



# Taking Sides

by Gary Soto

## Teacher's Guide

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## Synopsis

### Chapter 1

Friday morning Tony Contreras is awakened by a phone call from Lincoln Mendoza. Lincoln, formerly of Franklin Junior High, reminds him of next week's basketball game in which he will be playing against Franklin for his new school, Columbus Junior High. Playing against his old school will be "weird" for Lincoln. He remembers his old, run-down neighborhood in the Mission District of San Francisco and contrasts it with his new home in an affluent suburb, Sycamore. He remembers his old house being broken into and having their TV stolen. Lincoln is nervous and fears his old friends will be mad at him for leaving them, and that they will call him a "vendido," a sell-out. He tells Tony that in his new school: "There's no brown people here. Everyone's white, except for one black dude on the team," and indicates problems with the Coach, "a nasty dude." Lincoln's mom rushes off to her graphic arts business; she is always very busy and may not be able to make it to the game. Lincoln remembers his old school was multiracial, integrated, and tough.

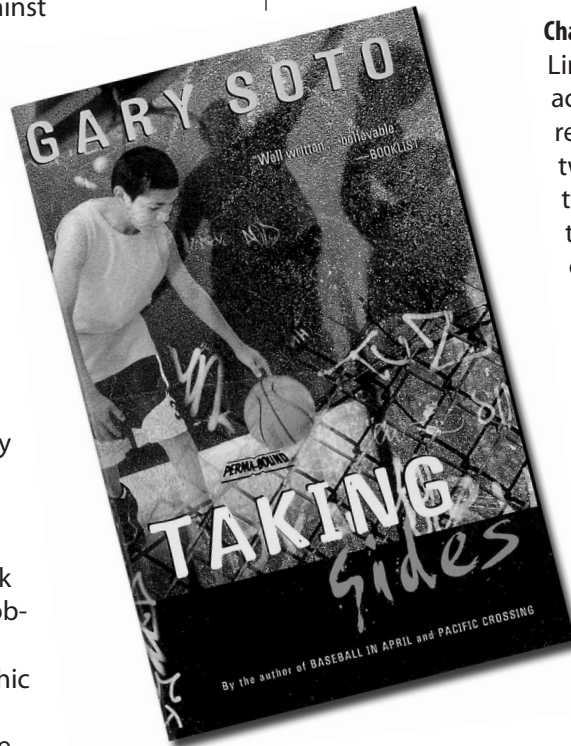
### Chapter 2

Lincoln eats alone in the cafeteria. His friend James introduces him to Monica Torres, who also is Mexican American and went to Franklin. They speak Spanish together. Lincoln learns that she also plays basketball. He wonders if Monica has a boyfriend.

### Chapter 3

At basketball practice, Coach Yesutis gives the team a hard workout. Lincoln's toe really hurts, but Coach mocks him and yells at him to get back in the game:

"Who do you think you are? Someone special?" Lincoln can't understand why Coach is so tough on him when he rarely complains about injuries and always plays well. James agrees that Coach can be "weird." James is on the second string, but is a good player. On their way home, Lincoln and James discuss Monica. Lincoln compares her to his ex-girlfriend, Vicky. Arriving home, Flaco, his dog, greets him.



### Chapter 4

Lincoln wakes up the next day aching from the tough practice. He remembers that it has been over twenty years since Franklin won the championship. His mother tells him Roy, her boyfriend, will come over that night. Lincoln does not like Roy and finds an excuse to not be there. In class, Lincoln wonders about the reactions of people he knows to the upcoming Franklin-Columbus game. His teacher is concerned that his grades are slipping. Lincoln finds Monica in the library and asks her to "shoot some hoop" during the coming weekend. She agrees, leaving Lincoln thrilled as he walks home, his worries and aches forgotten.

### Chapter 5

Saturday, Lincoln takes the bus to visit his friend Tony in the neighborhood where he used to live. He observes the Spanish-speaking "brown-faced raza" (Latino people) who fill the bus, remembering when he was little. He sees poverty and ill people in the streets, but he is happy to be in his old neighborhood. Lincoln goes to Tony's house and chats with his mom; Mrs. Contreras, whom he has known since he was born, is annoyed that Lincoln's mom never calls. Tony tells Lincoln he found the TV that was stolen from Lincoln's old house in a thrift store, and they head there to look at it.

### Chapter 6

At the thrift shop, Tony accuses the owner stealing the TV. Lincoln is disgusted by Tony's challenge of the owner and leaves without a word to avoid a fight. He climbs the fence of his old school and plays "hoop" with some kids before returning home on the bus.

### Chapter 7

Lincoln awakes Sunday morning to Flaco scratching to get in. He thinks of Tony and regrets having argued with him. His mother is in a bad mood, criticizing Lincoln's friends and asking him: "Who do you think you are?" Lincoln wonders: "Why do people keep asking me that?" He goes back to bed, and later goes to James' house, whose family invites him for lunch. He feels better after a bad morning. They play Nintendo and talk basketball.

### Chapter 8

When Lincoln gets home, he does some pushups and sit-ups to his favorite music, imagining how fit his dad is, and gets ready to meet Monica. He is nervous because he likes her. She is at the school court waiting for him, and they talk and shoot. She plays well. Lincoln slips and hurts his knee, but it provides a chance for him to hold Monica's hand and ask her if she wants a boyfriend. When Lincoln gets home, his mom and Roy take care of his swollen knee. Roy surprises Lincoln by telling him he used to play for Franklin. He tells Lincoln of the time he played against Coach Yesutis, who then played for Columbus, and that the Coach had been racist and hypocritical in being so hard on Lincoln. Roy tells him that Yesutis was punched during a game after he called another player a "spic," and that Yesutis cried "like a baby." Lincoln now understands why the Coach acts the way he does and begins to think he was wrong about Roy.

### Chapter 9

The next morning, Monday, Lincoln awakes with his knee still swollen and hurting. He stays stay home from school for the morning, but he does not want to miss basketball practice. Lincoln calls Monica to meet at lunch. Lincoln returns to bed. When he wakes up again, he hears someone in the kitchen. He thinks it is his mom home early, but it is an intruder, who flees when he sees Lincoln. "What had sent them away from the Mission District had caught up with them in Sycamore—a break-in," thinks Lincoln.

### Chapter 10

Lincoln goes to school with his basketball clothes to meet Monica. On the way, he keeps an eye out for the

intruder. He finds Monica in the library, but does not want to tell her about what is bothering him. He hides his injury from everyone, and he really only wants to talk to his mom about the break-in. Before practice, Lincoln finally tells Coach about his injury, but Coach is uninterested and does not even look at his knee. He says, "Get dressed. You don't have time to hurt ... Come on, don't be a crybaby..." Later his knee injury causes him to stop practicing; Coach tells him that he won't play tomorrow. Lincoln brings up Coach's defeat against Franklin. As Coach walks away to his office, the other players remain silent.

