Standards Focus

Objectives

Students will

- understand and analyze symbolism and theme
- draw conclusions

Motivate

What Do You Think?/QuickWrite

Have students think about the communities they belong to. Point out that people can belong to different communities—ethnic, neighborhood, church, or school communities, for example. Tell students to write their thoughts about the meaning of community in their **Reader/Writer Notebooks**.

Academic Vocabulary

Look for opportunities to use the Academic Vocabulary words in this collection.

- **establish, *v.*:** bring about; set up
- **impact, *n.*:** strong or forceful effect
- **impression, *n.*:** idea or notion

Analyzing Visuals

Activity Ask students what types of communities this person belongs to. ***Possible response:*** *She is part of a Native American group; she belongs to a community of performers.*

SHORT STORY

Preparing to Read

Dancer

by **Vickie Sears**



Teenager performs shawl dance at powwow.

What Do You Think? How does belonging to a community satisfy the heart and mind?

QuickWrite

What does it mean to "belong"? How can joining a club, choir, sports team, or after-school group help someone find fulfillment and happiness?

SKILLS FOCUS pp. 416–425

Literary Skills
- Understand and analyze symbolism and theme.

Reading Skills
- Draw conclusions.

Vocabulary Skills
- Understand idioms.
- Use academic vocabulary appropriately.

Grammar Skills
- Classify, identify and use simple, compound, complex, and compound-complex sentences.

Writing Skills
- Write to explain.
- Compare themes or literary elements.

Listening and Speaking Skills
- Integrate multimedia and technology into presentations.

Selection Readability	
Easily Accessible **Accessible** Challenging	simple vocabulary; colloquial and figurative language; clear theme
Lexile	**740**

Selection Summary

Clarissa is a young girl living with a foster family. She has troubles at first, but after she witnesses the monthly powwow, she changes. She begins teaching herself the dances, then participating in the powwow.

Reader/Writer Notebook

Use your **RWN** to complete the activities for this selection.

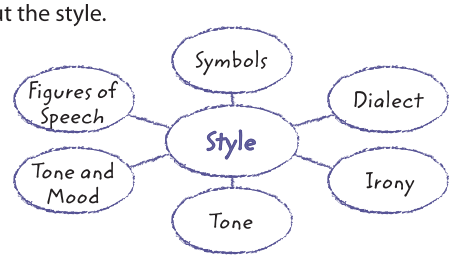
Literary Focus

Symbolism A person, place, thing, or event that has meaning in itself but also stands for something beyond itself is called a **symbol.** A flag, for example, can symbolize patriotism. A desert can symbolize thirst or hopelessness. As you read "Dancer," look for symbols that represent larger ideas or themes.

Reading Focus

Drawing Conclusions A **conclusion** is the final thought or judgment you establish after you have considered all of the evidence. You usually **draw conclusions** about characters, theme, or the author's style after you have finished reading.

Into Action Use a concept map like the one below to draw conclusions about the author's style. As you read, fill in examples of each literary device in the outer circles. Later, you will make a judgment about the style.



Writing Focus

Think as a Reader/Writer

Find It in Your Reading As you read, watch for **imagery**—words and phrases that appeal to the senses—that the author uses to describe characters and action. Write the images in your *Reader/Writer Notebook.*

TechFocus As you read the story and the Culture Link, think about how you might use the Internet to learn more about the different dances that are mentioned.

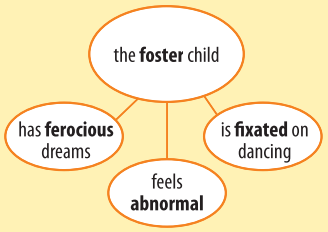
Vocabulary

foster (FAWS tuhr) *adj.:* given shelter and care by people other than one's parents. *As a foster child, Clarissa lived in several different homes.*

ferocious (fuh ROH shuhs) *adj.:* brutal; cruel. *The narrator is worried about Clarissa's upsetting, ferocious dreams.*

fixated (FIHK sayt uhd) *adj.:* focused with full attention. *Clarissa is fixated on the dancer's every move and can't look away.*

abnormal (ab NAWR muhl) *adj.:* not normal; unusual. *Clarissa's moods change so rapidly that it seems almost abnormal.*



Language Coach

Multiple-Meaning Words The word *foster* is used as an adjective in the Vocabulary list above, but it can also be used as a verb. How does its meaning change when it is a verb? Use a dictionary to help you figure out the answer.

