

Name _____ Class _____

Introduction to Unit 1: Bad Behavior

Essential Question: How do we know what is right?
Why do people choose to do wrong?

About this lesson

This lesson will introduce you to the ideas, texts, and skills we will explore throughout the unit.

PART 1: Exploring the Unit's Big Questions

Directions: Below are several ideas that we will explore in this unit. Rate how strongly you agree or disagree with each statement. *5 minutes*



1. With any action, there is always a right thing to do and a wrong thing to do.

Strongly Disagree

Strongly Agree

1 2 3 4 5

2. Punishments should be more severe than the crime itself.

Strongly Disagree

Strongly Agree

1 2 3 4 5

3. Greed is the most common reason people do terrible things.

Strongly Disagree

Strongly Agree

1 2 3 4 5

4. Sometimes it is better to lie than to confess to a huge mistake.

Strongly Disagree

Strongly Agree

1 2 3 4 5

5. Some people are evil.

Strongly Disagree

Strongly Agree

1 2 3 4 5

PART 2: Discussing the Unit's Big Questions

Directions: As you discuss the statements from Part 1 with your classmates, use the space below to capture interesting ideas you hear! *10 minutes*



NOTES CATCHER

PART 3: What Will We Read?

Directions: Read the overview of unit texts. *5 minutes*



Title & Author	Genre	As you read, you will think about...
"Ruthless" by William Demille	<i>Short Story</i>	Should we ever take justice into our own hands?
"How Do We Tell Right From Wrong?" by Anne Marie-Reidy	<i>Informational Text</i>	Where does your understanding of right and wrong come from?
"Button, Button" by Richard Matheson	<i>Short Story</i>	Would the promise of money lead you to do something terrible?
"Lamb to the Slaughter" by Roald Dahl	<i>Short Story</i>	If you accidentally commit a crime, should you be punished?
"Lather and Nothing Else" By Hernando Téllez	<i>Short Story</i>	Is it right to hurt people who do bad things?



Turn & Talk: Which texts sound most interesting to you? Why?

PART 4: What Skills Will We Learn?

Directions: Rate your confidence level for each of the unit skills listed below. *5 minutes*



Reading Skills

<i>Mark the column that best matches your confidence level for each skill.</i>	<i>Not Confident</i>	<i>Somewhat Confident</i>	<i>Extremely Confident</i>
1. I can identify the theme of a text.			
2. I can compare and contrast characters' different points of view.			
3. I can identify situational irony and dramatic irony in a text.			
4. I can explain how an author creates suspense in a text.			

Writing Skills

<i>Mark the column that best matches your confidence level for each skill.</i>	<i>Not Confident</i>	<i>Somewhat Confident</i>	<i>Extremely Confident</i>
1. I can write a strong body paragraph that includes multiple pieces of evidence.			
2. I can write a strong argument that is clear, concise, and specific.			
3. I can write an essay about multiple short stories.			
4. I can write a strong introduction for an essay.			
5. I can write a strong conclusion for an essay.			

Key Terms for Unit 1: Bad Behavior

UNIT 1 KEY TERMS <i>These terms will appear throughout the unit. Use this reference sheet as needed.</i>	
Theme	A universal message that can apply to real life or other stories Example: A theme of <i>The Wizard of Oz</i> is that someone's home will always have special importance.
Central Idea	The main point an author makes in a nonfiction text (or a section of a nonfiction text) <ul style="list-style-type: none"> • Texts can have more than one central idea.
Point of View	A person or character's perspective on a topic
Narrative Point of View	The viewpoint a story is told from
Suspense	A feeling of excitement, anxiety, or uncertainty about an event
Irony	A contradiction or contrast in a literary text that often involves an unexpected situation or outcome <ul style="list-style-type: none"> • creates suspense, humor, or surprise
Situational Irony	Refers to an event that is the opposite from what a character or audience expects
Dramatic Irony	When the audience knows something that one or more characters in a story do not
Argument	A claim that a writer is defending in a paragraph or short response <ul style="list-style-type: none"> • Usually the first sentence of a paragraph
Thesis	A claim that a writer is defending in an essay <ul style="list-style-type: none"> • Usually appears at the end of an essay's introduction
Context	Information that clarifies what is happening in a moment or situation

Writing Baseline Assessment Unit 1

Directions: Respond to the prompt by writing a full-length essay. You may use a separate piece of paper to plan your response.

Prompt: In your opinion, is it better to always tell the truth, or is it sometimes acceptable to tell a lie? Answer the question in the form of a full-length essay. Be sure to support your response with evidence from stories, movies, real world events, or experiences from your life.

Write your essay here:

Name _____

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Vocabulary for Unit 1: Bad Behavior — LIST 1

Activity 1: In-Context Predictions


Directions: Use context clues to determine the meaning of each of your new vocabulary words. Your teacher will review the correct definitions with you after. The example below shows you how to do this.



- Begin by looking at the **photo**.
Ask yourself, **What do I see?**
I see birds flying in the air.
They are not being controlled or told where to go.
- Next, look at the **caption**.
Ask yourself, **what word could I put in place of the underlined vocabulary word?**
Here I might substitute "all" or "complete" for absolute.
- Then, look at the **example sentence**.
Ask yourself, **do my substitutions from the caption — "all" and "complete" — make sense in this sentence?**
Yes, "complete" works in the example sentence as well.
- Finally, **write or type a prediction** in the last box.

Example: Absolute [ab-suh-loot]

My mother's no was absolute. Once she said it, there was no chance of changing her mind.



Birds have absolute freedom to go wherever they like.


What's your **prediction**?

My Answer: complete

Correct Definition:

1. Acquire [uh-kwahyuh r]

Josh has lied so many times that he's acquired a reputation for dishonesty.



Mia acquired many things at the mall.


What's your **prediction**?

My Answer:

Correct Definition:

2. Genial [jee-nee-uhl]

Jamie's genial personality helps him in his job as a salesman because people like him so much.



My cousin's genial dogs are friends with everyone.

What's your **prediction**?

My Answer:

Correct Definition:

3. Intrigue [in-treeg]

I was really intrigued by the trailer for that new superhero movie. Let's go see it!



The birds outside the window intrigued the cat.

What's your **prediction**?

My Answer:

Correct Definition:

4. Justify [juhs-tuh-fahy]

After reading Jayne's diary, Taylor tried to justify her actions by saying she wanted to make sure Jayne was ok.



Whenever a student answered a question, Ms. Sara asked them to justify their reasoning with more evidence.

What's your **prediction**?

My Answer:

Correct Definition:

5. Moral [mor-uhl]

In the endings of fairy tales, the moral characters win, while the evildoers are punished.



It's moral to make sure everyone can access our buildings.

What's your **prediction**?

My Answer:

Correct Definition:

6. Offensive [uh-fen-siv]

When Marco made offensive remarks about women, his teacher put him out of class.



It's offensive when people treat our city park like a trash can.

What's your **prediction**?

My Answer:

Correct Definition:

7. Ruthless [rooth-lis]

Gregory was a ruthless businessman, he did not care if his employees were overworked, as long as he was earning money.



Lions are ruthless in their hunt for food because they need to kill other animals to survive.

What's your **prediction**?

My Answer:

Correct Definition:

8. Vindictive [vin-dik-tiv]

Ally was mad at her ex for breaking up with her. She spread that rumor about him just to be vindictive.



The vindictive man lit his enemy's car on fire!

What's your **prediction**?

My Answer:

Correct Definition:



Activity 2: Fill-in-the-Blank Sentences

Directions: Fill in the blanks using the correct vocabulary word to complete each sentence. You may have to change the form of the word (ex: go, going, gone).

Acquire	Genial	Immoral	Intrigued	Justify	Offends	Ruthless	Vindictively
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	My answer
1. Although he didn't like his dad's new girlfriend, Massimo tried to be _____ when he saw her.	
2. It is _____ for foster parents to take state money to care for vulnerable children and then spend it on themselves.	
3. When Mr. Brown didn't give Eleanor a part in the play, she _____ tried to get him fired!	
4. Donnel saved up his money so he could _____ a car.	
5. Kara Walker's honest artwork about slavery _____ some people, who write letters to museums asking them to stop displaying her work.	
6. My nephew is so _____ by trains that he spends all his time building tracks and playing with his toy trains.	
7. Maria could not _____ her bad decisions because there were really no excuses for what she did!	
8. Andrea's staff described her as a _____ boss who overworked and underpaid employees. She was only concerned with being named the best restaurant in town.	



Activity 3: Fill-in-the-Blank Scenarios

Directions: Fill in the blanks using the correct vocabulary word to complete each scenario. Then, explain why that vocabulary word fits best based on context clues provided in the scenario. You may have to change the form of the word (ex: go, going, gone).

For Example:

Every single day, Bryan wakes up at 5 o'clock in the morning to take a 10-mile jog. Then, he goes to the gym to lift weights. Afterwards, he does 20 laps in the pool. And this is before he goes to practice with the team every afternoon! Bryan is _____ about training because _____.	
My Answer	My Reason
<i>relentless</i>	<i>He is extremely dedicated and exercises all of the time. He runs 10 miles, lifts weights, swims, and attends practice every day.</i>

Acquire	Genial	Moral	Intrigued	Justify	Offended	Ruthless	Vindictive
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- When Devya saw the first ever picture of a black hole, she was amazed. She started reading books on astronomy and learning everything she could about space. She decided to be a scientist when she grew up so she could study the stars.

The black hole _____ Devya because _____

My Answer	My Reason

- In the *Avengers* movies, Thanos is a cruel villain who does horrible things without feeling badly about it, including killing people and destroying cities.

Thanos is a _____ villain because _____

My Answer	My Reason

3. "I thought that movie was disgusting!" Damian said. "Maybe some people think it's cool to make fun of people with disabilities, but I think it's gross!"

Damian was _____ because _____

My Answer	My Reason

4. All our friends love Ben's mom. She's so warm and caring that you just feel like you've known her your whole life.

Ben's mom is _____ because _____

My Answer	My Reason

5. Montresor never forgave his enemy for insulting him. Instead he waited years to get his revenge!

Montresor is _____ because _____

My Answer	My Reason

6. My little sister wanted a hamster for her birthday. They are such popular pets, I had to travel to five different pet stores before I could find one for her.

It was difficult to _____ a hamster because _____

My Answer	My Reason

7. It's shameful when our society lets elderly people live in dangerous conditions or go without food. We have a duty to take care of the elderly. All of us should look after our older neighbors and make sure they get the help they need. It's the right thing to do.

Caring for the elderly is _____ because _____

My Answer	My Reason

8. When Ms. Burns asked Laurie why her cell phone was out in class, Laurie explained it was urgent. She was waiting for an important email from her boss about whether or not she needed to work after school.

Laurie had to _____ her cell phone use because _____.

My Answer	My Reason

Activity 4: Matching

Directions: Match the following vocabulary words to their synonyms from the box. Write your answer in the column next to the word.



Synonyms:	Cruel	Explain	Fair	Friendly	Get	Interest	Revengeful	Rude
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Words	My Answer
1. Acquire	
2. Genial	
3. Intrigue	
4. Justify	
5. Moral	
6. Offensive	
7. Ruthless	
8. Vindictive	



Activity 5: Application of Vocabulary

Directions: Answer each question in 1-2 complete sentences. Make sure that you use the underlined vocabulary word in your answer.

1. What is one new piece of technology you would like to acquire? Explain why.

2. Who is the most genial person you know? Explain why you picked this person.

3. What is one career path you find intriguing? What about this career intrigues you?

4. Describe a time when you were asked to justify your actions.

5. Whose job is it to teach children to live a moral life: their parents or their teachers? Explain your thinking.

6. Do you think a painting should be taken down if someone finds it offensive? Why or why not?

7. Do you think there are certain situations where it is acceptable to be ruthless? Explain.

8. Name a vindictive character from a movie, TV show, or book. Explain why you picked this character.

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Ruthless

William DeMille

About this text

William DeMille (1878-1955) was an American writer, most well-known for screenwriting and film directing. In this short story, a man sets a trap for a suspected thief at his summer vacation home.

Purpose for Reading

To understand how different points of view between characters create tension. To learn about how authors use situational irony to affect readers.

Vocabulary

Let's pronounce these words together as a class:

Genial [jee-nee-uhl]
Ruthless [rooth-lis]
Vindictive [vin-dik-tiv]

WHOLE CLASS READING

[1] Outside, the woods lay basking in clear October sunlight; trees a riot of color, air full of Autumn's tang¹ and the sharp, exciting smell of moist, leaf-covered earth.

[2] Inside, a man smiled grimly as he turned from the bathroom cabinet, entered the expensively primitive living room of his mountain camp, and crossed to a closet set in the pine wall. It was his special closet, with a spring lock and in it he kept guns, ammunition, fishing-rods, tackle² and liquor. Not even his wife was allowed to have a key, for Judson Webb loved his personal possessions and felt a sense of deep outrage if they were touched by any hand but his own. The closet door stood open; he had been packing his things away for the Winter, and in a few minutes would be driving back to civilization.

[3] As he looked at the shelf on which the liquor stood his smile was not attractive. All the bottles were unopened except one quart of Bourbon which was placed invitingly in front, a whiskey glass by its side. This bottle was less than half full. As he took it from the shelf his wife spoke from the adjoining bedroom:

[4] "I'm all packed, Judson," she said. "Hasn't Alec come to turn the water off and get the keys?"

[5] Alec lived about a mile down the road and acted as a caretaker for the city folks when they were away.

[6] "He's down at the lake taking the boats out of water. Said he'd be back in half an hour."

DURING READING QUESTIONS

POINT OF VIEW: Paragraph 2

Think & Share: How does Judson feel about his belongings?

¹ **Tang** (*noun*): a strong taste, flavor, or smell

² the equipment required for a task or sport; in this case, for fishing

[7] Marcia came into the room carrying her suitcase. But she paused in surprise as she saw the bottle in her husband's hand.

[8] "Judson!" she exclaimed, "you're not taking a drink at ten o'clock in the morning?"

[9] "You wrong me, my dear," he chuckled, "I'm not taking anything out of this bottle: I am merely putting a little kick into it."

[10] His closed hand opened and he put upon the table two tiny white pellets³ as he started to uncork the whiskey. Her eyes narrowed as she watched him. She had learned to dread that tone of his voice; it was the tone he used when he was planning to "put something over"⁴ in a business deal.

[11] "Whoever broke into my closet last Winter and stole my liquor will probably try it again once we are out of here," he went on, "only this time he'll wish he hadn't."

[12] She caught her breath at the cruel **vindictiveness** of his manner as one by one he dropped the tablets into the bottle and held it up to watch them dissolve.

[13] "What are they?" she asked, "something to make him sick?"

[14] "And how!" He seemed fascinated as he saw the **genial** Bourbon change into a lethal dose: "At least no one has found an antidote:⁵ once it's down it's curtains."⁶ He corked his bottled vengeance and set it back on the shelf alongside the little whiskey glass.

[15] "Everything nice and handy," he remarked approvingly. "Now, Mr. Thief, when you break in, drink hearty; I won't begrudge⁷ you this one."

[16] The woman's face was pale. "Don't do it, Judson," she gasped. "It's horrible — it's murder."

POINT OF VIEW: Paragraphs 9-10

Turn & Talk: What does Marcia's reaction reveal about Judson's personality?

Paragraphs 11-16

A. Write: Summarize Judson's actions with the whiskey.

B. Poll the Class: If someone dies from Judson's plan, does that make Judson a murderer? Be prepared to defend your response.

A. Yes

B. No

PARTNER READING

[17] "The law doesn't call it murder if I shoot a thief who is entering my house by force," he said harshly. "Also, the use of rat poison is quite legal. The only way any rat can get into this closet is to break in. What happens then is his affair, not mine."

[18] "Don't do it, Judson," she begged. "The law doesn't punish burglary by death; so what right have you—"

[19] "When it comes to protecting my property I make my own laws." His deep voice suggested a big dog growling at threatened loss of a bone.

[20] "But all they did was to steal a little liquor," she pleaded. "Probably some boys off on a lark.⁸ They didn't do any real damage."

[21] "That's not the point," he said. "If a man holds me up and robs me of five dollars it makes me just as sore as if he took a hundred. A thief's a thief."

DURING READING QUESTIONS

POINT OF VIEW: Paragraphs 17-23

A. Write: What is Judson's opinion about which crimes deserve punishment?

B. Write: How is Marcia's point of view different from Judson's?

³ a small hard ball or tube-shaped piece of any substance

⁴ to trick or deceive someone

⁵ a medicine taken to stop the effects of a certain poison

⁶ the end, as in when the curtain closes over a stage at the end of a play

⁷ **Begrudge** (*verb*): to give reluctantly or with displeasure

⁸ just having fun

[22] She made one last effort. “We won’t be here till next spring. I can’t bear to think of that deathtrap waiting there all the time. Suppose something happens to us — and no one knows — ”

[23] He chuckled once more at her words. “We’ll take a chance on that,” he said. “I’ve made my pile⁹ by taking chances. If I should die, you can do as you please. The stuff will be yours.”

WHOLE CLASS READING

[24] It was useless to argue, she knew. He had always been **ruthless** in business and whenever anything crossed him. Things had to be done his way. She turned toward the outer door with a sigh of defeat. “I’ll walk down the road and say goodbye at the farmhouse,” she said quietly. “You can pick me up there.” She had made up her mind to tell Alec’s wife. Someone had to know.

[25] “Okay, my dear,” he smiled **genially**, “and don’t worry about your poor, abused little burglar. No one is going to get hurt who hasn’t got it coming to him.”

[26] As she went down the path he started to close the closet door; then paused as he remembered his hunting boots drying outside on the porch. They belonged in the closet, so leaving the door open he went to fetch them from the heavy, rustic table on which they stood, along with his bag and top coat.

[27] Alec was coming up from the lake and waved to him from a distance. A chipmunk, hearing Judson’s heavy tread, abandoned the acorn he was about to add to his store within the cabin wall and disappeared, like an electric bulb burning out. Judson, reaching for his boots, stepped fairly upon the acorn, his foot slid from under him and his head struck the massive table as he fell.

[28] Several minutes later he began to regain his senses. Alec’s strong arm was supporting his head as he lay on the porch and a kindly voice was saying: “‘Twarn’t¹⁰ much of a fall, Mr. Webb. You aren’t cut none; jest knocked out for a minute. Here, take this; it’ll pull you together.”

[29] A small whiskey glass was pressed to his lips. Dazed and half-conscious, he drank.

DURING READING QUESTIONS

Paragraph 24

Write: Why does Marcia decide to leave the house?

Paragraphs 28-29

A. Turn & Talk: Based on the last line, what will happen to Judson?

B. Turn & Talk: Who or what is to blame for the ending?

*“Ruthless” by William deMille, from the anthology *50 Short Stories: An Omnibus of Short Stories*, edited by Mary Anne Howard (1945), is in the public domain.

⁹ got rich
¹⁰ it wasn’t



Further Analysis Questions

Directions: “Ruthless” is a great example of a literary technique called situational irony. Read the definition of situational irony. Then answer the questions. *10 minutes*

Situational irony refers to an event that is the opposite from what a character or audience expects. Authors use situational irony to create surprise, suspense, or humor.

Example: A firehouse burning down.

1. Why is the resolution of “Ruthless” an example of situational irony?

2. **Turn & Talk:** After you know how the story ends, many of Judson’s comments become ironic. Analyze the two quotes below. Why are they ironic?

