Elements of Fiction Review A: "A Simple Gesture"

Review terms from 8th grade are ***in bold****. New 9th grade terms are* ***in bold and underlined****.*

1. **Plot map** the story. Don't forget to label it.

2. What is another word for the **turning point** in a story? _____

   If the story had been told by Bill, would the **turning point** be different? Explain.

3. What is the **mood** of this story? Provide textual evidence.

4. What is the author's **tone**? Why do you think so?

5. Name one **conflict** Mark had in the story. _____

6. Was that **conflict internal** or **external**? _____

   Explain.

7. Choose one character. _____ List one of his **character traits.** _____

Is this character **round**, **flat**, **dynamic**, or **static**? Explain.

Was the character trait shown **directly** or **indirectly**? Explain.

8. What was the author's **purpose** in writing this story? Why do you think so?

9. Based on what we know, what can we **infer** about this boy's future with the puppy?

10. Write a **précis** for this story.

A Simple Gesture

John W. Schlatter

Everybody can be great...because anybody can serve.
You don't have to have a college degree to serve.
You don't have to make you subject and verb agree to serve.
You only need a heart full of grace. A soul generated by love.
-- Martin Luther King, Jr.

Mark was walking home from school one day when he noticed the boy ahead of him had tripped and dropped all of the books he was carrying, along with two sweaters, a baseball hat, a glove and a small tape recorder. Mark knelt down and helped the boy pick up the scattered articles. Since they were going the same way, he helped to carry part of the burden. As they walked Mark discovered the boy's name was Bill, that he loved video games, baseball and history, that he was having lots of trouble with his other subjects and that he had just broken up with his girlfriend.

They arrived at Bill's home first and Mark was invited in for a Coke and to watch some television. The afternoon passed pleasantly with a few laughs and some shared small talk, then Mark went home. They continued to see each other around school, had lunch together once or twice, then both graduated from junior high school. They ended up in the same high school where they had brief contacts over the years. Finally the long awaited senior year came, and three weeks before graduation, Bill asked Mark if they could talk.

Bill reminded him of the day years ago when they had first met. "Do you ever wonder why I was carrying so many things home that day?" asked Bill. "You see, I cleaned out my locker because I didn't want to leave a mess for anyone else. I had stored away some of my mother's sleeping pills and I was going home to commit suicide. But after we spent some time together talking and laughing, I realized that if I had killed myself, I would have missed that time and so many others that might follow. So you see, Mark, when you picked up by books that day, you did a lot more. You saved my life."

This story comes from Jack Canfield's first "Chicken Soup for the Soul" book. There are many more. For more more heart-warming and inspirational stories, look for Jack Canfield in any bookstore.

Elements of Fiction Review B: "Puppies For Sale"

Review terms from 8th grade are ***in bold****. New 9th grade terms are* ***in bold and underlined****.*

1. Describe the **setting** using all five senses. Stretch your brain. Be creative but realistic.

   It looks like...

   It sounds like...

   It feels (touch, not emotion) like...

   It tastes like...

   It smells like...

2. What **internal conflict** did the shopkeeper have? _____

   This is a man vs. _____ conflict.

3. What **external conflict** did the shopkeeper have?

   This is a man vs. _____ conflict.

4. What is the **climax** of the story? _____

5. List three **character traits** for the boy. _____ _____ _____

6. What are you told directly (**direct characterization**) about the boy? _____

   Copy an example from the text.

7. What are you told indirectly (**indirect characterization**) about the boy? _____

   Explain how you know.

8. What **motivates** the boy to want to pay full price for the puppy?

9. Who is the **protagonist** of the story? _____

10. Who is the **antagonist** of the story? _____

11. What does the author do to build **suspense**?

12. What **caused** the boy to instantly want that particular puppy.

13. What was the **effect** of the store owner offering to give the boy the puppy for free?

14. Give one example of **irony** from the story AND explain why it is ironic.

15. Is the **irony situational, dramatic, or verbal**? _____

    Explain.

