

# Who's Who?: An Analysis of Main Characters in Core Knowledge Short Stories

**Grade Level or Special Area:** Seventh Grade Language Arts

**Written by:** Aniele Karuschak, The Pinnacle Charter School, Federal Heights, CO

**Length of Unit:** Six lessons, three weeks (approximately 90 minutes per lesson)

## I. ABSTRACT

The seventh grade short stories are some of the most-loved in the literary canon. Within each short story are interesting, vivid, and sometimes scary characters. In this unit, students will be studying these characters in depth. Through character analysis, it is the objective of this unit, to not only teach different points of view, but to allow students to experience each short story through the eyes of someone else.

## II. OVERVIEW

### A. Concept Objectives

1. Students recognize literature as a record of human experience. (Colorado State Standard Six)

### B. Content from the *Core Knowledge Sequence*

1. "The Gift of the Magi" by O. Henry, p. 160
2. "The Necklace" by Guy de Maupassant, p. 160
3. "The Secret Life of Walter Mitty" by James Thurber, p. 160
4. "The Tell-Tale Heart" by Edgar Allen Poe, p. 160
5. Conflict: external and internal, p. 160
6. Point of view in narration, p. 160
  - a. omniscient narrator
  - b. unreliable narrator
  - c. third person limited
  - d. first person

### C. Skill Objectives

1. Students will read a variety of short stories (adapted from Colorado Grade Level Expectations 7.6.A).
2. Students will understand the difference between internal and external conflict.
3. Students will distinguish between different points of view.
4. Students will create a personal character sketch.
5. Students will create a character sketch of one of the main characters in the short story.
6. Students will identify the central conflict of the short story.
7. Students will identify the point of view of the short story.

## III. BACKGROUND KNOWLEDGE

### A. For Teachers

1. "The Gift of the Magi" by O. Henry
2. "The Necklace" by Guy de Maupassant
3. "The Secret Life of Walter Mitty" by James Thurber
4. "The Tell-tale Heart" by Edgar Allen Poe

### B. For Students

1. Literal and figurative language from *The Core Knowledge Sequence* p. 111

#### IV. RESOURCES

- A. *Realms of Gold* (Lessons One, Two, Three, Four, Five, and Six)
- B. *Core Knowledge Sequence* Content Guidelines for Grades K-8 (Lessons One, Two, Three, Four, Five, and Six)

#### V. LESSONS

##### **Lesson One: What's the Problem?**

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Students recognize literature as a record of human experience. (Colorado State Standard Six)
  - 2. Lesson Content
    - a. Conflict: external and internal
  - 3. Skill Objective(s)
    - a. Students will understand difference between internal and external conflict.
- B. *Materials*
  - 1. Copies of Appendix B, one per student
  - 2. Overhead copy of Appendix B
  - 3. Overhead projector
  - 4. One overhead marker
- C. *Key Vocabulary*
  - 1. Conflict – to be in opposition
- D. *Procedures/Activities*
  - 1. Write the word *CONFLICT* on the board.
  - 2. Ask students to offer definitions of the word. Record responses on the board.
  - 3. Next write *INTERNAL and EXTERNAL* on the board.
  - 4. Ask students to offer definitions of the word. Record responses on the board.
  - 5. Distribute Appendix B.
  - 6. Place students into groups of two and allow them 5-10 minutes to decide whether a conflict is internal or external.
  - 7. Display overhead copy of Appendix B on the board or wall.
  - 8. Go through each conflict as a class.
  - 9. Give assessment.
- E. *Assessment/Evaluation*
  - 1. Ask students to write a note to a friend in the class about a conflict that they have experienced or are experiencing. Make sure to let the students know that you are going to be reading this.