Learn It Online
Build your understanding of terms with Word Watch at:
go.hrw.com L8-417 Go

Selection Resources

Collection 4 Resources, on-level practice and assessment, p. 24
Teacher One Stop™, on-level lesson plans and all print resources
Holt Audio Library
Holt Audio Library: Selections and Summaries in Spanish
Supporting Instruction in Six Languages, selection summary
Analyzing Visuals Transparencies, p. 31
ThinkCentral Online Assessment, Selection Test
ThinkCentral Online Remediation

Preteach

Introducing Vocabulary

Read aloud the Vocabulary words and sample sentences. Then, to check students' understanding, have students identify the Vocabulary word that is a synonym for each word or phrase below.

1. strange [*abnormal*]
2. fierce [*ferocious*]
3. unblinking [*fixated*]
4. sheltered by others [*foster*]

Language Coach

Use **Language Coach** to help English-language learners acquire word knowledge. ***Answer:*** *When it is a verb, the word* foster *shows action. For instance, when you foster kittens, you feed and care for them.*

Literary Focus

As you read and discuss the selection with students, have them note symbols that represent larger ideas or themes.

Reading Focus

Give students a copy of the Reading Focus graphic organizer before they read. Tell them to use their responses to answer the questions on the Applying Your Skills page.

Writing Focus

Have students record imagery used by the author in their **Reader/Writer Notebooks**. Students can use their notes to complete the Writing Focus activity.

Learn It Online
Send students to **Word Watch** for audio pronunciations, synonyms and antonyms, and brief histories of word origins. Preview at **go.hrw.com.**
go.hrw.com L8-417 Go

Selection Introduction

More About the Writer

In an autobiographical essay, **Vickie Sears** writes that when her parents divorced, she and her brother were interviewed by court-appointed social workers and were subsequently taken from their parents. Sears recalls, "Father's relatives who offered my brother and me a home were deemed unworthy because 'Indians have poor child-rearing skills.' It is not an accident that I became a social worker."

Think About the Writer

In her stories, Sears explores the experiences of being a foster child and of being part of a Native American community. Ask students what young people who are not of Native American heritage and/or have not experienced the foster care system could learn from reading her stories.

For Independent Reading

- Students interested in Native American culture may wish to read Kristiana Gregory's *The Legend of Jimmy Spoon*, based on a true story of a white boy who runs away to live with the Shoshoni people in the mid-1800s.
- You may also wish to recommend Sherry Garland's *Letters from the Mountain*, the story of a boy who lives away from his family.

MEET THE WRITER

Vickie Sears

(1941–1999)

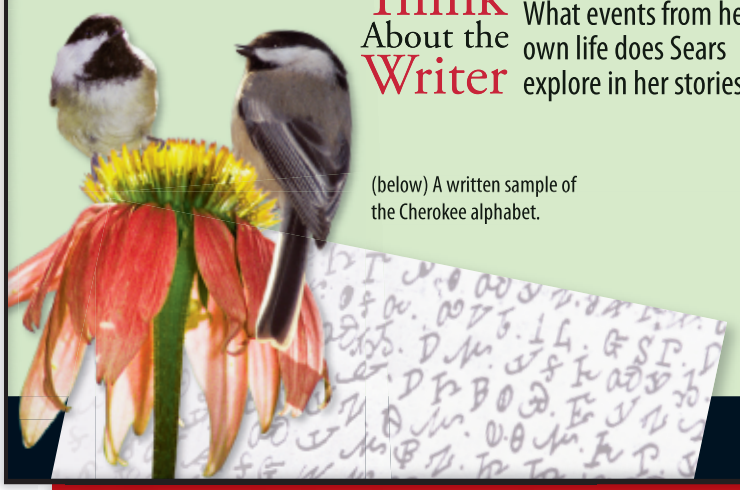
Finding Identity

Vickie Sears was half-Cherokee, with a Cherokee father. Her father and his family taught her about the Cherokee ways, but he died when Sears was twelve years old. Her mother was not Native American, and she did not allow Sears to visit her father's family after her father's death. Describing this time in her life, Sears said, "I began to sneak off to the Indian Center in downtown Seattle. I became an intertribal person, learning from all the different tribal people who came there. . . . Many things were viewed differently from Father's beliefs, but there were enough comparable attitudes that allowed me not to feel so alone."