- “What happens then is his affair, not mine.” (17)
- “No one is going to get hurt who hasn’t got it coming to him.” (25)

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Independent Practice

Directions: Answer the multiple choice questions for “Ruthless.” 5 minutes



1. Which event sets the story into motion? **[RL.3]**
 - A. the theft of Judson's liquor
 - B. Judson's decision to have a drink
 - C. Judson's reluctance to return to the city
 - D. an argument between Judson and Marcia
2. Which detail from the text *best* reveals Judson's belief about crime and punishment? **[RL.1]**
 - A. “He corked his bottled vengeance and set it back on the shelf alongside the little whiskey glass.” (Paragraph 14)
 - B. “Also, the use of rat poison is quite legal. The only way any rat can get into this closet is to break in.” (Paragraph 17)
 - C. “We won't be here till next spring. I can't bear to think of that deathtrap waiting there all the time.” (Paragraph 22)
 - D. “and don't worry about your poor, abused little burglar. No one is going to get hurt who hasn't got it coming to him.” (Paragraph 25)
3. Which statement *best* describes Marcia's view about crime and punishment? **[RL.6]**
 - A. Marcia believes that she has the right to harm anyone who steals from her family.
 - B. Marcia believes that a punishment should match the severity of the crime.
 - C. Marcia believes that every crime should receive the same punishment.
 - D. Marcia believes that most criminals are actually good people.
4. How does Alec's arrival at the cabin affect the events of the story? **[RL.3]**
 - A. It leads to Marcia leaving her husband.
 - B. It leads to Judson drinking poisoned whiskey.
 - C. It leads to the theft of some of Judson's liquor.
 - D. It leads to an argument between Judson and Marcia.
5. Which statement expresses the main theme of the story? **[RL.2]**
 - A. No crime is bad enough to warrant another person's death.
 - B. It is unfair to punish people for crimes they did not commit.
 - C. It's important to take the opinions of loved ones into consideration.
 - D. There will be consequences if people take justice into their own hands.

Quick Partner Discussion

Directions: Discuss the questions with a partner. Record both of your answers to the questions. Practice referring to text evidence by using the discussion sentence starters. *5 minutes*



Examples of how you can **refer to text evidence**:

- *In paragraph/line [X], the narrator/character/speaker says...*
- *For example, in the text it says that...*
- *One moment that illustrates this is...*
- *Remember in the story we read that...*
- *I can prove this because...*
- *Look at...*

1. Do you think **“Ruthless”** is an appropriate title for this story? Why or why not?

My answer	My partner's answer

2. **ESSENTIAL QUESTION:** After reading “Ruthless,” how would you explain why people choose to do bad things?

My answer	My partner's answer

3. Judson says “No one is going to get hurt who hasn’t got it coming to him.” Did Judson deserve what happened to him?

My answer	My partner's answer

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EXEMPLAR PARAGRAPH

Today's Goals

You will write a complete paragraph that includes an argument, two pieces of evidence, and two explanations. **[W.2]**

PART 1: What Does a Model Paragraph Look Like?

Directions: Read the paragraph below and follow this [link](#) to watch a three-minute video that explains what makes it strong. Then, answer the questions. *10 minutes*



Prompt: Why is the resolution of William Demille's "Ruthless" situational irony? **[RL.6]**

The resolution of William Demille's short story, "Ruthless," is an example of situational irony because the ending is the opposite of what the protagonist expects. Judson, the story's main character, is vindictive about a thief who broke into his cabin and stole some of his whiskey. To get revenge, Judson poisons the whiskey, noting that, "No one is going to get hurt who hasn't got it coming to him" (25). Judson believes the thief deserves to be killed, and he intends to kill him, but his plan backfires. After poisoning the whiskey, Judson trips and loses consciousness. His neighbor sees he is hurt and helps him by offering him a sip of the poisoned whiskey, which "dazed and half-conscious, he drank" (29). Judson intended to kill the thief, but in this final scene he becomes the victim of his own ruthless plan. Therefore, this is situational irony.

1. What makes this a strong paragraph?

2. Based on this model paragraph, what is something you can practice in your writing today?



PART 2: Independent Writing

Directions: Answer the short response prompt for “Ruthless.” 15 minutes

TODAY’S WRITING PROMPT

In William Demille’s “Ruthless,” who or what killed Judson? Support your opinion with evidence from the text. **[RL.1]**

When writing your response, look back at the model paragraph to see how to:

- start with an argument that clearly answers the prompt
- include two pieces of evidence that support your argument
- explain how your evidence supports your argument



PART 3: Check Your Work

Directions: Use the box below to check your work. *10 minutes*

Check Your Work

- [] Highlight your **ARGUMENT** in green.

Does your argument clearly answer all parts of the prompt? Yes No I'm Not Sure

- [] Highlight your **EVIDENCE** in yellow.

Do you have two pieces of strong evidence? Yes No I'm Not Sure

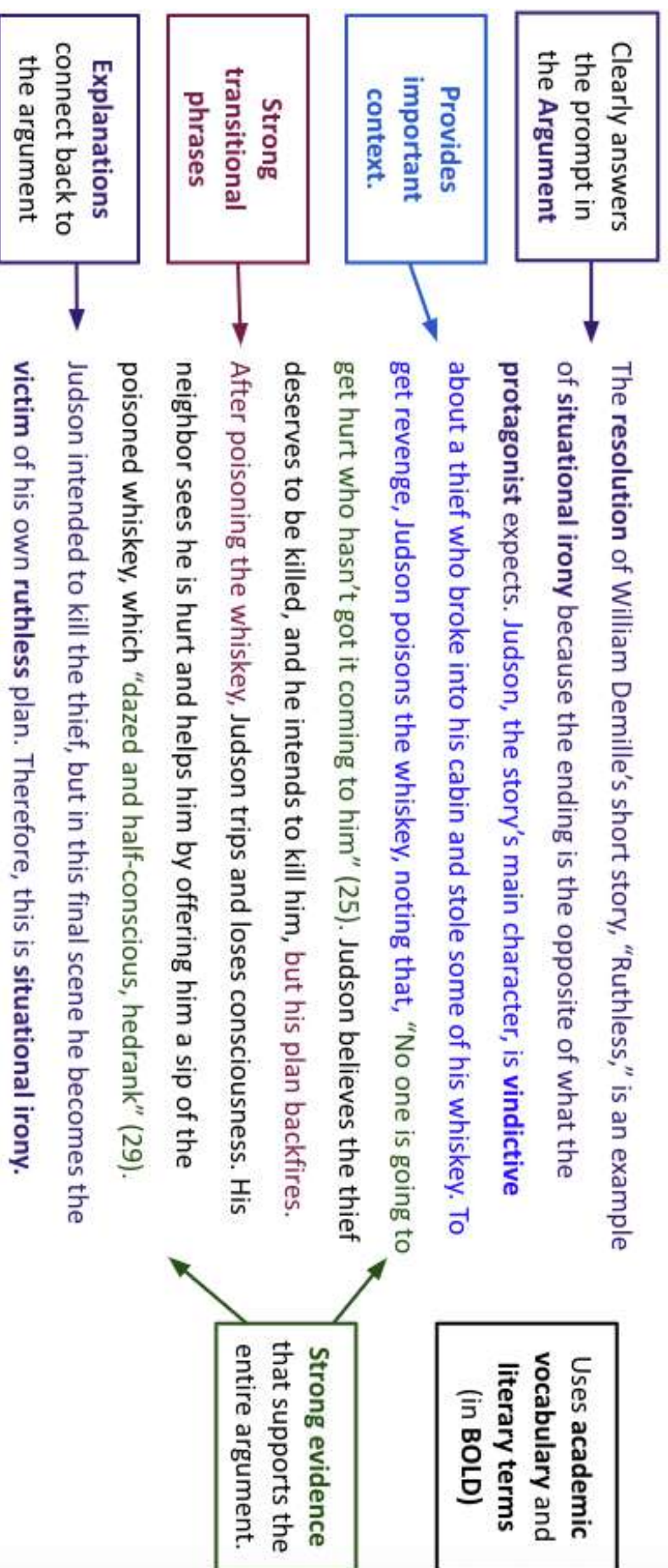
- [] Highlight your **EXPLANATIONS** in red.

Do your explanations connect your evidence to your argument? Yes No I'm Not Sure

Go back and add any missing parts of your paragraph.

EXEMPLAR PARAGRAPH

Prompt: Why is the resolution of William Demille’s “Ruthless” situational irony? [RL.6]



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Vocabulary Quiz 1 for Unit 1: Bad Behavior

PART 1: Scenarios

Directions: Select the vocabulary word that best fits the scenario. Type or write the letter of your answer choice in the column that says “My Answer.”

EXAMPLE:

<p>1. <i>In the morning, when Ophelia noticed her little brother was upset, she read him his favorite story. At lunch, she shared her food with a classmate who forgot his lunch at home. After school, she volunteered at a local children’s hospital.</i></p> <p>a. <i>Angry</i> b. <i>Caring</i> c. <i>Artistic</i></p>	<p>My answer</p> <p>B</p>
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<p>1. Marvel Studios adds a scene at the end of each movie that shows something from the next movie they have coming out. This gets audiences interested in seeing the next one.</p> <p>A. Offend B. Intrigue C. Moral</p>	<p>My answer</p>
<p>2. We all stared at Jody in shock. We could not believe what he had just said about Tom’s mother!</p> <p>A. Offensive B. Moral C. Genial</p>	<p>My answer</p>
<p>3. Even though his team was up by 30 points with only 2 minutes left on the clock, Collin continued to foul and play aggressively. He didn’t care if he embarrassed the other team, he wanted everyone to see his talent and strength.</p> <p>A. Moral B. Ruthless C. Intrigue</p>	<p>My answer</p>
<p>4. At first, Sadie felt guilty for buying such an expensive laptop, but she told herself that it was the right purchase because it was the best model on the market and she would be using it every day for her new job.</p> <p>A. Ruthless B. Genial C. Justify</p>	<p>My answer</p>

	My answer
<p>5. Mariah keeps a list in her diary of people who've done her wrong. Then she writes down ways she could get back at them.</p> <p>A. Acquire B. Moral C. Vindictive</p>	
<p>6. I get so nervous at parties when I only know the host! But at the party on Friday, a very friendly girl came up to me, said she liked my sneakers, and just started talking with me about fashion.</p> <p>A. Justify B. Genial C. Ruthless</p>	
<p>7. Many fairytales are meant to teach children the right way to behave. For instance, Cinderella's sisters are very mean to her, so at the end of the story they are punished.</p> <p>A. Acquire B. Intriguing C. Moral</p>	
<p>8. Ever since she saw Vin Diesel driving a 1970 Dodge Charger in <i>The Fast and the Furious</i>, Jana has wanted to own one. She worked and saved, and this year she bought her dream car.</p> <p>A. Acquire B. Vindictive C. Offensive</p>	

PART 2: Fill-in-the-Blank

Directions: Select the vocabulary word that best completes the sentence. Type or write the letter of your answer choice in the column where it says “My answer.”

EXAMPLE:

<p>9. I stopped inviting my neighbor over to my house because she never ____ her games and toys, but she always wanted me to let her play with my things.</p> <p>A. Shared B. Dreamed C. Laughed</p>	<p>My answer</p> <p>A</p>
--	----------------------------------

<p>9. Scarlet Overkill in the movie <i>Minions</i> is so _____. Even after Bob gives up the throne for her, she still throws him in prison instead of forgiving him.</p> <p>A. Genial B. Vindictive C. Acquire</p>	<p>My answer</p>
<p>10. My parents want me to go into business when I grow up, but I'm much more ____ by the arts.</p> <p>A. Offended B. Justified C. Intrigued</p>	
<p>11. I think it's ____ for business owners to be incredibly rich while their employees can barely pay rent!</p> <p>A. Immoral B. Genial C. Acquired</p>	
<p>12. It's wise to be careful when talking to other people about their religion, since you don't want to say something that ____ them.</p> <p>A. Justifies B. Intrigues C. Offends</p>	

	My answer
<p>13. The most successful politicians have ____ personalities that make them easy to like.</p> <p>A. Vindictive B. Offensive C. Genial</p>	
<p>14. The soldiers were ____ as they stole from the villagers and burned their homes after the battle was over and won.</p> <p>A. Ruthless B. Moral C. Intrigue</p>	
<p>15. If you get a parking ticket, sometimes you can write a letter trying to have it removed if you can ____ your reasons for parking illegally.</p> <p>A. Justify B. Ruthless C. Genial</p>	
<p>16. If John keeps talking to the teachers so rudely, he'll ____ a reputation as a disrespectful student.</p> <p>A. Ruthless B. Acquire C. Moral</p>	

Name _____ Class _____

Unit 1: Bad Behavior

Vocabulary Quiz 1 Answer Sheet

Directions: Write the letter of each of your answer choices on the lines below.

Part 1: Scenarios

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Part 2: Fill-in-the-Blank

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

Name _____ Class _____

How Do We Tell Right From Wrong?

Kohlberg's Stages of Moral Development

Anne-Marie Reidy

About this text

Dr. Lawrence Kohlberg (1927-1987) was an American psychologist best known for his research into moral development. Through his work, Kohlberg created a new field in psychology, in which researchers try to understand how humans make moral choices.

Purpose for Reading

To learn about the levels of moral development to build our understanding of how people decide what is right and wrong.

Vocabulary

Let's pronounce these words together as a class:

Moral [**mor**-uhl]

WHOLE CLASS READING

Decisions, Decisions

[1] *Joe and his best friend Kim stop at a convenience store on their walk home from school. Joe sees Kim take a candy bar and slip it into her bag. Then Kim walks quickly out the door without paying. The store owner, who knows Joe from the neighborhood, asks him, "Joe, did that girl steal something from me?" Joe has been taught that it's wrong to steal or lie — but he also thinks it's right to protect his friends. What should Joe do?*

[2] We make thousands of decisions a day, large and small. Some decisions are harder than others, especially when a person has to choose between right and wrong. A person in that situation may consider many things: rules and laws, possible punishments for breaking the laws, what other people will think of them, and even what they will think of themselves. This kind of thinking — often called ethical¹ thinking — is difficult, and different people can come to different conclusions about what behavior is right. The American psychologist Lawrence Kohlberg wanted to study how people reach these conclusions. He wanted to know: how do we tell right from wrong?

Kohlberg's Research

[3] To answer this question, Kohlberg performed research by interviewing a group of boys about their **moral** decision-making. He first interviewed them when they were between ages 10 and 16, and then interviewed each boy again several times over the next 12 to 20 years. Kohlberg developed several scenarios — or made-up situations — about a character who has a difficult **moral** decision to make. Kohlberg and his team of interviewers presented the scenarios to each boy one at

DURING READING QUESTIONS

Paragraph 1

Write: What should Joe do? Why?

Paragraph 3

Write: How did Kohlberg conduct his research?

¹ **Ethical (adjective):** involving questions of right and wrong actions

a time and asked if the boy thought the character had done the right thing. This is one of the scenarios Kohlberg used in his interviews:

Heinz Steals the Drug

A woman was dying of a special kind of cancer. There was one drug that might save her. It was a form of radium that a druggist had recently discovered. The druggist was charging ten times what the drug cost him to make. He paid \$200 for the radium and charged \$2,000 for a small dose of the drug. The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could only get together about \$1,000. He told the druggist that his wife was dying and asked him to sell it cheaper or let him pay later. But the druggist said, "No, I discovered the drug and I'm going to make money from it." So Heinz got desperate and broke into the man's store to steal the drug for his wife. Should the husband have done that? (Kohlberg, 1963, p. 19)

[4] Kohlberg was less interested in whether the interview subject² said "yes" or "no" to this question than in the reasoning behind the answer. The interviewer would ask new questions to better understand the subject's thinking. For example, the interviewer would ask if Heinz had a right to steal the drug and what sentence the judge should give him once he was caught. Then, the interviewer would give more scenarios to get a sense of how the subject generally decided between right and wrong. Kohlberg noticed that most of the interview subjects developed new ways of thinking about ethics over the years. As men, they made decisions very differently than they had as boys.

[5] Using this research, Kohlberg came up with a theory to describe the different ways that human beings make **moral** choices. His theory also describes how he believed our decision-making changes from childhood to adulthood. Kohlberg called this his *theory of moral development*.

Paragraphs 4-5

Write: What was Kohlberg *most* interested in finding out from his interview subjects?

PARTNER READING

DURING READING QUESTIONS

The Stages of Moral Development

[6] In his theory, Kohlberg identified three levels of **moral** reasoning, which is the thinking process behind whether an idea is right or wrong. The three levels are:

1. Pre-conventional
2. Conventional
3. Post-conventional

Level 1: Preconventional

[7] Kohlberg found that very young children make **moral** decisions that depend on how their actions will be punished or rewarded. They tend to follow the rules that their parents and teachers make because they are thinking about getting something good or not getting in trouble. This level is the simplest way of thinking about right and wrong. It is made up of two stages:

Stage 1: Obedience and Punishment

[8] Stage 1 focuses on the child's desire to avoid punishments by obeying the rules. For example, they see an action as **morally** wrong because the person who did it is punished; the harsher the punishment, the worse they think the

Paragraph 7

Write: What does a person at the preconventional level think is most important?

² a person who responds to questions during an interview

action is. In the situation at the beginning of this article, Joe would display Stage 1 thinking if he decided to tell the store owner about Kim's theft because he was afraid of getting punished later if he didn't.

Stage 2: Self-Interest

[9] In Stage 2, a child asks, "What's in it for me?" The child defines right behavior as whatever is in their best interest. Any concern they show for others is not based on true loyalty or respect, but on a "you scratch my back, and I'll scratch yours" mentality. For example, if a parent asks a child to do a chore, the child asks "What's in it for me?" and the parents motivate the child by giving them an allowance. Joe knows that Kim will share the candy bar with him, so, if he is a Stage 2 thinker, he might decide that he will benefit himself by not telling the store owner about the theft.

Level 2: Conventional

[10] When something is *conventional*, that means that most members of a community consider it acceptable or polite. People at the conventional level are motivated by society's rules and expectations. They continue to accept the rules of authority figures but now believe that this will support positive relationships and order in society. Children — and even adults — at this level tend to follow rules without question, and they rarely ask whether a rule is fair.

Stage 3: Good Boy, Nice Girl

[11] In Stage 3, people want the approval of others and act in ways that will make others like them. They focus on good behavior and people being "nice" to others. Like most of us, Joe has been taught that "nice kids" tell the truth, so if he's at Stage 3 of moral development, he will tell the store owner about Kim's theft in order to win the store owner's approval.

Stage 4: Law and Order

[12] In Stage 4, people tend to accept rules and conventions because they are important in society. They see rules as being the same for everyone, and they think it is important and valuable to do what one is "supposed" to do. If one person breaks a law, perhaps everyone would — so there is a duty to follow laws and rules. Most people remain at stage 4 for life, basing their **morality** on standards set by others. Since stealing is against the law, Stage 4 thinking would say that Joe must tell the store owner the truth about Kim's theft.

Paragraphs 8-9

Write: How do people at Stage 1 think differently than people at Stage 2?

Paragraph 10

Write: What does a person at the conventional level think is most important?

Paragraphs 11-12

Write: How do people at Stage 3 think differently than people at Stage 4?

WHOLE CLASS READING

Level 3: Postconventional

[13] At the postconventional level, a person bases their sense of **morality** on their own beliefs and values. They believe that some laws are unfair and should be changed or eliminated. They also believe that individuals may break rules that go against their own values.

Stage 5: Social Contract

[14] Someone at Stage 5 believes that people should respect the rights and opinions of others. They see laws as agreements between members of a community instead of unchangeable rules. If a law does not make things better for the community in general, the community should change it to create the greatest good for the greatest number of people. The community does this by working together to make decisions; sometimes this work is done through elected representatives. The U.S. government and other

DURING READING QUESTIONS

Paragraph 13

Write: What does a person at the postconventional level think is most important?

democratic governments are based on Stage 5 reasoning. In Joe's case, Stage 5 thinking shows that stealing from the convenience store could cause the store to close or leave the neighborhood, thereby hurting the community as a whole. For this reason, Joe would choose to turn Kim in, since this would hurt one person but benefit many others.

Stage 6: Universal Ethical Principles

[15] Someone at Stage 6 will base their **moral** decision-making on universal³ ethical principles such as equality or respect. They believe that only laws based on justice are valid, so people must disobey unjust laws. If a person at Stage 6 goes against their own beliefs, they feel guilty. The Stage 6 thinker acts because they believe it is **morally** right to do so, in spite of punishment, their own self-interest, or the law. Although Kohlberg insisted that Stage 6 exists, he found few people who made decisions at that level all the time. In Joe's case, a Stage 6 decision would depend on his personal beliefs. If Joe believes that telling the truth is the highest moral obligation, he will do so, even though it hurts his friend. However, if he believes that loyalty to one's friends is a more important moral obligation than telling the truth, he will lie and cover up what Kim did.

What Is the Right Thing to Do?

