Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: 1 4 5 7 Date: \_\_\_\_\_\_\_

**Unit 1 Study Guide**

“The Ransom of Red Chief” by O. Henry

**DIRECTIONS**: Apply these skills to the short story “The Ransom of Red Chief” by O. Henry as means of reviewing for the Quarter 1 assessment.

**SKILL: RL 8.2** 🡪 determine a theme or central idea of a text and analyze its development over the course of the text . . .

**Central Idea**: More than a topic, which is one word, but is the sentence that states the main/essential part of the text. If you had to say the whole text in one sentence, what would it be?

**Central Idea** (Theme) of “Random of Red Chief”

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

**SKILL: RL 8.2** 🡪 . . . provide an objective summary of the text.

**Objective Summary**: Needs to have the central idea clearly stated and then paraphrases some of the most important supporting details in the text. NO opinions! NO use of 1st person pronouns (I, we, etc.). NO biased adjectives/words unless it was directly stated in the text. NO super specific details. NO direct quotes. **REMEMBER TO name it (title and author), verb it (verb to describe the author’s purpose), central idea (state the theme of the passage).**

|  |  |  |
| --- | --- | --- |
| Textual Evidence: | Textual Evidence: | Textual Evidence: |
| Paraphrased: | Paraphrased: | Paraphrased: |
| Objective Summary:  |

**SKILL: RL 8.1** 🡪 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**Textual Evidence**: Direct quotes from the text.

**DIRECTIONS:** Match these direct quotes with the goal they achieve for the text:

|  |  |
| --- | --- |
| **QUOTE** | **INFERENCE** |
| \_\_\_\_\_\_ “The boy catches Bill neatly in the eye with a piece of brick.” | 1. Bill is afraid of the boy. |
| \_\_\_\_\_\_ “’Ain't it awful, Sam? Do you think anybody will pay out money to get a little imp like that back home?’” | 2. The kidnapper(s) has found the plan to be a lot more challenging than previously thought. |
| \_\_\_\_\_\_ “Red Chief was sitting on Bill's chest, with one hand twined in Bill's hair. In the other he had the sharp case-knife we used for slicing, bacon; and he was industriously and realistically trying to take Bill's scalp, according to the sentence that had been pronounced upon him the evening before.” | 3. The kidnappers realize their plan is in jeopardy of failing. |
| \_\_\_\_\_\_ “At last, I fell into a troubled sleep, and dreamed that I had been kidnapped and chained to a tree by a ferocious pirate with red hair.” | 4. The kidnappers are in over their heads and the boy has proven to be too much to handle. |
| \_\_\_\_\_\_ “Every few minutes he would remember that he was a pesky redskin, and pick up his stick rifle and tiptoe to the mouth of the cave to rubber for the scouts of the hated paleface.” | 5. The boy they want to hold for ransom is going to be a troublemaker. |
| \_\_\_\_\_\_ “’ You won't go away and leave me here alone, will you, Sam?’” | 6. The boy has a vivid imagination. |
| \_\_\_\_\_\_ “’For Heaven's sake,’ says Bill, ‘hurry back, Sam, as soon as you can. I wish we hadn't made the ransom more than a thousand. Say, you quit kicking me or I'll get up and warm you good.’” | 7. The boy was more than Bill could handle. |
| \_\_\_\_\_\_ “I had a scheme for collecting that ransom without danger of being caught by counterplots that ought to commend itself to professional kidnappers.” | 8. The father is aware of how trouble some his son is. |
| \_\_\_\_\_\_ “When the kid found out we were going to leave him at home he started up a howl like a calliope and fastened himself as tight as a leech to Bill's leg. His father peeled him away gradually, like a porous plaster.” | 9. The kid likes his adventure with the kidnappers and did not want to return to his normal life. |
| \_\_\_\_\_\_ “I takes him by the neck of his clothes and drags him down the mountain. On the way he kicks my legs black-and-blue from the knees down; and I've got to have two or three bites on my thumb and hand cauterized.” | 10.The kidnappers are regretting their decision to take the boy as ransom. |
| \_\_\_\_\_\_ “I think you are a little high in your demands, and I hereby make you a counter-proposition, which I am inclined to believe you will accept” | 11. Sam, the narrator, is the mastermind of the kidnapping.  |

**SKILL: RL 8.4** 🡪 Determine the meaning of words and phrases as they are used in the text . . .

**Context Clues**: Understanding a word based on the way in which it is used. The context can extend beyond the sentence it is in. Sentences before and after the word can give contextual clues to help the reader determine the meaning of the word.

**DIRECTIONS:** Pick five (5) words **bolded** in the text and complete the chart

|  |  |  |
| --- | --- | --- |
| **Word**  | **Roots Extracted and Meaning of Roots** | **Guess of Definition Based on Context Clues** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |