Lesson 2.06 “The Heart of the Journey”

ALTERNATE ASSIGNMENT - ***Complete THIS portfolio in place of the one in the lesson.

This portfolio will assess your understanding of Lessons 2.04, 2.05, and 2.06. First, read each lesson thoroughly and take notes on the note-taking guides. Then, use your note-taking guides to help you answer these 10 questions.

DIRECTIONS: Answer the following questions. Use the “Heart of the Journey” ANSWER SHEET to record your answers, then upload the ANSWER SHEET in the Assessments area for Lesson 2.06.

(10 points per question)

**PART 1: Lesson 5 questions**

Read this excerpt from the story “Little Brother” and answer the questions that follow:

“Little Brother”

*Marcus manages to flag down a vehicle and they get more than they bargained for…*

It was a military-looking Jeep, like an armored Hummer, only it didn't have any military insignia on it. The car skidded to a stop just in front of me, and I jumped back and lost my balance and ended up on the road. I felt the doors open near me, and then saw a confusion of booted feet moving close by. I looked up and saw a bunch of military-looking guys in coveralls, holding big, bulky rifles and wearing hooded gas masks with tinted face-plates.

I barely had time to register them before those rifles were pointed at me. I'd never looked down the barrel of a gun before, but everything you've heard about the experience is true. You freeze where you are, time stops, and your heart thunders in your ears. I opened my mouth, then shut it, then, very slowly, I held my hands up in front of me.

The faceless, eyeless armed man above me kept his gun very level. I'd never looked down the barrel of a gun before, but everything you've heard about the experience is true. You freeze where you are, time stops, and your heart thunders in your ears. I opened my mouth, then shut it, then, very slowly, I held my hands up in front of me.

The faceless, eyeless armed man above me kept his gun very level. I didn't even breathe. Van was screaming something and Jolu was shouting and I looked at them for a second and that was when someone put a coarse sack over my head and cinched it tight around my windpipe, so quick and so fiercely I barely had time to gasp before it was locked on me. I was pushed roughly but dispassionately onto my stomach and something went twice around my wrists and then tightened up as well, feeling like baling wire and biting cruelly. I cried out and my own voice was muffled by the hood.

I was in total darkness now and I strained my ears to hear what was going on with my friends. I heard them shouting through the muffling canvas of the bag, and then I was being impersonally hauled to my feet by my wrists, my arms wrenched up behind my back, my shoulders screaming.
I stumbled some, then a hand pushed my head down and I was inside the Hummer. More bodies were roughly shoved in beside me.

"Guys?" I shouted, and earned a hard thump on my head for my trouble. I heard Jolu respond, then felt the thump he was dealt, too. My head rang like a gong.

"Hey," I said to the soldiers. "Hey, listen! We're just high school students. I wanted to flag you down because my friend was bleeding. Someone stabbed him." I had no idea how much of this was making it through the muffling bag. I kept talking. "Listen -- this is some kind of misunderstanding. We've got to get my friend to a hospital --"

Someone went upside my head again. It felt like they used a baton or something -- it was harder than anyone had ever hit me in the head before. My eyes swam and watered and I literally couldn't breathe through the pain. A moment later, I caught my breath, but I didn't say anything. I'd learned my lesson.

1) Identify the type of conflict Marcus is facing.
   a) Internal, man vs man
   b) External, man vs. nature
   c) External, man vs. man

2) Based on what you read, explain the conflict Marcus is facing. (Respond in 2-4 sentences.)

PART 2: Lesson 6 questions

3) Which plot element provides background information, introduces the main characters, and establishes the conflict?
   a) falling action
   b) resolution
   c) exposition
   d) climax

Read the following excerpt from Cinderella and answer the question that follows:

Cinderella
The husband, on his side, had a daughter, of unexampled gentleness and goodness. She inherited these qualities from her mother, who had been the best creature in the world. Cinderella recalled the kindness her mother showed to everyone who entered their home. She was always patient and loving, but she loved Cinderella most of all. Her mother sat with her and told stories and sang to her every night before she went to sleep.
4) Authors experiment with various storytelling formats to add mystery, tension, and surprise to capture the interest of their readers. Examples of these formats/techniques include “in medias res”, “flash-forward” and “flashback.” Based on what you learned about these techniques in lesson 6, identify the following 5 passages as:

<table>
<thead>
<tr>
<th>Passage</th>
<th>Technique</th>
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<tbody>
<tr>
<td>a)</td>
<td>IN MEDIAS RES OR *FLASHBACK</td>
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<td>b)</td>
<td>*FLASH-FORWARD</td>
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<td>c)</td>
<td>*IN MEDIAS RES</td>
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<td>d)</td>
<td>*FLASHBACK</td>
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<tr>
<td>e)</td>
<td>*IN MEDIAS RES OR *FLASHBACK</td>
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*Note: You will use some of these choices more than once.

