

The Treasure of Lemon Brown (page 334)

Words to Know SkillBuilder

Words to Know

ajar	commence	impromptu	probe	tremor
beckon	gnarled	ominous	tentatively	vault

A. Decide which word from the list of Words to Know belongs in each numbered blank. Then write the word on the blank to the right.

I didn't get to school 'til ten,
My teacher said, "You're late again!
If you can speak in your defense,
I would suggest that you (1)!"
I said, with doubt, "I *think* I can."
So, (2), I began.
"You can't blame me, it was not my choice,"
I said with a (3) in my voice.
"I took a shortcut and met some creatures
Like in scary double features!
They were (4) for sure
And made me feel quite insecure!
Their hair was long and badly snarled.
Their hands were rough, their fingers (5).
Those same fingers, they did (6),
So I ran. A mile, I reckon!
I ran so fast, and oh, so far,
But couldn't find one gate (7).
So then I did what made most sense:
I tried to (8) across a fence.
But then I fell and hit my head!
It's just a wonder I'm not dead!"
"Stop," my teacher said (to (9) me more),
"Don't you know what an excuse is for?
It has to have one small restriction:
Your excuse *cannot* be fiction."
I said, "Whew! It's *hard* to romp through
Any story that (10),
One unplanned and unrehearsed.
What *really* happened was much worse!"

_____ (1)

_____ (2)

_____ (3)

_____ (4)

_____ (5)

_____ (6)

_____ (7)

_____ (8)

_____ (9)

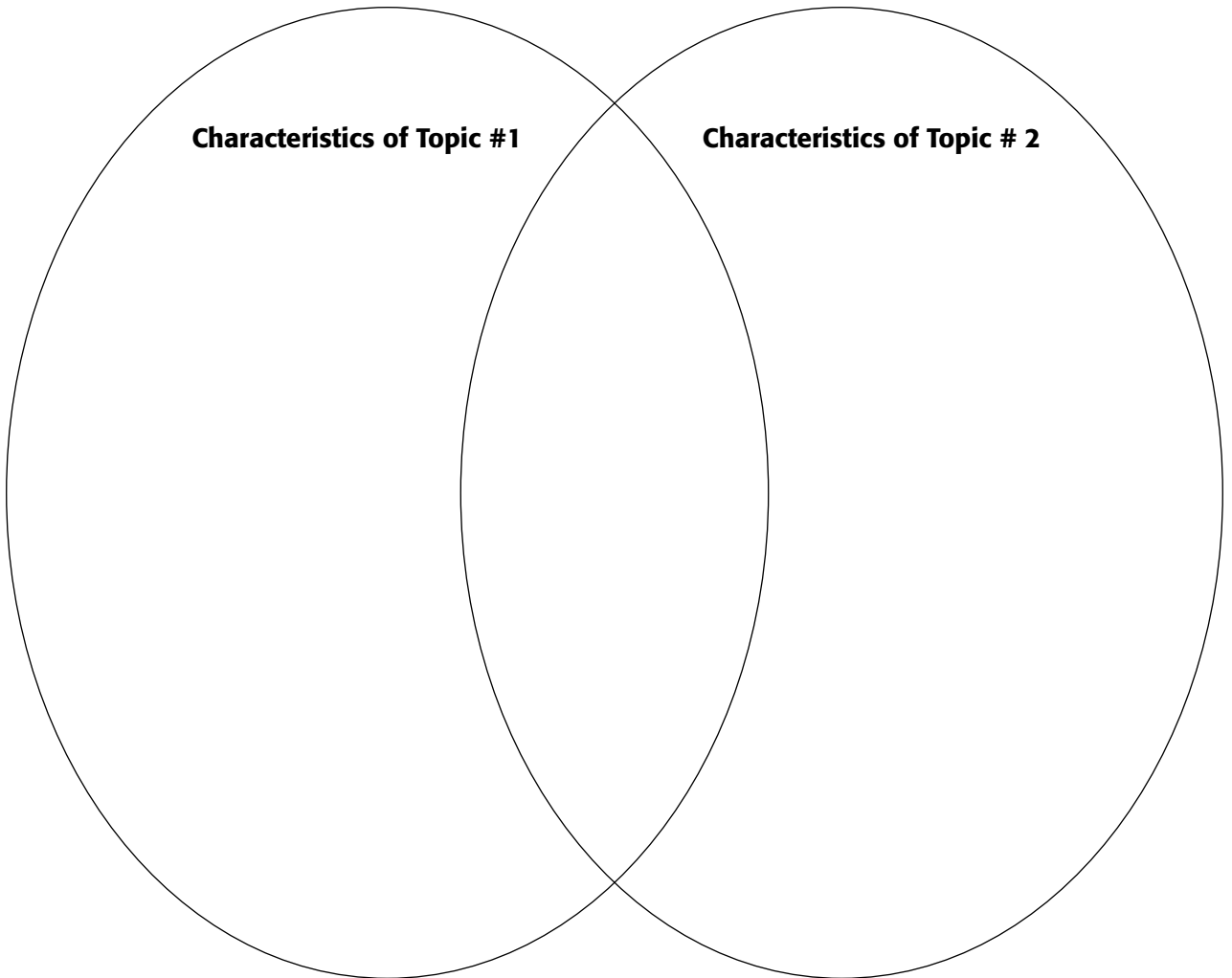
_____ (10)

B. Imagine that you are Lemon Brown. Describe an event in your life; that is, write a paragraph or two from his point of view. You can describe an event from the story or a made-up event. Use at least **four** of the Words to Know in your work.

Comparison-and-Contrast Essay

Prewriting

As you prepare to write your comparison-and-contrast essay, you will find it helpful to list the similarities and differences between the two subjects that you are going to analyze. Use the Venn diagram below to organize your ideas.



Comparison-and-Contrast Essay

Drafting and Elaboration

The paragraph below is from the first draft of a student essay. It needs more details and more information. Improve upon it by following the Suggestions for Elaboration. You may use information from the Reader's Notebook or add your own ideas. Write your paragraph on a separate sheet of paper.

Draft

Life is just so different now from when mom was a kid. I had my mom tell me about what her life was like, and she said no personal computers, no VCRs, and no microwaves. These things have made life so much better.

Suggestions for Elaboration

- Tell when your mother grew up.
- Explain why you asked her to tell you about her childhood.
- Tell how personal computers, VCRs, and microwave ovens have brought about change.

READER'S NOTEBOOK

Mom grew up 35 years ago, in the 1960s. ■ I wanted to know how life has changed since my mother was a kid. ■ Things such as personal computers and microwave ovens have made it easier to communicate with other people and to prepare food. ■ The VCR makes it possible for people to watch movies at home whenever they want.

Comparison-and-Contrast Essay

Peer Response Guide

Since your comparison-and-contrast essay must include both similarities and differences and examples of each, you will have to keep a lot of things straight. To check whether your essay clearly conveys the similarities and differences between the two things or people that you are comparing, ask a peer reviewer to read it and answer the following questions.

1. Did I clearly introduce the subjects about to be compared?

Response:

Suggestions for Revision:

2. Did I state a clear purpose for the comparison?

Response:

Suggestions for Revision:

3. Did I include enough similarities? Did I support the similarities with clear examples?

Response:

Suggestions for Revision:

Peer Response Guide continued

4. Did I include enough differences and support them with clear examples?

Response:

Suggestions for Revision:

5. Did I use transitional words and phrases that made the similarities and differences clear?

Response:

Suggestions for Revision:

6. Did I summarize the comparison in the conclusion?

Response:

Suggestions for Revision:

Comparison-and-Contrast Essay

Revising, Editing, and Proofreading

Revising

TARGET SKILL ► Supporting Ideas with Examples

As you revise your comparison-and-contrast essay, ask yourself the following questions:

- Do I support my ideas with good examples?
- Does my essay include enough similarities and enough differences?
- Is my conclusion clear and convincing?

Editing and Proofreading

TARGET SKILL ► Past and Present Participles

Use the suggestions given below to revise and proofread the following paragraph from the rough draft of one student's comparison-and-contrast essay. Correct errors in grammar, usage, and mechanics using proofreading marks. Then copy your corrected draft on a separate piece of paper.

- Be sure that you have used the correct past and present participles.
- Check to see that you have used correct punctuation marks throughout your essay.
- Make sure that you don't switch verb tenses midway through your essay.
- Use a dictionary to check the spelling of any words that you are unsure of.

Draft

Mom says that back then having no personal computers was really bad. She had to write papers, on a typewriter. If she makes a mistake, she has to use this correcting paper thing or starting all over again She says writing with a personal computer is better in lots of ways. Such as you can make changes as you go and you can see words that you have spelt wrong and you can make lots of copies at once. I don't know how she lived without a computer.

Applying

Now edit and proofread your own comparison-and-contrast essay. Refer to the bulleted list above.

Comparison-and-Contrast Essay

Strong Student Model

What a Difference a Generation Makes

1. Clearly states purpose of essay

I wanted to know how life has changed in the last 35 years. When I asked my mom to tell me what life was like when she was a kid, she talked about some big differences between life then and now. Back then, there were no personal computers, no microwave ovens, and no VCRs. These technological advances have changed everyday life. Computers make communication faster, microwaves make preparing food quicker, and VCRs make it possible to watch movies whenever you want.

My mom said that people thought that life in the 1960s was very modern. Appliances such as dishwashers, electric can openers, and hi-fi music systems became common. These conveniences made life easier and more enjoyable for those who could afford them. My mom said that when she was about ten years old, color TVs became available. Her family had only one TV, and her parents were in no rush to replace it. Her parents said that color TVs were expensive, so they went without one for what seemed like an eternity to my mother. When they finally bought a color TV, everyone in the family was thrilled.

3. Good statement addresses one big difference between life now and life in the '60s.

One of the biggest changes that my mother has witnessed is the invention of the personal computer. My mom has shown me college papers that she wrote with a typewriter. She says that when she made a mistake, she would either use special erasing paper or she would have to start the page all over again. She says that writing with a personal computer is much easier, because you can make changes as you go along, misspelled words are highlighted for you, and you can make multiple copies at the same time. I can't imagine life without a computer.

Mom says that buying on the Internet and using email are nice conveniences. However, she also points out that some things are not so different. For example, she says that the basic skills we learn in school are exactly the same as when she was a kid. Learning the multiplication tables and becoming a good reader are still important. I think that the similarities between her childhood and mine mean that life today is not all that different from life 35 years ago.

2. Vivid details paint clear picture of life in the 1960s.

4. Use of however helps to highlight contrast.

5. Strong conclusion is drawn from evidence presented in essay.

Comparison-and-Contrast Essay

Average Student Model

Life Now and Then

1. Opening statement would be improved by telling why writer asked mother about her childhood.

3. Good details help reader visualize what was new at the time.

5. Choppy sentence structure could be improved by combining several sentences into one.

7. It's best not to begin a sentence with a conjunction such as but, and, or or.

I asked my mom to tell me how life has changed since she was a kid in the 1960s. She mentioned some of the things that she didn't have back then, such as personal computers, VCRs, and microwaves. Mom says these things have changed everyday life a lot.

