Lesson 5  (Student Book pages 45–52)
Citing Evidence to Support Inferences

LESSON OBJECTIVES
• Use textual evidence, along with background knowledge, to make reasonable inferences about the characters, setting, and plot of a literary text.
• Cite two or more pieces of textual evidence to support inferences drawn from the text.

THE LEARNING PROGRESSION
• Grade 6: MS CCRS RL.6.1 emphasizes analysis and requires students to use details and quotations from the text to support their statements and inferences about a story.
• Grade 7 MS CCRS RL.7.1 builds on the Grade 6 standard by requiring students to provide greater depth in their analyses by citing several pieces of textual evidence to support their statements and inferences about a story, poem, or drama.
• Grade 8: MS CCRS RL.8.1 requires students to investigate further how textual evidence functions to convince readers and to make writing more vivid. It also requires students to evaluate evidence to identify which details most directly support explicit and implicit information.

PREREQUISITE SKILLS
• Understand that some information in a text is not directly stated.
• Understand how to use clues from a story and personal experiences to make inferences.
• Cite details and examples from a text used to make inferences.

TAP STUDENTS’ PRIOR KNOWLEDGE
• Tell students they will be working on a lesson about citing text evidence to support inferences. Ask students what an inference is. *(an informed guess)*
• Ask students what they would think if they saw someone crying quietly. *(The person is sad or upset about something.)* Point out that no one directly told them this. Students used clues and their own experience to figure it out.
• Next, ask what students can do when they need to figure something out in a text that the author does not directly state. *(Use text clues and consider what they already know from their life experiences.)* Discuss how students can use their own experiences to help them understand what they read. For example, if students are reading about a situation with children, they might use their knowledge about a younger sibling to help them understand the feelings expressed in the text. Encourage students to give other examples.
• Then ask students what text evidence is. *(facts, examples, and other information from the text)* Review that quoting from a text is a powerful way to offer evidence, or proof, to support an inference.
• Point out that making inferences and citing evidence to support inferences will help students better understand fictional text.

MS CCRS Focus

RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ADDITIONAL STANDARDS: RL.7.2, RL.7.3, RL.7.4, RL.7.6, RL.7.7; L.7.2h, L.7.4a, L.7.4b, L.7.4d; W.7.3, W.7.4, W.7.7; SL.7.1, SL.7.2, SL.7.4, SL.7.6
*(See page A35 for full text.)*

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AT A GLANCE

Through a short passage, students practice finding evidence to support an inference about a character. They learn that inferences are not blind guesses but informed conclusions based on evidence and reasoning.

STEP BY STEP

• Read aloud the paragraphs that include the definitions of analysis, explicit, and inference.

• Ask students to read the passage and underline any details that tell them how the main character in the passage is feeling.

• Explain that the chart shows the process of supporting an inference.

• Read the first and second columns, and ask students to use the details they underlined in the passage and their own background knowledge to help them fill in the blanks.

• Have students complete the inference in the third column by filling in the blank. Then discuss why the inference is reasonable, based on the text evidence and background knowledge in the chart.

• Provide students with an inference about a story they have read recently in class. Then have volunteers cite evidence from the story to support the inference.

• To reinforce how making and supporting inferences is a valuable reading strategy, share an inference you made about a novel or short story. Explain how the inference helped you better understand the characters or plot.

Genre Focus

Literary Texts: Short Stories

Tell students that in this lesson they will read short stories. Explain that short stories are short works of fiction that can be read in one sitting. They usually include the following characteristics:

• focus on only a few characters

• concentrate on one major event or conflict

• set an immediate mood or tone

• have a unity of theme, character, setting, and plot

• are written to entertain the reader

Genre Focus

Based on these characteristics, ask students to name some places where they have read short stories, such as in magazines or in collections of short stories. What was appealing about the stories, and what did students notice about the genre? How did any illustrations help them better understand the characters or plot? If students read short stories in a collection, what was the unifying feature of the book?

