

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

# Central Ideas and Details

A central idea of a text is one of the main points the author is making.

(Sometimes a central idea is called a main idea.)

A central idea can always be supported with details from the text.

**Directions:** Follow the prompts below to explore the central ideas and supporting details in "Our World Turned to Water."

**1. Reread the sections "Dangerous Conditions" and "Stranded." Which statement below BEST expresses the central idea of these sections?**

- Ⓐ Everyone at Episcopal was excited to start school again.
- Ⓑ Even historically safe areas of Baton Rouge were flooded during the storm.
- Ⓒ Flash floods are particularly dangerous for people in vehicles.
- Ⓓ People of the Episcopal school community did not realize how serious the storm and resulting flood would be.

**2. Read the central idea of the section "Calls for Help" stated in the box below. Then read the lines from the article listed under it. Which detail does NOT support the central idea?**

**Central Idea:**

**The flood was a terrifying experience for many residents of Baton Rouge.**

- Ⓐ "But as the situation worsened, the people of Baton Rouge mobilized to help each other." (p. 9)
- Ⓑ "Addisyn clung to a post, the water now reaching her neck." (p. 8)
- Ⓒ "Across Baton Rouge and in surrounding towns, emergency operators were receiving frantic calls for help." (p. 8)
- Ⓓ "Adding to the family's misery were the fire ants swarming in the water, stinging their arms and legs." (pp. 8-9)

I chose \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3. Read the details from the sections “What Can I Do?” and “That’s Just Stuff” listed below. In the box, write a central idea that these details support.**

|                      |
|----------------------|
| <b>Central Idea:</b> |
|----------------------|

**Detail 1:** “. . . thousands of people across southern Louisiana returned to their homes to find utter ruin.” (p. 9)

**Detail 2:** “Many people lost everything they owned—furniture, computers, clothing, and priceless photos.” (p. 10)

**Detail 3:** “Nine schools in the Baton Rouge area remained closed all year . . .” (p. 10)

**4. Consider the central idea of the whole article written below. We wrote one detail from the article that supports this idea. Write two more supporting details in the spaces provided.**

|  |
|--|
| <b>Central Idea:</b><br><b>The Episcopal community came together and helped one another in a time of need.</b> |
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**Supporting detail 1:**

“Donations poured in, and students and teachers joined together to help clean homes, haul away trash, and salvage items that had escaped the waters.” (p. 10)

**Supporting detail 2:**

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**Supporting detail 3:**

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# Central Ideas and Details

A central idea of a text is one of the main points the author is making.

(Sometimes a central idea is called a main idea.)

A central idea can always be supported with details from the text.

**Directions:** Follow the prompts below to explore the central ideas and supporting details in “Our World Turned to Water.”

**1. Read the central idea of the sections “Dangerous Conditions” and “Stranded” stated in the box below. Then check the boxes next to the THREE details that support the central idea.**

**Central Idea:**

The Episcopal School community did not realize how serious the flood would be.

- “‘We were all so happy to start school,’ says Mrs. Boudreaux, who teaches language arts. ‘We weren’t worried about a little rain.’” (pp. 6-7)
- “Flash floods, which kill on average 130 Americans every year, occur when great quantities of rain fall during a short period of time.” (p. 7)
- “What no one at Episcopal realized was that this rain was unlike any they had ever seen.” (p. 7)
- “‘First our feet were wet,’ Mrs. Botos says. ‘Then we had water up to our waists, and then our chests.’” (p. 8)
- “The area near Episcopal remained clear, however, and those living in the area felt safe.” (p. 7)

**2. Read the details from the section “Call for Help” and “What Can I Do?” listed below. In the box, complete the central idea that these details support.**

**Central Idea:**

**During and after the flood, the Episcopal community** \_\_\_\_\_

**Detail 1:** “Donations poured in, and students and teachers joined together to help clean homes, haul away trash, and salvage items that had escaped the waters.” (p. 10)

**Detail 2:** “‘It was amazing what people did for us,’ says Skyler, whose home took many months to repair.” (p. 10)

**Detail 3:** “Mrs. Boudreaux’s 22-year-old son, Elliott, was one of hundreds who plucked neighbors from rooftops and cars.” (p. 9)

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# Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about.  
It does not include irrelevant details or the opinions of the person writing it.

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**Directions:** Answer the questions below to help you write an objective summary of “Our World Turned to Water.”

1. Who is the article mainly about? (It can be an individual or a group of people.)

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2. What significant event does the article describe?