Writing from the Heart

Sears was a poet and essayist, but she is perhaps best known for her short stories, many of which reflect her own personal history. Like the characters in her stories, Sears lived in foster homes as a child. In one of the dedications to *Simple Songs,* a book of short stories, she wrote, "To all of the children who ever lived in an orphanage or foster home and had a dream." Her stories explore the unique experience of Native American children in the foster care system.

Think About the Writer What events from her own life does Sears explore in her stories?



(below) A written sample of the Cherokee alphabet.

Build Background

The characters in this story attend Native American powwows. These gatherings vary by location and community, but nearly all include some form of music and dancing. In many regions, powwows are opportunities to visit with members of one's own community or other communities.

Preview the Selection

In this story an angry and frightened five-year-old girl named **Clarissa** comes to live with a foster family. They introduce her to a new community—and her own heritage.

Differentiating Instruction

English-Language Learners

Help students complete their concept maps. Refer to the concept map on p. 417.

- figures of speech: figurative language like similes, metaphors, and personification
- mood: how the story makes the reader feel
- dialect: the specific way the people in the story speak, based on their location and background
- irony: the difference between what is expressed and what is actually meant

Readers Gaining Proficiency

Model how to draw conclusions while reading. Tell students to look for evidence about characters, theme, and style as they read. Then, draw a concept map on the board, and label the center circle *Character*. Tell students that details about character include physical appearance, actions, interactions with others, and inferences the reader can make. Write *appearance, actions, interactions*, and *inferences* in side circles. Then, tell students to use this evidence to draw conclusions about a character after they have finished reading.

Read with a Purpose Read this story to discover how a lonely girl finds a way to belong.

Dancer

by **Vickie Sears**

Tell you just how it was with her. Took her to a dance not long after she come to live with us. Smartest thing I ever done. Seems like some old Eaglespirit woman saw her living down here and came back just to be with Clarissa.

Five years old she was when she come to us. Some foster kids come with lots of stuff, but she came with everything she had in a paper bag. Some dresses that was too short. A pair of pants barely holding a crotch. A pile of ratty underwear and one new nightgown. Mine was her third foster home in as many months. The agency folks said she was *so-cio-path-ic.*[1] I don't know nothing from that. She just seemed like she was all full up with anger and scaredness like lots of the kids who come to me. Only she was a real loner. Not trusting nobody. But she ran just like any other kid, was quiet when needed. Smiled at all the right times. If you could get her to smile, that is. Didn't talk much, though.

Had these ferocious dreams, too. Real screamer dreams they were. Shake the soul right out of you. She'd be screaming and crying with her little body wriggling on the bed, her hair all matted up on her woody-colored face. One time I got her to tell me what she was seeing, and she told me how she was being chased by a man with a long knife what he was going to kill her with and nobody could hear her calling out for help. She didn't talk too much about them, but they was all bad like that one. Seemed the most fierce dreams I ever remember anybody ever having outside of a vision seek.[2] They said her tribe was Assiniboin,[3] but they weren't for certain. What was for sure was that she was a fine dark-eyed girl just meant for someone to scoop up for loving. A

Took her to her first dance in September, like I said, not long after she came. It wasn't like I thought it would be a good thing to do. It was just that we was all going. Me, my own kids, some nieces and nephews and the other children who was living with us. The

1. **sociopathic:** having a personality disorder marked by aggressive antisocial behavior.
2. **vision seek:** vision quest. A journey where a young person goes off alone to find spiritual power and guidance.
3. **Assiniboin** (uh SIHN uh boyn): Native American group from Montana, Alberta, and Saskatchewan.

A **Read and Discuss** What has the author told us about Clarissa so far?

Vocabulary **foster** (FAWS tuhr) *adj.:* given shelter and care by people other than one's parents.
ferocious (fuh ROH shuhs) *adj.:* brutal; cruel.

Direct Teach

Think About/Talk About

Read with a Purpose Have students read the Read with a Purpose statement. Tell students to think about how they would help a new member of their community feel like he or she belongs. What if the person seems scared and anxious? ***Possible responses:*** *If the person seems scared or anxious, act friendly and invite him or her to participate in group activities.*

Comprehension

A Read and Discuss

Possible response: *She is a foster child who has had some problems and has come to live with a new family. She is burdened with nightmares that indicate a history of abuse. This may explain her anger.*

? Extend the Discussion

Making Inferences What can you infer about Clarissa's life before she came to the narrator's home? ***Possible response:*** *She was likely mistreated.*

Advanced Learners

Acceleration After students have drawn conclusions about the author's style, have them retell part of the story in a style that is distinctively different. Tell students to choose a scene from the story and retell it using different dialect, mood, and figures of speech.