### Chapter 11

When Lincoln arrives home that night, his mom and Roy are repairing the front door. He recounts what happened. His mother is very worried that the intruder could come back. They reassure her he won't. Roy promises Lincoln he'll talk to Coach Yesutis at the game if he gives him any trouble, and Lincoln appreciates his offer.

Lincoln's mom wakes him the next morning, game day, to check his knee. It is healing. At school, Lincoln avoids Monica, although he doesn't understand why. At lunch, Lincoln eats alone outside to avoid the pep rally where Coach introduces the players. A teammate tells Lincoln he is sorry he is not starting in the game. Lincoln replies, "It's better I don't... I think you're gonna lose," identifying himself with his old school.

In the library, Lincoln sees Monica alone and goes over to apologize. They walk outside, and Lincoln, resisting the temptation to take her hand, walks her to class. After school, James comes to tell Lincoln he thought Coach was wrong. Lincoln again professes his confidence in his old school over his new one. The players gather in the gym for Coach's pep talk. Lincoln feels hurt as he again hears that he is not one of the starters, but he is happy that James gets to play; James sympathizes with Lincoln. Lincoln tunes out as Coach begins his hypocritical lecture on "manhood, tradition, and school spirit."

### Chapter 12

Three hours before the game, Lincoln returns home and tells his mom that Coach is prejudiced against him for being from Franklin and for being Mexican, but his mom gives Coach the benefit of the doubt. Lincoln feels frustrated and misunderstood.

The gym is noisy with students from Columbus. Lincoln's knee hurts less during the warm-up. He sees his old teammates, including his friend Tony, and Coach

Ramos from Franklin. Lincoln knows all their tricks. When the game begins, Franklin takes control. Lincoln doesn't want to watch, looking instead at the Franklin fans. Lincoln's mom yells to him asking when he'll play, and Coach overhears her. He is nervous because his team is losing, so he needs Lincoln to play. Lincoln waves to Monica who smiles and waves back, while her serious father sits next to her checking Lincoln out. Coach cusses at the players at halftime.

In the last quarter, Coach calls in Lincoln. Lincoln decides he'll play, but not too hard. He would "play for himself, not for school pride." In this way, Lincoln is able to resolve his dilemma of divided loyalties, maintaining friendships on both sides. He plays very well. The game ends with Franklin winning 52-46. Coach displays bad sportsmanship as he sees Columbus lose, yelling at the referees and his players. Lincoln is on good terms with his old Franklin friends, including Tony, and with his Columbus teammates. The principal is unhappy with Coach's behavior. When Coach turns to take this out on Lincoln, Roy intervenes.

**Chapter 13**

Lincoln wakes up early the next morning feeling good about his performance the night before. He calls Tony in the morning, and they make plans to play one-on-one on Saturday. Later a lovestruck Lincoln calls his new girlfriend, Monica.

**Timeline**

- Thursday** Lincoln phones to remind Tony of the big game.  
James introduces Lincoln to Monica.  
Coach puts the team through a tough practice and comes down hard on Lincoln.
- Friday** Lincoln sets a date to play basketball with Monica.
- Saturday** Lincoln returns to his old neighborhood to hang out with Tony and visits his old school.
- Sunday** Lincoln plays basketball with Monica, falls and injures his knee.  
Roy tells Lincoln about playing for Franklin and Coach Yesutis' racism and crying.
- Monday** Lincoln stays home from school in the morning and surprises an intruder.  
Lincoln has to stop practice because of his knee.  
Coach calls Lincoln a crybaby and tells him

- Tuesday** he won't start the game.  
The pep rally for the game is held at lunchtime.  
After school, Coach gives the players a hypocritical pep talk.  
Coach doesn't put Lincoln in until the fourth quarter, when Columbus is losing. Lincoln narrows the gap, but Franklin wins. The principal and Roy reprimand Coach.
- Wednesday** Lincoln, happy from the night before, calls Tony and Monica before school.

**Author Sketch**

Gary Soto was born in 1952 in Fresno, California, to American-born parents of Mexican origin. Like Lincoln's family, Soto's parents and grandparents worked in low-paying jobs under difficult conditions picking and packing fruit and cotton and working in factories and warehouses. His father died in a factory accident when Soto was five, leaving him to be raised by his mother. Descriptions of the Mission District were drawn from Soto's own experiences living in a poor Mexican-American neighborhood on the edge of Fresno, where his family had moved just before his father's death. Soto has described his old barrio in some of his other works. In Fresno, Soto, his mother, a brother, and a sister went through the difficulties of trying to keep their home safe, as well as, the pleasures of close relationships with neighbors and friends.



Soto graduated from high school in 1970. He went on to study geography at Fresno City College, but he soon changed his major to literature after discovering a book of poems. He decided he wanted to write poetry and later took classes in creative writing at California State University-Fresno, where he graduated in 1974. A creative writing professor became his mentor encouraging his careers as author and professor of Chicano Studies and English. In 1975, Soto married Carolyn Oda, the daughter of Japanese American migrant workers. The author earned a master's degree in creative writing from the University of California, Irvine in 1976, became a lecturer, then Associate Professor in Chicano Studies in 1977 and Senior Lecturer in English in 1992 at the University of California, Berkeley. Since 1993, Soto has devoted himself mainly to writing.



Soto's first published work, *The Elements of San Joaquin* (1977), a volume of poetry depicting the difficult life of Mexican-American migrant farm workers, earned a number of literary awards. Soto's first prose work, *Living Up the Street*, was published in 1985, followed by a set of memoirs in 1986 and a collection of essays, *Lesser Evils: Ten Quartets* (1988) about his life and acquaintances growing up near Fresno. A collection of short stories for younger readers about the day-to-day life of young people in a Mexican-American neighborhood, *Baseball in April and Other Stories* (1990), explored many of the same themes presented in *Taking Sides* (1991); this collection has won Soto numerous awards. In 1991, Soto also published a volume of poems for young readers, *A Fire in My Hands*. Since *Taking Sides*, Soto has published many other works for young adults: *Pacific Crossing* (1992) featuring Lincoln on a trip to Japan; several collections of short stories; and volumes of poetry. Soto has also written numerous picturebooks for younger children: *The Skirt* (1992), *Too Many Tamales* (1993) and *The Pool Party* (1993), and *Big Bushy Mustache* and the *Chato* series, which he began writing in 1995. Further works for young adults have included plays, *Nerdlandia* (1999) and *Novio Boy* (1997); and novels and collections of short stories, *Petty Crimes* (1998), *Afterlife* (2003) and *Accidental Love* (2006) among many others. In addition, Soto has also been busy writing and producing short films: *The Bike*, (1991), *The Pool Party* (1993) and *Novio Boy* (1994).