My mom said that back in the '60s, people thought that some of the new things that they had made life modern. Things like dishwashers, electric can openers, and hi-fi music systems. Mom said that those things made life easier and more enjoyable. She said that when she was about ten, color TVs became available. Since her family had a perfectly good black-and-white TV, her parents didn't want to spend the money on a color TV. They said that a color TV cost a lot of money, so they waited for a really long time before they bought one. When they finally got it, everyone in the family was so happy that all they wanted to do was sit around and watch TV.

Mom said that one of the biggest changes since she was a kid is the personal computer. She showed me a paper that she wrote in college and she had to type it on a typewriter and every time she made a mistake, she had to use this erasing paper thing or start all over again. She thinks that writing on a personal computer is much better. You can make changes as you go along. Misspelled words are highlighted for you by the computer. You can make several copies at a time. I can't imagine life without a personal computer.

Another thing that's different is the Internet. Mom says that buying things over the Internet is great. She also likes using email to keep up with old friends who live all over. But she says not everything has changed. For example, she says that we still learn some of the same things in school that she had to learn. Like learning how to read and memorizing your multiplication tables. Mom said she thinks these things will always be important. I think she's right, and I think that because of those similarities, things aren't all that different now from the way they were 35 years ago.

2. Writer should tell how these things have brought about change.

4. Provides clear statement about difference between life now and then

6. Good information about the Internet provides another example of a difference.

8. Sentence fragment needs a subject and a verb.

Comparison-and-Contrast Essay

Weak Student Model

The 1960s

1. *Opening statement is abrupt. Writer should tell why he or she asked mother about her childhood.*

3. *"All of a sudden" isn't accurate. These things didn't just appear overnight.*

5. *This is a vague statement. Writer should elaborate by explaining how computers have made things easier.*

7. *Sentence fragment needs a subject and a verb.*

Life is just so different now from when mom was a kid. I had my mom tell me about what her life was like, and she said no personal computers, no VCRs, and no microwaves. These things have made life so much better.

Mom said that back then everyone thought that what they had was totally modern. All of a sudden, they had dishwashers, electric can openers, and hi-fi music systems. TV dinners were really cool. Mom says that those things made life seem easier and more fun. But she says she wanted a color TV, and her parents didn't want to buy one. They said they cost too much and they had a black-and-white TV so what was the big deal anyway. So my mom says that they just had to wait and then they finally got one and then all anyone wanted to do was sit around watching the new color TV.

Mom says back then no personal computers was really bad. She had to write papers on a typewriter and if she made a mistake, she had to use this weirdo correcting paper thing or start all over again. She says writing with a personal computer is just so much better. Like you can make changes as you go and you can see words that you spelling wrong and you can make lots of copies all at once. I don't know how she lived without a computer.

Mom loves buying stuff over the Internet and using email to stay in touch with old friends. But not everything is so different she says. Like we have to learn some of the same stuff that she had to learn in school. Stuff like reading and multiplication. Anyway, Mom says kids will always have to learn those things and so life really isn't all that different.

2. *Inserting "there were" before "no personal computers" would improve this sentence.*

4. *Uses pronouns without clear antecedents. In this sentence, they is used to refer to three different things— Mom's parents, TVs, and Mom's family.*

6. *Sentence should not start with the word like. The phrase for example would work well here.*

8. *Writer could strengthen conclusion by weighing the differences and similarities between life now and life in the 1960s.*

Comparison-and-Contrast Essay

Rubric for Evaluation

Ideas and Content	Weak	Average	Strong
1. Introduces the subjects being compared			
2. States a clear purpose for the comparison			
3. Includes both similarities and differences			
4. Includes transitional words and phrases to make similarities and differences clear			

Structure and Form			
5. Follows a clear organizational pattern			
6. Summarizes the comparison in the conclusion			

Grammar, Usage, and Mechanics			
7. Contains the correct past and present participles			
8. Contains complete sentences			

Writing Progress to Date (Writing Portfolio)

The strongest aspect of this writing is _____

The final version shows improvement over the rough draft in this way: _____

A specific improvement over past assignments in your portfolio is _____

A skill to work on in future assignments is _____

Additional comments: _____

Reviewing Literary Concepts (page 543)

Reflect and Assess

OPTION 1 Analyzing First-Person Point of View

Advantages	Disadvantages

Answer Key Unit Three

The Treasure of Lemon Brown

Active Reading SkillBuilder, page 5

Responses will vary. Possible responses are provided.

Event from Story: Greg gets a letter from school, relating his poor schoolwork.

Event from Life: This reminds me of a time when I didn't get good grades, and my parents weren't happy with me.

Event from Story: Greg wanders the streets to escape his dad's lecture.

Event from Life: When I want to get away, I go into the woods behind my house and walk around.

Event from Story: Greg hears about Lemon's treasure.

Event from Life: My grandfather used to tell me great stories about his past, and he had a lot of newspaper clippings to show me.

Literary Analysis SkillBuilder, page 6

Responses will vary. Possible responses are provided.

Character: Lemon Brown

Beginning of Story: homeless person who cares about his treasure more than anything else

End of Story: still homeless, still values his treasure

Character: Greg

Beginning of Story: self-centered teenage boy who wants to play basketball

End of Story: a more thoughtful young person who cares about Lemon and about his own father

In this story, Lemon is a static character, because he does not change. Greg, however, is dynamic, because he shows growth toward becoming a more mature person.