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3. How does this event affect the main person(s) in the article?

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4. What happened to the main person(s) afterward?

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5. Are there any other important details you haven't mentioned? Write them here.

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

# Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about.  
It does not include unimportant details or the opinions of the person writing it.

**Directions:** Follow the prompts in the margins to complete the summary of "Our World Turned to Water."

Last August, 11-year-old Addisyn Botos, her family, and her classmates at Episcopal School in Baton Rouge, Louisiana, lived through a devastating flood.

The flood was caused by \_\_\_\_\_

The floodwaters rushed in quickly, leaving people \_\_\_\_\_

With the lives of many people in danger, hundreds of volunteers \_\_\_\_\_

Eventually, the Botos family was rescued and brought to safety, but the disaster would end up killing 13 people and flooding 143,000 homes.

After the floodwaters receded, the Botos family and many others returned to their homes to find \_\_\_\_\_

But the Botos family and members of the Episcopal School community felt fortunate because \_\_\_\_\_

1. What weather conditions led to the flash flood?

2. What happened to people in Baton Rouge during the flood?

3. What did volunteers do during the flood?

4. What happened to many people's homes and belongings?

5. What are two reasons they felt lucky?

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# Exploring Text Features

Authors use text features to bring attention to important details. In a nonfiction article, text features include titles, subheadings, photos, captions, charts, and maps.

**Directions:** Answer the questions below to help you explore the text features in "Our World Turned to Water."

1. Describe the image on pages 4-5. How does this image contribute to your understanding of the article?

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2. How does the map on page 8 contribute to the article?

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3. What do the photos and caption on page 10 tell you about how the flood affected people in the Baton Rouge area ?

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4. Read the sidebar "How to Stay Safe in a Flash Flood." Why might the author have chosen to include these tips?

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5. Read the subheadings throughout the article. Describe how the tone of the subheadings changes throughout the article.

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# What's the Tone?

Tone is the author's attitude toward either the subject he or she is writing about or toward the reader. Words that could describe tone include *doubtful*, *humorous*, *gleeful*, *serious*, and *questioning*. Tone is conveyed through the author's word choice, the information included, and how the text is organized.

In this activity, you will analyze the tone in three sections of the article "Our World Turned to Water" by Lauren Tarshis.

**1.** In the introduction, Tarshis's tone as she writes about Addisyn and her family could be described as **concerned**.

Choose one statement below that does NOT support this claim.

- Ⓐ Tarshis writes, "With each passing minute, the water rose higher," and then asks, "How would she and her family escape?" In writing this, Tarshis sounds worried that Addisyn and her family might remain trapped in the dangerous waters in front of their house.
- Ⓑ Tarshis notes that Addisyn has two parents, two brothers, and a sister. This makes Tarshis sound concerned.
- Ⓒ Tarshis writes that Addisyn was "up to her neck in frigid, filthy water" and that she was "shivering and terrified." Describing how dangerous and frightening Addisyn's experience was makes Tarshis sound concerned for her safety and well-being.

**2.** Circle the word that best describes the tone of the sidebar "Flash Flood: How to Stay Safe" on page 9. (We defined the choices for you.)

|                                    |                                    |                     |                       |
|------------------------------------|------------------------------------|---------------------|-----------------------|
| grim                               | instructive                        | playful             | skeptical             |
| ↓                                  | ↓                                  | ↓                   | ↓                     |
| gloomy or worried and very serious | providing knowledge or information | fun and not serious | doubtful, questioning |

**3.** Write a statement to support your choice in question 2.

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**4.** Think of one or two words to complete the sentence below and write them on the blank:

In the sections "Calls for Help" and "What Can I Do?," Tarshis's tone as she describes the Episcopal community's response to the flood is \_\_\_\_\_.

**5.** Use text evidence to support your claim in question 4.

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Words that could describe tone include *doubtful*, *humorous*, *gleeful*, *serious*, and *questioning*.

Authors create tone through word choice, the information they include, and how they organize the text.

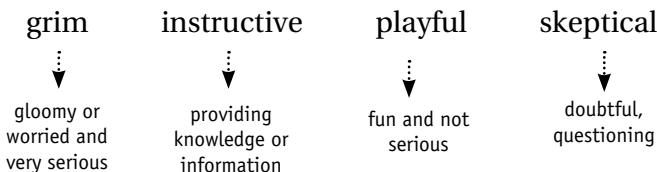
In this activity, you will analyze the tone in three sections of the article "Our World Turned to Water" by Lauren Tarshis.

