

## Seventh Grade Summer Reading Packet Contents 2013

You should check each bullet as you complete the assignment.

- Read the novel Shooting Kabul by N. H. Senzai
- Read the novel A Long Walk to Water by Linda Sue Park
- Complete the narrative structure graphic organizer for both novels.
- Answer 4 short answers about your novels
- Complete 1 extended response about your novel
- Read *A rare case of justice: life has improved for the women of Afghanistan since 2001. But there's still a long way to go.*
- Answer the 2 short answer questions about *A rare case of justice: life has improved for the women of Afghanistan since 2001. But there's still a long way to go.*
- Read *Freedom fighters: fifty years ago, thousands of young people in Alabama put their lives on the line to fight racial segregation.*
- Answer the 1 short answer question and complete the graphic organizer that match *Freedom fighters: fifty years ago, thousands of young people in Alabama put their lives on the line to fight racial segregation.*
- Complete the clause activity.
- Complete the Figurative Language charts.
- Read the poem *The Armful* and complete the 3 attached short answer questions.
- Read the poem *The Choice* and complete the 2 attached short answer questions.
- Read the poem *If* and complete the 2 attached short answer questions.

# Elements of a Narrative

## Purpose

The basic purpose of narrative is to entertain, to gain and hold a readers' interest. However narratives can also be written to teach or inform, to change attitudes / social opinions. For example, soap operas and television dramas that are used to raise topical issues. Narratives sequence people/characters in time and place but differ from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved.

## Types of narrative

There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience.

## Features

- Characters with defined personalities/identities.
- Dialogue often included - tense may change to the present or the future.
- Descriptive language to create images in the reader's mind and enhance the story.

## Structure

In a Traditional Narrative the focus of the text is on a series of actions:

**Orientation:** (introduction) in which the characters, setting and time of the story are established. Usually answers who? when? where? For example, Mr. Wolf went out hunting in the forest one dark gloomy night.

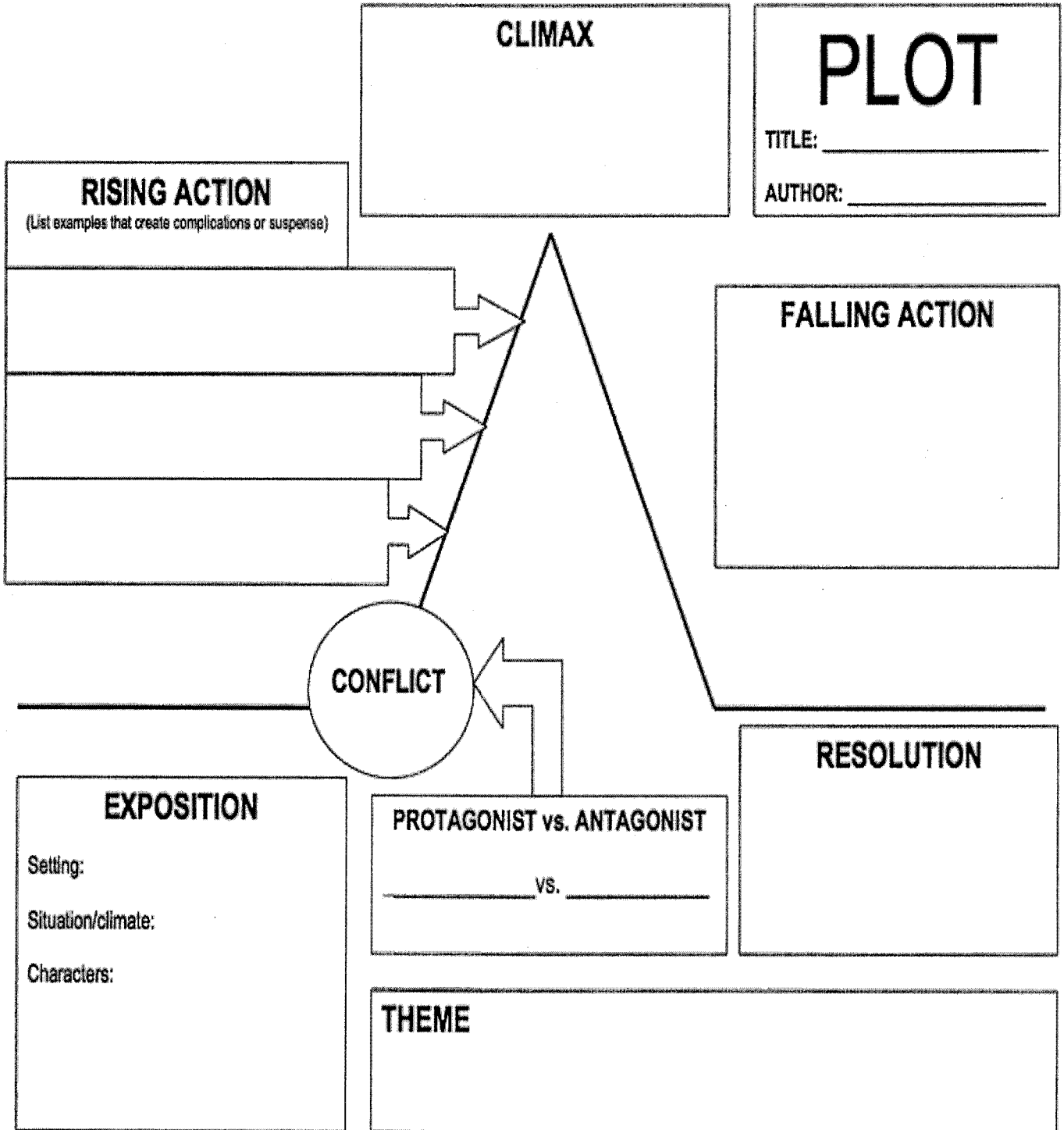
**Conflict:** The complication usually involves the main character(s) (often mirroring the complications in real life).

