information about nouns. Add *-ly* to **sequential** and it becomes an adverb: **sequentially**. Adverbs answer questions such as *when, where, why, and how*.

The math teacher asked her students to list a group of numbers in **sequential order**.

In the sentence above, **sequential** tells you something about the noun *order*. To list numbers in sequential order, students will begin with the lowest number and move, step by step, to the highest number.

The police officer checked parking meters **sequentially**.

In this sentence, **sequentially** answers the question *how*. The police officer moved down a row of parking meters, checking them one by one, in order.

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Academic Vocabulary

Have students copy and complete the following sentences.

- _____ must carefully analyze test results.
Possible answers: Scientists, Doctors, Mathematicians
- One element of good sportsmanship is _____.
Possible answers: thanking your opponent for a good game; playing according to the rules
- Timelines show a sequence of events that _____.
Possible answers: happened in the past; occurred over a period of time

Throughout the lesson, use the Academic Vocabulary words in your teaching as appropriate.

Academic Vocabulary in Action

Say each word slowly, and have students repeat them after you. Tell students that two of the words have Spanish cognates, *analyze (analizar)* and *element (elemento)*. Tell students that in the word *analyze*, the *y* is pronounced like the word *i*, a long /i/. Then contrast for students the long /e/ in the first syllable of *sequence* with the short /e/ sounds in *element*.

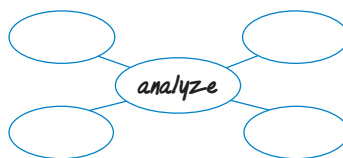
ELL Differentiation

English Language Learning Strategies

BEGINNING Putting Events in Sequence Write a series of random dates or years on the board. Do not put them in sequential order. Have students copy the list, putting the dates in correct order. Then have volunteers read the dates in correct order. Tell students that they have created a sequence, a series of things in order. (LEARNING STRATEGIES/WRITING)

INTERMEDIATE / ADVANCED Word Web

Have students work in pairs to create a word web with the word *analyze* in the middle circle and things that have elements that can be analyzed, such as a package's list of ingredients, a team's winning and loss records, etc., in the surrounding ovals. (LEARNING STRATEGIES/WRITING)



Practice and Apply

Technology Tools

Go to thinkcentral.com to preview the **Power Notes Video Trailer** introducing the selection.

For an audio recording of the selection, use the **Adapted Interactive Reader Audio Tutor CD**.

SET A PURPOSE FOR READING

Read aloud the note and then ask students to think of times they bought a gift or wanted to buy a gift for someone that they loved. How did they save the money to buy it? Tell them to keep this thought in mind as they read the story.

BACKGROUND

Read aloud the Background note on page 48. Tell students that the main characters in this story are a young couple. The husband is named Jim, and his wife is named Della. They live in New York City. Emphasize again that people made far less money in those days and that living expenses, like rent, were also much lower. You might also want to tell students that the author, O. Henry, was known for writing short stories with surprise endings.

SIGHT WORDS Direct students' attention to some of the high-frequency sight words on these two pages: *with, these, good, for, him, and, old, fall*. Ask students to repeat these words aloud and then to use them in sentences.

Monitor Your Comprehension

SET A PURPOSE FOR READING

Read this story to find out what two people in love are willing to give up for each other's happiness.

The Gift of the Magi

Based on the short story by
O. HENRY



BACKGROUND In this story, the writer refers to the Magi (MAY jy). In the Christian Bible, the Magi were three wise men or kings. They traveled to Bethlehem, guided by a star. There they gave valuable gifts of gold, frankincense, and myrrh to the infant Jesus. This story was first published in 1906, when people were paid much less than today.

Della had saved one dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. She had saved the pennies one and two at a time by bargaining with the grocer, the vegetable seller, and the butcher to lower their prices. At times, her cheeks had burned with shame, for she was certain these sellers thought she was stingy. She counted her money three times. One dollar and eighty-seven cents. And the next day was Christmas.

48 ELL ADAPTED INTERACTIVE READER

ELL Differentiation

Oral Language

BEGINNING Pronunciation Practice Tell students that the letter *c* has two different sounds. Write the following words on the board: *counted, couch, cry, costing, card, cat, cut*. Say each word and have students repeat them after you. Then write and say each of these words: *certain, cell, cinema, circle, cycle*. Have students repeat these words. Point out that when *c* is followed by the vowels *a, o, or u*, it has a /k/ sound. When it is followed by an *e, i, or y*, it has an /s/ sound. Write the following words on the board and ask students how the letter *c* is sounded: *recipe, became, curious, face, peculiar, logical*. Finally, have them repeat all the words after you. **(LISTENING/SPEAKING)**

INTERMEDIATE / ADVANCED Expanded Practice Have students think of and list other words that either begin with *c* or that have the letter *c* inside the word. Have them practice pronouncing each of the words on their lists. **(SPEAKING/WRITING)**



Monitor Your Comprehension

Della decided there was nothing she could do except flop down on the shabby little couch and cry. So she did.

10 Della and her husband lived in a furnished apartment costing \$8 per week. It didn't exactly look like the home of a beggar, but it had no extras, either.

Just inside the building's front door, in the vestibule below, there was a mailbox that a letter couldn't fit in and a doorbell that didn't ring. Near their doorbell was a card with the name "Mr. James Dillingham Young" on it.

For a short time, Mr. James Dillingham Young had done well for himself, making \$30 per week. Now, his pay had shrunk to \$20. With his pay cut, he'd lost his sense of place in the outside world. But whenever he came home, he was joyously greeted and hugged by his wife, Della. Which was all very good.

Della finished her crying and dried her cheeks. She stood by the window and looked out dully at a gray cat walking along the top of a gray fence in a gray back yard. Tomorrow would be Christmas Day, and after all her saving, she had only \$1.87 to buy Jim a present. There were always more expenses than she thought. She had spent many happy hours planning a gift for him, something fine and rare and perfect, something worthy of her special Jim.

IN OTHER WORDS The main character is a woman named Della. Della and her husband don't have much money. She has tried to save money to buy a special Christmas gift for her husband, Jim, but she has saved very little.

30 Suddenly Della turned from the window and looked at herself in the tall, old mirror. Her eyes were shining brightly, but her face had become pale. Quickly she pulled down her hair and let it fall loosely around her.

Jim and Della were proud of two things, Jim's gold watch, which had been his father's and his grandfather's, and Della's hair. Della's beautiful, shiny hair now was so long that it hung below her knees. A few of her tears splashed on the worn carpet.

VOCABULARY

Vestibule (VES tuh byool) is a noun that means an entrance hall.

A IRONY

Irony is the difference between what you expect to happen and what actually happens. You might expect someone named Mr. James Dillingham Young to be rich. Is he? Underline two details that tell you he is not wealthy.

B PREDICT

What are the two prized possessions described in lines 34–38? Write them in the "Clues" box below.

Clues
Jim's watch
Della's hair

What do you think Della might do with her prized possession? Write your prediction below.

My Prediction
Answers will vary.

Own the Word

vestibule: Remind students that a vestibule is a small lobby. Ask them to name types of buildings that have vestibules today. **Possible answers:** office buildings, apartment buildings, doctors' offices

A IRONY

Review the description of verbal irony on page 44 with students. Students may not realize that "James Dillingham Young" is considered a rather fancy name and that it sounds like it belongs to a rich person. This may help them understand the verbal irony created by the contrast between the elegant name and the poor apartment that has no extras, a broken doorbell, the tiny mailbox, and the loss in pay.

IN OTHER WORDS

Read aloud the summary. Clarify for students why Jim and Della do not have much money and why it has been so hard for her to save any money.

B PREDICT

Read aloud lines 34–38. Clarify for students that Jim's watch is a cherished family possession. It had been handed down from his grandfather to his father, and now it belongs to Jim. Then ask students how long they think it might have taken for Della's hair to grow so long.

ELL Differentiation

Grammar in Context

BEGINNING / INTERMEDIATE Identifying Compound Verbs Read aloud or write on the board the following compound verbs that appear on this page: *finished her crying and dried* (line 22); *stood by the window and looked* (lines 22–23); *turned from the window and looked* (line 30); *pulled down her hair and let it fall* (lines 32–33). Remind students that even when other words fall between the two linked verbs as in several of the examples above, these are still compound verbs. Have students find these compound verbs in the text and underline them. (LISTENING/READING)

ADVANCED / ADVANCED HIGH Using Compound Verbs Have students reread this page and underline the compound verbs. Then have them work in pairs or small groups to share their work. Students should model for their peers how they found the verbs and explain why each pair of verbs is a compound verb. (SPEAKING/READING)



Monitor Your Comprehension

Own the Word

ransack: To demonstrate the meaning of the word, pantomime ransacking the classroom. Then have students tell about times when they were in a hurry and had to ransack their room or backpack to find something they needed: homework, a book, cell phone, house keys, etc.

VISUAL VOCABULARY

Tell students that at the time this story was written, there was usually a small pocket in the front waistline of men's trousers or in their suit vests, where they could attach their watches. The little pocket is called a *fob* and the chain is called a *watch fob*.

IN OTHER WORDS

Read aloud the summary. Clarify for students that Della is selling her most precious possession, her hair, in order to buy Jim something for his most precious possession, his watch. You might also remind students that Della spent more money on the gift than Jim earns in one week.

PREDICT

If students were unable to correctly predict that Della would buy something for the watch, reread aloud the paragraph that begins on line 34. Ask them to note the clues that might have helped them make this prediction. **Possible answers:** *Jim and Della were proud of the watch. It had been Jim's father's and his grandfather's watch.*

VOCABULARY

The word **ransack** (RAN sak) is a verb that means to search every part of.

VISUAL VOCABULARY



A watch fob is a short chain for a pocket watch.

PREDICT

Did you predict that Della would buy the watch fob for Jim? What did you think she would buy with the money? *Answers will vary.*

40 But she put on her coat and hat and, with a brilliant sparkle still in her eyes, hurried out. She stopped at a shop with a sign that read "Madame Sofronie. Hair Goods of All Kinds." Della ran up the flight of stairs. After she calmed down, she said to Madame Sofronie, "Will you buy my hair?"

"Let's have a look at it," said Madame.

Della let down her beautiful hair.

Madame lifted the mass of hair. "Twenty dollars," she said.

"Give it to me quickly," said Della.

For the next two hours, Della **ransacked** the stores for Jim's present. At last she found a platinum **watch fob**, worthy of The 50 Watch. It was like Jim quiet and valuable.

She paid twenty-one dollars. With that chain, instead of the old leather strap he used now, Jim could proudly check the time in public. 6

IN OTHER WORDS Della decides to sell her long, beautiful hair in order to buy her husband a Christmas gift. Della's hair is one of two things that are precious to the couple.

► What other item is precious to the couple? Circle it in the text.

At home, Della worked with her curling iron. After forty minutes, her head was covered with tiny curls. She studied herself in the mirror. "If Jim doesn't kill me right away," she said to herself, "he'll say I look cheap and flashy, like a chorus girl in a show. But what could I do with a dollar and eighty-seven cents!"

60 When she heard him on the stairs, her face turned white for a minute. She whispered, "Please, God, make him think I am still pretty."

The door opened and Jim entered. His eyes fixed on Della. He did not show anger, surprise, disapproval, or horror. He had a strange look on his face.

Della went to hug him.

"Jim, darling," she cried. "Don't look at me that way. I sold my hair because I couldn't have lived without giving you a Christmas present. It'll grow. You won't mind, will you?"

ELL Differentiation

Understanding Sequence

BEGINNING / INTERMEDIATE Cooperative Learning Organize students into small groups and have them review the events in the story, beginning with Della's decision that \$1.87 was not enough to buy Jim a Christmas present. Have each group put the events in order. Then have groups prepare an illustrated timeline of the events. Remind students that Jim and Della might have gone shopping at about the same time. When students have finished, have them share their timelines with the class. (READING/WRITING)

ADVANCED / ADVANCED HIGH Recognizing Sequence Words and Phrases In addition to their timelines, have advanced students write in the word clues that indicate the passage of time. For example, students could include "For the next two hours," and "After forty minutes." (READING/WRITING)



Monitor Your Comprehension

70 “You’ve cut your hair?” asked Jim.
 “Don’t you like me just as well, anyhow? I’m me without my hair.”
 “You say your hair is gone?” he said. He seemed stunned.
 “It’s sold. It’s Christmas Eve. Be good to me, because I sold it for you. I love you dearly.”

Jim came out of his confusion.

“Don’t mind me, Dell,” he said. “You could cut or shave your hair any way you like and I wouldn’t love you less. But if you unwrap that package, you may see why I was so surprised.”

80 Della tore at the paper on the package. She screamed for joy and then began crying. Jim rose to comfort her.

For he had given her The Combs—the set of combs, side and back, that Della had **coveted** for a long, long time. They would have been perfect in her hair. She had wanted them without ever believing she’d own them. And now, they were hers, but the beautiful hair to wear them in was gone.

IN OTHER WORDS Della’s husband is shocked when he comes home and sees that Della has cut her hair. He then gives Della her Christmas gift, a set of combs for her hair. She had wanted the combs very much for a long time, but now she has no need for them.

She smiled at Jim. “My hair grows fast!”
 And then Della cried, “Oh, oh!”

90 Jim hadn’t seen his beautiful present yet. She held it out to him eagerly.

“Isn’t it a dandy, Jim? You’ll have to look at the time one hundred times a day now. Give me your watch. I want to see how the fob looks on it.”



LANGUAGE COACH

Contractions combine two words into one. The apostrophe (') signals that something has been left out when two words are combined. For example, *didn't* is *did not*; *isn't* is *is not*; *let's* is *let us*. Notice the contractions as you read the dialogue between Jim and Della in lines 67–75.

PREDICT

What do you think Jim has bought for Della? In the first box below, write down a clue from lines 70–79. Then write down your prediction.

Clue

Possible answer: Jim's comment that he was very surprised when he saw she had cut her hair.

My Prediction

Students may guess that Jim has bought something for Della's hair.

VOCABULARY

The word **covet** (KUHV it) is a verb that means to *wish for or desire something owned by someone else*.

LANGUAGE COACH

Remind students that people often use contractions in speech. Authors use them in dialogue to make the characters sound natural.

PREDICT

Tell students that O. Henry is known for the surprise endings in his stories. If students have difficulty predicting the gift, draw their attention to lines 34–36, where the narrator explains what Jim and Della are proud of.

IN OTHER WORDS

Read aloud the summary. Have students share their thoughts about how Jim and Della reacted when they gave and when they received their gifts.

Own the Word

covet: Ask students to name items that teenagers typically covet and then compare those things to items adults might typically covet.

ELL Differentiation

Targeted Fluency Passage

BEGINNING / INTERMEDIATE Choral Reading Have students choral read lines 82–86. Before they begin, remind them that Della had seen and wanted these combs for a long time. Read the lines aloud with expression as students follow along in their texts. Then have students read the text (lines 77–93) as a group. (LISTENING/SPEAKING/READING)

ADVANCED / ADVANCED HIGH Reading Dialogue Organize students into small groups and have them take turns reading the entire boxed text. Model reading for students, varying your voice to reflect Jim’s astonishment and calm recovery, Della’s disappointment and then her excitement as she gives Jim his gift. Encourage students to express this variety of feeling in their own voices. Ask the most expressive students to model their reading for the entire class. (SPEAKING/READING)

PAUSE & REFLECT

Discuss with students what it meant to Jim to give up a watch that had been handed down from grandfather to father to son. Also tell students that in the early 1900s, women did not change hairstyles as quickly as they do today. Draw students' attention to lines 56–57, when Della is afraid that she now looks "cheap and flashy." Use a Think Aloud strategy to discuss the love these two young people have for each other and the sacrifices they made.

IN OTHER WORDS

Read aloud the summary. Have students share their thoughts about Jim and Della and their gifts.



Monitor Your Comprehension

PAUSE & REFLECT

Reread lines 82–96. With a partner, discuss what is ironic about the end of the story.

Possible answer:

- Jim bought combs for Della's hair, only to discover that she no longer has her long hair.
- Della bought a watch for Jim, only to discover that he has sold his watch.

Jim didn't hand over the watch. "Dell," he said, "let's put away our Christmas presents. They're too nice to use right now. I sold the watch to get the money to buy your combs."

PAUSE & REFLECT

The Magi, as you know, were wise men. They brought gifts to the baby Jesus. They were the first people to give Christmas presents. They were wise, and probably so were their gifts. Here you have read the story of two foolish people in an apartment. They unwisely gave up the greatest treasures of their house for each other. But of all who give gifts, these two were the wisest. Everywhere they are the wisest. They are the Magi.

IN OTHER WORDS Della proudly gives Jim the watch chain she bought him. She asks Jim for the watch so she can see how it looks with the chain. But Jim explains that he sold the watch in order to buy the combs for Della's hair.

► Reread the last paragraph. Then, with a partner, discuss what the narrator thinks of Della's and Jim's actions.

Answers will vary. Students may perceive that while the narrator refers to the couple as "foolish" and unwise, the story's last lines reveal that the narrator considers them "the wisest."

ELL Differentiation

Comparison and Contrast

BEGINNING / INTERMEDIATE Recognizing Comparisons Read aloud the last paragraph of the story, lines 97–103. Have students underline the words *wise*, *foolish*, *unwisely*, and *wisest* as you read the text. Then have students work in pairs to write a brief explanation why the two foolish people are compared to the Magi, the wise men. (READING/WRITING)

ADVANCED / ADVANCED HIGH Understanding Verbal Irony Have students read the last paragraph silently, focusing on the wise men and on the gifts of the two "foolish people," Jim and Della. Organize students into small groups and have them contrast the title "The Gift of the Magi" to the gifts given in the story. Tell students to use the information from their group discussion to write a paragraph explaining why these gifts were both foolish and of great value. (SPEAKING/WRITING)

After Reading

Literary Analysis: Irony

"The Gift of the Magi" is famous for its **situational irony**. Fill in the Irony Map below to understand how the story's events create situational irony. The first row has been completed for you.