Soto's works have been highly acclaimed by the American Book Award, Before Columbus Foundation, a California Arts Council fellowship, a Best Book for Young Adults citation from the American Library Association, a Beatty Award from the California Library Association, a Reading Magic Award from *Parenting* magazine, and a Carnegie Medal for his video of *The Pool Party*.

### Critic's Corner

*Taking Sides*, Gary Soto's first novel for young adults, although less widely acclaimed perhaps than *Baseball in April and Other Stories*, has been applauded by *Publishers Weekly* as a "touchingly realistic story" in which "Soto masterfully conveys the Hispanic-American experience." *Kirkus Reviews* said it provided "a believable, compelling picture of the stress that racial prejudice places on minority children" wherein Soto "respects the intelligence of his readers, sparing dramatics and allowing them to read between the lines of his quiet yet powerful scenes." *Booklist* has noted "The essential realism of the boy's hopes, fears, and disquieting moments," in the

novel. The author has commented that he likes the youth in his books, admiring what he calls "a sort of craziness," which comes through in Linc and his friends. Although it may be wondered why Lincoln has to find his identity in a place, an economic status, or the color of his skin, rather than defining himself by what he is inside, his talents and thoughts, rather than by labels of rich or poor, city or suburbia, brown or white, Soto has clearly shown once again the "skilled use of words and images," heralded by *Horn Book* in a review of *A Fire in My Hands*. We see that: "Just as Soto integrates Spanish words and phrases into his dialogue, so does Lincoln integrate the loving, easy acceptance of his heritage and neighborhood with the relative safety and improved lifestyle of his new one." This explains "Linc's self-perception—his growing determination that he will not hide or give up his heritage because it is a vital part of who he is," commented *Wilson Library Bulletin*. Through Lincoln and his friends and teammates, Soto portrays "the passions, the mercurial emotions, and the seemingly endless struggle that is youth," according to the *Voice of Youth Advocates*.

Gary Soto has been applauded as: "one of the finest natural talents to emerge" from today's Chicano writers by the *New York Times Book Review*.

### Selected Works By Gary Soto

#### Short Stories:

*Baseball in April, and Other Stories*, 1990  
*Local News*, 1993  
*Petty Crimes*, 1998  
*Nickel and Dime*, 2000  
*Help Wanted*, 2005

#### Novels:

*Taking Sides*, 1991  
*Pacific Crossing*, 1992  
*Crazy Weekend*, 1994  
*Jesse*, 1995  
*The Cat's Meow*, 1995  
*Summer on Wheels*, 1995  
*Boys at Work*, 1995  
*Buried Onions*, 1997  
*Poetry Lover*, 2001  
*Fearless Fernie*, 2002 (a novel in poems)  
*Afterlife*, 2003  
*Amnesia in a Republican Country*, 2003  
*Worlds Apart*, 2003 (a novel in poems)  
*Marisol*, 2005  
*Accidental Love*, 2006  
*Mercy on These Teenage Chimps*, 2007

**Poetry:**

*The Elements of San Joaquin*, 1977  
*The Tale of Sunlight*, 1978  
*Where Sparrows Work Hard*, 1981  
*Black Hair*, 1985  
*Neighborhood Odes*, 1992  
*Canto Familiar*, 1995  
*Junior College*, 1997  
*Natural Man*, 1999  
*One Kind of Faith*, 2003  
*A Fire in My Hands: A Book of Poems*, 2006 (rev. ed)

**Plays:**

*Nerdlandia*, 1999  
*Novio Boy*, 1997

**Illustrated Books:**

*The Skirt*, 1992  
*Too Many Tamales*, 1993  
*The Pool Party*, 1993  
*Chato's Kitchen*, 1995  
*Old Man and His Door*, 1996  
*Snapshots from the Wedding*, 1997  
*Big Bushy Mustache*, 1998  
*Chato and the Party Animals*, 1998  
*If the Shoe Fits*, 2002  
*Chato Goes Cruisin'*, 2005  
*My Little Car*, 2006

**Illustrated Books in Spanish:**

*Chato y su Cena*, 1995  
*Chato y los Amigos Pachangueroes*, 2000

**Nonfiction:**

*Jesse de la Cruz*, 2000  
*Cesar Chavez*, 2003

**Short films:**

*The Bike*, 1991  
*The Pool Party*, 1993  
*Novio Boy*, 1994

**Autobiographies and Memoirs:**

*Lesser Evils: Ten Quartets*, 1988  
*A Summer Life*, 1991  
*Living Up the Street: Narrative Recollections*, 1992  
*The Effects of Knut Hamsun on a Fresno Boy*, 2000

**Related Reading**

Bruce Brooks, *Moves Make the Man*  
 Lois McMaster Bujold, *The Warrior's Apprentice*  
 Matt Christopher, *Shoot for the Hoop*  
 Karen Cushman, *Catherine, Called Birdy* and *The Midwife's Apprentice*

Mildred Leinweber Dawson, *Over Here It's Different: Carolina's Story*  
 Thomas Dygard, *The Rebounder*  
 Jack Gantos, *Jack's New Power: Stories from a Caribbean Year*  
 Ginger Gordon, *My Two Worlds*  
 Sheila Gordon, *Waiting for the Rain*  
 Robert Heinlein, *Citizen of the Galaxy*, *Red Planet*, *Time for the Stars*, and *Tunnel in the Sky*  
 S.E. Hinton, *The Outsiders* and *Tex*  
 Bud Howlett, *I'm New Here*  
 Maxine Hong Kingston, *The Woman Warrior* and *China Men*  
 Kathleen Krull, *The Other Side: How Kids Live in a California Latino Neighborhood*  
 Ofelia Dumas Lachtman, *The Girl from Playa Blanca*  
 Michelle Magorian, *Good Night, Mr. Tom*  
 Walter Dean Myers, *Hoops*, *Scorpions*, and *Slam!*  
 Katherine Paterson, *The Sign of the Chrysanthemum*  
 Gary Paulsen, *Canyons*, *Hatchet*, and *The Voyage of the Frog*  
 Larry Segriff, *Spacer Dreams*  
 Armstrong Sperry, *Call It Courage*  
 Bob Wright, *Fast Break*

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 Cheuse, Alan, "The Voice of the Chicano," *New York Times Book Review*, Oct. 11, 1981, p. 15.  
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 Hedblad, Alan, "Taking Sides (1991)," *Children's Literature Review*, 1991, pp. 194-195.  
 Hoy, Sherry, Review of *Taking Sides*. *VOYA*, December 1991, p. 318.  
 Kenny, Kevin, Review of *Baseball in April, and Other Stories*, *VOYA*, August 1990, p. 163.  
 Phelan, Carolyn, Review of *Taking Sides*, *Booklist*, Dec. 1, 1991, p. 690.  
 Shook, Bruce Anne, Review of *Taking Sides*. *School Library Journal*, November 1991, p. 124.  
 Stevenson, Debra, Review of *Taking Sides*. *Kirkus Reviews*, Sept. 15, 1991, p. 1228.

