

TEACHER EDITION

VOYAGES

A LITERATURE COLLECTION



Green Level

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COMMON CORE STANDARDS

Knowledge of Language:

CCSS.ELA-LITERACY.L.9-10.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.9-10.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.9-10.4.A

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.9-10.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.9-10.5.A

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

CCSS.ELA-LITERACY.L.9-10.5.B

Analyze nuances in the meaning of words with similar denotations.

STANDARDS IN LITERATURE

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure:

CCSS.ELA-LITERACY.RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCSS.ELA-LITERACY.RL.9-10.5

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CCSS.ELA-LITERACY.RL.9-10.6

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

STANDARDS IN INFORMATIONAL TEXTS

Key Ideas and Details:

CCSS.ELA-LITERACY.RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.9-10.3

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure:

CCSS.ELA-LITERACY.RI.9-10.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-LITERACY.RI.9-10.5

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

CCSS.ELA-LITERACY.RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-LITERACY.RI.9-10.9

Analyze seminal U.S. documents of historical and literary significance.

ANCHOR STANDARDS

Key Ideas and Details:

CCSS.ELA-LITERACY.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure:

CCSS.ELA-LITERACY.CCRA.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-LITERACY.CCRA.R.5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCSS.ELA-LITERACY.CCRA.R.6

Assess how point of view or purpose shapes the content and style of a text.

INTRODUCTION

Conflicts play a major role in short-story literature. There are two types of conflicts:

- **Internal conflict**

An internal conflict is when a person finds conflict within themselves, i.e., **man versus self**.

- **External conflict**

An external conflict is when someone struggles with opposing forces and includes:

- a. **man versus man**
- b. **man versus nature**
- c. **man versus society**
- d. **man versus fate**

Internal Conflict

- **Man versus self:** This conflict occurs when the protagonist faces a conflict with themselves, such as self-doubts, a moral dilemma, or their own nature. Write an example of this conflict.

Sample Answer: A student wishes to run for a position in the school but has doubts if they are capable or can win.

External Conflicts

- **Man versus man:** This conflict occurs when two characters are struggling against each other. Write an example of this conflict.

Sample Answer: Two best friends get into a fight over a misunderstanding.

- **Man versus nature:** This conflict occurs when the protagonist struggles against an element of nature.

Write an example of this conflict.

Sample Answer: A person is lost in a blizzard.

- **Man versus society:** This conflict occurs when the protagonist struggles against their community or society at large. Write an example of this conflict.

Sample Answer: A story about a Jew who is struggling under the Nazi Regime

- **Man versus fate:** This conflict occurs when the protagonist struggles against circumstances beyond their control. Write an example of this conflict.

Sample Answer: A teenager is a twin and wishes they were not.

ESSENTIAL QUESTION OF THIS CHAPTER:

How can the experiences of people from different times or cultures be relevant and applicable to our lives?

Lessons**Lesson 1: The Guest**

Literary Focus: Setting

Lesson 2: Cousin Mattie and the Fountain Pen

Literary Focus: Tone

Lesson 3: The Collector's Widow, Part 1

Literary Focus: Mystery

Lesson 4: The Collector's Widow, Part 2

Literary Focus: Clues

Handout: Till It Is Over

Literary Focus: Historical Fiction

LESSON ONE

THE GUEST

By Miriam Dansky
More of Our Lives (Targum Press)

INTRODUCTION

Children like to fantasize about where they'll live when they grow up, like, "When I'm older, I will live in Alaska and play with black bears." As our thoughts and perspectives mature, reality shows us that there are many practical factors that determine where we will live, while the wishful dream locations fade away. Financial feasibility is usually high on the list: Will I be able to afford to buy a property in this area? Geographical closeness to family and friends has an impact, too. Many feel that being close to their parents and siblings is of paramount importance. Others may want to branch out and prefer not to live very close to those they already know well.

An important point to consider is that the type of people one will be surrounded by makes a big difference to their quality of life. As the popular proverb goes, "Ask about the neighbors, then buy the house." Your neighbors are your closest community; be sure you'd be happy to spend years in their company. In the following story, we will meet a character who made a cross-continental move and struggled painfully through it. The stark contrast between her and her surroundings served to highlight her inner values.

