

Unit 1 Test: Study Guide

To find definitions as well as synonyms and antonyms. You will find examples and how they are used in a sentence.

Please go to <https://www.merriam-webster.com/>

Vocabulary:

- Iridescent
- Entrails
- Reiterated
- Insistent
- Menacing
- Bleak
- Lithe
- Prestigious
- Sullenly
- Palpable

1. In “My Brother’s Keeper,” How are Ted and Jamie described in contrast to one another?
2. In “My Brother’s Keeper,” what does Ted want Jamie to do for him?
3. Why was the narrator of “The Scarlet Ibis” uncomfortable about teaching Doodle to walk?
4. How is the Scarlet Ibis a symbol for Doodle?

Symbolism in Literature

<https://www.dvusd.org/cms/lib/AZ01901092/Centricity/Domain/2891/Gawain%20Symbols.pdf>

5. According to the speaker in “The First Lesson,” what is a dead man’s float?

6. Give examples of two lines in the poem “On Turning Ten” that would demonstrate the tone of regret.

Mood and tone—Make a copy by clicking here—

https://docs.google.com/document/d/1bGwyiT4JJvLD9TxJRyp8gGoDe8DgpS_K_YunYDh-q3k/copy

7. In “Hanging Fire,” the recurring line “and momma’s in the bedroom with the door closed” creates what kinds of feelings for the reader?
8. In “I Know *Why The Caged Bird Sings*, the speaker states she felt like crying when she heard the lines “I am the master of my fate, I am the captain of my soul.” What did she feel was keeping her from being the master of her fate? Choose the right answer—
- Growing up in the south
 - The prejudice against her race
 - Being outperformed by Henry Reed
 - Dropping out of school in the eighth grade

9. Nargesse, in *My Forbidden Face*, starts a rebellion among the women. What kept the guards from killing her?

The short answer essay-

The video lesson for the unit 1 short answer essay:

<https://watch.screencastify.com/v/kKxS6pqNVLVRxaZEjLX7>

For this essay you’ll want to choose two stories to write about and answer the question. To answer the question you will need to state how the characters grew and changed throughout the story. Then state what they learned in the end. You’ll need two examples from both stories to support your (main idea) in your answer.

Here are your choices for stories to choose from.

The questions for this short answer essay prompt will be based on the stories from this unit.

To read your stories you can use the following link to the Pathways textbook:
[Pathways PDF](#)



TO THE STUDENT xii

UNIT ONE *Rites of Passage*

The Bass, the River, and Sheila Mant
 W.D. Wetherell *short story* 2

POETRY CONNECTION

Oranges
 Gary Soto *poem* 11

from *I Know Why the Caged Bird Sings*
 Maya Angelou *autobiography* 14

Through the Tunnel
 Doris Lessing *short story* 30

POEMS OF PASSAGE

First Lesson
 Philip Booth *poem* 45

On Turning Ten
 Billy Collins *poem* 46

Hanging Fire
 Audre Lorde *poem* 48

Vegetarian Enough
 Annie Choi *autobiography* 50

from *My Forbidden Face*
 Latifa *autobiographical narrative* 62

Unfinished Business
 Elisabeth Kübler-Ross *interview* 72

POETRY CONNECTION

**“Good Night, Willie Lee,
 I’ll See You in the Morning”**

Growing Up: Unit Test

In the following literature selections, individuals experience rites of passage in various ways:

- "The Bass, the River, and Sheila Mant" by W.D. Wetherell
- "Oranges" by Gary Soto
- from *I Know Why the Caged Bird Sings* by Maya Angelou
- "First Lesson" by Phillip Booth (Standard course only)
- "On Turning Ten" by Billy Collins
- "Hanging Fire" by Audre Lorde
- from *My Forbidden Face* by Latifa
- "The Scarlet Ibis" by James Hurst (Standard course only)
- "My Brother's Keeper" by Jay Bennett
- from *Riding the Bus with my Sister* by Rachel Simon (Foundations course only)

Choose at least two of the selections above and write about the rites of passage that individuals in the selections confront. Provide evidence by including names of characters as well as specific details from the text to support your claim.

Select the link to access the English Essay Rubric.

You can make a copy for an organizer here:

<https://docs.google.com/document/d/1pFwSB-6k2LBFN1MITF2osC5RDv1TdNsN2laKmpmzsIE/copy>

Main idea—The author's message about the topic. The most important point the author is making in the story.

Main idea-

<https://www.khanacademy.org/ela/cc-2nd-reading-vocab/xfb4fc0bf01437792:cc-2nd-the-moon/xfb4fc0bf01437792:close-reading-informational-text/v/what-is-a-main-idea-reading-khan-academy>

Theme and central idea:

<https://docs.google.com/document/d/1hW4EJza-OGNmW80mamQeGTIUBiINSXixN9U-FD P9jVU/copy>

Example:

From "Oranges" by Gary Soto:

<https://www.poetryfoundation.org/poetrymagazine/browse?volume=142&issue=3&page=41>

Central idea (main idea): The boy in the poem experiences compassion and understanding for a young man trying to buy a chocolate bar for his first crush. The boy feels both happiness and confidence for making the effort.

Supporting details–

- **“I didn’t say anything. I took the nickel from my pocket and then an orange and set them quietly on the counter.” This shows that he was taking a chance. He didn’t know whether or not this would work.**
- **“When I looked up the lady’s eyes met mine and held them, knowing very well what it was all about. The salesperson understood that he was trying to impress the girl but didn’t have enough money. He was using the orange as payment instead.**
- **“I took my girl’s hand for two blocks and then released it to let her unwrap the chocolate.” It shows he had confidence and was going about the rest of his walk with her.**
- **“I peeled my orange that was so bright against the gray of December that, from some distance, someone might have thought I was making a fire in my hands.” The orange helps to show how bright his day was due to the experience.**