16. Define **theme**. What is the theme of this story? How do you know?

    definition:

    story theme:

    evidence from the text:

17. What is the **moral** of the story? (be prepared to discuss how this is different from theme)

18. What is a **motif** in the story? (be prepared to discuss how this is different from theme)

19. From what **point of view** is the story told? How can you tell?

20. Write a **précis** for this story.

Puppies For Sale

Dan Clark

A store owner was placing a sign above his door that read "Puppies For Sale." Signs like that have a way of attracting small children, and sure enough, a little boy appeared under the store owner's sign. "How much are you going to sell the puppies for?" he asked. The store owner replied, "Anywhere from $30 to $50." The little boy reached in his pocket and pulled out some change. "I have $2.37," he said. "Can I please look at them?"

The store owner smiled and whistled and out of the kennel came Lady, who ran down the aisle of his store followed by five teeny, tiny balls of fur. One puppy was lagging considerably behind.

Immediately the little boy singled out the lagging, limping puppy and said, "What's wrong with that little dog?" The store owner explained that the veterinarian had examined the little puppy and had discovered it didn't have a hip socket. It would always limp. It would always be lame.

The little boy became excited. "That is the little puppy that I want to buy."

The store owner said, "No, you don't want to buy that little dog. If you really want him, I'll just give him to you."

The little boy got upset. He looked straight into the store owner's eyes, pointed his finger and said, "I don't want you to just give him to me. That little dog is worth every bit as much as all the other dogs and I'll pay full price. In fact, I'll give you $2.37 now, and 50 cents a month until I have him paid for."

The store owner countered, "You really don't want to buy this little dog. He is never going to be able to run and jump and play with you like the other puppies."

To this, the little boy reached down and rolled up his pant leg to reveal a badly twisted, crippled left leg supported by a big metal brace. He looked up at the store owner and softly replied, "Well, I don't run so well myself, and the little puppy will need someone who understands!"

Elements of Fiction Review C: "The Window"

Review terms from 8th grade are ***in bold****. New 9th grade terms are* ***in bold and underlined****.*

- **Before reading the story, predict what it will be about based on the title.**

1. Copy an example of powerful **imagery** from the story.

2. What is the **climax** of the story?

3. What ***motivates*** the other man to allow his roommate to die?

4. Give one example of **irony** from the story AND explain why it is ironic.

5. Is the **irony situational, dramatic, or verbal**? _____

   Explain.

6. Define **theme**. What is the theme of this story? How do you know?

   definition:

   story theme:

   evidence from the text:

7. What is the **moral** of the story? (be prepared to discuss how this is different from theme)

8. What is a **motif** in the story? (be prepared to discuss how this is different from theme)

9. From what **point of view** is the story told? _____

   How can you tell?

10. What **foreshadowing** exists in this story?

11. What **foreboding** exists in this story?

12. Copy an example of an **allusion**. _____

13. Copy a **simile** from the story.

    What two things are being compared? _____

14. Copy a **metaphor** from the story.

    What two things are being compared? _____

15. The window is a **symbol**. What does it **symbolize**? Explain your reasoning.

The Window

Author Unknown

Two men, both seriously ill, occupied the same hospital room. One man was allowed to sit up in his bed for an hour each afternoon to receive his daily medical treatment. His bed was next to the room's only window. The other man had to spend all his time flat on his back. The men talked for hours on end. They spoke of their wives and families, their homes, their jobs, their involvement in the military service, and where they had been on vacation.

Every afternoon when the man in the bed by the window could sit up, he would pass the time by describing to his roommate all the things he could see outside the window. The man in the other bed, like a man in solitary confinement, began to live for those one-hour periods where his world would be broadened and enlivened by the description of activity and color of the world outside.