IRONY MAP	
Della	Jim
What Della sells: <i>her hair</i>	What Jim sells: <i>his watch</i>
What Della buys: <i>a watch fob</i>	What Jim buys: <i>combs for Della's hair</i>
What Della receives: <i>combs for her hair</i>	What Jim receives: <i>a watch fob</i>
Why the gift is useless: <i>The gift is useless because Della sold her hair to buy Jim's gift.</i>	Why the gift is useless: <i>The gift is useless because Jim sold his watch to buy Della's gift.</i>

With a partner, review your notes for "The Gift of the Magi." Then, review your completed Irony Map, above. On the lines below, write a brief explanation of what O. Henry's use of irony tells us about Della and Jim's relationship.

Possible answer: Della loves Jim so much that she is willing to sacrifice her most important asset to buy a gift for him. And Jim loves Della so much that he is willing to sacrifice his most important possession for her. Their sacrifices demonstrate how much Jim and Della care for each other. This is the most precious gift they could give one another.

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Practice and Apply

Literary Analysis: Irony

Remind students that irony is the difference between what we expect to happen and what actually does happen. Review the three kinds of irony in literature. Direct students to examples of the three kinds within the story:

- **Situational irony** is when something happens that is the opposite of what you expected (line 96).
- **Verbal irony** is when what is said is the opposite of what is meant (lines 99–100).
- **Dramatic irony** is when what a character knows is different from what the audience knows (lines 77–79).

Oral Assessment

To gauge students' comprehension as well as their speaking skills, conduct the following informal assessment. Walk around the class, spending a few minutes with each student and asking them the following questions.

1. How much money has Della saved for Jim's present? (*\$1.87*)
 2. How long is Della's hair before she gets it cut? (*below her knees*)
 3. What present does Della buy for Jim? (*watch fob*)
 4. What present does Jim buy for Della? (*hair combs*)
 5. Who were the Magi? (*wise men who brought gifts to the baby Jesus*)
- (SPEAKING)

For a rubric of proficiency level descriptors, see page T10.

After Reading

Reading Strategy: Predict

Explain to students that a good story keeps the reader wondering what will happen next. Certain clues in a story allow the reader to predict future events. Ask students if any of them successfully predicted the outcome of this story, and have them explain why or why not.

What are you willing to SACRIFICE?

Read aloud the big question. Then ask: “Of all the things you own, which could you live without?” Ask volunteers to answer the questions and peer model their reasoning by explaining why they chose the items they did.

Vocabulary Practice

Before students complete the activity, review with them the definitions of the Vocabulary words on page 45. Then clarify any unfamiliar words in the activity, such as *entryway* or *desire*.

Reading Strategy: Predict

Look back at the **predictions** you made as you read. Place a checkmark [✓] next to the predictions that proved true and place an **X** next to those that did not. Then, choose one prediction. In the chart below, fill in the clue, your prediction, and the outcome—what actually happened in the story.

Clue	<i>Possible answers: Della sells her hair to buy Jim a gift.</i>
My Prediction	<i>Della's gift will make Jim happy.</i>
Outcome	<i>Jim cannot use the watch fob Della bought him because he has sold his watch, but her love is a more important gift.</i>

What are you willing to SACRIFICE?

Of all the things you own, which could you live without?

Answers will vary. Students might list items as small as a ring or bracelet or book or as large and expensive as a computer.

Vocabulary Practice

Circle the word or phrase that is most different in meaning from the others.

1. (a) basement (b) vestibule (c) entryway
2. (a) throw away (b) ransack (c) go through
3. (a) desire (b) covet (c) dislike

Listening Assessment

To gauge how well students listen to and understand one another, have them complete the following conversation exercise. Divide students into pairs; each pair should first review the part of the story where the situational irony is revealed—the couple’s realization that the two presents are useless (lines 63-93). Then have student pairs discuss what might have happened if Della and Jim had not parted with their prized possessions in order to buy gifts for each other. How would that have affected the irony of the story?

After they have shared their ideas, ask a student from each pair to summarize the comments from his or her pair for the class. **(LISTENING/SPEAKING)**

For a rubric of proficiency level descriptors, see page T10.

Academic Vocabulary in Speaking

The word **element** (EL uh muhnt) means *a necessary or basic part of something*.

A short story has several **elements**, including plot and characters.

TURN AND TALK What **elements** in “The Gift of the Magi” help create the suspense, or excitement about what will happen? Think about what the narrator tells you and what the narrator leaves out. Be sure to use the word **element** in your conversation.

Assessment Practice

DIRECTIONS Use “The Gift of the Magi” to answer questions 1–6.

- Della buys a watch fob for Jim because—
 - he lost his watch
 - he treasures his watch
 - he doesn't know how to tell time
 - the fob is inexpensive
- When Jim sees Della's short hair, he realizes—
 - she has been to a beauty parlor
 - he likes her hair short
 - his gift for her will be useless
 - she couldn't always have long hair
- Which statement best describes the situational irony in the story?
 - The watch fob is as useless to Jim as the combs are to Della.
 - Jim and Della bought each other expensive gifts.
 - Della's combs were bought with the money she received for her hair.
 - Jim and Della are as wise as the Magi.
- O. Henry suggests that Della and Jim's “greatest treasure” is—
 - a watch fob and a comb
 - their foolishness
 - their sacrifices
 - their love for each other
- To create a surprise ending, O. Henry—
 - does not introduce Jim until the end of the story
 - withholds information about Jim's plan
 - explains right away what the characters know
 - does not reveal Della's motivation for cutting her hair
- What does the story reveal about Della and Jim?
 - They are greedy and selfish.
 - They put each other's happiness above their own.
 - They don't know each other as well as they thought.
 - They have fallen out of love.

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Academic Vocabulary in Speaking

Tell students that the Spanish word for *element* is *elemento*.

TURN AND TALK Monitor students' conversation by walking around the classroom and listening to them.

Assessment Practice

Model a thinking process for answering multiple-choice questions.

- B is correct.** *The story states several times that Jim treasures his watch.*
- C is correct.** *One of the story's ironic elements is that Jim's gift of hair combs will be useless since Della has cut her hair.*
- A is correct.** *Situational irony is when what happens is the opposite of what you expected.*
- D is correct.** *At the story's end, O. Henry indicates that the couple's love is a greater treasure than the watch or hair.*
- B is correct.** *By withholding information about Jim's plan, O. Henry surprises the reader.*
- B is correct.** *Della and Jim are willing to sacrifice in order to make each other happy.*

Written Assessment

To gauge students' comprehension and writing levels, ask them to write one or two paragraphs summarizing the discussion each student had with his or her partner about how the story's irony would be affected if the couple had not sacrificed their treasured possessions to purchase their gifts. Remind students to answer the following questions:

- What is irony?
- What is ironic about this story?
- If Jim and Della had not sold their prize possessions to purchase gifts for each other, do you think the story still would have had an ironic ending?

(WRITING)

For a rubric of proficiency level descriptors, see page T10.

Assess and Reteach

Assess

Diagnostic and Selection Tests, pp. 35–38

Interactive Selection Test on thinkcentral.com

Reteach

Level Up Online Tutorials on thinkcentral.com

Reteaching Worksheets on thinkcentral.com

- Literature Lessons 37–38: Situational Irony, Verbal Irony, Dramatic Irony
- Reading Lesson 1: Predicting

GRADE 10
Sample Selection

To Build a Fire
by Jack London

Focus and Motivate

Technology Tools

For discussion and skills support, see the **PowerNotes** presentation on thinkcentral.com.

Should you trust your INSTINCTS?

Before students complete the activity, read the question aloud. Make sure students understand that instinct does not require thought. It is a natural ability or response to a situation. Ask students to identify an instinct they have. **Example:** a bicyclist's instinct to swerve out of the way to avoid an oncoming car

Teach

Model the Skill: Setting and Conflict

Read aloud the examples of how setting can create conflict. Clarify for students any unfamiliar words. Then provide examples from your own experience of how setting can create conflict. **Examples:** your first day learning an unfamiliar job or driving a friend to the hospital during a heavy storm

Before Reading

To Build a Fire

Based on the short story by Jack London

Should you trust your INSTINCTS?

An instinct is something that animals know or know how to do that they don't have to learn. A bird building a nest is an example of instinct. Do people have instincts, as animals do? Are a person's instincts as strong as an animal's? The story "To Build a Fire" tries to answer questions like these.

TURN AND TALK With a partner, discuss other types of animal instinct. In the notepad in the margin, list three examples of animal instinct. How does each of the instincts you have listed help the animal? Discuss this question with your partner and include your ideas in the notepad.

Literary Analysis: Setting and Conflict

In some stories, the **setting**—the time and place in which the story takes place—can create conflict for the characters. **Conflict** is the problem or challenge that a character faces in the story. The chart below provides some examples of how different settings can create conflict.

Setting	Conflict
a small village in an area where a war is being fought	The people of the village can't get enough food or supplies because of the fighting nearby.
a ship in the middle of the ocean	The ship is caught in a terrible storm. The lives of everyone on the ship are in danger.
a crowded amusement park	A child gets separated from her parents and is lost for several hours.

In "To Build a Fire," the setting is the frozen Yukon wilderness, and the main character must battle the terrible cold to survive.

Examples of animal instinct

1. Bees making honey helps by giving bees food

2. Answers will vary.

3.

4.

Lesson at a Glance

- **Literary Analysis: Setting and Conflict**
Have students review the **Literary Analysis Workshop: Plot, Setting, and Mood** on pages 28–35 in Holt McDougal *Literature*.
- **Reading Strategy: Predict**
- **Vocabulary in Context:** *intangible, apprehension, imperative*
- **Grammar in Context:** regular and irregular verbs
- **Academic Vocabulary Focus:** *affect, communicate, definite*

Reading Strategy: Predict

When you **predict**, you use clues in the story to guess what will happen next. **Predicting** helps you get involved in the story and also gives you reasons to keep reading. To make good **predictions** about what will happen in “To Build a Fire,” use these ideas:

- Consider what you know about the main character. Think about how he or she might respond to what is happening in the story.
- Look for clues in the story that give you an idea of what might happen next.

As you read “To Build a Fire,” you will be asked to make predictions about the story and to show what clues or evidence in the story led you to those predictions.

Vocabulary in Context

TURN AND TALK With a partner, take turns reading aloud the Vocabulary words, definitions, and sample sentences below. Use the definitions, sentences, and visual vocabulary to learn the words.

Intangible (in TAN juh buhl) is an adjective that means *not able to be touched or felt*.

The dark, empty house created in me a vague and **intangible** fear when I walked in.



Apprehension (ap rih HEN shun) is a noun that means *fear or worry about the future*.

I felt **apprehension** about taking my science test because I had not studied.



Imperative (ihm PER uh tiv) is an adjective that means *necessary or not to be avoided*.

It is **imperative** that I get to school on time each day.



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Model the Skill: Predict

Make sure that all students understand the meaning of the word *predict*, “to foretell or state in advance.” Explain that predictions are based on things you already know as well as clues or evidence that you find.

Tell students that when reading a story, you like to think of yourself as a detective faced with solving a puzzle. In “To Build a Fire” the author gives certain facts, such as the setting of the story and the man’s purpose in traveling in the cold. The author also provides additional clues to future events, such as the warnings of the old-timer and descriptions of the extreme cold. The reader must look closely for these clues, which are not always easy to find.

Vocabulary in Context

Some students may struggle trying to understand the meaning of *intangible*. To help, contrast this word with *tangible*. Tangible things can be detected by our physical senses. *Tangible* comes from the Latin *tangere*, “to touch,” and means “touchable.” It refers to things that can be understood by touch.

Explain that *apprehension* is the same as fear. Ask a volunteer to describe a situation aloud in which he or she felt apprehension.

Explain that when an action is *imperative*, it is serious and must be done. Ask students to think of an imperative action, such as getting out of a house that is on fire, and to describe it aloud. Students should then use the word *imperative* in a sentence describing the action and explaining why it was imperative.

ELL Differentiation

English Language Learning Strategies

BEGINNING Scrambled Sentences Organize students into small groups. Each student should write three sentences on separate strips of paper describing activities from a typical Saturday (one sentence each for morning, afternoon, and evening activities or events). Students should read their sentences aloud to the group. The group should then identify the setting of each activity or event. Have the group select five of the sentences and discuss possible conflicts that could arise during those activities. **(LEARNING STRATEGIES/LISTENING/SPEAKING/WRITING)**

INTERMEDIATE / ADVANCED Story Map Organize students into small groups. Each group should identify a topic and plan a story. Students should begin by answering the questions *Who?*, *When?*, and *Where?* about their main character. They should then write a conflict for the character, plan at least two story events, and write a solution. Finally, have students share their work with their classmates. **(LEARNING STRATEGIES/LISTENING/WRITING)**

Vocabulary Practice: Own the Word

- **Intangible** things are not easily defined. Many ideas, beliefs, and feelings are intangible, such as the love of one's country.
- Explain that **apprehension** comes from the Latin *apprehendere*, which means "to seize." Pantomime for students the act of being suddenly seized by the shoulders. Ask them to compare this experience with that of being afraid. **Possible answer:** *being afraid is like being grabbed; fear makes you pull up your shoulders and makes it hard to relax.*
- The word **imperative** expresses a command. If a ship were sinking, the captain might make this command: "It is imperative that we get in the lifeboats!"

Grammar in Context

Remind students that the present tense refers to things that are happening now, and the past tense refers to things that have already happened. Read aloud the examples of regular verbs in the present and past tense. Then have students repeat the words after you. Reread aloud each regular verb in the present tense and ask a student to name the past tense without looking at the text. Perform the same exercise with the irregular verbs.

Grammar Practice

Point out that the present and past tense of each word appears in parentheses after the sample sentence. Tell students to write a new sentence using the verb shown in the sentence (e.g., *ran*). Afterward, students can write a second sentence using the other verb form in parentheses (e.g., *run*) and share them orally.

Vocabulary Practice

LIST IT Words that mean the same thing are called **synonyms**. With a partner, match each Vocabulary word in the first column with its synonym in the second column. List the synonym on the line next to the Vocabulary word. You may use a dictionary or thesaurus.

1. intangible _____ *vague* _____ anxiety
2. apprehension _____ *anxiety* _____ required
3. imperative _____ *required* _____ vague

Grammar in Context

In English, a **regular** verb forms its past tense by adding *-ed* to the base form.

Examples of Regular Verbs

use	used	join	joined	look	looked
-----	------	------	--------	------	--------

Many verbs are **irregular**. They do not follow the same pattern for forming the past tense. They are the most common verbs in the English language. The best way to learn irregular verbs is to memorize them.

Examples of Irregular Verbs

sleep	slept	spit	spat	break	broke
-------	-------	------	------	-------	-------

Grammar Practice

WRITE IT With a partner, practice writing sentences that use irregular verbs. Imitate the use of the irregular verbs in the following sentences.

1. The dog ran in front of the man. (run, ran)

Possible answer: The boy ran in front of us.

2. The man had never felt such a cold temperature. (feel, felt)

Possible answer: I had never felt the heat of a fire.

3. The man's fingers grew numb in the cold. (grow, grew)

Possible answer: My legs grew numb from the cold water in the pool.

4. The man knew that he had to make a fire. (know, knew)

Possible answer: Robert knew that he had to study for his test.

ELL Differentiation

Grammar in Context

BEGINNING Think-Pair-Share Organize students in pairs. Each student should write three or four new sentences using the verbs in the chart and read them aloud to a partner in the present tense. Example: "I *join* my friends for breakfast. I *look* out the window for the bus." The partner should repeat these sentences aloud, using the past tense. **(LISTENING/SPEAKING/WRITING)**

INTERMEDIATE / ADVANCED Paired Retelling Organize students in pairs. Using the verbs in the chart, each student should write a story in five or six sentences using the present tense. The partner should retell the story aloud using the past tense. Working together, each pair should write their sentences on the board, circling the irregular verbs. Class volunteers should review each sentence and suggest any corrections. **(LISTENING/SPEAKING/WRITING)**

Academic Vocabulary

The following Academic Vocabulary words will help you talk and write about the selection that follows.

Affect (uh FEKT) is a verb that means *to have an impact or effect on something*. The past tense is **affected**.

About You	About the Selection
Your preparation for class will affect how much you learn each day.	The extreme cold affected the man's ability to start a fire.

Communicate (kuh MYOO nih kayt) is a verb that means *to tell ideas or information to others*.

About You	About the Selection
You communicate with your teacher every day.	The dog tried to communicate his fear to the man.

Definite (DEF uh nit) is an adjective that means *clear and exact*.

About You	About the Selection
You have a definite plan for your social studies project.	The man did not have definite plans for his trip.

Academic Vocabulary in Action

Adding *-tion* to **communicate** and **definite** will change these words to nouns. A noun names a *person, place, thing, or idea*.

The man could not send **communication** to his friends that he needed help.

In the sentence above, **communication** means *a message that contains information*. It is a noun because it is a thing or object. A communication can take many forms, such as e-mail, text message, phone message, letter, or drawing.

I studied the **definition** of each vocabulary word.

In this sentence, **definition** means *the exact meaning of a word*. It is a noun because it is an idea. You find definitions of words in a dictionary.

TO BUILD A FIRE 61

Academic Vocabulary

1. Ask students to work in pairs to list at least four things that affect their day at school.
Possible answers: *bad weather, studying for a test, a new class schedule, how other people treat them*
2. Ask students to discuss the topics they communicate about with their friends.
Possible answers: *homework assignments, sports, fashions, music*
3. Have students describe three situations they know are definite.
Possible answers: *The school year will end on a certain date. A test will be given at a certain time. They must do certain chores at home.*

Throughout the lesson, use the Academic Vocabulary words in your teaching as appropriate.