Explain that “The Ransom of Red Chief” is a short story that takes place in the 1800s and tells about a kidnapping that goes wrong. The short story “Dusk” describes a surprising error in judgment.

Have you ever looked at something that interested you, such as a hot air balloon or a telescope, and tried to figure out how it works? An analysis is an examination of how the different parts of something work together. When you read a story, you analyze how its parts—its characters, settings, and events—work together to create meaning.

Some story details are explicit, or clearly stated. “Jesse was excited about going to the museum” is an example of an explicit detail. You know that Jesse is excited and why. But story information can also be less direct. You might have to make an inference, or an educated guess based on details in the story and your own knowledge, to figure out what’s going on.

Using details from the text and your own knowledge, fill in the blanks in the chart below.

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Background Knowledge</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pete “clenched his fists and stomped out of the room.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pete had “planned on spending the afternoon reading his new comic book, not mopping floors and dusting shelves.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When people clench their fists and stomp out of a room, these are signs that they feel angry.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pete is angry about having to do extra chores.</td>
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</tbody>
</table>

When you’re analyzing a story to make an inference, pay close attention to details in the text. Read closely to find evidence that you can cite, or give as proof, that the inference is reasonable. By making and supporting inferences, you’ll be like an engineer looking at a machine you’ve never seen before, piecing together clues to figure out how it works.
Lesson 5
Part 2: Modeled Instruction

AT A GLANCE
Students make an inference about a short story and use text evidence to support their inference.

STEP BY STEP

• Invite volunteers to tell what they learned on the previous page about making inferences.
• Tell students that in this lesson they will practice making inferences when they read.
• Read aloud “The Ransom of Red Chief.”
• Then read the prompt: “Use details from the passage to predict whether Sam and Bill’s plot will succeed.”
• Now tell students you will perform a Think Aloud to demonstrate a way of answering the question.

Think Aloud: It’s too early to be certain whether Sam and Bill’s plot will succeed, but I can make a prediction about their chances.

Think Aloud: A prediction is a type of educated guess. In other words, a prediction is based on both my prior knowledge and specific evidence. This means that a prediction is a type of inference. And just like an inference, I need evidence to support a prediction.

Think Aloud: In the second paragraph, I read that the boy is “throwing rocks at a kitten on the opposite fence.” In the fourth paragraph, I read that “the boy catches Bill neatly in the eye with a piece of brick.” This is evidence that meshes well with background knowledge that I have—that people who throw rocks at cats and people are mean and can be hard to deal with.

• Direct students to the chart and ask where they’ve seen a similar chart before. Remind them that it shows the process of making an inference, and point out the first piece of text evidence.

• Tell students to add text evidence to the chart.

Think Aloud: Based on this knowledge and evidence from the text, I can make a prediction about whether Sam and Bill’s plot will succeed.

• Ask students to fill in the blank in the third column and complete the chart. Have volunteers share their answers.

ELL Support: Multiple-Meaning Words

• Explain to students that words that have more than one meaning are called multiple-meaning words. Tell students they can use other words or phrases in a sentence to help them know which meaning of a multiple-meaning word is being used.

• Point out the word catches in paragraph 4. Work with students to come up with different meanings for the word. (“takes hold of,” “captures,” “hits”) Then work with students to figure out which meaning of catches is used in this context. (“hits”) Guide students to see which words in the text helped them figure out this meaning. (“in the eye with a brick,” “put up a fight”) (RL.7.4; L.7.4a)
Lesson 5
Part 3: Guided Instruction

L5: Citing Evidence to Support Inferences

AT A GLANCE
Students continue reading about the kidnapping. They answer a multiple-choice question and analyze the evidence that helped them select the correct answer.

