

# Z for Zachariah

by Robert C. O'Brien

## Classroom Favorites

Teacher's Guide by Priscilla Whalen

A Perma-Bound Production

### Synopsis

In the aftermath of WWII, 16-year-old Ann Burden lives alone in an isolated valley that has escaped contamination from radioactive fallout. Ann's mother, father, brother, and cousin drove out of the valley one day nearly a year ago to look for other survivors and never returned.

The deserted general store, the family's farm, and the one unpolluted pond provide all the necessities of life, except companionship. Ann cares for the animals, plants a garden, and writes about her day-to-day existence in a journal. Her solitary routine abruptly ends on the day that she spots smoke from a campfire in the distance.

Suddenly wary of the possibility that the approaching stranger might treat her in a cruel or brutal manner, Ann acts to make the farm appear abandoned. Afterwards she gathers some supplies and moves into a cave overlooking the house and valley. From her perch in front of the cave, she observes the movements of the stranger as he comes into the valley wearing a curious green suit and pulling a wagon covered by the same peculiar green material.

The intruder sets up his tent in Ann's front yard and proceeds to test the environment with his Geiger counter. Encouraged by the normal radiation readings, the green vegetation, and the signs of animal life, the outsider takes off his green suit. Surprised at the mysterious appearance of Faro, her adopted brother's dog, Ann feels betrayed when the man tries to make friends with Faro. Ann continues her vigil as the man carefully checks the radiation level in the "good" pond. Then, to Ann's consternation, he plunges into the contaminated water of Burden Creek to bathe.

Still keeping her distance, Ann witnesses the man becoming very ill. Finally she decides that he can do her no harm in his present condition. She ponders the possibility that he might die without her help. Cautiously Ann emerges from hiding to care for the stranger.

Ann learns that John Loomis, a scientist from New York, had invented the world's only radiation protection material from which the "safe-suit," tent, and wagon cover had been constructed. As he recovers, Mr. Loomis also explains the stages of radiation poisoning to Ann. In the interim, Ann prepares for the second and far more severe stage of the illness. Ann chases the cows and chickens back to the barnyard, replants a bigger garden, and cooks meals. Mr. Loomis begins to insinuate his will over Ann and to make his own plans for the valley. However, before Mr. Loomis can bring any of his intentions to fruition, he becomes desperately ill.

In a delirium brought on by the second stage of his illness, Mr. Loomis carries on a dialogue with a colleague named Edward. Working together in a secret laboratory located eighty feet underground, the two men escape from any harmful effects of the bombs. Unfortunately though, only one "safe-suit" exists. Appalled, Ann listens as Mr. Loomis deliriously argues with the phantom, Edward. Wearing the suit, Edward intends to leave the laboratory when Mr. Loomis shoots him. Ann discovers the three patched bullet holes in the chest area of the "safe-suit."

Finally Mr. Loomis begins to show signs of improvement. He regains his health slowly while placing increasing demands upon Ann. Together with her secret knowledge about Edward, Mr. Loomis's behavior makes Ann feel uneasy. Late one night his insidious conduct culminates in an attack on Ann. Forewarned by the dog, Faro, Ann barely manages to escape.

Gathering some supplies from the deserted store, Ann returns to her cave feeling grateful that she has not revealed its existence. While maintaining a vigil on the house, she decides to work out a compromise with Mr. Loomis. Ann does the chores and provides Mr. Loomis with food, but she disappears each night to sleep in the cave. For a while, Mr. Loomis appears to be satisfied with this arrangement. Then to her dismay, she sights Mr. Loomis training Faro to track her scent.

Each day brings new assaults. Mr. Loomis confiscates the key to the tractor thereby preventing Ann from caring for the crops. He padlocks the store terminating Ann's access to supplies. Tenaciously Mr. Loomis practices with Faro. In frustration, Ann goes to the house for a confrontation hoping to arbitrate a more amicable relationship. Standing in front of her house, she hears a snapping noise and feels a sting of pain. Ann turns to run as Mr. Loomis fires a second shot.

Ann washes the flesh wound on her ankle in the pond and comes to the conclusion that Mr. Loomis wanted only to maim her, not to kill her. As she sits pondering this latest revelation, Faro leads Mr. Loomis to her cave. All Ann's supplies and possessions he drags from the cave and burns.

For several days Ann feels feverish and hides in a hollow tree with her one last possession, a .22 rifle. Resolutely she devises a plan to steal the "safe-suit" and to leave the valley. She will find another valley with children and fulfill her dream of becoming a teacher. First, she has to kill Faro.

Stealing from her hiding place to move closer to the house, Ann notices the unlocked door to the store. A great eagerness to procure supplies overwhelms Ann's sense to act cautiously. She walks into Mr. Loomis's trap, but his bullet misses her. Ann runs to get her rifle, with Faro and Mr. Loomis in close pursuit. Grabbing her gun from the hollow tree, she makes her way to Burden Creek. Carefully crossing the contaminated water by stepping on flat stones, Ann reaches the far side. Sheltered behind some rocks, she can see Faro, followed by Mr. Loomis, approaching. Faro jumps into the creek to follow the scent, but Mr. Loomis remembers in time to let go of the leash and to jump back from the contaminated water. At the same time, Ann's resolve to kill Faro wavers as she fires a shot above Mr. Loomis's head. Startled, Mr. Loomis decides to return to the house. Later that night, Faro dies from his exposure to the radiation in the creek.

In the morning, Ann decisively takes offensive action. She leaves a note telling Mr. Loomis to meet her at the south end of the valley. While Mr. Loomis walks down the road and out of sight, Ann takes the "safe-suit" and wagon. She walks north to the edge of the dead zone at the top of Burden Hill. Donning the "safe-suit" and hiding behind an outcrop of rocks, Ann waits for the final confrontation.

Mr. Loomis discovers the treachery and pursues Ann to the top of Burden Hill. He cannot, however, enter the dead zone without protection. As Mr. Loomis raises his gun to shoot her, Ann startles him by revealing her knowledge of Edward's demise. With a dream firmly fixed in her mind, Ann turns and begins walking down the road pulling the wagon behind her.

### Biographical Sketch

Robert Leslie Conly a.k.a. Robert C. O'Brien, 1918 - 1973

Robert Conly's arrival on January 11, 1918, made him the third of five children born to Leslie Marsland and Agnes O'Brien Conly. His college educated parents supported their family by teaching and writing. As a child living in Amityville, Long Island, Robert impressed his teachers and his parents with his precociousness and musical ability. However, he had less success in his social relationships because of his self-centered attitude. In high school he excelled academically, he excelled musically, and he overcame some personality problems.

Robert Conly entered Williams College in 1935, but withdrew during his sophomore year. After a period of drifting, he decided on a career as a musician. While pursuing piano studies, Robert enrolled at the University of Rochester to get a B.A. in English. Although music continued to occupy much of his leisure time, he earned his living by writing for an advertising agency, then by writing for the *Washington Times-Herald*, and finally by writing for the *National Geographic* magazine.

Besides music and writing, Robert Conly had other interests. He married Sally McCalin and together they raised four children. His enthusiasm for learning about nature led to the purchase of a small farm near the Potomac River where the family lived until 1963.

Robert returned to the city to live in 1963 because of treatments for an eye disease. Living close to his office, Robert Conly now had leisure time to devote to the writing of novels.

