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
English Language Learner Adapted Interactive Reader Teacher’s Guide

Preview
Grades 9–12

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

Ferocity (fuhs 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.

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

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<tr>
<td>You choose friends who will be a good influence on you.</td>
<td>Mr. Bueller is a good influence on his students.</td>
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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.

**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:

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<th>Subject Pronouns</th>
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<tr>
<td>I, you, he, she, it</td>
<td>me, you, him, her, it</td>
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</table>

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**.

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

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

**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)

**Grammar in Context** provides instruction in grammar and mechanics issues that appear in the context of each selection.
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# English Language Learner Adapted Interactive Reader Table of Contents

The selections included in this preview are highlighted.

## Grade 12

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<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Poem, <em>The Hollow Men</em></td>
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<td></td>
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</tr>
</tbody>
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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.

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.

**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?

(ENGLISH/SPRINGING/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.

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

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

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.

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

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**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

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 (tə TAL uh TAY r 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 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 82-83.

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)

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.
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.

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

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 rih 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.

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

Sacrifices for Someone You Love

1. Spending a week’s allowance to buy a gift
2. Answers will vary.
3. 
4. 
5. 

Answers will vary.

Sacrifices for Someone You Love

1. Spending a week’s allowance to buy a gift
2. Answers will vary.
3. 
4. 
5. 

Answers will vary.

In This Chapter

- Example: Sacrifices for Someone You Love

1. Spending a week’s allowance to buy a gift
2. Answers will vary.
3. 
4. 
5. 

Answers will vary.
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** [KUV 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.

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.

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**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.

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>vestibule</td>
<td>The vestibule is just inside the back door of the house.</td>
</tr>
<tr>
<td>ransack</td>
<td>If a room has been ransacked, it looks neat and clean.</td>
</tr>
<tr>
<td>covet</td>
<td>If you covet something, you admire it but you don’t want to own it.</td>
</tr>
</tbody>
</table>

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.

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**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**.

<table>
<thead>
<tr>
<th>About You</th>
<th>About the Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Careful study will help you to <strong>analyze</strong> the stories you read in school.</td>
<td>Della <strong>analyzed</strong> her life to discover how she could get money for her husband’s Christmas gift.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>About You</th>
<th>About the Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friendship is probably an important <strong>element</strong> of your life.</td>
<td>Christmas gifts are an important <strong>element</strong> in Della and Jim’s life.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>About You</th>
<th>About the Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>You live your life in <strong>sequence</strong>, one day at a time.</td>
<td>This story is about the <strong>sequence</strong> of events that take place in one day.</td>
</tr>
</tbody>
</table>

**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.

**Academic Vocabulary**

Have students copy and complete the following sentences.

1. ____ must carefully analyze test results.
   *Possible answers*: Scientists, Doctors, Mathematicians

2. One element of good sportsmanship is ________.
   *Possible answers*: thanking your opponent for a good game; playing according to the rules

3. 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 **/iː/**. 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.

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

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.

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.
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.

**VOCABULARY**
The word *ransack* (RAN suk) 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.

**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.

**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)
“You’ve cut your hair?” asked Jim.
“Don’t you like me just as well, anyhow? I’m me without your hair.”
“Do 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.”

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!”

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
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)
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.”

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.

**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.

**Pause & Reflect**

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)
**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.

<table>
<thead>
<tr>
<th>IRONY MAP</th>
<th>Jim</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What Della sells:</strong></td>
<td>What Jim sells:</td>
</tr>
<tr>
<td>her hair</td>
<td>his watch</td>
</tr>
<tr>
<td><strong>What Della buys:</strong></td>
<td>What Jim buys:</td>
</tr>
<tr>
<td>a watch fob</td>
<td>combs for Della’s hair</td>
</tr>
<tr>
<td><strong>What Della receives:</strong></td>
<td>What Jim receives:</td>
</tr>
<tr>
<td>combs for her hair</td>
<td>a watch fob</td>
</tr>
<tr>
<td><strong>Why the gift is useless:</strong></td>
<td>Why the gift is useless:</td>
</tr>
<tr>
<td>The gift is useless because Della sold her hair to buy Jim’s gift.</td>
<td>The gift is useless because Jim sold his watch to buy Della’s gift.</td>
</tr>
</tbody>
</table>

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.