Follow Up: Possible Response: Greg changed during the course of this story. After he got to know Lemon and listened to his story, Greg began to feel some human compassion. I think Greg didn't really have a good relationship with his father, but hearing Lemon talk about his son made Greg realize how lucky he was that his dad was around. I think Greg will have a better relationship with his father now because he will be more likely to listen to what he has to say. I think he will try harder in his schoolwork and may get to play basketball.

Words to Know SkillBuilder, page 7

- A.**
1. commence
 2. tentatively
 3. tremor
 4. ominous
 5. gnarled
 6. beckon
 7. ajar
 8. vault
 9. probe
 10. impromptu

B. Students' paragraphs will vary. Accept responses that give a first-person account of an event in Lemon Brown's life and accurately use at least **four** of the Words to Know.

Grammar SkillBuilder, page 8

Responses will vary. Possible responses are provided.

1. Greg's busy father was not happy about the disappointing letter that Greg's principal had sent.
2. If Greg had wanted to play organized basketball, he should have worked harder at his schoolwork.
3. The dilapidated building Greg entered was dark.
4. Lemon was an old man, dressed in filthy rags, living alone.
5. Greg and Lemon struck up a tentative conversation, talking about the rainy weather, homes, and treasure.
6. As the noisy thugs entered the building, they headed up the rickety stairs.
7. After the brutal attack, Lemon showed Greg his "treasure."
8. Lemon's heartwarming story about his son touched a soft spot in Greg.
9. Lemon and Greg said their teary good-byes, and Greg left.
10. As Greg headed home, he thought of the painful lecture waiting for him.

Spelling SkillBuilder, page 9

1. labyrinth
2. jewelry
3. general, environment
4. dangerous
5. privilege
6. decimal, different
7. favorite, memory
8. miners
9. popular
10. voluntary

The Treasure of Lemon Brown, *continued*

Selection Quiz, page 10

Responses will vary. Possible responses are provided.

1. At the beginning of the story, Greg and his father have a rocky relationship. They don't agree about hard work and rewards, school and basketball.
2. The main reason Lemon's treasure is so valuable to him is because it belonged to his son, who is now dead. It's the only link to his family he has left.
3. Greg learns about the importance of family from Lemon, and about how fathers feel toward their sons. Meeting Lemon helped Greg reconsider his relationship with his own father.
4. He probably will be O.K. because he's lived this way for a long time and he appears to be smart about survival on the streets.
5. Greg smiles because, even though he knows he's going to get a lecture, he realizes it's because his father cares for him.

Rules of the Game

Active Reading SkillBuilder, page 12

Responses will vary. Possible responses are provided.

Details from Text: Mrs. Jong tells Waverly about a girl who ran out into traffic and was "smash flat."

My Experiences: My parents tell me stories about terrible things that have happened to people to try to teach me to avoid dangerous situations.

Conclusion: Mrs. Jong is concerned about her daughter's safety and is trying to scare her into making wise decisions.

Details from Text: Waverly teases the tourist who takes her picture.

My Experiences: Students' responses will vary.

Conclusion: Waverly is bold and daring.

Details from Text: Waverly chooses a small, heavy package after noticing that the bigger presents are not the nicest.

My Experiences: Students' responses will vary.

Conclusion: She is quick and observant.

Details from Text: Waverly's mother is polite at the Christmas party and then later tells Vincent to throw the chess set away.

My Experiences: Students' responses will vary.

Conclusion: Mrs. Jong is grateful for the thought but has too much pride and dignity to be happy about accepting charity.

Details from Text: Waverly masters the intricacies of chess.

My Experiences: Students' responses will vary.

Conclusion: She is clever and determined.

Details from Text: Mrs. Jong proudly watches her daughter play chess but tells people it is luck that allows her to win.

My Experiences: Students' responses will vary.

Conclusion: Mrs. Jong does not want to jeopardize her daughter's success by boasting of it. She wants Waverly to remain humble.

Details from Text: Waverly tells her mother she doesn't want to play in the tournament because if she loses by American rules, she will bring shame on her family.

My Experiences: Students' responses will vary.

Conclusion: Waverly is smart. She understands her mother's thinking.

Details from Text: Waverly's mother says, "Is shame you fall down nobody push you."

My Experiences: Students' responses will vary.

Conclusion: Mrs. Jong wants her daughter to be willing to take on a challenge.

Details from Text: Mrs. Jong's lack of understanding about the game of chess annoys Waverly.

My Experiences: Students' responses will vary.

Conclusion: Waverly is beginning to be aware of the wider world and wants to assert her independence.

Details from Text: Waverly's mother says, "We not concerning this girl!"

My Experiences: Students' responses will vary.

Conclusion: Waverly's mother is hurt by Waverly's apparent rejection. She is not ready to accept Waverly's independence.

Literary Analysis SkillBuilder, page 13

Responses will vary. Possible responses are provided.

Waverly

Internal Conflicts:

- She wants to speak out about the plums and later about her mother's actions but knows that she should not.
- She must reconcile the values of the American society in which she lives with the values of her Chinese heritage.
- She desires independence and struggles against her need for her mother.

External Conflicts:

- She is in conflict with each of her chess opponents.
- As a young, female chess player, she challenges the traditional male domain of the chess world.

.....
Rules of the Game, continued

- She criticizes her mother's behavior and goes against her mother's wishes.

Waverly's mother

Internal Conflicts:

- She wants her children to succeed in American society but worries that they may forget their heritage.
- She is fearful for her children and wants to protect them but knows that they must accept challenges.
- She doesn't want charity but appreciates any extras for her children.
- She wants Waverly to grow but stay the same.