STEP BY STEP
- Tell students that they will continue reading about Sam and Bill's plan to get a ransom for “Red Chief.” Close Reading helps students identify and remember important evidence. The Hint will help them look for specific evidence in each answer choice.
- Have students read the text and underline two details that are clues to Bill's feelings about the boy, as directed by the Close Reading. Ask volunteers to share the details they underlined. Discuss why those details show evidence of Bill's feelings. If necessary, ask: Why is Bill tearful? How does he describe the boy? Why does he say, “I'm willing to take a chance at fifteen hundred dollars”?
- Have students answer the question and complete the activities. Sample response for Show Your Thinking:
  I chose C because Bill suggests “it ain't human” for someone to pay so much money to get a “freckled wildcat” back. He implies that the boy's parents must recognize how difficult he can be.
- Sample response for Pair/Share question: “Forty-pound chunk” implies the boy is still small and young but solid. “Freckled wildcat” implies that the boy is cute (“freckled”), but “wildcat” implies that he acts like a wild animal and is uncontrollable.

ANSWER ANALYSIS
Choice A is incorrect. The text doesn't say anything about the boy's father not being able to pay the ransom.
Choice B is incorrect. Bill has no problem with charging fifteen hundred dollars for ransom.
Choice C is correct. Bill thinks that even the boy's parents recognize how difficult living with the boy is.
Choice D is incorrect. Sam has not expressed any reservations about the plan or the ransom amount.

ERROR ALERT: Students who did not choose C may have misunderstood Bill's reasoning. Have them determine the meanings of unfamiliar words and restate Bill's thoughts in their own words.

Close Reading
Underline at least two details that help you understand Bill's feelings about the boy.

Hint
Look for text evidence suggesting that Bill thinks a two thousand dollar ransom is too much.

Show Your Thinking
Bill calls the boy a “forty-pound chunk of freckled wildcat.” What does he mean? With a partner, apply background knowledge to make an inference about the meaning of Bill's comment.

Tier Two Vocabulary: Decry
• Direct students to the word decry in the last paragraph of the story. Encourage students to look for context clues that help them understand the meaning of this word as it is used in the story. Remind them that they can use a dictionary to help them verify the meaning of the term.
• Ask students what decry means in this context. (“criticize,” “belittle”) Ask about other characteristics of a person, such as a public figure, that others might decry. (RL.7.4; L.7.4a, L.7.4d)
AT A GLANCE

Students continue to read “The Ransom of Red Chief.” After the first reading, you will ask three questions to check your students’ comprehension of the passage.

STEP BY STEP

• Have students read the passage silently without referring to the Study Buddy or Close Reading text.

• Ask the following questions to ensure students’ comprehension of the text:

  What does the boy's father mean when he says, “You are a little high in your demands”? (His understatement means that the kidnappers’ ransom request is ridiculous, given the boy’s behavior.)

  What is the father's counter-proposition? (The father proposes that the kidnappers pay him two hundred and fifty dollars to take the boy off their hands.)

  Why are the kidnappers paying money to Dorset at the end of the story? How do you know this, since it is not clearly stated? (They want to get rid of the troublemaker, so they agree to the father's terms. It can be inferred from their comments. Bill claims that the boy will send him to Bedlam, and Sam says the boy is getting on his nerves, too.)

• Then ask students to reread the title and look at the Study Buddy think aloud. What does the Study Buddy help them think about?

  Tip: Point out to students that short stories sometimes include a surprise or a plot twist. Students need to infer the plot twist based on text evidence. Have them consider who actually winds up paying the ransom in this story.

• Have students read the rest of the story. Tell them to follow the directions in the Close Reading.

  Tip: Close Reading helps students identify explanations and examples that can be used as text evidence. Learning to analyze text evidence will help students infer the author’s meaning and understand the characters and plot events as they read.

• Finally, have students answer the questions on page 49. When students have finished, use the Answer Analysis to discuss correct and incorrect responses.
STEP BY STEP

• Have students read questions 1–3, using the Hints to help them answer those questions.

Tip: If students have trouble answering question 1, direct them to paragraphs 2 and 3, and have them think about their background knowledge. What does impudent mean? What does it mean when someone has an “appealing look” in his eye?