**Resolution:** There needs to be a resolution of the complication. The complication may be resolved for better or worse/happily or unhappily. Sometimes there are a number of complications that have to be resolved. These add and sustain interest and suspense for the reader.

### **Tips on how to analyze a narrative:**

- The **exposition** is the portion of a story that introduces important background information to the audience; for example, information about the setting, events occurring before the main plot, character, backstories, etc
- **Setting:** Where will the story take place? When will the story take place?
- **Characterization:** Who are the main characters? What do they look like? The **protagonist** is the main character of the text. The **antagonist** is the character that is in opposition to the main character
- **Plot:** What is going to happen?
- **Rising action:** a related series of incidents in a literary plot that build toward the point of greatest interest.
- **Climax:** The point of greatest intensity or force in an ascending series or progression; a culmination.
- **Falling action:** the part of a literary plot that occurs after the climax has been reached and the conflict has been resolved.
- **Theme:** the message the writer is attempting to communicate?

Please fill an organizer for Shooting Kabul AND A Long Walk to Water



**CLIMAX**

**PLOT**

TITLE: \_\_\_\_\_

AUTHOR: \_\_\_\_\_

**RISING ACTION**

(List examples that create complications or suspense)

**FALLING ACTION**

**CONFLICT**

**EXPOSITION**

Setting:

Situation/climate:

Characters:

**PROTAGONIST vs. ANTAGONIST**

\_\_\_\_\_ vs. \_\_\_\_\_

**RESOLUTION**

**THEME**

***Please answer the following short response questions based on the novels, Shooting Kabul & A Long Walk to Water. You should follow the RAD2 format. R = Restate the Question, A = Answer the Question, D2 = 2 details from the text must be used. Remember, for every detail you must justify why the detail supports the answer using your own words.***

1. Describe the main character, Fadi. What are his interests and dreams? What roles does he play within both his immediate family and his larger Afghan community in California? Use 2 details from the text to support your answer.

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2. At his new school, Fadi “. . . felt as though he were hidden behind a camera lens, watching another world whirl past in shattered fragments.” (p. 84) What does this observation tell you about Fadi’s adaptation to his new school? Is he able to form friendships? What kinds of groups does he encounter at school?

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3. Identify a common theme among the two characters in A Long Walk to Water. Make sure to give specific examples from the text to support your answer.

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4. How does water affect family relationships in A Long Walk to Water?

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# **A rare case of justice: life has improved for the women of Afghanistan since 2001. But there's still a long way to go.**

*Title Annotation:* INTERNATIONAL

*Author:* Bowley, Graham

*Geographic Code:* 9AFGH

*Date:* Nov 5, 2012

*Words:* 1463

*Publication:* New York Times Upfront

*ISSN:* 1525-1292

After Sahar Gul was forced to marry at age 13, her in-laws tortured her and kept her in a dirty, windowless cellar for months until the police discovered her lying there in hay and animal dung. In July, an Afghan court upheld prison sentences of 10 years each for three of her in-laws, a decision seen as a legal triumph underscoring the advances for women's rights in the past decade.