Robert Leslie Conly wrote under the pen name Robert C. O'Brien in order to protect his job as an editor of the *National Geographic*. Spending most of his life as a writer of news stories and documentaries, Robert Conly began to write novels in 1963. Before his death from a heart attack in 1973, he completed four novels. Published in 1968 by Atheneum, *The Silver Crown* was Conly's first fiction book for children. Drawing on his love of nature and rural-living experiences, he wrote *Mrs. Frisby and the Rats of NIMH*, which won the Newbery Medal in 1971. In 1972, Atheneum also published his adult suspense novel, *A Report From Group 17*. Published posthumously in 1975, *Z for Zachariah* again revealed Robert Conly's actual life interest in nature and a concern for those weaker, defenseless humans and animals.

### Critic's Corner

*Z for Zachariah* is an ALA Notable Book. It is also the winner of the Edgar Allan Poe Award. The *New York Times* says, "(This) is a haunting, fascinating book...full of action and adventure...(its) style is spare and direct, and yet it sings...."

### Bibliography

Conly, Sally M. "Robert C. O'Brien." *Fourth Book of Junior Authors and Illustrators*, 1978, pp. 275-278.

### General Objectives

1. To recognize author's techniques: first person viewpoint  
foreshadowing  
flashback
2. To analyze traits that build characterization
3. To understand qualities of a science fiction story classification
4. To expand vocabulary
5. To discuss the importance of acquiring survival skills
6. To become familiar with the symptoms and dangers of radiation poisoning

### Specific Objectives

1. To understand the limitations of first person viewpoint
2. To predict story events based on the author's use of foreshadowing
3. To identify important information revealed in flashbacks
4. To list character traits that make the character seem real
5. To understand the cause/effect relationship between character motivation and character action
6. To summarize the story's plot by placing events in chronological order
7. To describe the story's setting and relate the future time element to the definition of science fiction
8. To select and explain applicable story conflict types

9. To relate a theme to the story
10. To identify assumptions
11. To locate specific information answering literal comprehension questions by using a fast reading technique, scanning
12. To answer inferential comprehension questions by drawing conclusions
13. To determine the meaning of unknown words by using the context
14. To locate information in a dictionary

### Author's Techniques

**Science Fiction** The author projects existing social, political, or scientific developments into the future to depict a possible way of life.

**First-Person Viewpoint** The author of fiction tells the story from a position inside the story world. The main character narrates the story referring to herself as "I" and revealing her own thoughts, feelings, and actions. The first-person narrator can only reveal the actions of other characters.

**Autobiographical Style** The author uses the diary or journal as a narrative form.

**Flashback** The author interrupts the chronological sequence of story time to focus on events happening at an earlier time.

**Foreshadowing** The author utilizes the literary device of mentioning early in the story details or information that takes on greater significance in the light of later events.

### Student Involvement Activities

\*Note: Crossword puzzle activity sheet in back of guide.

1. Draw a map of the valley. The following pages contain information to help students arrange the layout and label the highways: 2, 3, 4, 7, 11, 15, 16, 39, 40, 41, 83.
2. Write Ann's journal entries describing her journey in search of other survivors.
3. Research peaceful uses of nuclear energy. Invite guest speakers to explain the uses of radiation in the diagnosis and treatment of diseases and to explain the pros and cons of nuclear power plants.
4. Design a "disaster shelter." Decide how many people will live in it and for what length of time. Make a list of necessary supplies and determine sufficient quantities.
5. Make a list of your own survival skills. Explain how each skill or ability could help you to survive in the same situation that Ann experienced.

### Survival Theme: Bibliography of Related Books

Eckert, Allan W. *Incident at Hawk's Hill*

Defoe, Daniel. *Robinson Crusoe*

Hersey, John. *Hiroshima*

L'Amour, Louis. *Down the Long Hills*

Marshall, James Vance *Walkabout*

Miklowitz, Gloria D. *After the Bomb*

Miklowitz, Gloria D. *After the Bomb: Week One*

Phleger, Marjorie *Pilot Down, Presumed Dead*

### Comprehension Study

#### Chapter 1

1. What are the limitations of the first person viewpoint?
  - A. *The reader learns only what the narrator character can see, feel, do, hear and subsequently report.*
  - B. *The reader learns only the narrator's character interpretation of the things that happen in the story.*
  - C. *Because the narrator character speaks by using the first person pronoun, "I," the reader does not know the character's name.*
2. What information is revealed in the flashback on page two?
  - A. *The narrator survived a war that is now over.*
  - B. *The narrator lived with a mother, father, brother and cousin.*
  - C. *The telephones don't work anymore.*
  - D. *Many people are dead, perhaps all but the narrator.*
3. Why did the narrator state, "There are things worse than being alone"? (p. 6)
 

*The narrator heard a man talk about how things were in the cities when he made the last radio broadcast. The narrator understood that living alone seemed preferable to living with mean, crazy people.*
4. What motivated the narrator to keep a journal?
  - A. *The narrator wanted to keep track of the days and record events to help remember them.*
  - B. *The narrator thought of the journal as a form of companionship.*
5. What information is revealed in the flashback on pages seven and eight?
 

*The narrator's family as well as the couple who owned the general store left the valley to explore the surrounding towns. They never returned.*

## Chapter 2

1. Setting: Where and when does the story take place?
  - A. *Based on references to radiation, a war that lasted only a week, and a "dead zone," the reader assumes that the story is set in a future time after a nuclear war.*
  - B. *The place is an isolated valley, surrounded by hills and about four miles long.*
2. What are the first clues that allow you to assume that the narrator is a girl? (p. 17, 18)
  - A. *The narrator worried about her appearance since she wore baggy men's clothing.*
  - B. *The narrator explained how she had cut her hair square and straight around her neck and how she no longer curled it.*
3. How did the narrator prepare for the stranger's arrival? Why?
  - A. *She destroyed the garden, set the animals loose, and placed supplies in a secret cave.*
  - B. *She didn't know what kind of person he was.*
4. Why did the narrator want the house to look abandoned? *She did not want the stranger to know of her existence until she had more knowledge about this person.*
5. What "lucky things" did the narrator figure out? (p. 13)
  - A. *The store was well-stocked.*
  - B. *The war ended in the spring, which gave the narrator the whole summer to prepare for winter and to get used to things.*
6. How long did the war last? (p. 13)  
*One week*

## Chapter 3

1. Describe the stranger's appearance and the narrator's first impressions.
  - A. *At first she couldn't tell what he looked like because of the green suit, hood, and plastic goggles, but she assumed it was a man by his size and the way he moved. (p. 19)*
  - B. *When he removed the goggles and suit, she saw that he had a beard, long dark hair, a pale, narrow, long face, and a big nose. (p. 23)*
  - C. *She decided that he had a rather wild look but at the same time appeared to look poetic and not at all healthy.*
2. What kind of instrument measures radiation levels?  
*The Geiger counter measures the amount of radiation.*
3. Using information from page 13 and page 26 to support your answer, decide how much time has passed since the war.
  - A. *p. 13 "Another lucky thing was that the war ended in the spring....so that I had all summer to understand how things were...." The narrator explains how she stayed warm through the winter.*

B. *p. 26 "He probably had not heard an animal sound for more than a year."*

*You can conclude that approximately a year in time has passed since the war ended.*

4. (Viewpoint Limitation) The narrator cannot know the man's thoughts, therefore she makes assumptions regarding his behavior. What assumptions does she make to explain the man's careless behavior of bathing in Burden Creek? (p. 30)
  - A. *The man, not familiar with the valley, thought the creek and the pond that he tested were all part of the same stream.*
  - B. *It was a hot day and he probably hadn't had a bath in a long time which made him too eager.*
  - C. *The creek was closer to the house.*
5. How did the narrator know that the creek water was contaminated, but the pond water was safe?
  - A. *There were no fish in the creek or any other signs of life. The pond had fish living in it as well as other forms of life.*
  - B. *All the grass and weeds were dead along the banks of the creek and even some of the trees were beginning to die.*
  - C. *Where the two streams merge to flow out of the valley at the gap, both are dead.*