• Discuss with students the Answer Analysis below.

ANSWER ANALYSIS

1 The correct choice is D. The word impudent shows that Sam is initially angry. Then he sees Bill’s face silently pleading with him to accept Dorset’s counter-proposition. Choice A is incorrect. It tells what Sam’s initial reaction was but not his response upon reflection. Choice B does not describe Sam’s initial reaction nor his decision to accept Dorset’s counter-proposition. Choice C is incorrect. The text evidence does not support that answer.

2 The correct choice is B. It gives the father’s demands and shows that it is Dorset who sets the final terms of the ransom. Choice A doesn’t give Dorset’s counter-proposition. Choices C and D are details that show why Sam and Bill accept the demands.

3 Sample response: Ebenezer Dorset says, “You had better come at night, for the neighbors believe he is lost, and I couldn’t be responsible for what they would do to anybody they saw bringing him back.” This phrase from Dorset’s counter-proposition supports the idea that no one would willingly pay to take back such a troublemaker.

RETEACHING

Use a chart to verify the correct answer to question 1. Draw the chart below, leaving the boxes blank. Work with students to fill in the boxes, using information from the passage. Sample responses are provided.

<table>
<thead>
<tr>
<th>Text Evidence</th>
<th>What I Know</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>“of all the impudent—” “But I glanced at Bill, and hesitated.”</td>
<td>Impudent means “lack of respect.” Hesitated means “paused.” An appealing look is a request.</td>
<td>Sam was insulted and angry but then saw Bill’s face and changed his mind.</td>
</tr>
</tbody>
</table>

Hints

Use the Hints on this page to help you answer the questions.

1 Which statement best explains the reaction of the narrator, Sam, to Ebenezer Dorset’s counter-proposition?
   - A. Sam thinks the counter-proposition is a joke and refuses to take it seriously.
   - B. Sam thinks the amount of money Ebenezer asks for is unfair and he convinces Bill that they should pay a lesser amount.
   - C. At first, Sam is happy about the counter-proposition, but then he gets angry again and asks for even more ransom money.
   - D. Sam is angry about the counter-proposition, but then Bill convinces him that it’s a great offer since the boy is so horrible.

By the end of the story, the terms of the ransom have changed dramatically. Which sentence from the story best shows who sets the final terms of the ransom?
   - A. “I received your letter to-day by post, in regard to the ransom you ask for the return of my son.”
   - B. “You bring Johnny home and pay me two hundred and fifty dollars in cash, and I agree to take him off your hands.”
   - C. “Sam,” says he, “what’s two hundred and fifty dollars, after all!”
   - D. “Tell you the truth, Bill,” says I, “this little ewe lamb has somewhat got on my nerves too.”

Which sentence describes the offer Ebenezer Dorset makes to the kidnappers?

Does Ebenezer Dorset sound concerned about the safety of his son? What is the tone of his letter?

Integrating Standards

Use these questions to further students’ understanding of “The Ransom of Red Chief.”

1 What are some phrases used to describe the boy? How do these help you infer more about the character? (RL.7.4)
   Descriptive phrases such as “welter-weight cinnamon bear” and “forty-pound chunk of freckled wildcat” help readers infer that the boy’s behavior is uncontrollable from the kidnappers’ point of view.

2 Write a brief summary of the plot of “The Ransom of Red Chief.” (RL.7.2)
   Sample response: Sam and Bill kidnap a little boy, “Red Chief,” who turns out to be too much for them to handle. By the end of the story, the kidnappers pay ransom to the father so he will take the boy back.
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Part 5: Independent Practice

Lesson 5

Read the story. Then answer the questions that follow.

from Dusk
by Saki

On the bench by Gortsby’s side sat an elderly gentleman with a drooping air of defiance that was probably the remaining vestige of self-respect in an individual who had ceased to defy successfully anybody or anything…. As he rose to go Gortsby imagined him returning to a home circle where he was snubbed and of no account, or to some bleak lodging…. His retreating figure vanished slowly into the shadows, and his place on the bench was taken almost immediately by a young man, fairly well dressed but scarcely more cheerful of mien than his predecessor.