**1. CLAIM: In the introduction, Tarshis's tone as she writes about Addisyn and her family could be described as concerned.**

**Choose one statement below that does NOT support this claim.**

- Ⓐ Tarshis writes, "With each passing minute, the water rose higher," and then asks, "How would she and her family escape?" In writing this, Tarshis sounds worried that Addisyn and her family might remain trapped in the dangerous waters in front of their house.
- Ⓑ Tarshis notes that Addisyn has two parents, two brothers, and a sister. This makes Tarshis sound concerned.
- Ⓒ Tarshis writes that Addisyn was "up to her neck in frigid, filthy water" and that she was "shivering and terrified." Describing how dangerous and frightening Addisyn's experience was makes Tarshis sound concerned for her safety and well-being.

**2.** Circle the word that best describes the tone of the sidebar "Flash Flood: How to Stay Safe" on page 9. (We defined the choices for you.)



**3.** The word I chose in question 2 best describes the tone of the sidebar because

- Ⓐ the writer sounds like she doesn't think following the advice in the sidebar can really help you stay safe.
- Ⓑ the sidebar talks about a serious subject in a fun way.
- Ⓒ the writer presents information and advice about how to stay safe in a straightforward, clear, and unemotional way.

**4.** Reread the the section "Calls for Help" that begins on page 8. Then consider the claim below.

**CLAIM:** When Tarshis describes the community's response to the flood, her tone could be described as admiring.

Support this claim by completing the statement below:

When Tarshis writes that "a 'navy' of volunteers had taken to the flooded streets in their own boats" and that Elliot was "one of hundreds who plucked neighbors from rooftops and cars," she sounds \_\_\_\_\_

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# Finding and Using Text Evidence

**Directions:** Read “The History of Teeth” and “Where Are All the Dentists?” Then complete the activity below.

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**1. Imagine that you are writing a paragraph explaining how people have struggled with dental problems since ancient times.**

**A. Which of the following is the BEST topic sentence for your paragraph?**

- Ⓐ In the 18th and 19th centuries, most people did not see a dentist.
- Ⓑ For most of human history, people have had to deal with dental problems.
- Ⓒ A woman in ancient Egypt died because of an infected tooth.

**B. Which information from the article BEST supports the sentence you chose in part A?**

- Ⓐ Today, some 300,000 hygienists, dentists, and orthodontists work in America. (p. 16)
- Ⓑ Cavities form when certain types of bacteria make acids that eat away at our teeth and form holes. (p. 15)
- Ⓒ Spartan warriors charged into battles with oozing abscesses in their gums. (p. 13)

**C. Which of the following BEST explains why the text evidence you chose in part B is relevant?**

- Ⓐ It describes how far dental care has come over the centuries.
- Ⓑ It explains the cause of a common dental problem.
- Ⓒ It provides an example of a group of people from long ago facing a dental problem.

2. Choose the piece of text evidence from “The History of Teeth” that BEST supports the statement below. Then complete the sentence to explain your choice.

**Some dental treatments of the past were based on superstition rather than science.**

- Ⓐ “But the only treatment available to Djed was to have holes drilled in her jaw to drain the goo.” (p. 13)
- Ⓑ “To scare away tooth-destroying demons, people might have kissed a donkey or walked around a barn three times while trying not to think about a fox.” (p. 14)
- Ⓒ “In ancient Egypt, people tried to close up gaps between teeth using gold bands or cords made from cat intestines, kind of like modern-day braces.” (p. 15)

I chose \_\_\_\_ because \_\_\_\_\_

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3. A. Choose THREE pieces of text evidence from the article “The History of Teeth” that BEST support the statement below.

**Before modern dentistry, dental treatments were often painful and dangerous.**

- Ⓐ “Until the 20th century, most people had crooked and yellowed teeth.” (p. 14)
- Ⓑ “What’s more, barbers sometimes broke people’s jaws while pulling teeth.” (p. 16)
- Ⓒ “Then the tooth drawers would ride off into the sunset, leaving their ‘patients’ to deal with bleeding gums, fractured jaws, infections, and facial disfigurements.” (p. 16)
- Ⓓ “For centuries, people in many parts of the world thought cavities were caused by small, maggot-like creatures they called ‘toothworms.’” (p. 15)
- Ⓔ “Tough cowboys of the American West would weep openly as their diseased teeth were yanked out with pliers . . .” (pp. 13-14)