**General Objectives**

1. To portray the realities of racism
2. To explore the meaning of friendship
3. To demonstrate the differences between rich and poor in the United States
4. To examine the notion of loyalty
5. To contrast different neighborhoods within one American city

6. To illustrate adaptability
7. To explain how stereotypes develop
8. To display the joys and struggles in a modern-day family
9. To chart a process of learning and opening of one's mind through new experiences
10. To illustrate hypocrisy
11. To demonstrate sportsmanship.

## Specific Objectives

1. To explain Lincoln's tension about the upcoming basketball game
2. To evaluate Lincoln's relationship with his mother
3. To test Lincoln's loyalty to friends
4. To demonstrate the *melting pot* in United States culture
5. To trace Lincoln's process of adaptation to new surroundings
6. To show Lincoln's bridging of two cultures
7. To describe Lincoln through his relationships with James, Tony, Monica, his mom, Coach Yesutis and Roy
8. To illustrate Lincoln's struggles for identity by playing basketball
9. To portray Lincoln's quiet heroism, determination, and process of maturing
10. To compare standards of living between poor and affluent neighborhoods in an American city
11. To analyze the dynamics of racial and economic segregation
12. To explore Mexican-American culture and language in the United States.

## Literary Terms and Applications

For a better understanding of Gary Soto's style, present the following terms and applications:

**Irony:** a perception, often humorous, but not always, of inconsistency involving a discrepancy between what is said and what is really meant; sarcasm. Roy's story of how Coach Yesutis had cried when hit after insulting Mexicans from Franklin while playing for Columbus twenty years ago showed Coach Yesutis' hypocrisy and the irony of his calling Lincoln a "cry-baby." Lincoln's initial view of Roy as a weak man is also shown to be ironic when Roy stands up for Lincoln against Coach Yesutis.

**Symbol:** a word or phrase referring to a concrete object, scene or action having some further significance associated with it. The basketball game is a symbol of Lincoln's two worlds coming together, at first in conflict, then in conciliation. Lincoln's struggles with his injuries, his coach, and himself in preparing for the game parallel his process of fighting against stereotypes, racial and economic prejudice, and a desire to give up and go back to his old neighborhood. A *symbol* differs from a *metaphor* in that a metaphor specifically mentions the quality the symbol is meant to convey and is expressed in a phrase—e.g. "strong as an ox" is a metaphor, whereas a symbol, such as the crushed bicycle, conveys all its meaning within the image itself.

**Bildungsroman:** a novel which follows the development of the protagonist (hero) from childhood/adolescence to adulthood through a process of learning his/her identity; a coming-of-age novel; from the German for: "bildung" meaning maturation and "roman" meaning novel. In *Taking Sides*, we watch Lincoln grow and mature as he learns to adjust to his new surroundings, struggling with issues of racism and divided loyalties. A well-known example of another coming-of-age novel about children becoming adults is Charles Dickens' *Oliver Twist*.

**Suspense:** a state of rising action in which the reader feels curiosity, anxiousness, or anticipation as to what is going to happen in the story. Soto builds suspense from the very first page of the book when Lincoln calls his friend Tony to remind him of the basketball game between Franklin, Lincoln's old school, and Columbus, Lincoln's new school. The reader is led to wonder throughout the whole story how Lincoln is going to act on the day of the big game and what the outcome will be. We are also curious to find out what will happen with Lincoln's new friend, Monica.

**Third Person Limited Point of View:** told by an unidentified narrator outside the action of the story who observes all the action and the thoughts of the main character. Lincoln's story is told almost like a diary, telling what Lincoln does, experiences, thinks, and anticipates each day, as he learns to adapt to his new surroundings, to deal with the racism and economic differences in American society, and to make new friends while keeping his friends from his old school.



## The Importance of Setting

Prior to his mother moving to Sycamore, Lincoln had lived in a diverse urban neighborhood in San Francisco's Mission District. As her business grows, Beatrice Mendoza moves her family to a suburban community with better schools and homes, but her son misses his old friends, and the diversity of Korean, Hispanic and Vietnamese students at his old school. The milieu of

much of Soto's work is this cross-cultural chasm in which characters try to celebrate the good in their lives, and appreciate their culture while assimilating in the larger society.

Map of the Golden Gate National Recreation Area used courtesy of the National Park Service and is available at <http://nps.gov/hfc/carto/index.htm>, accessed 7/24/06.



## Themes and Motifs

A study of the central issues, situations and events in Gary Soto's *Taking Sides* should include the following themes and motifs:

### Themes

- friendship
- loyalty
- patience
- determination
- heroism
- adaptation
- understanding
- prejudice
- living with loss
- family
- hypocrisy

### Motifs

- adapting to a new school
- adapting to a new culture
- wealth and poverty
- handling divorce
- seeing things from others' perspectives
- confronting racism
- dedicating oneself to a team
- making new friends while keeping old ones
- growing up in a single-parent household

## Meaning Study

Below are words, phrases, sentences or thought units that have a particular meaning in this novel. Explain the meaning of each. Chapter and page numbers pinpoint the context in which the item appears.

1. "What had sent them away from the Mission District had caught up with them in Sycamore—a break-in." (Chap. 9, p. 95)  
*(Lincoln thinks this as he stands on the porch after having chased the intruder out of their house. Flaco had warned him it was not his mother when he barked and when he went into the kitchen, he caught the intruder, who ran away. His mother and he had moved to this new, affluent, suburban neighborhood for safety after a burglar had stolen everything from their old house in the run-down urban Mission District area. Lincoln anticipates the irony of the situation and probably thinks of his mother who had worked so hard to bring them to this new house. Crime can be everywhere, it is not isolated just to poor or Mexican-American neighborhoods.)*