Learners with Diverse Needs

After reading, have students discuss their ideas about theme, style, and characters with a partner. What style does the author use? What is the theme of the story? What conclusions can the reader reach about the characters? Tell students to clearly express their final conclusions in their **Reader/Writer Notebooks**.

Guided Practice

Model and Apply

- Review for students the concept of **symbolism**. Tell them that a symbol is something that represents something else beyond itself. For example, for many people the American flag is a symbol of the United States. The flag represents freedom and liberty.
- Tell students that Clarissa changes after seeing Molly dance. As a result, Clarissa doesn't get into trouble, and begins interacting with the other kids. From this, the reader can see that dancing symbolizes belonging to a community for Clarissa. Dancing probably also gives her a physical release for her pent up anger.
- Have students look for other symbols on these two pages, and what they represent. ***Possible response:*** *Molly Graybull represents dedication; the tape recorder represents possibility.*

powwow was just part of what we done all the time. Every month. More often in the summer. But this was the regular first Friday night of the school year. We'd all gather up and go to the school. I was thinking on leaving her home with a sitter cause she'd tried to kill one of the cats a couple of days before. We'd had us a big talk and she was grounded, but, well, it seemed like she ought to be with us. B

Harold, that's my oldest boy, he and the other kids was mad with her, but he decided to show her around anyhow. At the school he went through the gym telling people, "This here's my sister, Clarissa." Wasn't no fuss or anything. She was just another one of the kids. When they was done meeting folks, he put her on one of the bleachers near the drum and went to join the men. He was in that place where his voice cracks but was real proud to be drumming. Held his hand up to his ear even, some of the time. Anyhow, Clarissa was sitting there, not all that interested in the dance or drum, when Molly Graybull come out in her button dress. Her arms was all stretched out, and she was slipping around, preening on them spindles of legs that get skinnier with every year. She was well into her seventies, and I might as well admit, Molly had won herself a fair share of dance contests. So it wasn't no surprise how a little girl could get so fixated on Molly.



Clarissa watched her move around-around-around. Then all the rest of the dancers after Molly. She sure took in a good eyeful. Fancy dance. Owl dance. Circle dance. Even a hoop dancer was visiting that night. Everything weaving all slow, then fast. Around-around until that child couldn't see nothing else. Seemed like she was struck silent in the night, too. Never had no dreams at all. Well, not the hollering kind anyways. C

Next day she was more quiet than usual only I could see she was looking at her picture book and tapping the old one-two, one-two. Tapping her toes on the rug with the inside of her head going around and around. As quiet as she could be, she was.

A few days went on before she asks me, "When's there gonna be another dance?"

I tell her in three weeks. She just smiles and goes on outside, waiting on the older kids to come home from school.

The very next day she asks if she can listen to some singing. I give her the tape recorder and some of Joe Washington from

B **Reading Focus** **Drawing Conclusions** The narrator has given you more information about Clarissa. What conclusions can you draw about her character and her foster family so far?

C **Read and Discuss** How do things turn out for Clarissa at her first dance?

Vocabulary **fixated** (FIHK sayt uhd) *adj.:* focused with full attention.

Differentiating Instruction

Verbal Learners

Form student pairs, and ask students to choose to represent either Clarissa or Molly Graybull. Give them time to make notes on how the story would be told from their character's first-person perspective. Have students use the notes to tell aloud, in pairs, summaries of the story from the point of view of their character. Remind students to ad-lib, not read, and to use the pronoun *I*.

Interpersonal Learners

After students have read the story, have them work in small groups. Tell them to discuss the personal qualities of Clarissa—her anger, determination, and desire to belong. Then, have them make a list of characters from books, movies, or television programs who also display these qualities.

up to the Lummi reservation and the Kicking Woman Singers. Clarissa, she takes them tapes and runs out back behind the chicken shed, staying out all afternoon. I wasn't worried none, though, cause I could hear the music the whole time. Matter of fact, it like to make me sick of them same songs come the end of three weeks. But that kid, she didn't get into no kind of mischief. Almost abnormal how good she was. Worried me some to see her so caught up but it seemed good too. The angry part of her slowed down so's she wasn't hitting the animals or chopping on herself with sticks like she was doing when she first come. She wasn't laughing much either, but she started playing with the other kids when they come home. Seemed like everybody was working hard to be better with each other. D



Come March, Clarissa asks, "Can I dance?"