## Chapter 4

1. How did the narrator explain the sudden appearance of David's dog, Faro?  
*The dog loved to hunt with David. She thought the sound of the man's gunshots might have brought the dog back.*
2. Why did the narrator continue to hide and observe the man's actions? (p. 36)  
*She knew from the man on the radio station that some survivors were mean and selfish. The man, being bigger and stronger, could make a slave of her.*
3. What information regarding the narrator's religious background is revealed?  
*The narrator's family used to go to church every Sunday. Now she takes her bible and some fresh flowers to the little chapel every Sunday.*

## Chapter 5

1. Why did the narrator decide to stop hiding from the man?  
*The man became very ill. She saw him vomiting and he did not come out of his tent to make himself a meal. Even though she was afraid of him, she felt desperate that he might die. She did not want to be alone.*
2. Explain radiation sickness. (p. 52)  
*The first part, nausea and vomiting, will only last a day or so. Then because the radiation damages the cells, a person will get*

a very high fever along with anemia (the red blood cells are damaged and cannot reproduce) and be very susceptible to other infections like pneumonia or dysentery.

3. How can you treat radiation sickness?

*In a hospital the victim would receive transfusions and intravenous nutrients. The narrator will have to boil and sterilize food and utensils to try to prevent the development of an infection.*

### Chapter 6

1. Through conversation, what did the narrator learn about the stranger?

*His name is John R. Loomis. He is an organic chemist from Ithaca, New York. He did research on plastics and polymers.*

2. What explanation did the narrator give to explain why the valley escaped radiation contamination? (p. 56)

*The valley was isolated and surrounded by hills. The people used to say that it even had its own weather.*

3. What explanation did John Loomis give to explain why the valley escaped radiation contamination? (p. 56)

*He thought it was theoretically possible through some kind of inversion, or "meteorological enclave."*

4. Other than radiation from nuclear bombs, what killed a lot of the survivors? (p. 57)

*nerve gas*

5. What made the green suit that Mr. Loomis wore radiation proof? (p. 60)

*It was made of a new discovery, polapoly. This material was a magnetized plastic. Magnetism could stop or reflect radiation.*

6. What items did the completed radiation-proof pilot model consist of? (p. 62)

- A. *the greenish suit*
- B. *the air tank*
- C. *the water filter*
- D. *the tent*
- E. *the trunk (pulled by a wagon)*

7. How did Mr. Loomis survive the war?

*He had been working in a secret underground laboratory when the war started. The laboratory was stocked with food and supplies, and he had the world's only radiation-proof suit.*

8. Why was it improbable that other people had survived in underground fallout shelters?

*Mr. Loomis explained that all of the shelters had only enough air, food, and water to last for at the most a year. People assumed that it would be safe to go outside by then, but that had not happened.*

9. (Foreshadowing) Why do you get the feeling that "Edward" will become an important part of the story? (p. 65)

A. *Mr. Loomis was so shocked that Ann knew about Edward, that he dropped his glass of water. His eyes got a wild look,*

*"as if he were seeing a nightmare."*

B. *Mr. Loomis's explanation was too simple for the reaction that took place. Supposedly Edward worked in the laboratory with Mr. Loomis and Dr. Kylmer.*

10. What is the narrator's name? (p. 57)

*Ann Burden*

### Chapter 7

1. (Flashback) What does the title of the book mean? (p. 74, 75)

*Ann thought about Sunday school and how she learned the alphabet from a book called *The Bible Letter Book*. In this book, the letter "Z" stood for Zachariah. Knowing that Adam was the first man, Ann assumed as a small child that Zachariah must be the last man.*

### Chapter 8

1. What kind of future did Ann dream about for herself and Mr. Loomis?

*Ann thought that perhaps next spring when she turned 17 Mr. Loomis and she might have a marriage ceremony. She pictured herself wearing her mother's wedding gown in the chapel decorated with apple blossoms. She even thought about having children some day.*

2. What plans did Mr. Loomis have for the future?

A. *First of all, he would figure out how to get the gasoline out of the pumps at the store by hand. Then Ann could use the tractor to cultivate fields of crops.*

B. *Secondly, Mr. Loomis decided that he could use the contaminated creek to make electricity. He would build a generator and a paddle wheel.*

### Chapter 9

1. How was it possible for Ann to get gasoline without electricity to run the pumps?

*Mr. Loomis found a diagram in *The Farm Mechanic* magazine showing the inside mechanism of a gasoline pump. Using the diagram and directions, Ann was able to disengage the electric motor and pump the gas out by hand.*

2. Why did Ann refer to the store as an "illusion?" (p. 94)

*Even though the supplies seemed endless, a lot of the food items would not keep for more than five years. The seeds would not germinate after a few years.*

3. (Foreshadowing) What interfered with Ann's plan to harrow and seed the field? Predict what will happen next.

A. *Mr. Loomis's fever went up to 104 degrees.*

B. *Mr. Loomis will become very ill. Ann will have to care for him. She won't have time to plant the crops. Mr. Loomis might die.*

## Chapter 10

1. Describe the incident that further aroused Ann's curiosity about Edward.

*While Mr. Loomis slept, Ann took the tractor to the store to get some supplies. When she returned, she saw Mr. Loomis run out of the house, get a gun out of his trunk, and shoot at the second floor window. Knowing that he was delirious from having a high fever, she managed to get the gun from him and lead him back to bed. Mr. Loomis then asked Ann if Edward was gone. Ann reassured him that it was a dream. Mr. Loomis admitted, "Edward is dead and couldn't have come all this way."*

## Chapter 11

1. What did Ann learn in a high school Health and Hygiene course and how did she apply this knowledge?

*Alcohol reduces fever. Mr. Loomis's temperature had reached 106, the end of the thermometer. She used the alcohol to rub his back, chest, arms, neck, and forehead.*

2. How did Ann finally discover the truth about Edward?

*Mr. Loomis spoke to Edward in his fever induced dreams. Ann was able to piece the story together by listening to Mr. Loomis talk.*

3. Why did Mr. Loomis shoot Edward?

*Edward wanted to take the safe-suit to find out what had happened to his wife and son. Even though Edward promised to return the safe-suit, Mr. Loomis did not trust him. Edward, wearing the safe-suit, tried to leave and Mr. Loomis shot him.*

## Chapter 12

1. Describe Mr. Loomis's condition. (p. 122)

*His respiration was very faint and fast. He looked pale. His feet were so cold that Ann worried about whether they were getting any circulation. His lips were dry, puffy, gray, and cracked. He appeared to be either unconscious or in a very deep sleep.*

2. What did Ann do to help Mr. Loomis?

*She kept a hot water bottle by his feet and she moistened his lips with a rag soaked in water. She allowed some of the water to trickle into his mouth, but was careful to not let him strangle. Ann went to the chapel and prayed that he might live. Feeling certain that Mr. Loomis could hear, even unconsciously, Ann read poetry to him and played the piano.*

3. Ann had mixed feelings about whether Mr. Loomis had justification to shoot Edward. List the "pros," or reasons why she felt Mr. Loomis had to kill Edward, on the left side. List the "cons," or reasons why Ann felt Mr. Loomis shouldn't have shot Edward on the right side. (p. 127)

