

"Overdoing It" by Anton Chekhov

"Eleven" by Sandra Cisneros

Open-Book Test

Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided.

For multiple-choice questions, circle the letter of the best answer.

1. In "Overdoing It," what time of day is it when the wagon starts off from the train station?
Name two things that begin to frighten the surveyor as the journey begins.

2. Why does the surveyor worry that ruffians are lurking about? What clues led you to choose your answer?
 - a. The driver seems frightened.
 - b. The surveyor has heard reports of ruffians in the area.
 - c. The surveyor has a fearful and mistrustful nature.
 - d. There are lots of places nearby for ruffians to hide._____

3. What sort of character is the peasant Klim? Name two details Anton Chekhov writes in his characterization of this man.

4. Klim hears the surveyor talk about how tough he is, listening with a wry look on his face. Which definition below best fits the word *wry*? Use *wry* in a sentence of your own.
 - a. fearful
 - b. unbelieving
 - c. twisted
 - d. straight-faced_____

5. Although there are several words that have French origins in "Overdoing It," there are no modern French terms. Would the story be more enjoyable if there were modern French terms in it? Why or why not?

6. What three images does the narrator of "Eleven" use at the beginning of the story to explain how someone can be many ages at the same time? Explain why these images are appropriate.

7. Why does Rachel get so upset when her teacher makes her take the red sweater? Explain why this reason is especially important to Rachel.
- Mrs. Price has been picking on Rachel all year.
 - Rachel is allergic to wool.
 - Rachel always gets upset when Felicia Garcia is mean to her.
 - Insisting the sweater is hers is like not knowing who Rachel is.
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8. What kind of person is Mrs. Price? How does Sandra Cisneros reveal Mrs. Price's character traits?
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9. Why did Phyllis Lopez wait until after class to say that the sweater was hers? Explain.
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10. How does Mrs. Price react when Phyllis Lopez claims the sweater? Is her reaction appropriate? Explain.
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Extended Response

11. How do you get to know the major characters in "Overdoing It" and "Eleven"? What characterization methods do the authors use to reveal a character's traits? Use the chart to list the telling details.

Characterization

Character	Character's words, thoughts, and actions	Others' words, thoughts, and actions	Direct statements
the surveyor from "Overdoing It"			
Klim from "Overdoing It"			
Rachel from "Eleven"			
Mrs. Price from "Eleven"			

12. Which character from the chart in question 11 is the most clearly drawn? What are some of this character's traits? Why does this character stand out most clearly? Use the chart from question 11 and other story details to help develop your answer.
13. At the end of "Eleven," Rachel describes how she wants the day to be over—even though she hasn't had her birthday celebration yet. Should she have let the sweater incident ruin her birthday? Explain.
14. The last paragraph of "Overdoing It" describes how the surveyor hunches down in his seat, meditating. "The road and Klim no longer seemed to him threatening." Why was this so? Explain what caused his fear to vanish.
15. What do the major characters in the two stories look like? Choose one character from question 11 and write a one-paragraph description of him or her. Include details that describe physical appearance, clothes, body language, and facial expression.

Oral Response

16. Choose question 3, 5, 6, 7, 10, 12, or 13, or the question your teacher assigns you, and take a few minutes to prepare an oral response to give in class.

Rubric for Evaluating Extended Responses

0	1	2	3	4
Off topic Blank paper Foreign language Illegible, incoherent Not enough content to score	Incorrect purpose, mode, or audience Brief, vague Unelaborated rambling	Lack of language control Poor organization Correct purpose, mode, audience Some elaboration Some details	Gaps in organization Limited language control Correct purpose, mode, audience Moderately well elaborated Clear, effective language	Organized (perhaps with brief digressions) Correct purpose, mode, audience Effective elaboration Consistent organization Sense of completeness, fluency