

1981

The effect of using study guides to facilitate the comprehension of short stories

Roberta Ladd Bodensteiner
University of Northern Iowa

Let us know how access to this document benefits you

Copyright ©1981 Roberta Ladd Bodensteiner

Follow this and additional works at: <https://scholarworks.uni.edu/grp>



Part of the [Education Commons](#)

Recommended Citation

Bodensteiner, Roberta Ladd, "The effect of using study guides to facilitate the comprehension of short stories" (1981). *Graduate Research Papers*. 2090.

<https://scholarworks.uni.edu/grp/2090>

This Open Access Graduate Research Paper is brought to you for free and open access by the Student Work at UNI ScholarWorks. It has been accepted for inclusion in Graduate Research Papers by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

The effect of using study guides to facilitate the comprehension of short stories

Abstract

In the secondary level, when most students are beyond the "learning to read" stage and are immersed in "reading to learn," the need for suitable materials and strategies for reading becomes quite important. One recognized and practiced method of guiding students through their reading is the use of a study guide. The purpose of this study was to determine whether tenth grade English students in an experimental group would have significantly higher quiz scores after having used study guides during a study of short stories. The following question was examined: Does the use of a study guide facilitate student comprehension of fictional materials? The subjects for this study were 64 tenth graders in four sections of "basic level" English. The experimental group contained 35; the control group contained 29. Over a period of two weeks, five short stories were assigned to both groups. The same pre reading procedure was given to both groups. Those in the control group then read silently while those in the experimental group were given appropriate study guides to use during and after their silent readings. The following day, having finished reading, discussion, and guides, both groups were given a quiz. Two weeks after study guides had been used, another story was assigned to both groups, but no study guides were used. Their quiz scores were compared to see if the experimental group would show differences due to treatment. An analysis of the data showed no significant difference due to treatment. The use of the study guides does not facilitate comprehension of fictional materials. Additional, more carefully controlled research should be done on this topic so that classroom teachers might have a better understanding of study guides. Since study guides continue to be used, it would be helpful to know some strengths and limitations of this reading strategy.

THE EFFECT OF USING STUDY GUIDES TO FACILITATE
THE COMPREHENSION OF SHORT STORIES

A Research Paper

Submitted to

The Department of Curriculum and Instruction

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts in Education

By

Roberta Ladd Bodensteiner

July, 1981

This Research Paper by: Roberta Ladd Bodensteiner

Entitled: The Effect of Using Study Guides to Facilitate
The Comprehension of Short Stories

has been approved as meeting the research paper requirement for the
Degree of Master of Arts in Education.

July 8, 1981
Date Approved

Ned Ratekin
Director of Research Paper

July 8, 1981
Date Approved

Ned Ratekin
Graduate Faculty Adviser

7/10/81
Date Approved

Ernest K. Dishner
Graduate Faculty Reader

7/10/81
Date Approved

Ernest K. Dishner
Head, Department of Curriculum
and Instruction

ABSTRACT

Bodensteiner, Roberta L. M.A. in Education, University of Northern Iowa, July 1981. THE EFFECT OF USING STUDY GUIDES TO FACILITATE THE COMPREHENSION OF SHORT STORIES.

In the secondary level, when most students are beyond the "learning to read" stage and are immersed in "reading to learn," the need for suitable materials and strategies for reading becomes quite important. One recognized and practiced method of guiding students through their reading is the use of a study guide.

The purpose of this study was to determine whether tenth grade English students in an experimental group would have significantly higher quiz scores after having used study guides during a study of short stories. The following question was examined: Does the use of a study guide facilitate student comprehension of fictional materials?

The subjects for this study were 64 tenth graders in four sections of "basic level" English. The experimental group contained 35; the control group contained 29.

Over a period of two weeks, five short stories were assigned to both groups. The same pre reading procedure was given to both groups. Those in the control group then read silently while those in the experimental group were given appropriate study guides to use during and after their silent readings. The following day, having finished reading, discussion, and guides, both groups were given a quiz.

Two weeks after study guides had been used, another story was assigned to both groups, but no study guides were used. Their quiz scores were compared to see if the experimental group would show differences due to treatment.

An analysis of the data showed no significant difference due to treatment. The use of the study guides does not facilitate comprehension of fictional materials.

Additional, more carefully controlled research should be done on this topic so that classroom teachers might have a better understanding of study guides. Since study guides continue to be used, it would be helpful to know some strengths and limitations of this reading strategy.