B. Select one piece of evidence from above and explain that does NOT support the statement and explain why not.

Evidence \_\_\_\_ does not support the statement because \_\_\_\_\_

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**4. Choose the paragraph that correctly uses text evidence from “Where Are All the Dentists?” in the form of a direct quotation.**

- Ⓐ Many Americans don’t have access to dental care because they live in areas with very few dentists. Author Kristin Lewis writes, “People in these ‘dental deserts’ must travel long distances for an appointment, which is inconvenient and expensive” (17). This shows that many Americans don’t receive dental care because of how far away they live from a dentist.
- Ⓑ Many Americans don’t have access to dental care because they live in areas with very few dentists. Author Kristin Lewis writes, “People in these ‘dental deserts’ must travel long distances for an appointment, which is inconvenient and expensive” (17).
- Ⓒ Many Americans don’t have access to dental care because they live in areas with very few dentists. “People in these ‘dental deserts’ must travel long distances for an appointment, which is inconvenient and expensive.” This shows that many Americans don’t receive dental care because of how far away they live from a dentist.

Explain why the two answers you did NOT choose are incorrect: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**5. Choose the paragraph that correctly uses text evidence from “The History of Teeth” in the form of a paraphrase.**

- Ⓐ The food we eat can cause cavities. “Scientists believe humans had few dental problems before people started farming grains like wheat and corn, about 10,000 years ago,” writes author Kristin Lewis. “That’s because grains break down into sugar, which causes cavities” (14). In other words, when sugar entered our diet, cavities followed.
- Ⓑ The food we eat can cause cavities. According to scientists, writes author Kristin Lewis, people had few dental problems before we began growing and eating grains like wheat and corn about 10,000 years ago. Grains, she explains, break down into sugar and sugar causes cavities (14). In other words, when sugar entered our diet, cavities followed.
- Ⓒ The food we eat can cause cavities. Scientists believe that cavities became a bigger problem after people began to grow grains like wheat and corn, which break down into sugar (14).

Explain why the two answers you did NOT choose are incorrect: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**6. Now it’s your turn. Write a paragraph explaining why you should take care of your teeth. Your paragraph should include:**

- a topic sentence**
  
- at least one piece of text evidence in the form of a paraphrase or a direct quotation**
  
- a sentence that states how that evidence supports your central idea**

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# Finding Text Evidence

**Directions:** Read “The History of Teeth” and “Where Are All the Dentists?” then complete the activity below.

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**1. Choose TWO pieces of text evidence from “Where Are All the Dentists?” that best support the statement below.**

**STATEMENT:**  
**It is challenging for many Americans to see a dentist regularly.**

- Ⓐ “Many Americans can’t go to the dentist because of the cost. The average price of an exam and a cleaning is about \$100.” (p. 17)
  - Ⓑ “Dental school has a hefty price tag, and many dentists graduate with debt.” (p. 17)
  - Ⓒ “In some parts of the country, especially rural areas, there are almost no dentists to go to. People in these ‘dental deserts’ must travel long distances for an appointment, which is inconvenient and expensive.” (p. 17)
  - Ⓓ “We are very lucky to live in the age of modern dentistry.” (p. 17)
- .....

**2. Choose ONE piece of text evidence from “The History of Teeth” that best supports the statement below. Then complete the sentence to explain your choice.**

**STATEMENT:**  
**Some dental treatments of the past were based on superstition rather than science.**

- Ⓐ “But the only treatment available to Djed was to have holes drilled in her jaw to drain the goo.” (p. 13)
- Ⓑ “To scare away the tooth-destroying demons, people might have kissed a donkey or walked around a barn three times while trying not to think about a fox.” (p. 14)
- Ⓒ “In ancient Egypt, people tried to close up gaps between teeth using gold bands or cords made from cat intestines, kind of like modern-day braces.” (p. 15)

I chose \_\_\_\_ because \_\_\_\_\_

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**3. Below are a statement and two pieces of supporting evidence from the article “The History of Teeth.” Find one more piece of evidence from the article and write it on the lines below.**

**STATEMENT:**

**Before modern dentistry, dental treatments could be painful and even dangerous.**

- Ⓐ “What’s more, barbers sometimes broke people’s jaws while pulling teeth.” (p. 16)
- Ⓑ “Then the tooth drawers would ride off into the sunset, leaving their ‘patients’ to deal with bleeding gums, fractured jaws, infections, and facial disfigurements.” (p. 17)

Ⓒ \_\_\_\_\_  
\_\_\_\_\_

.....

