Unit 2, Part 1

The Sand Castle

Click the mouse button or press the space bar to continue
The Sand Castle
Alma Luz Villanueva
(pages 178–188)

Before You Read

Reading the Selection

After You Read

Respond Through Writing
In studying this text, you will focus on the following objectives:

**Literary Study:** Analyzing the author’s use of flashbacks.

**Reading:** Connecting to today.
Meet Alma Luz Villanueva

Click the picture to learn about the author.
Imagine spending your entire life indoors—without sun, wind, rain, birds, or trees. What would you miss most?

**QuickWrite** Write a paragraph about how your life would be different if you had to live indoors all of the time. How would you feel if you could never see sunlight again?
“The Sand Castle” is fiction, but it has some basis in fact. Human activities are damaging the ozone, a thin layer of gas in Earth’s atmosphere that protects us from the sun.

Ozone blocks many of the sun’s harmful ultraviolet rays. Overexposure to these rays may lead to health problems. Unfortunately, the use of human-made chemicals has caused a large hole to form in the ozone layer.
Pollution traps the sun’s heat in Earth’s atmosphere. The trapped heat makes weather warmer, which may cause floods and storms. This temperature change is often referred to as global warming.
Vehicles  n. devices designed or used for transporting persons or goods, such as an automobile, a sled, or a carriage (p. 182). *We saw a number of emergency vehicles parked near the accident site.*

Interior  n. inner side, surface, or part (p. 182). *The day was hot, so the family stayed in the cool interior of the house.*
Vocabulary

**hostile**  *adj.* not offering a pleasant or sustaining environment (p. 183). Scientists are developing crops that can survive in hostile conditions.

**forlorn**  *adj.* dejected; hopeless; wretched (p. 183). Jorge felt forlorn when his best friend moved away.
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Set Purposes for Reading

**BQ BIG Question**

As you read, ask yourself, how can reading a story about the future provide useful information about life today?
Before You Read

Set Purposes for Reading

**Literary Element** Flashback

A *flashback* is an interruption in the normal time order of a story to show an event that happened earlier. A flashback gives readers information that may help explain, clarify, or add emphasis to the main events of the story.
Set Purposes for Reading

**Literary Element** Flashback

In some stories, the author uses flashbacks to show events from a character’s childhood that help explain how that character feels and behaves as an adult.
Set Purposes for Reading

**Literary Element** Flashback

As you read, watch for flashbacks and think about the contrast between the world of Mrs. Pavloff’s childhood and that of her adulthood. How do the flashbacks help the author meet her purpose?
Before You Read

Set Purposes for Reading

**Literary Element** Flashback

Click the image to view the animation.
Set Purposes for Reading

**Reading Strategy**  Connect to Today

When you **connect to today**, you link what you read to events and issues in today’s world.

Connecting to today helps you understand the main ideas and the author’s message. When reading a story that has an unusual or unfamiliar setting, it is important to consider how the events in the story relate to real issues in the world today.
Set Purposes for Reading

Reading Strategy  Connect to Today

To connect to today,

• identify the main issues in the story
• link events and issues in the story to those in today’s world
• look for a message or lesson that the author might be trying to convey
As you read, think about ways that the events in the characters’ lives can be linked to issues in the news today. You may find it helpful to use a graphic organizer like the one below.

<table>
<thead>
<tr>
<th>Issue in the story</th>
<th>Issue in today’s world</th>
</tr>
</thead>
<tbody>
<tr>
<td>sun is dangerous</td>
<td></td>
</tr>
</tbody>
</table>
Before You Read

Connect to Today

Imagine you read a story written in 1960 in which robots save humans from danger. How do you think the author felt about the effects of technology on people’s lives?
Click the mouse button to return to the Selection Menu
Look at the goggles on page 180. **Goggles** are large, close-fitting glasses that protect the eyes. The goggles shown here protect a swimmer’s eyes from chlorine. The ones in the story protect the characters’ eyes from the sun’s radiation.
Flashback  Read the excerpt highlighted in purple on page 180. What clues in the text help you know that a flashback is coming?

Answer:  Mrs. Pavloff, a grandmother herself, starts hearing the voice of her mother, who is almost certainly not still alive.
In 1997, representatives from more than 100 nations met in Kyoto, Japan, to discuss the problem of global climate change. The resulting Kyoto Protocol was an agreement among developed countries to reduce greenhouse gas emissions. According to the treaty, nations must meet goals for reducing emissions of greenhouse gases within a certain time frame.
Flashback

Read the excerpt highlighted in purple on page 181. How do Mrs. Pavloff’s happy memories of the beach compare with her grandchildren’s feelings about it?