The window apparently overlooked a park with a beautiful lake. Ducks and swans played on the water while children sailed their model boats. Young lovers held hands and walked amidst flowers of every color. Grand old trees graced the landscape, and a fine view of the city skyline could be seen in the distance. As the man described his view from the window in exquisite detail, the man on the other side of the room would close his eyes and imagine the picturesque scene.

One warm afternoon the man by the window described a parade passing through the park. Although the other man could not hear the band, he could see the parade in his mind's eye, as the gentleman by the window developed a detailed picture with his descriptive words that were a lifeline for him.

One afternoon, a thought struck the other man: Why should the man next to the window have all the pleasure of seeing what was going on? Why shouldn't he have a chance? Like Mathilde Loisel, he wanted more, and he didn't think of anyone else's feelings. He felt ashamed, but the more he tried not to think about it, the more he wanted a change. He'd do anything!

One night, as he stared at the ceiling, the other man suddenly woke up, coughing and choking, his hands groping for the button that would call the nurse. The other man watched without moving--even when the sound of breathing stopped. When morning came, the nurse found the man by the window dead, and quietly took him away.

As soon as it seemed appropriate, the other man asked if he could be moved next to the window. The nurse was happy to make the switch, and after making sure he was comfortable, she left him alone. Slowly, painfully, he propped himself up on one elbow to take his first look at the world outside. Finally, he would have the joy of seeing it for himself. He strained to slowly turn to look out the window beside the bed. To his surprise the window faced a brick wall.

Feeling a little frustrated the man asked the nurse, "What could have compelled my roommate to lie to me like he did? He described such wonderful things outside this window but nothing he spoke of can be seen. All that is visible is that ugly blank wall. Why did he lie to me?" The nurse responded that the man was a great man, but he was blind and could not even see the wall. She said, "Perhaps he just wanted to encourage you. You know, 'Anybody can be great... because anybody can serve.'"

Elements of Fiction Practice Assessment

Multiple Choice

1. ____ In the story, *The Window*, what is the best example of **imagery**?
   a. "His bed was next to the window..."
   b. "There were ducks and swans in the lake."
   c. "At the back, behind the fringe of trees, was a fine view of the city skyline."

2. ____ Which **point of view** uses words like "I," "me," and "we"?
   a. First person
   b. Third person omniscient
   c. Third person limited

3. ____ Which **point of view** reports the actions and thoughts more than one character?
   a. First person
   b. Third person omniscient
   c. Third person limited

4. ____ Which is a **précis** for *A Simple Gesture*?
   a. You never know how your actions impact others.
   b. If you do a good deed every day, you will succeed in every way.
   c. Mark saved the life of a boy named Bill without even knowing it when he showed him a bit of kindness.

5. ____ What is the **climax** in *The Necklace*?
   a. When Mathilde finds out the diamond necklace was a fake
   b. When Mathilde stayed out until 4 AM at the party
   c. When Mathilde realized she had lost the necklace

6. ____ Who / what is the **protagonist** in *The Most Dangerous Game*?
   a. Ivan
   b. Rainsford
   c. Zaroff

7. ____ Who / what is the **antagonist** in *The Necklace*?
   a. Mathilde's husband
   b. Mathilde's wealthy friend
   c. Mathilde's concern for appearances and her position in society

8. ____ What is one **internal conflict** in *Puppies for Sale*?
   a. Noticing that one of the puppies is different
   b. The little boy fighting to pay full price for the puppy
   c. The shopkeeper deciding whether or not to charge full price for the puppy

9. ____ Why is it **internal**?
   a. Because the puppy has no hip socket
   b. Because there is a decision involved
   c. Because the boy's pride would not allow him to pay a discounted rate

10. ____ What is one **external conflict** in *The Most Dangerous Game*?
    a. Rainsford battling his way through the jungle to survive
    b. Rainsford eating a fancy dinner
    c. Rainsford sleeping in a "very comfortable bed."