2. "It's gonna be weird playin' Franklin for real." (Chap. 1, p. 2)  
*(Lincoln says this to his friend Tony on the phone on Thursday morning, five days before the big game. Lincoln is nervous about how he will act when he has to play against his old school team from Franklin for his new school team, Columbus. He is afraid his old friends from Franklin will yell at him that he's a sell-out, a "vendido," betraying them by playing for the other side. He wonders if he will have problems with his new teammates for showing sympathy to the opponents. The basketball game is the culmination of Lincoln's two worlds coming together in confrontation, but in the end, Lincoln bridges the gap heroically and finds himself in the process.)*
3. "Mendoza, put your shoe back on! Who do you think you are? Someone special?" (Chap. 3, p. 21-22)  
*(Coach yells this at Lincoln during their tough Thursday practice, showing no sympathy for his injury and coming down particularly hard on him even though he's a star player, most likely because Lincoln is Mexican American and went to Franklin. Lincoln will hear this same question again from other people, his mom and Durkins (a Columbus teammate), and he begins to wonder why he's hearing it so often. It underlines Lincoln's identity crisis—of being unable to find stability and having his adaptation made harder by his attempts to get involved in school activities. But his persistence pays off in the end, when he plays the best game of the game and wins the respect of his family and friends, both old and new.)*
4. "Mucho gusto en conocerte. Nice to meet you, Lincoln." (Chap. 2, p. 18)  
*(Monica tells Lincoln this after their first meeting upon James' introduction in the cafeteria. Lincoln finds her very "cute" and they have much in common as she is also Mexican American and speaks Spanish, attended Franklin, and even plays basketball. Speaking Spanish with each other is a way of establishing an immediate link, a means of communicating that they have much in common and can understand each others' difficulties in adapting to the new school and a new culture.)*
5. The camel driver's teeth were rotten and his face was lined from working in the sun. (Chap. 1, p. 5)  
*(Lincoln repeatedly observes this image in the picture in his geography book. Perhaps this strikes a particular cord with Lincoln because his own parents and grandparents worked very hard picking fruit as immigrant migrant farm workers in California. He sees that people in other parts of the world might have similar experiences where their work does not allow them the luxuries of cleanliness, a nice appearance and leisure.)*



6. He was once a homeboy from the Mission District, but now he was a homeboy living in the suburbs and eating venison with *gavachos* [white people]. (Chap. 8, p. 82)  
*(Lincoln confronts his identity crisis. This phrase demonstrates his gradual adaptation to his new surroundings through the process of integrating his old self into the new environment, trying new things, growing through different experiences, one building on another, while still being himself through it all. He is still a 'homeboy' at heart, but opening himself up to new ideas.)*
7. "He's got a bad attitude." (Chap. 12, p. 130)  
*(When the principal asks Coach Yesutis why he didn't put Lincoln in the game sooner, the coach responds with this misrepresentation of Lincoln. The response is ironic because it is the Coach who has the "bad attitude," displaying racism, bad sportsmanship, impolite behavior and impatience. Everyone else, including the principal, sees Lincoln as a regular student.)*
8. "There's no brown people here. Everyone's white, except for one black dude on the team." (Chap. 1, p. 4)  
*(Lincoln tells his friend Tony about his new school. He points out how he feels like an outsider, that Columbus does not have the multi-racial environment Franklin had. He feels that no one here understands him, even his good friend James. The statement also shows how Lincoln was short-sighted himself in commenting on the one "black dude" without going on to think about how he must experience many of the same difficulties and feelings as Lincoln.)*
9. "No one ever comes out of the house to check out the world." (Chap. 1, p. 3)  
*(Lincoln describes his new neighborhood in the affluent, largely white, Sycamore to his friend Tony by contrasting it with his old neighborhood in the poor, Mexican-American neighborhood in the Mission District. Although the old neighborhood was run-down, unsafe and impoverished, Lincoln missed the sociability of the people there, the life in the streets, the movement and noise. He appreciates that every place has its good and bad points.)*

## Comprehension Study

Answer the following questions in your own words. There is not always a right answer. Your judgment is important and you should be ready to defend your answers by referring to passages from the novel.

### Questions 1-4 (Literal Level)

1. Describe why Lincoln is nervous about the Franklin versus Columbus game.

*(Lincoln is nervous because he has divided loyalties. He is tied to his old friends, teammates and coach from Franklin, his old neighborhood and cultural heritage, but is playing for his new school, Columbus, and is part of the team there and doesn't want to make them "look stupid." He's afraid his old school-mates will yell at him that he sold them out, that he is moving away from his best friend Tony and that he is losing his identity.)*

2. Why is Coach Yesutis so tough on Lincoln when he is a star player?  
*(When Coach asks Lincoln if he thinks he is someone special, it is actually he who is setting Lincoln apart from the others, not Lincoln himself. This is because of a prejudice he developed against Mexican Americans from his childhood, perhaps from his family or neighborhood environment, seen already in his junior high days when he called a Franklin player a 'spic.' Furthermore, Coach resents Lincoln because he is a very good player, which Coach had wanted to be, but was not, at that age. We learn about this with Lincoln from Roy's story.)*
3. What causes Lincoln to argue with Tony and why does he walk off without saying anything?  
*(Lincoln argues with Tony over the TV set in the thrift shop. It is obviously the one stolen from his old house, but Lincoln does not want to confront the old, sick shop owner who would clearly have been incapable of the heist himself, while Tony thinks they should and tells Lincoln he has gone "soft." On a deeper level, Lincoln is really bothered by his worries about the game and his feeling of not really fitting in anywhere. His walking away in silence symbolizes his not knowing how to act anymore with his old friend, in his old neighborhood.)*
4. Why does Lincoln want to avoid Roy, at first?  
*(Lincoln at first avoids Roy, because he resents him; round-bellied, out of shape, taking the place of his father. He also has to adjust to a new person being present in his relationship with his mother, and perhaps, feels some jealousy, so he turns to Flaco as his loyal companion. When Roy tells Lincoln about having played for Franklin himself and about Coach Yesutis' run in with Frankie Pineda, Lincoln begins to realize he is pretty cool after all, especially when he steps in to defend Lincoln against Coach and treats the whole Franklin team to pizza after their win.)*

### Questions 5-7 (Interpretive Level)

5. How does Soto use suspense in the novel?  
*(Soto uses suspense in the novel mainly through the build up from the first page, on Thursday, to the big game, next Tuesday. The reader wonders along with Lincoln what will happen, how Lincoln will handle his divided loyalties, which side he will root for, how he will play, whether his knee will be better or not, how Coach Yesutis will treat him. We also feel suspense when the intruder breaks in and Lincoln and his mom are left worrying*

that he might come back, as when Lincoln thinks his mom is the intruder again in the kitchen. Suspense is used to enhance the description and provide a plot that keeps the reader's attention throughout the story.)