**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.
**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*.

**Writing 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 310.
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.

1. Della buys a watch fob for Jim because—
   - **A** he lost his watch
   - **B** he treasures his watch
   - **C** he doesn’t know how to tell time
   - **D** the fob is inexpensive

2. When Jim sees Della’s short hair, he realizes—
   - **A** she has been to a beauty parlor
   - **B** he likes her hair short
   - **C** his gift for her will be useless
   - **D** she couldn’t always have long hair

3. Which statement best describes the situational irony in the story?
   - **A** The watch fob is as useless to Jim as the combs are to Della.
   - **B** Jim and Della bought each other expensive gifts.
   - **C** Della’s combs were bought with the money she received for her hair.
   - **D** Jim and Della are as wise as the Magi.

4. O. Henry suggests that Della and Jim’s “greatest treasure” is—
   - **A** a watch fob and a comb
   - **B** their foolishness
   - **C** their sacrifices
   - **D** their love for each other

5. To create a surprise ending, O. Henry—
   - **A** does not introduce Jim until the end of the story
   - **B** withholds information about Jim’s plan
   - **C** explains right away what the characters know
   - **D** does not reveal Della’s motivation for cutting her hair

6. What does the story reveal about Della and Jim?
   - **A** They are greedy and selfish.
   - **B** The put each other’s happiness above their own.
   - **C** They don’t know each other as well as they thought.
   - **D** They have fallen out of love.

**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:

1. What is irony?
2. What is ironic about this story?
3. 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?

**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.

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 ri 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 PR eh tuh vay) is an adjective that means necessary or not to be avoided. It is imperative that I get to school on time each day.

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.

### Grammar in Context

#### 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.

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Synonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>intangible</td>
<td>vague</td>
</tr>
<tr>
<td>apprehension</td>
<td>anxiety</td>
</tr>
<tr>
<td>imperative</td>
<td>required</td>
</tr>
</tbody>
</table>

#### WRITE IT

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.

<table>
<thead>
<tr>
<th>Regular Verbs</th>
<th>Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>use</td>
<td>used</td>
</tr>
<tr>
<td>join</td>
<td>joined</td>
</tr>
<tr>
<td>look</td>
<td>looked</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Irregular Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>sleep</td>
</tr>
<tr>
<td>spit</td>
</tr>
<tr>
<td>break</td>
</tr>
</tbody>
</table>

**Example:**

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

Possible answer: The boy ran in front of us.

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

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

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

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

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.

<table>
<thead>
<tr>
<th>About You</th>
<th>About the Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your preparation for class will affect how much you learn each day.</td>
<td>The extreme cold affected the man’s ability to start a fire.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>About You</th>
<th>About the Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>You communicate with your teacher every day.</td>
<td>The dog tried to communicate his fear to the man.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>About You</th>
<th>About the Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have a definite plan for your social studies project.</td>
<td>The man did not have definite plans for his trip.</td>
</tr>
</tbody>
</table>

**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.

**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)

**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.
**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.

**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)
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 did not enter his head. 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 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—50, or even 60 below zero, but not 75. The dog felt sadness and a sense of apprehension. It wanted the man to stop and make camp or build a fire.

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. The man kept going through several miles of woods. He 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.4

The trail was soft and a bit mushy, and he knew that he was ten miles from the forks. He saw by his watch that it was ten o’clock, and he knew that he was ten miles from the forks. He was making four miles an hour, and he figured that he would arrive at the forks at half-past noon.5

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. The man kept going through several miles of woods. He 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. He was making four miles an hour, and he figured that he would arrive at the forks at half-past noon.