For sure, the best time for teaching is when a kid wants to listen, so we stood side to side with me doing some steps. She followed along fine. I put a tape and started moving faster, and Clarissa just kept up all natural. I could tell she'd been practicing lots. She was doing real good.

Comes the next powwow, which was outside on the track field, I braided Clarissa's hair. Did her up with some ermine[4] and bead ties, then give her a purse to carry. It was all beaded with a rose and leaves. Used to be my aunt's. She held it right next to her side with her chin real high. She joined in a Circle dance. I could see she was watching her feet a little and looking how others do their steps, but mostly she was doing wonderful. When Molly Graybull showed up beside her, Clarissa took to a seat and stared. She didn't dance again that night, but I could see there was dreaming coming into her eyes. I saw that fire that said to practice. And she did. I heard her every day in her room. Finally bought her her very own tape recorder so's the rest of us could listen to music too.

Some months passed on. All the kids was getting bigger. Clarissa, she went into the first grade. Harvey went off to community college up in Seattle, and that left me with Ronnie being the oldest at home. Clarissa was keeping herself busy all the time going over to Molly Graybull's. She was coming home with Spider Woman stories and trickster tales.[5]

4. **ermine:** weasel fur.
5. **Spider Woman stories and trickster tales:** Spider Woman is a character in various Native American creation myths. A trickster tale is the story of a small, less powerful character who outwits a bigger, stronger character.

D **Read and Discuss** How have things changed for Clarissa?

Vocabulary **abnormal** (ab NAWR muhl) *adj.*: not normal; unusual.

Think About/Talk About

Comprehension

B Reading Focus

Possible response: *She is an unhappy and violent child, but she behaves well at times. Her behavior may improve if she is given kind treatment.*

C Read and Discuss

Possible response: *After Molly begins to dance, Clarissa becomes more interested. She is mesmerized by the dancers, especially Molly. She doesn't have any nightmares that night.*

D Read and Discuss

Possible response: *Clarissa's fascination with the music and the dancers has provided her with a new interest. She is now less angry and is getting along with other children.*

? Extend the Discussion

Motivation Why do you think Clarissa stopped dancing when Molly Graybull appeared beside her in the Circle dance? ***Possible responses:*** *She may have been intimidated by Molly Graybull's skill, or she may simply have wanted to sit back and enjoy Molly's performance.*

Developing Oral Fluency

To give students practice reading dialect, read the long paragraph beginning "Comes the next powwow . . ." using a casual, conversational tone. Remind students that the narrator is speaking as she would to an acquaintance who is familiar with her community. She is concerned with describing Clarissa's actions and emotions in detail.

Small-group activity First, demonstrate a clear but appropriately casual-sounding reading of the paragraph. Then, organize students into small groups and have them practice reading the paragraph to each other, switching off at regular intervals every few sentences. After the first read-through, have students pause to discuss any expressions or unusual phrases that tripped them up the first time. Then, have them read through the paragraph again, beginning with a different student this time.

You may wish to play the **Holt Audio Library** of this selection before the activity.

Think About/Talk About

Comprehension

E Read and Discuss

Possible response: *Her comment tells her family that she is proud of her heritage. Her foster mother's silence shows that she respects Clarissa.*

Analysis

F Literary Focus

Possible response: *They may symbolize a change in Clarissa's identity.*

G Literary Focus

Possible response: *As a traditional and a group activity, it can symbolize membership in a community.*

Check for Understanding

Monitor Students' Progress To check students' understanding of symbolism, ask them who or what might be symbols in this story. [*Molly Graybull, circle, dance*]

Culture Link

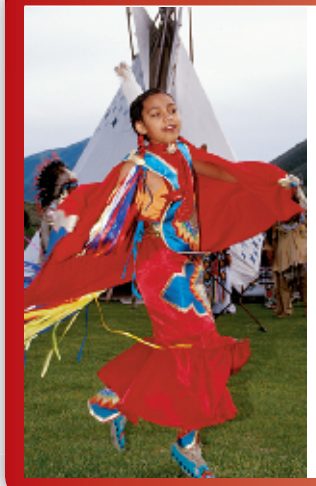
Native American Dances

The rain dance is meant to call down rain to ensure a good harvest. Men and women form lines and dance in a zigzag pattern instead of a circle.