Literary Focus: Setting

The setting of the story is the time and place in which a story happens. A story can take place in the past, present, or future. It can happen in any place on the globe, in outer space, or in an

imaginary place. The setting impacts the plot of a story. Certain things are more likely to happen in specific environments.

Historical Context

Russia's history is one of long discrimination towards Jews. Between 1880 and 1914, many Jews left Russia because of pogroms, antisemitism, and poverty. The huge emigration stopped with the outbreak of World War I in 1914, the communist revolution in Russia, and the civil war following it. After the 1920s, a new challenge faced the Jews of the Soviet Union.

When the communists took over the country, the study of religion was forbidden, and many Soviet Jews feared being arrested for observing Jewish practices. Thus, Jewish practices were forgotten as time went on. Except for occasional circumstances or unique windows of time, emigration from the Soviet Union was forbidden under Soviet rule.

Due to new reforms in the government and the eventual fall of the Soviet Union, people were finally permitted to leave the country towards the end of the 20th century.

In the story *The Guest*, the protagonist, Bobbe, must have left Russia in the early years of the century, while Rosa, the antagonist, left Russia in the later part. This explains why Rosa was not aware of the many laws and traditions of Jewish life.



THE GUEST

BOBBE TEITLEBAUM lived alone in a tall tenement building in what had once been a vibrant Jewish neighborhood in New York. It was a dark, cheerless house in which she occupied the upstairs rooms. Her apartment consisted of two rooms—a dining area and kitchen and a small bedroom—barely large enough to hold two iron bedsteads and a small bedside table. She had lived this way since coming to New York ten years ago from Seattle. Now that she was alone, a widow, her only son married with grown children of his own, she was satisfied as long as she could hold body and soul together. Her material needs were few. But she spent every spare minute looking out for some member of the family or others in need. ¹

TEACHER'S NOTES

1 Descriptive Writing: Descriptive writing uses vivid details to create a clear picture in the reader's mind. In the exposition, the writer effectively describes the setting, telling us that Bobbe lived in a "tall tenement building," which helps readers picture uniform apartments. The "dark, cheerless house" suggests a basic living space with no pleasant decor. The description of the upstairs rooms shows how small and simply furnished the apartment is. This lack of coziness highlights what Bobbe longs for. Overall, the vivid description sets the scene for the story.

Idiom: An idiom is a phrase that has a figurative meaning different from its literal interpretation. In the paragraph, the idiom "hold body and soul together" means to stay alive. Bobbe had very few possessions and little company in her life, but she was grateful to be alive.

New York remained **incomprehensible** to her. An impossible-to-fathom **enigma**. There were the large streets, seething with traffic. Then there was the garbage, lying about the streets as if it were making some kind of statement, as if it had a right to be there. The dark **labyrinths** of fire escapes. And the people were a heaving, pushing, **amorphous** mass of humanity of all colors and sizes, of all shapes and descriptions. Every race seemed to be represented here—Italians, Puerto Ricans, Chinese, Black people. They didn't walk, they glided along, sometimes with headphones on their ears, sometimes with huge radios belting out music. They hung in groups on street corners, calling to each other: ²

"How're you doin', man?"

And among all those strange faces, Jewish faces, men, women, children, rushing to work, to school, on buses, in cars, on the sidewalks. Only once had she ridden the subway. You descended downwards to the bowels of the earth. The carriages of the train, when it arrived, were all scribbled on, as if by some **demented delinquent**. Once inside the train, everyone just hung, packed up against each other. One man was swaying above her to the rhythm of the train. When she looked up, she saw he was asleep. Asleep standing up! She wondered if these swaying, somnolent, sweaty creatures could be called human beings. ³

And all this frantic activity did not cease with the end of the day. Even at night there was no peace. She was awakened by strange sounds, the sounds of drums, or bongos maybe, police sirens wailing, dogs barking somewhere in the park a few blocks away where no one dared to walk anymore. So this was America, the "Goldene Medinah" they used to talk of with such awe at home.



"Goldene Medinah" is a Yiddish phrase meaning the "golden land." America was often referred to as such by the Jews living in Eastern Europe. The information they got about America made it sound like a dream place to live in and make a fortune.