TABLE OF CONTENTS

CHAPTER I - THE PROBLEM.....	1
Introduction.....	1
Statement of the Problem.....	2
Importance of the Study.....	2
Limitations of the Study.....	3
CHAPTER II - REVIEW OF RELATED LITERATURE.....	4
Research Findings.....	4
Content and Construction.....	7
CHAPTER III - DESIGN OF THE EXPERIMENT.....	11
Subjects.....	11
Procedure.....	11
CHAPTER IV - ANALYSIS OF FINDINGS.....	15
CHAPTER V - INTERPRETATIONS AND CONCLUSIONS...	16
REFERENCES.....	18
APPENDICES.....	20
Appendix A.....	21
Appendix B.....	24
Appendix C.....	27
Appendix D.....	29
Appendix E.....	32
Appendix F.....	34
Appendix G.....	35
Appendix H.....	36
Appendix I.....	37
Appendix J.....	38

CHAPTER I

THE PROBLEM

Introduction

Although the recent clamor from parents and educators alike over "Johnny's" apparent inability to read has somewhat subsided, there is, nonetheless, a prevalent concern over students' reading abilities. A fourteen year drop in the average scores on Scholastic Aptitude Tests (SAT) as reported by Grant (1978) was due, in part, she felt to lowered reading abilities. While many are looking for causes to this apparent problem, there are others who are working to find strategies and methods for students at all levels to better cope with and overcome their limitations in reading.

In the secondary level, when most students are, for all practical purposes, beyond the "learning to read" stage and are immersed in "reading to learn," the need for suitable materials and strategies for reading becomes paramount. Since actual reading courses, be they remedial, independent, developmental, or individualized, are not available to many of the secondary students who could benefit from such instruction, the task of helping students read their texts and supplementary materials falls on the content area teachers.

Current reading educators are very much aware of the recent interest in content area reading. Unfortunately, but understandably, those content area teachers who also are aware of this trend feel threatened by the idea that they might have

to "teach reading." Such is not the case. In fact, it is entirely possible, even probable, that many content area teachers intuitively utilize such reading strategies as study guides or structured overviews. Thus, many are already doing some of the very things needed to help students read their content area materials.

In content area classes, despite painstaking effort in text selection, there will almost always be some students for whom the text is unsuitable. It may be unchallenging, but more often, it is too difficult in either its readability, its concept load, or both. The teacher then must provide guidance in helping all students gain those ideas pertinent to the content area. One recognized and practiced method of guiding students through their reading is the use of a study guide. As mentioned by Earle (1969), the development and use of study guides is as much a philosophy of teaching as a specific teaching practice.

~ Statement of the Problem

The purpose of this study is to determine whether selected classes of sophomore English students at Central High School in Waterloo, Iowa, will have better quiz scores over short stories after using teacher-prepared study guides. Specifically, does the use of a study guide facilitate student comprehension of fictional materials?

Importance of the Study

To say there is an obvious concern about the reading

abilities of today's students is perhaps an understatement. That literacy is important was pointed out by Bormuth (1977) when he said that 141.1 minutes or 29.4% of an eight-hour day was the mean amount of time people spent reading on their jobs. He concluded that at least one-fourth of the value of all goods and services produced annually is contributed by reading. Thus, our future job holders must be given every opportunity to develop those reading skills which will allow them to "read to learn."

Specifically, then, the significance of this study lies in finding out whether the use of study guides does indeed make a difference in students' understandings of their English assignments. An English teacher who takes the time and energy to write various reading guides to use along with reading assignments needs to know whether, in fact, these efforts are worthwhile.

Limitations of the Study

The major limitation of this study is that the sample groups taken from Central High School at Waterloo, Iowa, an integrated suburban school of approximately 1000 students in grades nine through twelve, are computer assigned and not ability grouped. Further, the experimental groups will be instructed by the researcher. Because of lack of randomization and possible bias from the researcher, it would be unwise to attempt to generalize the results of this study to a larger population.

CHAPTER II

REVIEW OF RELATED LITERATURE

Numerous articles and texts on various reading strategies make specific references to study guides, yet not a single definition of "study guide" is utilized. Tutolo (1977) defined a study guide as a teaching aid written by the teacher and used by the student for assistance in developing reading skills for the purpose of enhancing the comprehension of textual material. Earle (1969) makes similar comments and emphasizes that the study guide focuses the student's attention on major ideas and directs the use of necessary reading-thinking processes. The study guide provides the student with a structured approach to the material and assists the student in more efficient reading (McClain, 1981). Specialists agree that through the use of a study guide, the student's mastery of subject matter and proficiency with the process are simultaneously ensured and increased.

Research Findings

Although one is tempted to believe that using study guides facilitates the reading of content area material, research studies to support this belief are scarce. Studies done across all levels of education, elementary through college, have focused on using study guides as a means to better understand various subject matter contents.