[16] As you can see, people with different ways of thinking about ethics can come to different conclusions about what is right. Kohlberg found that people's ways of making decisions tend to change over their lifetime, and that a person will rarely go backwards through the levels of moral development. Once a person begins to think in a Stage 5 way about what benefits the community as a whole, they will almost never go back to a Stage 2 level of looking out for themselves first. You may notice these changes in yourself over the next several years, as you learn more about the world and develop new ways of thinking. When you consider your own actions, ask yourself: how do I tell right from wrong?

Paragraphs 14-15

Write: How do people at Stage 5 think differently than people at Stage 6?

Paragraph 16

A. Turn & Talk: According to Kohlberg, do people become more or less selfish as they age?

B. Think & Share: Look back at your answer to the question for Paragraph 1. Which of Kohlberg's stages did you demonstrate in your answer? Explain your reasoning.

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³ **Universal (adjective):** general; existing in all places and at all times

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for “How Do We Tell Right From Wrong?” *5 minutes*



1. Which statement *best* states a central idea of the article? **[RI.2]**
 - A. Lawrence Kohlberg interviewed a group of young men about moral decision making.
 - B. Lawrence Kohlberg realized that people make decisions the same way their entire lives.
 - C. Lawrence Kohlberg concluded that people’s moral decision making develops as they age.
 - D. Lawrence Kohlberg found that young children make decisions based on avoiding punishment.
2. Which statement *best* describes the difference between preconventional reasoning and postconventional reasoning? **[RI.3]**
 - A. Preconventional reasoning is based on community norms, but postconventional reasoning is based on religious beliefs.
 - B. Preconventional reasoning is based on avoiding punishment, but postconventional reasoning is based on earning rewards.
 - C. Preconventional reasoning is based on benefiting oneself, but postconventional reasoning is based on one’s personal morals and values.
 - D. Preconventional reasoning is based on following one’s moral principles, but postconventional reasoning is based on doing what is best for oneself.
3. According to Kohlberg, how does Stage 4 moral reasoning represent a greater concern for society than Stage 3 reasoning? **[RI.3]**
 - A. Stage 4 moral reasoning is concerned about society’s laws instead of a desire for approval.
 - B. Stage 4 moral reasoning is concerned about society’s approval instead of what is morally right.
 - C. Stage 4 moral reasoning is concerned about other people’s approval instead of personal rewards.
 - D. Stage 4 moral reasoning is concerned about other people’s success instead of avoiding punishment.
4. Which quotation below *best* supports the idea that the common good becomes more important to people as they age? **[RI.1]**
 - A. “Kohlberg came up with a theory to describe the different ways that human beings make moral choices.” (Paragraph 5)
 - B. “They tend to follow the rules that their parents and teachers make because they are thinking about getting something good or not getting in trouble.” (Paragraph 7)
 - C. “They see rules as being the same for everyone, and they think it is important and valuable to do what one is ‘supposed’ to do.” (Paragraph 12)
 - D. “Once a person begins to think in a Stage 5 way about what benefits the community as a whole, they will almost never go back to a Stage 2 level of looking out for themselves first.” (Paragraph 16)

Independent Practice

Directions: Answer the short response prompt for “How Do We Tell Right From Wrong?” 15 minutes



PROMPT: Read the scenario below. Explain what Camilla might do if she was at Level 2 (conventional) of her moral development. Use evidence from the text and your own life to support your answer. **[RI.1]**

Scenario: *At the local farmer’s market, Camilla witnesses a person stealing food from different food stands. Camilla then notices that the person gives the stolen food to someone who appears to be in need. Camilla could report the theft, but that might cause the person receiving the food to go hungry. What should Camilla do?*

Make sure your paragraph is complete by:

- starting with an argument that clearly answers the prompt
- including two pieces of evidence that support your argument
- explaining how your evidence supports your argument

CHECKLIST FOR WRITING A COMPLETE PARAGRAPH:

- ☐ Did you begin with an argument that clearly answers the prompt?
 - a. YES!
 - b. No, I will go back and add that.
- ☐ Did you include at least **two** pieces of evidence that support your argument?
 - a. YES!
 - b. No, I will go back and add that.
- ☐ Did you explain how each piece of evidence supports your argument?
 - a. YES!
 - b. No, I will go back and add that.

Quick Partner Discussion

Directions: Discuss the questions with a partner. Record both of your answers to the questions. Practice referring to text evidence by using the discussion sentence starters. *5 minutes*



Examples of how you can **refer to text evidence**:

- *In paragraph/line [X], the narrator/character/speaker says...*
- *For example, in the text it says that...*
- *One moment that illustrates this is...*
- *Remember in the story we read that...*
- *I can prove this because...*
- *Look at...*

1. Which stage of **moral** development do you think students at your school display most often? Why?

My answer	My partner's answer

2. **CROSS-TEXTUAL:** Consider Judson and Marcia's positions on crime and punishment in the story "Ruthless." Which level of **moral** development best describes Judson's point of view? Which level of **moral** development best describes Marcia's point of view? Explain your answer.

My answer	My partner's answer

Name _____ Class _____

Button, Button

Richard Matheson

About this text

Richard Matheson (1926-2013) was an American author known for his fantasy, horror, and science fiction stories. He wrote 16 episodes of the classic television show *The Twilight Zone*, and seven of his novels and short stories (including this one) have been turned into movies.

Purpose for Reading

To learn about how authors build suspense through different characters' points of view and consider what those perspectives reveal about how we make decisions.

Vocabulary

Let's pronounce these words together as a class:

Immoral [ih-mor-uhl]

Intrigue [in-treeg]

Offensive[uh-fen-siv]

WHOLE CLASS READING

DURING READING QUESTIONS

[1] The package was lying by the front door — a cube-shaped carton sealed with tape, their name and address printed by hand: "Mr. and Mrs. Arthur Lewis, 217 E. Thirty-seventh Street, New York, New York 10016." Norma picked it up, unlocked the door, and went into the apartment. It was just getting dark.

[2] After she put the lamb chops in the broiler, she sat down to open the package.

[3] Inside the carton was a push-button unit fastened to a small wooden box. A glass dome covered the button. Norma tried to lift it off, but it was locked in place. She turned the unit over and saw a folded piece of paper Scotch-taped to the bottom of the box. She pulled it off: "Mr. Steward will call on you at 8:00 P.M."

[4] Norma put the button unit beside her on the couch. She reread the typed note, smiling.

[5] A few moments later, she went back into the kitchen to make the salad.

[6] The doorbell rang at eight o'clock. "I'll get it," Norma called from the kitchen. Arthur was in the living room, reading.

[7] There was a small man in the hallway. He removed his hat as Norma opened the door. "Mrs. Lewis?" he inquired politely.

[8] "Yes?"

[9] "I'm Mr. Steward."

[10] "Oh, yes." Norma repressed¹ a smile. She was sure now it was a sales pitch.

¹ **Repress** (verb): to stop oneself from doing

[11] "May I come in?" asked Mr. Steward.

[12] "I'm rather busy," Norma said, "I'll get you your whatchamacallit, though." She started to turn.

[13] "Don't you want to know what it is?"

[14] Norma turned back. Mr. Steward's tone had been **offensive**. "No, I don't think so," she replied.

[15] "It could prove very valuable," he told her.

[16] "*Monetarily?*" she challenged.

[17] Mr. Steward nodded. "Monetarily," he said.

[18] Norma frowned. She didn't like his attitude. "What are you trying to sell?" she asked.

[19] "I'm not selling anything," he answered.

[20] Arthur came out of the living room. "Something wrong?"

[21] Mr. Steward introduced himself.

[22] "*Oh*, the — " Arthur pointed toward the living room and smiled. "What is that gadget anyway?"

[23] "It won't take long to explain," replied Mr. Steward. "May I come in?"

[24] "If you're selling something — ," Arthur said.

[25] Mr. Steward shook his head. "I'm not."

[26] Arthur looked at Norma. "Up to you," she said.

[27] He hesitated. "Well, why not?" he said.

[28] They went into the living room and Mr. Steward sat in Norma's chair. He reached into an inside coat pocket and withdrew a small sealed envelope. "Inside here is a key to the bell-unit dome," he said. He set the envelope on the chair-side table. "The bell is connected to our office."

[29] "What's it for?" asked Arthur.

[30] "If you push the button," Mr. Steward told him, "somewhere in the world someone you don't know will die. In return for which you will receive a payment of \$50,000."

[31] Norma stared at the small man. He was smiling.

[32] "What are you talking about?" Arthur asked him.

[33] Mr. Steward looked surprised. "But I've just explained," he said.

[34] "Is this a practical joke?" asked Arthur.

[35] "Not at all. The offer is completely genuine."²

[36] "You aren't making sense," Arthur said. "You expect us to believe — "

[37] "Whom do you represent?" demanded Norma.

Paragraphs 8-14

Think & Share: What is Norma's attitude toward the button box and Mr. Steward when he first arrives?

Paragraphs 15-17

Turn & Talk: When does Norma first become intrigued by Mr. Steward?

² **Genuine** (*adjective*): real or actual; authentic

[38] Mr. Steward looked embarrassed. "I'm afraid I'm not at liberty to tell you that," he said. "However, I assure you, the organization is of international scope."³

[39] "I think you'd better leave," Arthur said, standing.

[40] Mr. Steward rose. "Of course."

[41] "And take your button unit with you."

[42] "Are you sure you wouldn't care to think about it for a day or so?"

[43] Arthur picked up the button unit and the envelope and thrust them into Mr. Steward's hands. He walked into the hall and pulled open the door.

[44] "I'll leave my card," said Mr. Steward. He placed it on the table by the door.

[45] When he was gone, Arthur tore it in half and tossed the pieces onto the table.

[46] Norma was still sitting on the sofa. "What do you think it was?" she asked.

[47] "I don't care to know," he answered.

[48] She tried to smile but couldn't. "Aren't you curious at all?"

[49] "No." He shook his head.

[50] After Arthur returned to his book, Norma went back to the kitchen and finished washing the dishes.

[51] "Why won't you talk about it?" Norma asked.

[52] Arthur's eyes shifted as he brushed his teeth. He looked at his reflection in the bathroom mirror.

[53] "Doesn't it **intrigue** you?"

[54] "It **offends** me," Arthur said.

[55] "I know, but" — Norma rolled another curler in her hair — "doesn't it **intrigue** you, too?"

[56] "You think it's a practical joke?" she asked as they went into the bedroom.

[57] "If it is, it's a sick one."

[58] Norma sat on her bed and took off her slippers. "Maybe it's some kind of psychological research."⁴

[59] Arthur shrugged. "Could be."

[60] "Maybe some eccentric⁵ millionaire is doing it."

[61] "Maybe."

[62] "Wouldn't you like to know?"

[63] Arthur shook his head.

[64] "Why?"

[65] "Because it's **immoral**," he told her.

Paragraphs 30-50

Write: Summarize Norma and Arthur's different attitudes toward the button unit.

POINT OF VIEW: Paragraphs 51-69

A. Find Evidence: Underline three details that reveal Arthur and Norma's different points of view.

B. Write: What could Norma and Arthur decide to do about the button unit?

³ reach or size

⁴ Psychological research refers to doctors who study human behaviors, sometimes by presenting people with a strange situation and seeing how they react.

⁵ **Eccentric** (*adjective*): strange or unusual

[66] Norma slid beneath the covers. "Well, I think it's **intriguing**," she said.

[67] Arthur turned off the lamp and leaned over to kiss her. "Good night," he said.

[68] "Good night." She patted his back.

[69] Norma closed her eyes. Fifty thousand dollars, she thought.

INDEPENDENT READING

[70] In the morning, as she left the apartment, Norma saw the card halves on the table. Impulsively,⁶ she dropped them into her purse. She locked the front door and joined Arthur in the elevator.

[71] While she was on her coffee break, she took the card halves from her purse and held the torn edges together. Only Mr. Steward's name and telephone number were printed on the card.

[72] After lunch, she took the card halves from her purse again and Scotch-taped the edges together. "Why am I doing this?" she thought.

[73] Just before five, she dialed the number. "Good afternoon," said Mr. Steward's voice.

[74] Norma almost hung up but restrained herself. She cleared her throat. "This is Mrs. Lewis," she said.

[75] "Yes, Mrs. Lewis," Mr. Steward sounded pleased.

[76] "I'm curious."

[77] "That's natural," Mr. Steward said.

[78] "Not that I believe a word of what you told us."

[79] "Oh, it's quite authentic,"⁷ Mr. Steward answered.

[80] "Well, whatever — " Norma swallowed. "When you said someone in the world would die, what did you mean?"

[81] "Exactly that," he answered. "It could be anyone. All we guarantee is that you don't know them. And, of course, that you wouldn't have to watch them die."

[82] "For \$50,000," Norma said.

[83] "That is correct."

[84] She made a scoffing sound. "That's crazy."

[85] "Nonetheless, that is the proposition,"⁸ Mr. Steward said. "Would you like me to return the button unit?"

[86] Norma stiffened. "*Certainly not.*" She hung up angrily.

[87] The package was lying by the front door; Norma saw it as she left the elevator. Well, of all the nerve, she thought. She glared at the carton as she

DURING READING QUESTIONS

Paragraphs 70-89

Find Evidence: Underline three details that show Norma's interest in the button unit.

⁶ **Impulsive** (*adjective*): acting or done without thinking

⁷ **Authentic** (*adjective*): real or actual; genuine

⁸ **Proposition** (*noun*): an offer or a plan

unlocked the door. I just won't take it in, she thought. She went inside and started dinner.

[88] Later, she went into the front hall. Opening the door, she picked up the package and carried it into the kitchen, leaving it on the table.

[89] She sat in the living room, looking out the window. After a while, she went back into the kitchen to turn the cutlets in the broiler. She put the package in a bottom cabinet. She'd throw it out in the morning.

PARTNER READING

[90] "Maybe some eccentric millionaire is playing games with people," she said.

[91] Arthur looked up from his dinner. "I don't understand you."

[92] "What does *that* mean?"

[93] "*Let it go*," he told her.

[94] Norma ate in silence. Suddenly, she put her fork down. "Suppose it's a genuine offer?" she said.

[95] Arthur stared at her.

[96] "Suppose it's a genuine offer?"

[97] "All right, suppose it is?" He looked incredulous. "What would you like to do? Get the button back and push it? *Murder* someone?"

[98] Norma looked disgusted. "*Murder*."

[99] "How would you define it?"

[100] "If you don't even *know* the person?" Norma said.

[101] Arthur looked astounded. "Are you saying what I think you are?"

[102] "If it's some old Chinese peasant ten thousand miles away? Some diseased native in the Congo?"⁹

[103] "How about a baby boy in Pennsylvania?" Arthur countered. "Some beautiful little girl on the next block?"

[104] "Now you're loading things."

[105] "The point is, Norma," he continued, "what's the difference whom you kill? It's still murder."

[106] "The point *is*," Norma broke in, "if it's someone you've never seen in your life and never *will* see, someone whose death you don't even have to *know* about, you *still* wouldn't push the button?"

[107] Arthur stared at her, appalled. "You mean *you would*?"

[108] "Fifty thousand dollars, Arthur."

[109] "What has the amount — "

DURING READING QUESTIONS

POINT OF VIEW: Paragraphs 94-116

A. Find Evidence: Underline three details that show how Norma tries to persuade Arthur that they should press the button.

B. Write: How does Arthur respond to Norma's attempts to persuade him?

C. Turn & Talk: Who do you think will win the argument over the red button?

⁹ a region and country in central Africa

[110] *"Fifty thousand dollars, Arthur,"* Norma interrupted. "A chance to take that trip to Europe we've always talked about."

[111] "Norma, no."

[112] "A chance to buy that cottage on the island."

[113] "Norma, *no*." His face was white.

[114] She shuddered. "All right, take it easy," she said. "Why are you getting so upset? It's only talk."

[115] After dinner, Arthur went into the living room. Before he left the table, he said, "I'd rather not discuss it anymore, if you don't mind."

[116] Norma shrugged. "Fine with me."

WHOLE CLASS READING

DURING READING QUESTIONS

[117] She got up earlier than usual to make pancakes, eggs, and bacon for Arthur's breakfast.

[118] "What's the occasion?" he asked with a smile.

[119] "No occasion." Norma looked **offended**. "I wanted to do it, that's all."

[120] "Good," he said. "I'm glad you did."

[121] She refilled his cup. "Wanted to show you I'm not — " She shrugged.

[122] "Not what?"

[123] "Selfish."

[124] "Did I say you were?"

[125] "Well" — she gestured vaguely — "last night..."

[126] Arthur didn't speak.

[127] "All that talk about the button," Norma said. "I think you — well, misunderstood me."

[128] "In what way?" His voice was guarded.

[129] "I think you felt" — she gestured again — "that I was only thinking of myself."

[130] "Oh."

[131] "I wasn't."

[132] "Norma — "

[133] "Well, I *wasn't*. When I talked about Europe, a cottage on the island — "

[134] "Norma, why are we getting so involved in this?"

[135] "I'm not involved at all." She drew in a shaking breath. "I'm simply trying to indicate that — "

[136] "*What?*"

[137] "That I'd like for *us* to go to Europe. Like for *us* to have a cottage on the island. Like for *us* to have a nicer apartment, nicer furniture, nicer clothes, a car. Like for *us* to finally have a *baby*, for that matter."

[138] "Norma, we will," he said.

[139] "When?"

[140] He stared at her in dismay. "Norma — "

[141] "When?"

[142] "Are you" — he seemed to draw back slightly — "are you really saying — "

[143] "I'm saying that they're probably doing it for some research project!" she cut him off. "That they want to know what average people would do under such a circumstance! That they're just *saying* someone would die, in order to study reactions, see if there'd be guilt, anxiety, whatever! You don't think they'd *kill* somebody, do you?!"

[144] Arthur didn't answer. She saw his hands trembling. After a while, he got up and left.

[145] When he'd gone to work, Norma remained at the table, staring into her coffee. I'm going to be late, she thought. She shrugged. What difference did it make? She should be home, anyway, not working in an office.

[146] While she was stacking dishes, she turned abruptly, dried her hands, and took the package from the bottom cabinet. Opening it, she set the button unit on the table. She stared at it for a long time before taking the key from its envelope and removing the glass dome. She stared at the button. How ridiculous, she thought. All this furor over a meaningless button.

[147] Reaching out, she pressed it down. For *us*, she thought angrily.

[148] She shuddered. Was it *happening*? A chill of horror swept across her.

[149] In a moment, it had passed. She made a contemptuous¹⁰ noise. *Ridiculous*, she thought. To get so worked up over nothing.

[150] She threw the button unit, dome, and key into the wastebasket and hurried to dress for work.

[151] She had just turned over the supper steaks when the telephone rang. She picked up the receiver. "Hello?"

[152] "Mrs. Lewis?"

[153] "Yes?"

[154] "This is the Lenox Hill Hospital."

[155] She felt unreal as the voice informed her of the subway accident — the shoving crowd, Arthur pushed from the platform in front of the train. She was conscious of shaking her head but couldn't stop.

Paragraphs 134-145

A. Write: In paragraph 137, why does Norma use "us" over and over again?

B. Turn & Talk: Summarize Norma's reasons for wanting to use the button unit.

Paragraphs 151-157

A. Find Evidence: Underline two surprising things that happened after Norma pushes the red button.

¹⁰ **Contempt** (*noun*): disrespect or disgust

[156] As she hung up, she remembered Arthur's life-insurance policy for \$25,000, with double indemnity¹¹ for —

[157] “No.” She couldn't seem to breathe. She struggled to her feet and walked into the kitchen numbly. Something cold pressed at her skull as she removed the button unit from the wastebasket. There were no nails or screws visible. She couldn't see how it was put together.

[158] Abruptly, she began to smash it on the sink edge, pounding it harder and harder, until the wood split. She pulled the sides apart, cutting her fingers without noticing. There were no transistors in the box, no wires or tubes.

[159] The box was empty.

[160] She whirled with a gasp as the telephone rang. Stumbling into the living room, she picked up the receiver.

[161] “Mrs. Lewis?” Mr. Steward asked.

[162] It wasn't her voice shrieking so; it couldn't be. “*You said I wouldn't know the one that died!*”

[163] “My dear lady,” Mr. Steward said. “Do you really think you knew your husband?”

