

## GRAMMAR'S DREAM TEAM

### GOOD VS. WELL

- |         |                        |
|---------|------------------------|
| 1. well | 7. good                |
| 2. good | 8. good                |
| 3. well | 9. good                |
| 4. well | 10. well               |
| 5. good | 11. Answers will vary. |
| 6. good | 12. Answers will vary. |

### PAIRED TEXTS

**"Hunting a Killer," "Indians Feed the Monkeys," and "A Minor Bird"**

### PAIRED-TEXTS CRITICAL-THINKING QUESTIONS

Answers will vary but should be similar to the following:

- The system is meant to protect bears. It allows bears that harm humans for "natural reasons" to go free. Some students may say that because of this system, fewer bears die as a result of encounters with humans. Other students may say that the very existence of the system demonstrates our inability to truly share space with bears; humans decide where bears are allowed to go and what they are allowed to do.
- People have shot, poisoned, and trapped bears as the human population has grown, and towns and highways have encroached on bear habitats.
- The monkey population has increased because the city has taken over their habitat, people feed them, and the monkeys have learned to avoid traps. People could stop feeding the monkeys or kill them, but these options clash with Hindu beliefs.
- Answers may include that "minor" reflects the speaker's judgment of the bird as annoying and unimportant, as well as his understanding that the bird is only a "minor" inconvenience. The end of the poem, applied to our relationship with bears, suggests that we must accept the bears' wildness, even if it is sometimes inconvenient or dangerous to us.
- Answers will vary. Students should use text evidence to support their ideas.

### PAIRED-TEXTS QUIZ

- |      |      |
|------|------|
| 1. A | 5. C |
| 2. A | 6. A |
| 3. D | 7. D |
| 4. D | 8. C |
9. Reasons the Wapiti sow was put down include: Its DNA was matched to the crime scenes; rangers couldn't risk another grizzly-related death; if visitors hear there is a human-eating grizzly in the area, they may be more likely to harm any grizzly they see; it's possible that grizzlies can develop a taste for people. Opinions about whether the killing was justified will vary.
10. Answers will vary. Potential consequences include: Humans may feed animals, which interferes with the animals' natural feeding habits and often causes them to lose their fear of people; people may become irritated or inconvenienced by natural animal behavior, as happens to the speaker in "A Minor Bird" and to the residents of Delhi; as humans build roads, cities, and

neighborhoods, animal habitat may be lost, which is what has happened to the monkeys in Delhi and to grizzly bears in the United States.

### ANALYZING "A MINOR BIRD"

- |      |      |
|------|------|
| 1. A | 3. D |
| 2. B | 4. C |
5. He means that his irritation with the bird had at least as much to do with him as it had to do with the bird. He is taking responsibility for his feelings and saying that they were not justified.
6. On one level, the title could refer to the bird's physical size. The title could also refer to the speaker's realization that he shouldn't let himself get so irritated by the bird, because in the grand scheme of things, the bird is only a small, or minor, annoyance. Calling the bird "minor" could also be a reference to the way the speaker regards the bird as less important or valuable than himself—an attitude the speaker regrets. The title also creates a contrast: A little bird

### COMPARE TWO TEXTS

Grizzly Bears	Monkeys	Similar	Different
Yellowstone National Park; on trails; on roads	in the streets of New Delhi, India		✓
fewer than 1,300 in the U.S., 600 in Yellowstone	very large		✓
can hurt or kill humans, can damage property	break into homes and other buildings, bite people, steal things, damage property		✓
encroachment on their habitat, feeding them	encroachment on their habitat, feeding them	✓	
Some people fear them; many people admire them and want to protect them.	people see them as a nuisance, but also as representatives of a god	✓	✓
A bear-justice system was created to try to avoid killing bears that are not truly a threat.	city officials trap them, but it hasn't been effective; wildlife officials refuse to do anything		✓
Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.

caused the speaker to contemplate some big ideas about his relationship to nature, his reaction to another being expressing itself, etc. The title also suggests that the bird is singing in a minor key, which is why the speaker finds its song so disagreeable.