Durrell (1956) observed elementary social studies and science students working in teams of three on assignments that included completion of study guides. He reported that using study guides resulted in improved comprehension and

retention of information as well as increased interest and attention to study tasks.

In a research study by Berget (1973) a comparison was made between two methods of guiding learning. Subjects were ninth grade students in English classes who all read the same short story. One group used study guides while a second group used pre-reading purpose questions, and a third group, the control, used no special strategy. The results of the study indicated a significant difference due to the treatment. The conclusion was that use of study guides enhances learning to a greater extent than pre-reading discussion questions.

Sanders (1977) attempted to define a method for teaching students to interpret literature and measure the effectiveness of their responses. The study included 94 ninth grade students randomly assigned to two experimental and two control groups. The experimental groups were given guide materials to accompany their reading. Among his findings was the conclusion that significant differences did seem to exist between the patterns of responses for the two groups, the experimental group having more interpretive responses. Further, in stories read later when the experimental group had no guide material, there was still a significant difference between the responses of the two groups.

Farnum and Brigham (1978) conducted a nine-week study with social studies classes at the middle school level. The twenty-four students were divided into four equal groups, two groups using Text A and two groups using Text B. For three

weeks no study guides were used; for three weeks group one using Text A and group two using Text B were given study guides; for the final three weeks, the previous conditions were reversed within each text assignment. The researchers found that quiz performance by students using study guides was always higher than the performance of students who did not receive aid from study guides. One of their conclusions was that study guides were educationally effective.

In an algebra class of 74 ninth grade students, Riley (1979) found that the use of leveled reading guides similar to those offered by Herber (1970) produced significant gains in comprehension of word problems in the math course.

At the college level, Pachtman (1979) investigated the effect of a reading-study skills course utilizing content area techniques. His subjects were college freshmen on academic probation, and the study lasted for two semesters. Among the findings was a conclusion that the program for these probationary students made significant differences in their study techniques and grade point averages.

Though research has shown study guides facilitate comprehension of written materials, not all results are conclusive that study guides help. At the tenth grade level, social studies students were involved in a study by Berget (1977). Using 182 students in ten intact classes, he randomly assigned one of three treatments to the ten classes. One experimental group used structured overviews, one experimental group used organizational pattern guides, and the control group received

no guidance beyond verbal overviews and class notes. Although no significant differences were found among the groups, observations from the classroom teachers indicated that the experimental groups tended to respond more intelligently and completely to social studies concepts. Berget concluded that further research would be necessary, controlling for the fact that both teachers had taught control and experimental groups.

Content and Construction

The research studies relating to study guides are only part of the available literature on this subject. As with the definition, there is no single method to follow in making a study guide. Several articles relate to the content and construction of study guides.

A distinction to be noted about study guides is that they can allow an individualized approach to the assigned reading material. Herber (1970) describes study guides as being a means for all students in one class ranging in achievement over several "grade levels" to react to the same material at different levels of comprehension, thereby serving the individual needs of the students. What readers do with information is described by Herber in his three Levels of Comprehension: Level I -- literal; Level II -- interpretive; Level III -- applied.

These levels must be considered in light of what students could be expected to do at these levels. At the literal level the reader decodes words, determining their meaning in context,

and recognizes relationships among words in order to determine what the author said. Understanding what the author said, however, does not ensure that the reader understands what the author meant. The interpretive level of comprehension is applied to what the author has said in order to derive meaning from his statements. The reader infers significant relationships among the details and is able to know what the author meant. Finally, at the applied level of comprehension, products of the literal and interpretive levels interact with the reader's previous experiences and observations. The result of this interaction is the formulation of new concepts which extend beyond the assigned material. Herber (1970) believes it is necessary to master an understanding at one level before proceeding to the next; each level builds on the preceding one.

Students' competencies and the difficulty of the material must be considered when using leveled study guides. Those students who have been determined to be less able readers, as shown by test scores and teacher observation, should work with the literal level of the study guide and, when necessary, be given assistance in locating details. Page and paragraph numbers could be included. Those at the interpretive level would not need such specific assistance. Some tasks at this level might include selecting appropriate statements and supporting them through the assigned reading or describing significant relationships through written personal expressions.

At the third level the student can be given practice in applying personal experiences and knowledge to the material that was read. Ideally, the student at the application level will be able to formulate solutions or generalizations beyond the scope of the assignment.

It is believed that dealing with the particular way in which information is organized in an assignment aids students in mastering the content (Tierney, Readence, and Dishner, 1980). There are several thought relationships an author may use. Four organizational patterns which commonly occur are cause and effect, comparison and contrast, simple listing, and time order. A study guide based on patterns of organization might be a skeleton outline for which students apply details to given main ideas. Or the guide could list several causes and students would have to supply effects as noted from their reading.