But Sahar Gul's case, which drew shock and attention from Afghan President Hamid Karzai and the international news media, is a small victory that masks a still-depressing picture of widespread abuse of Afghan women that never comes to light.

And with U.S. troops set to withdraw from Afghanistan by the end of 2014, many fear that the gains in women's rights that have been made over the past decade will be lost. When the troops leave, so will much of the international attention and money being pumped into Afghanistan.

"If you take away that funding and pressure," says Heather Barr of Human Rights Watch, the progress on women's rights "is not sustainable."

Before the U.S.-led invasion of Afghanistan ousted the radical Muslim Taliban regime in late 2001, following the Sept. 11 terrorist attacks, Afghan women endured severe restrictions: Girls were barred from school and women were prohibited from working. In areas controlled by the Afghan government and protected by U.S. and NATO forces, those bans have been lifted and women have run for office, taken government posts, and become more involved in Afghan society.

The 2004 Constitution guarantees women equal rights. In 2009, a new law banned violence against women and set new penalties for rape, underage and forced marriage, and other abuses. Many more girls are in school.

Much remains to be done. Women abused by their husbands or families too often end up in jail instead of their abusers. More than half of Afghan girls are still not in school, and



of those who are, few will stay long enough to graduate from high school. Girls have been attacked and even doused with acid to be kept from attending classes. (Across the border in Pakistan, the Taliban last month shot and critically wounded a 14-year-old girl who had fought for girls' education in that country.)

It is not uncommon, especially in rural areas, for families to trade daughters into marriage or prostitution to settle debts. The continuing use of the practice, known as baad, is a sign both of Afghans' lack of faith in the government's justice system, which they say is corrupt, and their extreme sense of insecurity.

The case of Sahar Gul, who is now 14, illustrates how vulnerable women and girls are in Afghanistan. The abuse by her in-laws continued for six months, even as neighbors, police officers, and her own family repeatedly voiced suspicions that something was wrong.

Frustrated that the girl could not perform the housework they expected, her in-laws put her in the cellar, where she slept on the floor without a mattress, her hands and feet tied with rope. She was given only bread and water to eat and was regularly beaten.

When the police found her last December, she was barely conscious and could not stand. "She was constantly moaning," says one of the officers. "She couldn't move her body parts, and we carried her to the hospital in our arms."

The police arrested her mother-in-law, sister-in-law, and, finally, her father-in-law. Sahar's husband and his brother remain at large.

With her mistreatment a big story in the Afghan media, President Karzai called for swift justice. In a court in Kabul, the capital, on May 1, the judge declared Sahar Gul's three in-laws guilty on national television.

Sahar now lives in a Kabul shelter run by Women for Afghan Women. She still bears the scars of her ordeal, but she's recovering and becoming more independent.

"I want to become a politician and stop other women suffering the same," she says.

But young women still face an uphill battle. Women's shelters are under threat, with a conservative justice minister describing them as "brothels." A new law that could make it easier for abused women to divorce is being held up.

In such a climate, the fear is that Sahar Gul's successful rescue may turn out to be an aberration rather than a sign of progress, and that it will not help those women whose suffering is not discovered.

"We have many cases perhaps graver than this where women are murdered," says Rahima Zarifi, who heads Baghlan province's women's affairs department. "No one hears anything about them."

2.7 million Number of Afghan girls enrolled in school in September 2011, up from just 5,000 in 2001.

13% Estimated percentage of women in Afghanistan who can read and write, compared to 43 percent of Afghan men. (The U.S. literacy rate for men and women is 99%.)

1,400 Number of Afghan women who die in childbirth (or from pregnancy-related causes) for every 100,000 live births. (The U.S. rate is 2.1 deaths for every 100,000 live births.)

Name: \_\_\_\_\_ Class: \_\_\_\_\_

***Please answer the following questions using the the RAD2 format. R = Restate the Question, A = Answer the Question, D2 = 2 details from the text must be used. Remember, for every detail you must justify why the detail supports the answer using your own words.***

*A rare case of justice: life has improved for the women of Afghanistan since 2001. But there's still a long way to go.*

<http://www.thefreelibrary.com/A+rare+case+of+justice%3A+life+has+improved+for+the+women+of...-a0307525084>

1. How would you compare the experience of women in Afghanistan in “A Rare Case of Justice”, to the experience of women shown in the novel, A Long Walk to Water? Make sure to cite at least one piece of textual evidence from each text.