7. People usually associate birds singing with joy, hope, love, peace, vitality, etc.
- 8a. The word *any* expands the meaning of the lines beyond the immediate situation of the bird singing outside the speaker's house.
- 8b. The speaker is asking, "How could I want to deny any living thing its right to self-expression, its joy, its freedom, etc.?"

### PAIRED-TEXTS VOCABULARY PRACTICE

- |             |               |
|-------------|---------------|
| 1. encroach | 8. interloper |
| 2. elude    | 9. Bison      |
| 3. autopsy  | 10. lack      |
| 4. abound   | 11. inquire   |
| 5. carcass  | 12. decline   |
| 6. mount    | 13. encounter |
| 7. sow      |               |

### A CHILD SLAVE IN CALIFORNIA

#### KEY IDEAS AND DETAILS

Answers will vary but should be similar to:

##### KEY IDEA 1

1. Modern-day domestic slaves work extremely long hours and live under poor conditions.
2. Possible answers include: (1) For Shyima, washing dishes was one of "an endless series of chores she did all day long, every day of the year." (2) Shyima could not go to the doctor when she was sick. (3) Shyima often worked 18 hours a day. (4) Shyima often stayed up late ironing the Ibrahims' clothes while they slept.

##### KEY IDEA 2

1. Slavery has a devastating effect on the minds and emotions of its victims. It cripples people's spirits.
2. Possible answers include: (1) Shyima could not go to school, have friends, go to the movies, or do any of the normal things children her age do. (2) While enslaved, Shyima was cut off from everyone who cared about her. (3) Shyima lived "in loneliness." (4) Shyima was treated as if her life had no value. (5) After Shyima

escaped slavery and became a U.S. citizen, she said that she could *now* be who she wanted to be—implying that as a slave, she could not be who she wanted to be.

##### KEY IDEA 3

1. Despite its illegality, slavery continues to exist in many parts of the world.
2. Possible answers include: (1) More people are enslaved today than at any other time in history. (2) Many slaves are children, such as those who haul bricks in India, harvest cocoa beans in West Africa, or weave carpets in Pakistan. (3) Currently, slaves can be found working in restaurants, factories, mines, homes, and on farms. (4) There are as many as 27 million slaves in the world. (5) The map on page 13 shows that slavery exists in every country except Greenland.

##### KEY IDEA 4

1. For Douglass, escaping slavery was like entering a whole new life. He felt a tremendous sense of joy when he became free.
2. Possible answers include: (1) Douglass writes, "A new world had opened on me." (2) He writes that he lived more in one day of freedom than in a whole year of enslavement. (3) He describes the early days of his freedom as "a time of joyous excitement which words can but tamely describe." (4) He says that he told a friend that escaping from slavery was like escaping from a den of hungry lions.

### "A CHILD SLAVE IN CALIFORNIA" QUIZ

- |      |      |
|------|------|
| 1. C | 5. B |
| 2. D | 6. C |
| 3. C | 7. A |
| 4. A | 8. B |
9. Answers will vary. Students may say that at the beginning of the article, they felt sorry for Shyima's parents, because they assumed Shyima was forced into slavery against her parents' will. When they read "Cut Off From Everyone" and learn that Shyima's parents willingly sold her to the Ibrahims, they might come to regard Shyima's parents as heartless or cruel. On the other hand, students may say that when they read about the poverty Shyima's family faced, and learned that in Egypt many families view domestic servitude as the best option available to their children, they

felt compassion for Shyima's parents.

10. On a literal level, "Into the Darkness" refers to Shyima's experience of living in a dark garage. On a figurative level, the title evokes the dark world of slavery that Shyima entered, with *dark* meaning evil, sad, sinister, secret, etc.