No single format is used for study guides, so generalizations about their content and construction should be reviewed. Earle (1969) suggests four criteria for use as possible guidelines in deciding just what information students should obtain from an assignment. These guidelines should reflect the overall content objectives.

1. It is interesting to the student.
2. It is significant to the discipline.
3. It is broadly applicable outside the discipline.
4. It is important in terms of its potential for attacking the problems and issues of the present and the future. (p. 73)

Passages which do not relate to the major objectives can be minimized or even deleted. For the actual construction of a study guide, Earle (1969) suggests:

1. Too much print on the pages of a study guide tends to overwhelm students, particularly those who are operating at level I.
2. The guide is different and difficult; students should locate, verify, or otherwise manipulate information so that they remain active participants in the assignment.
3. The guide reflects both content and process.
4. Though not every study guide will be entirely successful, the important point is to pick a short reading selection, make a study guide, and try it out. (p. 77)

The effective use of study guides in a classroom requires their thoughtful adaptation to assigned readings. Furthermore, study guides can be appreciated or rejected by students depending on whether they are graded, seen as "busy work" or used too often. Like Longfellow's child, when they (study guides) are good, they are very, very good, but when they are bad, they are horrid (Estes and Vaughan, 1978).

As Earle (1969) points out, there is a need for people who can do things with information, who are enthusiastic learners, and who are independent thinkers. Study guides can be used toward this end.

CHAPTER III

DESIGN OF THE EXPERIMENT

Subjects

The subjects for this study were 64 tenth graders who had been computer assigned to four sections of "basic level" English class, 35 in the experimental group and 29 in the control group. Each group included two class sections. For a period of four weeks, students were involved in a literature unit studying short stories. The general objectives were to recognize the elements of a short story including characterization, setting, theme, and plot development. In addition, the students were to recognize special writing techniques such as use of foreshadowing, irony, and symbolism as used in various stories.

Procedure

The teacher of the four classes, also the researcher, assigned two groups to the experimental treatment based on an attempt to equalize the size of the two groups and the varied abilities among the classes. Using reading percentile ranks from Iowa Tests of Educational Development given in October of 1980, a comparison of group means was done. The experimental group had a mean percentile rank of 37 with the range of percentile ranks from 98 to 1. The control group's mean was 39.7, ranging from 84 to 1. There was no statistically significant difference in groups.

Over a period of two weeks, five short stories were

assigned to both the experimental and control groups. All stories were part of the district-suggested tenth grade curriculum. The appendices contain the study guides, three leveled guides and two organizational pattern guides, that were used in the study. These are intended for use with the tenth grade English text, Nova (Signal Series) by Scott, Foresman and Company and with two short stories by Saki (H.H. Munro) found in Exploring Life Through Literature by Scott, Foresman and Company. Appendix A is a leveled guide for a short story "Frame-up On the Highway;" Appendix B is also a leveled guide for the short story "Enemy Territory;" Appendix C is a pattern of organization guide to focus the cause/effect relationships found in the story "The One Who Got Away;" Appendix D is a leveled guide for "The Open Window;" and Appendix E is a pattern of organization guide to focus also on the cause/effect relationships found in the story "The Interlopers."

The researcher did the same pre reading procedure for both experimental and control groups. Motivation questions were asked, difficult vocabulary words were presented, and specific references to irony, foreshadowing, characterization, or other pertinent literary devices were mentioned. Following the pre reading activities, the students read the selections silently. Those in the experimental group were given their questions, and answered them as they read. Some students answered while reading; others answered after they had read,

going back to look for specific information.

When the experimental group used leveled guides, as was done for three stories, it was important for each student to have an appropriate level. The students were assigned a literal level guide if their reading percentile ranks were in the approximate lower third of the class; the application guide was given to those in the approximate upper third of the class; and the interpretive guides were assigned to the remainder of the class. Following individual completion of the guides, students were encouraged to compare responses with others who had completed the same level of guide. When all students had finished, groups were formed. Some students from each level were in each group so that all literal, interpretive, and application questions were presented to all class members. When the guides were discussed in integrated groups, each level offered input and each individual, regardless of reading ability, made legitimate contributions to the group.

Following the reading the control group participated in teacher and student-raised question/answer discussions. They kept notes on each story relevant to the general objectives of the unit. On the day following completion of reading and discussion, the group took a short quiz over the story just finished.

The experimental group also took a short quiz on the day following completion of their group discussions. Although the questions were usually the same for both groups, order of

presentation and a few deviations made slight differences so as to discourage students in an early class from prompting those who took the quiz later in the day. The quizzes were designed so that some of the information used to answer the study guides could be used to answer quiz questions as well. The appendices contain the quizzes that were given for each story.