##### **Lesson Two: What's the Point**

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Students recognize literature as a record of human experience. (Colorado State Standard Six)
  - 2. Lesson Content
    - a. Point of view in narration
      - i. omniscient narrator
      - ii. unreliable narrator
      - iii. third person limited
      - iv. first person

3. Skill Objective(s)
  - a. Students will distinguish between different points of view.
- B. *Materials*
  1. Copies of Appendix C, D, E, F, G and H, one per student
- C. *Key Vocabulary*
  1. Omniscient – all-knowing
- D. *Procedures/Activities*
  1. Distribute copies of Appendix C. As you go through each point of view, allow students time to copy the explanation onto their copy of Appendix C.
  2. Divide the class into four groups.
  3. Assign each group one of the four different points of view. Give the appropriate Appendix to each group. For example, give Appendix D to the group that is studying the omniscient narrator; give Appendix E to the group that is studying the unreliable narrator, and so on. **DO NOT HAND OUT ALL OF THE APPENDICES TO ALL OF THE STUDENTS AT THIS TIME!**
  4. Directions for Cooperative Learning Groups:
    - a. Students will read the passage on the appropriate Appendix.
    - b. Students will decide, as a group, which type of narration is being used.
    - c. Each student in the group will pick one example from the passage that supports the decision above.
  5. Once all groups are finished working with their respective passages, gather everyone together as a class.
  6. Distribute the rest of the Appendices to the rest of the class.
  7. Beginning with Appendix D, ask one volunteer from that group to tell the class what type of narration is being used in the passage. Ask other group members to offer examples. Repeat this process for each group.
- E. *Assessment/Evaluation*
  1. Appendix H

### **Lesson Three: “The Gift of the Magi”**

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Students recognize literature as a record of human experience. (Colorado State Standard Six)
  2. Lesson Content
    - a. “The Gift of the Magi” by O. Henry
  3. Skill Objective(s)
    - a. Students will read a variety of short stories (adapted from Colorado Grade Level Expectations 7.6.A).
    - b. Students will create a personal character sketch.
    - c. Students will create a character sketch of one of the main characters in the short story.
    - d. Students will identify the central conflict of the short story.
    - e. Students will identify the point of view of the short story.
- B. *Materials*
  1. Copies of Appendix A, two per student
  2. Copies of Appendix I, one per student
  3. Appendix J, one copy for the teacher
  4. Copies of *Realms of Gold Volume II*, one per student
- C. *Key Vocabulary*
  1. Imputation – attributing goodness or guilt

2. Parsimony - tendency to be over-careful in spending
  3. Scrutiny - close examination
  4. Inconsequential - unimportant
- D. *Procedures/Activities*
1. Distribute one copy of Appendix A to each student and allow students to answer the questions about himself/herself.
  2. Explain to students that, as they read each short story, they will be asked to focus on one of the main characters. For each main character that they choose, they will be asked to complete this character sketch. As the Culminating Activity for this unit, the students will be making a “Character Scrapbook” with this information.
  3. Prior to reading the short story, ask students to recall the most special gift they had either given or received during Christmas. Ask for volunteers.
  4. Read “The Gift of the Magi” as a class. Use Appendix J for discussion suggestions as you move through the story.
  5. Immediately upon finishing, distribute a second copy of Appendix A and allow students to work on the character sketch for the remainder of the period.
- E. *Assessment/Evaluation*
1. Appendix I

#### **Lesson Four: “The Necklace” by Guy de Maupassant**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students recognize literature as a record of human experience. (Colorado State Standard Six)
  2. Lesson Content
    - a. “The Necklace” by Guy de Maupassant
  3. Skill Objective(s)
    - a. Students will read a variety of short stories (adapted from Colorado Grade Level Expectations 7.6.A).
    - b. Students will create a character sketch of the main characters of the short story.
    - c. Students will identify the central conflict of the short story.
    - d. Students will identify the point of view of the short story.
- B. *Materials*
1. Copies of Appendix A, one per student
  2. Copies of Appendix K, one per student
  3. Appendix L, one copy for the teacher
  4. Copies of *Realms of Gold Volume II*, one copy per student
- C. *Key Vocabulary*
1. Incessant – non-stop
  2. Chagrin – feeling of embarrassment or annoyance because one has failed or been disappointed
  3. Homage – anything given or done to show honor
  4. Vestibule – small entrance room or hall
  5. Odious - hateful
- D. *Procedures/Activities*
1. Begin class with a journal question. “Describe a time when you were dishonest. About what were you dishonest? What consequence did it have? Was there a negative outcome? Was there a positive outcome? Did you ever come clean about your lie?”