### "A CHILD SLAVE IN CALIFORNIA" CRITICAL-THINKING QUESTIONS

Answers will vary but should be similar to the following:

1. Details include: She worked 18 hours a day; she was forbidden to wash her clothes in the washing machine; she had to carry the Ibrahims' bags at Disneyland; she lived in a garage without lights. The article also states that Shyima was lonely, had no friends, and was not allowed to go to school. Also, the Ibrahims called Shyima demeaning names.
2. The narrative sections help the reader understand what it was like to be in Shyima's situation; they evoke empathy and help the reader make a personal connection to the topic of slavery. The expository sections inform the reader about slavery in the past and present. Together, the narrative and the expository sections provide both an up-close and a broad perspective on slavery.
3. Enslavement affected Shyima in a way too large to measure—it controlled her life. She was taken away from her family and treated as an unworthy person.
4. Literally, Shyima went into the darkness of the garage. Figuratively, she went into the dark—that is, hidden and evil—world of slavery. Frederick Douglass juxtaposes images of darkness and rainbows when he contrasts slavery and freedom.
5. She is in control of her own life; she can be who she wants to be.

### READ, THINK, EXPLAIN:

#### IDENTIFYING NONFICTION ELEMENTS

Answers will vary but should be similar to the following:

1. Headline: "A Child Slave in California"; a person: Shyima Hall
2. a typical night in the life of a child slave, Shyima Hall
3. "Stealing a Life"; the past and present

- state of slavery in the world
4. "Shaghala"; what Shyima's life was like as a slave in the home of a California family
  5. "Cut Off From Everyone"; the circumstances that led to Shyima becoming a slave
  6. "Into the Darkness"; why the Ibrahims were able to bring Shyima with them to the United States, and Shyima's living conditions when she arrived
  7. "Admit the Truth"; officials discovering and rescuing Shyima
  8. "A New Life"; how after being rescued from the Ibrahims, Shyima learned English, was adopted, graduated from high school, and went to college
  9. "Who I Want to Be"; the day that Shyima became an American citizen
  10. Answers will vary.
  11. to inform the reader about modern-day slavery by telling the story of a former child slave
  12. The map adds additional information about how prevalent slavery is in different parts of the world today; it helps the reader better understand the problem of modern-day slavery.
  13. Answers will vary but should be similar to: Douglass says that the joy he felt upon being released from slavery was too great for words. He says he felt like a whole new world had opened up to him.
  14. Answers will vary but should be similar to: Shyima would probably say that she could relate to Douglass's experience. Her whole world changed when she was freed from slavery—she went from being lonely, overworked, made to feel worthless, and unable to change her situation to being, as she says at the end of the article, free to be whoever she wants to be.
  15. Answers will vary.

## THEMED VOCABULARY: SLAVERY

### Part 1

Answers will vary, but should be similar to:

1. Victims of human trafficking might be treated like property—without regard to their happiness or dignity. It is likely that they could be treated with violence or threatened in other ways.
2. Domestic servitude is a specific type of involuntary servitude. It means being forced to work as a household slave,

while involuntary servitude is being forced to work as any kind of slave.

### Part 2

Words should relate to slavery in any way. They may include: freedom, abuse, rights, subjugation, chattel, migrant labor, abolitionist, victim, captive, indentured servant, labor, power, secret, and money. Sentences will vary.

## THE MONSTER IN THE CAVE

### EPIC TRAITS

Answers will vary. Possible answers include:

#### BASED ON THE PLAY

**Odysseus:** (Trait 1) Clever; He devised and successfully carried out a plan to escape Polyphemus. (Trait 2) Brave; He was not afraid to go to the island of the Cyclopes or to enter Polyphemus' cave. (Trait 3) Egotistical; As his ship was sailing away, he called out his name to Polyphemus. (Villain/Hero Meter) Answers will vary.

**Polyphemus:** (Trait 1) Ruthless; He ate six of Odysseus' men—and intended to eat the rest. (Trait 2) Dull; He fell for Odysseus' tricks. (Trait 3) Confident; He told Odysseus that he does not fear Zeus. (Villain/Hero Meter) Answers will vary.

#### BASED ON THE VIDEO

**Odysseus:** (Trait 1) Deceitful; He lied to Polyphemus about his name and tricked Polyphemus in order to escape. (Trait 2) Thieving; He entered Polyphemus' cave without an invitation and stole Polyphemus' food. (Trait 3) Egotistical; As his ship was sailing away, he called out his name to Polyphemus. (Trait 4) Clever; He devised and successfully carried out a plan to escape Polyphemus. (Villain/Hero Meter) Answers will vary.

**Polyphemus:** (Trait 1) Dull; He fell for Odysseus' tricks. (Trait 2) Misunderstood; He ate Odysseus' men only after they stole from him. (Trait 3) Proud; He is proud of the history of his people, the Cyclopes. (Trait 4) Ruthless; He ate some of Odysseus' men. (Villain/Hero Meter) Answers will vary.

### THE MONSTER IN THE CAVE QUIZ

- |      |      |
|------|------|
| 1. A | 5. B |
| 2. B | 6. A |
| 3. D | 7. D |
| 4. C | 8. B |

9. Odysseus is a static character because he does not change over the course of the story. He is prideful at the beginning of the play, thinking he can visit the Cyclopes without consequence, and he is prideful at the end of the play, when he can't resist telling Polyphemus his name. Odysseus does not learn from his mistake.
10. Odysseus' pridefulness leads to the deaths of several of his men. His crew warns him against visiting the Cyclopes, but Odysseus ignores their advice. He wants to explore and assumes Zeus will protect them. When Odysseus taunts the Cyclops from his boat, he puts his men at risk again—and indeed the Cyclops nearly gets them when he throws a large boulder at their boat. Finally, when Odysseus tells the Cyclops his real name, he further endangers his men, because the Cyclops is then able to tell his father, Poseidon, whom to punish.

## THE MONSTER IN THE CAVE CRITICAL-THINKING QUESTIONS

Answers will vary but should be similar to the following:

1. He gets the Cyclops to fall asleep by giving him wine; he prevents the Cyclops from identifying him by saying that his (Odysseus') name is Nobody; he and his men escape by riding under the bellies of sheep.
2. In Greek society, it was customary to show travelers *xenia*. Odysseus assumes (or hopes) that the Cyclops fears Zeus and will extend hospitality when threatened with Zeus' name. Some students may say Odysseus' request is reasonable because he has explained that they are weary travelers. Others may say the request is not reasonable because Polyphemus is a human-eating monster, and Odysseus has invaded his home.
3. Some will may the Cyclops, because he is a monster and he ate the men without provocation. Others may say Odysseus, because he led his men into the cave despite having been warned about the Cyclopes.
4. He reveals that he is proud. Escaping the Cyclops isn't enough for him; he wants the Cyclops to know who tricked him.
5. Intelligence is more powerful than physical strength.

## BACK TO BASICS: LITERARY ELEMENTS AND DEVICES

Answers will vary.

### Characters

1. A. Odysseus; major; He is a famous Greek hero who helped the Greeks win the Trojan War. He is clever but also has a lot of pride—perhaps too much. He is a static character. He does not learn to be more cautious after several of his men are eaten by Polyphemus.  
B. Polyphemus; major; He is a Cyclops: a one-eyed, people-eating giant. He shows no mercy to Odysseus and his men. Polyphemus is not terribly intelligent. A shepherd, he lives in a cave on an island full of other Cyclopes. He is a static character; he is angry with Odysseus at the beginning of the story, and still angry with Odysseus at the end.  
C. Mikon; minor; He is one of the men who goes with Odysseus to the island of the Cyclopes. He is cautious and fearful. (*Students could describe another character here.*)
2. The Greek Chorus speaks directly to the audience. The Chorus helps describe the action of the play, and it also comments on the action. The Chorus members make a lot of dramatic, foreboding comments and provide humor.
3. Homer speaks directly to the audience, helping to describe the action of the play.
4. A. In the prologue, GC2 calls Odysseus “a great hero.”  
B. Answers may include any of the following: In Scene 1, Thales tells Odysseus that the men will row for him “until they drop,” which suggests that Odysseus is a respected leader. In Scene 2, Odysseus insists on going to see the Cyclopes, which shows that he is brave and also headstrong. In Scene 3, Odysseus demands that Polyphemus show the humans hospitality, again demonstrating both bravery and willfulness. Later in that scene, Odysseus lies to Polyphemus about the location of his ship, and also stops his men from attacking the Cyclops in order to avoid being trapped in the cave; both of these actions demonstrate that Odysseus is clever and quick thinking. In Scene 5, Odysseus again demonstrates cleverness when he gets

Polyphemus drunk, tells Polyphemus that his (Odysseus’) name is “Nobody,” blinds Polyphemus, and then sneaks all the men out of the cave under the bellies of sheep. Odysseus’ pridefulness is demonstrated in Scene 6, when he calls out his name to Polyphemus.

5. Answers may include any of the following: In Scene 1, Linus describes Cyclopes as enjoying the taste of human flesh, and as more powerful than the gods. Also in this scene, Odysseus’ men look toward the Cyclopes’ island with fear. In Scene 2, Bendus says that the Cyclopes are known to be monsters; the scene ends with Odysseus’ men being afraid of the approaching Polyphemus. As Polyphemus approaches, the ground trembles, which shows his enormous size. In Scene 3, the Greek Chorus tells the audience that Polyphemus’ face is marked with boils and that he has just one enormous eye; Polyphemus’ horrible appearance suggests his monstrous nature, which becomes more apparent at the end of Scene 3, as well as in Scenes 4 and 5, when he eats some of Odysseus’ men. Polyphemus’ power and confidence are revealed by the way he refuses to be intimidated by Odysseus’ threats. In Scene 5, Polyphemus’ ruthlessness is demonstrated by the fact that he accepts Odysseus’ gift of wine but plans to eat Odysseus anyway. That Polyphemus falls for Odysseus’ tricks suggests that he is not too bright.

### Setting

6. in ancient Greece, just after the end of the Trojan War, on the island of the Cyclopes in the Aegean Sea; most of the action takes place inside Polyphemus’ cave
7. Odysseus’ great confidence could have resulted in part from his success in the Trojan War. Also, Odysseus’ expectation that Polyphemus show him and his men hospitality is more understandable given that *xenia* was important in ancient Greece. Knowing that people believed that the gods and goddesses regularly intervened in people’s lives helps the reader understand why Odysseus threatens Polyphemus with Zeus’ wrath, and why Polyphemus calls on Poseidon to punish Odysseus.

### Theme

8. Polyphemus is much bigger and stronger than Odysseus, but Odysseus manages to escape Polyphemus through trickery. First, Odysseus gives Polyphemus wine so that he’ll fall into a deep sleep. Odysseus also answers “Nobody” when Polyphemus asks his name, so that Polyphemus won’t be able to tell others the name of his attacker. Then Odysseus uses a spear he and his men created earlier to stab Polyphemus in the eye, blinding him. Finally, Odysseus and his remaining men escape Polyphemus by clinging to the bellies of Polyphemus’ sheep as they exit the cave.