Two weeks after the study guides had been used, both groups were assigned the same story. No guides were used; student initiated questions followed the reading. The following day a short quiz was given to both groups. This was done to see if the experimental group would exhibit any significant differences in their quiz scores as a result of having been exposed to study guides in earlier weeks.

CHAPTER IV
ANALYSIS OF FINDINGS

The scores of each of the five quizzes and the post-quiz were compared by using a t-test for independent means.

Table 1
t-Test for Differences Between Groups' Mean
Scores Related to Use of Study Guides

Source	Experimental N=35	Control N=29	t	p
Quiz #1	8.514	8.276	.64	N.S.
Quiz #2	9.886	10.345	-.73	N.S.
Quiz #3	15.057	15.276	-.22	N.S.
Quiz #4	7.314	8.655	-3.55	*
Quiz #5	7.257	6.483	1.53	N.S.
Post-Quiz	8.361	8.266	.16	N.S.

*p .01

Table 1 shows that for all of the measures except Quiz #4 there was no significant difference due to treatment. On Quiz #4, in fact, the control group scored significantly higher than the experimental group. The use of study guides did not facilitate comprehension of fictional materials.

CHAPTER V

INTERPRETATIONS AND CONCLUSIONS

In spite of the findings of this study, a conclusion that study guides are not worthwhile would be unwarranted. This study was biased by the fact that the researcher was teaching both the control and experimental groups, and further, all study guides, quizzes, and control group questioning were assigned and carried out by the same classroom teacher.

The outcome of this study is limited by the degree to which study guides adequately guide the reading-thinking process as measured by quizzes.

It was observed that the use of study guides generally created interest in the stories as they provided "something different." The students liked the ideas of comparing answers and on two or three occasions debated the correctness of responses. In the small group discussions, the students were cooperative about sharing their questions and responses, but there was a lack of interest among most groups to go beyond the questions presented. If it were possible for the teacher to spark discussion within each small group, such a technique might eventually prod students to use the study guides as a departure point.

One problem in using study guides was that the slower readers were sometimes rushed to finish their guides. Since the reading selections were short, it was desirable to have the group discussions over the guides during the same class hour. Another problem, seen with the process guides only,

was that those students with poor writing skills were often unwilling to finish the guide. Unless they could copy directly from the story, they seemed to feel inadequate in writing their responses. Neither of these problems is insurmountable, but they deserve consideration.

In further research the biggest adjustment needed would be to control for teacher bias. By having a second instructor for one of the groups, the study might yield different results. Since some research studies have shown study guides to be successful aids to reading comprehension, further research in this area could provide additional and more conclusive data.

REFERENCES

- Berget, E. The use of organizational pattern guides, structured overviews and visual summaries in guiding social studies reading. In H.L. Herber and R.T. Vacca, (Eds.), Research in reading in the content areas: Third report. Syracuse, New York: Reading and Language Arts Center, Syracuse University, 1977, 151-162.
- Berget, E. Two methods of guiding the learning of a short story. In H.L. Herber and R.F. Barron, (Eds.), Research in reading in the content areas: Second report. Syracuse, New York: Reading and Language Arts Center, Syracuse University, 1973, 53-75.
- Bormuth, J.R. Literacy policy and reading and writing instruction. Chicago: University of Chicago, 1977. (ERIC Document Reproduction Service No. ED 144 025)
- Cordoba, M.J. Process guide for "Frame-up on the Highway." Curriculum aid prepared for Central High English Department, Waterloo, Iowa. 1977.
- Dishner, E.K. & Readence, J.E. Content reading: Past, present! future? Reading Horizons, 1978, 19, 78-81.
- Durrell, D.D. Improving Reading Instruction. New York: Harcourt, Brace and world, 1956.
- Earle, R.A. Developing and using study guides. In H.L. Herber and P.L. Sanders, (Eds.), Research in reading in the content areas: First report. Syracuse, New York: Reading and Language Arts Center, Syracuse University, 1969, 71-92.
- Estes, T.H. & Vaughan, J.L. Reading and learning in the content classroom. Boston: Allyn and Bacon, Inc., 1978.
- Farnum, M. & Brigham, T.A. The use and evaluation of study guides with middle school students. Journal of Applied Behavior Analysis, 1978, 11, 137-144.
- Grant, B.M. Literacy through literature: A cross-cultural and broad-spectrum approach to reading and writing facility through literature. Paper presented at New Jersey Reading Teachers' Association Conference, New Jersey, March 178. (ERIC Document Reproduction Service No. ED 163-467)
- Herber, H.L. Teaching reading in content areas. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1970.
- McClain, L.J. Study guides: Potential assets in content classrooms. Journal of Reading, January 1981, 24, 321-325.
- Pachtman, A.B. The effects of a reading and study skills program utilizing content area techniques upon probationary college freshmen. In H.L. Herber and J.D. Riley, (Eds.),

Research in reading in the content areas: Fourth report.
Syracuse, New York: Reading and Language Arts Center,
Syracuse University, 1979, 132-146.