**4. Read the lines from “The History of Teeth” below. Then write a statement that they all support.**

**STATEMENT:**

- Ⓐ “High-society women in 18th-century France would politely cover their rotting teeth with hankies when they smiled.” (p. 13)
- Ⓑ “Ancient Spartan warriors would charge into battle with oozy abscesses in their mouths.” (p. 13)
- Ⓒ “Until the 20th century, most people had crooked and yellowed teeth. Many lost most or all of their teeth by the time they were middle-aged.” (p. 14)

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# Exploring Text Structures

"Text structure" is the term for how an author organizes information. Authors use different text structures to achieve different purposes, and one piece of writing often has multiple text structures.

**Directions:** Common text structures are listed in the boxes on the right. Use the information in these boxes to help you answer the questions below about the text structures in "History of Teeth."

1. In the opening section of "The History of Teeth," the author uses a **cause-and-effect** structure. Read the effect written below, then explain its cause on the lines provided.

**Effect:** Djed, a woman who lived in Egypt 3,000 years ago, died when she was 30.

**Cause:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. In the article "The History of Teeth," what does the author **compare and contrast** in the section "Cat Intestines"?

\_\_\_\_\_  
\_\_\_\_\_

3. A. Underline the text structure the author uses in the section "Tiny Robots" in the article "The History of Teeth."

**sequence of events**                      **compare and contrast**

- B. Explain how you know, using evidence from the text.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Description or List**

Includes details to help you picture or get to know a person, a place, a thing, or an idea

**Cause and Effect**

Explains *why* something happened (cause) and *what* happened as a result (effect)

**Problem and Solution**

Presents a problem and explains how it is solved

**Compare and Contrast**

Presents the similarities and/or differences between two items, such as a pair of events, time periods, ideas, or places

**Sequence of Events**

Describes events in the order in which they happen (also called chronological order)

**4. A.** Which text structure does the author use in the editorial "Where Are All the Dentists?"

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**B.** Explain how you know, using evidence from the text.

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# Making Inferences

Making an inference means using clues from the text to figure out something the author doesn't tell you directly.

**Directions:** Answer the questions or follow the directions that appear in italics to fill in the chart. We completed the first row for you.

| Clues   | Inference   |
|---|---|
| <p><b>1.</b> In Scene 2, after Sergeant Morris leaves, Herbert says, "Father, your friend is quite the storyteller. If his story about the monkey's paw is not more truthful than the rest of what he's told us tonight, I'm afraid the paw will be of little use."</p>   | <p><i>From Herbert's comment, what can you infer about Morris?</i></p> <p>You can infer that Morris may have a tendency to exaggerate when telling stories. Herbert doesn't think that much of what Morris has told them is true.</p> |
| <p><b>2.</b> When Mr. White asks Morris to tell him and his family about the monkey's paw in Scene 1, Morris hesitates:</p> <p><b>Mr. White:</b> What was it you started telling me the other day, Morris? Something about a monkey's paw?<br/> <b>Morris:</b> (<i>quickly</i>): Nothing. At least, nothing worth hearing.<br/> <b>Mrs. White:</b> What's all this? A monkey's paw?<br/> <b>SD1:</b> Morris stares into the fire for a long moment.<br/> <b>Morris:</b> No . . . no, it's best we leave that alone.<br/> <b>Herbert:</b> But now we're intrigued, Sergeant Major.</p> | <p><i>What can you infer about how Morris is feeling in this moment?</i></p>  |
| <p><b>3.</b> <i>Find two moments in the play that support the inference on the right.</i></p>   | <p>The Whites don't believe that the monkey's paw is magical.</p>   |

| <b>Clues</b>   | <b>Inference</b>  |
|--|---|
| <p>4. In Scene 3, Mrs. White lets two messengers into her home. The messengers “seem uncomfortable, shifting from side to side and fidgeting.”</p> | <p><i>What can you infer about the messengers' news from their behavior in this moment?</i></p> |
| <p>5. <i>Find two moments in Scene 4 that support the inference on the right.</i></p>  | <p>Mr. White is scared of the person or thing knocking on the door.</p>                         |

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# Exploring Mood

Mood is the feeling you get from reading a piece of writing. Another way to describe mood is *atmosphere*. When you walk into a place, it has an atmosphere that makes you feel a certain way; when you “walk into” a story, it too has an atmosphere that creates a feeling. Writers create mood through word choice, imagery, dialogue, setting, and plot.