External Conflicts:

- She scolds Waverly for bad behavior.
- She makes Vincent and Winston take on Waverly's share of the chores even though they resent it.
- She becomes angry at Waverly and punishes her when Waverly openly criticizes her behavior.

Follow Up: Through their internal and external conflicts, Waverly and her mother are seen to share several characteristics. Both are strong and determined people who do not easily admit defeat. Waverly and her mother are ambitious and set high standards for themselves and for each other. The other person's failure to live up to these standards displeases each of them. Because they are similar, their desire for dominance in the relationship results in many of their conflicts with each other. Waverly's mother is a strategist; as Waverly matures, she too uses her mind to outwit her opponents.

Words to Know SkillBuilder, page 14

- A.**
1. retort
 2. malodorous
 3. circumstance
 4. benefactor
 5. ponder

- B.**
1. False
 2. True
 3. False
 4. True
 5. False

C. Students' commentaries will vary. Accept responses that accurately use **three** Words to Know.

Grammar SkillBuilder, page 15

Responses will vary. Possible responses are provided.

1. The mother carefully guided the child's talent.
2. Waverly walked to the park and enthusiastically pulled out her chess set.
3. She angrily bolted from the store, not waiting to see her mother react.
4. Her opponent slowly moved his chess piece.
5. Her brothers busily took over Waverly's chores so that she could practice her chess game.

Spelling SkillBuilder, page 16

- A.**
1. fiercely
 2. shrilly
 3. heavily
 4. ably
 5. randomly
- B.**
1. incredibly
 2. slyly
 3. entirely
 4. truly
 5. greedily

Selection Quiz, page 17

Responses will vary. Possible responses are provided.

1. Her mother wants her children to do better than she and her husband have done. She wants them to live the best lives they possibly can.
2. She learns chess.
3. She reads the rules, looks up words, and borrows books from the library on chess. She studies the game intensely. Her efforts show that she is determined, thorough, ambitious, and bright.
4. She learns to conduct herself with dignity and poise. She keeps her captives in neat rows, she does not announce her possible victory in an overconfident or arrogant way. She learns not to throw temper tantrums after losing a game.
5. Waverly is embarrassed by her mother's boasts.

Fear / Identity

Active Reading SkillBuilder, page 18

Responses will vary. Possible responses are provided.

“Fear”

Image: child made into a princess with tiny golden slippers

Mental Picture: child all dressed up in dainty silks and laces

Image: child grown into a queen on a throne

Mental Picture: woman removed from others—sitting in grand isolation

“Identity”

Image: flowers harnessed to a pot of dirt

Mental Picture: terra cotta pots in rows with colorful flowers growing neatly out of them

Image: tall ugly weed clinging on a cliff

Mental Picture: thistle or burdock with roots gripping a rocky surface and originating in a little crevice of dirt

Image: breaking through a surface of stone

Mental Picture: green stalk surrounded by fragments of stone

Image: madness of vast, eternal sky

Mental Picture: blue sky and clouds stretching as far as the eye can see

Image: clusters of pleasant-smelling flowers

Mental Picture: well-maintained and carefully placed groups of hyacinths or other fragrant flowers

Literary Analysis SkillBuilder, page 19

Responses will vary. Possible responses are provided.

“Fear”

Symbol: princess

Meaning: someone dependent on material possessions; someone delicate and protected from the messiness of life; a spectator of life

Symbol: queen

Meaning: someone isolated and set apart from others by wealth or status or a feeling of importance

Symbol: golden slippers

Meaning: material possessions; outward signs of distinction

Symbol: night

Meaning: dark times in life; periods of unhappiness

“Identity”

Symbol: flowers

Meaning: conformists; crowd-pleasers; fragility

Symbol: weed

Meaning: individuality; personal freedom and strength;

someone unafraid to cling to his or her convictions

Symbol: pot of dirt

Meaning: limitations; desire to be rooted in the familiar

Symbol: cliffs

Meaning: risks; chances; life of challenges instead of security

Symbol: eagle

Meaning: freedom; nobility

Follow Up: Students’ poems will vary but should incorporate and symbolically use three of the images or objects from “Fear” and “Identity.”

from Still Me / Speech

Active Reading SkillBuilder, page 21

Responses will vary. Possible responses are provided.

Clue from the Text: Christopher Reeve’s involvement in The Creative Coalition

What I Can Infer: He is concerned about the welfare of others; he is generous with his influence and time.

Clue from the Text: Reeve’s decision to go to the fund-raising dinner

What I Can Infer: He possesses courage and determination; he doesn’t want to let anyone down.

Clue from the Text: Dana’s help with his decision and her realization of his feelings

What I Can Infer: They are a close couple; she is supportive; he relies on her good judgment.

Clue from the Text: Robin Williams’s loan of security people and his interaction with Christopher Reeve on stage

What I Can Infer: Williams is a good friend to Reeve; Williams is sensitive; he is talented and can put others at ease.

Clue from the Text: the fact that Christopher Reeve is making the speech

What I Can Infer: He is dedicated to working for the disabled.

Clue from the Text: Reeve’s mention of Gregory Patterson

What I Can Infer: Reeve is aware of others’ difficulties; he is compassionate; he is outgoing.

Clue from the Text: belief that the impossible can be accomplished

What I Can Infer: Reeve is not easily discouraged; he has faith in the power of people.

.....
from Still Me / Speech, continued

Literary Analysis SkillBuilder, page 22

Responses will vary. Possible responses are provided.