### Tone and Mood

9. playful, witty, humorous, droll, irreverent, etc.; The Greek Chorus is playful and lighthearted in the way they finish Homer’s and one another’s sentences, echo Homer and one another (*great epic poem/great hero/great Trojan War; “Odysseus has a plan”*), break from the formal language of the play (“Umm . . . not really”), and finish each scene with a melodramatic or ominous comment, spoken in unison (“The men are right to be afraid”).
10. Most of the play is tense and exciting, but the mood does shift somewhat from scene to scene. The first few scenes are tense and ominous, as the men anticipate meeting the monstrous Cyclopes. However, the humor of the Greek chorus lightens the mood. When Polyphemus traps the men in his dark cave and starts eating them, the tension level increases. The mood becomes more intriguing in Scene 5 when Odysseus gives Polyphemus wine and states his name as “Nobody.” In Scene 6, when the men stab Polyphemus in the eye, the mood becomes a bit violent, though it is again tempered by the humorous comments of the Greek Chorus and the joke of Polyphemus calling out that “Nobody” hurt him. The final scene is tense and thrilling as the men make their escape from the angry Cyclops, sailing away on the turbulent sea.

### Plot

Answers will vary but should be similar to the following:

1. Odysseus and a small group of his men

- land on the island of the Cyclopes.
2. Polyphemus traps the men in his cave and starts eating them.
  3. Odysseus and his men blind Polyphemus and escape from his cave.
  4. Odysseus and his men board their ship and sail away as Polyphemus throws boulders at them.
  5. Polyphemus calls on Poseidon to punish Odysseus.

### THE MONSTER IN THE CAVE VOCABULARY PRACTICE

- |            |                        |
|------------|------------------------|
| 1. small   | 7. F                   |
| 2. lacking | 8. B                   |
| 3. valiant | 9. G                   |
| 4. D       | 10. C                  |
| 5. E       | 11. Answers will vary. |
| 6. A       | 12. Answers will vary. |

### THE LAZY EDITOR: A SHIP OF CURSES?

### CONQUER VERB-TENSE CONSISTENCY

- |      |      |
|------|------|
| 1. c | 4. a |
| 2. b | 5. c |
| 3. a | 6. a |

#### Paragraph

Answers will vary but should be similar to: We were all snuggled up on the couch to watch a movie as the rain pounded against the window. Then there was a tremendous rumble of thunder, and the electricity went out. We slowly walked into the kitchen to get some flashlights and candles. We decided to play a game of Clue by candlelight. We played five games before the lights came back on. I must say, it was pretty fun!

### FRAGMENT FIX

- |      |      |
|------|------|
| 1. F | 5. F |
| 2. F | 6. S |
| 3. S | 7. F |
| 4. F | 8. S |

Answers will vary but should be similar to: I want to make plans for Friday night. Can we meet at my house at 7 p.m.? The movie starts at 7:40. My mom said she would drive us. Don't forget to bring a sweater because it's always cold in there. And bring licorice!

### KEEP IT CONSISTENT

Answers will vary but should be similar to:

#### Paragraph 1

There are more than 1,000 different

species of bats in the world. They range in size from the one-inch-long Kitti's hog-nosed bat to the giant, golden-crowned flying fox, which can grow to be a whopping 13.5 inches long. Bats are the only mammals that can fly.

#### Paragraph 2

About 70 percent of bats eat insects, and most of the rest eat fruit. These bats are very important for pollination of flowers and the distribution of fruit seeds. A few bat species eat meat or fish. Three species, called vampire bats, drink blood. Most vampire bats drink the blood of birds. One type of vampire bat drinks the blood of farmyard animals like pigs and cows.

#### Paragraph 3

Bats live on every continent except Antarctica, and in almost every kind of habitat. The largest variety of bats is found near the equator, where the weather is warm. In the U.S., the largest number of bat species live in the Southwest.