### PROS

- A. *By taking the suit, Edward was leaving Loomis to die.*
- B. *Loomis may have been thinking of contacting other survivors, the suit being too important in that respect to waste.*

- C. *Edward's selfish needs were maybe foolish and wrong.*

### CONS

- A. *Edward might have been an honest, sensible person, who would have returned the suit.*
- B. *Loomis may have been planning selfishly to take the suit and go off alone.*
- C. *There are other ways to stop someone from taking an action besides shooting them.*

## Chapter 13

1. What signs indicate that Mr. Loomis has begun to recover? *His respiration rate had decreased and his coloring had changed from blue to white. His fever appeared to have abated. He opened his eyes and tried to speak.*

2. Before the war, what future plans did Ann have?

*She wanted to become an English teacher. While she taught, she wanted to take graduate courses in English literature and writing. She also wanted to save money by living at home so she could spend her entire salary on books.*

## Chapter 14

1. Explain the two things Mr. Loomis did on the fifth day of his recovery that surprised Ann.

A. *One, Mr. Loomis seemed to scold her about not having done the plowing and planting during his illness.*

B. *Two, upon hearing a thud from Mr. Loomis's room, Ann discovered that he had fallen while trying to stand up and walk. Mr. Loomis seemed angry at Ann's offer to help, and told her to go away.*

## Chapter 15

1. (Viewpoint limitation) What reasons did Ann give to explain why Mr. Loomis was so secretive about learning to walk?

A. *Ann saw him after he fell the first time, and maybe that made him feel foolish.*

B. *She thought he might want to surprise her.*

C. *He felt that it was his problem and therefore he would solve it alone.*

2. How did Mr. Loomis react to Ann's suggestion to wear the safe-suit and go to the library?

*He became annoyed and angry. He told Ann to never touch the suit. Mr. Loomis explained that other than themselves, the suit was the most important thing in the world and could never be replaced. The idea that Ann wanted to use it in order to get novels from the outside was "too foolish to consider."*

## Chapter 16

1. How successful was Ann in her attempt to draw Mr. Loomis

into a conversation about himself?

*Mr. Loomis's answers were short and he seemed to purposefully try to make it sound uninteresting. Ann wanted to learn more about his past, but she didn't gain much new information in the conversation.*

2. How did Ann feel when Mr. Loomis grabbed her hand?
  - A. *She felt embarrassed because her hand was hard from working.*
  - B. *She felt awkward because he was pulling her off balance in her chair.*
  - C. *She felt afraid because he would not let go when she tried to pull away.*
  - D. *She could sense that he was trying to control her.*
3. (Foreshadowing) Why did it make Ann feel uneasy that Mr. Loomis could now walk without help?

*Answers will vary. Ann was beginning to see a side of his personality that scared her. As Mr. Loomis became stronger, he could exert more control over her and perhaps make her do things that she doesn't want to do.*

#### Chapters 17 - 19

1. Why did Ann run away from the house and return to her secret cave?

*During the night Mr. Loomis tried to attack her while she slept. Faro awakened her in time to escape from Mr. Loomis.*
2. Why did Mr. Loomis tie Faro to the porch rail?

*He realized that the dog could lead him to Ann's hiding place. He wanted to keep the dog from returning to Ann and perhaps staying with her.*
3. Explain the compromise that Ann worked out to offer Mr. Loomis.

*Ann could continue to do the outdoor work and to bring supplies to Mr. Loomis. He would have to do his own cooking because she would not go into the house. Ann would let Mr. Loomis continue to live in the house, and she could stay in the store or in the church. She was willing to do the work, but she wanted Mr. Loomis to stay entirely away from her.*

#### Chapter 20

1. (Foreshadowing) Why did Ann doubt that Mr. Loomis would just accept her offer of a compromise and leave her alone? (p. 191)
  - A. *Mr. Loomis, curious about where she was staying, questioned her.*
  - B. *Mr. Loomis had Faro tied up, and Ann had seen him with Faro teaching the dog to track.*

#### Chapters 21 - 23

1. (Viewpoint limitation) According to Ann's guesses, why did

Mr. Loomis take the tractor keys? (p. 207)

- A. *At first she thought it was because he was concerned about saving gas.*
  - B. *Then she believed it had to do with a pattern of his way of thinking. Like the safe-suit and Faro, Mr. Loomis had made plans for their use, and therefore he would make sure that no one else could have them.*
2. (Foreshadowing) "I had, as it turned out, guessed correctly, and I learned soon enough what he wanted the tractor for." Why do you think Mr. Loomis wanted to use the tractor? (p. 207)

*Answers will vary. Mr. Loomis was still weak from his illness. He could not walk far without tiring. The narrator seemed to be hinting at something ominous.*
  3. What two reasons did Ann think of to explain why Mr. Loomis padlocked the store? (p. 217)
    - A. *He did not trust her to ration out the supplies in the store.*
    - B. *He could force her to come back through starvation.*
  4. What "new idea" did Ann decide to propose to Mr. Loomis? (p. 218)?

*She thought Mr. Loomis might be desperate for a little companionship. She would offer to talk to him for an hour or so in the evenings, but she would still keep a distance between them.*
  5. What happened to remind Ann of her father's statement that great events "slip up on you and are over before you know they have happened"?

*Ann walked to the middle of the road in front of the house. She stood there, wanting to confront Mr. Loomis with her knowledge of the padlocks and "new idea" offer. Suddenly, he shot at her with a rifle from the upstairs window. The first shot grazed her ankle, and the second shot missed.*
  6. What "truth" did Ann realize after Mr. Loomis shot at her?

*She believed Mr. Loomis wanted to shoot her in the leg so he could catch her. By locking the store, starvation would force her to come to the store or the house, and then he would shoot her to keep her from getting away.*
  7. What happened during Ann's nightmare that lasted an hour? (p. 223, 224, 225)

*Mr. Loomis drove the tractor with Faro in a cart behind to the store. At the store he put a leash on Faro and started tracking Ann. Faro led Mr. Loomis to the cave. Mr. Loomis pulled all of Ann's things out of the cave and burned them. Ann decided that she would have to kill Faro, even though she couldn't shoot him with her rifle when she had an opportunity.*

#### Chapter 24

1. Describe Ann's dream.

*She dreamed of another place where she could live and where she was needed. There was a classroom filled with children waiting for a teacher.*

2. How did the dream affect Ann?

*She decided to leave the valley, wearing the safe-suit and pulling the cart. She would look for other valleys such as her own where friendlier people lived. She believed the children in the dream existed, somewhere.*

3. What event set Ann's plan into motion and caused Faro's death?

*Ann noticed the door to the store was unlocked. Carelessly she started towards the store. Mr. Loomis fired a shot at her, but missed. Ann ran back to get her own gun. With Faro tracking her, she crossed the polluted stream by stepping on flat stones. From the other side, she aimed a shot above Mr. Loomis's head. He dropped the leash and Faro swam across the stream.*

## Chapters 25 - 26

1. Explain what "taking the offensive" means and how Ann thought it applied to her situation.

A. *Taking the offensive forces the other person to use all their energies to defend themselves. This keeps your opponent from having the time to organize and plan against you.*

B. *Ann believed she had surprised Mr. Loomis by shooting at him. He now knew that she had a gun, but he would need time to make another plan taking this into consideration. Ann did not want to give him any time.*

2. How did Ann manage to steal the safe-suit and wagon?

*Ann left Mr. Loomis a note instructing him to meet her at the south end of the valley. When Mr. Loomis was out of sight walking down the road towards the south, Ann emerged from a hiding place, took the wagon, and started walking in the opposite direction.*

3. What two reasons explain why Ann will choose to travel west in her search for other people?

A. *One, Mr. Loomis pointed towards the west and yelled something about seeing birds.*

B. *Two, when Ann awoke from having her schoolroom dream again, she saw a stream flowing through the brown grass and winding west.*



## Vocabulary Study

- Use a dictionary.
1. Divide the word into syllables.
  2. Determine the part of speech for the word as it is used in the example sentence.
  3. Choose the definition that relates to the context of the example sentence. The page number refers you to the book. You may wish to read the entire paragraph to get a better understanding of the meaning of the term.