6. Why does Lincoln wonder whether Monica speaks Spanish or English at home?  
(Through Monica, Lincoln feels he is back in touch with his culture and heritage. They speak Spanish together, establishing an immediate tie of understanding. Their first meeting, after which he ponders this, makes him realize that he is losing some of this heritage in always speaking English at home. At the same time, however, this is part of his adaptation to American life. He may think he can get reconnected through Monica and her family speaking Spanish.)
7. List examples of open-mindedness shown by Lincoln. Contrast these with a list of examples of closed-mindedness which Lincoln experienced.  
(Lincoln shows open mindedness when he discusses Coach's unfairness with his mother and Roy. He comes to better understand why Coach acts the way he does, even if it is not fair, and sees how he himself should act. He shows open-mindedness when he learns to accept Roy into the family, is happy for Vicky that she has a new boyfriend, and joins hands with Bukowski and Durkins before the game to show team spirit, even though they had harassed him. On the other hand, Lincoln experiences closed-mindedness on the part of others when Coach criticizes him at practice even though he is one of the better players on the team. He also experiences some closed-mindedness on the part of his teachers and school officials in their lack of understanding of his difficulties in adjusting to a new school and cultural environment.)

### Questions 8-10 (Critical Level)

8. What images, positive and negative, does Soto give of the Mexican-American neighborhood?  
(After painting a negative picture of the Mission District neighborhood with its high crime rate, its poverty, the human misery seen there in the run-down buildings and streets, and its graffiti-covered walls, Soto goes on, through contrasts with Sycamore and Columbus Junior High, to show that the neighborhood was also lively, sociable, friendly, laid-back, that friends helped each other out even when they had next to nothing, and that people stood-up, even fought, for their honor and their friends. This is contrasted with Sycamore where "no one ever comes out of their house to look around" and people may be rich, but unhappy, like the neighbor Lincoln sees in his Mercedes.)
9. How does Soto show Lincoln maturing through his experience?  
(Soto shows Lincoln maturing through a series of trials and

tribulations in his process of adaptation to his new neighborhood while maintaining old friendships. Lincoln learns about the meaning and value of friendship in Tony's repaying their bet, buying the TV from the thrift shop, and forgiving him for walking off. Lincoln learns the value of teamwork and dedication, while at the same time playing for his own love of the game, displaying patience, sportsmanship, heroism, and loyalty to friends and family in the face of adversity. He also learns responsibility in taking care of Flaco, preparing dinner for his mom, and nailing shut the front door and trying to contact his mom as soon as possible after the break-in.)

10. How does Lincoln deal with hypocrisy in the novel?  
(Lincoln sees the hypocrisy in Coach's actions after Roy's story of Coach crying after Frankie Pineda hit him "for deriding Mexican Americans. He realizes when Coach calls him "crybaby" that he is projecting onto Lincoln what he dislikes in himself. Through openly confronting Coach with Roy's story about his hypocrisy, Lincoln is able to stand up for himself and to see that the problems are not within himself but within Coach. When he isn't given a real reason for not starting in the championship game even though his knee feels better, Lincoln recognizes that Coach resents him for being a star player. After confronting the Coach and his hypocrisy, Lincoln is able to just play the game for himself.)

### Questions 11-13 (Creative Level)

11. Interview a fellow student on his or her ethnic, cultural and family background. Write what you learn into a broadcast-style news report.
12. Perform a skit recreating life in your neighborhood. How do the people talk and interact?
13. Videotape an interview with a star athlete in your school, asking questions about sportsmanship, teamwork and dedication.

## Across the Curriculum

### Language Arts

1. In class, have students compile a list of Spanish terms and phrases presented in *Taking Sides*. Discuss the significance of these terms in Hispanic culture.
2. Present examples of slang used in the book. Compare and contrast these with formal English.
3. Simulate a discussion between Lincoln's mother, the principal, his teachers, and school counselors from both Columbus and Franklin on how Lincoln

might be at a disadvantage in his classes at his new school due to his Mexican-American heritage and upbringing. How might his speech differ from that of his Columbus classmates?

4. Organize a debate between Lincoln's friends and teammates from Franklin and Columbus on the notion of community. What points might they have in common and on what points would they differ?
5. Research other ethnically diverse authors and note any recurrent themes or ideas they emphasize.
6. Present a paper on one of the various aspects of school sports. How does competition affect the individuals involved? (Include personal achievement and school spirit as well as their opposites, low self-esteem and curricular dissatisfaction.) Note that people who not players may be connected with the team: family, friends, teachers, school board members, community organizations and businesses.

### History and Current Events

1. Research the migration of Mexicans into the United States. Trace the trend over the nineteenth century to the present. What opportunities and difficulties awaited these immigrants in the United States?
2. Discuss the Mexican-American War. Draw a time line of the main events, including places, numbers of persons involved, casualties, duration of battles, and the outcome.
3. Using newspaper articles in your local or school library, compile a news file of articles on a particular ethnic culture in the United States and describe how it has become part of American culture in a short essay.
4. Compare the percentage of politicians in local and area government in two different, culturally diverse areas and chart issues they deal with most often. Is there an overall pattern (such as quality of life and jobs?)
5. Using examples from any large immigrant group in the United States (past or present), pick two or three people who became prominent in or affect-

ed business, government, or culture. Explain what part their heritage might have contributed to their goals.

### Geography and Math

1. Choose a major American city and identify its demographic make-up and its main neighborhoods.
2. Discuss the concept of population density. Compare population densities of different neighborhoods within your city with data from your local city planning office or library.
3. Compile a bar chart of the ethnic background of Americans to compare the sizes of the different groups. Indicate both absolute numbers and percentages. Data can be obtained in the Statistical Abstract of the United States or in the 2000 U.S. Census.
4. There have been various reasons and time periods for mass migrations to the United States. Research and report on one ethnic group who came in various waves, and where they settled and why.

### Science and Health

1. Research why buses "belch out black smoke." Discuss ways in which this might be combated, e.g. by planting trees.
2. When Lincoln hurt his knee, it swelled and felt stiff. Explain why this happens and how to take care of it as if you were a doctor or team trainer.
3. Lincoln's emotional well-being was supported by his pet several times in the story. Research the various studies suggesting that the overall quality of life is affected by having a pet. Report on the evidence for and against such a theory.

### Media

1. Create a class web site presenting the cultural heritage of the different students with links to other sites for more information.
2. In class, watch a subtitled Latino TV show, from Univision, for example. Compare and contrast the show, its characters, its themes and presentation in a class discussion with current popular American shows. How is culture portrayed on TV? What may be the shortcomings of such portrayals, for example, in creating stereotypes?

### Art

1. Draw your family tree and its members as best you can. Indicate their birthplaces and professions.
2. Present a work of Mexican-American art, such as a painting or sculpture, and discuss the colors, shapes, and images it displays. Compare and contrast it with an American work of your choice.