Sometimes she dreamed she was back in the shtetl in Russia—a tiny village where half the population was Jewish. It had been a good life, though simple; one eked out a living, the men studied in their spare time. Sometimes she dreamt about those hard years in Seattle trying to bring up a growing boy in a secular environment. And then the decision to send Yosef Chaim away to school in New York. She remembered him clinging to her, pleading with her not to send him.

"But Mummy, I'm afraid, afraid..."

But then, she would awake. The sun would be breaking over New York City largely unseen, ignored.

Reading Check A

Describe the life Bobbe used to lead and contrast it with her present-day life.

Bobbe used to live in Russia. It was an oldfashioned lifestyle where they lived with little materialism and were happy and satisfied. The community was largely Jewish and familiar to her. Quiet and calm reigned. In contrast, New York City is noisy, dirty, and unwelcoming. For Bobbe, the change is very great, and she finds it very difficult to live in her new surroundings.

Lately, she didn't venture out much. One of her main outings for the week was her trip to the corner shop, Goldberger's, where Mr. Goldberger, a huge figure in his soiled apron, sat wedged behind the till. It was a supermarket now. One had to pick out what one wanted, but he always greeted her with a nod.

"So Bobbe, how's life treating you?" he would ask expansively, as if greeting an old friend.

It didn't take long for him to total up her few groceries.

"I live, I survive," she would invariably answer.

Sometimes she met people she knew here, people who knew her son or his wife, Chana, or someone familiar from the small social club she attended on weekends. They all called her Bobbe. For with her small, bowed frame, she was the **epitome** of a Jewish grandmother, symbolic of another era. She was always on the lookout for guests. For she did not take easily to living alone, to being alone, to having no one with whom to share whatever little she possessed of worldly goods. ⁴

One day in Goldberger's, from the other side of the shelves, she heard a familiarly Russian-sounding voice breaking over the English words with guttural, harsh, grating sounds.

TEACHER'S NOTES

2 Imagery: Imagery is the use of detailed language to create strong mental pictures for the reader. In the paragraph, the highlighted imagery includes "large streets, seething with traffic," "garbage lying about the streets," and "the dark labyrinths of fire escapes." The description of people as "a heaving, pushing, amorphous mass of humanity of all colors and sizes" creates a vivid image of a diverse crowd. If the author had just said that New York was a crowded city with different types of people, the reader wouldn't get a clear picture. By using rich imagery, the reader can see the busy masses and the lively city, with phrases like "...sometimes with huge radios belting out music." This description may even make the reader feel a bit scared, especially with "They hung in groups on street corners, calling to each other." Overall, the description shows that Bobbe, the main character, feels out of place in this lively and chaotic environment.

Personification: Personification is when nonhuman objects are given human characteristics. In this paragraph, the garbage is described as making a statement about having the right to be there. Crowds of people are described as a heaving, pushing, amorphous mass.

3 Metaphor: A metaphor is a comparison without any comparing words such as "like" or "as." In this paragraph, "the bowels of the earth" is a metaphor, referring to the deep interior of the subway stations as if it were the insides of a huge beast.

4 Symbolism: Symbolism is when objects, people, or events represent abstract ideas. In this paragraph, Bobbe's small, bowed frame symbolizes an old, humble, and downtrodden character.

She peeked around the boxes at the end of the row. A dark, heavy-eyed woman was standing, tins in hand, trying to read the unfamiliar labels or perhaps make out the prices.

"Shalom aleichem, can I be of help?" she greeted her. The woman looked up. She must have been well into middle age, she judged. She wore a heavy wool cardigan, the ends of which she kept trying to gather with her free hand. She seemed deeply puzzled, her brows knitted together in a heavy look of deep earnestness.

"My name is Rosa. Iz new here. Come from Russia two weeks maybe. Not know a lot," she concluded vaguely, extending her hand.

"You all alone?"

"Some relatives in Miami. Will call later. No husband. Is dead. Son still in Russia. Not let him come."

"Kum arein zu mir," Bobbe Teitlebaum answered almost automatically. "I have a place. Fine bed, too."

Reading Check B

What attracted Bobbe to Rosa?

Bobbe immediately recognized her accent as well as her struggle with the language. As soon as she spoke to her, she felt a kinship with this stranger who seemed to be struggling similarly to her.

"Kum arein zu mir" is a Yiddish phrase meaning "come along with me." Yiddish was the mother tongue of most Jews living in Russia during the 20th century.