Page

- 6 1. He said that men should act with **dignity** even in the face of death . . .  
syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
definition:
- 32 2. An **inexplicable** thing: the dog, Faro, has come back.  
syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
definition:
- 33 3. So when David left with my father and mother, and then later the dog disappeared, I **assumed** he had gone looking for David . . . .  
syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
definition:
- 38 4. . . . As soon as the man started up the road, Faro **emerged** from the woodshed . . .  
syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
definition:
- 52 5. . . . Since his blood cells were damaged and cannot reproduce, he will also get **anemic**.  
syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
definition:
- 52 6. I think I would have been **hysterical**.  
syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
definition:
- 59 7. The head of the department in which he studied was a Professor Kylmer, a very famous man who had once won a **Nobel** prize.  
syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
definition:
- 62 8. A report had been sent to Washington, and a team was coming from the **Pentagon** to test everything.  
syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
definition:
- 63 9. Then he began a series of **expeditions**.  
syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
definition:
- 64 10. They had died, Mr. Loomis guessed, of **asphyxiation** . . . .  
syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
definition:

- 65 11. I could see that he was **anxious** to tell it, but that he was getting tired.  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 67 12. He said that meant he was still in the “**interim**” period.  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 71 13. Without having discussed it, we both had begun going on the **assumption** that he would recover.  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 76 14. Was it just a nightmare, or was he **delirious** again?  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 85 15. . . . They looked pretty dried up, but I felt so **optimistic** and energetic I planted them anyway.  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 94 16. . . . I could face a fact that I had previously tried to keep out of my mind, it being too depressing to dwell on: the store was an **illusion**.  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 95 17. But again, although most of the seeds would **germinate** after one year, after two years the percentage would decline. . .  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 100 18. I suppose that is why doctors and nurses could last through terrible **epidemics**.  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 101 19. It all seemed **remote** now and out of place . . . .  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 107 20. “Who was upstairs?” But he was being **evasive**. “Someone moving.”  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 111 21. . . . He thinks Edward is here and is threatening him with something **vague** and dreadful.  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 112 22. He stopped, as if he had remembered something, and then to my **dismay** he gave a terrible groan and tried to get out of bed.  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:

- 113 23. The dream is **contagious**.  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 116 24. To find them, if they were alive; and if they were dead, to settle the **anguish** once and for all.  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 123 25. I could see nothing there, and it gave me an **eerie** feeling.  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 124 26. Also, as soon as I carried it outside I heard a **raucous** sound, looked up, and there were two big crows flapping overhead.  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 125 27. As I walked back to the house, I decided it might be a good **omen**.  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 125 28. I am a little **superstitious**, and have always thought that birds bring good luck.  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 130 29. Taking advantage of this improvement (which may, I know, be only **temporary**) I changed his sheets . . . .  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 141 30. His tone was nervous, almost **suspicious**.  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 142 31. He sounded **skeptical**.  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 143 32. In fact, it would have seemed funny except that it was rather **pathetic**.  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 150 33. Except for this valley the rest of the world, as far as we know, is dangerous and **uninhabitable**.  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 151 34. . . . I changed the subject to something less **controversial**.  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:

- 156 35. When he had first come, I had been so excited and **apprehensive** about the presence of any other person . . . .  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 158 36. He did not **elaborate**, and the conversation lagged since I knew nothing about Nyack, New York.  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 160 37. I felt myself falling from the chair, falling toward him, and quite **instinctively** I threw my right hand up . . . .  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 161 38. There is a **telepathy** that goes with such things.  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 167 39. He kept this up, a sort of **inconsequential** chatter . . . .  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 170 40. Second, I had to sit with my back to him, and I felt unreasonably **wary** about that.  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 172 41. It was **ironic**; as a child I hadn't particularly liked working in the fields.  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 175 42. At that instant, **pretense** ended.  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 180 43. The first movement was Faro, coming **hesitantly** around the corner of the house . . . .  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 183 44. I decided that somehow or other we would have to work out a **compromise** . . . .  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 186 45. He learned quickly, however, and in a few minutes was walking along **docilely** enough, his nose to the road.  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 188 46. That alarmed me somewhat because sound asleep at night I was **vulnerable**.  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:

- 196 47. They would all be **isolated** from each other, each thinking it was alone.  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 200 48. Mr. Loomis came out the door, walked quickly to the road, and then, looking definitely **furtive**, started toward the store.  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 205 49. His legs were getting back to normal; the stick had been **abandoned**.  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 206 50. I stood there staring after him, feeling **bewildered** . . . .  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 213 51. If I was not there, he was thinking, I must be somewhere in the **vicinity**.  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 217 52. I cheered up a little and thought possibly, just possibly, I had been too **pessimistic** about the padlocks.  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 218 53. Because the other **alternative** was that he had thought of a simple way to force me to come back.  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 220 54. As wounds go, it was not serious; in fact while I sat there looking the bleeding **virtually** stopped.  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 227 55. Coming night after night, it began to **dominate** my thoughts . . . .  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 230 56. Even worse than hunger has been the **monotony** of my days.  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 237 57. He would be afraid to work outdoors, and would do nothing until he had thought of a **scheme** to catch me . . . .  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 239 58. He might see through the **ruse** and refuse to leave the house.  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:
- 245 59. I thought perhaps he could not hear me over the sound of the engine, and in **desperation** I fired my rifle into the air . . . .  
 syllables \_\_\_\_\_ part of speech \_\_\_\_\_  
 definition:

## TEST A

### Part I: Vocabulary (54 points)

Match the term with the correct definition.

- |                     |   |
|---------------------|---|
| _____ 1. dignity    | A. a false or misleading, overly optimistic idea                                  |
| _____ 2. hysterical | B. to begin to grow or develop; sprout  |
| _____ 3. expedition | C. not direct and frank; dodging something difficult                              |
| _____ 4. assumption | D. stateliness and nobility of manner; quality of being honorable                 |
| _____ 5. illusion   | E. disease that breaks out suddenly and affects many individuals at the same time |
| _____ 6. epidemic   | F. a journey taken to accomplish a definite purpose                               |
| _____ 7. germinate  | G. that which is taken for granted or supposed to be fact                         |
| _____ 8. contagious | H. having wild, uncontrolled emotions or laughter                                 |
| _____ 9. evasive    | I. easily transmitted from one person to another                                  |
- 
- |                      |  |
|----------------------|--|
| _____ 10. eerie      | A. not lasting; intended for only a short time                   |
| _____ 11. temporary  | B. in a way that shows slowness, doubt, lack of certainty        |
| _____ 12. anxious    | C. to add details  |
| _____ 13. ironic     | D. an agreement reached by both sides giving up something        |
| _____ 14. elaborate  | E. inspiring fear; weird; ghostly                                |
| _____ 15. pretense   | F. eagerly desirous; worried about something delayed             |
| _____ 16. hesitantly | G. capable of being hurt; open to attack                         |
| _____ 17. compromise | H. an act of pretending  |
| _____ 18. vulnerable | I. describes something that is opposite of what one would expect |
- 
- |                         |   |
|-------------------------|---|
| _____ 19. isolated      | A. a plan   |
| _____ 20. abandoned     | B. a region or an area that is near; neighborhood               |
| _____ 21. controversial | C. from a distance; far away                                    |
| _____ 22. vicinity      | D. alone; place apart from others                               |
| _____ 23. alternative   | E. practically, but not actually                                |
| _____ 24. monotony      | F. a choice between two things; either of the two things chosen |
| _____ 25. scheme        | G. deserted; left behind  |
| _____ 26. virtually     | H. state of lacking variety, sameness                           |
| _____ 27. remote        | I. debatable; characterized by contrasting opinions             |

## Part II: Plot Sequence (14 points)

Complete the outline summary by writing the plot events in the proper sequence.