2. Ask students to imagine a lie that was so great that it ruined their entire life.
  3. Read “The Necklace” as a class. Use Appendix L for discussion suggestions as you move through the story.
  4. Distribute copies of Appendix A and allow students time to complete their character sketch.
- E. *Assessment/Evaluation*
1. Della/Madam Loisel contrast paragraph on Appendix K

**Lesson Five: “The Secret Life of Walter Mitty” by James Thurber**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students recognize literature as a record of human experience. (Colorado State Standard Six)
2. Lesson Content
  - a. “The Secret Life of Walter Mitty” by James Thurber
3. Skill Objective(s)
  - a. Students will read a variety of short stories (adapted from Colorado Grade Level Expectations 7.6.A).
  - b. Students will create a character sketch of one of the main character’s of the short story.
  - c. Students will identify the central conflict of the short story.
  - d. Students will identify the point of the view of the short story.

B. *Materials*

1. Copies of Appendix A, one per student
2. Copies of Appendix M, one per student
3. Appendix N, one copy for the teacher
4. Copies of *Realms of Gold Volume II*, one copy per student
5. TV and VCR
6. Movie: *The Secret Life of Walter Mitty*

C. *Key Vocabulary*

1. Pandemonium – scene of wild disorder, noise, or confusion
2. Disdain – feeling, attitude, or expression of scorn
3. Inscrutable – cannot be easily understood; mysterious

D. *Procedures/Activities*

1. Before reading this short story, explain to the students that Walter Mitty goes into and out of daydreams several times during the course of the story. Every time “Pocketa-pocketa” is written, Walter is daydreaming.
2. Read “The Secret Life of Walter Mitty” as a class. Use Appendix N for discussion suggestions as you move through the short story.
3. Complete Appendix M as a class.
4. Watch the movie version of “The Secret Life of Walter Mitty”

E. *Assessment/Evaluation*

1. Movie/Story Contrast Paragraph on Appendix M

**Lesson Six: “The Tell-Tale Heart” by Edgar Allen Poe**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students recognize literature as a record of human experience. (Colorado State Standard Six)
2. Lesson Content
  - a. “The Tell-Tale Heart” by Edgar Allen Poe

3. Skill Objective(s)
  - a. Students will read a variety of short stories (adapted from Colorado Grade Level Expectations 7.6.A).
  - b. Students will create a character sketch of one of the main characters of the short story.
  - c. Students will identify the central conflict of the short story.
  - d. Students will identify the point of view of the short story.
- B. *Materials*
  1. Copies of Appendix A, one per student
  2. Copies of Appendix O, one per student
  3. Appendix P, one copy for the teacher
  4. Copies of *Realms of Gold Volume II*, one per student
- C. *Key Vocabulary*
  1. Dissimulation – hiding one’s feelings or motives
  2. Cunning – skillful or clever
  3. Sagacity - the quality of being intelligent and of sound judgment
  4. Harkening – paying careful attention
  5. Scantlings – small, upright pieces of lumber in the framing of a building
- D. *Procedures/Activities*
  1. Before students come into the classroom, place copies of Appendix A on desks.
  2. Students should walk into a darkened classroom for the beginning of this lesson. As soon as they are seated, read “The Tell-Tale Heart” out loud to them. Use vocal expression to make the story as scary as possible.
  3. When finished, turn on a dim light and allow students time to complete Appendix A.
  4. Use Appendix P for discussion suggestions to “debrief” after reading the story.
- E. *Assessment/Evaluation*
  1. Appendix O