1. frailty (FRAH /t /) weakness.
2. instinct (IN stinkst) a behavior that is known without having to be learned.
3. forks: the place where a road, path, or river divides or branches.
He kept rubbing his cheeks and his nose with his mittens, and as soon as he stopped rubbing, they were numb again. He knew frosted cheeks were a bit painful but never serious.

The man was still very observant. 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 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.

The man was afraid he would break through the ice.

4. numb (nuhm): without any physical feeling
5. observant (ər’zər vənt): having the habit of noticing things.
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.

And then it happened. Suddenly the man crashed through a crust of snow into icy water halfway to his knees. 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 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 and now, from the branches above, an avalanche 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.

When the dog got wet the same way, “almost immediately the water that clung to the dog turned to ice.”

The old-timer’s advice is imperative (Spanish imperativo); tell students that it is imperative that young children be kept from playing near busy streets.

O 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.

O 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.

O 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.

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

O 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)
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.

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 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. 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 feeble fire, and when he clumsily tried to poke it away, the flames died.

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 carcass 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. He lunged for the dog and caught hold of it. He wanted to kill

7. feeble (FIH buhl): weak.
8. carcass (KAR uh toh): dead body.
9. lunged (LUN jid): moved forward suddenly.
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. He thought 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 thought only of meeting death calmly and with dignity.164 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 man sat facing him and

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.

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: 

waiting. The brief day drew to a close in a long, slow twilight. 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 coming 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.  

1 providers (pruh VY duhrz): people who give something.
### 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.

<table>
<thead>
<tr>
<th>Details of the Setting</th>
<th>Evidence from the Story</th>
<th>Problem for the Main Character</th>
</tr>
</thead>
<tbody>
<tr>
<td>distance from other people</td>
<td>“It was nine in the morning on a clear day. (lines 4 and 15)”</td>
<td>The man is far from any other people. There is no help for him if he gets hurt or has a problem.</td>
</tr>
<tr>
<td>hidden springs</td>
<td>“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)</td>
<td>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.</td>
</tr>
<tr>
<td>extreme cold</td>
<td>“His hands were numb, and his face and his feet were numb also… he felt cold all over.” (lines 91–92)</td>
<td>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.</td>
</tr>
</tbody>
</table>

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.

### 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.

### 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.
**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**.

---

**After Reading**

**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.

<table>
<thead>
<tr>
<th>My Prediction</th>
<th>Evidence for the Prediction</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answers should expand</td>
<td>on students’ responses in the selection margins.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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 710.
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 conversations.

Assessment Practice

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

1 Why is the man out walking in such cold weather?
   A He has been sent to get medicine.
   B He is looking for people lost in the snow.
   C He has been caught in a snowstorm.
   D He is traveling to another camp.

2 Why does the man ignore the advice of the Yukon old-timer?
   A He received better advice from someone else.
   B He thinks that he knows better.
   C He didn’t hear the advice.
   D He trusts the dog to help if he has trouble.

3 What causes the most trouble for the man as he travels in the Yukon?
   A Not having enough wood to make a fire
   B The distance he has to travel
   C Not having enough food
   D The extreme cold temperatures

4 Stepping through the ice into the cold water is dangerous for the man because—
   A he doesn’t know how to swim
   B he will lose his food and matches when he steps into the water
   C his feet will freeze if he doesn’t warm them immediately
   D he doesn’t have time to stop and make a fire

5 Which statement best describes how the story’s setting is connected to its conflict?
   A The setting of the story does not affect its conflict.
   B The setting of the story is not as important to the conflict as the character of the old-timer.
   C The setting affects the conflict, but the man is able to overcome those problems.
   D The setting is the source of the conflict in the story.

6 At the end of the story, it is reasonable to predict that the dog will survive because—
   A he is suited for survival in extreme cold weather
   B he knows how to hunt for his food
   C another man will soon come along to save him
   D dogs cannot freeze to death

Written Assessment

To gauge students’ comprehend 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 110.

