

150

# *Great Short Stories*

Synopses, Quizzes, and Tests

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# To the Teacher

*150 Great Short Stories* is designed to be used as a teaching aid, either in the classroom as an adjunct to standard anthologies, or in an “outside reading” program to help you and your students select suitable stories for their reading level and interests.

## Using *150 Great Short Stories* in the classroom

Because *150 Great Short Stories* includes many of the commonly anthologized stories, it is ideal for classroom use. For each story, the following format is used: for the teacher, a brief *synopsis* so that the story can be reviewed quickly; a *suggestion* for teaching that particular story; an *answer key* for the reading quiz; and for the students, a *reading quiz* which, generally, has the same emphasis as the *suggestion* and is appropriate to the story’s content and level of difficulty.

The teacher suggestions may cover one or more of the many facets of the short story, such as characterization, setting, plot, and theme. Some suggestions address the analysis of such writing techniques as first-person point of view, sense appeal, dialect, metaphor, simile, and symbolism. These suggestions can be used as the basis for class discussions or for writing assignments.

The reading quizzes vary in format; they include sentence completion, short essay, matching, and identification of quotations from the story. Some are open-book, encouraging students to read for significance. Others are library oriented, so that students can practice finding information in standard reference books. A few quizzes stress vocabulary, if the story has a foreign flavor or contains words students may not have met before.

## Using *150 Great Short Stories* as a sourcebook

If *150 Great Short Stories* will be used primarily as a sourcebook for outside reading assignments, the suggestions will be useful for discussing a story with a student or putting together a written assignment based on a story. If you prefer a “reading check,” the quiz will work well, allowing students to judge whether or not they have grasped the significant points of the story.

## A few words on the format

Stories are classified into thematic categories designed to appeal to young readers and help you and the students decide which stories are best suited to them. A detailed Table of Contents appears at the beginning of each category. It lists a source for each short story, indicates the stories which deal with a particular nationality or ethnic group, and states the level of difficulty of every story. The categories are listed in order of difficulty, from the easiest to the most demanding.

Each story in each category is designated as *easy*, *moderate*, or *difficult*. A few stories are classified as *easy to moderate* or *moderate to difficult*. For this labeling, several factors were taken into consideration:

A story is labeled *difficult* if its concept is a demanding one for teenagers, given their limited reading and life experience; if the author’s style and vocabulary are especially challenging; and if the story has subtlety, irony, or ambiguity which young readers might find confusing. You will find that for such stories, the suggestion is designed to help you to present them in a way



that will make them easier for students to understand. (Fewer than ten stories out of the entire collection are labeled *difficult*.)

The same criteria were used for labeling a story as *moderate* in difficulty, but these stories are less demanding and should present few problems to average or above-average students. Again, your use of the suggestions in the classroom or with an individual student on an independent reading assignment will make the story more memorable. (About one third of the stories fall into the *moderate* classification.)

The remaining stories, nearly one hundred, are classified as *easy*, and the reading quizzes are designed accordingly. In most of the fifteen thematic categories, "easy" stories predominate. Some were chosen for slower readers, but all were selected to give students a pleasurable and worthwhile reading experience so they will have a good introduction to the wonderfully varied world of the short story.

### The quizzes

An important consideration in designing quizzes for this book was that they be easy to grade. Therefore, students are instructed to answer sentence-completion questions in the fewest possible words, and to write only one carefully worded sentence if a short-essay answer is required. Answers to matching exercises involving only a letter are kept to the left-

hand margin, as are the one- or two-word answers.

### The bibliography and indexes

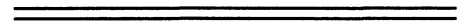
So that you or the school librarians need not waste valuable research time locating a particular short story, a bibliography is included, listing one source for every story. Of course, the most commonly anthologized stories may already appear in classroom texts. If a story does not appear in a classroom text, and if your school library does not have one of the source books listed in the bibliography, you might have to consult the *Short Story Index* to locate a story which particularly interests you or your students.

You may decide to have the students do the library sleuthing and make their own selections. If so, just photocopy the bibliography so that each student can browse in the library whenever time allows. As an alternative, the librarian might be willing to set up a short-story anthology display from which students can select story collections or individual stories that interest them.

Finally, as another aid to selection, an index of authors is included so that a student interested in a particular writer can check easily to see which of his or her stories is included in *150 Great Short Stories*. Similarly, an index of stories is included so that students can easily look up a title.

UNIT 10

**CHILDHOOD MEMORIES**



## UNIT 10

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1. <i>Difficult</i>	<b><i>The Corvidae</i></b> ..... Alwyn Lee (can be found in <i>Twenty-Three Modern Stories</i> )	<i>Australian</i> 215
2. <i>Easy</i>	<b><i>A Cap for Steve</i></b> ..... Morley Callaghan (can be found in <i>World of the Short Story</i> )	<i>Canadian</i> 217
3. <i>Moderate</i>	<b><i>A Christmas Memory</i></b> ..... Truman Capote (can be found in <i>Reading for Pleasure</i> )	219
4. <i>Easy</i>	<b><i>Christmas Morning</i></b> ..... Frank O'Connor (can be found in <i>Collected Stories: Frank O'Connor</i> )	<i>Irish</i> 221
5. <i>Moderate</i>	<b><i>A Story</i></b> ..... Dylan Thomas (can be found in <i>Twenty-Three Modern Stories</i> )	<i>Welsh</i> 224
6. <i>Easy</i>	<b><i>The Day the World Almost Came to an End</i></b> ..... Pearl Crayton (can be found in <i>The Best Short Stories by Negro Writers</i> )	<i>Black</i> 226
7. <i>Easy</i>	<b><i>Another April</i></b> ..... Jesse Stuart (can be found in <i>Values in Literature</i> )	228
8. <i>Easy</i>	<b><i>Manuel's Secret</i></b> ..... Nancy Howe De Pagán (can be found in <i>Cities</i> )	<i>Puerto Rican</i> 230
9. <i>Moderate</i>	<b><i>Night Game</i></b> ..... William Melvin Kelley (can be found in <i>Cities</i> )	<i>Black and Spanish</i> 232
10. <i>Easy</i>	<b><i>Sled</i></b> ..... Thomas E. Adams (can be found in <i>Man and His Measure</i> )	235