So they returned to the small apartment together. Together they trudged up the dark, cheerless staircase.

"Light is broke. Landlord will soon fix," Bobbe muttered.

"All that I have is yours," Bobbe proclaimed as soon as they opened the dark door. "My house is yours. My table is your table. My food is your food..."

"But iz so little. You have little," Rosa interrupted. "How can I take?" her glance taking in the sparsely furnished room.

"I have plenty." Bobbe waved her hand in a large **encompassing** gesture. "You're welcome to whatever I have." ⁷

So Rosa stayed. She stayed right through the fall, when the trees, emptied of their leaves, lay against the darkening sky, right through into the thick heart of winter, deep as a snowdrift. Until at last, the seasons turned around and suddenly there was the summer. The summer heat was choking, **stultifying**; it caught Rosa unprepared. Together they sweltered in the high-windowed room. There was no air-conditioning. Rosa could not catch her breath. ⁸

"In Russland, iz different. The heat. This strangles you, takes you by the throat," she complained, and **simultaneously** fanned herself with a large newspaper especially folded for the purpose. "This iz terrible country. For what we came?" she asked. ⁹

Her husband had been an engineer, Rosa confided to Bobbe over the months, a qualified man. When they had applied for visas to leave to Israel, he had without explanation been relieved of his position. Eventually, he had found work as a lift-operator. All day pressing buttons—up, then down, then up again. He felt trapped, imprisoned in his iron cage. There was no way simply to step out. Permission to leave had come too late for him. He had suffered a heart attack at the premature age of 56. Her son and his wife and young child had not yet been allowed to leave.



Somehow Rosa had ended up in America.

“All my life,” Rosa said, “we suffered because we are Jews. My whole family shot by the Germans. Yet, I don’t know for what we suffered.” Rosa knew some vague facts—a little about the customs, a few words of Hebrew.

Reading Check C

How does Rosa relate to her difficult past?

Rosa relates to her past with bitterness and knows that much of her suffering was because she is Jewish. Her husband lost his job seemingly because he applied to emigrate to Israel, which eventually caused him to die young. Much of her family was killed in the Holocaust. Her son and his family were denied exit from Russia. She struggles with this reality since she doesn’t even know what being Jewish means.

TEACHER’S NOTES

7 Juxtaposition: Juxtaposition is when the author puts two things together to highlight their differences. This conversation shows a stark contrast between Bobbe’s mindset and Rosa’s. Bobbe is content with what she has, while Rosa only sees how little she has.

8 Figurative Language: Figurative language uses words in a way that goes beyond their literal meaning to create vivid images and emotions. In the paragraph, the author uses the seasons to show how Rosa stayed with Bobbe through different situations. The phrase “She stayed right through the fall, when the trees, emptied of their leaves, lay against the darkening sky” conveys the cold weather, suggesting that people prefer to stay indoors. The line “...right through into the thick heart of winter, deep as a snowdrift” indicates that heavy snow could trap them inside, signifying that they spent their days together despite the cold.

Additionally, the description “the summer heat was choking, stultifying” emphasizes the unbearable heat, especially for Rosa, who was unprepared for it. This figurative language helps create strong images and feelings, allowing readers to connect with the seasons and the characters’ experiences.

9 Personification: This paragraph contains another example of personification, when it describes the heat as strangling a person.



Bobbe tried to fill the gaps in Rosa's Jewish knowledge. She spoke to her mostly of our history, stories of famous Jewish men and women, heroes of our heritage, and other stories too, from her long life. Sometimes they spoke in Yiddish, sometimes in Russian, sometimes a strange mixture of languages. Rosa didn't remember or even understand everything, but she was left with an overwhelming impression of pride. Bobbe was proud of her heritage, proud of her place among this eternal nation. Her faith was simple yet rock-like.

Rosa was included in all of Bobbe's activities. They went shopping together, attended social gatherings together. When Bobbe was invited to her son's house, she insisted Rosa come too. Everywhere the frail, bent old lady and the large Russian woman were seen together. ¹⁰

One day her son spoke to her. He was concerned, he said, about the situation. It had gone on for too long.

"When is she going to find a place of her own? People are talking. They say she is out for what she can get from you—a free bed, a free meal. And she gives you nothing in exchange for this..."

Reading Check D

List several ways Bobbe gave to Rosa.