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2. In the article, the author uses the line “In such a climate, the fear is that Sahar Gul's successful rescue may turn out to be an aberration rather than a sign of progress, and that it will not help those women whose suffering is not discovered.” Explain in your own words what the author meant by this line. Be sure to support your answer by providing 2 pieces of evidence from the article.

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1963

Birmingham police blast students with high-pressure water hoses.



# FREEDOM FIGHTERS

Fifty years ago, thousands of young people in Alabama put their lives on the line to fight racial segregation BY REBECCA ZISSOU



Carolyn McKinstry

**C**arolyn McKinstry was a straight-A student and a spelling bee champion. But on May 2, 1963, the 15-year-old high school sophomore skipped school to join thousands of other students marching to Kelly Ingram Park in Birmingham, Alabama. They gathered to demand an end to racial segregation, and their actions helped get Americans thinking differently about the plight of black Americans during what turned out to be a critical year for the civil rights movement (see Timeline, pp. 20-21).

Earlier that year, Martin Luther King Jr. and other civil rights leaders had launched the "Birmingham Campaign" to focus national attention on one of the most segregated cities in America. They helped organize voter-registration drives, nonviolent sit-ins, and boycotts of businesses that discriminated against blacks.

Participation by black adults started out strong but waned because many feared losing their jobs. To keep the campaign alive, King and other black leaders asked teens and younger children to step in.

The demonstrations quickly became violent, as police officers turned dogs and high-pressure water hoses on the peaceful protesters. The graphic images shocked America and the world, and helped change public opinion about the civil rights movement.

Scholastic recently spoke with Carolyn McKinstry, who is 65, about the upcoming 50th anniversary of what is now known as the Birmingham Children's Crusade.



Young people marching in Birmingham (left); police releasing dogs on the protesters (bottom); and arresting them (above)



**CM:** Dr. King gave the first speech. He told us we were fighting for our freedom and for equality. That meant sitting wherever you wanted to on the bus. . . . It also meant being able to shop where you wanted to, to try on the clothes, to work there, to eat there. . . . And he talked about the fact that this was a nonviolent movement. . . . Someone else came after Dr. King and said, "Policemen will be out there. They may have billy clubs. They may hit you. They may have dogs" . . . to just prepare us.

**Scholastic:** Groups of kids from all over Birmingham marched. Your group gathered near Parker High School, where you were a sophomore. How were you feeling before the march?

**CM:** We were excited. We found our way out of the school. People left in different ways—through windows, through doors. Some climbed fences.

**Scholastic:** Were you nervous?

**CM:** I wasn't nervous at all. . . . There were a lot of young people. You actually felt comfortable because these were people you knew, and we were doing this together.

**Scholastic:** What happened when you reached the park?

**CM:** That's where we encountered the policemen and the dogs, and to our surprise, the water hoses. . . . I remember just chaos. I remember people running, clearly trying to get away from dogs. . . . I remember people with megaphones, policemen

**Scholastic:** Martin Luther King Jr. once called Birmingham, Alabama, "the most thoroughly segregated city in the United States." What was it like to grow up there?

**Carolyn McKinstry:** There was no social interaction at all between blacks and whites. As a young person growing up, I was aware of that, but . . . we were sheltered from many of the realities of [segregation]. We enjoyed life in spite of the system we were living under.

**Scholastic:** Civil rights leaders organized the Children's Crusade at the 16th Street Baptist Church. How did you become involved in the march?

**CM:** I just happened to be there when they had the first mass meeting. I used to volunteer [there]. I was sitting in the office, but I could hear the enthusiasm . . . and the cheering. I could hear that something was going on, and when I went to the door and looked out, the church was completely full of young people. And I thought, "Well, whatever this is, I want to be a part of it."

**Scholastic:** How did they prepare you and the other kids for the march?

**▶ WATCH A VIDEO**  
Birmingham Children's Crusade  
[WWW.UPFRONTMAGAZINE.COM](http://WWW.UPFRONTMAGAZINE.COM)

# TIMELINE THE CIVIL RIGHTS ERA



## 1948 The Military

President Harry S. Truman issues an executive order to desegregate the U.S. armed forces.



## 1954 *Brown v. Board of Education*

The U.S. Supreme Court rules that segregated public schools are unconstitutional. It overturns the "separate but equal" standard established in *Plessy v. Ferguson* (1896).