Readence, J.E., Baldwin, R.S., & Dishner, E.K. Establishing
content reading programs in secondary schools. Journal
of Reading, March 1980, 23, 522-526.

Riley, J.D. The effect of reading guides upon students'
literal, interpretive, and applied level comprehension
of word problems. In H.L. Herber and J.D. Riley, (Eds.),
Research in reading in the content areas: Fourth report.
Syracuse, New York: Reading and Language Arts Center,
Syracuse University, 1979, 113-131.

Sanders, P.L. The effects of instruction in the interpretation
of literature on the responses of adolescents to selected
short stories. In H.L. Herber and R.T. Vacca, (Eds.),
Research in reading in the content areas: Third report.
Syracuse, New York: Reading and Language Arts Center,
Syracuse University, 1977, 76-95.

Tierney, R.J., Readence, J.E., & Dishner, E.K. Reading
strategies and practices: A guide for improving instruction,
Boston: Allyn and Bacon, Inc., 1980.

Tutolo, D.J. The study guide---types, purpose, and value.
Journal of Reading, March 1977, 20, 503.

APPENDICES

APPENDIX A

"Frame-up On the Highway"

Level I (Literal)

Directions: Check all items that represent what the author said in this short story. Some may be word-for-word; others may be a paraphrase.

- _____ a. Jimmy Franklin was driving carefully. (p. 114)
- _____ b. He had just passed the scene of a crash on Lake Boulevard. (p. 114)
- _____ c. One cause of the accident was the wetness of the road. (p. 114)
- _____ d. There was a man wearing overalls who witnessed the accident. (p. 116)
- _____ e. The police blamed Jimmy for the accident. (p. 118)
- _____ f. Riggio thought Jimmy was reckless. (p. 120)
- _____ g. Ben Murphy tells Jimmy to find the witness. (p. 124)
- _____ h. Jimmy and his father start searching for the witness in bars. (p. 127)
- _____ i. Pop bribes the missing witness to see things in favor of Jimmy. (p. 129)
- _____ j. Jimmy and Pop go to the police station with new evidence. (p. 130)
- _____ k. Mrs. Murphy confesses to a crime. (p. 131)
- _____ l. Mrs. Murphy's face will be scarred for life. (p. 133)

"Frame-up On the Highway"

Level II (Interpretive)

Directions: Choose those items you believe to be accurate interpretations from this short story. Be prepared to support your choices and to identify the pages from which you obtained your information.

- a. Jimmy was a careful driver. (p.)
- b. Jimmy felt categorized and labeled as a "hot rodder."
(p.)
- c. Mark Bradford has no compassion for Jimmy. (p.)
- d. Sam Riggio feels resentful toward Mark Bradford.
(p.)
- e. Jimmy loves his parents and has a very good relationship
with them. (p.)
- f. Riggio relates to Jimmy as he would to his own son.
(p.)
- g. Jimmy acts indifferently toward his parents' attitudes.
(p.)
- h. Pop and everyone else are convinced that Jimmy was at
fault. (p.)
- i. Jimmy likes Mr. Murphy and feels he is a friend.
(p.)
- j. Jimmy and Pop grow closer because of what happened
with the accident. (p.)

"Frame-up On the Highway"

Level III (Applied)

- a. In a short paragraph give your reasons for agreeing with or disagreeing with the fact that teenagers must pay higher auto insurance rates simply because of their ages.

- b. Relate a personal experience where you or someone you know has been stereotyped. Show how it applies to the story.

APPENDIX B

"Enemy Territory"

Level I (Literal)

Directions: Check all items that represent the events in this short story; some may be exact, other paraphrased.

- _____ a. Tommy was playing war with Jerome. (p. 107)
- _____ b. Mister Bixby forgot his wide-brimmed Panama hat at Tommy's house. (p. 107)
- _____ c. Valentine is the leader of a teenage gang. (p. 107)
- _____ d. Tommy says he is an African. (p. 108)
- _____ e. Grandma wants Tommy to carry a broom handle with him for defense. (p. 108)
- _____ f. Tommy's grandfather was from Cuba. (p. 109)
- _____ g. Pablo wrecked the Irishman's bar because they told him to leave. (p. 111)
- _____ h. Pablo was put in jail for two months. (p. 111)
- _____ i. When Pablo broke out of jail he went back to the Irish bar. (p. 112)
- _____ j. Tommy finally decides to run his errand and fight off Valentine's gang. (p. 112)

"Enemy Territory"

Level II (Interpretive)

Directions: Choose those items you believe to be correct ideas from the story. Be prepared to support your choices and to identify the pages from which you obtained your information.