Academic Vocabulary in Action

Explain to students that adding *-tion* to the words will change the way the words are pronounced. Write the suffix on the board, read it aloud, and ask students to repeat it. Then read aloud each base word followed by each new word with the added suffix: *communicate* (kuh MYOO nuh kayt), *communication* (kuh MYOO nuh KAY shuhn); *definite* (DEHF uh niht), *definition* (dehf uh NIHSH uhn). Raise your thumb when you say the stressed syllables. Point out that when adding *-tion* to each word, students must drop the *e* in the base word to add the ending.

ELL Differentiation

English Language Learning Strategies

BEGINNING Cognate Wall Ask students to start a cognate wall that they may add to later while reading other selections. Students should write the English word on one color of paper and the Spanish word on a different color of paper. They should then post the words on the wall side by side. Students can begin with the words *communication* (*comunicación*) and *definition* (*definición*). (LEARNING STRATEGIES/LISTENING/WRITING)

BEGINNING/INTERMEDIATE Mix and Match Vocabulary Write the three Vocabulary and three Academic Vocabulary words on index cards. Write their definitions on separate index cards. Give the cards to a group of students. Ask students to work together to find the definition or word that matches their card. Each pair that forms a match should read the word and definition to the class. (LEARNING STRATEGIES/LISTENING/SPEAKING)

Practice and Apply

Technology Tools

Go to thinkcentral.com to preview the **Power Notes Video Trailer** introducing the selection.

For an audio recording of the selection, use the **Adapted Interactive Reader Audio Tutor CD**.

SET A PURPOSE FOR READING

Read aloud the Set a Purpose for Reading note on page 62. Ask students if they have ever taken a camping, hiking, or rafting trip or other outdoor vacation. Ask them to recall what they liked and what they might have feared about their experience in the wilderness.

BACKGROUND

Read aloud the Background note on page 62. Explain to students that the story is set during the Klondike Gold Rush, which began in 1897. Thousands of people were drawn to the rugged Yukon by the promise of making money mining for gold. The setting for the story is a remote wilderness in which a traveler cannot expect help during an emergency.

Own the Word

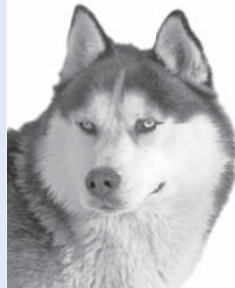
intangible (Spanish *intangible*): Tell students that a sense of fear or dread is intangible. Ask them what sort of mood is created by the phrase *intangible gloom*.

Monitor Your Comprehension

SET A PURPOSE FOR READING

Read this story to find out what happens when a man sets out on a long hike in dangerously cold weather.

TO BUILD A FIRE



Based on the short story by **JACK LONDON**

BACKGROUND This story takes place around the year 1900 in the Yukon, a part of Canada that borders Alaska. Winter temperatures in the Yukon can drop far below freezing, making travel both difficult and dangerous—especially for someone traveling on foot.

VOCABULARY

The word **intangible** (in TAN juh buhl) is an adjective that means *not able to be touched or felt*.

Day had broken gray and very cold when the man turned off the Yukon trail onto a little-traveled trail. He climbed the high earth bank, and at the top he stopped to catch his breath and look at his watch. It was nine in the morning on a clear day. Yet there seemed an **intangible** gloom that made the day dark; he could not see the sun. He had not seen the sun in several days.

The man looked back the way he had come. The Yukon River lay a mile wide and hidden under **three feet of ice**. On top of this ice were **as many feet of snow**. North and south, as far as his eye could see, was unbroken white, except for a dark line that was the trail.

The absence of the sun, the **terrible cold**, the strangeness of it all had no effect on the man. He was a **newcomer** to this land, and this was his first winter. The trouble with him was that he lacked imagination. He noticed things but **did not understand** why they were important. He knew that 50 degrees below zero

62 ELL ADAPTED INTERACTIVE READER

ELL Differentiation

Summarizing

BEGINNING / INTERMEDIATE Visualizing Read aloud the first two paragraphs, lines 1–11. As you read, have students circle the adjectives and phrases that help the reader visualize the scene such as *gray, gloom, dark, could not see the sun, unbroken white, dark line*. Then have students work in small groups to create a mural or picture that shows the scene the author has created. Post the pictures in the room, and have students refer to them as they read the story. **(READING)**

ADVANCED Writing a Summary Have students work individually to reread the first two paragraphs. Then have them write a one-paragraph summary of the setting. Tell them to use their own words, formal English, and correct grammar and writing conventions. Have students share their paragraphs in small groups. Have a volunteer from each group read one of the summaries aloud to the class. **(LISTENING/SPEAKING/READING)**



Monitor Your Comprehension

A PREDICT

Based on lines 1–20, make a prediction or logical guess about what might happen to the man in the story.

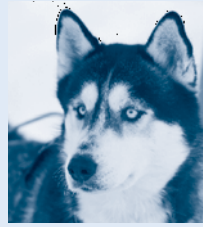
My Prediction

Possible answer: He will freeze to

death because he doesn't know

how to survive cold.

Circle evidence—words or phrases in lines 1–20—that led you to your prediction.



VISUAL VOCABULARY

A husky (HUHS kee) is a strong, graceful dog with a thick coat, native to cold parts of the world.

VOCABULARY

The word apprehension (ap rih HEN shuhn) is a noun that means fear or worry about the future.

B SETTING AND CONFLICT

In lines 21–38, underline some words and phrases that give details about the setting. How might this setting create conflict for the man?

Possible answer: The man must

survive colder weather than he has

ever experienced.

TO BUILD A FIRE 63

was very cold, but that fact did not lead him to think about man's frailty¹ or his place in the universe. In such weather a man must dress warmly, but that there should be more to it than that
20 did not enter his head. **A**

As he turned to go on, he spat and was startled to hear a sharp, explosive crackle. He spat again, and the spittle crackled in the air. Clearly, it was colder than 50 below, but that did not matter. He was headed to a camp where he knew his friends were waiting. He would be there by six, a bit after dark, but they would have a fire going and supper would be ready. Under his shirt he had biscuits and bacon for his lunch.

The trail he followed was faint because a foot of snow had fallen since the last sled had passed over the trail. A dog, a
30 big native husky, trotted at the man's side. Although it knew nothing about temperatures, its instinct² told the dog how cold it really was—not 50, or even 60 below zero, but 75. The dog felt sadness and a sense of apprehension. It wanted the man to stop and make camp or build a fire.

IN OTHER WORDS A man and his dog are walking many miles through the Yukon in extremely cold temperatures. The man is new to the Yukon and has never been through its harsh winter. His dog better understands the danger of the cold weather.

Frozen moisture from their breathing settled on the man's beard and on the fur around the dog's mouth and nose. Once in a while the man thought about how very cold it was. He had never experienced such cold. **B**

The man kept going through several miles of woods. He
40 crossed a wide flat area and dropped down to a small stream, Henderson Creek. He saw by his watch that it was ten o'clock, and he knew that he was ten miles from the forks.³ He was making four miles an hour, and he figured that he would arrive at the forks at half-past noon.

1. **frailty** (FRAYL tee): weakness.
2. **instinct** (IN stingkt): a behavior that is known without having to be learned.
3. **forks**: the place where a road, path, or river divides or branches.

A PREDICT

Ask students to read aloud the words and phrases they circled on lines 1–20 that helped them predict what might happen to the man. Have them explain in a sentence what these words tell them about the situation.

Possible answers: Clues—*three feet of ice, many feet of snow, terrible cold:* “The weather is dangerous.” Clues—*Newcomer, did not understand:* “The man is not aware of the danger.”

VISUAL VOCABULARY

Ask if any students own or have seen a husky. Explain how this large, muscular dog with thick fur has been bred to tolerate the cold temperatures of the far north. Explain that these strong dogs are particularly well suited to pulling dog sleds, which was their main job in the gold fields.

IN OTHER WORDS

Read aloud the summary and clarify unfamiliar words or phrases, such as *extremely* or *harsh*. Ask: “Why does the dog have a better understanding of the cold weather than the man?” **Possible answer:** *The dog has stronger natural instincts than the man.*

Own the Word

apprehension (Spanish *aprehensión*): Students may have felt apprehension before an important test.

B SETTING AND CONFLICT

Explain to students that the frozen moisture around the mouth and nose of the man and dog show the extreme cold. This reinforces the sense of apprehension.

ELL Differentiation

English Language Learning Strategies

BEGINNING / INTERMEDIATE Using New Vocabulary Read aloud the first full paragraph on this page (lines 21–27). Ask students to name any words that are new to them and write the words on the board. With the class, pronounce and write definitions for each word on the list. Have students copy the sentences from the text that have these words. Then have them create their own original sentences using the words correctly. Organize students into small groups to share, compare, and if needed, correct their new sentences. (LEARNING STRATEGIES/LISTENING/SPEAKING)

ADVANCED / ADVANCED HIGH Cooperative Monitoring Have students read the text on this page. As they do so, have them write at least one question that they have about the material. Questions could be about vocabulary, sequence of events, or general comprehension. Organize the class into pairs or small groups, and have students share their questions. Partners or group members should refer to the text or dictionaries and try to answer each question. (LEARNING STRATEGIES/READING)



Monitor Your Comprehension

C LANGUAGE COACH

Ask students to think of another situation they have observed or experienced that was a close call. Ask for volunteers to describe this situation aloud using *close call* in a sentence. **Possible answer:** *I had a close call when I tripped and almost fell from a balcony.*

D SETTING AND CONFLICT

Ask students: “When the man pushes the dog ahead of him onto the thin ice, how do you feel about the man?” **Possible answer:** *He may not wish the dog harm, but he has no real concern for the dog. Because of this, I do not like him.*

PAUSE & REFLECT

Review the situation up to this point in the story: The man is traveling by foot through the wilderness with his dog. The temperatures are very cold and could threaten the man’s life. The situation is worse now that the man has discovered hidden springs on the trail he is traveling.

IN OTHER WORDS

Read aloud the summary. After students answer the question, ask them what they think will happen to the man if he keeps on his present course. **Possible answer:** *At some point, he will fall through the ice like the dog.*

C LANGUAGE COACH

An expression like *close call* is an idiom. The words together have a special meaning that you don’t get from looking at each word by itself. A *close call* is a narrow escape from danger.

D SETTING AND CONFLICT

Reread lines 48–61. What new information about the danger of this story’s setting does this event add?

Possible answer: *The man will have to worry about underground springs.*

PAUSE & REFLECT

With a partner, discuss how well the man is dealing with the cold at this point in the story.

Answers will vary. *Students may say that the man is not dealing very well with the cold. He is starting to make mistakes, such as forgetting to build a fire.*

He kept rubbing his cheeks and his nose with his mittens, and as soon as he stopped rubbing, they were numb⁴ again. He knew frosted cheeks were a bit painful but never serious.

The man was still very observant.⁵ He knew that in some places springs bubbled up from the ground and, under the snow, there would be icy water where a man could sink up to his waist. He came across several such traps, which had a sunken appearance. Once he had a very close call. Suspecting danger, he ordered the dog to go in front, but the dog did not want to go. It hung back until the man shoved it forward, and then it went quickly across the unbroken, white surface. Suddenly it broke through, struggled to one side, and escaped to firmer footing on solid ice. It had wet its forefeet and legs, and almost immediately the water that clung to the dog turned to ice. Acting on instinct, the dog bit the ice away from between his toes. The man took off a mitten and helped the dog free his paws of the ice. In less than a minute, the man’s exposed fingers grew numb.

At half past twelve the man arrived at the forks in the creek. He took his lunch from under his shirt and sat on a log to eat. Instantly he felt the numbness creeping into his hands and feet. He had forgotten to build a fire. A bit frightened, he stood and stamped his feet until the feeling returned. It certainly was cold, he thought.

To warm himself, he walked back and forth, stamping his feet and swinging his arms. Then he got out his matches and started to make a fire, finding twigs and firewood, and soon he had a roaring blaze. He ate his biscuits, and for the moment he had won the battle and outwitted the cold. The dog stretched out in front of the fire, close enough to enjoy the warmth but far enough away not to burn his fur.

IN OTHER WORDS The man keeps walking, surprised by how cold it is. Watching for dangers, he pushes the dog ahead of him, and the dog steps through the ice of a frozen spring. The man helps the dog and then stops for lunch and builds a fire.

► Reread lines 48–58. With a partner, discuss what the man thought might happen when he sent the dog ahead of him.

The man was afraid he would break through the ice.

- 4. **numb** (nuhm): without any physical feeling.
- 5. **observant** (uhb ZUHR vuhnt): having the habit of noticing things.

ELL Differentiation

Pronunciation

BEGINNING Silent Letters Draw students’ attention to the words *numb* in line 46 and *numbness* in line 64. Tell students that the last consonant, *b*, is not pronounced. Write these words on the board and have students practice saying them: *numb, numbness, thumb, dumb, bomb*. Contrast the pronunciation of these words with the words *hung, clung, and among*. (LISTENING/SPEAKING)

INTERMEDIATE / ADVANCED Identifying Long and Short Vowels Write these words on the board in random order and have students copy them: *at, cat, ate, fat, fate, came, met, mete, bit, bite, sit, site, fir, fire, nostril, nose, broke, toe, log*. Have students make a two-column chart, listing the words that have long vowels in one column and words that have short vowels in the other. When students have finished their charts, point out the difference the final *e* makes, changing the initial vowel from short to long. Have students add words to their charts as they read the story and practice pronouncing them. (SPEAKING)



Monitor Your Comprehension

E PREDICT

What will the man do after falling through the ice? Make a prediction, and then explain what clues in the story provide evidence for this prediction.

My Prediction

Possible answer: His wet legs

and feet will quickly be covered

with ice, and he will have to

build a fire to get dry.

Evidence

When the dog got wet the same

way, "almost immediately the

water that clung to the dog

turned to ice."

VOCABULARY

The word *imperative* (im PER uh tiv) is an adjective that means necessary or not to be avoided.

F SETTING AND CONFLICT

Reread lines 84–105. Write down two ways the extreme cold is now causing greater problems for the man.

Possible answer: The extreme cold

is making his feet and hands numb,

which in turn is making it hard

for him to use them. The cold will

probably freeze some of his toes off.

After eating, the man started walking again up the trail. The dog wanted desperately to go back to the fire. It knew about cold in a way the man did not, and understood that it was not good to walk in such fearful cold. It was best to lie snug in a hole in the snow. But the man whistled, and the dog got behind him, right at his heels, and followed after.

80 And then it happened. Suddenly the man crashed through a crust of snow into icy water halfway to his knees. **E** He cursed his bad luck, for he would have to stop again. It was **imperative** that he build a fire to dry his feet and his shoes and socks.

He found dry twigs and sticks and some dry grass, and he worked slowly and carefully. Little by little the fire grew as he put larger pieces of wood onto it. He knew there must be no failure. When it is 75 below zero, a man must not fail in his first attempt to build a fire, especially when his feet are wet. The old-timer on Sulfur Creek, who had experienced many Yukon winters, had

90 warned him. Now he appreciated the advice and was glad that he had listened. His hands were numb, and his face and his feet were numb also. Now that he was not walking, he felt cold all over.

But he was safe, for the fire was a success. Remembering the old-timer's advice, never to travel alone on a day this cold, he smiled. Well, here he was; he had had the accident; he was alone; and he had saved himself. Any man who was a man could travel alone. As long as he kept his head and didn't panic, he would be all right. The fire snapped and crackled, but before he could take off his shoes to dry them, it happened. He had built his roaring fire under a tree

100 and now, from the branches above, an avalanche⁶ of heavy snow fell. The fire was no more. The man was shocked. He feared he had just heard his own death sentence. For a moment he stared at the spot where the fire had been, and then he grew very calm. He would make a new fire, but he realized that even if he succeeded, some of his toes would probably fall off as a result of being frozen. **F**

IN OTHER WORDS The man steps through thin ice into cold water. He builds another fire and is pleased that he has been able to save himself. Snow falls from an overhead branch and puts out the fire. The man knows that he must build another fire as quickly as possible.

6. **avalanche** (AV uh lanch): a moving mass of snow; a sudden great rush.

E PREDICT

To help them understand the man's attitude, ask students: "Did the man learn anything when the dog broke through the ice? Did he become more aware of the danger?"

Possible answer: No, the man left the fire he made at lunch and continued along the same trail.

Own the Word

imperative (Spanish *imperativo*):

Tell students that it is imperative that young children be kept from playing near busy streets.

F SETTING AND CONFLICT

Ask students: "After the fire goes out and the man grows calm, what does he think is the worst that will happen?"

Possible answer: He thinks that he may get frostbite and lose some of his toes to the cold.

IN OTHER WORDS

Read aloud the summary. Ask a volunteer to answer this question aloud: "After the man becomes wet and starts a fire, what does he think of the old-timer's advice?" **Possible answer:** The man thinks that he has proved the old-timer wrong.

ELL Differentiation

Targeted Fluency Passage

BEGINNING Read Aloud Ask for student volunteers to read aloud the targeted passage to the class (lines 93–105). As the passage is being read aloud, tell students to follow along in their books and circle any unfamiliar words or phrases. When the reading is done, students should take turns reading their circled words and phrases aloud to the class. Call on volunteers to explain the unfamiliar words to the class. **(SPEAKING/READING)**

INTERMEDIATE / ADVANCED Questions and Answers Organize the class into small groups. A member of each group should read aloud the targeted passage (lines 93–105) to the group. The group should then work together to write four or five questions and answers based on the passage. Groups should take turns reading their questions aloud. Another group should volunteer the answers. **(SPEAKING/READING/ WRITING)**



Monitor Your Comprehension

G PREDICT

Ask students to reread some of their circled words and phrases. They should use them to form new sentences to describe aloud why the man may have trouble building a fire. **Possible answers:** *His fingers were numb so he could not grip the dry twigs. He could not grip the matches.*

SIGHT WORDS Direct students' attention to some of the high-frequency sight words on pages 66–67: say: *he, him, with, long*. Ask students to repeat these words aloud and then take turns using them in a sentence.