## **VI. CULMINATING ACTIVITY**

- A. Appendix R: Final Test
- B. Appendix Q: Character Portfolio

## **VII. HANDOUTS/WORKSHEETS**

- A. Appendix A: Character Sketch
- B. Appendix B: Internal/External Conflict
- C. Appendix C: Point of View Definitions Page
- D. Appendix D: Omniscient Narrator Passage
- E. Appendix E: Unreliable Narrator Passage
- F. Appendix F: Third Person Narrator Passage
- G. Appendix G: First Person Narrator Passage
- H. Appendix H: Point of View Quiz
- I. Appendix I: “The Gift of the Magi” Worksheet
- J. Appendix J: “The Gift of the Magi” Discussion Questions
- K. Appendix K: “The Necklace” Worksheet
- L. Appendix L: “The Necklace Discussion Questions
- M. Appendix M: “The Secret Life of Walter Mitty” Worksheet
- N. Appendix N: “The Secret Life of Walter Mitty” Discussion Questions
- O. Appendix O: “The Tell-Tale Heart” Worksheet
- P. Appendix P: “The Tell-Tale Heart” Discussion Questions

- Q. Appendix Q: Character Portfolio Directions
- R. Appendix R: Final Test

### VIII. BIBLIOGRAPHY

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**Appendix A**  
**Doing a Character Sketch**

Name: \_\_\_\_\_ Story: \_\_\_\_\_ Character: \_\_\_\_\_



What do I Look Like?

Write one quotation from the short story that you feel describes your character the

best: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Appendix A, page 2

1. What is his/her name?
2. How old is he/she?
3. Does he/she appear handsome or ugly?
4. Does he/she get along well with others?
5. Does he/she have any pets?
6. What are his/her hobbies?
7. Is he/she married? What type of relationship is it?
8. How would this person react if they were the only witness to a murder?
9. Describe his/her school career.
10. What is this person's favorite food?
11. What is this person's favorite music?
12. Is this person wealthy, middle-class, poor?
13. Does this person believe in God?
14. What makes this person laugh?
15. What makes this person cry?
16. Explain the temperament of this person.

### **Appendix A, page 3**

17. Does this person have any superstitions? Explain.
18. Do other people like this person?
19. Does this person smoke cigarettes?
20. Is this person happy?

**Appendix B**  
**Internal/ External Conflict**

## I. Two Types of Conflict

- A. Internal Conflict – the battle between what the character wants to do and what the character must do or should do. Also known as Man vs. Himself
  
- B. External Conflict – there is an external problem that is not allowing the character to accomplish his/her goal.
  - i. Man vs. Man –
  
  - ii. Man vs. Fate –
  
  - iii. Man vs. Nature –
  
  - iv. Man vs. Society –

## Two Types of Conflict

A. Internal Conflict – \_\_\_\_\_

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B. External Conflict - \_\_\_\_\_

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- v. Man vs. Man –
- vi. Man vs. Fate –
- vii. Man vs. Nature –
- viii. Man vs. Society –

**Appendix C**  
**Point of View Definitions Page**

1. **Omniscient Narrator:** The all-knowing kind of narrator. The omniscient narrator has a full knowledge of the story's events. This type of narrator also has total knowledge of all character's motives and unspoken thoughts.

Write an example of the kind of statement that an omniscient narrator might say: \_\_\_\_\_

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2. **Unreliable Narrator:** The narrator whose accounts of events are faulty, biased or distorted.

Write an example of the kind of statement that an unreliable narrator might say: \_\_\_\_\_

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3. **Third Person Narrator:** The narrator is not a character within the events, but rather, remains outside of those events. This is the most common form of narrative.

Write an example of the kind of statement that a Third Person Narrator might say: \_\_\_\_\_

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4. **First Person Narrator:** The narrator appears as the "I" and is recollecting his/her own experiences.