## 1955 Bus Boycott

Rosa Parks is arrested in Montgomery, Alabama, for refusing to give up her seat to a white passenger. The incident sparks a boycott of city buses.

## 1957 Little Rock Nine

Nine black students attempt to desegregate Central High School in Little Rock, Arkansas, to test the *Brown* ruling. They are turned away by an angry mob. Federal troops are sent to escort the students inside.

and people saying, "Disperse! Go home!" [Then] the water hoses started. . . . And I remember being really upset because I was wet. My hair was wet. The right side of my head was where the water initially hit me and some of my hair was broken off there. . . . And after that, I just remember beginning to be afraid because of the dogs and all that I was seeing. . . . Most of us, after we were sprayed with those water hoses, then began to seek shelter. . . . We were on the side of the street where there was nothing but buildings. So the only thing you could hold on to were the buildings. Periodically, when they would aim the hose in a different direction, people would escape out of the line of fire. I

**'Had it not been for the young people, nothing might have changed.'**

ended up in the basement of the church. **Scholastic: The police arrested more than 2,000 kids for participating in the Children's Crusade. Less than a week later, city officials agreed to desegregate certain department stores. How did that make you feel?** CM: I felt really proud. . . . People were watching, and maybe more so because we were children. **Scholastic: At the time, did you know how important the children's marches were? That they would provide momentum for other protests, like the March on Washington that took place in August 1963?** CM: I did not know how important they were. . . . I knew that I had played what

I saw as a teeny-tiny part in all of this, because there were thousands of young people that marched. . . . But the truth is, had it not been for the young people, nothing might have changed, simply because . . . black adults were . . . too frightened to march. **Scholastic: The protests enraged the Ku Klux Klan. On Sept. 15, 1963, they bombed the 16th Street Baptist Church, killing four of your friends. You were in the church when the bomb exploded. What do you remember from that day?** CM: At first, I thought what I was hearing was thunder. . . . And then the glass came crashing in. . . . I heard someone say "hit the floor," and we did. People were getting up and running out. . . . The police were there immediately and they blocked off the church. People were looking for family and friends. . . . I don't



1963

### May 2-10: Children's Crusade

Thousands of teens and children march in Birmingham, Alabama, to protest segregation.

### August 28: "I Have a Dream"

More than 250,000 people participate in the March on Washington. Martin Luther King Jr. delivers his famous speech at the Lincoln Memorial.

### September 15: Birmingham Church Bombing

A bomb explodes at the 16th Street Baptist Church, killing four girls (left to right): Denise McNair, 11; Carole Robertson, 14; Addie Mae Collins, 14; and Cynthia Wesley, 14.



### 1964 Civil Rights Act

With King looking on, President Lyndon B. Johnson (seated) signs the Civil Rights Act of 1964, which outlaws segregation in employment, public education, and public facilities.

think that I understood what had happened. I don't think that I was tremendously frightened or moved by it until later that day, when we got the phone call that the girls had not made it out.

**Scholastic:** Did you talk about what happened with your family or friends?

**CM:** In general, black people didn't talk about what was going on around them, because they were powerless to do anything about it. The bombing of the church, of course, was not the first bomb that had exploded in Birmingham. The first one exploded in 1948. By the time the church was bombed, there were more than 60 unsolved bombings. And so I think by then people had decided no one had ever been brought to justice, and probably nobody ever [would] be.

**Scholastic:** Less than a year later, Congress passed the Civil Rights Act

of 1964, which made segregation illegal [in employment, public education, and public places, like movie theaters]. What effect do you think the events of 1963 had on the passage of that law?

**CM:** What I think really helped change not only Birmingham but the nation was that we had already garnered a lot of sympathy. But once the church was bombed, I think people really began to take a long, hard look. There was something much more evil about killing [kids] in church.

**Scholastic:** How has your involvement in the civil rights movement affected your life?

**CM:** I was fearful for a long time. I was probably distrusting of people. [But] through all of the travels that I have been able to do [speaking out about civil rights], I began to see that there are good people everywhere, that Birmingham

was just a small place on the globe. There were even good people in Birmingham.