Thoughts

- “I wondered if I would be able to address the audience or if I would be too nervous to speak at all!”
- “A blind person . . . would not have been able to tell that anyone was there.”
- “I’d made it.”
- “The evening was transformed into a celebration of friendship and endurance. A large group of people . . . suddenly drawn together into a unit that felt almost like family.”

Feelings

- “I braced myself to go out into the unknown.”
- “Driving into the city at 55 mph was an overwhelming experience.”
- “my neck froze with tension and my body spasmed uncontrollably”
- “I was in something of a daze, but I managed to nod and thank them.”
- “I was happy to be out in the world again.”
- “I had mixed feelings—of gratitude, excitement, and the desire to disappear.”
- “In a moment of panic I realized that I hadn’t prepared any remarks.”

Follow Up: Because readers are given insight into Christopher Reeve’s thoughts and feelings, they gain a stronger understanding of what it means to be disabled. The insights draw a clear portrait of his character as someone with inner resources, strength, courage, and determination and show him to be human in the way that he struggles to overcome his hesitations.

Words to Know SkillBuilder, page 23

- A.**
1. rehabilitation
 2. access
 3. affliction
 4. sever
 5. logistics

- B.**
1. D
 2. C
 3. E
 4. A
 5. B

C. Students’ responses will vary. Accept responses that accurately use **three** Words to Know.

Grammar SkillBuilder, page 24

Responses will vary. Possible responses are provided.

1. Pausing frequently, Christopher Reeve narrated the story of his English teacher.
2. Overwhelmed by the response, he thanked everyone.
3. The nurses prepared the medication for the tired patient.
4. Reeve greeted a photographer carrying a camera in one hand.
5. The security guards hurried him past crowds of people, craning their necks to see.
6. The Creative Coalition, founded in 1989, held a fund-raising dinner.
7. Having been active all his life, he found the psychological adjustment particularly grueling.
8. The massage took a while to relax his muscles, which were frozen with tension.
9. Speaking from a personal perspective, Christopher Reeve has inspired many people.
10. He reassured his worried wife that he was fine.

Spelling SkillBuilder, page 25

A. Across

4. amputation
7. evaluate
10. obligation

Down

1. separate
2. participation
3. rehabilitation
5. investigation
6. elevate
8. frustrate
9. dedicate

- B.**
1. evaluation
 2. separation
 3. elevation
 4. frustration
 5. dedication

Selection Quiz, page 26

Responses will vary. Possible responses are provided.

1. He is a founder and recent co-president of the organization. Before his accident he asked Robin Williams to be one of the honorees, so he feels he should be there.
2. There are many questions in his mind. It will be his first public appearance since his accident, and he is not sure if he will be able to speak in public. There is a possibility that he will have spasms or other difficulties. In addition, the trip will require a great deal of organizing.

from *Still Me / Speech*, continued

3. He finds the experience so far to have been quite intense, and he knows that he still has the entire evening to get through.
4. It becomes a positive experience and a celebration of friendship and endurance.
5. He compares the challenge of finding cures for crippling diseases and other afflictions to the challenge of conquering space. Just as people have attained a goal that had once seemed impossible, so he believes that with the same will to succeed, humans can successfully conquer the frontier of the human brain.

Stopping by Woods on a Snowy Evening

Active Reading SkillBuilder, page 27

Responses will vary. Possible responses are provided.

Question: What is the setting?

Answer: darkest evening of the year, between the woods and frozen lake

Question: What is the reaction of the horse at stopping?

Answer: The horse shakes his harness bells.

Question: What is the conflict experienced by the speaker?

Answer: The speaker wants to stay in the woods, but he knows he must continue his journey.

Question: What might his journey represent?

Answer: life

Question: Where is the owner of the woods?

Answer: in the village

Question: When is the speaker's conflict resolved?

Answer: In the last stanza, the speaker decides to continue his journey and not to stay in the woods.

Question: Why does the speaker stop initially?

Answer: He is attracted to the woods, which are lovely, dark, and deep.

Question: Why does the speaker move on?

Answer: He has promises to keep and miles to go before he can sleep.

Literary Analysis SkillBuilder, page 28

Rhyme

Students should underline the following words: *know, though, here, snow, queer, near, lake, year, shake, mistake, sweep, flake, deep, keep, sleep.*

Rhythm

Whose woods these are I think I know.

His house is in the village though;

He will not see me stopping here

To watch his woods fill up with snow.

My little horse must think it queer

To stop without a farmhouse near

Between the woods and frozen lake

The darkest evening of the year.

He gives his harness bells a shake

To ask if there is some mistake.

The only other sound's the sweep

Of easy wind and downy flake.

The woods are lovely, dark and deep,

But I have promises to keep,

And miles to go before I sleep,

And miles to go before I sleep.

Follow Up: Students might say he repeats the last line to emphasize the speaker's weariness and the length of his journey. The different rhyme scheme draws attention to the end of the poem.

Building Vocabulary SkillBuilder

page 29

Responses will vary. Possible responses are provided.

1. -less; without
2. -ous; like or about
3. extra-; in excess, super
4. un-; not
5. -ion; act, condition

Students' sentences should reveal an understanding of each word and affix.

from Grand Mothers

Active Reading SkillBuilder, page 31

Responses will vary. Possible responses are provided.

Main Idea: Giovanni's grandmother could do many things extraordinarily well, but she was also human like everyone else.

Supporting Details: Her mayonnaise was so delicious that you could eat it without anything else. She played the piano and sewed beautifully. She had the courage and commitment to fight battles for others in her family. Despite all of her talents, she forgot the soap when she took a bath.