### Music

1. Play some songs by popular Mexican-American singers. Draw out the themes and images presented in the songs and how these might relate to themes and images presented in *Taking Sides*.
2. Bring in a song representative of your cultural heritage and play it for the class. Present the musicians and their background and the words of the song in writing.
3. In the book, Lincoln seems to connect with his friends only in certain areas. How might his appreciation for music broaden his relationship with James? Research various artistic crossovers or influences on a well-known musician or music group.

## Student Involvement Activities

1. Dramatize in short skits episodes in Lincoln's relationships with his mom, Roy, Coach Yesutis, James, Tony, Monica and Flaco.
2. Reenact the events of the basketball game between Columbus and Franklin.
3. Re-create dramatic moments in the novel, such as when Lincoln meets Monica, when Roy tells Lincoln about Coach, or when Lincoln surprises the intruder.
4. Write a scene in which Lincoln would return to school at Columbus after the end of the story.
5. Write a police report filed by Lincoln explaining the break-in and why he didn't call the police at the time.
6. Write an essay dedicated by Lincoln to his hero, Magic J., about the qualities of a sportsman.

7. Present the map of San Francisco and its neighborhoods.
8. Draw a cause-and-effect diagram of how Lincoln tries to emulate his father.
9. Create a class family tree showing everyone's cultural backgrounds.
10. In a short story, discuss how an event in which you participated, such as a sports event or contest, taught you a lesson.

## Alternate Assessment

1. Draw a comic strip of the different chapters in *Taking Sides*, using quotes from the book to illustrate the main events.
2. Create a list of adjectives which describe Lincoln, his mom, Roy, Tony, James, Monica, and Coach Yesutis.
3. Compose a scene depicting the discussion between the principal and Coach Yesutis the day after the game.
4. List examples of Lincoln's difficulty adapting to his new neighborhood and school.



## Vocabulary

Using the terms below, complete each sentence with one or more details from *Taking Sides*.

anxious	eucalyptus	incredulous	special
attitude	executed	janitor	Sphinx
bifocals	gingerly	knitted	suburbia
buckled	grimacing	ranting	surveyor
dank	hordes	scuttled	tradition

1. He looked around \_\_\_\_\_ because he thought the guy might come back.
2. The trash cans were \_\_\_\_\_, but no candy wrappers or potato-chip bags \_\_\_\_\_ across the campus.
3. He could see the owner sitting in his La-Z-Boy recliner, his \_\_\_\_\_ on the bridge of his veined nose.
4. Lincoln \_\_\_\_\_ his brow.
5. "Chale," he said, \_\_\_\_\_. "Are you making it up?"
6. The sun leaked through the neighbor's \_\_\_\_\_ tree.
7. He admired the \_\_\_\_\_ basking forever under the hot sun.
8. Lincoln's mother was tired of the Number 43 bus leaving shreds of black smoke hovering in the \_\_\_\_\_ city air.
9. He was brown, not white; poor, not rich; city, not \_\_\_\_\_.
10. The tuba player covered Coach Yesutis' \_\_\_\_\_ by blowing hard enough to pop an eardrum.
11. He smiled as he pictured \_\_\_\_\_ of white-throated chickens clucking over sand dunes.
12. He ran up and down the court, shouting plays through cupped hands and slapping a clipboard against his thigh when a play was \_\_\_\_\_ poorly.
13. He took off his left shoe and sock and rubbed his toe \_\_\_\_\_.
14. He stopped for a moment, \_\_\_\_\_, then hobbled after the other players, a spark of pain flashing in his foot.
15. "What does your dad do?" "He's a \_\_\_\_\_ .... one of those guys you see standing in an orange vest on the highway."

## Comprehension Test A

### Part I: Matching (30 points)

Match the following descriptions with characters. Choose your answers from the list of characters below. You may use some of the answers more than once and some not at all.

- |   |                   |
|---|-------------------|
| _____ 1. left when Lincoln was seven.   | A. Lincoln        |
| _____ 2. owns a graphic arts business.  | B. James          |
| _____ 3. was run over by a motorcycle.  | C. Monica         |
| _____ 4. gets mad at Lincoln about groceries.   | D. Mrs. Contreras |
| _____ 5. invites Lincoln in for lunch.  | E. Lincoln's mom  |
| _____ 6. is Lincoln's best friend from Franklin.                                      | F. Coach Yesutis  |
| _____ 7. is Lincoln's best friend at Columbus.  | G. Tony           |
| _____ 8. calls Lincoln a crybaby.   | H. Flaco          |
| _____ 9. harasses Lincoln in the locker room.   | I. Roy            |
| _____ 10. was Lincoln's girlfriend.   | J. Bukowski       |
| _____ 11. played for Franklin in 1970.  | K. Vicky          |
| _____ 12. becomes Lincoln's girlfriend.   | L. Coach Ramos    |
| _____ 13. buys Lincoln a TV.  | M. Lincoln's dad  |
| _____ 14. surprises an intruder.  |                   |
| _____ 15. plays basketball, used to go to Franklin, waves at Linc from the bleachers. |                   |

### Part II: Cause and Effect (20 points)

Finish each of these statements.

1. Roy tells Coach to leave Lincoln alone because \_\_\_\_\_.
2. Lincoln's mom is scared in the kitchen because she thinks \_\_\_\_\_.
3. Lincoln and his mom moved to Sycamore from the Mission District because \_\_\_\_\_.
4. The principal is unhappy with Coach Yesutis because \_\_\_\_\_.
5. Monica likes Lincoln because \_\_\_\_\_.
6. Lincoln's dad is not around because \_\_\_\_\_.
7. Lincoln's mom is always very busy because \_\_\_\_\_.
8. Lincoln's grades are slipping because \_\_\_\_\_.
9. Tony and Lincoln argue because \_\_\_\_\_.
10. Lincoln does not call the police because \_\_\_\_\_.

## Comprehension Test A (Page 2)

### Part III: Short Answer (10 points)

Explain the significance of the following details.

- \_\_\_\_\_ 1. Flaco's injured leg
- \_\_\_\_\_ 2. the intruder
- \_\_\_\_\_ 3. basketball
- \_\_\_\_\_ 4. Mrs. Contreras
- \_\_\_\_\_ 5. venison at the Koehlers'

### Part IV: Essay (40 points)

Choose two and answer in complete sentences.

1. Discuss Lincoln's relationships with his mother and father.
2. Explain what Monica and Lincoln have in common.
3. Account for Lincoln's fear of being called a *vendido*, a sell-out, by his old friends.

## Comprehension Test B

### Part I: Settings (20 points)

Identify the setting that fits each of the following descriptions. Select your answers from the list below. You may use some answers more than once and some not at all.

