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

*Eleven* by Sandra Cisneros

Characterization is the way an author develops characters in a story. Sometimes authors use *direct characterization*, where they directly tell the reader what a character is like. Other times they use *indirect characterization*, where they give the reader hints or clues about a character through the way the character acts in different situations.

**Directions: Complete the following graphic organizer by recording examples from the text and then record what can be inferred about the character based on the example.**

|  |  |  |
| --- | --- | --- |
| **Characterization method** | **Quotes/Examples from text** | **What can be inferred from the example?** |
| **Rachel’s actions** |  |  |
| **Rachel’s appearance** |  |  |
| **Rachel’s conflicts** |  |  |
| **Rachel’s responses** |  |  |

A *Theme* is the central idea or message in a story. Themes are usually expressed as generalizations about life. *Universal themes* are lessons or ideas that apply to different cultures, places and time periods.

**Directions: Use the diagram to determine the theme of the text. First, record what the *topic* or *subject* of the text is. Next, answer the following questions and determine what the theme is.**

|  |  |
| --- | --- |
| **Selection Title: *Eleven* by Sandra Cisneros** | **Topic:** |
| **How does the protagonist change throughout the story?** |  |
| **How is the story’s main conflict resolved?** |  |
| **What does the title of the story suggest?** |  |
| **Statement of the theme:** |

**Directions: Answer the following questions in complete sentences. Be sure to proofread your answers and be prepared to share.**

1. What is the narrator’s view on birthdays?

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1. What does the narrator mean when she says that growing old is like an onion?

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1. Why does the narrator wish that she were 102? What can we predict she is about to explain?

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1. Why is the narrator so afraid of people thinking that the sweater is hers? What can we infer?

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1. Why do you suppose Sylvia says that the sweater belongs to Rachel?

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1. Rachel says that Mrs. Price is “right” because she is the teacher. What can we infer about Rachel’s past experiences with Mrs. Price?

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1. Why does Rachel cry?

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1. How does Mrs. Price respond after Phyllis admits that the sweater is hers? What can we infer about Mrs. Price?

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1. Rachel says that when she gets home that there will be a birthday party for her, but that it’s too late. What does she mean by this?

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**Directions: Answer the following questions about literary terms used in *Eleven*.**

1. What is first-person narration? How does the author use this point of view to make the story more effective?

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1. What is the characterization? What events allow the reader to characterize Rachel? What events allow the reader to characterize Mrs. Price?

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1. What is *imagery*? How does the author use *imagery* to make the story more dramatic? Provide an example from the text.

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**Directions: Sandra Cisneros writes “Eleven” in the first-person point of view so that the reader knows Rachel’s thoughts. How does the story sound when you read it? How is it written differently from other stories? Consider how Rachel’s thoughts are written. How does this help the reader to relate to Rachel’s embarrassment?**

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