Write an example of the kind of statement that a First Person Narrator might say: \_\_\_\_\_

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**Appendix D**  
**Omniscient Narrator Passage**

Note: Due to copyright laws, I am not able to reprint the exact passage on this page. Use p. 154 of *Realms of Gold Volume II*. The passage is from the short story *Bernice Bobs her Hair*.

**Appendix E**  
**Unreliable Narrator Passage**

Note: Due to copyright laws, I am not able to reprint the exact passage on this page. Use p. 212-213 of *Realms of Gold Volume II* from “In Moulmein.....” to “...and jeer at the Europeans.” The passage is from the short story *Shooting an Elephant*.

**Appendix F**  
**Third Person Narrator Passage**

Note: Due to copyright laws, I am not able to reprint the exact passage on this page. Use p. 208 of *Realms of Gold Volume II* from “Cornelia’s voice...” to “...with a thank you in the bargain.” The passage is from the short story *The Jilting of Granny Weatherall*.

## **Appendix G**

### **First Person Narrator Passage**

Note: Due to copyright laws, I am not able to reprint the exact passage on this page. Use p. 167-168 of *Realms of Gold Volume II* from “Every morning I lay...” to “...all my foolish blood.” The passage is from the short story *Araby*.

**Appendix H**  
**Point of View Mini-Quiz**

Directions: Match the type of narration with the definition.

1. \_\_\_\_\_ Omniscient

2. \_\_\_\_\_ Third Person

3. \_\_\_\_\_ First Person

4. \_\_\_\_\_ Unreliable

- A. This narrator is a part of the story; refers to himself as “I.”
- B. This narrator sees all and knows all.
- C. This narrator is not a part of the events of the story.
- D. This narrator cannot be trusted! He is not being very honest about the events in the story.

**Appendix I**  
**“Gift of the Magi” Worksheet**

Describe Della

Physical Characteristics	
Personality	
Values	
Lifestyle	

1. In your own words, explain why O. Henry gave this story the title “The Gift of the Magi.”

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**Appendix J**  
**Discussion Questions for “The Gift of the Magi”**

1. How much money does Della have to spend for Christmas? *\$1.87*
2. How did she manage to save even this little amount? *By bargaining with the butcher, the grocer, and the vegetable man. You may want to discuss the phrase “imputation of parsimony” at this point.*
3. Explain why the “Dillingham” on the mailbox seems inappropriate now. *It is inappropriate because Jim is only making \$20, as opposed to the previous \$30, and the Youngs feel that they should assume a more modest version of their name.*
4. What are Della and Jim’s most prized possessions? *Her hair and his watch*
5. Explain the irony of the gifts. *Jim sold his watch to buy Della combs for her hair and Della sold her hair to buy a chain for Jim’s watch.*

**Appendix K**  
**“The Necklace” Worksheet**

Describe Madame Loisel

Physical Characteristics	
Personality	
Values	
Lifestyle	

**Appendix L**  
**Discussion Questions for “The Necklace”**

1. What type of lifestyle do the Loisel’s have? *Modest, not luxurious*
2. What type of lifestyle does Mdm. Loisel desire? *She wants to lead a luxurious lifestyle, full of parties and dresses and jewels.*
3. Why is Mdm. Loisel upset by the invitation to the fancy party? *She is upset because she has nothing to wear.*
4. What do we learn about the moral character of the husband when he gives his wife the 400 francs that he has saved to buy himself a gun? *We learn that he is very giving and interested in pleasing his wife.*
5. After she buys a dress, Mdm. Loisel is still unhappy. Why? *She has no jewels.*
6. Explain the transformation of the Loisels during the ten years it takes them to pay back the debt. *Answers will vary.*
7. Do you feel sorry for Mdm. Loisel at the end of story? Why or why not? *Answers will vary.*
8. Do you feel sorry for Mr. Loisel? Why or why not? *Answers will vary.*

**Appendix M**  
**“The Secret Life of Walter Mitty” Worksheet**

Daydream	Cause
ex: Walter is a Commander in the Navy	ex: His wife is yelling at him about driving too fast

**Appendix N**  
**Discussion Questions for “The Secret Life of Walter Mitty”**

1. What is Walter Mitty saying about life when he imagines himself in front of a firing squad? *Answers will vary.*
2. What type of marriage does Walter Mitty have? *Miserable...that’s why he daydreams.*
3. Write the following T-chart on the board for the students to copy and fill in as they watch the movie version of the story.