### PRONOUN POWER

- |                   |                    |
|-------------------|--------------------|
| 1. pencils        | 8. a               |
| 2. somebody       | 9. b               |
| 3. few            | 10. b              |
| 4. nobody         | 11. their          |
| 5. pile           | 12. his            |
| 6. Sara or Kaylin | 13. them           |
| 7. glasses        | 14. his or her; it |

### OVATNIAH

### "OVATNIAH" QUIZ

- |      |      |      |      |
|------|------|------|------|
| 1. B | 3. C | 5. A | 7. B |
| 2. A | 4. B | 6. D | 8. B |
9. At the beginning of the story, Marie resents having to spend her summer in Two Rivers, but by the end she is considering asking her mother to let her stay longer. At first, Marie uses words like "ghost town" to talk about Two Rivers and acts like she's heard all there is to hear about her heritage. But as she spends her days on the tundra, she discovers that it's full of life. She discovers that life in Two Rivers isn't so bad. Also, Marie is initially terrible at carving, but she improves over time and learns to look for the yua in the ivory.
  10. The characters in "Ovatniah" each value the fossil ivory in different ways, just

as the rooster in the fable places a different value on the diamond than a person would. To Marie, the value of the fossil ivory is the way it connects her to her heritage and to her grandmother. To Aanaq, the fossil ivory is valuable because it provides her with an income, but more so because of its connection to Yup'ik tradition, for its yua, and because it's what enables her to make beautiful art. To Marie's mom, the fossil ivory isn't valuable because of its beauty or spirit, but because it's worth a lot of money—money Marie's mom could use to support her family and send Marie to a good school.

### "OVATNIAH"

### CRITICAL-THINKING QUESTIONS

Answers will vary but should be similar to the following:

1. Marie's mother wants her to learn where Aanaq's ivory is. The following details show that Marie is unenthusiastic: She wishes her ancestors had settled somewhere else; she "still could not believe" that her mother was "making her" spend the summer in a "ghost town"; she sees Two Rivers as gray and unattractive; she steps into a puddle; she asks if there are other young people around; she notices that Aanaq's house is messy and smelly.
2. You can infer that they have a strained relationship because of Marie's mother's rejection of the Yup'ik culture and her family's carving tradition. The spat shows the women's different values: Aanaq values the chess set because of its connection to Yup'ik heritage; her daughter is more interested in the set's monetary value.
3. She starts to relate to her Yup'ik ancestry; she looks for the yua in the ivory and discovers the yua in herself; she no longer wants to return to her former life.
4. She must decide what is more important to her: She must choose between her old life and the new life she has discovered with Aanaq, between being Marie and being Ovatniah, between her mother's values and her grandmother's.
5. Like the diamond in the fable, the fossil ivory has different values to different people. Aanaq values it for its yua—

spirit—which she tries to reveal through her carving. Marie’s mother values it for its monetary worth, which she can use to support Marie and herself.

## BACK TO BASICS: LITERARY ELEMENTS AND DEVICES

Answers will vary.

### Characters

1. A. Marie, major. About 12 years old, Marie lives with her mom in Anchorage, Alaska. She is half Yup’ik. A thoughtful and reflective girl, Marie is coping with her father’s recent death. She is a dynamic character because her attitude toward Two Rivers, toward her grandmother, and toward her Yup’ik ancestry changes over the course of the story. Her relationship with her grandmother also changes.  
B. Aanaq, major. She is Marie’s maternal grandmother. She is strongly connected to her Yup’ik ancestry and is a skilled ivory carver. She is a spiritual person, but also obstinate. Her hands are gnarled from years of carving. She is a static character because she does not change over the course of the story.  
C. Marie’s mom, minor. Aanaq’s daughter, she left home at 16 and seems to have more or less rejected her Yup’ik ancestry. She is practical and focused on getting what she needs. She is a static character because she does not change over the course of the story.
2. A. She loves nature, and is patient and maternal.  
B. She is practical and not concerned with outside appearances or what other people think of her.  
C. She judges something’s value by criteria other than its monetary value; she appreciates art.  
D. She’s a spiritual person; she is connected to her Yup’ik ancestry.  
E. She is not concerned with her appearance; she is dedicated to carving ivory.  
F. Though she is old, she is still strong and healthy; she is very comfortable in the mastodon cave.  
G. She is patient, loving, and willing to try new things. Also, she is wise: She realizes that playing chess with Marie is a good way to become closer to her.  
H. Possible answers include: (1) Her

house is a mess, which suggests that she is not concerned with appearances or what others think, and that she is creative. (2) She spends every day shut up in her room carving, which suggests that she likes to be alone and that she loves carving. (3) She doesn’t look up from what she is doing when people enter the room, which suggests that she is very focused and also that she is obstinate, self-centered, peevish, etc.