G PREDICT

Will the man be able to build a new fire? Write your prediction below.

My Prediction

Possible answer: *The man will not*

be able to build a new fire.

Circle words or phrases in lines 106–121 that led you to your prediction.

He gathered more dry grass and twigs, but his fingers could not grip them, and he had to grab whole handfuls. He grabbed some rotten twigs and green moss along with the dry twigs. All the while the dog watched hopefully, yearning for a new fire.

110 When the twigs and grass were ready, the man reached into his pocket, but now his fingers were completely numb. He fought back panic as he beat his hands on his body to try to get back some feeling. He got his matches from his pocket, but he dropped them all in the snow. He tried to pick them up, but he couldn't. He scooped some matches, along with a large amount of snow, into his lap. He could not pick them up with his useless hands, but he managed to take one match between his teeth. After trying twenty times to strike it against his pant leg, he succeeded, but the match fell into the snow and went out.

120 In a moment of despair, he knew that the old-timer was right; after fifty below a man should travel with a partner.

He took a whole bunch of matches between the heels of both hands and managed to light them all at once, seventy wooden matches all at once! He held the blaze to a piece of birch bark, but he could smell the flesh of his hands burning. In spite of the pain he did not drop the matches. He was shivering now as he awkwardly put pieces of twig onto the flames. A piece of green moss fell on the feeble⁷ fire, and when he clumsily tried to poke it away, the flames died.

130 He looked over at the dog, sitting across the ruins of the fire from him, and a wild idea came into his head. He remembered the tale of the man, caught in a blizzard, who killed a steer and crawled inside the carcass⁸ to stay warm. He would kill the dog and bury his hands in the warm body. Then he could build another fire. He spoke to the dog, calling it towards him, but something in his voice frightened the animal and it stayed where it was.

Struggling to stay calm, he got up onto his feet and looked down to be sure he was standing, for he could not feel his feet.

140 He lunged⁹ for the dog and caught hold of it. He wanted to kill

7. **feeble** (FEE buhl): weak.

8. **carcass** (KAHR kuhz): dead body.

9. **lunged** (luhnjd): moved forward suddenly.

ELL Differentiation

Comprehension Support

BEGINNING Retell the Scene Working in pairs, students should take turns reading aloud to each other lines 110–144. Then ask them to close their text and retell their own version of the scene to their partner. (SPEAKING/READING)

INTERMEDIATE Role Play the Scene Ask student volunteers to read aloud lines 110–144 while other volunteers act out the scene. One student should play the role of the man and another student should play the role of the dog. Put a student in charge of props. (Toothpicks could be used as a substitute for matches; paper for birch bark.) (SPEAKING/READING/WRITING)



Monitor Your Comprehension

the animal, but his numb hands could not strangle it, nor could he pull out his knife. He let it go, and it ran off snarling with its tail between its legs, to watch him from forty feet away. The man beat his hands against his body but had no feeling in them.

IN OTHER WORDS The man has trouble building and lighting a fire because his hands are numb. When he does get a fire going, he accidentally puts it out. He tries to catch and kill the dog in order to warm his hands, but the dog escapes.

► Reread lines 122–129. What kinds of trouble does the man have as he tries to build the fire? Underline words in the text that point to the answer.

He quickly realized that this was no longer a matter of freezing his fingers and toes, but about life and death, with only a small chance that he would live. He panicked¹⁰ and began to run up the trail, but he soon grew weak and stumbled. He tried to get up, but he failed. He decided to sit and rest before he tried to walk some more. As he sat and got his breath back, he noticed that he had stopped shivering. He now felt warm and comfortable. Before long, however, he thought of freezing totally, and so he got up to run again, with the dog at his heels. It angered him that the dog seemed so warm and safe in this frozen world.

He was losing this battle with the frost. It was creeping into his body from all sides. He ran another hundred feet and then fell face down in the snow. It was his last panic. He finally sat up and now thought only of meeting death calmly and with dignity. He felt drowsy and sleep seemed a good idea; he could die in his sleep. Freezing was not as bad as people thought. There were much worse ways to die.

He pictured his friends finding his body the next day. It certainly was cold, he thought. When he got back to the States, he could tell the folks what real cold was. He thought of the old man at Sulfur Creek and said, “You were right, old-timer.”

Then the man drifted off into the most comfortable and satisfying sleep he had ever known. The dog sat facing him and

⊕ SETTING AND CONFLICT

Reread lines 145–162. Bracket [] words, phrases, or sentences that support the idea that the man’s battle against the cold has become a fight for his life.

10. **panicked** (PAN ikt): was filled with overpowering fear.

IN OTHER WORDS

Read aloud the summary. Clarify that the dog is able to escape from the man because the man has no feeling in his hands. He is unable to strangle the dog or kill it with his knife.

⊕ SETTING AND CONFLICT

Point out to students that lines 145–162 show the stages in which the man comes to accept his coming death. Ask a student to act out *shivering* to emphasize the scene (line 151).

ELL Differentiation

English Language Learning Strategies

BEGINNING / INTERMEDIATE Cooperative Learning Working in pairs, students should review the old-timer’s advice (see lines 88–90, 93–94, and 120–121) and then paraphrase it in their own words, writing in complete sentences. (LEARNING STRATEGIES/SPEAKING/READING/WRITING)

ADVANCED / ADVANCED HIGH Guided Thinking and Writing Explain that the main character’s attitude toward the old-timer changes throughout the story. Organize students into groups. They should find the locations in the story that mention the old-timer. (The old-timer is mentioned on lines 88–90, 93–94, 120–121, and 166.) Each group should write two to three paragraphs describing how the man’s attitude toward the old-timer changes in the story. They should make sure to explain the advice that the old-timer provided. (LEARNING STRATEGIES/SPEAKING/READING/WRITING)

1 PREDICT

If students have trouble predicting what will happen to the dog, tell them to read the last paragraph closely for phrases or sentences that provide clues. The last sentence of the story is the best clue.

IN OTHER WORDS

Read aloud the summary. Clarify the scene for the students. Ask them to describe how the man's thoughts change from the point where he realizes he probably will die (line 145) to the end of the story. **Possible answer:** *He panics, runs, falls, and then runs and falls again. Then he begins to accept that he will die.*

Ask students what the man thinks about during his last moments. **Possible answer:** *Death by freezing is not a bad death; he will tell people back in the States about the cold; the old-timer gave him good advice.*

PAUSE & REFLECT

If students have difficulty coming up with reasons for the man's death, point out some of the key sentences throughout the story that provide clues. **Examples:** Lines 15–16: *He noticed things but did not understand why they were important.* Lines 23–24: *Clearly, it was colder than 50 below, but that did not matter.* Line 96: *Any man who was a man could travel alone.*



Monitor Your Comprehension

1 PREDICT

Reread lines 170–177. What do you think will happen to the dog? Write your prediction and the evidence for your prediction.

My Prediction

Possible answer: It will find the camp with its food and fire and survive.

Evidence

Possible answer: The narrator says that the dog "trotted up the trail in the direction of the camp it knew . . ." In other words, the dog still has enough energy to trot, and it knows where to go to be safe.

PAUSE & REFLECT

With a partner, discuss the reasons for the man's death. How did the man's behavior help bring about his death?

Possible answer: He did not listen to the old-timer's advice and travel with a human companion. He did not fully realize the dangers of the cold, and so he did not respond to its effects seriously or properly.

waiting. The brief day drew to a close in a long, slow twilight. 170 The dog whined, but the man remained silent. Later, the dog whined loudly. Still later, it crept close to the man and caught the smell of death. This made the animal bristle, with the hairs of its fur standing straight up, and then back away. It waited a little longer under a cold dark sky full of bright stars. Then it turned and trotted up the trail in the direction of the camp it knew, where it would find the other food providers¹¹ and fire providers. 1

IN OTHER WORDS The man realizes that he is going to die and panics. He then accepts his oncoming death and thinks about the Yukon old-timer whose advice he had ignored. After the man dies, the dog waits for a while and then leaves in search of other men who can provide food and warmth. **PAUSE & REFLECT**

11. **providers** (pruh VY duhrz): people who give something.

ELL Differentiation

Understanding Sequence

BEGINNING Sequence Map Ask pairs of students to create a numbered list of important events in the story in the sequence in which the events occurred. Ask them to number each event in the list. Each item should have at least one complete sentence. Students should help each other construct the sentences. **(SPEAKING/READING/WRITING)**

INTERMEDIATE Sequence Chart Organize the class into groups. Have each group create a sequence chart summarizing the main events in the story. Tell students they can add as many boxes to their chart as necessary. Each box should contain one or two complete sentences. **(SPEAKING/READING/WRITING)**

Event:

Event:

Event:

After Reading

Literary Analysis: Setting and Conflict

Analyze how the setting in “To Build a Fire” creates a deadly conflict for the main character. In the middle column of the chart, write evidence from the story that gives information about the setting. In the right column, tell how each detail of the setting creates a problem for the man. The first row has been completed for you.

Details of the Setting	Evidence from the Story	Problem for the Main Character
distance from other people	<p>“It was nine in the morning on a clear day.”</p> <p>“He would be there by six.” (lines 4 and 25)</p> <p>“He was ten miles from the forks.” (line 42)</p>	<p>The man is far from any other people.</p> <p>There is no help for him if he gets hurt or has a problem.</p>
hidden springs	<p>“He knew that in some places springs bubbled up from the ground and, under the snow, there would be icy water where a man could sink up to his waist.” (lines 48–51)</p>	<p>The man is likely to step into one of those icy springs. If he does, the water will freeze on him almost instantly, severely hampering his ability to move, gather wood, and build a fire.</p>
extreme cold	<p>“His hands were numb, and his face and his feet were numb also . . . he felt cold all over.” (lines 91–92)</p>	<p>Extreme cold is hampering his ability to move, function, and stay awake. If he cannot get to the camp, gather more fuel and build a fire, or stay awake, he will die from exposure to the cold.</p>

With a partner, review your charts and then write a brief explanation of how the setting of “To Build a Fire” creates conflict for the man and brings about his death.

Answers should be well-supported with evidence from the text and demonstrate that the student understands how the setting’s isolation and new snow make reaching camp or getting rescued unlikely, and how its extreme cold and hidden springs injure the man, making it impossible for him to combat the cold well enough to stay alive.

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Practice and Apply

Literary Analysis: Setting and Conflict

Remind students that the setting (the time and place in which the story occurs) can create conflict for the characters. Conflict is the problem or challenge faced by the characters.

Ask students what they would have worn and packed if they had traveled in the Yukon in winter along with the main character. If they include cell phones, global positioning systems, insulated clothing, and the like in their answer, remind them that the story takes place around 1900. Ask: “Without these modern things, what do you think it would be like to be by yourself in the wilderness if you had an emergency?”

Possible answer: The lack of sophisticated technological devices and insulated clothing would make it much harder to survive.

Oral Assessment

To gauge students’ comprehension as well as their speaking skills, conduct an informal assessment. Call on volunteers to answer the following questions. Then ask other students to evaluate the answers and provide text evidence. Involve as many students as possible in the discussion.

1. Where does the story take place? (*in the Yukon*)
2. What do the dog’s instincts tell him about the cold? (*that it is actually much colder than the man thinks it is*)
3. What does the man fear he will fall into? (*underground springs*)
4. What does the man want to do to the dog? (*kill him and bury his hands in the warm body*)
5. What happens to the man at the end of the story? (*He goes to sleep and dies.*)

(SPEAKING)

For a rubric of proficiency level descriptors, see page T10.

Reading Strategy: Predict

Ask students if their predictions throughout the story matched the actual outcomes. If students have trouble, remind them that to make predictions, they should look for details in the text that provide hints or clues about what might happen. For example, direct students' attention to the description of the underground springs, which are described as "traps" (line 51). Discuss what this detail might lead readers to predict.

Should you trust your INSTINCTS?

Read aloud the big question and ask students to answer it. Then ask: "Have you ever found yourself unprepared for a situation? How did you deal with it? Did you rely on any instincts? Explain." *Possible answer: When I was out walking at night, I found myself on a dark and scary street. Before I could think about it, I quickly ran to the next block. It was well lighted, and many other people were out walking.*

Vocabulary Practice

Before students complete the activity, review with them the definitions of the Vocabulary words on page 59. Then clarify any unfamiliar words in the activity, such as *objects*.

Reading Strategy: Predict

Look back at the predictions you made as you read and jot them down in the first column of the chart below. In the center column, tell why you made each prediction. Finally, write down the outcome—what actually happened in each case.

My Prediction	Evidence for the Prediction	Outcome
1. <i>Answers should expand on students' responses in the selection margins.</i>		
2.		
3.		
4.		

Should you trust your INSTINCTS?

The dog in the story had the instinct to survive in the cold weather. What instincts do humans have? With a partner, discuss and give an example of a human instinct and a situation in which a human should trust that instinct.

Possible answer: Humans have an instinctive fear of dark, isolated places, where dangerous people and animals can lurk. People should respect their fear of dark, isolated places and not walk alone down dark or deserted alleys.

Vocabulary Practice

Circle **TRUE** or **FALSE** for each sentence below.

- 1. **TRUE** **FALSE** Objects such as firewood and a match are **intangible**.
- 2. **TRUE** **FALSE** A student with an important test coming up may feel **apprehension**.
- 3. **TRUE** **FALSE** Finding a safe place during a lightning storm is **imperative**.

Listening Assessment

To gauge how well students listen and communicate, have them complete the following exercise. Organize the class into pairs. Have the partners take turns reading to each other the alternating sentences in this summary: "Set in the Yukon, 'To Build a Fire' tells the story of a man and a dog who set out for a mining camp in very cold weather. After the man gets wet, he builds a fire. But the fire goes out. The man's hands become so cold that he cannot rebuild the fire. The man freezes to death. The dog lives." Then have student pairs discuss between themselves what leads the man to die and the dog to survive. **(LISTENING/SPEAKING/READING)**

For a rubric of proficiency level descriptors, see page T10.

Academic Vocabulary in Speaking

The word **affect** (uh FEKT) means *to act on or to cause a change*.

The sudden rainstorm did not **affect** the results of the race; the runner who had been in the lead before the storm went on to finish first.

TURN AND TALK Why did the extreme cold **affect** the man and the dog in “To Build a Fire” differently? Give specific reasons as you discuss this question with a partner, and be sure to use the word **affect** in your conversation.

Encourage students to use the Academic Vocabulary word in their discussions.

Assessment Practice

DIRECTIONS Use “To Build a Fire” to answer questions 1–6.

- Why is the man out walking in such cold weather?
 - He has been sent to get medicine.
 - He is looking for people lost in the snow.
 - He has been caught in a snowstorm.
 - He is traveling to another camp.
- Why does the man ignore the advice of the Yukon old-timer?
 - He received better advice from someone else.
 - He thinks that he knows better.
 - He didn't hear the advice.
 - He trusts the dog to help if he has trouble.
- What causes the most trouble for the man as he travels in the Yukon?
 - Not having enough wood to make a fire
 - The distance he has to travel
 - Not having enough food
 - The extreme cold temperatures
- Stepping through the ice into the cold water is dangerous for the man because—
 - he doesn't know how to swim
 - he will lose his food and matches when he steps into the water
 - his feet will freeze if he doesn't warm them immediately
 - he doesn't have time to stop and make a fire
- Which statement best describes how the story's setting is connected to its conflict?
 - The setting of the story does not affect its conflict.
 - The setting of the story is not as important to the conflict as the character of the old-timer.
 - The setting affects the conflict, but the man is able to overcome those problems.
 - The setting is the source of the conflict in the story.
- At the end of the story, it is reasonable to predict that the dog will survive because—
 - he is suited for survival in extreme cold weather
 - he knows how to hunt for his food
 - another man will soon come along to save him
 - dogs cannot freeze to death

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Academic Vocabulary in Speaking

Tell students that the Spanish word for *affect* is *afectar*.

TURN AND TALK Monitor students' conversation by walking around the classroom. Make sure students are not confusing the verb *affect* with the noun *effect* (Spanish *efecto*), meaning “result.”

Assessment Practice

Model a thinking process for answering multiple-choice questions.

- D is correct.** *The man is heading to a camp to see his friends.*
- B is correct.** *The man thinks that he can save himself.*
- D is correct.** *The extreme cold eventually leads to the man's death.*
- C is correct.** *The cold water would freeze his feet right away.*
- D is correct.** *The extreme cold and the isolation of the setting create the story's conflict.*
- A is correct.** *The dog's physique and his instincts will likely keep him alive.*

Assess and Reteach

Assess

Diagnostic and Selection Tests, pp. 35–38

Interactive Selection Test on thinkcentral.com

Reteach

Level Up Online Tutorials on thinkcentral.com

Reteaching Worksheets on think.central.com

- Literature Lesson 6: Conflict
- Literature Lesson 9: Setting and Its Roles

Written Assessment

To gauge students' comprehension and writing levels, ask student pairs to assume that they are reporters who are writing a news article about this story. Remind them to refer to the discussion they just had with their partners about what happened to the man and the dog. Have each pair write a short article answering these questions:

- Who was involved or affected?
- What happened?
- When did it happen?
- Where did it happen?
- Why did it happen?

(WRITING)

For a rubric of proficiency level descriptors, see page T10.

GRADE 11
Sample Selection

from *Sinners in the Hands
of an Angry God*
by Jonathan Edwards

Focus and Motivate

Technology Tools

For discussion and skills support, see the **PowerNotes** presentation on thinkcentral.com.

What keeps you IN LINE?