B. Write: How is this an example of situational irony?

Paragraph 163

A. Write: What does Mr. Steward mean when he asks if Norma really “knew [her] husband”?

B. Poll the Class: Who is more to blame for Arthur's death: Norma or Mr. Steward? Be prepared to defend your response.

- A. Norma
- B. Mr. Steward

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¹¹ Double indemnity is a common offering of life insurance policies. In the case of accidental death of the insured person, the insurance company will pay the survivors twice the face value of the policy.

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for “Button, Button.” 5 minutes



1. Mr. Steward returns the button unit to the Lewis home after his phone conversation with Norma. How does this action affect the Lewises? **[RL.3]**
 - A. It encourages Norma to consider using the button unit.
 - B. It makes Arthur think about the advantages of the button unit.
 - C. It makes Norma and Arthur suspect that Mr. Steward is a criminal.
 - D. It encourages Norma and Arthur to think of ways to improve their life.

2. Which piece of evidence *best* reveals Norma’s curiosity toward Mr. Steward’s offer? **[RL.1]**
 - A. “Norma put the button unit beside her on the couch. She reread the typed note, smiling.” (Paragraph 4)
 - B. ““You think it’s a practical joke?” she asked as they went into the bedroom.” (Paragraph 56)
 - C. “Norma closed her eyes. Fifty thousand dollars, she thought.” (Paragraph 69)
 - D. “While she was stacking dishes, she turned abruptly, dried her hands, and took the package from the bottom cabinet.” (Paragraph 146)

3. What do paragraphs 97-106 reveal about Norma’s view of the world? **[RL.3]**
 - A. She believes that there are some things one should not do for money.
 - B. She believes people all over the world are essentially the same.
 - C. She believes it is every person’s job to care for others.
 - D. She believes some lives are worth more than others.

4. In paragraphs 129-145, what does the dialogue reveal about Norma’s motivations for pushing the button? **[RL.3]**
 - A. She is tired of arguing with Arthur.
 - B. She believes she deserves a better life.
 - C. She wants to become a more adventurous person.
 - D. She wants to be part of a psychological experiment.

5. Which statement *best* expresses a theme of the story? **[RL.2]**
 - A. Money provides people with interesting opportunities.
 - B. Being selfish gives people what they want in life.
 - C. Staying true to good morals causes death.
 - D. Greed leads to self destruction.



Independent Practice

Directions: Answer the short response prompt for “Button, Button.” *15 minutes*

PROMPT: You have just read “Button, Button” by Richard Matheson. How does the author build suspense? **[RL.6]**

Make sure your paragraph is complete by:

- starting with an argument that clearly answers the prompt
- including two pieces of evidence that support your argument
- explaining how your evidence supports your argument

CHECKLIST FOR WRITING A COMPLETE PARAGRAPH:

- ☐ Did you begin with an argument that clearly answers the prompt?
 - a. YES!
 - b. No, I will go back and add that.
- ☐ Did you include at least **two** pieces of evidence that support your argument?
 - a. YES!
 - b. No, I will go back and add that.
- ☐ Did you explain how each piece of evidence supports your argument?
 - a. YES!
 - b. No, I will go back and add that.

Quick Partner Discussion

Directions: Discuss the questions with a partner. Record both of your answers to the questions. Practice referring to text evidence by using the discussion sentence starters. *5 minutes*



Examples of how you can **refer to text evidence**:

- *In paragraph/line [X], the narrator/character/speaker says...*
- *For example, in the text it says that...*
- *One moment that illustrates this is...*
- *Remember in the story we read that...*
- *I can prove this because...*
- *Look at...*

1. **CROSS TEXTUAL:** Compare the **morals** of the main characters in “Ruthless” to the main characters in “Button, Button.” Which character from “Ruthless” is most **morally** similar to Norma? Which character from “Ruthless” is most **morally** similar to Arthur? Explain your answers.

My answer	My partner's answer

2. **CROSS-TEXTUAL:** Using Kohlberg's stages of **moral** development, at which level(s) would you place Norma and Arthur? Explain which stage best fits the reasoning and actions of each character.

My answer	My partner's answer

3. In paragraphs 90-116, Norma tries to ignore the human suffering that would have to happen in order for her to **acquire** the \$50,000. What do you think the author is saying about the way greed affects people?

My answer	My partner's answer

Name _____ Class _____

Writing a Strong Argument

About this Lesson

The first sentence in a short written response is called an argument (sometimes it's also called a claim or topic sentence). In this lesson, you will analyze three common mistakes students make when writing arguments and learn how to write a strong argument. **[W.2]**

PART 1: Common Problems with Arguments

Directions: Read the sample prompt. Then, evaluate the three arguments. (5 minutes)



PROMPT: You have just read “Button, Button” by Richard Matheson. How does the author build suspense?

Argument 1: In “Button, Button,” Richard Matheson builds suspense.

- a. This argument summarizes too much.
- b. This argument just restates the prompt.
- c. This argument skips right to the evidence.

Argument 2: In “Button, Button,” Norma and Arthur are two characters who argue about a red button. Mr. Steward brought them the red button and told them that if they push it someone they don’t know will die and they will receive \$50,000. Norma really wants the money but Arthur doesn’t want to kill anyone, and this builds suspense.

- a. This argument summarizes too much.
- b. This argument just restates the prompt.
- c. This argument skips right to the evidence.

Argument 3: In “Button, Button,” Richard Matheson builds suspense because in paragraph 100 it says, “Arthur looked astounded.”

- a. This argument summarizes too much.
- b. This argument just restates the prompt.
- c. This argument skips right to the evidence.



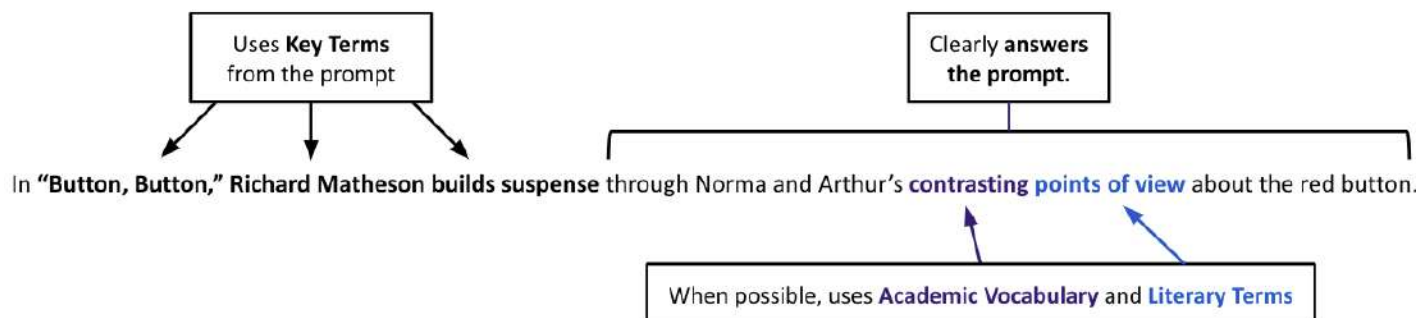
PART 2: Practice Writing Strong Arguments

Directions: Review the definition and example of a strong argument. Then, write two arguments using the example as a guide. (10 minutes)

Strong Arguments clearly answer the prompt using academic vocabulary and literary terms.

Example:

PROMPT: You have just read “Button, Button” by Richard Matheson. How does the author build suspense?



1. **Practice Prompt:** In “Button, Button” by Richard Matheson, what does Arthur’s reaction to the red button suggest about his character?

Checklist For Strong Arguments:

- ☐ Clearly answers the prompt
- ☐ Uses key words from the prompt
- ☐ Uses academic vocabulary
- ☐ Uses literary terms

2. **Practice Prompt:** What does the resolution of “Button, Button” by Richard Matheson reveal about Norma?

Checklist For Strong Arguments:

- ☐ Clearly answers the prompt
- ☐ Uses key words from the prompt
- ☐ Uses academic vocabulary
- ☐ Uses literary terms

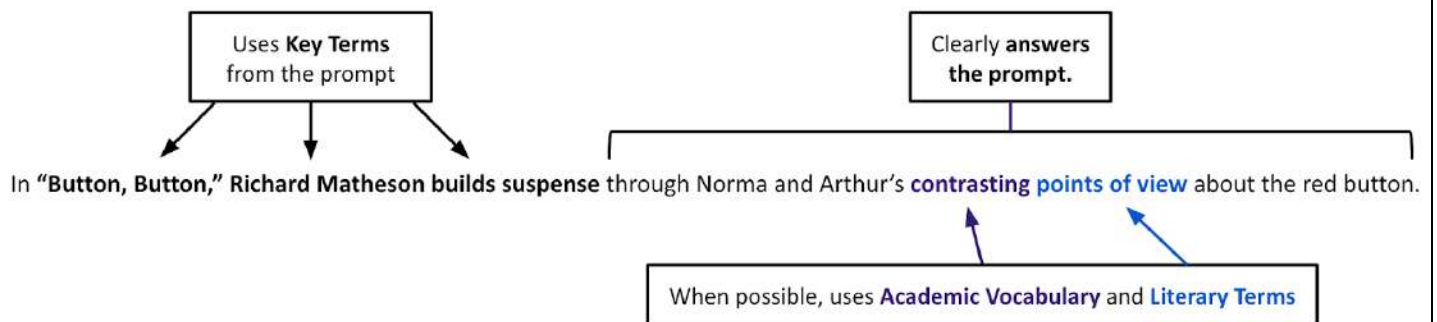
WRITING ARGUMENTS

Strong Arguments

Strong arguments clearly answer the prompt using academic vocabulary and literary terms.

Example of a strong argument:

PROMPT: You have just read “Button, Button” by Richard Matheson. How does the author build suspense?



Weak Arguments

Weak arguments only restate the prompt, summarize too much information, or include evidence in the argument.

- **Weak example that restates the prompt:**
 - *In “Button, Button,” Richard Matheson builds suspense.*
- **Weak example that summarizes too much information in the argument:**
 - *In “Button, Button,” Norma and Arthur are two characters who argue about a red button. Mr. Steward brought them the red button and told them that if they push it someone they don’t know will die and they will receive \$50,000. Norma really wants the money but Arthur doesn’t want to kill anyone, and this builds suspense.*
- **Weak example that includes evidence in the argument:**
 - *In “Button, Button,” Richard Matheson builds suspense because in paragraph 100 it says, “Arthur looked astounded.”*

Name _____ Class _____

Vocabulary for Unit 1: Bad Behavior — LIST 2

Activity 1: In-Context Predictions


Directions: Use context clues to determine the meaning of each of your new vocabulary words. Your teacher will review the correct definitions with you after. The example below shows you how to do this.



- Begin by looking at the **photo**.
Ask yourself, **What do I see?**
I see birds flying in the air.
They are not being controlled or told where to go.
- Next, look at the **caption**.
Ask yourself, **what word could I put in place of the underlined vocabulary word?**
Here I might substitute "all" or "complete" for absolute.
- Then, look at the **example sentence**.
Ask yourself, **do my substitutions from the caption — "all" and "complete" — make sense in this sentence?**
Yes, "complete" works in the example sentence as well.
- Finally, **write or type a prediction** in the last box.

Example: Absolute [ab-suh-loot]

My mother's no was absolute. Once she said it, there was no chance of changing her mind.



Birds have absolute freedom to go wherever they like.


What's your **prediction**?

My Answer: complete

Correct Definition:

1. Bliss [blis]

Swimming in cold water on a hot day brings me pure bliss.



Our dog was blissful when we all petted him at once.

What's your **prediction**?

My Answer:

Correct Definition:

2. Console [kuh n-sohl]

After Ming's grandpa died, I didn't know how to console her.



Marya consoled her son when he hurt his knee.

What's your **prediction**?

My Answer:

Correct Definition:

3. Diligence [dil-i-juh ns]

Monique isn't the fastest writer in class, but her diligence pays off when her finished paper is perfect.



It takes diligence to get the shape of the vase exactly right.

What's your **prediction**?

My Answer:

Correct Definition:

4. Exasperate [ig-zas-puh-reyt]

Lashae was completely exasperated when her younger brother made her late for school.



Getting stuck in rush hour traffic exasperates me.

What's your **prediction**?

My Answer:

Correct Definition:

5. Feign [feyn]

I had broken the window, but I feigned innocence when my mom asked me about it.



When Rasina finally announced her pregnancy, we all feigned surprise.

What's your **prediction**?

My Answer:

Correct Definition:

6. Hospitality [hos-pi-tal-i-tee]

Clara is known for her hospitality. She says, "My door is always open to friends and future friends!"



Making tea for guests is an important part of Japanese hospitality.

What's your **prediction**?

My Answer:

Correct Definition:

7. Integrity [in-teg-ri-tee]

So many politicians lie!
I just want to vote for someone with integrity.



Julio showed integrity by returning the money he found on the floor.

What's your **prediction**?

My Answer:

Correct Definition:



Activity 2: Fill-in-the-Blank Sentences

Directions: Fill in the blanks using the correct vocabulary word to complete each sentence. You may have to change the form of the word (ex: go, going, gone).

Blissful Diligent Exasperating Feign Hospitality Inconsolable Integrity

	My answer
1. Chris wants to work in the _____ industry someday, running a hotel or restaurant.	
2. Some people might _____ interest in a sports team or band to try and look cool to their friends, but I think people should just be real.	
3. Jaden was _____ after he fumbled a pass in the fourth quarter and his team lost the game.	
4. Hannes began to doubt his coworker's _____ when he heard her lie about how many hours she had worked that week.	
5. A lawyer has to be _____ and spend many hours learning all the details about a case.	
6. Mrs. Jones was _____ on the day her first grandchild was born. She couldn't stop smiling all day!	
7. It's so _____ when you make an appointment at the salon but still have to wait forever when you get there!	



Activity 3: Fill-in-the-Blank Scenarios

Directions: Fill in the blanks using the correct vocabulary word to complete each scenario. Then, explain why that vocabulary word fits best based on context clues provided in the scenario. You may have to change the form of the word (ex: go, going, gone).

For Example:

Every single day, Bryan wakes up at 5 o'clock in the morning to take a 10-mile jog. Then, he goes to the gym to lift weights. Afterwards, he does 20 laps in the pool. And this is before he goes to practice with the team every afternoon! Bryan is _____ about training because _____.	
My Answer	My Reason
<i>relentless</i>	<i>He is extremely dedicated and exercises all of the time. He runs 10 miles, lifts weights, swims, and attends practice every day.</i>

Bliss	Consoling	Diligent	Exasperated	Feigned	Hospitalitable	Integrity
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1. All Maria wanted to do was renew her driver's license. But after spending hours waiting to speak to someone, they told her that she had filled out the wrong forms and would have to start over. Maria was so irritated!

Maria is _____ because _____

My Answer	My Reason

2. Kofi wanted people to feel comfortable in his home. He bought brightly colored cushions. He filled the shelves with books and put plants in every window. He offered everyone who came over a snack and something to drink.

Kofi is _____ because _____

My Answer	My Reason

3. Pat loves the mountains. He's never happier than when he's standing on top of a mountain, gazing out across nature's beauty.

The mountains bring Pat _____ because _____

My Answer	My Reason

4. Tiana wanted to throw her best friend, Maliyah, a surprise birthday party, so she pretended to forget Maliyah's birthday. Maliyah was so mad! But when she realized Tiana had thrown her a party, Maliyah forgave her and said, "Girl, you really had me fooled!"

Tiana _____ forgetting because _____

My Answer	My Reason

5. When James lost his job, his friends cooked a big dinner and brought it over to his house to try and cheer him up.

James' friends are _____ him because _____

My Answer	My Reason

6. When Monica applied to college, she was careful about every detail. She made sure that she had all the forms she needed and double-checked all the information. She made sure to meet every deadline.

Monica was _____ because _____

My Answer	My Reason

7. Julio's math mistake cost his company a lot of money. Many people would have tried to cover up the error, but Julio came forward and told his boss the truth.

Julio showed _____ because _____

My Answer	My Reason

Activity 4: Matching

Directions: Match the following vocabulary words to their synonyms from the box. Write your answer in the column next to the word.



Synonyms: Careful Comfort Honesty Irritate Joy Pretend Welcome

Words	My Answer
1. Bliss	
2. Console	
3. Diligent	
4. Exasperate	
5. Feign	
6. Hospitality	
7. Integrity	



Activity 5: Application of Vocabulary

Directions: Answer each question in 1-2 complete sentences. Make sure that you use the underlined vocabulary word in your answer.

1. What activity makes you feel most blissful? Why?

2. Have you ever consoled someone who was hurting? Describe the situation.

3. Would you describe yourself as a diligent person? Explain why or why not.

4. Describe a time you felt exasperated with someone. What about the situation exasperated you?

5. Some people feign interest in what someone else says or does just to be polite. Do you ever do that? Why or why not?

6. What could someone do to show hospitality to a guest? Why?

7. Which do you think is more important in a person: intelligence or integrity? Explain your thinking.

Name _____ Class _____

Using Evidence to Build On or Challenge Others' Ideas

PART 1: Discussion Expectations

Directions: Independently or with a partner, use the space below to answer the following question. Then, add to your notes as your teacher reviews a set of discussion expectations.



What Expectations Should We Follow To Have Strong Class Discussions?



PART 2: Sample Discussion

Directions: Read the excerpt from a student discussion about the text “Button, Button.” As you read, pause to answer the questions beside the text.

SAMPLE DISCUSSION PROMPT

Who is more to blame for Arthur’s death: Norma or Mr. Steward?

SAMPLE DISCUSSION DIALOGUE

[1] **Pam:** It’s so clear that Mr. Steward is responsible for Arthur’s death. He is the one who presented the button unit to Norma and Arthur in the first place! One moment in the text that illustrates this is in paragraph 15, when Mr. Steward comes to their house and tempts them with the button unit by saying “it could prove very valuable.” Only later does he tell them that using it will kill someone they don’t know.

[2] **Adrienne:** I agree with Pam, and I want to add on to that. Not only does Mr. Steward come to their house once, he is persistent after Arthur turns him away the first time. In paragraph 87, when Norma sees that “the package was lying by the front door,” it’s clear that Mr. Steward has left the package there again. And Mr. Steward leaving it there is what leads to everything else that happens in the story.

[3] **Devin:** Adrienne, I respectfully disagree with you because Norma had a choice about what to do with the button unit. She is definitely more to blame.

[4] **Adrienne:** Can you say more about what you mean, Devin?

[5] **Devin:** Yes. Remember in the story when Norma and Arthur are arguing about the button unit? In paragraph 106, she defends using it when she asks Arthur, “If it’s someone... whose death you don’t even have to *know* about, you *still* wouldn’t push the button?” She’s trying to justify it. She could choose not to use it, but she clearly wants to.

[6] **Josh:** I found another example of what Devin is saying near the end of the story in paragraph 148. As Norma pushes the button, she thinks, “Was it *happening?*” and it says that “a chill of horror swept across her.” She clearly knows what she is doing and she could have chosen not to, so she is the person at fault.

QUESTIONS

Paragraphs 1-6

A. Find Evidence: Underline three examples of how students lead into presenting evidence to their classmates.

B. Write: How do Adrienne and Devin use evidence in different ways?

C. Think & Share: How do the students’ use of evidence improve the conversation?

PART 3: Using Evidence to Build On or Challenge Others' Ideas



Directions: In our discussion, we are going to practice an important discussion strategy: how to use evidence to build on or challenge others' ideas. With a partner or independently, read the examples and summarize two key points to remember about this skill.

Examples of how you can **refer to text evidence to build on or challenge others' ideas**:

- *I agree with _____, and I want to add...*
- *I found another example of what _____ brought up on page _____ ...*
- *I see it slightly differently because on page _____ ...*
- *I can see your point, but...*

Key Points

During a class discussion, remember to...

Name _____ Class _____

Class Discussion

PART 1: Preparing for Discussion

Directions: First, write down your initial ideas about each discussion question. Then, complete the chart by finding evidence to support your ideas.



Discussion Questions:

In "Ruthless," Judson's plan to punish a thief leads to his own death. In "Button, Button," Norma's desire for a better life leads to her husband's death.

**In these stories, do you think people get what they deserve?
Why or why not?**

Explain using textual evidence from:

- "Ruthless"
- "Button, Button"

Brainstorming:

Text	Evidence & Page/Paragraph #	My Explanation
Text 1:		

Text 2:



PART 2: During Discussion

Directions: Take notes in the chart during the discussion.

Reminder: Don't forget to use the discussion skill you've focused on in this unit.