Ask Yourself

Possible response: *Dances require Clarissa to interact with others, and help her learn about her culture.*

CULTURE LINK



Native American Dances

Dance is an important aspect of traditional Native American culture. Held across the country at events called powwows, the dances are often very colorful, with dancers wearing ornate costumes and masks. Dancers move to the beat of drums, other instruments, and singing. A few dances, such as the Owl dance, are performed by couples, but most of the dances are for men only or women only. Of the women's dances, Women's Traditional is one of the oldest and most graceful. It is danced by women of all ages. Fancy Shawl dance (shown at the left) is a newer women's dance that developed in the 1950s and involves quick, light steps.

Ask Yourself

In what way might traditional dances help Clarissa fit into her new community?

One night she speaks up at supper and says, right clear and loud, "I'm an Assiniboin." Clear as it can be, she says it again. Don't nobody have to say nothing to something that proud said. E

Next day I started working on a wing dress for Clarissa. She was going to be needing one for sure real soon.

Comes the first school year powwow and everyone was putting on their best. I called for Clarissa to come to my room. I told her, "I think it's time you have something special for yourself." Then I held up the green satin and saw her eyes full up with glitter. She didn't say nothing. Only kisses me and runs off to her room. F

Just as we're all getting out of the car, Clarissa whispered to me, "I'm gonna dance with Molly Graybull." I put my hand on her shoulder to say, "You just listen to your spirit. That's where your music is."

We all danced an Owl dance, a Friendship dance, and a couple of Circle dances. Things was feeling real warm and good, and then it was time for the women's traditional. Clarissa joined the circle. She opened her arms to something nobody but her seemed to hear. That's when I saw that old Eagle woman come down and slide right inside of Clarissa, scooping up that child. There Clarissa was, full up with music. All full with that old, old spirit, letting herself dance through Clarissa's feet. Then Molly Graybull come dancing alongside Clarissa, and they was both the same age. G

E **Read and Discuss** What do Clarissa's comment, "I'm an Assiniboin," and her foster mother's response tell us?

F **Literary Focus** **Symbol** The new clothes mean more than just new items to wear. What might new clothes symbolize for Clarissa?

G **Literary Focus** **Symbol** What might dancing symbolize in this story?

SKILLS FOCUS pp. 423–425

Literary Skills
- Analyze symbolism.
- Analyze theme.

Reading Skills
- Draw conclusions.

Writing Skills
- Write to explain.
- Compare themes or literary elements.

Vocabulary Skills
- Understand idioms.
- Use academic vocabulary appropriately.

Grammar Skills
- Classify sentences by structure.
- Identify and use simple, compound, complex, and compound-complex sentences.

Listening and Speaking Skills
- Integrate multimedia and technology into presentations.

Applying Your Skills

Dancer

Respond and Think Critically

Reading Focus

Quick Check

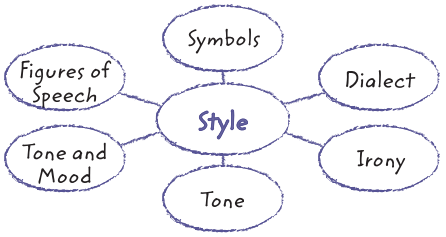
1. How does Clarissa behave when she first arrives at the foster home?
2. What does the narrator claim is the smartest thing she ever did? Why?
3. What does Clarissa learn to do?

Read with a Purpose

4. How does Clarissa find a place to belong? Who helps her find this place?

Reading Skills: Drawing Conclusions

5. Review the details you listed in your chart. What conclusions can you draw about the author's style based on these details and your overall impression of the work?



Literary Focus

Literary Analysis

6. **Infer** What can you infer about the narrator's character from the way she thinks about and acts toward Clarissa? Give details.
7. **Summarize** How does Molly Graybull help Clarissa find pride in her heritage?
8. **Cause and Effect** Clarissa changes significantly from the beginning of the story to the end. Discuss these changes and what causes them.

Literary Skills: Symbol

9. **Infer** Molly Graybull and the Eaglespirit woman are not well-rounded characters (they do not change in the course of the story). In fact, the story suggests that they might be symbolic characters. What might these characters symbolize?

Literary Skills Review: Theme

10. **Analyze** A **theme** is an insight about life that a work of literature reveals. Review the symbols in the story, and think about a theme they could reveal. Share your idea in the form of a theme statement.

Writing Focus

Think as a Reader/Writer

Use It in Your Writing Think of a possession or animal that has a strong symbolic meaning for you. What ideas do you associate with it? Write a poem or essay explaining what it symbolizes to you, using strong images to describe your symbol.