Bobbe invited Rosa to live with her, taught her about her Jewish identity, took her shopping, and included her in her social outings.

"The good deed, the good deed of hospitality. It brings its own reward. For what more should I ask?" she answered firmly, and turned away.

It was winter again. There had been a heavy snowfall. Bobbe had gone to see the landlord in the next block. He had to do something about the heating. They would freeze to death, she had argued. It was not just for herself she asked, she had a guest.

When she returned, the apartment was quiet. Rosa never went out till about midday.

Bobbe noticed a small square sheet of paper on the table. On it the words, "Called Cousin Max in Miami. I go to him now. Thanks for it all, Rosa."

Perhaps it had ended as people had said it would. Perhaps she had been, after all, a victim of **duplicity**, of ungratefulness and selfishness beyond her understanding. But somehow, she didn't feel that way. We come, we go, we pass through, we take, we are all guests in this world. She had been privileged to offer, to share, to give. It was far better, she thought, to be on this side of the fence. For she was, after all, fortunate. She had had what to give. And with that, she was content.

Reading Check E

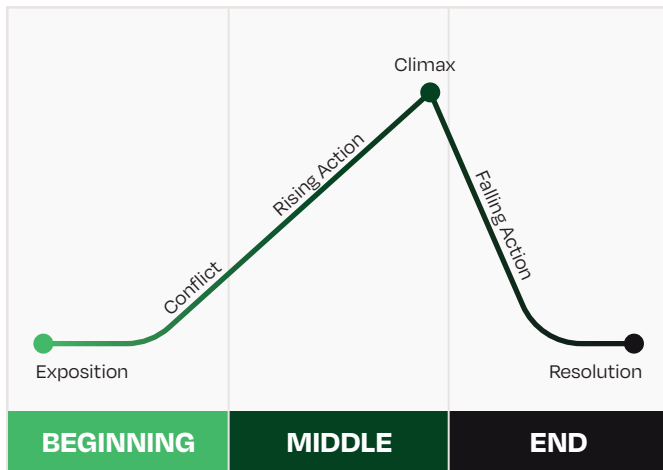
How did Rosa take leave?

Rosa left a note on the table saying that she was going to Miami and ending with a word of thanks.

TEACHER'S NOTES

10 Juxtaposition: This paragraph highlights the differences between the large Russian woman and the frail, bent old lady to underscore the impression of the former taking advantage of the latter.

REVIEW



Plot

The diagram above shows all the parts of a plot. Use it to identify the parts of the plot in the story.

Exposition:

The reader is introduced to Bobbe's forlorn accommodations on the upper floor of a small, dark house. Then, the wider setting is described: New York City, with its undignified society and relentless noise during all hours.

Rising action:

Bobbe meets Rosa and converses with her. She finds herself relating well to this refugee from Russia and wants to help her. Bobbe invites her into her home. Now, she has company in every activity and is always giving, which she loves to do. She teaches Rosa about their shared heritage.

Climax:

Rosa leaves Bobbe for her cousin's house.

Falling action:

Other people's reactions to Rosa leaving and Bobbe's reaction, which leads to the resolution.

Resolution:

Bobbe is unfazed by Rosa's unceremonious leaving. She is happy that she had the opportunity to give. The reader sees how Bobbe's motivation was truly pure, selfless giving.

Conflict

What is the main conflict in this story? What type of conflict is it? Explain your answers.

The conflict is Man versus Society. Bobbe takes Rosa in as an act of selfless giving. She provides her with a place to live, food to eat, activities to be busy with, and companionship. Those around Bobbe are suspicious of Rosa and feel that Rosa is an ungrateful taker, out to receive everything for free and give nothing in return. They think Bobbe is a victim and should put an end to this situation. Bobbe, however, feels that she has the opportunity to give and is delighted to continue this way.

Theme

What is the theme of the story?

The theme of the story is that life is really about giving. Bobbe had a difficult life, yet she was content with it all as long as she had one thing—the ability and opportunity to give. As the story tells us, Bobbe was constantly on the lookout to help others. She invited a complete stranger into her home for many months and got no physical compensation. Yet, to her, the opportunity to give was the most valuable asset she could have received. This teaches us that one does not need to be wealthy to be a giver. Just being there for someone in need with whatever you have available is a perfect act of giving. It inspires the reader to be more of a giver.