In this activity, you will consider the mood during the Whites’ visit with Sergeant Major Morris in Scene 1 of *The Monkey’s Paw* by playwright Jennifer Dignan.

Here is a word that could be used to describe the mood of the scene:

**ominous**

Now let’s look at what creates this mood.

Psst!  
*Ominous*  
means “feeling like something bad or evil will happen; threatening.”

## The Setting

The very beginning of Scene contains some information about the setting. The questions below ask you about this information and how the setting helps create an ominous mood.

**1. The description says that the scene takes place in the evening. Choose the statement that explains how a night-time setting helps create an ominous mood.**

- Night is often thought of as the part of the day when scary or bad things can happen. People feel less safe in the dark than in the light. So a nighttime setting helps create an ominous mood.
- Nighttime is when people eat dinner and relax by a fire before going to sleep. So a nighttime setting helps create an ominous mood.

**2. The Stage Directors describe that as the play starts, sounds of a storm rise up in the dark theater. Explain how setting the scene during a storm helps create an ominous mood.**

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## The Dialogue

The dialogue, or conversation between characters, also helps create an ominous mood.

3. We've listed one thing that Sergeant Major Morris says about the monkey's paw that helps create an ominous mood. On the lines, list two more.

MORRIS: "No . . . no, it's best we leave that alone."

MORRIS: \_\_\_\_\_

MORRIS: \_\_\_\_\_

4. Explain how Morris's remarks about the paw help create an ominous mood.

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## Morris's Tone and Body Language

It's not just *what* Sergeant Major Morris says that helps create an ominous mood. *How* he speaks and his body language also add to the feeling that something bad might happen.

5. We've listed two details about how Morris speaks or moves that help create an ominous mood. On the lines, list four more.

He speaks gravely. \_\_\_\_\_

He stares into the fire for a long moment. \_\_\_\_\_

\_\_\_\_\_

6. Explain how Morris's tone and behavior help create an ominous mood.

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# Exploring Mood

Mood is the feeling you get from reading a piece of writing. Another way to describe mood is *atmosphere*. When you walk into a place, it has an atmosphere that makes you feel a certain way; when you “walk into” a story, it too has an atmosphere that creates a feeling. Writers create mood through word choice, imagery, dialogue, setting, and plot.

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Here is a word that could be used to describe the mood of the scene:

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## The Setting

The very beginning of Scene 1 has some information about the setting. The questions below ask you about this information and how the setting helps create an ominous mood.

**1. The description says that the scene takes place in the evening. Choose the statement that explains how a night-time setting helps create an ominous mood.**

- Night is often thought of as the part of the day when scary or bad things can happen. People feel less safe in the dark than in the light. So a nighttime setting helps create an ominous mood.
- Nighttime is when people eat dinner and relax by a fire before going to sleep. So a nighttime setting helps create an ominous mood.

**2. The Stage Directors describe that as the play starts, sounds of a storm rise up in the dark theater. Complete the sentence below to explain how setting the scene during a storm helps create an ominous mood.**

Storms can make people feel worried or threatened because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## The Dialogue

The dialogue, or conversation between characters, also helps create an ominous mood.

3. We've listed one thing that Sergeant Major Morris says about the monkey's paw that helps create an ominous mood. On the lines, list two more.

MORRIS: "No . . . no, it's best we leave that alone."

MORRIS: \_\_\_\_\_

MORRIS: \_\_\_\_\_

4. Check the sentence that explains how Morris's remarks about the paw help create an ominous mood.

- Morris's comments show that the paw is magic.
- Morris's comments reveal that he thinks the monkey's paw is boring.
- Morris's comments suggest that the paw is dangerous and that something bad may happen to the Whites if they keep it.

## Morris's Tone and Body Language

It's not just *what* Sergeant Major Morris says that helps create an ominous mood. *How* he speaks and his body language also add to the feeling that something bad might happen.

5. We've listed three details about how Morris speaks or moves that help create an ominous mood. On the lines, list three more.

He speaks gravely. \_\_\_\_\_

He stares into the fire for a long moment. \_\_\_\_\_

He fumbles in his pocket for the paw. \_\_\_\_\_

6. Complete the sentences below to explain how Morris's behavior helps create an ominous mood.

Morris's tone and behavior show that while he is talking to the Whites, he is feeling \_\_\_\_\_

\_\_\_\_\_. This helps create an ominous mood

because \_\_\_\_\_

\_\_\_\_\_.