What Do You Think Now? What does Clarissa's experience teach you about the value of community?

Writing Focus

Alternative Prompt for Writers Gaining Proficiency Some students may struggle writing about something that has a symbolic meaning for them. Have them write about something they think could be a symbol for someone else, describing what it might symbolize and why it carries strong symbolic meaning.

What Do You Think Now?

Have students review their notes about community that they recorded in their **Reader/Writer Notebooks**. Now that they have read the story, have students expand on their feelings about the value of a community that is prevalent in their lives. ***Possible response:*** *A sense of community can give people's lives structure and purpose. It can help heal the wounds a person has suffered.*

Review

Independent Practice

Reading Focus

Answers:

1. *She is angry, scared, and violent.*
2. *The narrator claims that the smartest thing she ever did was taking Clarissa to the powwow. It brought out the best in Clarissa.*
3. *She learns to perform traditional Native American dances.*
4. *She finds a place to belong through dance. Molly Graybull and the narrator help her.*
5. *The author uses dialect, idiom, and imagery in an informal, conversational style.*

Literary Focus

Possible Responses:

6. *She wisely recognizes that Clarissa needs love. She does not press Clarissa to behave properly at all times, recognizes her improvement, and encourages her to pursue her new interest.*
7. *She shows Clarissa the powerful and beautiful Native American tradition of dance, then helps Clarissa learn the dances, too.*
8. *She finds an interest that consumes her; she also becomes more comfortable as she realizes she is accepted.*
9. *These characters might symbolize Clarissa's potential, Native American pride, or community membership.*
10. *Belonging to a community can provide someone with a sense of purpose.*

Independent Practice

Vocabulary Development

Vocabulary Check

1. *They are Native Americans, they understand the origins of her behavior and are willing to give her time and space.*
2. *She may have experienced fear and violence in her past.*
3. *She is fascinated by her dancing and wants to learn how to do it.*
4. *She has been misbehaving since arriving at the home.*

Your Turn

- *shake so hard, your soul will come out/terrifying*
- *meant to be scooped up and loved/needed love*
- *she took in all her eyes could handle/lots to see*
- *she was rendered silent/did not speak*

Language Coach

Possible responses:

kids–*"tease,"* dresses–*"to put on,"* pants–*"to breathe heavily,"* rest–*"to place something,"* fire–*"to terminate"*

Academic Vocabulary

Possible response: *Responses should include a description of the event, why it was important to the students, and whether the event was distinctive or established.*

Applying Your Skills

Dancer

Vocabulary Development

Vocabulary Check

foster
ferocious
fixated
abnormal

Show that you understand the Vocabulary words by answering the following questions:

1. What qualities make Clarissa's **foster** family a good match for her?
2. Why do you think Clarissa has **ferocious** dreams when she first comes to live with the family?
3. Why is Clarissa **fixated** on Molly Graybull?
4. Why does Clarissa's good behavior seem **abnormal** at first?

Vocabulary Skills: Idioms

An **idiom** is an expression peculiar to a particular language that means something different from the literal (dictionary) meaning of the words. *Put a sock in it* ("Stop talking") is an idiom of American English. If you didn't know this idiom, you might wonder why anyone would want to put a sock in someone's mouth! Every language has its own idioms. When you grow up speaking a language, you understand its idioms without even thinking about them. When you're learning a new language, it can be difficult to figure out what its idioms mean, and it's even harder to use them correctly. Here are some of the idioms in "Dancer":

"Shake the soul right out of you." (page 419)

"meant for someone to scoop up for loving" (page 419)

"She sure took in a good eyeful." (page 420)

"Seemed like she was struck silent. . . ." (page 420)

Your Turn

Review the sentences in which the idioms from the story are found, and write the literal meaning of each idiom. Then, write its figurative meaning.

Language Coach

Multiple-Meaning Words English is full of words that have more than one meaning. Here are some words that are used as nouns in "Dancer": *kids* (page 419), *dresses* (page 419), *pants* (page 419), *rest* (page 420), *fire* (page 421). With a classmate, first check the words' meanings in the story. Then, with the help of a dictionary, decide how the meanings change when the words are used as verbs. You may find more than one meaning.

Academic Vocabulary

Write About . . .
Think about a time when an event in your community had a strong impact on you. Jot down your impressions of the event, and explain why it was important to you. Use the underlined Academic Vocabulary words in your description.