Protagonist/Antagonist/Point of View

Identify the protagonist and antagonist and explain from whose point of view the story is told.

The protagonist of the story is Bobbe, and the antagonists are her friends and family. The story is narrated in the third person, limited to Bobbe's perceptions and thoughts.

Vocabulary Review

Fill out the chart below. Choose the best definition using the context in which it is written.

Vocabulary Word	Quote from the story that gives context for the word	Definition that best fits the context
enigma	"An impossible-to-fathom enigma ."	<input checked="" type="radio"/> a. mystery b. experience c. predicament d. difficulty
labyrinths	"The dark labyrinths of fire escapes."	a. lines b. twists and turns <input checked="" type="radio"/> c. mazes d. pathways

Vocabulary Word	Quote from the story that gives context for the word	Definition that best fits the context
amorphous	"And the people were a heaving, pushing, amorphous mass of humanity of all colors and sizes, of all shapes and descriptions."	a. large b. formless c. mixed up d. indefinite
demented	"The carriages of the train, when it arrived, were all scribbled on, as if by some demented delinquent."	a. unstable b. crazy c. forgetful d. damaged
delinquent	"The carriages of the train, when it arrived, were all scribbled on, as if by some demented delinquent ."	a. young person who commits a minor crime b. robber c. sleuth d. imbecile
epitome	"For with her small, bowed frame, she was the epitome of a Jewish grandmother, symbolic of another era."	a. perfect example b. symbol c. picture d. antithesis
encompassing	"Bobbe waved her hand in a large encompassing gesture."	a. all-including b. surrounding c. inviting d. questioning
stultifying	"The summer heat was choking, stultifying ; it caught Rosa unprepared."	a. simmering b. inhibiting c. over-heating d. burning
simultaneously	"This strangles you, takes you by the throat," she complained, and simultaneously fanned herself with a large newspaper especially folded for the purpose."	a. in a quick motion b. at the same time c. with harsh movements d. in desperation
duplicit	"Perhaps she had been, after all, a victim of duplicit , of ungratefulness and selfishness beyond her understanding."	a. sadness b. boredom c. loneliness d. deceitfulness

ANALYSIS

1. Contrast Bobbe's attitude regarding Rosa to that of her son.

Bobbe was delighted to be able to help a fellow immigrant regardless of what she gave back. To Bobbe, Rosa was an opportunity to give, as well as someone to have as company. In a sense, Bobbe was able to give Rosa that which she would have loved to have received upon her arrival. In contrast, Bobbe's son was concerned that Rosa was taking advantage of her.

2. Analyze how Bobbe and Rosa each relate to their Jewish identity.

Bobbe lived her life with a firm knowledge and understanding of her Jewishness. There are several references to challenges Bobbe faced due to this, such as raising her son in a secular environment. Rosa also endured many difficulties due to her Jewish identity, such as her husband losing his job and the death of all her family, yet throughout it all, Rosa remained clueless as to what Judaism meant. This can only lead to resentment towards her religion. In contrast, Bobbe related to her Jewishness with pride and strength.

3. Examine the initial meeting Bobbe had with Rosa and create a character description of Rosa. Support your answer with quotes from the text.

Rosa is a naive, middle-aged Russian immigrant. " ...breaking over the English words," she does not speak English. "A dark, heavy-eyed woman," Rosa's face bears witness to the trials and travails of her life. "How can I take?" Rosa recognizes Bobbe's dire financial straits but still takes as she seems to be comfortable with Bobbe and lacks other options.

4. Discuss what about Bobbe endeared her to everyone who met her.

Bobbe was a throwback to times gone by. America was a new country then, meaning its inhabitants were not more than second-generation citizens. Bobbe was a living reminder of the people of the past—simple, genuine, and pious. While many in America dreamed of wealth, Bobbe was satisfied with little and delighted in giving. While the general society was loud, rowdy, and uncivilized, Bobbe maintained her dignity and calm. It was for these reasons that everyone loved being in Bobbe's presence.

Literary Device: Descriptive Language

Point out two instances of descriptive language in the story. Discuss what the reader can infer from the descriptions and how they enhance the story.