Examples of how you can refer to text evidence to build on or challenge others' ideas:
<ul style="list-style-type: none"> • <i>I agree with _____, and I want to add...</i> • <i>I found another example of what _____ brought up on page _____ ...</i> • <i>I see it slightly differently because on page _____ ...</i> • <i>I can see your point, but...</i>

Interesting Points My Classmates Made	Questions I Have	My New Ideas

Keep the discussion going!
<ul style="list-style-type: none"> • Does the author of each story believe that: <ul style="list-style-type: none"> ○ people always get what they deserve or ○ bad things sometimes happen to good people? • Which people from the unit texts deserve forgiveness? • Which people from the unit texts deserve a harsher punishment than they receive? • In your opinion, which character receives a worse punishment? • Consider Kohlberg's stages of moral reasoning. How would someone at Stage 4 judge these characters' actions? How would someone at Stage 6 judge their actions?



PART 3: Post-Discussion

Directions: Write or type a 4-6 sentence reflection on your participation in today's discussion based on the criteria. Be sure to identify one skill you want to improve on in our next discussion.

- ☐ I supported my ideas with evidence from the text(s).
- ☐ I used evidence from the text(s) to build on or challenge others' ideas.
- ☐ I respected others' ideas by listening carefully and waiting to raise my hand until my classmates finished speaking.
- ☐ I spoke in a strong, confident voice to my classmates, not just my teacher.

Name _____ Class _____

Lamb to the Slaughter

Roald Dahl

About this text

Roald Dahl (1916-1990) was a British novelist, short story writer, and poet. Dahl's books and stories are known for their unexpected endings and often darkly comic themes. In this short story, Dahl describes a woman's reaction when her husband comes home with surprising news.

Purpose for Reading

To understand how authors build suspense through the use of dramatic irony and different points of view.

Vocabulary

Let's pronounce these words together as a class:

Acquire [uh-kwahyuh r]
Bliss [blis]
Console [kuh n-sohl]
Exasperate [ig-zas-puh-reyt]
Hospitality [hos-pi-tal-i-tee]

WHOLE CLASS READING

[1] The room was warm and clean, the curtains drawn, the two table lamps alight — hers and the one by the empty chair opposite. On the sideboard behind her, two tall glasses, soda water, whiskey. Fresh ice cubes in the Thermos bucket.

[2] Mary Maloney was waiting for her husband to come home from work.

[3] Now and again she would glance up at the clock, but without anxiety, merely to please herself with the thought that each minute gone by made it nearer the time when he would come. There was a slow smiling air about her, and about everything she did. The drop of a head as she bent over her sewing was curiously tranquil. Her skin — for this was her sixth month with child — had **acquired** a wonderful translucent¹ quality, the mouth was soft, and the eyes, with their new placid² look, seemed larger and darker than before. When the clock said ten minutes to five, she began to listen, and a few moments later, punctually as always, she heard the tires on the gravel outside, and the car door slamming, the footsteps passing the window, the key turning in the lock. She laid aside her sewing, stood up, and went forward to kiss him as he came in.

[4] "Hullo darling," she said.

[5] "Hullo darling," he answered.

[6] She took his coat and hung it in the closet. Then she walked over and made the drinks, a strongish one for him, a weak one for herself; and soon she was back

DURING READING QUESTIONS

Paragraph 3

Find Evidence: Underline three details that describe Mary's attitude and feelings as she waits for her husband.

¹ clear or see-through

² **Placid** (adjective): not easily upset or excited; easygoing

again in her chair with the sewing, and he in the other, opposite, holding the tall glass with both hands, rocking it so the ice cubes tinkled against the side.

[7] For her, this was always a **blissful** time of day. She knew he didn't want to speak much until the first drink was finished, and she, on her side, was content to sit quietly, enjoying his company after the long hours alone in the house. She loved to luxuriate³ in the presence of this man, and to feel — almost as a sunbather feels the sun — that warm male glow that came out of him to her when they were alone together. She loved him for the way he sat loosely in a chair, for the way he came in a door, or moved slowly across the room with long strides. She loved the intent, far look in his eyes when they rested on her, the funny shape of the mouth, and especially the way he remained silent about his tiredness, sitting still with himself until the whiskey had taken some of it away.

Paragraphs 3-7

Turn & Talk: How does Mary feel about her husband?

INDEPENDENT READING

[8] "Tired darling?"

[9] "Yes," he said. "I'm tired," And as he spoke, he did an unusual thing. He lifted his glass and drained it in one swallow although there was still half of it, at least half of it left. She wasn't really watching him, but she knew what he had done because she heard the ice cubes falling back against the bottom of the empty glass when he lowered his arm. He paused a moment, leaning forward in the chair, then he got up and went slowly over to fetch himself another.

[10] "I'll get it!" she cried, jumping up.

[11] "Sit down," he said.

[12] When he came back, she noticed that the new drink was dark amber with the quantity of whiskey in it.

[13] "Darling, shall I get your slippers?"

[14] "No."

[15] She watched him as he began to sip the dark yellow drink, and she could see little oily swirls in the liquid because it was so strong.

[16] "I think it's a shame," she said, "that when a policeman gets to be as senior as you, they keep him walking about on his feet all day long."

[17] He didn't answer, so she bent her head again and went on with her sewing; but each time he lifted the drink to his lips, she heard the ice cubes clinking against the side of the glass.

[18] "Darling," she said. "Would you like me to get you some cheese? I haven't made any supper because it's Thursday."

[19] "No," he said.

[20] "If you're too tired to eat out," she went on, "it's still not too late. There's plenty of meat and stuff in the freezer, and you can have it right here and not even move out of the chair."

[21] Her eyes waited on him for an answer, a smile, a little nod, but he made no sign.

DURING READING QUESTIONS

Paragraphs 10-23

Write: How do Mary and her husband act differently toward one another?

³ delight or take pleasure in

[22] “Anyway,” she went on, “I’ll get you some cheese and crackers first.”

[23] “I don’t want it,” he said.

[24] She moved uneasily in her chair, the large eyes still watching his face. “But you must eat! I’ll fix it anyway, and then you can have it or not, as you like.”

[25] She stood up and placed her sewing on the table by the lamp.

[26] “Sit down,” he said. “Just for a minute, sit down.”

[27] It wasn’t till then that she began to get frightened.

[28] “Go on,” he said. “Sit down.”

[29] She lowered herself back slowly into the chair, watching him all the time with those large, bewildered⁴ eyes. He had finished the second drink and was staring down into the glass, frowning.

Paragraphs 24-29

Write: How has the conversation between Mary and her husband affected her?

WHOLE CLASS READING

[30] “Listen,” he said. “I’ve got something to tell you.”

[31] “What is it, darling? What’s the matter?”

[32] He had now become absolutely motionless, and he kept his head down so that the light from the lamp beside him fell across the upper part of his face, leaving the chin and mouth in shadow. She noticed there was a little muscle moving near the corner of his left eye.

[33] “This is going to be a bit of a shock to you, I’m afraid,” he said. “But I’ve thought about it a good deal and I’ve decided the only thing to do is tell you right away. I hope you won’t blame me too much.”

[34] And he told her. It didn’t take long, four or five minutes at most, and she sat very still through it all, watching him with a kind of dazed horror as he went further and further away from her with each word.

[35] “So there it is,” he added. “And I know it’s kind of a bad time to be telling you, but there simply wasn’t any other way. Of course I’ll give you money and see you’re looked after. But there needn’t really be any fuss. I hope not anyway. It wouldn’t be very good for my job.”

[36] Her first instinct⁵ was not to believe any of it, to reject it all. It occurred to her that perhaps he hadn’t even spoken, that she herself had imagined the whole thing. Maybe, if she went about her business and acted as though she hadn’t been listening, then later, when she sort of woke up again, she might find none of it had ever happened.

[37] “I’ll get the supper,” she managed to whisper, and this time he didn’t stop her.

[38] When she walked across the room she couldn’t feel her feet touching the floor. She couldn’t feel anything at all — except a slight nausea and a desire to vomit. Everything was automatic now — down the steps to the cellar, the light switch, the deep freeze, the hand inside the cabinet taking hold of the first object it met. She lifted it out, and looked at it. It was wrapped in paper, so she took off the paper and looked at it again.

DURING READING QUESTIONS

Paragraphs 33-35

A. Turn & Talk: What do you think Mary’s husband has told her?

B. Find Evidence: Underline three details that support your conclusion.

⁴ **Bewilder** (verb): to confuse completely

⁵ **Instinct** (noun): a way of behaving or feeling that is natural, not learned

[39] A leg of lamb.

[40] All right then, they would have lamb for supper. She carried it upstairs, holding the thin bone-end of it with both her hands, and as she went through the living-room, she saw him standing over by the window with his back to her, and she stopped.

[41] “For God’s sake,” he said, hearing her, but not turning round. “Don’t make supper for me. I’m going out.”

[42] At that point, Mary Maloney simply walked up behind him and without any pause she swung the big frozen leg of lamb high in the air and brought it down as hard as she could on the back of his head.

[43] She might just as well have hit him with a steel club.

[44] She stepped back a pace, waiting, and the funny thing was that he remained standing there for at least four or five seconds, gently swaying. Then he crashed to the carpet.

[45] The violence of the crash, the noise, the small table overturning, helped bring her out of the shock. She came out slowly, feeling cold and surprised, and she stood for a while blinking at the body, still holding the ridiculous piece of meat tight with both hands.

[46] All right, she told herself. So I’ve killed him.

Paragraphs 40-46

Poll the Class: Who is more responsible for the murder: Mary or Patrick? Be prepared to defend your response.

- A. Mary
- B. Patrick

INDEPENDENT READING

[47] It was extraordinary, now, how clear her mind became all of a sudden. She began thinking very fast. As the wife of a detective, she knew quite well what the penalty would be. That was fine. It made no difference to her. In fact, it would be a relief. On the other hand, what about the child? What were the laws about murderers with unborn children? Did they kill them both — mother and child? Or did the wait until the tenth month? What did they do?

[48] Mary Maloney didn’t know. And she certainly wasn’t prepared to take a chance.

[49] She carried the meat into the kitchen, placed it in a pan, turned the oven on high, and shoved it inside. Then she washed her hands and ran upstairs to the bedroom. She sat down before the mirror, tidied her hair, touched up her lips and face. She tried a smile. It came out rather peculiar.⁶ She tried again.

[50] “Hullo Sam,” she said brightly, aloud.

[51] The voice sounded peculiar too.

[52] “I want some potatoes please, Sam. Yes, and I think a can of peas.”

[53] That was better. Both the smile and the voice were coming out better now. She rehearsed it several times more. Then she ran downstairs, took her coat, went out the back door, down the garden, into the street.

[54] It wasn’t six o’clock yet and the lights were still on in the grocery shop.

[55] “Hullo Sam,” she said brightly, smiling at the man behind the counter.

[56] “Why, good evening, Mrs. Maloney. How’re you?”

DURING READING QUESTIONS

Paragraphs 49-55

Find Evidence: Underline three details that show the actions Mary takes after she murders her husband.

⁶ **Peculiar** (*adjective*): unusual or not normal

[57] "I want some potatoes please, Sam. Yes, and I think a can of peas."

[58] The man turned and reached up behind him on the shelf for the peas.

[59] "Patrick's decided he's tired and doesn't want to eat out tonight," she told him. "We usually go out Thursdays, you know, and now he's caught me without any vegetables in the house."

[60] "Then how about meat, Mrs. Maloney?"

[61] "No, I've got meat, thanks. I got a nice leg of lamb from the freezer."

[62] "Oh."

[63] "I don't much like cooking it frozen, Sam, but I'm taking a chance on it this time. You think it'll be all right?"

[64] "Personally," the grocer said, "I don't believe it makes any difference. You want these Idaho potatoes?"

[65] "Oh yes, that'll be fine. Two of those."

[66] "Anything else?" The grocer cocked his head on one side, looking at her pleasantly. "How about afterwards? What you going to give him for afterwards?"

[67] "Well — what would you suggest, Sam?"

[68] The man glanced around his shop. "How about a nice big slice of cheesecake? I know he likes that."

[69] "Perfect," she said. "He loves it."

[70] And when it was all wrapped and she had paid, she put on her brightest smile and said, "Thank you, Sam. Goodnight."

[71] "Goodnight, Mrs. Maloney. And thank you."

DRAMATIC IRONY: Paragraphs 59-71

A. Write: During their conversation, Mary says to Sam, "Patrick's decided he's tired and doesn't want to eat out tonight" (59). What do Mary and the reader know that Sam does not?

B. Write: How does this dramatic irony impact the reader?

PARTNER READING

[72] And now, she told herself as she hurried back, all she was doing now, she was returning home to her husband and he was waiting for his supper; and she must cook it good, and make it as tasty as possible because the poor man was tired; and if, when she entered the house, she happened to find anything unusual, or tragic, or terrible, then naturally it would be a shock and she'd become frantic⁷ with grief and horror. Mind you, she wasn't expecting to find anything. She was just going home with the vegetables. Mrs. Patrick Maloney going home with the vegetables on Thursday evening to cook supper for her husband.

[73] That's the way, she told herself. Do everything right and natural. Keep things absolutely natural and there'll be no need for any acting at all.

[74] Therefore, when she entered the kitchen by the back door, she was humming a little tune to herself and smiling.

[75] "Patrick!" she called. "How are you, darling?"

[76] She put the parcel⁸ down on the table and went through into the living room; and when she saw him lying there on the floor with his legs doubled up and one arm twisted back underneath his body, it really was rather a shock. All the old love

DURING READING QUESTIONS

Paragraphs 72-82

Write: What is the motive behind Mary's actions?

⁷ **Frantic** (*adjective*): upset with fear of anxiety; acting in a hurried way

⁸ a package or collection of things wrapped in paper

and longing for him welled up⁹ inside her, and she ran over to him, knelt down beside him, and began to cry her heart out. It was easy. No acting was necessary.

[77] A few minutes later she got up and went to the phone. She knew the number of the police station, and when the man at the other end answered, she cried to him, “Quick! Come quick! Patrick’s dead!”

[78] “Who’s speaking?”

[79] “Mrs. Maloney. Mrs. Patrick Maloney.”

[80] “You mean Patrick Maloney’s dead?”

[81] “I think so,” she sobbed. “He’s lying on the floor and I think he’s dead.”

[82] “Be right over,” the man said.

WHOLE CLASS READING

[83] The car came very quickly, and when she opened the front door, two policemen walked in. She knew them both — she knew nearly all the men at that precinct¹⁰ — and she fell right into a chair, then went over to join the other one, who was called O’Malley, kneeling by the body.

[84] “Is he dead?” she cried.

[85] “I’m afraid he is. What happened?”

[86] Briefly, she told her story about going out to the grocer and coming back to find him on the floor. While she was talking, crying and talking, Noonan discovered a small patch of congealed¹¹ blood on the dead man’s head. He showed it to O’Malley who got up at once and hurried to the phone.

[87] Soon, other men began to come into the house. First a doctor, then two detectives, one of whom she knew by name. Later, a police photographer arrived and took pictures, and a man who knew about fingerprints. There was a great deal of whispering and muttering beside the corpse,¹² and the detectives kept asking her a lot of questions. But they always treated her kindly. She told her story again, this time right from the beginning, when Patrick had come in, and she was sewing, and he was tired, so tired he hadn’t wanted to go out for supper. She told how she’d put the meat in the oven — “it’s there now, cooking” — and how she’d slipped out to the grocer for vegetables, and come back to find him lying on the floor.

[88] “Which grocer?” one of the detectives asked.

[89] She told him, and he turned and whispered something to the other detective who immediately went outside into the street.

[90] In fifteen minutes he was back with a page of notes, and there was more whispering, and through her sobbing she heard a few of the whispered phrases — “...acted quite normal... very cheerful... wanted to give him a good supper... peas... cheesecake... impossible that she...”

[91] After a while, the photographer and the doctor departed and two other men came in and took the corpse away on a stretcher. Then the fingerprint man went

DURING READING QUESTIONS

DRAMATIC IRONY: Paragraphs 87-89

A. Think & Share: What do Mary and the readers know about “the meat in the oven” that the detectives do not?

B. Write: How does this dramatic irony build suspense?

Paragraphs 88-91

A. Think & Share: Why do the detectives need to know the grocer that Mary visited?

⁹ increased or became more intense

¹⁰ a police station in a specific district

¹¹ **Congeeal** (*verb*): solidify, especially because of cooling

¹² **Corpse** (*noun*): a dead body

away. The two detectives remained, and so did the two policemen. They were exceptionally nice to her, and Jack Noonan asked if she wouldn't rather go somewhere else, to her sister's house perhaps, or to his own wife who would take care of her and put her up for the night.

[92] No, she said. She didn't feel she could move even a yard at the moment. Would they mind awfully if she stayed just where she was until she felt better. She didn't feel too good at the moment, she really didn't.

[93] Then hadn't she better lie down on the bed? Jack Noonan asked.

[94] No, she said. She'd like to stay right where she was, in this chair. A little later, perhaps, when she felt better, she would move.

[95] So they left her there while they went about their business, searching the house. Occasionally one of the detectives asked her another question. Sometimes Jack Noonan spoke at her gently as he passed by. Her husband, he told her, had been killed by a blow on the back of the head administered with a heavy blunt instrument, almost certainly a large piece of metal. They were looking for the weapon. The murderer may have taken it with him, but on the other hand he may have thrown it away or hidden it somewhere on the premises.¹³

[96] "It's the old story," he said. "Get the weapon, and you've got the man."

[97] Later, one of the detectives came up and sat beside her. Did she know, he asked, of anything in the house that could've been used as the weapon? Would she mind having a look around to see if anything was missing — a very big spanner,¹⁴ for example, or a heavy metal vase.

[98] They didn't have any heavy metal vases, she said.

[99] "Or a big spanner?"

[100] She didn't think they had a big spanner. But there might be some things like that in the garage.

B. Think & Share: How does the visit to the grocer change the detectives' behaviors toward Mary?

DRAMATIC IRONY: Paragraphs 96-100

A. Write: How is this section an example of dramatic irony?

B. Turn & Talk: When the detective Jack Noonan says, "Get the weapon, and you've got the man," what does this make the reader think might happen?

WHOLE CLASS READING

[101] The search went on. She knew that there were other policemen in the garden all around the house. She could hear their footsteps on the gravel outside, and sometimes she saw a flash of a torch through a chink in the curtains. It began to get late, nearly nine she noticed by the clock on the mantle. The four men searching the rooms seemed to be growing weary,¹⁵ a trifle **exasperated**.

[102] "Jack," she said, the next time Sergeant Noonan went by. "Would you mind giving me a drink?"

[103] "Sure I'll give you a drink. You mean this whiskey?"

[104] "Yes please. But just a small one. It might make me feel better."

[105] He handed her the glass.

[106] "Why don't you have one yourself," she said. "You must be awfully tired. Please do. You've been very good to me."

DURING READING QUESTIONS

¹³ a piece of land or property

¹⁴ a wrench

¹⁵ **Weary** (adjective): feeling or showing tiredness

[107] “Well,” he answered. “It’s not strictly allowed, but I might take just a drop to keep me going.”

[108] One by one the others came in and were persuaded to take a little nip of whiskey. They stood around rather awkwardly with the drinks in their hands, uncomfortable in her presence, trying to say **consoling** things to her. Sergeant Noonan wandered into the kitchen, came out quickly and said, “Look, Mrs. Maloney. You know that oven of yours is still on, and the meat is still inside.”

[109] “Oh dear me!” she cried. “So it is!”

[110] “I better turn it off for you, hadn’t I?”

[111] “Will you do that, Jack. Thank you so much.”

[112] When the sergeant returned the second time, she looked at him with her large, dark tearful eyes. “Jack Noonan,” she said.

[113] “Yes?”

[114] “Would you do me a small favor — you and these others?”

[115] “We can try, Mrs. Maloney.”

[116] “Well,” she said. “Here you all are, and good friends of dear Patrick’s too, and helping to catch the man who killed him. You must be terrible hungry by now because it’s long past your suppertime, and I know Patrick would never forgive me, God bless his soul, if I allowed you to remain in his house without offering you decent **hospitality**. Why don’t you eat up that lamb that’s in the oven. It’ll be cooked just right by now.”

[117] “Wouldn’t dream of it,” Sergeant Noonan said.