Read the following fable “The Lion and The Mouse” and answer the question that follows:

The Lion and the Mouse
A Lion asleep in his lair was waked up by a Mouse running over his face. Losing his temper he seized it with his paw and was about to kill it. The Mouse, terrified, piteously entreated him to spare its life. "Please let me go," it cried, "and one day I will repay you for your kindness." The idea of so insignificant a creature ever being able to do anything for him amused the Lion so much that he laughed aloud, and good-humoredly let it go. But the Mouse's chance came, after all. One day the Lion got entangled in a net, which had been spread for game by some hunters, and the Mouse heard and recognized his roars of anger and ran to the spot. Without more ado it set to work to gnaw the ropes with its teeth, and succeeded before long in setting the Lion free. "There!" said the Mouse, "you laughed at me when I promised I would repay you: but now you see, even a Mouse can help a Lion."

5) Which element of plot is BOLDED in the fable above?
   a) rising action
   b) resolution
   c) climax
   d) exposition

Read the following fable “The Lion and The Mouse” and answer the question that follows:

The Lion and the Mouse
A Lion asleep in his lair was waked up by a Mouse running over his face. Losing his temper he seized it with his paw and was about to kill it. The Mouse, terrified, piteously entreated him to spare its life. "Please let me go," it cried, "and one day I will repay you for your kindness." The idea of so insignificant a creature ever being able to do anything for him amused the Lion so much that he laughed aloud, and good-humoredly let it go. But the Mouse's chance came, after all. One day the Lion got entangled in a net, which had been spread for game by some hunters, and the Mouse heard and recognized his roars of anger and ran to the spot. Without more ado it set to work to gnaw the ropes with its teeth, and succeeded before long in setting the Lion free. "There!" said the Mouse, "you laughed at me when I promised I would repay you: but now you see, even a Mouse can help a Lion."

6) Which element of plot is BOLDED in the fable above?
   a) falling action
   b) resolution
   c) climax
   d) exposition

7) Based on what you learned in Lesson 2.05, define DREAM SEQUENCE in your own words. Why might an author include a dream sequence in a plot? (Respond in 2-4 sentences.)
PART 3: Lesson 7 questions

Read the following fable “The Lion and The Mouse” and answer the questions that follow:

The Lion and the Mouse
A Lion asleep in his lair was woken up by a Mouse running over his face. Losing his temper he seized it with his paw and was about to kill it. The Mouse, terrified, piteously entreated him to spare its life saying he could help him in return someday. The idea of so insignificant a creature ever being able to do anything for him amused the Lion so much that he laughed aloud, and good-humoredly let it go. But the Mouse's chance came, after all. One day the Lion got entangled in a net which had been spread for game by some hunters, and the Mouse heard and recognized his roars of anger and ran to the spot. Without more ado it set to work to gnaw the ropes with its teeth, and succeeded before long in setting the Lion free. "There!" said the Mouse, "you laughed at me when I promised I would repay you: but now you see, even a Mouse can help a Lion."

8) The 1st step to determining THEME is to summarize story events. State three events that happened in the fable.
   1) 
   2) 
   3) 

9) The 2nd step to determining THEME is to ask why the events were included in the story. Why did the events above happen in the fable?
   a) The Mouse needed to learn that all predatory animals are mean.
   b) The Lion had to learn that even though another animal is smaller than him, that animal can still prove to be helpful to him.
   c) It was important for both animals to learn that the “rules of the jungle” must always apply.

10) The 3rd step to determining THEME is to ask what is the author’s message (theme). Use the events that happened in the fable (question 8) and why they happened (question 9) to infer the theme. What is the theme? (Respond in 1 sentence.) NOTE: Remember, the theme is NOT what happens in the story (plot), but is the lesson the author wants you to learn. Theme is like the moral of the story.