**Scholastic:** What's it like there today?

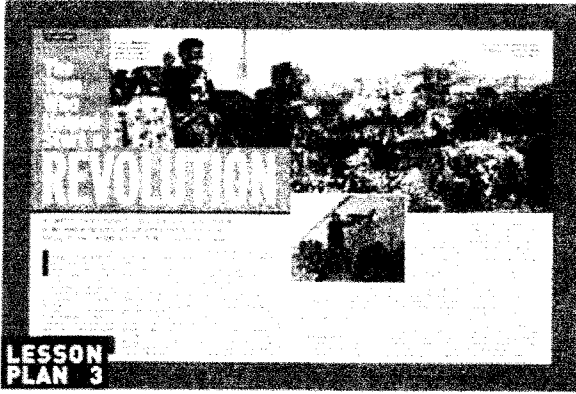
**CM:** There was a headline in the *Birmingham News* that said Birmingham city schools are 99.9 percent African-American. So [today], we are more segregated than we were in 1963. [That's one] of the things we can look at and know that we still have work to do. But I do believe that we are a city of great hope. . . . We didn't always get it right here, but we sure have worked hard since that time . . . to correct the wrongs.

**Scholastic:** What advice do you have for kids who want to make a difference?

**CM:** You're never too young to get involved. You're never too young to make a difference. . . . Young people [are] our best hope for fixing some of the things that ail us and for just trying to get it right. •



## THE TEEN WHO HELPED START SYRIA'S REVOLUTION



### CRITICAL THINKING

More than 70,000 Syrians have died since the nation's bloody civil war began more than two years ago as part of the Arab Spring uprisings in the Middle East. A teen describes how some graffiti helped ignite the revolt.

- ▶ What do the opposition fighters in Syria hope to achieve? Why?
- ▶ Do you think that the uprising in Syria would have happened even if the teen's cousin had not spray-painted his message to President Assad? Explain.

- ▶ How do you think uprisings in other Arab countries affected Syria's civil war?
- ▶ What role are religious divisions playing in the conflict?

### WRITING PROMPT

A century from now, what will history books say about the Arab Spring revolutions? Will the uprisings be recalled as events that democratized the Middle East—or as bloody failures? Support your prediction with evidence from the article.

### DEBATE

Take a stand: Should the U.S. supply arms to Syria's opposition fighters?

### DISCUSSION QUESTIONS

Why do you think Syria's civil war has lasted longer and proved deadlier than other Arab Spring rebellions?

One of the teens arrested for the graffiti that sparked the revolt says, "It's good that it happened. We found out who [Assad] really is." What do you think he means? How would you characterize

President Assad and his government?

What choices does the U.S. have for dealing with the conflict in Syria? What response do you support? Why?

What challenges does Syria's conflict pose for the nation's neighbors?

### FAST FACT

In March, Syria's opposition forces chose a Syrian-born American citizen, Ghassan Hitto of Texas, to lead an interim government if Assad is overthrown.

### ON UPFRONTMAGAZINE.COM

Watch our video "Crisis in Syria" for additional background on the conflict.

## TIMES PAST

### 1963: FREEDOM FIGHTERS



### CRITICAL THINKING

Fifty years ago, young African-Americans marched for equality in the Birmingham Children's Crusade—and helped focus the nation's attention on the civil rights movement.

- ▶ How do the photos on pp. 18-19 compare with other images you have seen from the civil

- rights movement? How do you think the nation responded to images from the Children's Crusade?
- ▶ What was the purpose of the Children's Crusade? Why did teens like Carolyn McKinstry get involved? Do you think they knew what they were getting into?

### WRITING PROMPT

What impact do you think the Birmingham Children's Crusade had on the broader civil rights movement?

### DEBATE

Some people criticized Martin Luther King Jr. for exposing the young "crusaders" to danger. Was it wrong of him to call on children to participate in the march?

### DISCUSSION QUESTIONS

If you were an African-American teen in Birmingham in 1963,

would you have marched in the crusade? Is there an issue you'd be willing to march for today—even if it meant possible physical harm? Explain.

Why do you think city officials told police to turn hoses and dogs on the young marchers? Do you think such a scene would take place today? Why or why not?

Carolyn McKinstry describes herself as "sheltered" from the

realities of segregation before getting involved in the crusade. What do you think she means?

Does McKinstry believe the goals of the civil rights movement have been achieved today? Why or why not? Do you agree?

### FAST FACTS

Birmingham's board of education suspended students who had marched in the crusade. A court of appeals ordered the schools to reinstate the students.

### ON UPFRONTMAGAZINE.COM

Check out our video "The Birmingham Children's Crusade."