“Don’t see in a very good temper,” said Gortsby.

“You wouldn’t be in a good temper if you were in the fix I’m in,” he said, “I’ve done the silliest thing I’ve ever done in my life.”

“Yet!” said Gortsby dispassionately.

“Came up this afternoon, meaning to stay at the Patagonian Hotel in Berkshire Square,” continued the young man, “when I got there I found it had been pulled down some weeks ago and a cinema theatre run up on the site. The taxi driver recommended me to another hotel some way off and I went there. I just sent a letter to my people, giving them the address, and then I went out to buy some soap——I’d forgotten to pack any and I hate using hotel soap. Then I strolled about a bit and looked at the shops, and when I came to turn my steps back to the hotel I suddenly realized that I didn’t remember its name or even what street it was in. I suppose you think I’ve spun you rather an impossible yarn,” said the young man presently, with a suggestion of resentment in his voice.

“Not at all impossible,” said Gortsby judicially; “I remember doing exactly the same thing once in a foreign capital.”

The youth brightened at the reminiscence. “In a foreign city I wouldn’t mind so much,” he said, “one could go to one’s Consul and get the requisite help from him. Unless I can find some decent chap to swallow my story and lend me some money I seem likely to spend the night on the Embankment.”

“Of course,” said Gortsby slowly, “the weak point of your story is that you can’t produce the soap.”

The young man sat forward hurriedly, felt rapidly in the pockets of his overcoat, and then jumped to his feet.

“I must have lost it,” he muttered angrily.

“To lose a hotel and a cake of soap on one afternoon suggests willful carelessness,” said Gortsby, but the young man scarcely waited to hear the end of the remark. He flitted away down the path, his head held high, with an air of somewhat jaded jauntiness.

1  On the bench by Gortsby’s side sat an elderly gentleman with a drooping air of defi  ance that was probably the remaining vestige of self-respect in an individual who had ceased to defy successfully anybody or anything…. As he rose to go Gortsby imagined him returning to a home circle where he was snubbed and of no account, or to some bleak lodging…. His retreating figure vanished slowly into the shadows, and his place on the bench was taken almost immediately by a young man, fairly well dressed but scarcely more cheerful of mien than his predecessor.

2  “You don’t seem in a very good temper,” said Gortsby.

3  “You wouldn’t be in a good temper if you were in the fix I’m in,” he said, “I’ve done the silliest thing I’ve ever done in my life.”

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10  “I must have lost it,” he muttered angrily.

11  “To lose a hotel and a cake of soap on one afternoon suggests willful carelessness,” said Gortsby, but the young man scarcely waited to hear the end of the remark. He flitted away down the path, his head held high, with an air of somewhat jaded jauntiness.

12  “It was a pity,” mused Gortsby; “the going out to get one’s own soap was the one convincing touch in the whole story, and yet it was just that little detail that brought him to grief. If he had had the brilliant forethought to provide himself with a cake of soap.”

13  With that reflection Gortsby rose to go; as he did so an exclamation of concern escaped him. Lying on the ground by the side of the bench was a small oval packet…. It could be nothing else but a cake of soap, and it had evidently fallen out of the youth’s overcoat pocket when he flung himself down on the seat. In another moment Gortsby was scudding along the dusk-shrouded path in anxious quest for a youthful figure in a light overcoat. He had nearly given up the search when he caught sight of the object of his pursuit standing irresolutely on the border of the carriage drive, evidently uncertain whether to strike across the Park or make for the bustling pavements of Knightsbridge. He turned round sharply with an air of defensive hostility when he found Gortsby hailing him.