[118] “Please,” she begged. “Please eat it. Personally I couldn’t touch a thing, certainly not what’s been in the house when he was here. But it’s all right for you. It’d be a favor to me if you’d eat it up. Then you can go on with your work again afterwards.”

[119] There was a good deal of hesitating among the four policemen, but they were clearly hungry, and in the end they were persuaded to go into the kitchen and help themselves. The woman stayed where she was, listening to them speaking among themselves, their voices thick and sloppy because their mouths were full of meat.

[120] “Have some more, Charlie?”

[121] “No. Better not finish it.”

[122] “She wants us to finish it. She said so. Be doing her a favor.”

[123] “Okay then. Give me some more.”

[124] “That’s a hell of a big club the guy must’ve used to hit poor Patrick,” one of them was saying. “The doc says his skull was smashed all to pieces just like from a sledgehammer.”

[125] “That’s why it ought to be easy to find.”

[126] “Exactly what I say.”

[127] “Whoever done it, they’re not going to be carrying a thing like that around with them longer than they need.”

[128] One of them belched.

Paragraphs 101-118

A. Write: Why do you think Mary is really being **hospitable** to the police officers by offering them food and drink?

B. Write: How do Mary’s offers to the police officers build suspense?

[129] "Personally, I think it's right here on the premises."

[130] "Probably right under our very noses. What you think, Jack?"

[131] And in the other room, Mary Maloney began to giggle.

DRAMATIC IRONY: Paragraphs 124-130

A. Find Evidence: Underline three details that reveal the detectives' beliefs about the murder weapon.

B. Write: Explain why this is dramatic irony.

Paragraph 131

Poll the Class: Do you agree that Mary should have gotten away with her crime? Be prepared to defend your response.

- A. No
- B. Yes

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Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for “Lamb to the Slaughter.” *5 minutes*



1. What is the meaning of “tranquil” as it is used in paragraph 3? **[RL.4]**
 - A. annoyed
 - B. relaxed
 - C. excited
 - D. dull
2. How does paragraph 34 build suspense for the reader? **[RL.6]**
 - A. Readers are curious about why Mary continues to make dinner for Patrick.
 - B. Readers are curious about the details of Patrick’s announcement.
 - C. Readers are curious about why Mary goes to the grocery store.
 - D. Readers are curious about the details of Patrick’s murder.
3. Which statement describes Mary’s motivation for covering up her crime? (Paragraphs 46-48) **[RL.3]**
 - A. She wants to protect her unborn child.
 - B. She thinks she did nothing wrong.
 - C. She is afraid of life in prison.
 - D. She does not want to die.
4. How does the detective’s conversation with the grocer affect the outcome of the story? (Paragraphs 88-90) **[RL.3]**
 - A. The police no longer suspect Mary of murdering her husband.
 - B. The police give up on finding the murder weapon near Mary’s home.
 - C. The police wonder why Mary was acting so strangely while shopping.
 - D. The police decide to ask Mary to help them solve her husband’s murder.
5. How does Detective Noonan’s comment about the murder weapon affect Mary’s actions? (Paragraph 96) **[RL.3]**
 - A. It causes Mary to feel guilty about fooling the detectives.
 - B. It causes Mary to act naturally when the detectives question her.
 - C. It causes Mary to pretend that she and her husband were getting along well.
 - D. It causes Mary to distract the detectives from their search for the murder weapon.



Independent Practice

Directions: Answer the short response prompt for “Lamb to the Slaughter.” 15 minutes

PROMPT: Explain how the dramatic irony in “Lamb to the Slaughter” impacts the reader. [RL.6]

In your argument, make sure to:

- clearly answer the prompt
- use key words from the prompt
- use academic vocabulary
- use literary terms

CHECKLIST FOR WRITING A STRONG ARGUMENT:

- ☐ Highlight or bold your argument.

Did you clearly answer the prompt?

- a. YES!
- b. No, I will go back and do that.

Did you use key words from the prompt?

- a. YES!
- b. No, I will go back and add those.

Did you use academic vocabulary and/or literary terms to answer the prompt?

- a. YES!
- b. No, I will go back and add those.

Quick Partner Discussion

Directions: Discuss the questions with a partner. Record both of your answers to the questions. Practice referring to text evidence to build on or challenge others' ideas by using the discussion sentence starters. *5 minutes*



Examples of how you can **refer to text evidence to build on or challenge others' ideas**:

- *I agree with _____, and I want to add...*
- *I found another example of what _____ brought up on page _____ ...*
- *I see it slightly differently because on page _____ ...*
- *I can see your point, but...*

1. The idiom "lamb to the slaughter" refers to someone who innocently or unsuspectingly becomes a victim. In your opinion, is Mary a symbolic "lamb" or victim for whom we should have empathy, or is she a cold-blooded, **vindictive** killer who gets away with murder?

My answer	My partner's answer

2. **CROSS-TEXTUAL:** Compare and contrast Judson's reasoning and actions in "Ruthless" with Mary's. Whose actions do you think are more **offensive**? Why?

My answer	My partner's answer

3. **CROSS-TEXTUAL:** At which of Kohlberg's stages of **moral** development would you place Mary? Explain your answer.

My answer	My partner's answer

Name _____ Class _____

Unit 1 Narrative

PART 1: Narrative Prompt

Directions: Read the narrative prompt and review the Narrative Writing Checklist.



NARRATIVE PROMPT

You have read the short story “Lamb to the Slaughter” by Roald Dahl. In the story, Mary Maloney feeds the murder weapon, a leg of lamb, to the officers investigating her husband’s death. How will Mary feel and what will she do after the officers leave the house? Write the scene in third person, limited to Mary’s point of view. Use details from the story and add your own ideas to show how Mary feels after the eventful evening. **[W.3]**

Narrative Writing Checklist:

- ☐ Establish a problem, situation, or setting.
- ☐ Use events and transitions to create a smooth progression of experiences and to signal shifts from one time frame or setting to another.
- ☐ Use dialogue, thoughts, reflection, pacing and description to develop your narrative.
- ☐ Use precise words, telling details and sensory language to create a vivid picture of events, setting, and characters.
- ☐ Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved.
- ☐ Use correct pronouns to establish point of view (such as using I, me, or mine for first person point of view or she, her, they for third person point of view).

PART 2: Drafting Your Narrative

Directions: Draft your narrative in the space provided. Be sure to respond to all parts of the prompt and use the Narrative Writing Checklist as you write.



Name _____ Class _____

Vocabulary Quiz 2 for Unit 1: Bad Behavior

PART 1: Scenarios

Directions: Select the vocabulary word that best fits the scenario. Type or write the letter of your answer choice in the column that says “My Answer.”

EXAMPLE:

<p>1. <i>In the morning, when Ophelia noticed her little brother was upset, she read him his favorite story. At lunch, she shared her food with a classmate who forgot his lunch at home. After school, she volunteered at a local children’s hospital.</i></p> <p>a. <i>Angry</i> b. <i>Caring</i> c. <i>Artistic</i></p>	<p>My answer</p> <p>B</p>
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<p>1. When Karol’s guests arrived, he said, “Come on in! I’m so glad you’re here. Can I take your coat?”</p> <p>A. Feign B. Hospitality C. Exasperate</p>	<p>My answer</p>
<p>2. Esteban’s research project lasted all semester. He tracked the data carefully, double-checked all his calculations, and rewrote his report three times.</p> <p>A. Diligence B. Integrity C. Console</p>	
<p>3. Randall was on his feet all day at work, and then he came home and cooked dinner for his family. When he finally sat down on the couch and put his feet up, it was pure joy.</p> <p>A. Diligence B. Integrity C. Bliss</p>	
<p>4. When Javon won the science fair prize, he realized that the judges had added up the scores wrong. He went to the judges and told them that Kara deserved the prize, not him.</p> <p>A. Diligence B. Integrity C. Bliss</p>	

	My answer
5. Deonte was heartbroken when his dog Barkley ran away. His mom sat with him, rubbing his back and telling him she was sure Barkley would come home. A. Hospitality B. Bliss C. Console	
6. Lucia borrowed her big sister's dress and got a huge stain on it. But then Lucia stuck it in the laundry hamper and acted like she didn't know anything about it! A. Feign B. Exasperate C. Diligent	
7. Maria gets so irritated when her little sister borrows her clothes without asking. But she really lost it when she went to put on her favorite dress for school pictures and found a huge chocolate stain on the front! A. Exasperate B. Hospitality C. Console	

PART 2: Fill-in-the-Blank

Directions: Select the vocabulary word that best completes the sentence. Type or write the letter of your answer choice in the column where it says “My answer.”

EXAMPLE:

<p>8. <i>I stopped inviting my neighbor over to my house because she never ____ her games and toys, but she always wanted me to let her play with my things.</i></p> <p>A. Shared B. Dreamed C. Laughed</p>	<p>My answer</p> <p>A</p>
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<p>8. Mizuki’s first period class is so boring, but she tries to ____ interest whenever the teacher looks at her.</p> <p>A. Diligent B. Exasperate C. Feign</p>	<p>My answer</p>
<p>9. It can be difficult to ____ a friend who’s lost someone, but what’s important is just to be there for them.</p> <p>A. Exasperate B. Console C. Bliss</p>	
<p>10. Tania gets so ____ when she has to wait, but her sister Toni is much more patient.</p> <p>A. Consoling B. Hospitable C. Exasperated</p>	
<p>11. A big part of ____ is making your guests comfortable, making sure they’re not hungry or thirsty.</p> <p>A. Hospitality B. Consolation C. Integrity</p>	

	My answer
12. For me, seeing the sunrise during a peaceful morning hike is ____. A. Blissful B. Diligent C. Integrity	
13. I started to doubt Josh's ____ after I realized he had been lying to me. A. Exasperate B. Bliss C. Integrity	
14. George's ____ was rewarded when his boss gave him a raise for "all your hard work." A. Feign B. Diligence C. Hospitality	

Name _____ Class _____

Unit 1: Bad Behavior

Vocabulary Quiz 2 Answer Sheet

Directions: Write the letter of each of your answer choices on the lines below.

Part 1: Scenarios

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Part 2: Fill-in-the-Blank

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

Name _____ Class _____

Lather and Nothing Else

Hernando Téllez

About this text

Hernando Téllez (1908-1966) was a Colombian journalist and author. This short story takes place in Colombia, where a civil war is taking place between ordinary citizens and the military that controls the country.

Purpose for Reading

To practice analyzing how internal conflict can reveal theme and continue exploring how people make choices between right and wrong.

Vocabulary

Let's pronounce these words together as a class:

Diligence [dil-i-juh ns]

Feign [feyn]

Integrity [in-teg-ri-tee]

WHOLE CLASS READING

[1] He didn't greet anyone when he came in. I was sharpening my best razor. And when I saw him I began to tremble. But he didn't notice. I continued to sharpen the razor to hide my alarm. Then I tested it against the tip of my thumb and held it up to the light again. He was removing his bandolier¹, with its holster dangling. He hung it on one of the nails in the wardrobe and placed his kepi² on top. He turned around to address me and, undoing his tie, said "It's hot as hell. Give me a shave." And he sat in the chair.

[2] I estimated it had been four days since he had last shaved. The four days the latest expedition to hunt down our people had lasted. His face appeared sunburned, hardened by the sun. I prepared the foam meticulously.³ I cut a few slices off the bar of soap and let them fall into the bowl. I added a little warm water and stirred it with the brush. It soon began to lather.

[3] "The troops must need a shave as bad as I do."

[4] I kept on beating the lather.

[5] "But you know what? It was a success. We got the leaders. Some we brought back dead, some are still alive. But soon they'll all be dead."

[6] "How many did you get?" I asked.

[7] "Fourteen. We had to go in pretty far to find them. But they're paying for it now. And not one of them will come out alive, not one."

DURING READING QUESTIONS

Paragraphs 1-2

Think & Share: What is the narrator's occupation?

Paragraphs 1-7

Find Evidence: Underline three details that reveal what the customer has been doing for the past four days.

¹ a shoulder-belt with loops or pockets for ammunition

² a military cap with a flat top and horizontal brim

³ **Meticulous** (*adjective*): showing careful and great attention to detail

[8] He leaned back in the chair when he saw I was holding up the shaving brush, full of lather. I still hadn't put the sheet on him.

[9] That's how disoriented⁴ I was. I took a sheet out of the drawer and tied it around my client's neck. He didn't stop talking. He took for granted⁵ that I was on the side of the new order.

[10] "The town has learned its lesson from what happened the other day," he said.

[11] "Yes," I replied, as I finished tying the knot on his dark, sweaty, neck.

[12] "That was pretty good, wasn't it?"

[13] "Very good," I answered, as I picked up the brush again.

[14] The man closed his eyes, sighing with fatigue, and waited for the cool caress of the soap. I had never had him so close. The day he ordered the townspeople to gather in the schoolyard to see the four rebels hanging there, I caught a glimpse of him. But the sight of the mutilated⁶ bodies kept my eyes from lingering on the face of the man who was responsible for it all, the man whose face I was now going to take in my hands. It wasn't an unpleasant face, for sure. And his beard, though it made him appear older, looked good on him. His name was Torres. Captain Torres. A man with a good imagination; after all, it hadn't occurred to anyone before him to string up the rebels naked and use various parts of their bodies for target practice.

Paragraphs 10-14

Write: What do the narrator's memories of "the other day" reveal about Captain Torres?

PARTNER READING

[15] I started to apply the first layer of soap. His eyes were still closed.

[16] "What I wouldn't do for a little sleep," he said. "But there's a lot of work to be done this afternoon."

[17] I lifted the brush, and, **feigning** casual unconcern, asked, "Firing squad?"

[18] "Something like that, but slower," he replied.

[19] "All of them?"

[20] "No. Just a few."

[21] I returned to the task of lathering his beard. My hands began to shake. The man couldn't have noticed, which was a relief. But I wished he hadn't come. Many of our people had probably seen him come in. And having the enemy on your home turf imposes certain conditions. I'd have to shave that beard like any other, with the greatest care and as if he were my best customer, making sure that not one drop of blood emerged from his pores. Making sure that the razor would not get caught in the little clumps of hair. Making sure that his skin would come out clean, taut⁷, and smooth, and that when I brushed the back of my hand against it, not one hair could be felt on its surface. Yes. I was a clandestine⁸ revolutionary,⁹ but I was also a barber of **integrity**, proud of the **diligence** with which I practiced my profession. And that four-day-old beard needed a lot of work.

DURING READING QUESTIONS

Paragraphs 15-20

Write: What does the line "**feigning** casual unconcern" reveal about the narrator's feelings?

Paragraphs 21-22

Write: How does the narrator's belief that he is "a barber of **integrity**" affect the way he treats Captain Torres?

⁴ **Disoriented** (*adjective*): unsure about what to do

⁵ to assume that something is true without questioning it

⁶ **Mutilate** (*verb*): to injure or harm by removing or damaging parts

⁷ **Taut** (*adjective*): stretched or pulled tight

⁸ **Clandestine** (*adjective*): kept secret in order to deceive someone

⁹ a person who takes part in a revolution or uprising against the government

[22] I picked up the razor, opened the two handles at an angle, opened the blade, and began my task, heading downward from one of his temples. The blade responded impeccably. His beard was stubborn and hard, not very long, but dense. Little by little, his skin began to appear. The blade emitted its usual sound, and lumps of soap mixed with little hairs accumulated on it. I paused to clean and then sharpen it because I'm a barber who does things right. The man had been keeping his eyes shut. Now he opened them, lifted his hand from underneath the sheet, touched the part of his face that had become free of soap, and said, "Come to the school at six this evening."

[23] "The same as the other day?" I asked, horrified.

[24] "It might be even better," he replied.

[25] "What are you planning on doing?"

[26] "I don't know yet, but it'll be fun." He leaned back again and closed his eyes. I approached the razor poised.

[27] "Do you plan on punishing all of them?" I ventured timidly.¹⁰

[28] "All of them."

Paragraphs 23-28

Write: How do the narrator's internal thoughts differ from his outward actions?

WHOLE CLASS READING

[29] The soap on his face was drying. I had to get started. I looked onto the street through the mirror. The same as always: the corner store and two or three customers inside. Then I looked at the clock: 2:20 p.m. The blade continued its descent. Now the other temple and down the cheek. A dark beard, thick. He should let it grow, like some poets and priests do. It would look good on him. Many people wouldn't recognize him. And that would be in his best interests, I thought, as I gingerly moved the blade up his neck. That's where I had to be most careful, since the growth, although still in its early stages, was clumping. A curly beard. The tiny pores could open and release their pearls of blood. The pride of a good barber like me hinges on not letting this happen to any client. And this was an important client. How many of our people had he ordered killed? How many had he ordered mutilated? Better not to think about it. Torres didn't know that I was his enemy. He didn't know and neither did the others. It was a secret known to very few, precisely so that I could inform the revolutionaries about what Torres was up to in the town, and what he planned on doing each time he set out on an incursion¹¹ to hunt them down. Needless to say, it was going to be very difficult to explain how I had had him at my mercy and then let him go, alive and shaved.

[30] The beard had almost completely disappeared. He looked younger, as if years had been taken off since he came in. I suppose this is what always happens to men when they've been to the barber's. Torres was rejuvenated at the stroke of my razor, yes, because I'm a good barber, the best in this town, and I don't say this out of vanity. A little more soap here, under the chin, over the Adam's apple, on that major artery.¹²

[31] It's so hot! Torres must be sweating too. But he's not afraid. He's serene, not even worried about what he's going to do with the prisoners this afternoon. I, on the other hand, with this razor in my hand, scraping and scraping this skin, making sure that blood doesn't spill from those pores, wary of each stroke, cannot think

DURING READING QUESTIONS

INTERNAL CONFLICT: Paragraph 29

Write: The narrator says, "the pride of a good barber like me hinges on not letting this happen to any client." What does this reveal about the narrator's values?

¹⁰ **Timid** (adjective): fearful, nervous, or shy

¹¹ an invasion or attack

¹² a tube-shaped vessel that carries blood from the heart to the rest of the body

calmly. D— him for coming; I am a revolutionary but I am not a murderer. And to think how easy it would be to kill him. And he deserves it.

[32] Does he? No; what the h—! No one is worth the sacrifice of becoming a murderer. What could be gained from it? Nothing. Others come along, and then others, and the first ones kill the second ones and they kill the third group, and it goes on and on until everything is a sea of blood. I could cut his neck like this: Jab! Jab! I wouldn't give him time to protest and since his eyes are closed he wouldn't see the glint¹³ of the blade or the glint in my eyes. But I'm shaking like a real murderer. From that neck, a torrent¹⁴ of blood would spurt onto the sheet, onto the chair, onto my hands, onto the floor. I'd have to shut the door. And the blood would be flowing along the floor, warm indelible,¹⁵ uncontrollable, out into the street like a thin, scarlet stream. I am sure that a hard jab, a deep incision, would be painless. He wouldn't suffer. And what would I do with the body? Where could I hide it? I'd have to flee, leave all of this, take refuge far away, very far. But they'd hunt me until they found me. "The man who murdered Captain Torres. He slit his throat while giving him a shave. A coward." Or, "The man who avenged our people. A name to remember (fill in my name). He was the town barber. No one knew that he supported our cause..."

[33] So which is it? Murderer or hero? My destiny hinges on the blade of this razor. I can push down a little more on my hand, lean like silk, like rubber, like sheepskin. There is nothing more tender than a man's skin and the blood is always there, ready to flow. A razor like this does not let you down. It's my best razor. But I don't want to be a murderer, no sir. You came for a shave. And I will do my duty honorably... I don't want to be stained with blood. By lather, and nothing else. You're an executioner and I'm only a barber. Each in his place. That's it. Each in his place.

[34] His face was now clean, smooth, and taut. The man sat up to look at himself in the mirror. He rubbed his skin with his hands and felt it fresh and like new.

[35] "Thank you," he said. He headed toward the wardrobe to get his belt, gun, and kepi. I must have been very pale and my shirt felt soaked. Torres buckled his belt, put his gun back in its holster, ran a hand over his hair mechanically, and put on his kepi. He took a few coins out of his pocket to pay me for my services. Then he started to walk toward the door. He paused in the doorway for a moment, turned around, and spoke.

[36] "They told me that you'd kill me. I came to find out for myself. But killing isn't easy. I know what I'm talking about."

