

Section 3

In Section 3, you will . . .

- . . . name three things that are a part of setting
- . . . answer questions about the setting of a story
- . . . describe a story character as *static* or *dynamic*
- . . . answer questions about the stories, characters, and themes
- . . . identify allusions from a story
- . . . work with vocabulary words and their meanings
- . . . learn the meaning of the Latin root *centum*
- . . . understand the term *stereotype*
- . . . work with story verses
- . . . paraphrase a poem

The Silver Peso

Lesson 11



“But thou shalt open thine hand wide unto him, and shalt surely lend him sufficient for his need, in that which he wanteth.”

Deuteronomy 15:8



Read “The Silver Peso.”

Setting

Setting means the place and time in which a story happens. Important parts of a story setting are the historical time, the country, and the social standing of the characters.

“A Sheaf of Grain,” for example, is set in the north central United States. It could not have happened in a warmer climate. The time of the story is at some point in the past, probably the early days of the 1900s—they had no phone.

The social standing of the characters is important too. The boys taken in by the rancher had been homeless—they were tough; they had to be to stay alive. This affected the way they perceived and treated Olaf and helped to bring about the events of the story.

Setting determines what events can take place in a story. Setting can also give a story a certain atmosphere or mood that makes the story more interesting.



Answer the questions about the setting of “The Silver Peso.”

1. What are three important parts of a story setting?

2. In what time does the story take place?

a. between 1771 and 1800

b. about 1899

c. in the mid-1900s

3. The story takes place in what is now the state of _____.
4. In what part of the state does the story take place? northern southern
5. What is the social standing of the main character? _____
6. Explain how Josef's social standing affects his actions and the story events.

Where Roads Diverge: Conflict



Trace the conflict in the story.

7. Is the conflict internal or external? _____
8. What did Josef plan to do at the mission? _____
9. When Josef saw the coins, his first reaction was to _____ them.
10. Then he saw the inscription on the bowl. What did it say? _____

11. After he read it, Josef considered taking both the coins and a _____.
12. What reasoning did he use to justify this? _____
13. The next step in Josef's thinking led him to decide to take the _____ but to leave the _____.
14. What was his reasoning for this decision? _____
15. How did he feel after making this decision? _____
16. Next Josef decided not to _____.
17. Why? _____

In the end, Josef did the opposite of what he had planned to do—instead of taking, he gave. Why? What caused his change of heart?

18. What was the turning point of the story—the event that caused Josef to begin to change his mind about stealing? _____
19. Before this point, who had Josef been thinking of? _____
20. This turning point caused him to begin to think of _____.
21. Is Josef a static or dynamic character? _____ *(If you do not remember the meanings of these terms, check the list of literary terms in the back.)*

The story verse says “But thou shalt open thine hand wide unto him, and shalt surely lend him sufficient for his need, in that which he wanteth.” We are to be willing to give to others—to open wide our hands and let others take what they need or lack.

22. In the story, who first obeyed this command, and by his generosity changed Josef's plans?

Diction From the Roots Up

centum

The Latin word *centum* means “one hundred” and the root appears in many English words. Our word *century* is a good example. The most common meaning of the word is “a one hundred-year period,” but a century can also be a collection of one hundred of anything.



Answer the questions.

- 23. In the Bible we read about Roman *centurions*. These were officers in the Roman army who had authority over how many other soldiers? _____
- 24. A *centipede* is a creature that seems to have _____ feet.

The Boy Who Couldn't Be Saved, Part 1

Lesson 12



“And others save with fear, pulling them out of the fire.”

Jude 23

Develop Your Diction

harried	culprit	incorrigible
detached	conclusive	obstreperous



From the context, give the meaning of the underlined vocabulary word.

- 1. Among her third graders was an incorrigible boy named Teddy Reynolds. When he got completely out of hand one day, she sent him to the principal with a note.
a. highly intelligent b. uncorrectable c. orphaned
- 2. Afterward, if he ever got obstreperous, she had only to show him the little black book and catch his eye and smile.
a. friendly b. deceitful c. unruly
- 3. The night watchman had a good look at him as he ran. But we want conclusive evidence before we crack down.
a. photographic b. clear and decisive, positive c. from several witnesses
- 4. “Well,” he said, “we’ve got the culprit spotted.”
_____ a. person attempting to hide b. innocent person c. guilty person
- 5. Her voice was detached, as if she were engrossed in her work. It was a device she had used before. It eased the tension, and it gave Miss Christie a little more time to think.
a. cool and unemotional b. separated, severed c. shy and withdrawn

6. Five minutes ago the last footfall had echoed down the hall, and the last harried teacher had turned in reports.
- a. busy and bothered b. calm and easygoing c. diligent and hardworking



From the context, choose the meaning of the underlined word.