Answer: Mrs. Pavloff’s grandchildren almost have to be forced to go outside, while she remembers enjoying the outdoors.
Reading Strategy

Connect to Today  Read the excerpt highlighted in blue on page 181. What issue in today’s world does this passage make you think of?

Answer:  This is similar to the issue of sunburn and skin cancer and the need to protect our skin with sun block.
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Reading Strategy

Connect to Today  Read the excerpt highlighted in blue on page 182. What message do you think the author might be trying to convey about global warming?

Answer:  The author may be suggesting that there are things we can do to stop global warming.
Flashback  Read the excerpt highlighted in purple on page 182. Compare conditions in Mrs. Pavloff’s childhood memory with those in the main setting of the story. Have things gotten better or worse? Explain.

Answer: During Mrs. Pavloff’s childhood, people went outdoors for activities in the daytime; in the main setting of this story, people’s outdoor activities take place at night.
Science fiction writers can present an imaginary future as if it were a reality. In “The Sand Castle,” we are moved by Masha’s tears and her sorrow over the loss of birds and sea creatures because we see it through her eyes. How does this story differ from a newspaper article about global warming?

Answer: The story is sad, while a newspaper article may not provoke an emotional response.
Connect to Today  Read the excerpt highlighted in blue on page 183. How do these joyful memories add to the author’s message about important issues in today’s world?

Answer: These details heighten the sense of loss, making the author’s point that climate change is destructive even more meaningful.
Atamian’s Beach Scene captures a landscape that is familiar to many beach visitors: the wet sand, puddles, and tide pools left behind as the tide goes out. At low tide, a vast expanse of wet sand is visible, along with seaweed, starfish, snails, sand dollars, oyster shells, mussels, and evidence of other sea creatures.
Look at the painting on page 183. What do you think the children in the painting are doing?

Answer: They seem to be collecting shells or stones.
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BQ ▶ BIG Question

Read the excerpt highlighted in tan on page 184. What are you learning about the world of Mrs. Pavloff’s grandchildren as you read this story?

Answer: Their world is one of the possible futures of our world. Global warming is a problem now, and if we don’t take action, we might end up with a world like the one in the story.
Connect to Today  Read the excerpt highlighted in blue on page 184. *What issue in the news today does this passage raise?*

**Answer:** Today, several animals are in danger of becoming extinct, such as tigers, elephants, rhinos, giant pandas, and sea turtles.
Flashback  Read the excerpt highlighted in purple on page 184. How does this sentence signal that another flashback is coming?

Answer: Both her grandfather and the eagles are gone.
Connect to Today  Read the excerpt highlighted in blue on page 185. What would happen if all ocean life died?

Answer:  You may say that many species would become extinct. People would starve. The balance of life on earth would be upset.
View the Art

Look at the painting on page 185. How does the subject of this painting compare to Mrs. Pavloff’s memories?

Answer: The painting captures the joyful spirit of her memories.
Look at the painting on page 183. What do you think the children in the story would think if they saw this painting?

**Answer:** They would not understand how the children in the painting could enjoy the sea, or why they were not wearing protective clothing and goggles.
Click the mouse button to return to the Selection Menu
1. What causes the sun in the story to be so dangerous? [Recall]

**Answer:** Ozone depletion caused by human pollution makes the sun’s rays dangerous.
2. Summarize Mrs. Pavloff’s memories of the day she spent at the beach with her parents. [Summarize]
Respond and Think Critically

TIP: Summarizing

Here are some tips to help you answer question 2. When you summarize, you retell the main ideas or events.
Respond and Think Critically

• Skim the section where Mrs. Pavloff remembers her day at the beach.

• Determine which memories are most important to her.

• Use only the most important details in your summary.
Answer: It was a joyful day spent with her parents building a sand castle, lying in the water, listening to the sounds of the birds, and having a picnic.
3. Why is the memory of the eagle important to Mrs. Pavloff? What does it mean to her? [Interpret]

Answer: It is important because eagles no longer exist in the world. According to her grandfather, the eagle symbolizes the spirit of the people. She believes this spirit still exists, even though her grandfather is no longer alive and the eagles he taught her about have all vanished.
4. Do you think the children’s attitudes change about the type of outing described in the story? Why or why not? [Infer]

Answer: Yes, even though the children do not want to go, their grandmother and her good memories make the day at the sea a fun, special time.
Respond and Think Critically

5. Do the scientific ideas in this story help make it more believable? Why or why not? [Evaluate]

Answer: The author uses ideas about global warming, the ozone layer, nuclear testing, automobile emissions, and ozone-depleting chemicals.
Respond and Think Critically

6. **BIG Question** If you lived in the time of the story, what would you miss most about the world you live in now? Explain. [Connect]

**Answer:** You may miss the freedom to go outside during the day without protective goggles and gloves. Now, all you need is sun block and sunglasses.
Building a sand castle is a fun way to spend time at the beach. However, for some people, a sand castle is art. Some artists call themselves sand sculptors.