Name: \_\_\_\_\_ Class: \_\_\_\_\_

*Please answer the following questions using the RAD2 format. R = Restate the Question, A = Answer the Question, D2 = 2 details from the text must be used. Remember, for every detail you must justify why the detail supports the answer using your own words.*

**Freedom fighters: fifty years ago, thousands of young people in Alabama put their lives on the line to fight racial segregation**

<http://go.galegroup.com/ps/i.do?id=GALE%7CA327983777&v=2.1&u=gale&it=r&inPS=true&prodId=GPS&userGroupName=gale&p=GPS&digest=b735b250baa4dcc3cdbc2e26ce51044a&rssr=rss>

1. Identify a common theme in the texts *Freedom fighters: fifty years ago, thousands of young people in Alabama put their lives on the line to fight racial segregation* and *Shooting Kabul*. Use textual evidence to support your analysis.

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2. In life, everyone makes choices. Some people criticized Martin Luther King Jr. for his choices. Fill in the graphic organizer below to reflect both points of view. For each choice you write, make sure to include evidence to support it. You should use bullet points to track your statements.

Opposed to his choices	In support of his choices

## Clauses

What is a clause? – Clauses, like phrases, are word groups that add information to a sentence. Unlike phrases, clauses always have a subject and a predicate. Clauses that form a complete thought (have their own subject, verb & can stand by themselves) are called **independent clauses**, and clauses that do not form a complete thought (have a subject & verb but do not form a complete thought) are called **dependent or subordinate clauses**. **Dependent or subordinate clauses** begin with a subordinating conjunction such as *although, but, because, since, when, if*.

Independent	Subordinate
He arrived this morning.	if he arrived this morning
The mosque has a golden dome.	since the mosque has a dome

### Practice A

Identify the independent & subordinate clauses in each sentence.

1. Miss Stout's house was a mess because she would not take out the garbage.

Independent- \_\_\_\_\_

Subordinate - \_\_\_\_\_

2. If old food is not thrown away, it begins to smell.

Independent- \_\_\_\_\_

Subordinate - \_\_\_\_\_

3. When raindrops fall, it sounds like music.

Independent- \_\_\_\_\_

Subordinate - \_\_\_\_\_

4. Every person is unique, since no two people are exactly alike.

Independent- \_\_\_\_\_

Subordinate - \_\_\_\_\_

Practice B

Identify the subordinate clause in each sentence. Then, use the subordinate clause to write a new sentence.

1. Although the kind had not died, Ariel sang of his death.

Subordinate

Clause: \_\_\_\_\_

New

Sentence: \_\_\_\_\_

\_\_\_\_\_

2. If a spigot becomes rusty, it can be difficult to turn.

Subordinate

Clause: \_\_\_\_\_

New

Sentence: \_\_\_\_\_

\_\_\_\_\_

3. When you ride trains, you see scenery.

Subordinate

Clause: \_\_\_\_\_

New

Sentence: \_\_\_\_\_

\_\_\_\_\_

5. The chugging of a train can lull you to sleep if you allow it.

Subordinate

Clause: \_\_\_\_\_

New

Sentence: \_\_\_\_\_

\_\_\_\_\_

### Figurative Language

Is used to help readers share their perceptions and insights, poets may also use figurative language, or language that is not meant to be taken literally. Many types of figurative language are comparisons that show how things are alike in surprising ways. Three common types of figurative language are similes, metaphors and personification.

**Simile**- uses the word *like* or *as* to compare two seemingly unlike things.

Ex- His hand are as cold as ice.

**Metaphor** - describes one thing as if it were something else.

Ex- My chores were a mountain waiting to be climbed.

**Personification** - gives human qualities to a nonhuman subject.

Ex- The fingertips of the rain tapped a steady beat on the windowpane.

Fill in the following charts based on the poems *The Armful*, *The Choice* & *If*. The first one is done for you as an example. You should choose lines from the poem and enter them on the left, then write the meaning of the lines in your own words on the right.

The Choice (EXAMPLE)	
Line	Meaning
So then I went to West way	I tried a different path
"Now which shall be the least way,"	Which path will be easiest?

The Armful	
Line	Meaning

If	
Line	Meaning

The Choice	
Line	Meaning

**THE ARMFUL**

**By: Robert Frost**

For every parcel I stoop down to seize  
I lose some other off my arms and knees,  
And the whole pile is slipping, bottles, buns,  
Extremes too hard to comprehend at once,  
Yet nothing I should care to leave behind.  
With all I have to hold with~ hand and mind  
And heart, if need be, I will do my best.  
To keep their building balanced at my breast.  
I crouch down to prevent them as they fall;  
Then sit down in the middle of them all.  
I had to drop the armful in the road  
And try to stack them in a better load.