### I. Introduction

- A.
- B.

### II. Rising Action

- A.
- B.
- C.
- D.
- E.
- F.
- G.
- H.

### III. Climax

- A.
- B.

### IV. Resolution

- A.
- B.

Plot Events: Ann emerged from hiding to care for Mr. Loomis  
Ann watched the stranger enter and explore the valley  
Mr. Loomis began to recover slowly  
Ann spotted a column of smoke in the distance  
The stranger, Mr. Loomis, became very ill  
Mr. Loomis took the tractor keys and padlocked the store  
The stranger bathed in the contaminated stream  
Mr. Loomis found Ann's cave and burned her possessions  
Ann left the valley wearing Mr. Loomis's safe-suit  
Mr. Loomis attacked Ann forcing her to run and hide in her cave  
Faro, following Ann's trail, swam across the polluted stream  
Mr. Loomis shot at Ann, slightly wounding her ankle  
Ann tricked Mr. Loomis into walking to the south end of the valley  
Ann walked into a trap at the store and Mr. Loomis shot at her again

### Part III: Assumptions (10 points)

An assumption is a statement that one supposes to be true without having proof.

From each set of two statements, choose the statement that is an assumption and mark an "X" on the line to the left of the assumption.

- \_\_\_\_\_ 1. I could tell it was a man, even though I could not see his face.
- \_\_\_\_\_ 2. When he took off his mask, I could see his beard.
- \_\_\_\_\_ 3. The radiation level in the pond water was normal, so the creek water will be safe too.
- \_\_\_\_\_ 4. Since nothing seems to be alive in or near this water, I wouldn't drink it.
- \_\_\_\_\_ 5. Faro liked to go hunting with David.
- \_\_\_\_\_ 6. Faro, hearing the gunshots, came back to the house looking for David.
- \_\_\_\_\_ 7. The man acted excited to see a tree.
- \_\_\_\_\_ 8. All the trees and plants outside of the valley must be dead.
- \_\_\_\_\_ 9. Mr. Loomis did not intend to kill Ann when he shot at her.
- \_\_\_\_\_ 10. One of the bullets slightly wounded Ann's ankle.

### Story Comprehension (22 points)

Ann felt lucky to have so many useful things in her home and in the valley that helped her to survive. List the many useful items or environmental features.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_

Ann also possessed many useful skills and abilities that she utilized in order to survive. Make a list of Ann's survival skills and abilities.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_



## TEST B

### Part I: Vocabulary (10 points)

On the line provided, write the letter of the synonym that best explains the meaning of the word in bold in each sentence.

- \_\_\_\_\_ 1. As I walked to the house, I decided it might be a good **omen**.  
A. idea  
B. sign  
C. offer
- \_\_\_\_\_ 2. He thinks Edward is here and is threatening him with something **vague**.  
A. dreadful  
B. spooky  
C. unclear
- \_\_\_\_\_ 3. He sounded **skeptical**.  
A. doubtful  
B. eager  
C. wishful
- \_\_\_\_\_ 4. I had been so **apprehensive** about the presence of another person.  
A. excited  
B. worried  
C. thoughtful
- \_\_\_\_\_ 5. I had to sit with my back to him, and I felt unreasonably **wary** about that.  
A. watchful  
B. tired  
C. weak
- \_\_\_\_\_ 6. He kept this up, a sort of **inconsequential** chatter.  
A. suspicious  
B. nonsensical  
C. unimportant
- \_\_\_\_\_ 7. Mr. Loomis came out the door, and looking definitely **furtive**, started toward the store.  
A. scared  
B. sly  
C. bold
- \_\_\_\_\_ 8. I stood there staring after him, feeling **bewildered**.  
A. confused  
B. angry  
C. impatient
- \_\_\_\_\_ 9. Coming night after night, it began to **dominate** my thoughts.  
A. confuse  
B. control  
C. help
- \_\_\_\_\_ 10. He might see through the **ruse**.  
A. cover  
B. weeds  
C. trick

## Part II: True or False (13 points)

In the space provided write **true** if the statement is completely true or write **false** if any part of the statement is false.

- \_\_\_\_\_ 1. Ann took water from the well for drinking and cooking purposes.
- \_\_\_\_\_ 2. Mr. Loomis walked from New York to the valley where Ann lived because he didn't know how to drive a car.
- \_\_\_\_\_ 3. Mr. Loomis possessed the only radiation safe-suit in the world.
- \_\_\_\_\_ 4. Radiation sickness is contagious.
- \_\_\_\_\_ 5. Mr. Loomis had a wife and a son who were killed in the war.
- \_\_\_\_\_ 6. Ann's family died after eating fish from the contaminated creek.
- \_\_\_\_\_ 7. Mr. Loomis offered to let Ann borrow the safe-suit so she could walk to the nearby town and get some books from the library.
- \_\_\_\_\_ 8. Mr. Loomis found some other survivors in an underground shelter at an Air Force base in Chicago.
- \_\_\_\_\_ 9. Faro saved Ann from Mr. Loomis's attack by waking her with a warning growl and yip.
- \_\_\_\_\_ 10. Ann was forced to shoot and kill Faro.
- \_\_\_\_\_ 11. Edward followed Mr. Loomis to the valley hoping to reclaim the safe-suit.
- \_\_\_\_\_ 12. Stealing the safe-suit was Ann's way of revenging Mr. Loomis for burning her favorite book.
- \_\_\_\_\_ 13. Ann left the valley to fulfill her dream of becoming a nurse and of helping other people recover from radiation sickness.

### Part III: Multiple Choice (20 points)

On the line provided write the letter of the phrase that correctly completes each statement.

- \_\_\_\_\_ 1. The viewpoint of the story is A. first person B. third person C. limited omniscient.
  
- \_\_\_\_\_ 2. The story narrator is A. Robert C. O'Brien, the author B. Ann C. Mr. Loomis.
  
- \_\_\_\_\_ 3. The author uses a flashback technique to A. hint at events that will take place later in the story B. reveal information about events that happened at an earlier time C. explain technical terms that the reader might not understand.
  
- \_\_\_\_\_ 4. Ann survived and lived alone in the valley because A. she had been playing in an underground cave when the bombs dropped B. she did not like the taste of fish C. she never left the valley after the war.
  
- \_\_\_\_\_ 5. A Geiger counter measures A. the depth of water B. the amount of rainfall C. radiation levels.
  
- \_\_\_\_\_ 6. At first Ann hid from Mr. Loomis because A. she didn't want to get sick, too B. she thought he looked like a crazy criminal C. he was bigger and stronger and might try to make a slave of her.
  