Sand sculptors like the idea of creating something that is a part of the natural landscape. They like knowing that sand sculptures are environmentally friendly.
Many sand castles are almost as elaborate as real castles. (Some works can involve up to twenty tons of sand!) Of course, not all sand sculptures are castles. They can be giant faces, seashells, monkeys, trees—all created from nothing more than sand and water.

Over time, a sand sculpture crumbles. Wind and water erode the shape. Eventually the sand becomes part of the beach again.
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Connect to Art

Group Activity Discuss the following questions with classmates.
Connect to Art

1. If you created a sand sculpture, what would it be? What tools do you think you would need? How long would it take?

Answer: Answers will vary.
2. What do you think it means that sand sculptures are environmentally friendly?

**Answer:** Sand sculptures not permanently change the landscape or harm the environment.
3. Most sculptures are permanent. How do you think you would feel about creating a sculpture if you knew it might last only a few days or weeks?

**Answer:** You may feel it is not worth your effort.
1. How many flashbacks are there in the story? Where in the story do they occur?

**Answer:** There are two. The first occurs as the children get ready to go out. The second occurs when they ask their grandmother about eagles.
2. What episodes from her childhood does Mrs. Pavloff recall in the flashbacks?

**Answer:** She recalls a trip to the beach for swimming, playing, and a picnic; she recalls her grandfather pointing out an eagle in the sky.
3. How do the episodes described in the flashbacks help develop the characters in the story? How do they help you understand the theme?

Answer: The flashbacks help you see what has been lost: the birds, the sea creatures, and the freedom to enjoy the outdoors in the daytime.
As you learned on page 163, the author’s purpose is the author’s reason for writing. Most fiction writers want to entertain readers. Other purposes are to inform, to persuade, or to explain.
4. Do you think the only purpose of “The Sand Castle” is to entertain? Why or why not?

**Answer:** You may see the story as a warning about possibilities on earth if people continue to destroy the ozone layer.
5. What are some words, phrases, and details that help you determine the author’s purpose for writing this story?

**Answer:** The scientific information about the sun, nuclear testing, and the ozone layer clarify the author’s purpose.
6. Do you think the author’s message in this story is important for today’s readers? Why or why not?

**Answer:** It is an important warning that our world could end up like Masha’s and that we need to make changes.
7. What action do you think Villanueva would want readers to take to prevent the conditions depicted in the story from happening today?

Answer: She would want readers to help stop global warming by using less fuel, driving less, and recycling.
On a separate sheet of paper, write the following sentences with the vocabulary word that best completes each sentence. If none of the words fits the sentence, write *none*. 
1. The building’s windows were covered, so we could see nothing of its **interior**.

2. After playing with his cousins all day, Ed felt **forlorn** when they went home.
3. My uncle’s old computer was the **none** of my science project.

4. The conditions on Mars are **hostile** to human life.
5. Many of the **vehicles** in the parking lot are new.

6. The weather is looking **none**, with not a cloud in the sky.
The setting and plot of “The Sand Castle” vividly illustrate possible future consequences of today’s human activities.

In the preceding sentence, illustrate means “show or explain.” Think about something you strongly believe. How could you illustrate this belief for someone else?
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Academic Vocabulary

**Answer:** Your illustration should clarify and explain their opinion or belief.
In this assignment, you will focus on the following objective:

**Writing:** Writing an expository essay.
Think about the theme of “The Sand Castle.” Write a short expository essay in which you explain the theme.
Understand the Task  A **theme** is a message or idea the author wishes to communicate to the reader. Sometimes a writer states the theme directly. More often, however, readers must figure out the theme from the story’s details. In this essay, you will explain the theme of “The Sand Castle,” using details and examples from the story.
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Respond Through Writing

Expository Essay

Prewrite  Your essay should have an introduction, a body, and a conclusion. In the introduction (the first paragraph), you state the purpose of your essay and explain what you think the theme of the story is. In the body (usually two or three paragraphs), you use examples from the story to support your idea about the theme. In the conclusion, you sum up your interpretation and your evidence.
Every paragraph should have a topic sentence. The topic sentence of the introduction, called a thesis statement, is also the topic sentence of the essay.
Respond Through Writing

Expository Essay

Make a concept map of the story’s main ideas, like the one below. Then write your draft based on these ideas.