11. ____ Which is a **character trait** for the boy in *Puppies for Sale*?
    a. Crippled leg
    b. Determined
    c. Young boy

12. ____ In *The Necklace*, what do we learn about Mathilde through **direct characterization**?
    a. She is selfish
    b. She is pretty
    c. She is manipulative

13. ____ In *The Necklace*, what do we learn about Mathilde through **indirect characterization**?
    a. She is poor
    b. She wants to be rich
    c. She only ever thinks of herself

14. ____ What **type of character** is Ivan in *The Most Dangerous Game*?
    a. Round & Dynamic
    b. Flat & Static
    c. Neither of these

15. ____ In *The Necklace*, what **motivates** Mathilde to behave as she does?
    a. The desire to "do right by" her wealthy friend
    b. Insecurity & fear
    c. Hatred for her husband

16. ____ What is the **mood** of *The Most Dangerous Game*?
    a. Suspenseful
    b. Proud
    c. Regretful

17. ____ In *A Simple Gesture*, what is the author's **tone**?
    a. Upbeat
    b. Determined
    c. Regretful

18. ____ At what point in *The Window* does the author use **suspense** to interest the reader?
    a. When the man in the window bed described what was going on outside
    b. When a child fell into the lake in the park
    c. When the man by the window wakes up gasping and reaching for the call button

19. ____ Choose an example of **foreshadowing** and / or **foreboding** from *The Necklace*.
    a. The jeweler whose name was on the necklace box says he did not sell it
    b. Mathilde realizes that she has lost the necklace
    c. Mathilde's husband comes home with an invitation to a fancy party

20. ____ Choose an example of **allusion** in *The Lady or the Tiger?*.
    a. The reference to modern fairy tales where poor people marry royalty
    b. When the lady behind the door was referred to as "blushing and trembling"
    c. When the king was referred to as "Semi-barbaric."

21. ____ What does the necklace **symbolize** in *The Necklace*?
    a. Love and warmth
    b. Diamonds and other precious gems
    c. Wealth and luxury

22. ____ Which is an example of **irony** in *The Necklace*?
    a. Mathilde wants to be high class but she was born into the middle class.
    b. Mathilde worries that her friend will recognize the fake and call her a thief.
    c. Mathilde is completely selfish, but her husband is a wonderful caring man.

23. ____ What is the **theme** of *A Simple Gesture*?
    a. We don't always know the positive impact we can have on others.
    b. Always be grateful for the things you have.
    c. Suicide is wrong

24. ____ What is the **moral** of *Puppies for Sale*?
    a. We sometimes make false assumptions.
    b. Innocence
    c. Don't judge a book by its cover.

25. ____ What is a **motif** in *The Most Dangerous Game*?
    a. Never dive off a boat after a cigar.
    b. Hunting
    c. People have strange ways of entertaining themselves

26. ____ What best represents **resolution** in *The Most Dangerous Game*?
    a. When Rainsford jumped off the cliff
    b. When Rainsford confronts Zaroff in his room
    c. When Rainsford sleeps in Zaroff's bed

27. ____ What best represents **rising action** in *The Necklace*?
    a. When Mathilde borrows jewelry from her friend
    b. When the reader learns that Mathilde is not happy with her life
    c. When Mathilde finds out that the necklace was a fake

28. ____ What best represents **exposition** in *The Most Dangerous Game*?
    a. Rainsford is sailing through the Caribbean on his way to the Amazon
    b. Rainsford sets a trap to catch Zaroff
    c. We find out that Zaroff hunts men

29. ____ What was Ayn Rand's **purpose** in writing *Anthem*?
    a. To warn us about the dangers of losing our individuality
    b. To show us what can happen if men don't ask questions and strive for knowledge
    c. Both of these

30. ____ Which of these is an example of a **metaphor** from "The Mean Time"?
    a. The narrator and Uncle Toby were oil and water.
    b. Uncle Toby was like a child.
    c. The narrator was going through her "mean time."

31. ____ A story must have an exposition and a resolution. **(T/F)**

32. ____ Inferences are questions you ask yourself as you read. **(T/F)**