Categories	Text	Movie
Basic Plot		
Daydreams		
Women characters		
(Optional category)		

**Appendix O**  
**“The Tell-Tale Heart” Worksheet**

Part One Directions: Find the sentence that contains each of the following words. Write it in the space provided then explain, in your own words, the meaning of the sentence.

1. Dissimulation: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_.

2. Cunning: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_.

3. Sagacity: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_.

4. Harkening: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_.

5. Scantlings: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_.

6. What type of narration is used in this story? \_\_\_\_\_.

7. This narrator claims to be sane, but we can tell by his actions that he is not. Fill in the chart below using evidence from the short story.

SANE	INSANE
ex: The narrator claims to have an acute sense of hearing	ex. The narrator also claims to hear “all things in the heaven and earth.”
8.	
9.	
10.	

**Appendix P**  
**Discussion Questions for “The Tell-Tale Heart”**

1. What question does the speaker ask his audience? *He asks his audience why everyone calls him mad.*
2. What physical feature does the narrator dislike about the old man? *His “vulture eye.”*
3. Explain how the speaker behaves towards the old man every morning. *“And every morning, when the day broke, I went boldly into the chamber and spoke courageously to him, calling him by name in a hearty tone, and inquiring how he passed the night.”*
4. How does the narrator feel when he realizes that he can scare the old man? *Triumphant*
5. What simile does the speaker use to describe the effect that the beating heart had upon him? *“It increased my fury, as the beating of a drum stimulates the soldier into courage.”*
6. Where does the narrator hide the body of the old man? *Under the scantlings*
7. What does the narrator hear when he is explaining the events to the police? *The beating of the heart.”*
8. Do you think that the narrator is sane or insane at the end of the story? Explain your answer. *Answers will vary.*
9. Would you have brought the police into the room with the body? Why or why not? *Answers will vary.*
10. Explain the title of the story. *Answers will vary.*

## Appendix Q Character Portfolio

Throughout the course of this unit, you have been analyzing main characters. Now, I want you to gather all of that information together and create a Scrapbook!

1. Each page must feature a different character. There is a minimum of four. You may do more for extra credit.
2. Each page must be fully colored.
3. Each page must include a short, written description (between 100-200 words) of the character using the information that you already gathered on your “Who Am I?” worksheets. Write this as if you knew the character personally and you are recollecting his/her life.
4. Each page must include a fully colored illustration of the character. You do not need to be an artist to do a nice job on this section. Your illustration must be believable...for example, do not give Della green Medusa-like hair.
5. Assemble all of the pages into a book.
6. This project is due no later than \_\_\_\_\_.

### Rubric for Character Portfolio

	4	3	2	1
Written description	Your description is logical, detailed, and highly entertaining.	Your description is good and logical.	Your description may be a bit far-fetched, or it may need to be more detailed.	Your description is illogical.
Illustration	Excellent! You really tried hard to make this character come alive!	Nice work! You may not be da Vinci...but you tried your best! This is a believable representation of the character.	Little effort was put into the illustration of this character.	There is no illustration.
Grammar	No mistakes! Right on!	1-2 mistakes	3-4 mistakes	There are too many mistakes in this piece.
Spelling	No mistakes! Right on!	1-2 mistakes	3-4 mistakes	There are too many mistakes in this piece.
Overall Effort	Awesome! I can tell that you spent a great deal of time on this project, you went above and beyond my expectations	Great! You followed all of the directions and meet the expectations!	At least one of your sections needs additional work; this is a good rough draft.	More than one section is missing, or your project seems to have been thrown together at the last minute.