Differentiating Instruction: Grammar Link

English-Language Learners

Help students identify sentence types.

- Remind students that independent clauses are those that can stand alone as complete sentences—that is, they have both a subject and verb, and contain a complete thought. In the example of a compound sentence on the page, "Clarissa listened to the music, and she smiled," both "Clarissa listened to the music," and "she smiled" are independent clauses, because they could stand on their own as complete sentences.
- Subordinate or dependent clauses also contain a subject and verb. However, they do not contain a complete thought. Often this is because they begin with a word such as "when" or "if," which begin a thought that needs to be completed.

Paired activity Assign pairs the last paragraph of the selection. Have students read "Clarissa joined the circle." Then, ask them what kind of sentence it is. [*simple*] Have students rewrite the sentence as a compound sentence and explain why it is compound.

Grammar Link

Types of Sentences

There are four different types of sentences. Using a variety of sentence types will make your writing more interesting. Here are examples of types of sentences:

A **simple** sentence has one **independent clause** (a clause that expresses a complete thought and can stand by itself as a sentence).
EXAMPLE: Clarissa listened to the music.

A **compound** sentence has two or more independent clauses.
EXAMPLE: Clarissa listened to the music, and she smiled.

A **complex** sentence has one independent clause and at least one subordinate clause. (A **subordinate clause** contains a subject and verb but does not express a complete thought and cannot stand alone as a sentence.)
EXAMPLE: When she listened to music, she smiled.

A **compound-complex** sentence has two or more independent clauses and at least one subordinate clause.
EXAMPLE: When she listened to the music, her eyes lit up, and she began to tap her feet.

More information about clauses can be found in the Language Handbook.

Your Turn

Writing Applications With a partner, study the example sentences above. Then, write a simple sentence about music. Next, add clauses to the sentence in order to form compound, complex, and compound-complex sentences.

CHOICES

As you respond to the Choices, use the **Academic Vocabulary** words as appropriate: distinctive, establish, impact, impression.

REVIEW
Analyze Story Symbols

In "Dancer," numerous things and people appear as themselves and also have symbolic meaning. Describe what each of the following might symbolize in the story: clothing, dances, powwows, Molly Graybull, and Eaglespirit woman.

CONNECT
Write About a Theme

Timed Writing Most short stories reveal an important insight or truth about life. Write a brief essay about the **theme,** or insight about life, which Sears explores in "Dancer." First, state the theme in a full sentence. Then, since stories often have more than one theme, support your choice with details from the text.

EXTEND
Develop a Visual Presentation

TechFocus Sears mentions many dances in her story. Use the Internet and other sources to find information—including videos of performances—about traditional dances from other cultures. Then, create a digital documentary or PowerPoint presentation to present your findings to the class. Use photographs, illustrations, and video segments to establish a vivid impression of what the dances are like.

Learn It Online
Create an eye-popping multimedia presentation! Visit the *MediaScope* mini-site at:
go.hrw.com L8-425 Go

Grammar Link Mini-Lesson

To help students understand the difference between **compound and complex sentences**, write the following examples on the board:

- When she was late, she got detention.
- She was late, and she got detention.

Tell students that the difference between the two sentences is that the second sentence contains two complete thoughts, while the first contains one complete thought and one incomplete thought. The first sentence is complex, while the second is compound.

Your Turn

Students' sentences will vary, but should consist of a simple sentence and compound, complex, and compound-complex sentences that build upon each other, are all complete sentences, and make sense.

Language Handbook Worksheets, p. 98

Independent Practice

Choices

Review: Homework
Analyze Story Symbols

- All of the symbols should be explored.
- Students should identify a reasonable connection between each item and what it symbolizes.
- Students should explain the connection between items and symbols for reader or Clarissa.

Connect: Timed Writing 40-50 minutes

- Students should state the theme.
- Students will provide support from the text.

Extend: Homework
Develop a Visual Presentation

- Research should be from several reliable sources.
- Information collected should be accurate and detailed.
- Presentation should be clear and engaging.

Assess

Collection 4 Resources, Selection Test, p. 27

ThinkCentral Online Assessment, Selection Test

Teacher One Stop™, editable Selection Test

Reteach

ThinkCentral Online Remediation

Learn It Online
MediaScope can help guide students through the process of creating a multimedia presentation—from choosing a subject and planning through publishing their finished project. Preview at **go.hrw.com**.
go.hrw.com L8-425 Go