- \_\_\_\_\_ 7. Mr. Loomis's safe-suit was made out of A. magnetized plastic that could stop or reflect radiation B. plastic reinforced with a lead lining that could stop radiation C. a type of thin aluminum that could reflect radiation.
  
- \_\_\_\_\_ 8. Mr. Loomis and Edward both survived because A. they were building an underground shelter at the time the bombs dropped B. they were on a submarine doing secret research for the government C. they worked together in a secret underground laboratory.
  
- \_\_\_\_\_ 9. Edward probably died when A. he left the underground laboratory to search for his family B. Mr. Loomis shot him for trying to steal the safe-suit C. Mr. Loomis took all the food supplies stored in the laboratory.
  
- \_\_\_\_\_ 10. Mr. Loomis placed a padlock on the door to the store in order to A. force Ann to come back through starvation B. stop Ann from wasting the supplies C. prevent other survivors from stealing the supplies.

#### **Part IV: Characterization (32 points)**

The author makes a character seem real by revealing physical, personality, and background traits.

**Physical traits** help the reader to visualize the character's appearance.

Describe some of Ann's physical traits.

1. gender- \_\_\_\_\_
2. age- \_\_\_\_\_
3. hair- \_\_\_\_\_
4. complexion- \_\_\_\_\_
5. clothing- \_\_\_\_\_

**Personality traits** are revealed by the character's actions.

Write an example of Ann's actions that will support each of the following traits:

6. courageous-
7. determined-
8. self-sufficient-
9. ingenious-
10. compassionate-
11. responsible-
12. talented-

**Background traits** supply information about a character's family, religion, education, economic status, and ethnic heritage.

Describe the following elements of Ann's background.

13. family-
14. education-
15. religion-
16. ethnic heritage-

**Part V: Essay Questions (25 points)**

1. Write a paragraph describing the setting of the story.

2. & 3. Choose two of the following story conflict types that apply to this story. Write a paragraph explaining how your chosen conflict types relate to the story.

Conflict types: person versus self, person versus person, person versus group,  
person versus nature, person versus supernatural.

person versus \_\_\_\_\_

person versus \_\_\_\_\_

4. "Never trust a stranger, even if it's the last living person on earth." Explain why this seems suitable for the story.

5. Write a paragraph describing the evidence that led Ann to conclude that Mr. Loomis murdered Edward.

## Answer Key

### Vocabulary Study

#### Page

- |     |  |           |
|-----|--|-----------|
| 6   | 1. dig ni ty   | noun      |
|     | stateliness and nobility of manner; quality of being honorable   |           |
| 32  | 2. in ex pli ca ble  | adjective |
|     | impossible to explain  |           |
| 33  | 3. as sumed  | verb      |
|     | to take for granted; to suppose to be a fact   |           |
| 38  | 4. e merged  | verb      |
|     | to come forth from concealment   |           |
| 52  | 5. a ne mic  | adjective |
|     | pale; without strength or vigor; having a deficiency in the amount of hemoglobin or the number of red corpuscles in the blood        |           |
| 52  | 6. hys ter i cal   | adjective |
|     | describes a behavior characterized by wild emotionalism and/or uncontrolled laughter   |           |
| 59  | 7. No bel (prize)  | adjective |
|     | prize awarded annually in the fields of physics, chemistry, medicine, literature, economics, and efforts made to further world peace |           |
| 62  | 8. Pen ta gon  | noun      |
|     | a five-sided building in Arlington, Virginia, housing the U.S. Department of Defense and other military offices                      |           |
| 63  | 9. ex pe di tions  | noun      |
|     | journeys for a definite purpose  |           |
| 64  | 10. as phyx i a tion   | noun      |
|     | suffocation  |           |
| 65  | 11. anx i ous  | adjective |
|     | 1. eagerly desirous 2. worried or troubled about something delayed   |           |
| 67  | 12. in ter im  | noun      |
|     | a time between periods or events   |           |
| 71  | 13. as sump tion   | noun      |
|     | that which is taken for granted or supposed to be a fact   |           |
| 76  | 14. de lir i ous   | adjective |
|     | having a temporary mental disturbance associated with fever characterized by restlessness, excitement, hallucinations, incoherence   |           |
| 85  | 15. op ti mis tic  | adjective |
|     | having an attitude of looking on the bright side of things and seeing good in all situations   |           |
| 94  | 16. il lu sion   | noun      |
|     | a false, misleading, or overly optimistic idea; a general impression that is not consistent with fact                                |           |
| 95  | 17. ger mi nate  | verb      |
|     | to begin to grow or develop; sprout  |           |
| 100 | 18. ep i dem ics   | noun      |
|     | diseases that break out suddenly and affect many individuals at the same time, especially contagious diseases                        |           |

101	19.	re mote far away, distant	adjective
107	20.	e va sive not direct and frank; escaping ready understanding; dodging something difficult or distasteful; elusive	adjective
111	21.	vague not clearly recognized or understood; shadowy; hazy	adjective
112	22.	dis may downheartedness; a conditon of uneasiness, shock	noun
113	23.	con ta gious easily transmitted from one person to another	adjective
116	24.	an guish excruciating mental or bodily pain; torture; agony	noun
123	25.	ee rie inspiring fear; weird; ghostly	adjective
124	26.	rau cous rough in sound; boisterous; unruly; disorderly	adjective
125	27.	o men about the future	noun
125	28.	su per sti tious believing in charms, omens, signs; having beliefs founded on irrational feelings	adjective
130	29.	tem po ra ry not lasting; intended for only a short time	adjective
141	30.	sus pi cious inclined to be distrustful	adjective
142	31.	skep ti cal doubting; questioning; disbelieving	adjective
143	32.	pa thet ic describes something that arouses sadness, pity, tenderness	adjective
150	33.	un in hab it a ble not fit to live or reside in or occupy	adjective
151	34.	con tro ver sial debatable; characterized by contrasting opinions	adjective
156	35.	ap pre hen sive fearful concerning the future; anxious; uneasy	adjective
158	36.	e lab o rate to add details	verb
160	37.	in stinc tive ly a manner of acting as a result of an inborn tendency to respond a certain way without having to think about it	adverb
161	38.	te lep a thy the supposed communication of one mind with another at a distance by other than normal means	noun
167	39.	in con se quen tial having little or no importance; trivial	adjective

170	40.	war y carefully watching and guarding	adjective
172	41.	i ron ic describes something that is the opposite of what one would naturally expect it to be	adjective
175	42.	pre tense the act of pretending; a false assumption of a character or condition	noun
180	43.	hes i tant ly in a way that lacks certainty and shows doubt or slowness to act	adverb
183	44.	com pro mise an agreement reached by both sides giving up something	noun
186	45.	doc ile ly in a manner of being easy to train or manage; easily worked or handled	adverb
188	46.	vul ner a ble capable of being hurt; open to attack	adjective
196	47.	i so lat ed alone, placed apart from others	past participle verb form used as adjective
200	48.	fur tive done in secret; evasive; sly	adjective
205	49.	a ban doned deserted; left behind	adjective
206	50.	be wil dered confused, puzzled	adjective
213	51.	vi cin i ty a region or an area that is near; neighborhood	noun
217	52.	pes si mis tic having an attitude of always seeing the bad in every situation	adjective
218	53.	al ter na tive a choice between two things; either of the two or more things to be chosen	noun
220	54.	vir tu al ly practically, but not actually	adverb
227	55.	dom i nate to exercise control over; to govern	verb
230	56.	mo not o ny state of lacking variety; sameness	noun
237	57.	scheme plan	noun
239	58.	ruse trick; deception	noun
245	59.	des per a tion hopelessness; recklessness growing out of having lost all hope	noun



## Test A

### Part I: Vocabulary (54 points)

- |      |       |       |
|------|-------|-------|
| 1. D | 10. E | 19. D |
| 2. H | 11. A | 20. G |
| 3. F | 12. F | 21. I |
| 4. G | 13. I | 22. B |
| 5. A | 14. C | 23. F |
| 6. E | 15. H | 24. H |
| 7. B | 16. B | 25. A |
| 8. I | 17. D | 26. E |
| 9. C | 18. G | 27. C |

### Part II: Plot Sequence (14 points)

#### I. Introduction

- A. Ann spotted a column of smoke in the distance.
- B. Ann watched the stranger enter and explore the valley.