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*Please answer the following questions based on the above poetry. You should follow the RAD2 format. R = Restate the Question, A = Answer the Question, D2 = 2 details from the text must be used. Remember, for every detail you must justify why the detail supports the answer using your own words.*

1. This poem talks about making choices. What is the message the poet trying to convey in the poem? Explain using 2 details from the text.

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2. Clarify what the “*bottles, buns*” represent in the poem.

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3. "I had to drop the armful in the road  
And try to stack them in a better load."

What does the author mean by these lines?

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**The Choice**  
**by Robert Service**

. . . And then I came to Three ways,  
And each was mine to choose;  
For all of them were free ways,  
To take or to refuse.  
"Now which shall be the best way,  
East, West or South?" said I . . .  
So then I went the West way -  
I often wonder why.

. . . And then I came to Two ways,  
And each was luring me:  
For both of them were new ways,  
And I was fancy free.  
"Now which shall be the least way,"  
Said I: "to gain my goal?"  
And so I took the East way,  
With freedom in my soul.

. . . And then I came to One way,  
And to the South it ran;  
Then lo! I saw this sun way  
Was mine since time began;  
My pitiless, my doom way;  
No other could there be,  
For at its end my tomb lay,  
And it was waiting me. . . .  
Poor fools! Who think you're free.

***Please answer the following questions based on the above poetry. You should follow the RAD2 format. R = Restate the Question, A = Answer the Question, D2 = 2 details from the text must be used. Remember, for every detail you must justify why the detail supports the answer using your own words.***

1. The poet writes:  
". . . And then I came to Three ways,  
And each was mine to choose;  
For all of them were free ways,  
To take or to refuse."

Explain what the poet meant by these lines.

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# IF.....

By: Rudyard Kipling

IF you can keep your head when all about you  
Are losing theirs and blaming it on you,  
If you can trust yourself when all men doubt you,  
But make allowance for their doubting too;  
If you can wait and not be tired by waiting,  
Or being lied about, don't deal in lies,  
Or being hated, don't give way to hating,  
And yet don't look too good, nor talk too wise:

If you can dream - and not make dreams your master;  
If you can think - and not make thoughts your aim;  
If you can meet with Triumph and Disaster  
And treat those two impostors just the same;  
If you can bear to hear the truth you've spoken  
Twisted by knaves to make a trap for fools,  
Or watch the things you gave your life to, broken,  
And stoop and build 'em up with worn-out tools:

If you can make one heap of all your winnings  
And risk it on one turn of pitch-and-toss,  
And lose, and start again at your beginnings  
And never breathe a word about your loss;  
If you can force your heart and nerve and sinew  
To serve your turn long after they are gone,  
And so hold on when there is nothing in you  
Except the Will which says to them: 'Hold on!'

If you can talk with crowds and keep your virtue,  
' Or walk with Kings - nor lose the common touch,

if neither foes nor loving friends can hurt you,  
If all men count with you, but none too much;  
If you can fill the unforgiving minute  
With sixty seconds' worth of distance run,  
Yours is the Earth and everything that's in it,  
And - which is more - you'll be a Man, my son!

## **VOCABULARY**

impostors (im-POS-ters) noun; people who pretend to be someone else, to deceive; fakes

knaves (nayvs) plural noun; untrustworthy or dishonest people; rascals  
p and-toss: an old-fashioned coin game where players line up and take turns  
tossing coins toward a wall. The winner is the person whose coin lands closest  
to the wall, and that person gets to keep everyone else's coins.  
sinew (SIN) noun; a tendon—a strong band of tissue that connects a muscle with a bone  
sinew can also mean strength. virtue (VUR-choo) noun; moral excellence  
behavior that agrees with what is morally right; goodness  
foes (fohs) noun; enemies

1. Imagine that you've just found out you won a writing contest. You're pretty excited—you worked really hard on your entry—and you tell your best friend about it. Another kid overhears you and spreads rumors that you were bragging about how smart you are. That's totally untrue, but soon some kids are calling you names and saying you think you're better than everyone else. Upset, you tell your dad you wish you'd never entered the contest in the first place. Your dad tells you that you didn't do anything wrong, and that you can't let what others say take away from your pride in winning the contest. Find two lines in the poem that relate to this situation and underline them. (Note: There is more than one correct answer.) Explain why you chose those two lines.

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2. The speaker says you should “talk with crowds and keep your virtue,” What does this mean? How does it impact the poem?

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