Literary Analysis SkillBuilder, page 32

Responses will vary. Possible response is provided.

Example: "Somehow that bothered this granddaughter when I was small, but the older I have grown, the more it is a fond memory."

What It Reveals: Growing older has given the writer perspective on her grandmother. What bothered her when she was small has become a happy memory of a woman who was so accomplished yet so very human, just like the rest of us.

Follow Up: Responses will vary. Accept responses that clearly describe the voice of the other writer, providing specific examples from the text, and that compare this voice to Giovanni's voice.

Words to Know SkillBuilder, page 33

- A.**
1. contemplate
 2. exquisite
 3. slovenly
 4. cliché
 5. transition
 6. consent
 7. tackle
 8. bellow

9. segregation
10. resistance

B. Students' letters will vary. Accept responses that accurately use at least **four** Words to Know.

Grammar SkillBuilder, page 34

1. The subject of this selection, Nikki Giovanni's grandmother, was a woman of great strength.
2. The author of *Grand Mothers*, Nikki Giovanni, expresses deep admiration for her grandmother's way of life.
3. Giovanni remembers that her sister, Gary, was able to play the piano like an angel.
4. When Giovanni's grandfather, John Brown Watson, died, it was a sad day for all of her family.
5. Giovanni's grandmother, Emma Louvenia Watson, was willing to fight for what she believed in.
6. Giovanni, a well-known poet, has also written several short stories and essays.
7. Emma Lou attended her church, Mt. Zion Baptist Church, each and every Sunday.
8. The soap that Giovanni's grandmother always forgot, Sweetheart soap, was pink.
9. Giovanni's friends, all writers, offered their thoughts and feelings on grandmothers.
10. Cass Walker, a conservative Knoxville businessman, didn't scare Emma Lou in the least.

Spelling SkillBuilder, page 35

- A.**
1. vague
 2. chauffeur
 3. ballet
 4. clique
 5. bureau
- B.**
1. plateau
 2. chalet
 3. connoisseur
 4. silhouette
 5. marionette

Selection Quiz, page 36

Responses will vary. Possible responses are provided.

1. It is amazing that Grandmother forgot her soap because in all other ways, Grandmother was incredibly organized and focused.
2. Giovanni would put her sheets out the night before laundry day and sleep on the mattress cover. That way her grandmother wouldn't wake her up at the crack of dawn to get the sheets off her bed.
3. Giovanni compares grandmothers to vegetables such as spinach, asparagus, and brussels sprouts. She says that like these often-despised vegetables,

from *Grand Mothers*, continued

grandmothers give you something that you appreciate more in hindsight than in the present.

4. Giovanni's grandmother civilized her by teaching her to do kind things for other people and by imparting patience and the value of doing the "little things" right.
5. Giovanni leaves her mother late at night or early in the morning so that she can't see the uncertain look on her face that seems to be asking, "Will I see you again?"

Legacies / the drum / Choices

Active Reading SkillBuilder, page 37

Responses will vary. Possible responses are provided.

"Legacies": to express an opinion

"the drum": to express an opinion

"Choices": to inform; to express an opinion

Students may choose other possible author purposes as long as they can explain their reasoning.

Literary Analysis SkillBuilder, page 38

Responses will vary. Possible responses are provided.

"Legacies"

Grandmother: Honey! Where are you?

Little Girl: Yes, ma'am?

Grandmother: I want you to learn to make rolls.

Little Girl: I don't want to make rolls! I want to be dependent on your spirit when you are gone because I will miss you so much.

Grandmother: Lord, these children. I don't understand them and they don't understand me.

"Choices"

Speaker: I know I can't control everything in life—I can control only my own feelings.

Friend: What do you mean?

Speaker: I can work with what I do have and face situations with strength and a positive attitude.

Friend: Will emotions get in the way?

Speaker: No, emotions will save me. They will help me deal with situations I cannot control.

Follow Up: Responses will vary. Students may note that their dialogues make the ideas in the poem easier to understand, but that the dialogues are not as fun to read or as elegant as the actual poems.

A Journey / Knoxville, Tennessee

Active Reading SkillBuilder, page 39

Responses will vary. Possible responses are provided.

"A Journey"

Inference: The speaker is brave.

Evidence: The speaker is not afraid of rough spots or lonely times.

Inference: The speaker realizes that she is creating her own path in life.

Evidence: The speaker says that she is in a space that will be invented.

"Knoxville, Tennessee"

Inference: The speaker loves nature and being outdoors.

Evidence: The speaker talks about gardens, a picnic, and going to the mountains.

Inference: The speaker is content and appreciates life's simple pleasures.

Evidence: The speaker enjoys the warmth of summer, fresh vegetables, homemade foods, social gatherings, family, and going barefooted.

Literary Analysis SkillBuilder, page 40

"A Journey": There are six stanzas in the poem. The first stanza has two lines, while the second, third, fourth, and fifth stanzas each have three lines. The last stanza contains one line.

"Knoxville, Tennessee": There are no stanzas in this poem. The shortest line contains only one syllable and the longest has eight.

Follow Up: Responses will vary. Students may point out that the unusual form of "A Journey" reinforces the idea that the speaker is making her own way through life. The short lines of "Knoxville, Tennessee" are appropriate for the list of simple, concrete images that the poem presents.

The Diary of Anne Frank

Active Reading SkillBuilder, page 51

Responses will vary. Possible responses are provided.

Scene One

Characters: Mr. Frank, Miep Gies

Setting: November 1945, top floor of warehouse

Main Events: Miep gives Mr. Frank his daughter's diary. He begins to read it.