- |  |                    |
|--|--------------------|
| _____ 1. city where Lincoln was born                 | A. the kitchen     |
| _____ 2. where Lincoln surprises a thief             | B. James' house    |
| _____ 3. where Lincoln's grandparents worked         | C. San Francisco   |
| _____ 4. Lincoln's new school                        | D. the library     |
| _____ 5. where Lincoln eats venison                  | E. Tony's house    |
| _____ 6. place where Lincoln and Tony argue          | F. the fields      |
| _____ 7. where Lincoln's teammate harasses him       | G. Columbus        |
| _____ 8. city where Lincoln's dad lives              | H. Sycamore        |
| _____ 9. place where Lincoln most often finds Monica | I. Seven-Eleven    |
| _____ 10. site where Lincoln played Nintendo         | J. Franklin        |
|  | K. the thrift shop |
|  | L. Los Angeles     |
|  | M. the locker room |

### Part II: Fill-in (20 points)

Fill in the blanks with answers that complete each statement.

1. \_\_\_\_\_ had opened his mouth and Frankie Pineda smacked him for running down \_\_\_\_\_.
2. But, Lincoln reasoned, no \_\_\_\_\_ would stick around the scene of the crime, especially in \_\_\_\_\_.
3. Lincoln was glad that \_\_\_\_\_ was up, glad that \_\_\_\_\_ was in the bleachers.
4. James' \_\_\_\_\_ asked Lincoln about basketball, school, his family, and how he thought the \_\_\_\_\_ would do in the playoffs.
5. Lincoln said life at \_\_\_\_\_ was a piece of cake, unlike at Franklin where it was \_\_\_\_\_ city every day.



## Comprehension Test B (Page 2)

### Part III: Character Identification (20 points)

Place an X by statements that are true of Lincoln.

- \_\_\_\_\_ 1. considers himself to be a "homeboy."
- \_\_\_\_\_ 2. eats venison at home.
- \_\_\_\_\_ 3. wants Franklin to win.
- \_\_\_\_\_ 4. wants to confront the thrift shop owner.
- \_\_\_\_\_ 5. becomes Monica's boyfriend.
- \_\_\_\_\_ 6. takes care of Flaco.
- \_\_\_\_\_ 7. calls the police.
- \_\_\_\_\_ 8. stays friends with Tony and James.
- \_\_\_\_\_ 9. stands up to Bukowski.
- \_\_\_\_\_ 10. thinks Coach Yesutis is fair.

### Part IV: Essay (40 points)

Choose two and answer in complete sentences.

- 1. Discuss what you learned about racism.
- 2. Outline the conflict between Coach Yesutis and Lincoln.
- 3. Describe the irony of the break-in in Sycamore.

## Answer Key

### VOCABULARY

- |                      |               |
|----------------------|---------------|
| 1. anxious           | 9. suburbia   |
| 2. buckled, scuttled | 10. ranting   |
| 3. bifocals          | 11. hordes    |
| 4. knitted           | 12. executed  |
| 5. incredulous       | 13. gingerly  |
| 6. eucalyptus        | 14. grimacing |
| 7. Sphinx            | 15. surveyor  |
| 8. dank              |               |

### COMPREHENSION TEST A

#### Part I: Matching (30 points)

- |      |       |       |
|------|-------|-------|
| 1. M | 6. G  | 11. I |
| 2. E | 7. B  | 12. C |
| 3. H | 8. F  | 13. G |
| 4. E | 9. J  | 14. A |
| 5. B | 10. K | 15. C |

#### Part II: Cause and effect (20 points)

- he is treating him unfairly and hypocritically.
- the intruder is back in the house again.
- their house had been robbed and she was concerned for their safety.
- he recognizes his lack of sportsmanship.
- they share a common heritage, speak Spanish, are both new students at Columbus from Franklin, play basketball, and Lincoln is a star player and said to be handsome.
- his parents divorced when he was seven and his father moved to Los Angeles.
- she owns her own graphic arts business.
- he has trouble concentrating because of his worries about the new school, the game, his friends, and his new surroundings.
- Tony wants to confront the thrift shop owner about the stolen TV, but Lincoln prefers to let it go and Tony tells him he's gone "soft."
- in his old neighborhood, they only called the police when "someone was mugged. Or killed."

#### Part III: Identification (10 points)

- Flaco spends the first half of the book lying on the ground, hobbling around, recovering from the injury when his leg was run over by a motorcycle, but with the care Lincoln takes of him, he soon recovers and is back to his old self. Lincoln's recovery from his knee, with the care of Monica, his mom, and Roy and rest, parallels Flaco's recovery and continued effort.
- The intruder in Lincoln's new house in Sycamore

represents the irony of having moved to avoid the burglaries that occurred in his old neighborhood. Lincoln realizes this when standing on the porch after having chased the intruder away, throwing his mom's coffee mug at him, another piece of irony.

- Basketball represents Lincoln's adaptation and maturation. It shows him getting involved in activities and social life in his new school while trying to maintain loyalties to his friends and teammates at his old school. Through the game, he faces battles he will face in other aspects of life, having to confront hypocrisy, racism, intolerance, cowardice, and impatience by striving to not succumb to these ills himself.
- Mrs. Contreras embodies Lincoln's old neighborhood in both positive and negative ways. Her house is run-down and messy, the family is poor with many children, but she is very friendly, warm, and generous, talking a lot, welcoming Lincoln, reminiscing about her long friendship with Lincoln's mother.
- For Lincoln, eating venison is like stepping into a completely new world, a big change from the usual foods he eats at home.

#### Part IV: Essay (40 points)

Answers will vary.

### COMPREHENSION TEST B

#### Part I: Settings (20 points)

- |      |       |
|------|-------|
| 1. C | 6. K  |
| 2. A | 7. M  |
| 3. F | 8. L  |
| 4. G | 9. D  |
| 5. B | 10. B |

#### Part II: Fill-in (20 points)

- Coach, Mexicans
- thief, Sycamore
- Franklin, Monica
- father, San Francisco 49ers
- Columbus, knuckle

#### Part III: Identification (20 points)

- |      |      |
|------|------|
| 1. X | 6. X |
| 2.   | 7.   |
| 3. X | 8. X |
| 4.   | 9. X |
| 5. X | 10.  |

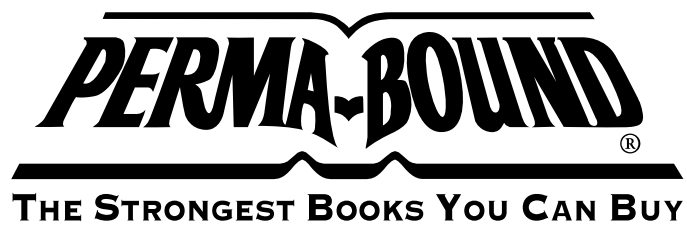
#### Part IV: Essay (40 points)

Answers will vary.

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**Teacher's Notes**



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