7. Last night he had tried to set the schoolhouse on fire. Arson. A criminal offense. The evidence was nailed.
- a. commit a criminal offense b. a malicious act of burning c. done at night
8. They would turn him over to the juvenile authorities for prosecution, and that meant the state reformatory.
- a. taking to law b. punishment c. imprisonment



Read “The Boy Who Couldn't Be Saved,” Part 1.

Riffraff—or Human?



Answer the questions.

The story opens with a statement and a question: They told Miss Christie, “You can’t do anything with riffraff like that.” Why did she keep trying?

9. Which character in the story might have made the statement “You can’t do anything with riffraff like that”? _____
10. What is “riffraff”? _____
11. To whom does this term refer? _____
12. What does the question “Why did she keep trying?” tell us about Miss Christie?

13. Why *did* she keep trying? _____
14. How long had Miss Christie been a teacher? _____
15. *This was the one pupil from whom she had failed to get some response.* What does this tell us about how Miss Christie related to troublesome children over her years as a teacher?
- a. She made them talk to her.
- b. She was so determined to get them to behave that she was nearly always successful.
- c. She tried to build a relationship with them and get to know them as individuals.
- d. She disciplined them severely.
16. Which words of Miss Christie’s made Buck come back to her desk? _____

17. When Miss Christie said, "I believe it, Buck. I don't know just what I can do, but I'm going to work mighty hard," why did Buck stand with his head down? _____
18. True or False: This was the first time someone had believed in Buck. _____
19. Explain your answer. _____
20. What was going on inside of Buck when he acted so sneering and sullen?

21. The superintendent saw Buck as a problem. Miss Christie saw him as a person. Which of the two people do you think has the best chance of helping Buck? _____

Allusion

You remember that an *allusion* is an indirect reference to some historical or literary person, event, or place. An allusion helps the reader make a connection in his mind and expands the point the writer is making.

The conversation between Buck and Jimmy contains an allusion.

'He says George Washington was his great-great-great uncle, and who was mine, and I said Paul Revere. He said, 'Oh yeah? Let's see you prove it. I bet you won't put a lantern in that tower at midnight.'

In April 1775, British troops occupied Boston. Americans feared that the British would learn about the military supplies they were storing at Concord, a town not far from Boston, and confiscate them.

Paul Revere set up a plan that if the British marched on Concord, a lantern would be put in the tower of the North Church in Boston. On the night of April 18, the British did move—in greatest secrecy. But it made no difference. The lantern had been lit, and Paul Revere and William Dawes, seeing it, had set off on horseback to rouse the countryside.



Read Genesis 19:24-25 and identify the allusion in the paragraph.

The door opened cautiously, and the old janitor stuck his head in. Then, not scenting too much brimstone, he retrieved the wastebasket and trotted hastily away. Miss Christie's pen scratched on.

22. The reference to "brimstone" is an allusion to which two cities in the Bible?

The Boy Who Couldn't be Saved, Part 2

Lesson 13



"Charity . . . beareth all things, believeth all things, hopeth all things, endureth all things."

1 Corinthians 13:7

Develop Your Diction

culpable

veracity



Culpable is from the same Latin root as *culprit*: *culpa*, which means “guilt.” A *culprit* is a guilty person. One who is *culpable* is guilty of a wrong deed.



Write *culpable* before each sentence in which the person is culpable.

1. _____ Art watched the fire engines put out the fire.
2. _____ Gordon copied the answers from Henry's test.
3. _____ Because he didn't want to be punished for breaking the drill, Jake told his father that Larry had done it.

Veracity is related to the word *verify*. Both come from the Latin *verus*, “true.” When you *verify* a story, you find out whether or not it is true. Something that has *veracity* is something you can rely on to be true and accurate.



Underline the sentences in which *veracity* is used correctly.

4. The devil is deceitful, and can make lies seem like veracities.
5. The teacher questioned the veracity of the boys' story, but she could not prove they were lying.
6. Their wealth and generosity have earned the Johnson family a reputation for veracity.



Read “The Boy Who Couldn't Be Saved,” Part 2.

Stereotypes

A *stereotype* is a mental picture that people hold in their minds about another person or group of people. It is usually an inaccurate picture that is based on opinion or prejudice and not on fact.

