**Week 2 Review**

**Day 1, Activity 1: Vocabulary in Context**

1. Doubt: The look on the guy’s face looks like he might not believe it.
2. Allow: The boy is letting others go through the door.
3. Impostor: The person taking off a mask shows that imposter means faking being someone else.

**Day 3 – Vocabulary Practice – Activity 1**

1. Mary was an impostor because she pretended to be a princess.
2. Shameice gave herself an allowance because she let herself eat chocolate.
3. My mom was originally doubtful because the student had to prove that the teacher actually wrote the 100%.

**Day 3 – Activity 2 – Personification (All of the answers may vary, the responses below is just an example for review)**

1. Triumph can sometimes feel like something good for you (or a friend), but it sometimes makes you lose sight of what is important.
2. Disaster can sometimes feel like the worst thing to happen to you (an enemy), but sometimes it can lead to learning and improving.
3. That if you let either feeling take over your life it will be bad. Getting caught up in triumph can make you get lazy or just do things for the glory. Getting sucked into Disaster makes some people stop trying.

**Multiple Choice**

1. Which of the following best summarizes a central theme of the text?

The correct answer is C: Growing up is complicated and challenging, but is ultimately worth it for what can be accomplished.

The other answers lightly touch on the theme, but the overall message is contained in option C.

1. Which of the following quotes bests supports the answer to #1?

D: “Yours is the Earth and everything that’s in it, / And – which is more – you’ll be a Man, my son!” (Lines 31-32)

1. Which of the following best describes the structural pattern of the poem?

The answer is D: It is organized mainly through the repetition of “if” statements, building upon each other until the final assertion of the poem.

It is not A because this option does not include the fact that they are building upon each other until the final assertion of the poem. This means that the entire poem is not just built on the “ifs”

B is not correct because it is not increasing much longer statements with difficult guidelines

C is not consistent the stanza pattern nor eight iambic meter.

1. How does the structure of the poem, as indicated in #3, contribute to the poem’s tone?

The answer is B: This form creates a tone of authority and discipline, as the repetition emphasizes instructions for how to live one’s life.

1. What do the details of this poem reveal about the poet’s point of view towards being a grown man? Cite evidence to support your answer. \*\*\*Answers will vary. Below are some points that can be touched on. You should analyze the poem and consider the details of the poem reveal about the poet’s point of view towards what it means to be a man. You may also consider the poet’s background (top of poem) in answering this question.
* Content of the poem is composed of a good number of guidelines and rules (some contradictory) but promote a middle ground of sorts.
* This reveals the poets moderate sensibilities and how he thinks a properly grown man should act, which is moderately.
* Kipling’s Victorian influences and ideals may contribute. The ideals seem to preach stoicism, moderation, and reserve.
* Kipling thought that to be a true adult a man must try to become the ideal perfect person.

**Day 4, Activity 2** – Answers will vary but make sure to look for the three main points:

1. Sentence proves you know the meaning of the word.
2. You use the vocabulary word in the sentence
3. You use the correct form of the vocabulary word in the sentence.

**Day 5, Activity 1**: Student answers will vary.

Example of answer could be the following:

For Line 5: Not everyone has benefited from just waiting for what is right. Some people take action against oppression rather than just waiting for things to work out.