[37] And he headed down the street.

INTERNAL CONFLICT: Paragraph 31-32

Find Evidence: Underline three details that show the narrator's struggle between **integrity** and **revenge**.

INTERNAL CONFLICT: Paragraph 33

Write: How does the narrator believe he is different from Torres?

THEME: Paragraphs 33-37

A. Write: What does the narrator's ultimate decision suggest about the choice between integrity and revenge?

B. Poll the Class: If the narrator had killed Torres, would you have viewed him as a murderer or a hero? Be prepared to defend your response.

- A. Murderer
- B. Hero

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¹³ a tiny, quick flash of light

¹⁴ a strong and fast-moving stream of water or other liquid

¹⁵ making marks that cannot be eliminated, forgotten or changed

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for “Lather and Nothing Else.” 5 minutes



1. Which of the following describes the narrator’s feelings about his profession? **[RL.3]**
 - A. He is concerned that he may become distracted and accidentally harm a customer.
 - B. He believes it is unfair for him to have to work for people he does not agree with.
 - C. He feels responsible for helping the town’s men stay groomed and presentable.
 - D. He takes pride in his reputation as a good and trustworthy barber.

2. In paragraph 33, what does the line “I don’t want to be stained with blood” suggest about how the barber thinks murdering Torres would affect him? **[RL.3]**
 - A. He thinks he would be viewed as the hero and savior of the town.
 - B. He thinks he would be forever haunted by his choice to take another man’s life.
 - C. He thinks his business would suffer and he would no longer be able to be a barber.
 - D. He thinks he would eventually view his decision to murder Torres as the correct choice.

3. Throughout the story, why does the narrator repeatedly tell himself that he is a good barber? **[RL.3]**
 - A. He is trying to bribe Captain Torres to be forgiving and kind to the captured rebels.
 - B. He is trying to make sure that he does not give in to the temptation to harm Torres.
 - C. He is trying to act natural so that Captain Torres is distracted from the rebels’ surprise attack.
 - D. He is trying to impress Captain Torres so that Torres forgives him for his part in the revolution.

4. Which piece of evidence *best* reveals the narrator’s internal conflict? **[RL.1]**
 - A. “Torres didn’t know that I was his enemy. He didn’t know and neither did the others.” (Paragraph 29)
 - B. “The pride of a good barber like me hinges on not letting this happen to any client. And this was an important client.” (Paragraph 29)
 - C. “I am a revolutionary but I am not a murderer. And to think how easy it would be to kill him. And he deserves it.” (Paragraphs 31)
 - D. “You came for a shave. And I will do my duty honorably... I don’t want to be stained with blood. By lather, and nothing else.” (Paragraph 33)

5. Which of the following *best* expresses a summary of “Lather and Nothing Else”? **[RL.2]**
 - A. A barber struggles to decide between torturing his neighbors or becoming a victim himself.
 - B. A barber struggles to decide between harming his enemy or doing what is expected of him.
 - C. A barber struggles to decide between joining forces with the enemy or continuing his work as a spy.
 - D. A barber struggles to decide between turning himself in to his enemy or supporting his enemy’s goals.

Independent Practice

Directions: Answer the short response prompt for “Lather and Nothing Else.” *15 minutes*



PROMPT: In “Lather and Nothing Else” by Hernando Téllez, how does the narrator’s internal conflict reveal theme? **[RL.2]**

In your argument, make sure to:

- clearly answer the prompt
- use key words from the prompt
- use academic vocabulary
- use literary terms

CHECKLIST FOR WRITING A STRONG ARGUMENT:

- ☐ Highlight or bold your argument.

Did you clearly answer the prompt?

- a. YES!
- b. No, I will go back and do that.

Did you use key words from the prompt?

- a. YES!
- b. No, I will go back and add those.

Did you use academic vocabulary and/or literary terms to answer the prompt?

- a. YES!
- b. No, I will go back and add those.

Quick Partner Discussion

Directions: Discuss the questions with a partner. Record both of your answers to the questions. Practice referring to text evidence to build on or challenge others' ideas by using the discussion sentence starters. *5 minutes*



Examples of how you can **refer to text evidence to build on or challenge others' ideas**:

- *I agree with _____, and I want to add...*
- *I found another example of what _____ brought up on page _____ ...*
- *I see it slightly differently because on page _____ ...*
- *I can see your point, but...*

1. Do you think it is easy or difficult to act with **integrity**? Explain your answer.

My answer	My partner's answer

2. **CROSS-TEXTUAL:** Norma in "Button, Button" and the barber in "Lather and Nothing Else" are both faced with a **moral** problem. Imagine that Norma and the barber have a conversation before they make their final decisions. What advice do you think each character would give to the other? Why?

My answer	My partner's answer

Name _____ Class _____

Determining a Theme

Today's Goal

You will be able to identify the theme of a story that you recently read.

PART 1: Reviewing The Theme Reference Sheet

Directions: Use your reference sheet on theme to answer the four questions below. *10 minutes*



1. What is the definition of **theme**?

2. Review the theme statement about *The Wizard of Oz* on the student reference sheet. What are two things to remember when writing theme statements?

3. Review the section titled "How Do You Determine Theme?" In one sentence, describe the process for determining theme.

4. According to the reference sheet, what are three ways authors often reveal the theme?



PART 2: Determining a Theme

Directions: Write the title of the text you are analyzing in the space provided. Then complete the guided steps to help you determine a theme for that text. *10 minutes*

Text Title	
-------------------	--

Step 1: Review Key Details From the Story

*To determine a theme, start by considering the ways authors often reveal theme, such as through **characterization**, the **resolution**, and **literary devices**.*

1. Did any **characters change** in the story? How?

2. How was the **conflict** in the story resolved?

3. Did you notice any important **literary devices**, such as symbols, metaphor, or repetition?

Step 2: Identify the Big Ideas

Identify 2-3 important big ideas in the story.

Courage	Friendship	Family	Prejudice	Persistence
Love	Differences	Self-Acceptance	Struggle	Challenge
Forgiveness	Loss	Failure	Community	Greed
Nature	Commitment	Hope	Outsiders	[Your own big idea]

Step 3: Write the Theme Statement

What is the author's message about the big ideas? Try combining more than one big idea in your theme statement.

	Theme Checklist: <input type="checkbox"/> My theme is a complete thought <input type="checkbox"/> My theme does not use characters' names or describe the plot
--	---

What is a THEME?

- A theme is the **universal message** in a story, poem or text.
- Example:

Themes must be a complete thought or message. They are never just one word.

One theme in *The Wizard of Oz* is that **home is more important to people than they often realize.**

Themes use words like “people” to make the message universal. They never use character names or describe plot.

How to Determine a Theme

Step 1	Review Key Details from the text <ul style="list-style-type: none">● <i>Consider the ways authors often reveal theme:</i><ul style="list-style-type: none">○ <i>Through characterization (especially character change)</i>○ <i>through the conflict and resolution</i>○ <i>through literary devices (such as symbols, metaphors and repetition)</i>
Step 2	Identify Big Ideas <ul style="list-style-type: none">● <i>Big ideas are the larger topics that a story is about</i>● <i>Identify at least two big ideas found in the text</i>
Step 3	Write the Theme Statement <ul style="list-style-type: none">● <i>Ask yourself, “What is the author’s message about the big ideas?”</i>● <i>Combining more than one big idea often makes a stronger, more complex theme statement</i>

BIG IDEAS IN LITERATURE

Courage	Friendship	Family
Prejudice	Persistence	Love
Differences	Self-Acceptance	Struggle
Challenges	Forgiveness	Loss
Failure	Community	Greed
Nature	Commitment	Hope
Outsiders	Freedom	Beauty

THEME

What is a Theme?

- A **theme** is the universal message in a story, poem or text.
- Example:

Themes must be a complete thought or message. They are never just one word.

One theme in *The Wizard of Oz* is that **home is more important to people than they often realize.**

Themes use words like “people” to make the message universal. They never use character names or describe plot.

How Do You Determine Theme?

Step 1: Review key details from the text

- Consider the ways authors often reveal theme:
 - through **characterization** (especially character change)
 - through the **conflict** and **resolution**
 - through **literary devices** (such as symbols, metaphors, and repetition)

Step 2: Identify big ideas

- Big ideas are the larger topics that a story is about
- Identify at least two big ideas found in the text

Step 3: Write the theme statement

- Ask yourself, “What is the author’s message about the big ideas?”
- Combining more than one big idea often makes a stronger, more complex theme statement

Common Big Ideas in Literature

Courage	Friendship	Family	Prejudice	Persistence
Love	Differences	Self-Acceptance	Struggle	Challenge
Forgiveness	Loss	Failure	Community	Greed
Nature	Commitment	Hope	Outsiders	[Your own big idea]

Name _____ Class _____

Grammar and Usage Activities: VERB FORMS

PART 1: Examining Verb Forms

DIRECTIONS: Read the two sets of sentences below. Then, answer the questions that follow.



SET A	SET B
Exercising always makes me feel more calm and in control of my life.	I exercise because it always makes me feel more calm and in control of my life.
The painted walls make the whole house seem new.	He paints the walls, which makes the whole house seem new.
It is essential for me to complete the extra credit assignment because I want to earn at least a B+.	I complete the extra credit assignment because I want to earn at least a B+.

REFLECTION:

- How are the verb forms different in each set of examples?

- In Set A, “exercising” describes an activity that “makes the writer more calm.” What part of speech do we use to name an activity or thing?

- In Set A, “painted” is used to describe the walls. What part of speech do we use to describe something?



PART 2: Notes on Verb Forms

DIRECTIONS: As your teacher reviews the information, take notes in the spaces below.

VERB FORMS

GERUND
<p>Example: <u>Fishing</u> is a great way to spend time outdoors. → “Fishing” is an activity. Therefore, it is a noun.</p>

PARTICIPLE
<p>Examples: She took the <u>boiling</u> water off the stove. → “Boiling” describes the water. Therefore it is an adjective. The <u>completed</u> assignment was of high quality. → “Completed” describes the assignment. Therefore, it is an adjective.</p>

INFINITIVE
<p>Example: She didn’t want <u>to walk</u> all the way to her grandmother’s house. → “To walk” is the thing she didn’t want to do. Therefore, it is used as a noun in the sentence.</p>

PART 3: Using Verb Forms Correctly in a Sentence

DIRECTIONS: Read each sentence. Fill in the blank with the correct verb form. Then, explain why you chose each answer.

Example:

Though I don't like baseball, I do love	<i>sprinting</i>	because I love moving fast.
---	------------------	-----------------------------

- A. **sprinting**
- B. sprinted
- C. sprint

Explain why you chose your answer.

"Sprinting" is the best choice because it is the activity or thing the person loves. In this sentence, it is a noun.

1	The window was		after Josh and Jeremiah decided to play ball in the house.
----------	----------------	--	--

- A. break
- B. broke
- C. broken

Explain why you chose your answer.

2	Lyla began		with her team, inspired by their amazing win.
----------	------------	--	---

- A. sing
- B. to sing
- C. sung

Explain why you chose your answer.

3	The		hamburgers smelled delicious.
----------	-----	--	-------------------------------

- A. grill
- B. grilling
- C. grilled

Explain why you chose your answer.

--

4	I have always hoped		near the beach.
----------	---------------------	--	-----------------

- A. living
- B. live
- C. to live

Explain why you chose your answer.

--

5		is forbidden on the bike path.
----------	--	--------------------------------

- A. skating
- B. to skate
- C. skated

Explain why you chose your answer.

--



PART 4: Varying Verb Forms in a Sentence

DIRECTIONS: Read each sentence with an underlined verb. Then, write a revised sentence with similar meaning, using a different verb form.

EXAMPLE		
Original	Verb Form	Revised
We came to the library. We <u>helped</u> you with your homework.	infinitive	We came to the library <u>to help</u> you with your homework.

	Original	Verb Form	Revised
1.	I <u>cracked</u> the glass. Water slowly leaked out of the glass.	participle	
2.	The cat <u>slept</u> in the sun. The cat enjoyed his nap.	participle	
3.	Ricardo <u>skis</u> . Ricardo competes against other athletes.	gerund	
4.	He went to the store. He <u>bought</u> groceries for a special dinner.	infinitive	
5.	Jasmine <u>laughs</u> at the joke. Jasmine says goodbye to her friend.	participle	
6.	I trained hard. I <u>won</u> the Olympic Gold Medal.	infinitive	



PART 5: Writing Sentences with Verb Forms

DIRECTIONS: Write original sentences using the verbs and verb form provided.

EXAMPLE:

Verb Form	Verb	Sentence
gerund	jump	Grace was so good at <u>jumping</u> that she signed up to compete in track and field.
participle	jump	The <u>jumping</u> rabbit was quicker than I had imagined.
infinitive	jump	Because he knew how <u>to jump</u> well, Xavier was a very successful athlete.

	Verb Form	Verb	Sentence
1	gerund	write	
	participle	write	
	infinitive	write	

	Verb Form	Verb	Sentence
2	gerund	believe	
	participle	believe	
	infinitive	believe	

	Verb Form	Verb	Sentence
3	gerund	fly	
	participle	fly	
	infinitive	fly	

Name _____ Class _____

Related Media Exploration

Where do moral dilemmas show up in everyday life?

PART 1: What Would You Do? Scenario 1

Directions: Watch the first 1:17 minutes of “The Brain with David Eagleman.” Then, answer questions 1-2.



1. Complete the sentence: In this scenario, someone has to choose between...

2. Would you pull the lever, killing one worker but saving the other four? Why or why not?

PART 2: What Would You Do? Scenario 2

Directions: Watch from 1:17 to 2:09 of “The Brain with David Eagleman.” Then, answer questions 3-5.



3. Complete the sentence: In this scenario, someone has to choose between...

4. Would you push the man, killing him but saving the four workers? Why or why not?

5. Which option feels more wrong to you? The options in this second scenario or the options in the first one? Why?



Turn & Talk: How would the barber from “Lather and Nothing Else” react in the second scenario of the trolley problem: Would he push the man or not? Why?

PART 3: What Influences Our Response To A Moral Dilemma?

Directions: Watch from 2:09 to the end of “The Brain with David Eagleman.” Then, answer questions 6-8.



6. Compare the two scenarios. What is similar about each scenario? What is different about each scenario?

7. Why do people react differently to the first and second scenarios?

8. What does this reveal or imply about the way people make tough decisions?

Turn & Talk



Consider Norma’s reasoning in paragraph 106 of “Button, Button” —

“‘The point is,’ Norma broke in, ‘if it’s someone you’ve never seen in your life and never will see, someone whose death you don’t even have to know about, you still wouldn’t push the button?’”

Based on Norma’s reasoning, what is she more likely to do:
Pull the lever or push the man? Why?



PART 4: Why Does The Trolley Problem Matter?

Directions: Watch from 3:31 to 4:37 of “Would you sacrifice one person to save five?” Then, answer questions 9-11.

9. How is the moral dilemma of the fictional trolley problem relevant to our world?

10. Why are philosophers and researchers teaming up?

11. Do you agree that the trolley problem is too unrealistic to teach us anything? Why?

PART 5: Independent Reflection

Directions: Read the scenario below and respond to the prompt by writing or typing in the box.



Scenario: Scientists are programming an Amtrak train to be driverless. Scientists need to decide how to program the train when it quickly approaches an intersection where crossing cars do not seem to be stopping. Here are the two methods they are considering:

Method A: Program the train to continue moving through the intersection, likely harming or killing people in their cars.

Method B: Program the train to abruptly stop, likely causing the speeding train to crash off the side of the tracks, harming or killing people on board.

Prompt: How should the scientists program the train: Method A or Method B? Why?

Summarize evidence from the scenario and videos to support your response.

PART 6: Whole Class Discussion

Directions: Share your answer to the question from Part 5 with the class.



Name _____ Class _____

Grammar and Usage Quiz: Verb Forms

DIRECTIONS: Write two original sentences using the provided verb. Use different verb forms for each sentence: the gerund, participle, or infinitive form of the verb.

Example:

Verb	Sentences
sleep	1. <i>The <u>sleeping</u> cat was exhausted from chasing mice all night. (participle)</i> 2. <i><u>Sleeping</u> is my favorite after school activity. (gerund)</i>

Verb	Sentences
freeze	1.
	2.
finish	1.
	2.
choose	1.
	2.
wash	1.
	2.

Category	Points
Two types of verb forms are used in each example.	/8
Verb forms are used appropriately as either a noun, adjective, or adverb.	/8
No errors in capitalization throughout sentences	/2
No errors in punctuation throughout sentences	/2
Final Score	/20

Name _____ Class _____

Unit 1 Essay: Planning

Today's Goal	Other Materials Needed
Prepare to write your essay by: <ul style="list-style-type: none"> • Breaking down your final essay prompt • Finding evidence for your essay • Discussing your ideas • Drafting your thesis • Analyzing an exemplar essay 	<ul style="list-style-type: none"> • Annotated copies of “Ruthless,” “Button, Button,” and “Lamb to the Slaughter”

PART 1: Breaking Down The Essay Prompt

Directions: Carefully read the prompt. Then, answer the question. *5 minutes*



Unit 1 Essay Prompt
<p>PROMPT: What motivates people to do bad things? Use at least two of the following texts to support your answer:</p> <ul style="list-style-type: none"> - “Ruthless” - “Button, Button” - “Lamb to the Slaughter” <p>[W.2]</p>

1. What are the two main things the prompt asks you to do?

PART 2: Finding Evidence of Character Motivations

Directions: Review the suggested paragraphs for **two** of the listed texts. For each story, identify 1-2 pieces of evidence that reveals character motivation(s) for bad behavior. *15 minutes*



Key Scenes		
Title	Paragraphs to Review	Evidence
"Ruthless"	Paragraphs: 8-14 and 17-21	
"Button, Button"	Paragraphs: 97-114 and 134-145	
"Lamb to the Slaughter"	Paragraphs: 30-42 and 47-48	



PART 3: Drafting An Initial Thesis

Directions: Follow the steps to draft an initial thesis. *5 minutes*

1. Highlight at least **two** words that best describe the motive for the characters' bad behavior in the stories you reviewed.

greed	anxiety	laziness	vengeance
anger	shock	jealousy	selfishness
self-protection	love	desperation	ignorance

2. Reread the prompt and jot your initial thesis in the space below.

PROMPT: What motivates people to do bad things? Use at least **two** of the following texts to support your answer:

- "Ruthless"
- "Button, Button"
- "Lamb to the Slaughter"

[W.2]

Draft Thesis

PART 4: Refine Your Ideas Through Discussion

Directions: Review the discussion goals. Then, discuss the question and take notes. *10 minutes*



Discussion Goals:

1. Identify better words to describe what motivated characters to do bad things
2. Identify key lines and paragraphs you can use for evidence
3. Strengthen the thesis you wrote in Part 3

Discussion Question: Based on the texts in this unit, what motivates people to do bad things?

"Ruthless"	"Button, Button"	"Lamb to the Slaughter"

PART 5: Revising Your Thesis

Directions: Revise your thesis based on the ideas from the class discussion. Then, complete the checklist. *5 minutes*



Revised Thesis	
	Your thesis should: <ul style="list-style-type: none"> <input type="checkbox"/> Answer the prompt with the two best motivation words that match the texts you will write about <input type="checkbox"/> Use key words and phrases from the prompt <input type="checkbox"/> Be concise



PART 6: What Does a Great Student Essay Look Like?