14  “The important witness to the genuineness of your story has turned up,” said Gortsby, holding out the cake of soap. “If the loan of a sovereign is any good to you——”

15  The young man hastily removed all doubt on the subject by pocketing the coin.

16  “Poor boy, he as nearly as possible broke down,” said Gortsby to himself. “It’s a lesson to me not to be too clever in judging by circumstances.”

17  As Gortsby retraced his steps past the seat where the little drama had taken place he saw an elderly gentleman poking and peering beneath it and on all sides of it, and recognized his earlier fellow occupant.

18  “Have you lost anything, sir?” he asked.

19  “Yes, sir, a cake of soap.”

20  “Thank you,” said Gortsby. “The important witness to the genuineness of your story has turned up.”

21  He strolled along the Park, a satisfied smile playing about his mouth. “If you lose a hotel you may lose a cake of soap,” he said to himself, “but if you lose the only thing that makes your story true——”

22  He reentered the hotel, and finding that the young man had not been at the desk he continued his walk through the Park. He made no attempt to find the young man; he was of a more delicate constitution than that. He turned into one of the side streets and walked to a station, alighting finally at Charing Cross.

23  He walked slowly down the Strand, his feet making no account of time, until he came to a certain hotel. He had not yet been within those walls, but as he approached the entrance he knew that he had been there before.

24  He looked up at the top windows, and seeing a face peering there, he remembered a certain young man who had lost a hotel and a cake of soap.”

Theme Connection

• Which story surprised you the most? Why?

STEP BY STEP

• Tell students to use what they have learned about reading closely and making inferences that are supported by text evidence to read the story on pages 50 and 51.

• Remind students to underline or circle important text evidence.

• Tell students to answer the questions on pages 51 and 52.

• When students have finished, use the Answer Analysis to discuss correct responses and the reasons for them.

Part 5: Independent Practice

Lesson 5

Read these sentences from the story.

“It was a pity,” mused Gortsby; “the going out to get one’s own soap was the one convincing touch in the whole story, and yet it was just that little detail that brought him to grief. If he had had the brilliant forethought to provide himself with a cake of soap.”

Based on these sentences, with which statement would Gortsby most likely agree?

A  Fibbers will always make mistakes.

B  Travelers should always be aware of their surroundings.

C  People should carefully evaluate anything they are told.

D  Strangers should generously listen to each other’s stories.

ANSWER ANALYSIS

1  Choice C is correct. The sentences show that Gortsby is proud that he carefully evaluated the young man’s story. Choice A is incorrect. Gortsby doesn’t suggest that all liars make the mistake that the young man made. Choice B is incorrect because he claims he also made a similar mistake. Choice D is incorrect. The details in the sentences do not describe the need to listen to strangers’ stories. (DOK 2)

Theme Connection

• How do the short stories in this lesson relate to the theme of the element of surprise?

• Which story surprised you the most? Why?
Part 5: Independent Practice

2a Choice B is correct. Gortsby believes the young man is lying, so he pokes holes at his story. Choice A is incorrect. Although losing the hotel and the soap would be careless, Gortsby doesn’t believe the man’s story, so he doesn’t believe the young man is careless. Choices C and D are incorrect because there is no evidence to show that Gortsby believes the man is confused or helpless.

2b The correct answer is: “Of course,” said Gortsby slowly, “the weak point of your story is that you can’t produce the soap.” By poking holes in the man’s story, Gortsby shows that he thinks the young man has lied. (DOK 2)

3 Sample response: Gortsby is concerned because he finds the bar of soap and feels guilty. It makes him think that he should not have doubted the young man’s story. Gortsby thinks, “It could be nothing else but a cake of soap, and it had evidently fallen out of the youth’s overcoat pocket ….” Now he feels he should help the young man with a loan of money because the man was being truthful. (DOK 3)

Integrating Standards

Use these questions and tasks as opportunities to interact with “Dusk.”