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

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.

<table>
<thead>
<tr>
<th>Examples from the Sermon</th>
<th>Emotional Appeals</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The pit and fires of hell are below them.”</td>
<td>appeals to fear by creating a sense that hell is close by</td>
</tr>
<tr>
<td>“You are one thousand times more terrible... than the most poisonous snake.”</td>
<td>appeals to guilt by saying that his listener is far worse than a dangerous snake</td>
</tr>
</tbody>
</table>

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.

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 (identify) search ignore |
| **appease** | clap persuade (calm) force |
| **induce** | bully beg (persuade) argue |

**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

**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.

<table>
<thead>
<tr>
<th>About You</th>
<th>About the Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>When you want to illustrate an idea, think of as many examples as you can.</td>
<td>Jonathan Edwards illustrates his sermon with frightening descriptions of hell.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>About You</th>
<th>About the Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study a difficult poem carefully and you will be able to interpret it successfully.</td>
<td>Edwards tries to interpret or explain God to the members of his church.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>About You</th>
<th>About the Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>You reveal more about yourself to your friends and family than to others.</td>
<td>In his sermon, Edwards intends to reveal a strict and unforgiving God.</td>
</tr>
</tbody>
</table>

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.
- Edward'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.

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)

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.
**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.”

**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)*
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. . . . 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. . . .

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. 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 being dropped into hell right now.

**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.

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

God is the only one 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.

**LITERARY ANALYSIS:**

**PERSUASION**

**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.

**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)
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.

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. . . .

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? . . .

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

Edwards ends his sermon 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.
**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

<table>
<thead>
<tr>
<th>Possible answers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>God aims arrows of death at them.</td>
</tr>
<tr>
<td>God aims arrows at their hearts.</td>
</tr>
<tr>
<td>God hangs them over a fiery pit.</td>
</tr>
</tbody>
</table>

### Audience’s Thoughts and Feelings

<table>
<thead>
<tr>
<th>Thought/Feeling</th>
</tr>
</thead>
<tbody>
<tr>
<td>fear of death</td>
</tr>
<tr>
<td>painful feeling in chest</td>
</tr>
<tr>
<td>great fear of fire</td>
</tr>
</tbody>
</table>

### 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)*

For a rubric of proficiency level descriptors, see page T10.
Reading Strategy: Analyze Emotional Appeals

Review with students their answers to the “Emotional Appeals” column in the chart. Ask: “How does Edwards’s language appeal to the audience’s emotions?” (Possible answer: The language helps listeners feel God’s anger.) Then ask: “How does it get Edwards’s message across?” (Possible answer: It allows listeners to imagine what it could be like to suffer in hell.)

Vocabulary Practice

Before students complete the activity, review with them the definitions of the Vocabulary words on page 75.

<table>
<thead>
<tr>
<th>Examples</th>
<th>Emotional Appeals</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The arrows of death fly unseen…”</td>
<td>Answers will vary but might include:</td>
</tr>
<tr>
<td></td>
<td>fear</td>
</tr>
<tr>
<td>“It is God’s choice alone that keeps you from being swallowed up in everlasting destruction…”</td>
<td>desire for God’s pleasure, guilt</td>
</tr>
<tr>
<td>“He thinks you deserve only to be thrown into the fire.”</td>
<td>guilt, fear</td>
</tr>
<tr>
<td>“Yes, only God’s hand keeps you from dropping down into hell right now.”</td>
<td>thankfulness to God, fear of hell</td>
</tr>
<tr>
<td>“You have no way to save yourself.”</td>
<td>desperation, depression, futility</td>
</tr>
<tr>
<td>“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.”</td>
<td>hope</td>
</tr>
</tbody>
</table>

Vocabulary Practice

For each group of words below, cross out the word whose meaning is different from the meaning of the vocabulary word in boldface type.