**Appendix R**  
**Final Test**

Name: \_\_\_\_\_

Part One: True/ False. Write “true” if the statement is true. If the statement is false, write a more appropriate word to replace the underlined word in the false statement.

1. \_\_\_\_\_ Della has beautiful long hair and Jim has a sentimental set of cufflinks.
2. \_\_\_\_\_ Jim and Della are poor individuals with big hearts.
3. \_\_\_\_\_ O. Harry is the author of “The Gift of the Magi.”
4. \_\_\_\_\_ “The Necklace” is written in first person narration.
5. \_\_\_\_\_ Mdm. Loisel goes into serious debt to replace the lost necklace.
6. \_\_\_\_\_ The irony of “The Necklace” is that the original necklace was real.
7. \_\_\_\_\_ Walter Mitty’s sister often drives him to daydream.
8. \_\_\_\_\_ Mitty’s daydreams are indicated by ta-pocketa-pocketa.
9. \_\_\_\_\_ The narrator in “The Tell-Tale Heart” is a reliable narrator.
10. \_\_\_\_\_ The old man’s eye drives the narrator to murder.

Part Two: Short Answer. Please use a full and complete response for each of the following questions.

11. Explain the difference between an internal conflict and an external conflict. Give an example from one of the short stories.
  
  
  
  
  
  
  
  
  
  
12. Explain the difference between an omniscient narrator and a third person limited narrator.
  
  
  
  
  
  
  
  
  
  
13. How did the narrator dispose of the body in “The Tell-Tale Heart” and how do the police discover it?
  
  
  
  
  
  
  
  
  
  
14. If you were Walter Mitty, what type of a person would you turn into and why?

**Appendix R**  
**Final Test continued**

15. Which character are you *LEAST* like? Give three reasons.

Part Three: Vocabulary. Match the vocabulary word with its definition.

1. \_\_\_\_\_ conflict
2. \_\_\_\_\_ omniscient
3. \_\_\_\_\_ imputation
4. \_\_\_\_\_ parsimony
5. \_\_\_\_\_ scrutiny
6. \_\_\_\_\_ inconsequential
7. \_\_\_\_\_ incessant
8. \_\_\_\_\_ chagrin
9. \_\_\_\_\_ homage
10. \_\_\_\_\_ odious
11. \_\_\_\_\_ vestibule
12. \_\_\_\_\_ dissimulation
13. \_\_\_\_\_ pandemonium
14. \_\_\_\_\_ disdain
15. \_\_\_\_\_ hearkening

- A. small entrance room or hall
- B. feeling of embarrassment or annoyance because one has failed or been disappointed
- C. close examination
- D. attributing goodness or guilt
- E. to be in opposition
- F. all-knowing
- G. tendency to be over-careful in spending
- H. unimportant
- I. non-stop
- J. anything given or done to show honor
- K. hateful
- L. hiding one's feelings or motives
- M. scene of wild disorder
- N. paying careful attention
- O. feeling, attitude, or expression of scorn

**Appendix R**  
**Final Test continued**

Answer Key

True/False

1. watch
2. true
3. O. Henry
4. third person limited
5. true
6. fake
7. wife
8. true
9. unreliable narrator
10. true

Short Answer

11. External conflict involves and outside obstacle, while an internal conflict is the difference between what a character must do and what a character wants to do.
12. Omniscient narrator knows all about all of the characters. On the other hand, the third person limited narrator knows all about only a few characters.
13. He cuts up the body and hides it in the floorboards. The police find out because the “beating” of the heart drive the murderer to confess.
14. Answers may vary.
15. Answers may vary.

Vocabulary

1. E
2. F
3. D
4. G
5. C
6. H
7. I
8. B
9. J
10. K
11. A
12. L
13. M
14. O
15. N