### Setting

3. The story takes place in the present in the tiny town of Two Rivers, Alaska, which is populated mostly by Yup’ik people. It is cold and snowy there.

### Point of View

4. third-person limited; The narrator is not a character in the story, but can describe Marie’s thoughts and feelings. For example, the narrator tells the reader that “Marie still could not believe her mother was making her spend the summer in a ghost town.” The narrator also describes Marie’s memories of her father and tells the reader that Marie’s view of the tundra has changed. The narrator does not describe the thoughts or experiences of any other characters; other characters are mentioned only when they are in Marie’s presence or thoughts.
5. The tone could be described as sympathetic and respectful: The author presents justifiable reasons for each character’s actions and feelings. He helps the reader understand why, for instance, Marie is unhappy when she arrives in Two Rivers, and why Marie’s mother wants her to find out where the mastodon ivory is buried. He presents Yup’ik culture in a positive light, emphasizing the Yup’ik people’s respect for nature, tradition, art, and spirituality. Students might also describe the tone as serious; the story does not contain any humor, and the characters’ struggles and dilemmas are portrayed as important.
6. The whole story is somewhat quiet and pensive. However, the mood does shift. At the beginning of the story, the mood is pessimistic and frustrated. The mood becomes more peaceful in the middle of the story, but then becomes somewhat tense and uncomfortable

at the end. The quiet, pensive mood results from the serious subject matter of Marie coping with her father’s death and the unresolved conflicts between Marie’s mother and Aanaq. The cold temperature, the blanket of white snow, and the fact that there are so few people around also contribute to the quiet, pensive mood. The sense of pessimism and frustration at the beginning is established through Marie’s unhappiness about arriving in Two Rivers, and through details about her physical discomfort, such as when she steps in a cold, muddy puddle, and when she smells rotting fish. In the middle of the story, Marie starts to appreciate Two Rivers, discovering all of the animals that live there, becoming closer to her grandmother, and developing her carving skills. The story ends in a tense mood, with Marie feeling torn between her grandmother and her mother. It ends on a note of uncertainty, with the reader not knowing what Marie will do.

### Plot

Answers will vary but should be similar to the following:

1. Marie is unhappy to be spending the summer in the tiny town of Two Rivers, Alaska, with her grandmother, Aanaq.
2. Marie’s mother urges Marie to find out where Aanaq’s mastodon ivory comes from so that Marie and her mother can later sell it.
3. Aanaq takes Marie to the cave where the ivory is located. Marie sees that there is a huge amount there.
4. Marie’s mother comes to Two Rivers, arriving as Marie and Aanaq are playing chess.
5. Aanaq tells Marie that it’s “her move.” The ending is left open—it is not clear whether Marie will reveal the location of the ivory to her mother.

## YOU WRITE IT

### QUOTATION PUNCTUATION

1. “My mom’s favorite movie is *The Princess Bride*. Actually, I like it a lot too,” said Ariella.
2. “Could you please tell me where Third Street is?” asked Ed. “I’m trying to find

3. "The only way to get there," explained the policewoman, "is to go down Fairfax and then turn left."
4. "When are you going to show me your art project? I'm really looking forward to seeing it!" Mom said.
5. Jake shouted, "Whoa! That was awesome! He almost broke the bat with that home run."
6. "If you don't have anything nice to say,"

7. "Wait until you hear this!" Dani exclaimed. "Hailey just ran by and said, 'Free ice cream in the cafeteria until 3:00.' Then she disappeared around the corner."
8. Lily chattered, "It's freezing in here. Can someone turn the heat on?"

## CROSSWORD