- a. Tommy feels he is intruding on Valentine's territory. (p.)
- b. Tommy feels ashamed of his weakness. (p.)
- c. Tommy feels so guilty that he thinks he deserves punishment. (p.)
- d. The grandmother is proud of Tommy. (p.)
- e. The grandmother does not understand the reason for the prejudices among ethnic groups. (p.)
- f. The grandmother now believes Pablo did the right thing and is proud for it. (p.)
- g. Pablo was triumphant when the bartender washed the glass. (p.)

"Enemy Territory"

Level III (Applied)

Directions: Choose those items you believe represent generalizations from this story. Be prepared to defend your decisions.

- a. Fighting solves nothing.
- b. If a person forsakes his ethnic background, he has demeaned himself.
- c. It is a sign of weakness to run away from a fight.
- d. Very few things are worth fighting for.
- e. Brains are mightier than brawn.

Describe in a short paragraph your explanation of the quote "Speak softly and carry a big stick; you will go far."

APPENDIX C

"The One Who Got Away"

There are many examples in this story of cause and effect. One thing occurred and another thing happened as a result. For example, on page 101, para. 1, the cars were coming back to the U.S. from Mexico. Because of this each car had to stop, and the driver had to answer questions. Below are several situations. The page and paragraph are given to help you locate the item. In the second column write the effect of the situation in column one.

Situation (Cause)	Effect (What resulted)
1. Because Jack Wilner was too showy in his shiny convertible, (101,3)	1.
2. Because the narrator of the story (I) called the Mexican customs men, (101,6)	2.
3. Because the narrator (I) alerted other checkpoints, (103,6)	3.
4. Because a twenty-four-hour watch was set up at Wilner's place, (103,12)	4.
5. Because the agents got trapped in Mexican traffic, (104,1)	5.
6. Because the customs agents obtained a warrant, (104,5)	6.
7. Because Jack Wilner had been searched, (104,6)	7.

8. Because the narrator happened to meet Wilner at the boat race,
(104,8) 8.
9. Because Wilner smuggled, he (104,12) 9.
10. Because Jack Wilner was never caught, (105) 10.

APPENDIX D

"The Open Window"

Group I (Literal)

Directions: Check all items that represent the events in this short story.

- a. The niece is 15 years old. (p. 22)
- b. Mr. Nuttel is visiting strangers because he has a nerve condition. (p. 22)
- c. Mr. Nuttel had visited there four years before. (p. 22)
- d. The niece, Vera, tells the guest there had been a tragedy. (p. 23)
- e. Mrs. Sappleton acts sad and gloomy because of the tragedy. (p. 23-24)
- f. Mr. Nuttel believed that his hostess has interest in his illness. (p. 24)
- g. Framton leaves in a hurry when the hunters return. (p. 25)
- h. Vera tells a tale about Mr. Nuttel. (p. 25)

"The Open Window"

Group II (Interpretive)

Directions: Check all items that represent interpretations that can be made from this story.

- a. Vera is a mature, creative young lady. (p.)
- b. The story takes place in England. (p.)
- c. The men had been lost in a bog for three years. (p.)
- d. Mr. Nuttel is probably not too intelligent. (p.)
- e. Vera is a liar. (p.)

"The Open Window"

Group III (Application)

- a. Why is this story one big hoax?
- b. Write a short paragraph using the following topic sentence.
Tampering with the truth can be harmful.

APPENDIX E

"The Interlopers"

There are many examples in this story of cause and effect.

One thing happens and a result occurs. For example, on page 11, para. 1, "Ulrich von Gradwitz patrolled the dark forest in quest of a human enemy." The effect (result) of this is seen in the same paragraph. He is out in the mountains watching, listening, and hunting on a winter night. Below are several situations. Page and paragraph numbers are given to help you locate the items. In the right-hand column, write the effect of the cause in the left-hand column.

CAUSE (situation)	EFFECT (result)
1. (p. 11 para. 2) Because the family who had illegally owned the land refused to obey the courts,	1.
2. (p. 11 para. 2) Because Georg Znaeym continued the family quarrel and frequently took game from the disputed land,	2.
3. (p. 11 para. 3) Because of the personal ill will between Ulrich von Gradwitz and Georg Znaeym,	3.
4. (p. 12 para. 2) Because both men, though they hated each other, had been taught rules of civilized behavior.	4.