Scene Two

Characters: Mr. Frank, Miep, Mr. and Mrs. Van Daan, Mrs. Frank, Mr. Kraler, Peter, Anne, Margot

.....
The Diary of Anne Frank, continued

Setting: July 1942, top floor of warehouse

Main Events: The families set rules for how they will live in the rooms. Mr. Frank gives Anne a diary, and she starts to write in it.

Scene Three

Characters: Mr. Frank, Miep, Mr. and Mrs. Van Daan, Mrs. Frank, Mr. Kraler, Peter, Anne, Margot, Mr. Dussel

Setting: September 1942, top floor of warehouse

Main Events: The Franks and the Van Daans quarrel. Anne spills milk on Mrs. Van Daan's fur coat. Mr. Dussel moves in. Dussel criticizes Anne.

Literary Analysis SkillBuilder, page 52

Responses will vary. Possible responses are provided.

Conflict: Anne feels that she is too mean; she's afraid to let her good side show.

Events: Anne shuts her mother out. Anne makes Hanukkah presents for everyone. She and Peter talk and become friends. She apologizes to her mother for shutting her out. Anne decides to become a writer.

Resolution: Anne realizes that she has faith in herself and in the goodness of others.

Follow Up: Responses will vary. Students may discuss external conflicts between Anne and her mother, between Mr. and Mrs. Van Daan, between Anne and Peter, or between all the Secret Annex residents and the Nazis.

Literary Analysis SkillBuilder, page 53

Responses will vary. Possible responses are provided.

Flashback Clues

Auditory: Anne's voice comes in as Mr. Frank begins to read; then his voice fades out and hers continues alone.

Visual: The lights dim slowly to darkness; the curtain falls. When the next scene starts, the setting is altered: more people are in the room, Mr. Frank and Miep look younger, and Miep is not pregnant.

Dialogue: They make plans for how they are going to live in the hidden rooms.

Follow Up: The flash forward occurs at the end of Act Two, Scene 4, when the lights dim, "voices stop abruptly," and the curtain falls for a brief period of time.

Literary Analysis SkillBuilder, page 54

Responses will vary. Possible responses are provided.

External Conflict: complains that her mother doesn't treat her as a grown-up; shuts mother out when she has a nightmare; her mother says she is wild and self-willed; Anne resents being compared to Margot; Anne thinks everyone is against her; she says her mother doesn't listen

Internal Conflict: Anne knows she's being cruel to her mother but she can't seem to stop her behavior; she feels badly about her behavior; she's afraid to show her nice side; she's afraid people will laugh at her if she's serious.

Follow Up: Possible Response: Anne learns that her conflicts are part of growing up. She learns to be kinder to others and to herself.

Literary Analysis SkillBuilder, page 55

Anne and Mrs. Frank: Resolved in Act Two, Scene 3, when Anne apologizes for how she has treated her mother.

Mrs. Frank and Mrs. Van Daan: Resolved in Act Two, Scene 3, when they apologize to each other.

Follow Up: Good news—the invasion of Normandy—changes the way people feel toward each other.

Words to Know SkillBuilder, page 56

- A.**
1. B
 2. F
 3. I
 4. G
 5. D
 6. A
 7. E
 8. C
 9. J
 10. H

- B.**
1. foreboding
 2. inarticulate
 3. ostentatiously
 4. indignantly
 5. oppression

C. Students' reviews will vary. Accept responses that accurately use at least **five** Words to Know.

Grammar SkillBuilder, page 57

Responses will vary. Possible responses are provided.

1. Although their hiding place seemed safe, the Franks were extremely anxious. (adjective)
2. Anne was very pleased that Peter brought his cat. (adjective)
3. She couldn't sleep because her nightmares were so frightening. (adjective)
4. They never ran water in the daytime. (verb)
5. They quietly moved about without their shoes. (verb)
6. Peter finally began to come out of his shell. (verb)
7. The shop seemed too quiet for a weekday. (adjective)
8. The phone rang very loudly, shattering the silence. (adverb)

The Diary of Anne Frank, *continued*

9. They listened fearfully. (verb)
10. Anne believed that people are really good at heart.
(adjective)

Spelling SkillBuilder, page 58

1. inspect
2. bicycle
3. provide
4. inform
5. revolve
6. depend
7. constructed
8. forbidden
9. excel
10. disrespectful

Selection Quiz, page 59

Responses will vary. Possible responses are provided.

1. The events of the play are revealed through the pages of Anne Frank's diary, which her father, Otto Frank, receives after the war.
2. The Franks go into hiding to escape persecution by the Nazis, who are systematically trying to eliminate the Jewish people.
3. Mr. and Mrs. Van Daan and their son, Peter, go into hiding with the Franks. They are later joined by Mr. Dussel.
4. At the beginning of the play, Anne and her mother quarrel about the way in which Anne behaves. Mrs. Frank is upset because Anne is outspoken. Anne, for her part, is hurt by her mother's criticism. Anne reacts by striking out against her mother, behavior that she later regrets and apologizes for. Anne and her father maintain a close relationship throughout the play. Anne's relationship with Peter changes dramatically. In the beginning, she is nothing more than a pest to him. Gradually, she becomes a close friend, and each shares his/her hopes and dreams with the other.
5. The presence of the inhabitants is revealed by a thief who has broken into the warehouse below. Of all the inhabitants of the Secret Annex, only Otto Frank survives the concentration camps.

Building Vocabulary SkillBuilder

page 60

1. brush
2. blazing
3. nasty
4. extended
5. craggy
6. lamp
7. slippery road
8. word
9. fat
10. ornate