- Many things that used to be safe are now unsafe.
- People should care for the environment.
- The actions of people today can affect the future.
Revise Read your draft several times. Do you have an introduction, a body, and a conclusion? You can use your concept map as a checklist to make sure you have included all the main ideas and essential details to back up your interpretation of the theme. Revise your draft to make sure ideas flow logically from one paragraph to the next.
Edit and Proofread  Proofread your paper. Correct any errors in spelling, grammar, and punctuation. Try reading your essay aloud to make sure the writing is smooth. Make sure you have used quotation marks correctly. See the Word Bank on the following slides for words you might use in your expository essay.
The following list contains some useful words you might want to include in your essay. Check their meanings in a dictionary first to make sure you use them correctly.

- conservation
- pollute
- reduce
- species
- influence
- potential
Click the mouse button to return to the Selection Menu
In this workshop, you will focus on the following objective:

**Grammar:** Understanding how to avoid sentence fragments.
A sentence fragment is a group of words that is used as a complete sentence. It is not complete, however, because it lacks a subject, a predicate, or both.
Identifying Sentence Fragments

Look at these sentences from “The Sand Castle.”

Then he’d lie exhausted on the sand, stretched to the sun. Such happiness to be warmed by the sun.

Then the picnic.
A complete sentence has a subject and a predicate and expresses a complete thought. The first sentence has a subject (*he*) and a predicate (*would lie*) and is a complete thought. The second and third sentences are fragments. The writer uses them to produce a special effect. The narrator is remembering her past, and the short, clipped sentences represent her faded memories. In this case, the incomplete thoughts are an intentional part of an experienced writer’s storytelling style.
Ordinarily, you would add a subject and a predicate to the second sentence to fix the fragment, such as “He felt such happiness to be warmed by the sun.” You would add a predicate to the third sentence, such as “Then the picnic began.”
Grammar Workshop

Sentence Fragments

Watch Out!

You may use fragments when talking informally with friends or writing personal letters. Use complete sentences, however, for school or business writing.
Often, the best way to fix a fragment is to combine it with a related sentence or another fragment to make a compound, complex, or compound-complex sentence, or to simply delete the fragment. For help with combining sentences and proper coordination and subordination, see pages 120–121.
Grammar Workshop

TRY IT: Sentence Fragments

Rewrite these fragments as complete sentences by adding a subject, a predicate, or both to express a complete thought.

1. At most beaches.

Answer: Possible response: Seagulls can be seen at most beaches.
TRY IT: Sentence Fragments

2. The sun.

**Answer:** Possible response: The sun burns brightly.
3. Build a sand castle.

Answer: Possible response: Masha and Anna build a sand castle.
TRY IT: Sentence Fragments

4. Her grandchildren.

Answer: Possible response: Her grandchildren must wear goggles and gloves.
TRY IT: Sentence Fragments

5. When the sea made shells.

Answer: Possible response: Grandmama remembers when the sea made shells.
Fragments sometimes result from carelessness or thinking faster than you can write. Carefully formulate a sentence in your mind before you write it. Reread each sentence to ensure that you have avoided fragments.
What are some synonyms for the word *lying*?
There is nothing in which the birds differ more from man than the way in which they can build and yet leave a landscape as it was before.

—Robert Staughton Lynde, American sociologist

When is building and modernizing good, and when is it bad?
Each of the following sentences contains one or more errors. Find the errors and correct the sentences.

1. Which shirt should I wear? Kim asked.

   “Which shirt should I wear?” Kim asked.

2. I don’t know, I replied. They both look nice.

   “I don’t know,” I replied. “They both look nice.”

3. The blue one, she said, is my favorite.

   “The blue one,” she said, “is my favorite.”
Each of the following sentences contains one or more errors. Find the errors and correct the sentences.

1. I like my cowboy boots better then anything else.
   
   **I like my cowboy boots better than anything else.**

2. Their a little to big, but I love them.
   
   **They’re a little too big, but I love them.**

3. My uncle, whose a real cowboy, is learning me to ride horses.
   
   **My uncle, who’s a real cowboy, is teaching me to ride horses.**
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