#### II. Rising Action

- A. The stranger bathed in the contaminated stream.
- B. The stranger, Mr. Loomis, became very ill.
- C. Ann emerged from hiding to care for Mr. Loomis.
- D. Mr. Loomis began to recover slowly.
- E. Mr. Loomis attacked Ann forcing her to run and hide in the cave.
- F. Mr. Loomis took the tractor keys and padlocked the store.
- G. Mr. Loomis shot at Ann, slightly wounding her ankle.
- H. Mr. Loomis found Ann's cave and burned her possessions.

#### III. Climax

- A. Ann walked into a trap at the store and Mr. Loomis shot at her again.
- B. Faro, following Ann's trail, swam across the polluted stream.

#### IV. Resolution

- A. Ann tricked Mr. Loomis into walking to the south end of the valley.
- B. Ann left the valley wearing Mr. Loomis's safe-suit.

### Part III. Assumptions (10 points)

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

## Part IV: Story Comprehension (22 points)

Answers may vary.

Useful Things:

1. cool cellar
2. *Farm Mechanics* magazine
3. fireplaces in house
4. wood-burning stove
5. pond-fish, water
6. books
7. tractor
8. store: seeds, gasoline, clothing, fertilizer, food
9. chickens
10. cow, bull, calf
11. gun
12. piano

Useful Skills and Abilities:

1. could cook
2. could chop wood
3. Health & Hygiene course
4. mechanical skills (stove, gas pump)
5. crop knowledge to farm
6. animal care
7. drive tractor
8. shoot gun
9. garden
10. read and write

## Test B

### Part I: Vocabulary (10 points)

1. B
2. C
3. A
4. B
5. A
6. C
7. B
8. A
9. B
10. C

### Part II: True or False (13 points)

1. False
2. False
3. True
4. False
5. False
6. False
7. False
8. False
9. True
10. False
11. False
12. True
13. False

### Part III: Multiple Choice (20 points)

1. A
2. B
3. B
4. C
5. C
6. C
7. A
8. C
9. B
10. A

## Part IV: Characterization (32 points)

- Physical Traits:
1. female (or girl)
  2. 15, turned 16
  3. brown, straight, cut at shoulders
  4. tanned
  5. men's clothes, baggy
- Personality:
6. confronted Mr. Loomis, left the valley
  7. did not give in to Mr. Loomis
  8. lived off land, took care of self
  9. took stove apart and moved it, built fire-wall to conceal fire
  10. could not shoot Faro or Mr. Loomis
  11. took care of animals, plants
  12. could play the piano
- Background:
13. mother, father, brother Joseph, cousin or adopted brother David
  14. high school
  15. family always went to church
  16. American, caucasian, farming family, ancestors first to settle in valley

## Part V: Essay Questions (25 points)

Answers will vary

1. an isolated valley in the future, a farm house in the spring, surrounded by woods, hills, pond, creek
- 2./3. person versus self: Ann makes decision to leave the valley  
person versus person: Ann versus Mr. Loomis  
person versus nature: Mr. Loomis versus recovering from illness or Ann versus the environment to survive.
4. Many various possibilities
5. Answers will vary, however, students should note: Mr. Loomis acted very disturbed when Ann mentioned Edward. Mr. Loomis argued with Edward while delirious from fever. Ann found three patched holes in the safe-suit.



## VOCABULARY CROSSWORD PUZZLE DEFINITIONS

### ACROSS

4. confused
7. great mental or bodily pain
11. resulting from inborn tendency
13. that which is supposed a fact
15. noble and honorable manner
16. unimportant; trivial
18. sameness; lack of variety
19. a sign foretelling a future event
22. inclined to see bad in everything
23. having mental disorder due to fever
26. from a distance; far away
28. to begin to grow; sprout
29. practically, but not actually
32. false idea not consistent with fact
33. not lasting
34. a plan
35. uncontrolled emotions, laughter
39. suffocation
42. hopelessness; recklessness
44. a pretending
45. to come out of a concealment
46. mind communication by other than normal sensory means
50. having blood disorder; pale, weak
51. arousing pity, sadness, tenderness
52. inclined to see good in everything
58. believing in charms, omens
59. easily trained, managed, handled
60. shadowy; hazy; not clear to recognize or understand
61. hinting at future story events
62. viewpoint of a character in story
63. classification for a story set in future time and depicting a possible future way of life

### DOWN

1. boisterous; unruly; disorderly
2. dodging something difficult
3. a close by region; neighborhood
5. inspiring fear; weird; ghostly
6. a time between periods or events
8. inclined to be distrustful
9. debatable
10. alone; set apart from others
12. to exercise control over
14. not fit to occupy or to live in
17. eagerly desirous; worried, troubled
20. a journey for specific purpose
21. showing doubt and slowness to act
24. a choice
25. being opposite of what one expects
27. to add details
30. capable of being hurt; open to attack
31. cannot be explained
36. fearful about future; uneasy; anxious
37. five-sided government building
38. shock; uneasiness; downheartedness
40. doubtful; not believing
41. world peace prize
43. widespread disease
47. deserted; left behind
48. agreement by each side to give something up
49. to have taken for granted; supposed true
53. done in secret; evasive; sly
54. easily transmitted from one to another
55. carefully watching and guarding
56. a deception; trick
57. interruption of story time sequence to focus on previous events

## TEACHER'S NOTES

1 R  
2 E  
3 V  
4 B  
5 E  
6 W  
7 I  
8 L  
9 D  
10 E  
11 R  
12 E  
13 R  
14 E  
15 D  
16 I  
17 N  
18 M  
19 O  
20 M  
21 H  
22 P  
23 D  
24 A  
25 I  
26 R  
27 E  
28 G  
29 V  
30 V  
31 I  
32 I  
33 T  
34 S  
35 H  
36 A  
37 P  
38 D  
39 A  
40 S  
41 N  
42 D  
43 E  
44 P  
45 E  
46 T  
47 A  
48 C  
49 A  
50 A  
51 P  
52 O  
53 F  
54 C  
55 W  
56 R  
57 F  
58 S  
59 D  
60 V  
61 F  
62 F  
63 S

ANGUISH  
UNACERTAIN  
INSTINCTIVELY  
ASSUMPTION  
INDEPENDENTLY  
DIGNITY  
MONOTONY  
PESSIMISTIC  
DELIRIOUS  
EMOTE  
VIRTUALLY  
ILLUSION  
TEMPORARY  
SCHEME  
HYSTERICAL  
ASPHYXIATION  
DESPERATION  
PRETENSE  
EMERGED  
TELEPATHY  
CONCEIT  
ANEMIC  
PATHETIC  
OPTIMISTIC  
WARM  
SUPERSTITIOUS  
DOCILELY  
VAGUE  
FORESHADOWING  
FIRSTPERSON  
SCIENCEFICTION



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