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Date

Hour

# Eleven

by Sandra Cisneros

Answer the following questions after you've read "Eleven"

1. What point of view is the story told in?
2. What do you think the narrator means when she says, "When you're eleven, you're also ten, nine, and eight, and seven, and six, and five, and four, and three, and two, and one." How can you be eleven, but also younger ages as well?
3. What do you learn about the narrator's personality from the thoughts and feelings she shares in the second paragraph?
4. When are times when you feel three?
5. Do you think you ever grow out of being five or three? Explain.
6. Why does the narrator wish she were 102 years old?
7. In paragraph three, the author includes figurative language. (a) What type of figurative language is being exemplified? (b) How does the figurative language in the text help the reader to understand the character's feelings about getting older? (c) How is growing old like an onion, ring, or tree?

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8. What reason(s) does the narrator give for being called out by Sylvia Saldivar?

9. What details in the story suggest why Rachel feels so strongly about the sweater? (b) What is she worried it will say about her?

10. What does the narrator's description of Mrs. Price say about Mrs. Price?

11. Do adults really act like because they're older they're always right? Are they?

12. When Mrs. Price makes the narrator put on the sweater what senses does she use? Give at least one example.

13. Have you ever been humiliated? Give a brief explanation. How did it make you feel?

14. How is the narrator's description of how she cries effective? Do you know what this type of crying looks like?

15. What is the climax (major turning point) of the story? Explain your choice.

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16. When Mrs. Prince pretends that everything's okay, how do you think that makes Rachel feel?

17. Why do you think Mrs. Prince acted like everything was okay?

(b) What does this say about her?

(c) Why do you think adults have a hard time admitting that they are wrong?

(d) Has an adult ever let you down, and how did this change your perception of them? Explain.

18. By the end of the story, Rachel is wishing she were 102—or anything but 11. Why do you think this incident with the sweater affects Rachel so powerfully?

19. What assumptions did Mrs. Prince make about Rachel?

20. Why didn't Rachel refuse to put on the sweater? Explain whether you think Rachel makes her situation worse by how she acts over the sweater.

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21. Think about Rachel’s struggle in this story. What is the external conflict for Rachel? In what way is this also an internal conflict?

22. Did Rachel do the “right thing” in an embarrassing situation? Did anyone? What could each character have done differently?

23. What would you have done in this situation?

Theme:

24 What theme is being communicated in the story?

25. Do you think the theme is implied or stated? Explain.

26. Give three examples of clues that reveal the story’s theme:

| Type of clue        | Example from Story |
|---------------------|--------------------|
| Words               |                    |
| Character’s Actions |                    |
| Ideas               |                    |

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# Characterization

## 27. The Protagonist:

|  |   |   |  |
|--|---|---|--|
| <b>Round or Flat?</b><br><i>Explain reasoning:</i> | <b>Dynamic or Static</b><br><i>Explain reasoning:</i> | <b>What is their motivation?</b><br><i>Explain reasoning:</i> | <b>If applicable, find examples of</b><br><br><div style="border: 2px solid black; padding: 10px; text-align: center;"> <b>Direct Characterization</b> </div> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol> |
|--|---|---|--|

| Indirect Characterization   |                     |   |
|-----------------------------|---------------------|---|
| Ways Character is revealed: | Examples From Text: | What is revealed about the character from this example: |
| <b>Speech</b>               |                     |   |
| <b>Thoughts</b>             |                     |   |
| <b>Effects on Others</b>    |                     |   |
| <b>Actions</b>              |                     |   |