5. (p. 12 para. 2) Because the storm caused a trash to crash and fall over, 5.
6. (p. 13 para. 1) Because Ulrich's men had been told to follow in ten minutes, Ulrich believed, 6.
7. (p. 13 para. 8) Because Ulrich felt pain and languor (a softening of mood), 7.
8. (p. 13 para. 11) Because the whole region could never remember seeing a Znaeym and a Von Gradwitz together, 8.
9. (p. 14 para 1) Becasue each man wanted to show honorable attention to his new friend, 9.
10. (p. 14) Because the wolves came, 10.

APPENDIX F

Quiz #1 - "Frame-Up On the Highway"

1. Why was Jimmy Franklin driving especially carefully at the beginning of the story?
2. How did he happen to know the lady in the accident?
3. Why was Jimmy called a hot-rodder?
4. What was the reason that Riggio had a different opinion of teenage drivers than Bradford did?
5. Name one thing Riggio did to show his kindness to Jimmy.
6. Name something Jimmy did the night of the accident to show he was accepting responsibility for his predicament.
7. Where did Jimmy work?
8. What happened to make Mr. Franklin get involved in the search for the witness?
9. Did Mr. Franklin bribe the witness and actually give him money?
10. Why did the wino go to Mr. Murphy and get money?
11. T or F - Mrs. Murphy's face was going to be O.K.
12. T or F - Mrs. Murphy deliberately smashed into Jimmy's car.
13. T or F - Officer Bradford comes to the Franklin house to apologize.
14. T or F - Until the witness had been found, not one person believed Jimmy's story.
15. T or F - Jimmy and his friends were able to find out the name of the witness.

APPENDIX G

Quiz #2 - "Enemy Territory"

1. How old are the gang members?
2. When does story take place?
3. Why is the Panama hat such an inviting target?
4. Why does Tommy expect to get whacked with a broom stick?
5. Why was it unusual for a Cuban to go into an Irish neighborhood?
6. Why did Grandma tell Tommy the story about his Grandfather?
7. Why did the Irish bartender break the glasses Pablo had drunk from?
8. Give two adjectives that describe Pablo.
9. What did Pablo do to make a living?
10. Is Pablo's "big stick" his temper, his desire to be friends or his physical strength?
11. - 15. Give your opinion in 3 or 4 sentences of the meaning of the phrase "Walk softly and carry a big stick."

APPENDIX H

Quiz #3 - "The One Who Got Away"

1. Why was Jack Wilner first suspected of doing something illegal?
2. Who is I?
3. Why did the customs officials take apart Jack's car?
4. How does Jack Wilner - according to the narrator - get back to California when it's apparent that he hasn't crossed at the station where the narrator works?
5. What city in California did Jack live in?
6. Why had the customs officials lost him when they followed Jack into Mexico?
7. How long was it before the narrator saw Jack in Mexico?
8. How do you know Jack must have made lots of dollars from smuggling?
9. What was he smuggling?
10. Why were the customs officials unable to catch Jack Wilner?

APPENDIX I

Quiz #4 - "The Open Window"

1. T or F Vera is creative and imaginative.
2. T or F Framton Nuttel ran off because he thought he saw ghosts.
3. T or F Framton Nuttel's sister visited the Sappleton house.
4. T or F The story takes place in England.
5. T or F The men had gone hunting the morning that Framton arrived.
6. T or F Framton was afraid of dogs.
7. T or F Framton suffered from a nervous condition.
8. How old was Vera?
9. & 10. Name 2 things to give the idea that the story takes place in the country that it does.

Alternate Questions

1. T or F Vera is confident and mature.
2. T or F Vera told Framton the hunters had been gone for three years.
3. T or F Framton didn't know the Sappletons.
4. T or F Framton had come to the country to rest up from a heart condition.
5. T or F The aunt was interested in Framton
6. What month is the story in?

APPENDIX J

Quiz #5 - "The Interlopers"

1. What country or area does the story take place in?
2. What's the physical setting? (surroundings?)
3. Why are these two families feuding?
4. Why didn't the two men shoot each other when they met face to face?
5. How do you know that this story took place in the 1700's? (or earlier?)
6. How were the men injured?
7. What was the offer of friendship made by Ulrich von Gradwitz?
8. What's an interloper?
9. Why is it ironic that wolves come at the end?
10. What conclusion can we make about the feuding families at the end of the story?

Alternate Questions

1. Why did each man want his own foresters to be first to arrive?
2. What season of the year was it?
3. Why did Ulrich decide to offer friendship?