Before students complete the activity, read aloud the question. Make sure all students understand that the idiom *keeps you in line* means “something that makes you do the right thing or behave correctly.” Ask students to discuss in small groups if they think that fear works well to convince people to do the right thing. Have volunteers share their answers.

Teach

Model the Skill: Persuasion

Read aloud the text and draw the diagram on the board. For persuasion to work, the speaker or writer must convince the audience to do something. Write this sentence on the board: “Our school principal announced that he would cancel the dance if we did not pick up trash after lunch today.” Ask students what they might think and feel if that announcement were made just before a big dance for which they had purchased tickets. Would it convince them to help pick up trash? Have students identify the purpose (*clean up school*) and audience (*students*)

Before Reading

from Sinners in the Hands of an Angry God

Based on the sermon by Jonathan Edwards

What keeps you IN LINE?

Your sense of right and wrong probably keeps you from cheating on tests: you know that cheating is wrong. But there are other reasons to behave. Some people behave because they want to make other people happy. Others behave because they're afraid of what might happen if they break rules. The author of this sermon, Jonathan Edwards, uses fear to persuade people to behave as he wishes.

TURN AND TALK Imagine that you know a child who has been stealing. With a partner, discuss what you might say to persuade that child to stop. Should you reason with the child? Frighten him or her? Write down a list of ideas like the ones on the notepad to the left.

Literary Analysis: Persuasion

Jonathan Edwards uses **persuasion**, the art of changing what his listeners think and feel. As in all persuasive writing, Edwards's **purpose**, **audience**, and **context**—his reason for preaching, his listeners, and his time period—help shape what he says.

To understand the persuasive power of Edwards's sermon, try to imagine what the people in his audience might have thought or felt as they listened. As you read, you will use an Open Mind diagram to write down what his audience might have thought or felt.

What I might say to stop a child from stealing

1. You'll get punished.
2. You'll feel better about yourself if you stop.
3. Answers will vary.
4. _____
5. _____

Examples from the Sermon	Audience's Thoughts and Feelings
"It's as easy for God to throw his enemies into hell as it is for you to step on a worm and crush it."	Is he saying that I'm a worm or insect?
"The pit and fires of hell are below them."	I don't want to go to hell!
"God is angry with people who have not been reborn in Christ."	Could God be angry with me?

Lesson at a Glance

- **Literary Analysis:** Persuasion
- **Reading Strategy:** Analyze Emotional Appeals
- **Vocabulary in Context:** *discern, appease, induce*
- **Grammar in Context:** sentence openers: *It is* and *It was*
- **Academic Vocabulary Focus:** *illustrate, interpret, reveal*

Reading Strategy: Analyze Emotional Appeals

Emotional appeals help persuade audiences by creating strong feelings. Emotional appeals often use vivid images and emotionally charged words to create fear, pity, and guilt in an audience.

As you read, use a chart like the one below to write down examples of language that appeals to an audience's emotions.

Examples from the Sermon	Emotional Appeals
"The pit and fires of hell are below them."	appeals to fear by creating a sense that hell is close by
"You are ten thousand times more horrible ... than the most poisonous snake."	appeals to guilt by saying that his listener is far worse than a dangerous snake

Vocabulary in Context

TURN AND TALK With a partner, take turns reading aloud the Vocabulary words, definitions, and sample sentences below. Use the definitions, sentences, and visual vocabulary to learn the words.

Discern (di SURN) is a verb that means to recognize or to see clearly.

No matter how much we plan for the future, it is hard to discern what might happen.



Appease (uh PEEZ) is a verb that means to satisfy or to calm.

Nina did her best to appease her angry friend so they could calmly end their argument.



Induce (in DOOS) is a verb that means to persuade or to cause.

It can be hard for teens to induce their parents to give them more freedom.



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Model the Skill: Analyze Emotional Appeals

Read aloud the text and the chart. Tell students that the Spanish cognate for *emotion* is *emoción*. Then read these sentences to students and have them identify the emotional appeal. You may wish to write the sentences on the board and have students copy them into their charts.

If we do not adopt that puppy from the animal shelter, he will never find a home. (Answer: appeals to sense of pity)

Mark was seriously injured because he was texting while driving. The same thing will happen to you. (Answer: appeals to sense of fear or guilt)

Vocabulary in Context

Pronounce each Vocabulary word slowly and clearly. Point out to students that the *sc* in *discern* sounds like a single /s/. The *pp* in *appease* is pronounced as a single /p/, and the letter *s* in the word takes on a /z/ sound. Finally tell students that the *c* in *induce* has a /s/ sound, not a /k/ sound. Have students repeat each word after you. Then dictate the three sentences in the chart to students and have them write the sentences as you say them.

ELL Differentiation

English Language Learning Strategies

BEGINNING / INTERMEDIATE Cooperative Learning Organize students into small groups and have them brainstorm and create a list of popular commercials or ads that they have seen or read recently. Have students discuss each ad and decide if the appeals are emotional and, if so, to which emotion or emotions the ads appeal. Have a volunteer from each group present two of the ads to the class. Write them on the board along with the emotional appeal. (LEARNING STRATEGIES/LISTENING/SPEAKING)

ADVANCED / ADVANCED HIGH Creating Emotional Appeals Ask students to work in pairs to create three advertisements that have emotional appeal. Tell students that the advertisements should be illustrated. Then have pairs exchange their ads and tell which emotions were appealed to and if they felt the ads were effective. Have the two pairs discuss the results. If the ads were not effective, students should explain why the ads lacked emotional appeal. (LEARNING STRATEGIES/SPEAKING/WRITING)

Vocabulary Practice: Own the Word

- Ask students to name things that they can **discern**, perhaps the weather for the next day, what will be on a test, or why a friend might be angry or happy with them.
- Model for students gestures that might be used to **appease** someone, for example a kind smile or a pat on the shoulder for someone who feels bad.
- Explain the meaning of **induce** by giving students these examples: “I had to save \$1,000 before I could induce my parents to help me buy a car.” “Even though my friends were persuasive, they could not induce me to go with them.”

Grammar in Context

Read aloud the two sample sentences. Clarify for students the noun phrases in each: “God’s choice alone” and “God’s hand.” Tell students that a single noun or a noun phrase like these can follow the expression “It is . . . that ” or “It was . . . that.”

Grammar Practice

Read aloud the three sentences. Then write several more sentences on the board. Have students identify the noun phrase in each. For example: “It was the car’s color that first caught my eye.” “It was the tone of her voice that made me afraid.” **Answers:** *the car’s color; the tone of her voice*

Vocabulary Practice

TURN AND TALK For each Vocabulary word below, work with a partner to circle the word that means the same thing. Then, write a sentence explaining why the word you circled is the best choice.

discern	study <u>identify</u> search ignore <i>Answers will vary. Sentence should point out similarity in meaning between discern and identify.</i>
appease	clap persuade <u>calm</u> force <i>Answers will vary. Sentence should point out similarity in meaning between appease and calm.</i>
induce	bully beg <u>persuade</u> argue <i>Answers will vary. Sentence should point out similarity in meaning between induce and persuade.</i>

Grammar in Context

It is common for English speakers or writers to begin a sentence with *It is* or *It was*. As you read, look for this kind of sentence opener and study how it works. The following examples are from the selection.

It is God’s choice alone **that** keeps you from being swallowed up in everlasting destruction.

It is God’s hand **that** kept you from being dropped into hell. . . .

Each of these sentences has the following parts:

It is	noun or noun phrase	that	verb phrase
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Grammar Practice

WRITE IT Write your own sentences about someone you know. Imitate the use of *It is* and *that* in each sentence.

1. **It is** the hope of success **that** keeps her from giving up on her studies.

Possible answer: It is the challenge of teamwork that makes me want to keep playing.

2. **It is** a blessing **that** I have such good friends.

Possible answer: It is a shame that we met only recently.

3. **It was** bad luck **that** a hailstorm struck our house.

Possible answer: It was your help that I valued during hard times.

ELL Differentiation

Vocabulary

BEGINNING / INTERMEDIATE Think-Pair-Share Organize students into pairs. Tell students to work individually to write their own definitions of the Vocabulary words, give an example of each word, and explain how it would be used in a sentence. Have partners share their work and agree on a definition and how the word would be used in a sentence. Ask volunteers to share their work. **(SPEAKING/WRITING)**

ADVANCED Vocabulary Cards Have students create a series of vocabulary cards for these terms and other new terms they encounter as they read the selection. At the top left side of the card, have students write the Vocabulary word. Beneath, have them write a definition and then a sentence that shows the meaning of the word. On the right hand side of the card, have students draw a visual clue that they can use to remember the meaning of the word. Have students use these cards to quiz each other on the vocabulary in the selection. **(READING/WRITING)**

Academic Vocabulary

The following Academic Vocabulary words will help you talk and write about the selection that follows.

Illustrate (il uh strayt) is a verb that means to *explain or make clear by using examples*.

About You	About the Selection
When you want to illustrate an idea, think of as many examples as you can.	Jonathan Edwards illustrates his sermon with frightening descriptions of hell.

Interpret (in TER prit) is a verb that means to *explain or make clear the meaning of something*.

About You	About the Selection
Study a difficult poem carefully and you will be able to interpret it successfully.	Edwards tries to interpret or explain God to the members of his church.

Reveal (rih VEEL) is a verb that means to *show or make known*.

About You	About the Selection
You reveal more about yourself to your friends and family than to others.	In his sermon, Edwards intends to reveal a strict and unforgiving God.

Academic Vocabulary in Action

You can change each of the Academic Vocabulary words to a noun by adding the ending *-tion*. **Illustration**, **interpretation**, and **revelation** are all useful nouns. Notice that in the noun form of **illustrate**, the *e* is dropped. In the noun form of **interpret**, an *a* is added, and the noun form of **reveal** drops an *a*.

Jonathan Edwards frightens his church members with fiery **illustrations** of hell.

The Puritans had a frightening **interpretation** of God.

Edwards's sermon can be a surprising **revelation** to readers today.

In your speaking and writing, practice using the Academic Vocabulary words for this selection as both verbs and nouns.

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Academic Vocabulary

Review the definitions and the sentences with students. Explain that these Academic Vocabulary words are verbs. They represent actions or doing something.

1. To help students understand the meaning of the word *illustrate* (Spanish cognate *ilustrar*), sketch several common items on the board: a book, a desk, and a lamp. Tell students that you are using these drawings to illustrate the words.
2. Tell students that each of us *interprets* (Spanish cognate *interpretar*) what we hear based on our own experiences and thoughts. The job of an interpreter (Spanish *intérprete*) is to explain or make clear the meaning of something to another person.
3. Tell students that *reveal* also has a Spanish cognate, *revelar*. Tell students that often their facial expressions reveal what they are thinking or feeling.

Throughout the lesson, use the Academic Vocabulary words in your teaching as appropriate.

Academic Vocabulary in Action

Review with students the pronunciation of the suffix *-tion*. Write and have students copy the noun forms of these words: *illustration*, *interpretation*, *revelation*. Have them pronounce both the verb and noun. Then remind students that a noun is the name of a person, place, or thing, while a verb expresses action.

ELL Differentiation

English Language Learning Strategies

BEGINNING / INTERMEDIATE English and Spanish Cognates Pronounce each Academic Vocabulary word and have students repeat it. Remind students that each of these words has a Spanish cognate: *ilustrar*, *interpretar*, and *revelar*. Have students write the words on note cards or on a piece of paper. Tell them to write the English word in one color and the Spanish word in a different color. In class, refer to and use these words frequently so that students become comfortable using and pronouncing the English words. (LEARNING STRATEGIES/LISTENING/SPEAKING)

ADVANCED Word Relationships Explain to students that these words' meanings are related but not the same. To *illustrate*, you use examples. To *interpret*, you offer a direct explanation. When people *reveal* things to us, they tell or show things that we did not know. Have students write sentences that show they understand the difference in meaning among the three words. (LEARNING STRATEGIES/WRITING)

Practice and Apply

Technology Tools

Go to thinkcentral.com to preview the **Power Notes Video Trailer** introducing the selection.

For an audio recording of the selection, use the **Adapted Interactive Reader Audio Tutor CD**.

SET A PURPOSE FOR READING

Read aloud the note. Tell students to count how many times Edwards uses the phrase “angry God.”

BACKGROUND

Read aloud the Background note. Tell students that Jonathan Edwards was a Christian minister who wanted people to do the right things.

VISUAL VOCABULARY

Tell students that the word *congregation* is a noun. The verb to *congregate* means “to come together.”

IN OTHER WORDS

Read aloud the summary. Explain that a savior is someone who saves another person.

Own the Word

- **discern:** Read aloud the sentence with *discern* to students. Help them to recognize context clues.
Possible answers: *The arrows “fly unseen,” “no one can discern” the arrows.*
- **appease:** Give students another example of the word *appease*: “I was very hungry, and my lunch did not appease my hunger.”



Monitor Your Comprehension

SET A PURPOSE FOR READING

Jonathan Edwards uses vivid, emotional language in his sermon. Read “Sinners in the Hands of an Angry God” to learn how he uses language to persuade his listeners to believe deeply in an angry God.

VISUAL VOCABULARY



A **congregation** (kong grih GAY shuhn) is a group of people who meet together for religious worship.

VOCABULARY

The word **discern** (dih SURN) is a verb that means to *recognize* or to *see clearly*.

VOCABULARY

The word **appease** (uh PEEZ) is a verb that means to *satisfy* or to *calm*.

78 ELL ADAPTED INTERACTIVE READER

Sinners in the Hands of an Angry God

Based on the sermon by
JONATHAN EDWARDS



BACKGROUND Minister Jonathan Edwards gave this sermon at a church in Connecticut in 1741. Many listeners cried as they heard Edwards warn them that they needed to renew their faith in God and to say that they believed in Jesus Christ.

It’s as easy for God to throw his enemies into hell as it is for you to step on a worm and crush it. . . .

God is angry with people who have not been reborn in Christ. They deserve the punishments of hell. He is angrier with them—including people in this **congregation**—than he is with souls already in the flames of hell. God knows these people are wicked, yet he does not send them down to hell right away.

IN OTHER WORDS Edwards tells his listeners that God is angry with anyone who has not accepted Christ as his or her savior. God, he says, knows that they are wicked and is angrier with them than he is with souls who are already in hell.

The pit and fires of hell are below them. The arrows of death fly unseen, but no one can **discern** those arrows. God has many ways of killing wicked people and sending them to hell.

Thus God holds unbelievers in his hand, those who do not believe. They hang over the fiery pit and are sentenced to it. They have done nothing to **appease** God’s anger. The devil waits for them. Hell opens up for them. Flames gather and flash

ELL Differentiation

Summarizing

BEGINNING / INTERMEDIATE Visualizing Have students work individually to draw the scenes that Jonathan Edwards describes in these first pages. Have them start with the opening images of God throwing “his enemies into hell” and a person stepping on a worm and crushing it. Tell students that their sketches should show the vivid images that Edwards has created, including the pits and fire of hell, arrows of death flying, and God holding a person over the fiery pit. Then have students write either a short caption or a short paragraph describing and summarizing each scene they have drawn. Organize students into small groups and have them read their captions and paragraphs aloud. You may wish to have volunteers model for their peers how they identified and selected the scenes that they illustrated. **(SPEAKING/READING/WRITING)**



Monitor Your Comprehension

about them and would swallow them up. And they have no interest in any Mediator—in Jesus Christ—who could ask God to be merciful to them, so they have no refuge, no safe place. . . .

Justice aims God's arrow at your heart. God—an angry God—is the only thing that keeps that arrow from being made drunk with your blood. All of you who have not had your hearts changed by the power of the Spirit of God, you who have not been reborn, are in the hands of an angry God. It doesn't matter that you may have changed your life or may have felt religious or may have gone to church. It is God's choice alone that keeps you from being swallowed up in everlasting destruction. . . . 4

IN OTHER WORDS Edwards says that God can kill anyone at any time and that unbelievers deserve to be sent to hell. Only God, he says, keeps people from dying and being sent to hell immediately.

► **Underline** the sentence which shows that Edwards thinks behaving like a good person isn't enough to make God happy.

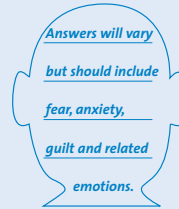
God holds you over the fiery pit just as you would hold some disgusting insect over a fire. He hates you. He thinks you deserve only to be thrown into the fire. You are ten thousand times more horrible in his eyes than the most poisonous snake. 30 Yet it is God's hand that kept you from going to hell as you slept last night. It is God's hand that kept you from being dropped into hell during the day. Only God's hand keeps you out of the fiery pit as you sit in church this morning. Yes, only God's hand keeps you from dropping down into hell right now. 6

O sinner! Think about the terrible danger you are in. The great furnace of hell is full of the fire of God's anger, yet you have no interest in any Mediator, and nothing to save you. You have no way to save yourself. There is nothing you have ever done, nothing you can do, to **induce** God to spare you. . . .

IN OTHER WORDS Edwards tells listeners that God hates them yet keeps them from falling into hell. He says that they show no interest in a Mediator (Jesus Christ) and so have nothing to save them from God's punishment.

A LITERARY ANALYSIS: PERSUASION

Reread lines 18–25. Then, in the Open Mind diagram below, write down what you think Edwards's listeners are likely to think and feel.



B LANGUAGE COACH

In lines 26–27 and 28–29, Edwards compares listeners to insects and snakes. He is using **figurative language**, language that explains something in terms of something else. Here, he uses figurative language to explain God's opinion of people.

VOCABULARY

The word **induce** (in DOOS) is a verb that means to persuade or to cause.

A LITERARY ANALYSIS: PERSUASION

Review the Open Mind diagram on page 74 with students.

IN OTHER WORDS

Read aloud the summary. Tell students that Jonathan Edwards is creating a strong picture of the powers of God, that only God can prevent people from dying and being sent into the fires of hell.

B LANGUAGE COACH

Help students understand that according to Edwards, in God's eyes sinners are just like insects and snakes. Have advanced students find other examples of figurative language on this page. **Possible answers:** flames would swallow them up; furnace of hell

Own the Word

induce: Have students name things a friend could do to induce them to help with a clean-up project over the weekend.

IN OTHER WORDS

Read aloud the summary, and then ask students these questions:

“How does God feel about people?” **Answer:** He hates them.

“What does Edwards say about people?” **Answer:** People have no interest in a Mediator, Jesus Christ.

“What happens to people who show no interest in a Mediator?” **Answer:** They have nothing to save them from God's punishment.

ELL Differentiation

Targeted Fluency Passage

BEGINNING / INTERMEDIATE Paired Reading Read the targeted paragraph aloud to students to model how to read with expression. Call their attention to the repetition of the phrase “God's hand,” which appears four times in the paragraph. Have students practice saying this phrase. Then have students repeat the pronunciation of words that may be unfamiliar or difficult: *fiery, disgusting, deserve, horrible, poisonous, slept*. Read the passage again. Then have students practice reading it to a partner. **(LISTENING/SPEAKING)**

ADVANCED / ADVANCED HIGH Giving a Speech Read the targeted passage aloud to students. Explain that fluent readers focus on pacing, emotion, content, and purpose, especially when they give a speech. Have students practice reading the passage aloud to a partner. Then organize them into small groups and have them read the paragraph as if they were giving an impassioned speech. **(LISTENING/READING)**



Monitor Your Comprehension

C ANALYZE EMOTIONAL APPEALS

Tell students the meaning of *infinite*: “having no boundaries.” By telling his listeners that their punishment will never end, Edwards is creating an appeal based on fear. They face nothing but an “endless time of suffering,” “torment and pain and pain,” a frightening prospect.

IN OTHER WORDS

Read aloud the summary. Ask students how long God’s anger lasts. (*Answer: It never ends.*) Then ask students how people might feel knowing that they face unending punishment. (*Answer: According to Edwards, they feel terrible.*)

PAUSE & REFLECT

Remind students that this sermon was a speech, given with lots of feeling and passion to fire up the audience. Have students focus on the contrasting images Edwards has painted: fiery hell and eternal suffering versus rejoicing in hope, happy and singing in joy.

IN OTHER WORDS

Remind students that in the opening paragraphs of the sermon, Edwards tells people that they deserve the punishment of hell. In the closing paragraph, Edwards gives a different view, of people rejoicing, happy, singing.

SIGHT WORDS Direct students’ attention to some of the high-frequency sight words on this page: *would, from, it, will, see, now, open, washed, come*. Ask students to repeat these words aloud and then take turns using them in a sentence.

C ANALYZE EMOTIONAL APPEALS

What emotion does Edwards appeal to in lines 40–45?

Answers should identify negative emotions, such as fear of pain and suffering.

PAUSE & REFLECT

Edwards ends his sermon by trying to persuade his listeners to do something. Reread lines 50–58. Then, with a partner, discuss the emotion to which Edwards now appeals.

Answers will vary but discussion should recognize the appeal to hope.

40 God’s anger is *everlasting* anger. Feeling that anger for even a moment would be horrible, yet you will suffer from it forever. When you look ahead, you will see nothing but an endless time of suffering. You will see no end at all, have no rest from the torment and pain and pain. For millions of ages you will be fighting against God’s merciless anger. Your punishment will be infinite. **C**

How awful it must be to live every day in danger of experiencing God’s great anger and feeling unending misery. But this is how life is for every soul that has not been born again, no matter how upright and religious they may be. . . .

IN OTHER WORDS Edwards says that God’s anger never ends and that punishment lasts forever. According to Edwards, souls in hell know that their punishment will never end. He tells listeners that it must be terrible to live while knowing that they could face this unending punishment.

50 And now you have an amazing chance. Christ has thrown open the door of mercy and calls out to sinners. Many people who had been like you are **[happy]** now. **[Their hearts are filled]** **[with love for God,]** who loves them and has washed away their sins in his own blood. **[They rejoice in hope of the glory of God.]** How awful it must be to be left behind! To see people **[happy]** **[and singing in joy,]** while you grieve and cry out! How can you rest in such a condition? . . . **PAUSE & REFLECT**

Let every one wake up and flee from the anger to come.

IN OTHER WORDS Edwards ends by saying that listeners can avoid punishment. He says that Christ offers them forgiveness.

► Draw brackets [] around the words that show, according to Edwards, characteristics of people who have accepted and been reborn in Christ.

ELL Differentiation

Comparison and Contrast

BEGINNING Word Pictures After students have read the last two paragraphs of the sermon, have them work in pairs to create two sketches. The first should represent what Edwards says will happen to people who suffer from God’s anger. The second sketch should show what happens to people whose hearts are filled with love for God. Ask volunteers to share their drawings. (**LEARNING STRATEGIES/READING**)

INTERMEDIATE / ADVANCED Predicting Before students read the last two paragraphs of the sermon, have them complete a probable passage chart. At the top of a piece of paper, have them write the name of the sermon. Then have them describe the setting and the problem Edwards has described thus far. Next, have them predict how Edwards will end his sermon. Have students share their predictions in small groups. After they have read the final paragraphs, have students contrast the difference in the images Edwards presents. (**LISTENING/READING/WRITING**)

Literary Analysis: Persuasion

What keeps you IN LINE?

In his sermon, Jonathan Edwards uses **persuasion** to convince people of *why* they should change the way they live. What, according to Edwards, is the best way to get people to obey a set of rules or laws?

Use the graphic organizer below to help plan your answer. At the left in the chart, list examples of what Edwards says will happen to people who do not believe as he feels they should. In the Open Mind diagram, at the right, list what his audience might have thought or felt about each example you have listed in the chart.

Then, in the box below, explain why people should improve their relationship with God, according to Jonathan Edwards.

Examples from the Sermon	Audience's Thoughts and Feelings
1. Possible answers: <i>God aims arrows of death at them.</i>	1. <i>fear of death</i>
2. <i>God aims arrows at their hearts.</i>	2. <i>painful feeling in chest</i>
3. <i>God hangs them over a fiery pit.</i>	3. <i>great fear of fire</i>

Why People Should Improve Their Relationship with God, According to Jonathan Edwards

Answers should indicate that people must improve their relationship with God; if they don't, they'll go to hell.

Practice and Apply

Literary Analysis: Persuasion

What keeps you IN LINE?

Read aloud the big question. Ask volunteers to explain their answers to the class.

Some students may have trouble finding examples from the sermon. Help them by asking them to look at the text one paragraph at a time. For each paragraph, ask them whether it contains an example by Edwards of what might happen if they do not believe as he tells them to. Ask them to write these examples down on a piece of paper. When you have finished reviewing the selection with them, they can use these examples to fill in their chart.

Oral Assessment

To gauge students' comprehension as well as their speaking skills, conduct the following informal assessment. Walk around the class, spending a few minutes with each student and asking them the following questions.

1. With which people is God angry? (*those who haven't been reborn in Christ*)
2. According to Edwards, who is the Mediator? (*Jesus Christ*)
3. What keeps the sinner from dropping into hell? (*God's hand*)
4. How long does God's punishment last? (*forever*)

(SPEAKING)

For a rubric of proficiency level descriptors, see page T10.

Academic Vocabulary in Speaking

The word **illustrate** (L uh strayt) means to *explain or make clear by using examples*.

The writer used examples to **illustrate** her point about how difficult it is to buy tickets to school sports events: she described long lines, tickets selling out, and having to buy tickets from classmates.

TURN AND TALK With a partner, talk about how Edwards appeals to his listeners' emotions. Think about the effect of examples he chooses to **illustrate** his points. Be sure to use the word **illustrate** in your conversation. Encourage students to use the Academic Vocabulary word in their discussions.

Assessment Practice

DIRECTIONS Use "Sinners in the Hands of an Angry God" to answer questions 1–6.

- When Edwards says that God "is angrier with them—including people in this congregation—than he is with souls already in the flames of hell," his audience is likely to feel—
 A comforted
 B frustrated
 C confused
 D frightened
- The main purpose of "Sinners in the Hands of an Angry God" is—
 A to frighten listeners into coming to church regularly
 B to persuade listeners to be "reborn"
 C to warn listeners to stay away from wicked people
 D to amaze listeners with the speaker's knowledge of the Bible
- According to Edwards, God's anger with unbelievers—
 A lasts forever
 B leads to their sudden deaths
 C cannot be perceived by human beings
 D ends when their souls fall into hell's flames
- What, according to Edwards, keeps sinners from falling into hell right away?
 A God's choice
 B Their own actions
 C The prayers of others
 D Justice and life's misery
- Which of the following best illustrates an appeal to feelings of hope?
 A "The arrows of death fly unseen. . ."
 B "And now you have an amazing chance."
 C "He thinks you deserve only to be thrown into the fire."
 D "God knows these people are wicked, yet he does not send them down to hell right away."
- Which word best describes why people should behave, according to Jonathan Edwards?
 A Fear
 B Love
 C Duty
 D Joy

SINNERS IN THE HANDS OF AN ANGRY GOD 83

Written Assessment

To gauge students' comprehension and writing levels, have them complete the following writing assignment. Ask students: "If you had heard Edwards give this sermon, what would your response have been? Would you have agreed with Edwards's points? Write a letter to Jonathan Edwards, explaining your reaction to his sermon. Be sure to say why he did or did not persuade you. Your letter should include at least three paragraphs: an introduction, a body paragraph, and a conclusion."

(WRITING)

For a rubric of proficiency level descriptors, see page T10.

Academic Vocabulary in Speaking

Tell students that the Spanish word for *illustrate* is *ilustrar*.

TURN AND TALK Monitor students' conversation by walking around the classroom. Ask students to name an image that Edwards uses to illustrate his words. **Possible answer:** fire

Assessment Practice

Model a thinking process for answering multiple-choice questions.

- D is correct.** The audience will be frightened because Edwards refers directly to them.
- B is correct.** Edwards declares that God is angry with people who have not been "reborn."
- A is correct.** Edwards says that God's anger is everlasting.
- A is correct.** It is God's choice alone that keeps sinners out of hell.
- B is correct.** If the audience has a chance, they can have hope.
- A is correct.** Edwards believes people should behave out of fear of God's anger.

Assess and Reteach

Assess

Diagnostic and Selection Tests, pp. 57–60

Interactive Selection Test on thinkcentral.com

Reteach

Level Up Online Tutorials on thinkcentral.com

Reteaching Worksheets on thinkcentral.com

- Reading Lesson 15: Persuasive Techniques

GRADE 12
Sample Selection

A Modest Proposal
by Jonathan Swift

Focus and Motivate

Technology Tools

For discussion and skills support, see the **PowerNotes** presentation on thinkcentral.com.

How can we fight INJUSTICE?

Before students complete the activity, read aloud the question. Make sure that all students understand the meaning of the word *justice* and its opposite, *injustice*: “violation of another’s rights” or “unfairness.” Ask students to explain how laws help protect citizens from injustice.

Teach

Model the Skill: Satire

Read aloud the text. Explain that social reform means making positive changes to improve conditions for the public. Tell students that satire provides a way for writers to criticize their society. Show how verbal irony can include sarcasm. Say, “There’s nothing I love more than being attacked by mosquitoes.”

To explain the meaning of *overstatement*, show how exaggeration can make a point. Say: “I am so hungry I could eat an elephant.” Ask: “What point did I make?” **Possible answer:** *You made the point that you are very, very hungry and want a large meal.*

Before Reading

A Modest Proposal

Based on the essay by Jonathan Swift

How can we fight INJUSTICE?

Have you ever known someone who fought against injustice, or unfairness? People often fight injustice with words—for example, on the Internet, in speeches, or in newspaper articles. That’s what Jonathan Swift did over 300 years ago. Swift’s essays, articles, and books attacked attitudes and behaviors he believed were unfair or cruel.

LIST IT Think about ways people fight injustice. Write down a list of these ways on the notepad to the left. Then, with a partner, think of an example of injustice that you know about. It could be a local, national, or worldwide problem. Discuss approaches that could help solve the problem.

Literary Analysis: Satire

Satire (SAT ire) is a form of writing in which people or institutions are ridiculed, or made fun of. The purpose of satire is to bring about social reform or other change.

Tools of Satire	Definition	Example
Verbal Irony	when a writer says one thing but means the opposite, often including sarcasm (SAHR kaz uhm), the use of a mocking, ironic tone	A football player fumbles the ball and loses the game. When he reaches the sideline, his coach tells him “Nice play!”
Overstatement	stating something in terms that are too strong; exaggerating in order to make a point	You tell a friend “I have a mountain of homework today” to explain why you can’t go to her house.

How People Fight Injustice

1. Building a website to educate

people about the problem

2. Forming a community

organization

3. _____

Answers will vary.

4. _____

5. _____

Lesson at a Glance

- **Literary Analysis: Satire**
Have students review the **Literary Analysis Workshop: Satire** on pages 608–609 in Holt McDougal *Literature*.
- **Reading Strategy:** Identify Proposition and Support
- **Vocabulary in Context:** *sustenance, rudiments, famine*
- **Grammar in Context:** gerunds
- **Academic Vocabulary Focus:** *affect, challenge, respond*

Reading Strategy: Identify Proposition and Support

"A Modest Proposal" is a satire: It is ridiculing, or poking fun—not offering a real solution. However, to make sure readers get its message, it is written like a serious problem-solution essay. It

- identifies the problem
- includes a **proposition** that proposes a solution to the problem
- provides reasons and evidence that **support** the solution
- notes solutions others might offer and argues against them

You will use a chart like the one below to write down Swift's proposition and the evidence he gives to support it.

Proposition	<i>Children should be sold to wealthy people.</i>
Support	<i>Parents will earn money in exchange for their children.</i>

Vocabulary in Context

TURN AND TALK With a partner, take turns reading aloud the Vocabulary words, definitions, and sample sentences below. Use the definitions, sentences, and visual vocabulary to learn the words.

Sustenance (SUHS tuh nuhns) is a noun that means *food or nourishment*.

A breakfast of oatmeal and fruit provides healthy sustenance.



Rudiments (ROO dih muhnts) is a noun that means *basic elements or the parts to be learned first*.

Studying is one of the most important rudiments of success in school.



Famine (FAM uhn) is a noun that means *lack of food or a time of starving*.

Famine can happen during bad droughts when it is too dry to grow food crops.



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Model the Skill: Identify Proposition and Support

Clarify for students that a *proposition* suggests or proposes a solution to a problem. *Support* is the reasons the solution might work.

Have volunteers name a problem in your school or community. Model for students how to write a proposition statement to solve that problem and a statement that provides support for your proposition.

Proposition: "No teenage driver should be allowed to carry a cell phone."

Support: It would cut down on their cell phone bills and might prevent accidents.

Vocabulary in Context

Pronounce each word slowly and clearly. Have students repeat them after you. Contrast the pronunciation of the short vowel sound of the letter *u* in *sustenance* with the long vowel sound of *u* in *rudiments*. Then point out that the letter *i* is pronounced the same in both *rudiments* and *famine*. Have students close their books. Read each word and have them write it. Students can check their spelling against the text.

ELL Differentiation

English Language Learning Strategies

BEGINNING English and Spanish Cognates Pronounce each Vocabulary word and have students repeat it after you several times. Then remind students that each of these Vocabulary words has a Spanish cognate: *sustento*, *rudimentos*, and *hambre*. Have students write the words on a piece of paper. Tell them to write the English word in one color and the Spanish word in a different color. In class, refer to and use these words frequently so that students become comfortable using and pronouncing the English words. (LEARNING STRATEGIES/LISTENING/SPEAKING)

INTERMEDIATE / ADVANCED Dictation Divide students into pairs. Tell each student to write three new sentences, one with each of the Vocabulary words. Then have partners dictate their sentences to each other, writing them down. Have students correct each other's work. (LEARNING STRATEGIES/ WRITING)

Vocabulary Practice: Own the Word

- Ask students to name foods that are good sources of **sustenance**. Then have them name snack foods that would not provide much sustenance. Write the lists of foods on the board.
- Ask students to describe the **rudiments** of learning a foreign language. Students may say that hearing the language spoken frequently and using the language as often as possible are the most important rudiments. Then have students name the rudiments of learning to drive a car. Have students begin these statements with “The rudiments of learning are . . .”
- Tell students that **famine** is far more serious than feeling hungry. It is a crisis that leads to people dying of starvation. Ask them to name countries where famine is a serious crisis.

Grammar in Context

Read aloud the sample sentence, emphasizing the bold-faced words. Then write the sentence on the board and underline the gerunds, pointing to the *-ing*. Say each word aloud as you point to it.

Grammar Practice

Write several simple verbs on the board: *run, walk, talk, eat, shout*. Ask volunteers to name the gerund for each, and write them on the board, underlining the *-ing*. **Answers:** *running, walking, talking, eating, shouting*

Vocabulary Practice

TURN AND TALK With a partner, discuss how you might answer the following questions about the Vocabulary words. Write a sentence for each question.

sustenance	If you wanted more healthy kinds of sustenance , how would you change your eating habits? <i>Answers will vary but should list healthy foods and good eating habits.</i>
rudiments	What are the most important rudiments of courtesy? <i>Answers will vary but might include listening to others, being kind, and not interrupting others.</i>
famine	During times of famine , what can we do to help people who are hungry? <i>Answers will vary but might include donating to charities that send food to areas hit by famine.</i>

Grammar in Context

As you read, look for verbs ending in *-ing*. When a helping verb—like *is, were, or has been*—comes before an *-ing* verb, it is a true verb. When the *-ing* verb has no helping verb, it works as a different part of speech. Study the following sentence from “A Modest Proposal”:

*My only motive in making this proposal is to help my country by **improving** our trade, **providing** for babies, **helping** the poor, and **giving** some pleasure to the rich.*

In this sentence, the *-ing* verbs are used as nouns. They are called **gerunds**. Learning to use gerunds will improve your speaking and writing.

Grammar Practice

WRITE IT Write your own sentences about someone you know. Imitate the use of gerunds in the following sentences.

1. The runner improved his speed by **eating** healthy foods, **getting** plenty of sleep, and **training** with a coach.
Possible answer: The musician entertained us by playing the piano, singing along to the music, and telling funny jokes between songs.
2. My favorite pastimes are **reading**, **cooking**, **gardening**, and **doing** crosswords.
Possible answer: My athletic friend is good at running, swimming, skiing, and bicycling.

ELL Differentiation

Vocabulary

BEGINNING / INTERMEDIATE Vocabulary Drawing Have students write each Vocabulary word on the front side of an index card and draw an image or visual cue. Have them write a definition on the back. Have students work with a partner and describe how the image explains the word. Then have students read their definitions and have the partner decide which word matches. Ask students to retain and use the vocabulary cards as they read the essay. **(LEARNING STRATEGIES/SPEAKING/WRITING)**

ADVANCED / ADVANCED HIGH Cloze Sentences Have students work individually to create two cloze sentences for each Vocabulary and Academic Vocabulary word. Students should exchange papers with a partner and work to complete the sentences. Have partners correct each other’s work. If students have errors, tell the author of the sentence to clarify the meaning of the word and explain how it fits in the sentence. **(LEARNING STRATEGIES/READING/WRITING)**

Academic Vocabulary

The following Academic Vocabulary words will help you talk and write about the selection that follows.

Affect (uh FEKT) is a verb that means *to have an impact or effect on something*. The past tense is **affected**.

About You	About the Selection
Loss of sleep affects your outlook; it has a negative impact on your mood.	The author's satire affects how readers respond to the selection.

Challenge (CHAL uhj) is a noun that means *anything that is difficult or dangerous*.

About You	About the Selection
You like the challenge of a difficult task.	The challenge of this essay is to understand the writer's tone.

Respond (rih SPOND) is a verb that means *to answer or reply*.

About You	About the Selection
You respond quickly to messages from your friends.	Before you respond to satire, you have to think carefully about the author's purpose.

Academic Vocabulary in Action

The verb **affect** is often confused with the noun **effect**, which means *a result, outcome, or change in somebody or something*.

The traffic accidents are an **effect** of the storm.

In the sentence above, **effect** means *result* and helps to express the idea that the traffic accidents are a result of the storm. In the following sentence, the verb **affected** means *acted on or caused a change in*.

The storm **affected** the traffic.

When you are trying to decide which word is the right one to use in sentence, try substituting the appropriate form of the verb change for *affect/effect*. Then say the sentence again, using the noun *result* instead of *affect/effect*. If *change* makes more sense in the sentence, use **affect**. If *result* makes more sense, use **effect**.

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Academic Vocabulary

Review the definitions and the sentences with students.

1. To help students understand the meaning of the word *affect*, have them complete this sentence: "That movie affected me because ____."
2. Tell students that *challenge* can be both a noun and a verb. You can challenge someone in a contest (verb), or it can be a challenge to find a job (noun). Have students complete this sentence: "Cleaning up the park was a challenge because _____."
3. Tell students that *respond* has a Spanish cognate, *responder*. The prefix *re-* comes from Latin and means "again." The Latin word *spondere* means "to promise." Have students complete this sentence: "When you did not respond to my phone call, _____."

Throughout the lesson, use the Academic Vocabulary words in your teaching as appropriate.

Academic Vocabulary in Action

Because *affect* and *effect* are sound-alike words, students can easily confuse their spelling and their meaning. Explain that both words are pronounced the same (uh FEKT). Therefore, students must associate the spelling of each word with its meaning. Provide additional examples of these words used in similar sentences to illustrate the difference in meaning.

Ignoring the rules of the game had a bad effect on the players.

Ignoring the rules of the game affected the players.

ELL Differentiation

English Language Learning Strategies

BEGINNING / INTERMEDIATE Think-Pair-Share Pronounce each Academic Vocabulary word and have students think about what they mean, writing down a few notes as you say the words. Then have students work with a partner to discuss their notes. Each pair must then write a definition of the term in their own words to share with the class. Call on volunteers to share their definitions. Then have volunteers peer model their thinking by explaining how they arrived at the definitions for each word. **(LISTENING/SPEAKING)**

ADVANCED Acting Out Words Have students read the Academic Vocabulary definitions and the sentences. Then organize students into small groups and have them prepare a skit in which they act out each of the words. Have groups present their skits and have other students guess the Vocabulary word. **(LISTENING/SPEAKING)**

Practice and Apply

Technology Tools

Go to thinkcentral.com to preview the **Power Notes Video Trailer** introducing the selection.

For an audio recording of the selection, use the **Adapted Interactive Reader Audio Tutor CD**.

SET A PURPOSE FOR READING

Read aloud the note and repeat the meaning of the word *ridicule*, “to make fun of.” Then make sure that students understand the meaning of *society* (Spanish *sociedad*), “the general public,” and *treatment* (Spanish *trato*), “the way people are dealt with.”

BACKGROUND

Read aloud the Background note. Review the title of the essay, focusing on the word *modest* (Spanish *modesto*). Tell students that in this context, *modest* means “moderate” and describes something that is not extreme. After reading the essay, students should be able to answer the question, “Is this proposal truly modest?”
Possible answer: *It is not modest; it is unthinkable.*

Own the Word

sustenance: Tell students that *sustenance* helps to *sustain* people, keeping them alive. Say, “The children need daily *sustenance* to keep up their strength.” Ask students to say this sentence aloud twice, substituting *nourishment* and *food* for the word *sustenance*.

Monitor Your Comprehension

SET A PURPOSE FOR READING

Read this essay to learn how Swift ridicules, or makes fun of, his society’s treatment of poor or helpless persons.

VOCABULARY

The word *sustenance* (SUHS tuh nuhns) is a noun that means *food or nourishment*.

90 ELL ADAPTED INTERACTIVE READER

A Modest Proposal

FOR PREVENTING THE CHILDREN OF POOR PEOPLE IN IRELAND FROM BEING A BURDEN¹ TO THEIR PARENTS OR COUNTRY, AND FOR MAKING THEM BENEFICIAL² TO THE PUBLIC

Based on the essay by
JONATHAN SWIFT



BACKGROUND Jonathan Swift’s aim in writing was to make people kinder and more understanding. When this essay was written, conditions in Ireland were terrible. Crops had been so poor that farmers earned very little money. Many people could not pay the rent that was demanded by their English landlords, or property owners. Beggars and starving children were everywhere. Swift argued that England’s laws and traditions kept the Irish poor.

In this essay, Swift pretends to offer a serious solution to the problem of poverty in Ireland. But his solution is shocking and inhumane—on purpose. By offering a monstrous answer, Swift wants to expose the people and practices that have ignored or taken advantage of Ireland’s poor.

Walking through the streets of Dublin or the Irish countryside, it is very sad to see many women begging for **sustenance**—for just enough food to keep their families alive. Each of these women has with her three, four, or even six children, all dressed in rags.

In these difficult times, I think everyone agrees that **taking care of all these children is a great burden**. For the first year

1. **burden** (BUR duhn): a heavy load.
2. **beneficial** (ben uh FISH uh): helpful or profitable.

ELL Differentiation

Summarizing

BEGINNING / INTERMEDIATE Using Graphic Organizers Have students create their own problem-solution charts, adding boxes to the graphic organizer as necessary. In the boxes, students should draw rough sketches of Swift’s proposals and write supporting phrases. The final box should make clear that Swift’s proposal is not a real solution to the problem. (LEARNING STRATEGIES/READING/WRITING)



ADVANCED / ADVANCED HIGH Using Formal Language Have students create a problem-solution chart, as above. However, instead of summarizing the problem with sketches and phrases, ask them to write more formally. Tell them to write in full sentences, using correct grammar and language conventions. Their conclusions should make clear that Swift’s proposal is not a real solution to the problem. (READING/WRITING)



Monitor Your Comprehension

of its life, of course, a baby may be fed cheaply on its mother's milk. But then what?

10 I have thought very deeply about this problem for a long time, and I have come up with a plan. Under my plan, these children will not suffer from the need of food and clothing for the rest of their lives. Instead, they will help feed and clothe thousands of others.

I calculate that every year in Ireland a hundred and twenty thousand children are born to parents too poor to take care of them. How can these children be made useful? These days, there is no work for them on farms or in manufacturing.³ Only the cleverest can make a decent living as a thief before the age of six, 20 although of course most children learn the rudiments of stealing much sooner. ❶

As for selling them as slaves, I have been told by merchants that no one will pay for a boy or girl under twelve years old, and even when they reach this age, they sell for very little money, three pounds at most. As the cost of their rags and scraps of food will have added up to at least four times that amount, this earns no profit for their parents or the kingdom.

Therefore, I now humbly suggest my own idea, which I hope will be very acceptable and not raise the slightest objection.

30 I have learned that a one-year-old child, well fed on its mother's milk, makes a most delicious, nourishing, and wholesome food. It may be stewed, roasted, baked, or boiled—even fricasseed.

Here is my plan. Of the one hundred twenty thousand poor children born each year, twenty thousand should be kept for breeding,⁴ one male for every four females. (This is more than we allow for sheep, cows, or pigs.) The remaining hundred thousand, when they reach one year, shall be sold to wealthy people throughout the kingdom. ❷

IN OTHER WORDS The writer says it is hard for the poor of Ireland to care for their children. His solution will make children useful and will reduce poverty. Swift proposes that most of the babies of the poor should be sold to wealthy people, who may cook and eat them.

3. **manufacturing** (man yuh FAK chuhr ing): making with machines or in factories.
4. **breeding** (BREE ding): producing babies.

VOCABULARY

The word **rudiments** (ROO dih muhnts) is a noun that means *basic elements or the parts to be learned first*.

❶ PROPOSITION AND SUPPORT

Reread lines 6–9. Underline the first problem Swift identifies, or points out. Then, reread lines 15–21. What is the second problem he identifies? Underline the answer.

❷ PROPOSITION AND SUPPORT

In lines 33–38, Swift offers a shocking solution, or **proposition**, for the problem of poverty in Ireland. What is his plan?

Some babies should be allowed

to live so they can breed; the rest

should be sold to wealthy people,

to be cooked and eaten.

Own the Word

rudiments: Read aloud the side note with the definition. Tell students that *rudiment* comes from the Latin word for “beginning” and that the Spanish cognate is *rudimento*. Then give students this example: “To be a successful basketball player, you must learn the rudiments of the game.”

❶ PROPOSITION AND SUPPORT

Review with students the information about Proposition and Support on page 87. Have them add the information for this first proposition to their charts. If students have difficulty understanding the passage or adding to their charts, have them work in pairs to sketch the scene: a thin child dressed in rags, stealing. Point out to students that stealing is not a solution to the problem.

❷ PROPOSITION AND SUPPORT

Read this passage aloud. Make sure students understand that 100,000 people is the approximate population of Wichita Falls, Richardson, San Angelo, and Odessa, Texas, respectively. Then ask students why this is not a “modest” proposal but a shocking proposal. **Answer:** *It is extreme, the opposite of modest. People do not eat children.*

IN OTHER WORDS

Read aloud the summary. Remind students that Jonathan Swift is using satire, or saying one thing while meaning the opposite.

ELL Differentiation

Targeted Fluency Passage

BEGINNING / INTERMEDIATE Echo Reading Read aloud the entire passage for students with expression, pausing at punctuation, using intonation to distinguish questions from statements, and to emphasize the points Swift is making. Read each sentence again, and have students repeat the sentences after you. Then have students work with a partner, reading the passage aloud. (LISTENING/SPEAKING)

ADVANCED / ADVANCED HIGH Delivering a Monologue Explain that a monologue captures the audience’s attention by the words and the delivery. Swift has supplied the words; students must use their delivery to capture the audience’s attention. Ask students to read the passage silently to themselves. Read the passage aloud to students. Pronounce each word that students might find new or difficult, and have students pronounce it after you. Have students take turns reading the passage aloud, with the same expression and intonation that you modeled. (LISTENING/READING)



Monitor Your Comprehension

C LANGUAGE COACH

Read aloud the sentence with *devoured* in lines 46–47. Write this sentence on the board and have students copy it. Then have students rewrite the sentence, using synonyms in place of *devoured* (*consumed, eaten up, destroyed*). Have advanced students find at least one other metaphor in the essay. **Possible answer:** line 57: *Women are called breeders.*

D SATIRE

Point out to students how Swift builds on the irony. He suggests replacing venison, or deer meat, with children. Also point out how Swift dehumanizes children, saying that males might be too tough and lean to eat.

Own the Word

famine: Explain to students that there is a difference between hunger, which we all experience from time to time, and famine. Famine is a very serious condition and implies an extreme lack of food. Give students these examples: “I skipped breakfast, so my stomach was growling with hunger.” “The drought has led to a devastating famine. People have no food and no way to get food. Many will die.”

IN OTHER WORDS

Read aloud the summary. Tell students that a synonym for *wealthy* is *rich* (Spanish *rico*). Then ask students this question: “According to Swift, are babies or older children a better choice for food?” **Answer:** *babies; they would be plump*

C LANGUAGE COACH

The word *devoured* in line 46 is used as a **metaphor** (MEHT uh for). A metaphor is a figure of speech that shows how two different things are alike. Usually the word *devoured* means “greedily eaten.” Here, however, the author uses the word to mean “destroyed.”

D SATIRE

Reread lines 50–59. The author says he could never do anything cruel. Remember that in **verbal irony** the writer says one thing but means the opposite. Think about the solution Swift has proposed in lines 33–38. Then, discuss with a partner what is ironic about the statement in lines 58–59.

Students should recognize that the writer’s own proposal is unthinkable cruel: Swift wants to highlight this fact by comparing his proposal to another one that is equally inhumane.

VOCABULARY

The word **famine** (FAM in) is a noun that means *lack of food or a time of starving*.

40 Their mothers must let them nurse as much as possible in the last month, to make them plump and fit for a gentleman’s table. One twenty-eight-pound child should be enough for two dishes at a dinner party. If the family dines alone, the child will last several meals and will still be very good on the fourth day, boiled and sprinkled with a little pepper and salt.

This food will be somewhat expensive, but very proper for landlords. After all, they have already devoured the parents with the high rents they charge; why not the children, too? **C** And, if they are thrifty,⁵ they may save the skin to make excellent gloves for ladies and summer boots for fine gentlemen.

50 A good friend of mine, and a true lover of his country, recently made another suggestion. He pointed out that many young people between the ages of twelve and fourteen are starving because they cannot find work. Why not use them in place of deer, or venison, for food?

But I believe the males would be too tough and lean; and to slaughter the females would be a waste, since they would soon become useful as breeders. Besides, some overly tenderhearted people might consider such a practice almost cruel—and I could never support any project involving the smallest hint of cruelty. **D**

60 What about the vast numbers of poor adults in Ireland who cannot take care of themselves because they are old, sick, or crippled? That problem does not concern me in the least. It is very well known that every day they are dying and rotting, from cold and **famine** and filth, as fast as can reasonably be expected.

As for the younger people, their condition is almost as hopeful. They cannot find work, and so they cannot eat; then, even if they do get hired accidentally, they are too weak to work and therefore will die. In this way the country’s problem will soon be solved.

IN OTHER WORDS The writer explains why babies of the poor will be good food for wealthy landlords. He argues against the idea of killing older children for food.

► What does the writer say will happen to old or sick people?

They will die from cold, hunger, and disease.

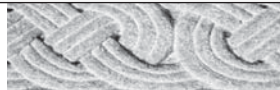
5. **thrifty** (THRIF tee): careful about spending.

ELL Differentiation

Comparison and Contrast

BEGINNING Visualizing Have students think about the differences between a plump, healthy baby and a starving, poverty-stricken fourteen-year-old boy or girl. Have each student create drawings of these two contrasting images. They should share and describe their drawings in small groups. (LEARNING STRATEGIES/SPEAKING/READING)

INTERMEDIATE / ADVANCED Cooperative Learning Organize students into groups of three and have them create a sequence of life for poor Irish as described here. One student should write about or draw the first year of life: plump babies bought and eaten. A second student should write about or draw young people who are too weak to work and then die. A third student should describe adults who have survived, only to die from cold, famine, or filth. When each student has finished the assigned work, students should put their work together, share their sequences, and contrast the images with other groups. (LEARNING STRATEGIES/READING/WRITING)



Monitor Your Comprehension

- 70 But back to my subject. I think the advantages of my fine
→ plan are clear. First, it will greatly cut down on the number of Roman Catholics in Ireland.
→ Second, children will now be valuable property for the poor tenants⁶. Landlords can take them as rent, since the tenants have no money and their grain and cattle have already been taken away.
→ Third, it will help the economy, as the children will be raised and sold in Ireland, with no need for imports from other countries.
→ Fourth, the breeders will earn money from their children and no longer have to support them after the first year.
- 80 → Fifth, this popular new dish will bring in wealthy customers to taverns where skillful cooks invent the finest recipes.
→ Sixth, it would encourage mothers to take good care of their children. Men would value their pregnant wives as much as livestock, and would not beat or kick them for fear of causing the unborn child to die. ❸

I can think of no objection that could possibly be raised to my plan. Therefore let no one talk to me of other solutions: Taxing the profits made by absent English landlords, buying clothes and furniture made only in Ireland, rejecting foreign
90 luxuries and practicing thrift, learning to love our country and forgetting our political differences, teaching landlords to show mercy toward their tenants, and shopkeepers to become honest and hardworking, instead of cheating everyone.