1 How do Gortsby’s character traits affect the way the story events unfold? (RL.7.3)

Sample response: Gortsby confidently believes he’s a good judge of character until he doubts a young man’s hard-luck story and refuses him a loan. When Gortsby finds the bar of soap, he is honest enough to admit he is mistaken. Only later does he learn that he has been conned by the young man.

2 Write a brief summary of “Dusk.” (RL.7.2; W.7.4)

Gortsby judges other people while seated on a bench in a park. He listens to a young man’s tale of how he cannot find his hotel. Gortsby does not believe him because the fellow does not have the bar of soap he says he purchased. Later, Gortsby finds a bar of soap next to the bench and thinks he has misjudged the young man. He rushes to give the young man money for a hotel room. Afterwards, Gortsby discovers that the soap belonged to another man.

3 What does vestige mean in paragraph 1? How does the word from the Latin meaning “footprint” relate to the text? (RL.7.4; L.7.4b)

Vestige means “a mark or trace evidence of a thing no longer present.” It relates to this meaning because a footprint is a trace of someone’s former presence.

4 What is Gortsby’s point of view of the old man on the bench? How do you think the bar of soap might change his initial judgment? (RL.7.6)

Sample response: Gortsby sees the old man as a hopeless, defeated person who has all but given up on life. The soap, however, shows that the man is proud enough to still care about his appearance.

5 Discuss in small groups: What is the theme of this story? Cite evidence from the text to support your answer. (SL.7.1)

Discussions will vary. To help students determine the theme, remind them to think about what the characters in this story learn.
Writing Activities

Write a Story (W.7.3)

• Have students review the surprises that cause a plot twist in each of this lesson’s passages.

• Challenge students to write a short narrative of their own that ends with a surprising twist. Tell them to include relevant descriptive details and sensory language to convey the setting and characters. Also ask students to include dialogue in their narratives.

• Allow time for students to share their stories with the class.

Spell Correctly (L.7.2b)

• Review potentially troublesome spellings, such as while, Chief, wrapped, mountain, weight, received, and piece. Include words commonly misspelled by your students.

• Review how to use the spell-checking feature on a computer. Also review how to use a dictionary to check spellings. Point out common letter combinations used to represent sound-spellings, and note that there are limited choices that stand for a particular sound.

• Have partners review their narratives to correct the spelling of any words as needed. Encourage them to use a dictionary for reference.

LISTENING ACTIVITY (SL.7.4, SL.7.6)

Listen Closely/Conduct a News Report

• Have pairs of students use the information from “The Ransom of Red Chief” to create a news report announcing the return of the kidnapped boy and the neighbors’ reactions.

• One student is the interviewer from a news station while the other student is an eyewitness to some aspect of the kidnapping.

• Students listen carefully to each other as they ask and answer questions. Encourage them to be creative while basing their discussion on the story.

DISCUSSION ACTIVITY (RL.7.6; SL.7.1)

Talk in a Group/Compare and Contrast

• Have students form small groups to compare and contrast two of the characters they read about.

• Provide the following prompts: How are the characters similar? How are they different? What points of view about people do the characters share?

• Appoint one member of each group to take notes. Allow 10 to 15 minutes for discussion. Then have each group share its results with the class.

MEDIA ACTIVITY (RL.7.7; SL.7.2)

Be Creative/Draw a Cartoon

• Have students review the scene on page 45. Remind students that they made an inference.

• Invite students to create cartoons or comic book scenes that require the reader to make an inference about one of the characters’ feelings.

• Have students exchange cartoons and scenes and take turns explaining how they inferred the meaning of their partner’s work.

RESEARCH ACTIVITY (W.7.7; SL.7.4)

Research and Present/Give a Presentation

• Have students use “Dusk” and “The Ransom of Red Chief” to plan an oral biographical presentation on the authors of the short stories.

• Students should produce a visual display, such as a time line of important happenings at the turn of the twentieth century when both authors wrote.

• Ask students to research additional information to include. Students should take notes and write a brief report for their oral presentations.