The story gives a detailed description of New York City from Bobbe's point of view: "...the people were a heaving, pushing, amorphous mass of humanity of all colors and sizes, of all shapes and descriptions. Every race seemed to be represented here—Italians, Puerto Ricans, Chinese, Black people. They didn't walk, they glided along, sometimes with headphones on their ears, sometimes with huge radios belting out music." The reader can infer that Bobbe feels like an anomaly among a foreign "mass of humanity."

The reader is also given an insight into Bobbe from the perspective of outsiders. "They all called her Bobbe. For with her small, bowed frame, she was the epitome of a Jewish grandmother, symbolic of another era." This shows that her small figure and bent posture were the characteristics that stood out. The reader can understand that this suits her simple, straightforward character. Her bowed frame fits with her humble spirit, which did not expect anything but was grateful for all she had.

Reflections on the Story

Write the story from Rosa's point of view in two to three paragraphs.

Life is tough. Even back in Russia, it was never smooth. As far back as I can remember, we lived in the dark shadows of the communist government. We were well aware that "the walls have ears." Every word had to be rethought, lest one mention something even vaguely negative about the government. And then, when we did try to leave, not only were we refused, but my dear Sasha lost his job for it. He was never the same again. I'm sure that is what later took his life, too. Eventually, I made the monumental move to America, the land of opportunities. But I arrived in an enormous, dark, and utterly foreign land. I still wonder what everyone in Russia was talking about when they advised me to go to America and "all will be good." I have yet to see that.

Lately, I have been the ashamed recipient of an invaluable measure of goodness. It was during the very first days I was here that I met a lady who embodies goodness itself. I was in the grocery, trying and failing to make out even a single word on the strange food packaging. Suddenly, out of nowhere, she was at my side, not only speaking Russian and Yiddish but offering me to come home with her! I could not resist such an offer. I followed her, but upon witnessing her dire physical accommodations, I could not bring myself to take up her offer. How could I take from someone who had so little for herself? She remained firm and insisted that I stay with her. Over time, she shared everything with me. She even taught me all about our sacred heritage, of which I knew nothing. I was overcome with gratitude while, at the same time, mortified by guilt. How could I continuously take from a total stranger without the possibility of ever repaying? Eventually, I felt this could go on no longer. I knew I had to leave but could not face saying goodbye. One day, when she wasn't home, I left her a short note that expressed my heartfelt gratitude and left her house. I hope she understands and that Hashem will repay her with everything good.

Essential Question

Let us think about the essential question of the chapter: *How can the experiences of people from different times or cultures be relevant and applicable to our lives?* What ideas have you learned from this story that can help you answer this question?

Sample Answer: This story shows an instance of how there is a lot to be learned, especially from people in the past and how they handled their experiences. In today's Western society, the aim is always the fastest pace, minimum effort, and maximum pleasure. In the past, people thought differently. There was more of a focus on idealism. As we see in the story, Bobbe was satisfied with the minimum in terms of her physical wealth, yet she was desperate to share and give. A good way to learn about and aim toward such ideals is by exposing ourselves to real-life stories of people from the past.

Discover More Literary Devices

Choose five literary devices and find an example of how they are used in the story. Quote the passage from the text and identify which literary device it is.

Quote	Literary device	How the literary device enhances the story
1. "She stayed right through the fall..."	Imagery	It shows how long Rosa stays with Bobbe. Words like "deep snow" and "terrible heat" appeal to the senses. It also shows how the climate affects Rosa.
2. "The sun would be breaking over New York City largely unseen, ignored."	Idiom	It is not meant to be taken literally. Rather, it demonstrates how, in Bobbe's view, the atmosphere in New York is dull and gray. Also, we can learn a practical element: the weather in New York is not bright.
3. "She wondered if these swaying, somnolent, sweaty creatures could be called human beings."	Description, Point of View	Hearing the way Bobbe describes the people on the New York subway helps us understand her negative point of view. She sees them as a most foreign type of human being.
4. "It had been a good life, though simple; one eked out a living, the men studied in their spare time."	Connotation	The word "eked" connotes poverty. This shows that despite the below-standard living conditions, they were happy with their lot. Bobbe prefers that lifestyle to her current quarters in New York.
5. "'I have plenty!' Bobbe waved her hand in a large encompassing gesture. 'You're welcome to whatever I have.'"	Point of View	Although Bobbe lives with very few material possessions, from her point of view, she has plenty and is delighted to share.