1. discern ignore recognize
2. appease satisfy irritate
3. induce persuade discourage

Listening Assessment

To gauge how well students listen and communicate, have them complete the following exercise. Moderate a class discussion in which students consider this question: “Do you believe that Edwards’s sermon persuaded his congregation? Explain why or why not.” Possible answers: Yes, because the listeners were probably terrified into mending their ways; no, because frightening people may make them angry or resentful about what you want them to do. (LISTENING/SPEAKING)

For a rubric of proficiency level descriptors, see page T10.
**Academic Vocabulary in Speaking**

The word *Illustrate* (Il 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.*

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**Assessment Practice**

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

1. 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

2. 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

3. 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

4. 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

5. 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.”

6. Which word best describes why people should behave, according to Jonathan Edwards?
   - A: Fear
   - B: Love
   - C: Duty
   - D: Joy

---

**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 T16.

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**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.

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

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**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
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.

Literary Analysis: Satire
Satire (SAY-tree) 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.

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

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.

<table>
<thead>
<tr>
<th>Proposition</th>
<th>Children should be sold to wealthy people.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support</td>
<td>Parents will earn money in exchange for their children</td>
</tr>
</tbody>
</table>

**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** (SUN 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.

**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*

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**English Language Skills**

### 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.

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

### 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*.

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**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.

<table>
<thead>
<tr>
<th>About You</th>
<th>About the Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loss of sleep affects your outlook; it has a negative impact on your mood.</td>
<td>The author’s satire affects how readers respond to the selection.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>About You</th>
<th>About the Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>You like the challenge of a difficult task.</td>
<td>The challenge of this essay is to understand the writer’s tone.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>About You</th>
<th>About the Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>You respond quickly to messages from your friends.</td>
<td>Before you respond to satire, you have to think carefully about the author’s purpose.</td>
</tr>
</tbody>
</table>

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**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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**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**

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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.

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**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.
**Problem:**
Walking through the streets of Dublin or the Irish countryside, it is very sad to see many women begging for sustenance—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 of life, a child needs daily sustenance to keep up their strength. Ask students to say this sentence aloud twice, substituting nourishment and food for the word sustenance.

**Solution:**
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 his 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—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 of life, a child needs daily sustenance to keep up their strength. Ask students to say this sentence aloud twice, substituting nourishment and food for the word sustenance.
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.1 Only the cleverest can make a decent living as a thief before the age of six, although of course most children learn the rudiments of stealing much sooner.2

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.

10 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 will be very acceptable and not raise the slightest objection.

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 (RIKE ding): producing babies.

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

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.

PROPOSITION AND SUPPORT
In lines 35–38, 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.

A MODEST PROPOSAL

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)

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.”

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.

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.
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? And, if they are thrifty, they may save the skin to make excellent gloves for ladies and summer boots for fine gentlemen. 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.

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.

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**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)*

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**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.**

**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
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 tenants. 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.

Fifth, this popular new dish will bring in wealthy customers to taverns where skilful 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.

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 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.

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. But before anyone rejects my idea, let them 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 uhrs): persons paying rent to live on someone else’s property.

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.

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.
**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.

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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. **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.** 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? Underlining the answer.

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**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.*

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**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**
- [ ] ✓ Mali’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**.
- [ ] Once My aunt has valuable **famine** on her property.

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**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.

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**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.
**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 110.
**Academic Vocabulary in Speaking**

The word **challenge** (CHAL uhj) 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.

1. Swift’s main purpose in this essay is to —
   - A. express his opinions about social class
   - B. propose that babies be sold for food
   - C. support wealthy English landowners
   - D. reveal how his society treats its poor

2. 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

3. 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. too many imports from England’s colonies
   - C. children are not useful members of society
   - D. farms and factories should hire more children

4. 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

5. Swift achieves his purposes and reinforces his views by using —
   - A. a humorous subject
   - B. dramatic dialogue
   - C. a satiric tone
   - D. poetic language

6. 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

**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.

**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.
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