No, let no one talk to me of such solutions, until there is hope that they may be put into practice. **PAUSE & REFLECT**

As for me, I had despaired of ever solving Ireland's problems, until I fortunately came up with my plan. If anyone has another plan that is equally innocent, cheap, easy, and effective, I would be glad to hear it. ❹ But before anyone rejects my idea, let them
100 answer two questions.

First, as things now stand, how will Ireland find food and clothing for a hundred thousand useless mouths and backs? And second, I would like the absentee landlords to ask the poor of

6. tenants (TEN uhnts): persons paying rent to live on someone else's property.

E PROPOSITION AND SUPPORT

Reread lines 70–85. Draw an arrow → next to the six reasons the writer gives to support his solution.

PAUSE & REFLECT

Reread lines 86–95. Do you think the author is being serious or ironic when he tells readers not to consider these other solutions? Discuss with a partner.

Students should recognize that the writer is being ironic.

❹ SATIRE

Remember that writers use **overstatement** to make a point. Circle the words in lines 96–99 that exaggerate the good effects of the writer's plan.

E PROPOSITION AND SUPPORT

Draw students' attention to the numbered short paragraphs. Read them aloud and have students echo read after you. Clarify the meaning of any difficult words. Tell students that in these numbered paragraphs, Swift clearly provides support for his proposition. He wants no confusion on the part of the reader.

PAUSE & REFLECT

If students have trouble answering the question, have them first make a list of the solutions proposed by Swift. Draw their attention to the subject of each phrase: taxing profits, buying clothes and furniture, rejecting foreign luxuries, and so on. When students have finished their lists, have them paraphrase each in their own words. Then have them complete the activity.

F SATIRE

Read the first sentence of this passage aloud. Ask students if they see irony in this statement.

Possible answer: *Though his plan is horrible and inhumane, he sees himself as a compassionate person genuinely interested in the welfare of the Irish.*

SIGHT WORDS Direct students' attention to some of the high-frequency sight words on these two pages: *their, must, much, will, for, but, think, are, now, no, good, could, made*. Ask students to repeat these words aloud and then take turns using them in sentences.

ELL Differentiation

Grammar in Context

BEGINNING / INTERMEDIATE Identifying Gerunds Have students work in pairs to read lines 86–93 aloud to each other, listening for words that end in *-ing*. Then have them copy these lines onto their own papers and underline the gerunds: *taxing, buying, rejecting, learning, and cheating*. You may need to clarify for students that the word *hardworking* is not a gerund. While the word ends in *-ing*, it is an adjective, describing the people. **(LISTENING/SPEAKING/WRITING)**

ADVANCED / ADVANCED HIGH Using Gerunds Have students reread lines 86–93, copying the sentences with gerunds as they read. Then have students write original sentences following the pattern of the sentences they have copied. For example: "Talking with my friends on the phone and playing video games are what I do in my leisure time." Have students read their sentences to a partner, and have the partner identify the gerunds. **(LISTENING/READING/WRITING)**

G SATIRE

Review the meaning of *sarcasm* (Spanish *sarcasmo*) with students. Explain to students that when people say the opposite of what they mean, they are using sarcasm. For example, “I really enjoyed staying up all night to finish my homework essay.” If students have difficulty understanding this passage, explain what Swift is saying: that for many people who are suffering from hunger, poverty, lack of shelter, and have no way to earn a living, it might have been better to die in infancy, rather than suffer for so long.

IN OTHER WORDS

Read aloud the summary. Tell students that the Spanish cognate for *solution* is *solución*, and that the cognate for *compassion* is *compasión*. With students, contrast the proposal with what Swift is really saying: that landlords need to be more compassionate. If they were, the poor would not suffer as much.



Monitor Your Comprehension

G SATIRE

Reread lines 101–108. The author uses **sarcasm**, or a mocking tone, in these lines. With a partner, discuss what Swift really thinks about the way the poor are treated in Ireland.

Students should recognize that these lines reveal Swift's anger and indignation at the way Ireland treats its poor.

Ireland whether they would not have been happier to be sold for food at a year old, than to have suffered the endless hunger, the lack of clothing and shelter, the impossibility of paying rent without money or work, and the certainty of passing this miserable life down to their children. G

My only motive in making this proposal is to help my
110 country by improving our trade, providing for babies, helping
the poor, and giving some pleasure to the rich. I cannot hope to earn a single penny, as my youngest child is nine years old, and my wife is too old to have more.

IN OTHER WORDS The writer lists six reasons to support his solution to the problem of poverty in Ireland. He rejects solutions such as taxing the rich and teaching landlords to be more compassionate, or kind, toward poor tenants. His solution, the writer says, means the poor will not suffer as they do now.

► What does the author say is his motive, or reason, for his proposal? Underline the answer.

ELL Differentiation

Concept Definitions

BEGINNING / INTERMEDIATE Taking Notes Ask students to find and copy sentences in which the narrator presents himself favorably. Have them underline words or phrases that the narrator uses to describe himself (lines 28, 57–59, and 109–113). Next to each sentence, students should explain how the narrator presents himself and briefly describe whether the reader would agree. **Example:** Line 28: *The narrator “humbly” proposes his ideas. However, the reader sees his ideas as outrageous. The man is not humble.* (READING/WRITING)

ADVANCED Cooperative Monitoring Have students work individually to write four to six sentences, some that have sarcasm and some that have overstatement or exaggeration. Organize the students into small groups, and tell each student to read the sentences to the group. Group members will decide if each statement is an example of sarcasm or overstatement. (LISTENING/SPEAKING/WRITING)

After Reading

Literary Analysis: Satire

Review the essay and complete the chart below to help you decide how effective Swift's satire is.

How can we fight INJUSTICE?

Do you think using satire is a good way to fight injustice?

Review the notes about satire that you made as you read "A Modest Proposal." Pay attention especially to how Swift uses **verbal irony**, **sarcasm**, and **overstatement**. Then, with a partner, review the injustice you talked about before reading the selection. Discuss how you could use one of the tools of satire to attack the problem and propose a solution.

I would use (check one or more): verbal irony sarcasm overstatement

How I would use it:

Students should suggest a reasonable and appropriate use of the mode of satire they have chosen.

Vocabulary Practice

Put a checkmark in front of the sentence that uses each Vocabulary word correctly.

sustenance

Because of his **sustenance**, the actor won an Academy Award.

After he ate all the food in his backpack, the hiker was without **sustenance** for two days.

rudimentary

Mai's mother taught her the **rudimentary** steps of painting.

Once the truck was **rudimentary**, it would no longer run.

famine

After years of no rain, countries often experience **famine**.

My aunt has valuable **famine** on her property.

A MODEST PROPOSAL 95

Oral Assessment

To gauge students' comprehension as well as their speaking skills, conduct the following informal assessment. Walk around the class, spending a few minutes with each student and asking them the following questions.

1. What are the women begging for? (*food*)
2. What work for children does the author consider and then reject? (*working on farms or in manufacturing, stealing, and slavery*)
3. Why would older boys not be good to eat? (*They are tough and lean.*)
4. How would this proposal help the economy? (*The children would be raised and sold in Ireland, reducing imports from other countries.*)
5. Why wouldn't the author himself benefit from his plan? (*His youngest child is too old and his wife cannot have more children.*)

(SPEAKING)

For a rubric of proficiency level descriptors, see page T10.

Practice and Apply

How can we fight INJUSTICE?

Ask students, "Do you think using satire is a good way to fight injustice?"

Ask volunteers to answer the question. Have them identify the injustice they would fight and which tool of satire they would use. Have them explain how they would use this tool to propose a solution to the problem they identified.

Literary Analysis: Satire

Review with students that satire is a form of writing that makes fun of people or institutions. By making a situation ridiculous, the author shows the reader that change is needed. Satire is a way for writers to try to improve society by bringing attention to a problem and then trying to solve it.

If students are having difficulty completing the activity, remind them of the two tools of satire:

- **Verbal irony and sarcasm** are when what is said is the opposite of what is meant.
- **Overstatement** is exaggerating in order to make the author's point.

Vocabulary Practice

Before students complete the activity, review with them the definitions of the Vocabulary words on page 87.

After Reading

Reading Strategy: Identify Proposition and Support

Ask students if they are more likely to believe a story if there is some evidence to support it. Remind them that the terms *proposition* and *support* simply mean making a statement and then offering evidence to support the statement. Swift proposes an outrageous solution and then offers convincing support that appears well-reasoned. He also rejects as impractical possible solutions that are more reasonable.

To complete the organizer, have students look back at the side-margin questions they answered as they read the story. Have them use these answers during the Turn and Talk activity.

Reading Strategy: Identify Proposition and Support

Review the notes you made about proposition and support—the writer’s solution and his support for that solution. In the chart below, record his proposition and the six reasons he lists to support his plan.

Proposition
<i>Most children will be sold to wealthy people, who will use them for food.</i>

Support
<i>1. The number of Roman Catholics in Ireland will be reduced.</i>

<i>2. Tenants will have valuable property, which landlords can take to pay their rent.</i>

<i>3. The Irish economy will be improved.</i>

<i>4. Parents will earn money from their children and have no costs after the first year.</i>

<i>5. Tavern cooks will invent new recipes.</i>

<i>6. Mothers will take good care of their children, and men will take better care of their pregnant wives.</i>

TURN AND TALK Review the six reasons in your chart. With a partner, discuss whether the writer wants us to take these reasons seriously. Why do you think Swift used this proposition-support organization for his satirical essay? *Students should recognize that Swift does not want his readers to take these reasons seriously: They are intended to satirize, or point out, the brutal conditions of the poor. Students should recognize that he uses the proposition-support organization to emphasize the absurdity of his proposal.*

Listening Assessment

To gauge how well students listen and communicate, have them complete the following conversation exercise. Moderate a class discussion in which students consider this question: “Do you believe that Swift’s essay resulted in a change in people’s attitudes about how the poor in Ireland were treated? Explain why or why not.”

Possible answers: *Yes, because even though the solution was exaggerated, the problem was not and readers recognized the truth in what he wrote; no, because readers felt the problem was too big and too difficult to solve and would require solutions that would involve major changes in society. (SPEAKING/LISTENING)*

For a rubric of proficiency level descriptors, see page T10.

Academic Vocabulary in Speaking

The word **challenge** (CHAL uhnj) is a verb that means *to call to fight or to dare*.

Our school chess champion will **challenge** other players in the district.

Challenge can also be a noun that means *anything that is difficult or dangerous*.

The new mayor faces the **challenge** of a smaller budget for the city.

TURN AND TALK How did Swift **challenge** his society in “A Modest Proposal”? Think about the causes of the human misery he describes. Be sure to use the word **challenge** in your conversation.

Encourage students to use the Academic Vocabulary word in their discussion.

Assessment Practice

DIRECTIONS Use “A Modest Proposal” to answer questions 1–6.

- Swift’s main purpose in this essay is to —
 A express his opinions about social class
 B support wealthy English landowners
 C propose that babies be sold for food
 D reveal how his society treats its poor
- In lines 6–9, the writer identifies the problem of —
 A slavery in England and Ireland
 B too many imports from England’s colonies
 C the burden of children on poor parents
 D pollution from new factories
- When the writer notes in lines 17–18 that there is no work for children on farms or in manufacturing, he is supporting his claim that —
 A the country’s labor laws should be changed
 B the Irish educational system needs reform
 C children are not useful members of society
 D farms and factories should hire more children
- Swift lists six advantages to his plan because —
 A he wants readers to question his logic
 B he wants to support his proposition, or solution
 C he plans to run for government office
 D his critics have asked him to supply reasons
- Swift achieves his purposes and reinforces his views by using —
 A a humorous subject
 B dramatic dialogue
 C a satiric tone
 D poetic language
- The selection uses sarcasm to —
 A justify economic inequality
 B mock the behavior of the wealthy
 C appeal to foreign readers
 D promote the idea of selling children for food

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Written Assessment

To gauge students’ comprehension and writing levels, ask them to complete the following exercise, based on the class discussions about the public’s reaction to Swift’s essay. Ask students: “What social problems exist today that are ignored or accepted by the general public? How could those problems be solved? What sarcastic solution might bring attention to the problem?” Have students write a letter to the editor. In the first paragraph students should describe the problem. In the second paragraph, they should propose their outrageous solution. In the third paragraph, they should set out a more feasible solution. **(WRITING)**

For a rubric of proficiency level descriptors, see page T10.

Academic Vocabulary in Speaking

Tell students that the Spanish word for the verb *to challenge* is *desafiar*. The noun is *desafío*.

TURN AND TALK Monitor students’ conversations by walking around the classroom. Ask students to share their sentences with the class.

Assessment Practice

Model a thinking process for answering multiple-choice questions.

- D is correct.** Swift reveals how society sees poor people as almost animals, fit for food.
- C is correct.** The other reasons are not mentioned.
- C is correct.** The author argues that children are not useful, so they wouldn’t be missed.
- B is correct.** By offering more evidence, Swift’s plan sounds more reasonable.
- C is correct.** The satiric tone reinforces that Swift is suggesting the opposite of what he actually believes.
- B is correct.** The author ridicules the wealthy by proposing a horrible solution that will benefit them.

Assess and Reteach

Assess

Diagnostic and Selection Tests, pp. 181–184

Interactive Selection Test on thinkcentral.com

Reteach

Level Up Online Tutorials on thinkcentral.com

Reteaching Worksheets on thinkcentral.com

- Literature Lesson 37
- Reading Lesson 15

High-Frequency Word List

High-Frequency Word List

Would you like to build your word knowledge? If so, the word lists on the next six pages can help you.

These lists contain the 600 most common words in the English language. The most common words are on the First Hundred Words list; the next most common are on the Second Hundred Words list; and so on.

Study tip: For each word you don't know, make a flash card. Work through the flash cards until you can read each word quickly.

High-Frequency Word List

FIRST HUNDRED WORDS			
the	he	go	who
a	I	see	an
is	they	then	their
you	one	us	she
to	good	no	new
and	me	him	said
we	about	by	did
that	had	was	boy
in	if	come	three
not	some	get	down
for	up	or	work
at	her	two	put
with	do	man	were
it	when	little	before
on	so	has	just
can	my	them	long
will	very	how	here
are	all	like	other
of	would	our	old
this	any	what	take
your	been	know	cat
as	out	make	again
but	there	which	give
be	from	much	after
have	day	his	many

SECOND HUNDRED WORDS

saw	big	may	fan
home	where	let	five
soon	am	use	read
stand	ball	these	over
box	morning	right	such
upon	live	present	way
first	four	tell	too
came	last	next	shall
girl	color	please	own
house	away	leave	most
find	red	hand	sure
because	friend	more	thing
made	pretty	why	only
could	eat	better	near
book	want	under	than
look	year	while	open
mother	white	should	kind
run	got	never	must
school	play	each	high
people	found	best	far
night	left	another	both
into	men	seem	end
say	bring	tree	also
think	wish	name	until
back	black	dear	call

High-Frequency Word List

THIRD HUNDRED WORDS			
ask	hat	off	fire
small	car	sister	ten
yellow	write	happy	order
show	try	once	part
goes	myself	didn't	early
clean	longer	set	fat
buy	those	round	third
thank	hold	dress	same
sleep	full	tell	love
letter	carry	wash	hear
jump	eight	start	eyes
help	sing	always	door
fly	warm	anything	clothes
don't	sit	around	through
fast	dog	close	o'clock
cold	ride	walk	second
today	hot	money	water
does	grow	turn	town
face	cut	might	took
green	seven	hard	pair
every	woman	along	now
brown	funny	bed	keep
coat	yes	fine	head
six	ate	sat	food
gave	stop	hope	yesterday

FOURTH HUNDRED WORDS

told	yet	word	airplane
Miss	true	almost	without
father	above	thought	wear
children	still	send	Mr.
land	meet	receive	side
interest	since	pay	poor
feet	number	nothing	lost
garden	state	need	wind
done	matter	mean	Mrs.
country	line	late	learn
different	large	half	held
bad	few	fight	front
across	hit	enough	built
yard	cover	feet	family
winter	window	during	began
table	even	gone	air
story	city	hundred	young
I'm	together	week	ago
tried	sun	between	world
horse	life	change	kill
brought	street	being	ready
shoes	party	care	stay
government	suit	answer	won't
sometimes	remember	course	paper
time	something	against	outside

High-Frequency Word List

FIFTH HUNDRED WORDS			
hour	grade	egg	spell
glad	brother	ground	beautiful
follow	remain	afternoon	sick
company	milk	feed	became
believe	several	boat	cry
begin	war	plan	finish
mind	able	question	catch
pass	charge	fish	floor
reach	either	return	stick
month	less	sir	great
point	train	fell	guess
rest	cost	fill	bridge
sent	evening	wood	church
talk	note	add	lady
went	past	ice	tomorrow
bank	room	chair	snow
ship	flew	watch	whom
business	office	alone	women
whole	cow	low	among
short	visit	arm	road
certain	wait	dinner	farm
fair	teacher	hair	cousin
reason	spring	service	bread
summer	picture	class	wrong
fill	bird	quite	age

SIXTH HUNDRED WORDS

become	themselves	thousand	wife
body	herself	demand	condition
chance	idea	however	aunt
act	drop	figure	system
die	river	case	line
real	smile	increase	cause
speak	son	enjoy	marry
already	bat	rather	possible
doctor	fact	sound	supply
step	sort	eleven	pen
itself	king	music	perhaps
nine	dark	human	produce
baby	whose	court	twelve
minute	study	force	rode
ring	fear	plant	uncle
wrote	move	suppose	labor
happen	stood	law	public
appear	himself	husband	consider
heart	strong	moment	thus
swim	knew	person	least
felt	often	result	power
fourth	toward	continue	mark
I'll	wonder	price	voice
kept	twenty	serve	whether
well	important	national	president

INSIDE BACK COVER

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