Directions: Below is an exemplar student essay. Skim the essay and the teacher comments. Then, answer the reflection question. *10 minutes*

Prompt: What motivates people to do the right thing? Use the following **two** texts to support your answer:

- "Button, Button"
- "Lather and Nothing Else"

[W.2]

EXEMPLAR STUDENT ESSAY	TEACHER COMMENTS
<p>[1] We hear it over and over again: do the right thing! But what does it actually mean to do the right thing? In "Button, Button" by Richard Matheson, Arthur does not want to push a mysterious red button and have someone killed even if it means he would get \$50,000. In "Lather and Nothing Else" by Hernando Téllez, the narrator decides not to kill an evil man even though he has an easy chance to do it. Both texts reveal that people can be motivated to do the right thing by compassion and integrity.</p> <p>[2] Not wanting to harm others can motivate people to make the right choice. In "Button, Button," Arthur knows it is immoral to push the red button and kill someone for \$50,000 but his wife, Norma, can't stop thinking about it. When Norma brings the topic up again to Arthur he says, "What would you like to do? Get the button back and push it? Murder someone?" (97). This shows that Arthur sees pushing the button the same as committing murder. When she says they wouldn't even know the person they would kill, Arthur says, "what's the difference whom you kill? It's still murder" (105). This reveals that Arthur is thinking about the innocent person who would die, not himself. Arthur is able to resist the red button because he is motivated to do the right thing out of his compassion for others.</p>	<p>Great job opening your essay with a quick connection to the world.</p> <p>Your thesis statement is specific and concise, includes the key word "motivated," and answers the prompt! Well done!</p> <p>This is a great example of a complete paragraph! You include important context and explanations that connect to the argument!</p>

[3] People are also motivated to do the right thing by their **integrity**. In “Lather and Nothing Else,” the main character is a barber who has to shave the beard of Captain Torres, a cruel and violent leader. When he realizes how easily he could kill Torres, the narrator says, “Yes. I was a clandestine revolutionary, but I was also a barber of integrity, proud of the diligence with which I practiced my profession” (21). This reveals that the narrator is aware he is on the other side, but his **integrity** is more important to him. When he finally decides not to kill Torres he thinks “I don’t want to be a murderer, no sir. You came for a shave. And I will do my duty honorably... I don’t want to be stained with blood” (33). The narrator chooses to act with **integrity** because he believes murder is **immoral**, even if it is the murder of a bad man. Sometimes people are motivated to do the right thing to maintain their honor.

[4] Compassion and integrity are powerful motivators that help people make the right choices in life. In “Button, Button,” Arthur thinks of others before himself, which is why he won’t push the red button. In “Lather and Nothing Else,” the narrator values his integrity above everything else and decides against murdering someone. It isn’t always easy to do the right thing, but in the end it is always better to make the good and fair choice.

← Your argument uses key words from the prompt and connects to the thesis!

Strong use of unit vocabulary in this paragraph!

← You have done a nice job restating your thesis to begin your conclusion!

← Smart, quick summary of each text’s “bad behavior”!

1. **Reflect:** Based off of the exemplar student essay and the teacher comments, write 2-3 things you want to accomplish in your own essay.

- 1.
- 2.

Tips For Using This Student Exemplar

- When you have time, read the essay closely. Pay attention to writing moves you can make in your own essay.
- When you feel stuck with your own essay, return to the exemplar to see how this student dealt with the challenge you are facing.
- Identify the things you like most about this essay, and then do them in your own writing!

Name _____ Class _____

Unit 1 Essay

PART 1: Essay Prompt

Directions: Read the essay prompt.



PROMPT
What motivates people to do bad things? Use at least two of the following texts to support your answer: <ul style="list-style-type: none">- "Ruthless"- "Button, Button"- "Lamb to the Slaughter" <p>[W.2]</p>

PART 2: Drafting Your Essay

Directions: Draft your essay in the space provided. If you created an outline for this essay in a previous lesson, use it to help you draft. As you draft your essay, be sure to apply the skills you've practiced in writing lessons throughout this unit.



Name _____ Class _____

Writing Introductions

Today's Goal

1. You will learn the upside-down triangle method for writing strong introductions.
2. You will draft the introduction for your essay.

PART 1: The Upside-Down Triangle

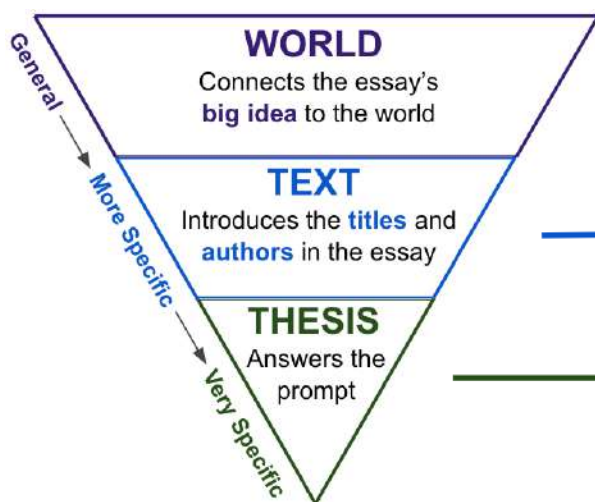
Directions: Follow the link and watch a three-minute [video](#) that explains the notes below. Then, answer the questions. *10 minutes*



How to Write an Introduction

Many writers use **the upside-down triangle strategy** to write strong introductions.

An Upside-Down Triangle Introduction



Sample Introduction

We hear it over and over again: do the right thing! But what does it actually mean to do the right thing? In “Button, Button” by Richard Matheson, Arthur does not want to push a mysterious red button and have someone killed even if it means he would get \$50,000. In “Lather and Nothing Else” by Hernando Téllez, the narrator decides not to kill an evil man even though he has an easy chance to do it. Both texts reveal that people can be motivated to do the right thing by compassion and integrity.

1. In your own words, explain how to write an upside-down triangle introduction.

2. Why do you think writers often start essays with a statement about the world?

PART 2: Partner Discussion

Directions: To prepare to write your introduction, reread your essay prompt. Then discuss each of the partner discussion questions. There is space to jot down notes. *5 minutes*



Essay Prompt
<p>What motivates people to do bad things? Use at least two of the following texts to support your answer:</p> <ul style="list-style-type: none"> - "Ruthless" - "Button, Button" - "Lamb to the Slaughter" <p>[W.2]</p>

	Partner Discussion Questions	Notes
WORLD	Questions: <ul style="list-style-type: none"> • What big ideas is your essay about? • Why do your essay's big ideas matter in the world? 	
TEXT	Questions: <ul style="list-style-type: none"> • What stories are you writing about? • Who are the authors? • How do the big ideas in your essay appear in the story? 	
THESIS	Question: <ul style="list-style-type: none"> • What is your thesis? 	

PART 3: Draft Your Introduction

Directions: Apply what you have learned when drafting the introduction of your essay. When you have written your introduction, move on to Part 4. *10 minutes*





PART 4: Check Your Work

Directions: Use the Check Your Work box to review your introduction. *5 minutes*

Check Your Work

- [] Highlight your **World** statement in green.

Did you begin by stating how the big ideas in your essay matter in the world? Yes No I'm Not Sure

- [] Highlight your **Text** statement in yellow.

Did you identify the titles and authors of the texts you are writing about? Yes No I'm Not Sure

- [] Highlight your **Thesis** in red.

Did you answer the prompt? Yes No I'm Not Sure

Go back and add to any weak areas of your introduction.

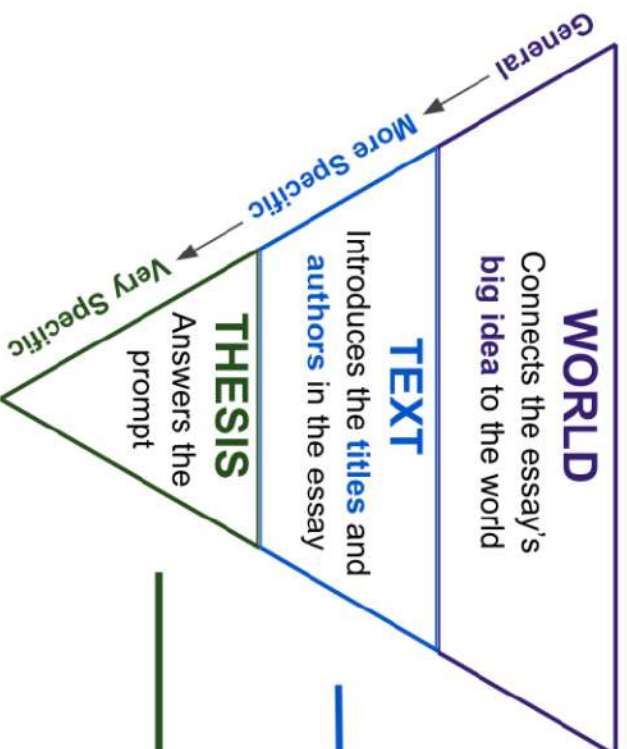
INTRODUCTIONS

The purpose of an introduction is to:

- Hook your reader's attention
- Clearly introduce your essay topic

Example

An Upside-Down Triangle Introduction



Sample Introduction

We hear it over and over again: do the right thing! But what does it actually mean to do the right thing? In "Button, Button" by Richard Matheson, Arthur does not want to push a mysterious red button and have someone killed even if it means he would get \$50,000. In "Lather and Nothing Else" by Hernando Téllez, the narrator decides not to kill an evil man even though he has an easy chance to do it. Both texts reveal that people can be motivated to do the right thing by compassion and integrity.

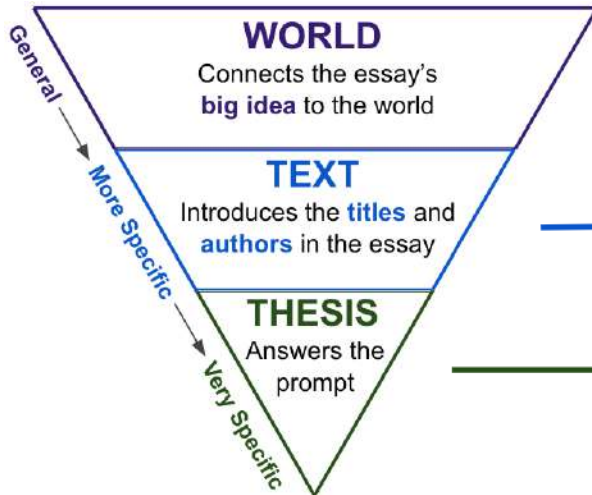
Introductions & Conclusions

INTRODUCTIONS

The purpose of an introduction is to:

- Hook your reader's attention
- Clearly introduce your essay topic

An Upside-Down Triangle Introduction



Sample Introduction

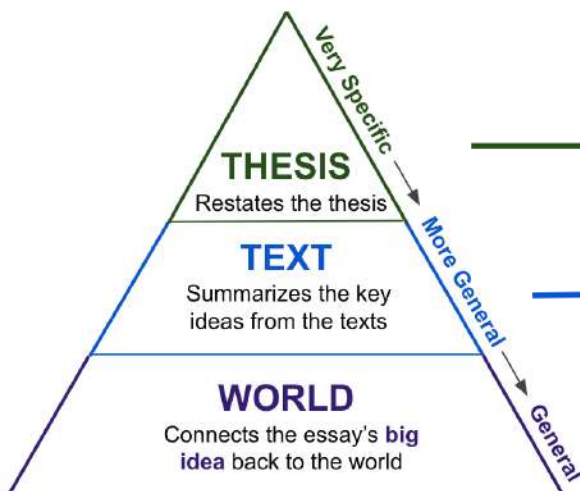
We hear it over and over again: do the right thing! But what does it actually mean to do the right thing? In “Button, Button” by Richard Matheson, Arthur does not want to push a mysterious red button and have someone killed even if it means he would get \$50,000. In “Lather and Nothing Else” by Hernando Téllez, the narrator decides not to kill an evil man even though he has an easy chance to do it. Both texts reveal that people can be motivated to do the right thing by compassion and integrity.

CONCLUSIONS

The purpose of a conclusion is to:

- Restate your thesis
- Restate how you supported your argument
- Explain why the essay matters

Sample Conclusion



Compassion and integrity are powerful motivators that help people make the right choices in life. In “Button, Button,” Arthur thinks of others before himself, which is why he won’t push the red button. In “Lather and Nothing Else,” the narrator values his integrity above everything else and decides against murdering someone. It isn’t always easy to do the right thing, but in the end it is always better to make the good and fair choice.

Name _____ Class _____

Writing Conclusions

Today's Goal

1. You will learn the triangle method for writing strong conclusions.
2. You will draft or revise the conclusion for your essay.

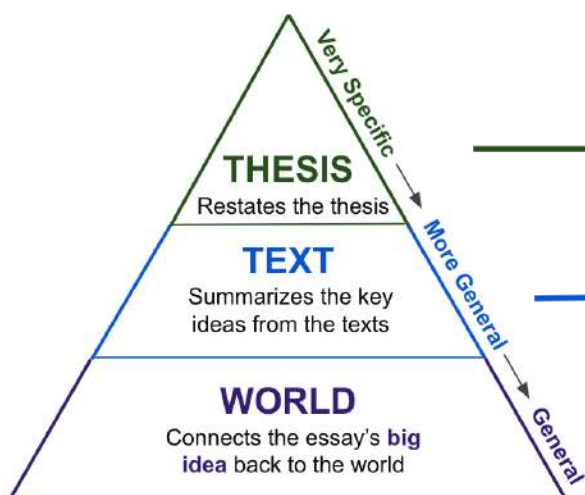
PART 1: The Triangle Conclusion

Directions: Review the information on conclusions. Then, answer the questions. *5 minutes*



How To Write A Conclusion

Many writers use **the triangle strategy** to write strong conclusions.



Sample Conclusion

Compassion and integrity are powerful motivators that help people make the right choices in life. In "Button, Button," Arthur thinks of others before himself, which is why he won't push the red button. In "Lather and Nothing Else," the narrator values his integrity above everything else and decides against murdering someone. It isn't always easy to do the right thing, but in the end it is always better to make the good and fair choice.

1. How is a conclusion similar to an introduction?

2. How is a conclusion different from an introduction?

PART 2: Partner Discussion

Directions: Turn and talk about each of the questions below. This will help you prepare to write your conclusion. *5 minutes*



1. **Turn & Talk:** How can you restate your thesis using slightly different words?
2. **Turn & Talk:** What key details from the **texts** helped you prove your thesis?
3. **Turn & Talk:** Why do the ideas in your essay matter in the **world**?

PART 3: Draft Your Conclusion

Directions: Apply what you have learned when drafting or revising the conclusion of your essay. When you have written your conclusion, move on to Part 4. *10 minutes*



PART 4: Check Your Work

Directions: Use the Check Your Work box to review your conclusion. *5 minutes*



Check Your Work

[] Highlight your **Thesis** in green.

Did you restate your thesis using slightly different language? Yes No I'm Not Sure

[] Highlight your **Text** statement in yellow.

Did you summarize key ideas from the text that helped support your thesis? Yes No I'm Not Sure

[] Highlight your **World** statement in red.

Did you end by stating how the ideas in your essay matter in the real world? Yes No I'm Not Sure

Go back and revise any weak areas of your conclusion.

CONCLUSIONS

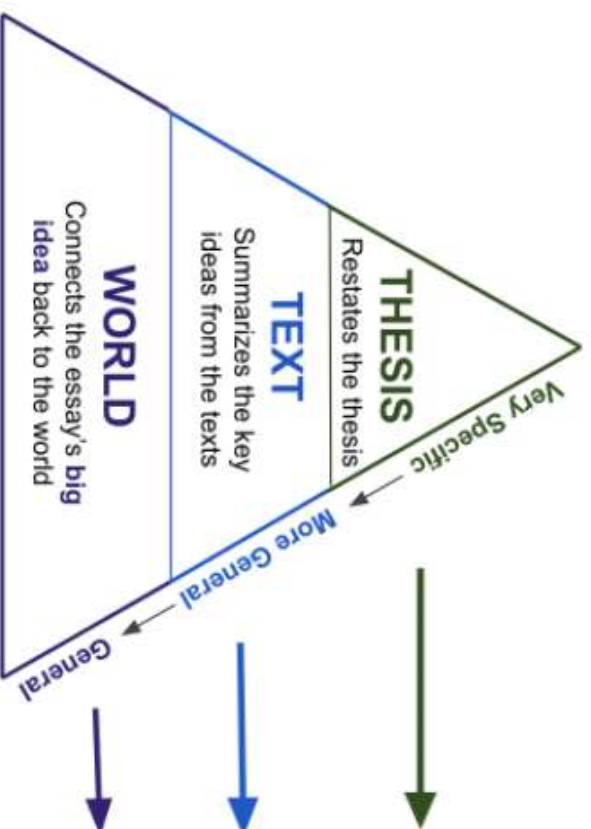
The purpose of a conclusion is to:

- Restate your thesis
- Restate how you supported your argument
- Explain why the essay matters

Example

Sample Conclusion

Compassion and integrity are powerful motivators that help people make the right choices in life. In “Button, Button,” Arthur thinks of others before himself, which is why he won’t push the red button. In “Lather and Nothing Else,” the narrator values his integrity above everything else and decides against murdering someone. It isn’t always easy to do the right thing, but in the end it is always better to make the good and fair choice.



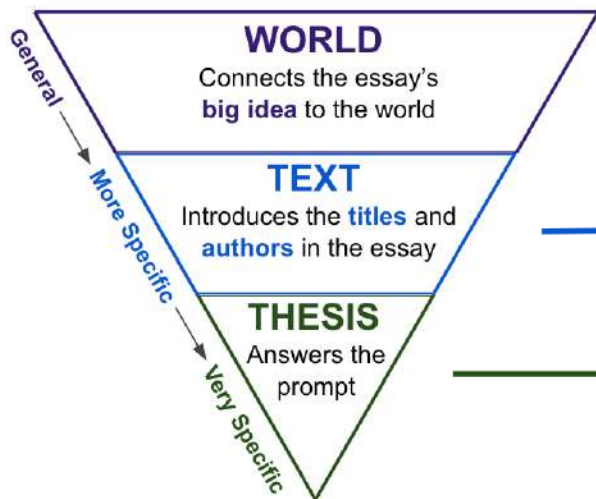
Introductions & Conclusions

INTRODUCTIONS

The purpose of an introduction is to:

- Hook your reader's attention
- Clearly introduce your essay topic

An Upside-Down Triangle Introduction



Sample Introduction

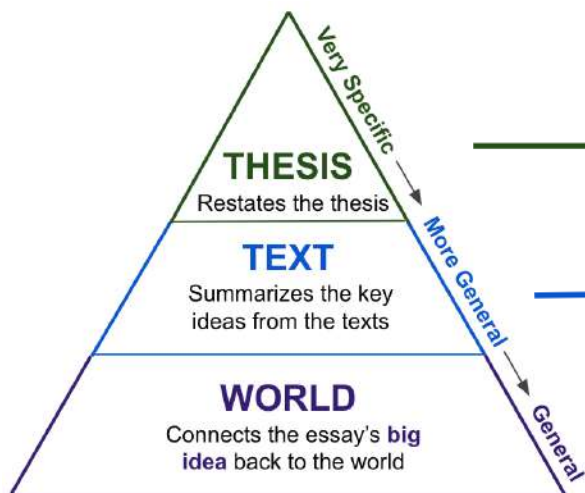
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CONCLUSIONS

The purpose of a conclusion is to:

- Restate your thesis
- Restate how you supported your argument
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Sample Conclusion



Compassion and integrity are powerful motivators that help people make the right choices in life. In “Button, Button,” Arthur thinks of others before himself, which is why he won’t push the red button. In “Lather and Nothing Else,” the narrator values his integrity above everything else and decides against murdering someone. It isn’t always easy to do the right thing, but in the end it is always better to make the good and fair choice.

Name _____ Class _____

End-of-Unit Writing Options

Option 1: Essential Question Reflection (Recommended)

What motivates people to do bad things? Use at least **two** of the following texts to support your answer:

- "Ruthless"
- "Button, Button"
- "Lamb to the Slaughter"

[W.2]

Option 2: Personal Reflection Essay

Write an essay in which you reflect on a time when you made a decision or acted in a way that you regret. What caused you to make the decision and what did you learn from it? [W.3]

Option 3: On Demand Essay

In this unit, you have read several texts in which the author builds suspense. Choose **two** of the listed unit texts and write an essay that compares how each author builds suspense. Refer to evidence from multiple places in the texts.

[W.2]

- "Ruthless"
- "Lamb to the Slaughter"
- "Lather and Nothing Else"

Consider the ways authors build suspense:

- Dramatic irony
- Point of view
- Situational irony
- Foreshadowing

Option 4: Creative Letter to a Character

In this unit we have met several characters who have “bad behavior.” Write a letter to one of them convincing them to act in a different way or make a different decision than they did. In your letter, offer reasons why they should change their ways.

Consider the following characters and behaviors:

- Judson poisoning the whiskey bottle in “Ruthless”
- Norma pushing the red button in “Button, Button”
- Mary covering up her husband’s murder in “Lamb to the Slaughter”

[W.1, W.2]