

**Vocabulary:**

Remunerative—profitable

Stimulating—encouraging, exciting

Gratification—pleasure or satisfaction

Entwined—bound together

Virtuous—possessing high morals and ethical principles

Bourgeois—middle class

Counterespionage—counter spy

Malicious—intentionally harmful

Sentimentality—expressing excessive tender emotions and feeling

Connoisseurs—experts

**Reading Questions. Discuss the following with your group. One of you will write it down and submit along with the Writing Activity on Google classroom.**

1. Give examples of cause and effect from the story.
2. Give examples of conflict from the story with each type of conflict labeled.
3. What is the overall theme of the story?
4. How does the dialogue and the character interaction contribute to the characterization, message, and overall plot of the story?
5. Describe the setting. How does the setting contribute to the action, theme, and tone of the story?
6. Are the main characters round or flat? Are they static or dynamic? Give examples to support your argument.
7. Give two important quotations from the story, explain their meaning, and describe why you think they are significant.
8. Does technology factor into the story? If so, how? Why or why does it not?
9. How does this story fit into its subject category?

### Group Activity for Submission :

Choose any one of the following and submit by Sunday night.

#### A. Writing Prompt

You should write a paragraph response to the following prompt (in complete sentences): Which characters have the ability to exercise free will in each of these scenarios? Who seems to be powerless to stop what is happening? What would feminists say about the fate of these characters?

OR

#### B. Scene Re-Write

Directions: Choose a brief scene from the story to re-write in your own words. This will be the same plot from the scene you read, but will be in modern language. Write in play format. Write at least 5 lines per character, as well as stage directions where needed. Do NOT copy lines directly from the story.

OR

#### C. Short Story Tabloid Newspaper

Directions: As a group, you will create a tabloid type article using a scene from the story. You will decide on your scene, and then re-write the scene using modern language and making it look like a tabloid article. Every group member should have at least one role—if you do not have enough members, some might have to double up—every role must be filled. You will list the names of the members next to their assigned roles, then describe in sentence format the scene you pick from the story. After deciding who will do what, and describing your scene on this sheet, you will write your article. Descriptions of the roles are the following: writer—writes the article; reporter—interviews one (or more) characters from the scene for a quote for the article; editor—edits the article, checking for grammar and punctuation errors; illustrator—draws a picture (or several) for the article; typist—types the final, edited article on the computer; presenter—presents the article to the class.