A common stereotype is the idea that all fat people are jolly. You have probably heard or read this idea. But is it true? No. True, some fat people may be jolly, but just as many are not.

That stereotype, while false, does no harm. But some stereotypes are more serious. What about the notion that all redheads have fiery tempers? This is no more true than saying that all black-haired people are mild-tempered; and it can be hurtful—a red-haired person may find that people automatically expect him to get angry easily and refuse to see him any other way.

“The Boy Who Couldn't Be Saved” shows how easily people develop stereotypes, and how harmful they can be. The superintendent and the school board members

stereotyped Buck—"a Torres, automatically bad, destined to be a criminal." They didn't stop to think of him as a person with feelings or try to understand him.

It is common when people stereotype others to speak of them as objects, rather than to see them as people.



Follow the directions.

7. Write three names the superintendent uses that treat Buck like an object rather than a person. *The superintendent said impatiently, "Who else? He's the troublemaker here, a chip off the old block. You can't do anything with riffraff like that."*

a. _____

b. _____

c. _____

Miss Christie told Buck that she believed in him. She told him that what his father did couldn't really hurt him—he was the only one who could hurt himself. She told him that she would fight for him.

8. True or False: Miss Christie's feelings were just another form of prejudice, this time in favor of Buck. _____
9. From Part 1 of the story, write one thing that shows that Miss Christie had a reason to believe in Buck. _____
10. Write the comment of Sid Seymore that revealed his prejudice against Buck and how he had stereotyped him. _____
11. The board members seemed to believe that any Torres would automatically be a criminal. Was this stereotype true? _____
12. When Miss Christie told them the truth about Buck—he wasn't actually a Torres—why didn't it change the men's minds? _____

At one point in the discussion between Miss Christie and the board—after she had made a strong argument for giving Buck another chance—there is an interesting comment. A comment that shows how the men were thinking—*they had let Miss Christie bulldoze them for too long*. They thought that Miss Christie had her way too much and it was time to take charge.

13. Why is this statement ironic? _____

This statement illustrates what often happens in a situation where prejudice and stereotypes exist. When someone "roots for the underdog," as Miss Christie did here—when someone tries to show the wrongness of the prejudice—people often turn against

that person as well. In our story, Miss Christie stood up for Buck, bringing trouble to herself.

14. True or False: The board members had stereotyped Miss Christie as well as Buck. _____
15. Write a sentence from page 165 of the story that supports your answer. _____

16. How did Miss Christie show the board members how unfair their prejudice was? _____

Charity . . .

“Charity . . . beareth all things, believeth all things, hopeth all things, endureth all things.”

The verse does not mean that we should believe everything we hear or read. It has the idea of wanting to believe the best. If we truly love someone, we will want to *believe* the best we can about that person, we will *hope* good things for him, we will *endure* hard things for his good.



Answer the questions.

17. How did Miss Christie “believe all things” for Buck? _____

18. How did she “hope all things” for him? _____
19. How did she “endure all things” for him? _____

20. According to the verse, if we accept stereotypes and prejudices about someone and refuse to look for good, we do not _____ that person.

Where Roads Diverge

All of the characters in the story faced choices—some were bigger than others, but all were important; all were choices that affected lives.



Answer the questions.

21. The saving of Buck was not all Miss Christie’s doing or all because of the school board’s decision. Buck had something to do with it too. At what point in the story did Buck face a major choice that helped to determine whether he could be helped or not? _____

22. Miss Christie knew that the school board was down on Buck. She knew that by trying to help him, she might lose her job. Why did she choose to side with Buck in spite of that? _____

23. What did Miss Christie's questions force the school board members to realize?
- It was shameful for grown men to judge someone by his parents.
 - Buck was really no different from what they themselves had been.
 - Miss Christie looked on everyone with love, while they were being prejudiced.

Diction From the Roots Up



Answer the questions.

24. Something described as *centennial* happens how often? _____
25. What is the meaning of the word *philos*? _____
26. What is the meaning of the word *biblos*? _____

Penniless; My Brother

Lesson 14



"The righteous considereth the cause of the poor: but the wicked regardeth not to know it."

Proverbs 29:7



Read "Penniless."



Study the paraphrase of the first stanza of the poem. Then paraphrase the second stanza.

Penniless
 A while
 Without food
 I can live;
 But it breaks my heart
 To know
 I cannot give.

*I can live without food, but to have nothing to give is
 much harder.*

Penniless
 I can share my rags,
 But I—
 I cannot bear to hear
 Starved children cry.

- △ 1. _____
- _____