Unit 1, Part 1

The Scribe

Click the mouse button or press the space bar to continue
Part 1  Helping Others

Before You Read

Reading the Selection

After You Read
For pages 10–22

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

**Literary Study:** Analyzing narrator and point of view.

**Reading:** Connecting to personal experience.
Meet Kristin Hunter

Click the picture to learn about the author.

For more about Kristin Hunter, go to glencoe.com and enter QuickPass code GL19756u1.
Think about a time when you helped another person. Recall how you felt about it.

**Quickwrite** Freewrite for a few minutes about what you did and how it made you feel. What do your actions say about you?
“The Scribe” describes a neighborhood in which few people use bank accounts. Instead, they rely on check-cashing services. A check-cashing service is a business where people can cash a check for a fee. Customers can also use the service to get a cash advance—that is, they can borrow money to be repaid later. However, they must pay a fee to borrow the money. Other services may be offered as well, such as paying utility bills. Some people prefer to use a check-cashing service rather than open an account at a bank.
minimum adj. least possible; lowest; smallest (p. 13). The minimum passing grade in this class is 70 percent.

veteran n. one who has served in the armed forces (p. 14). My uncle is a veteran who served in the Gulf War.

criticized v. found fault with (p. 16). During the basketball game, the coach criticized the player for dropping the ball.
disability  n. something that causes a loss or lack of ability (p. 17). A person with a disability may require wheelchair access to a building.

muster  v. to find and gather together; collect or summon (p. 18). She had to muster her strength to make it to the finish line.
Before You Read

Set Purposes for Reading

BQ  BIG Question

As you read, ask yourself, what obstacles get in the narrator’s way, and how does the narrator find another way to help others?
Before You Read

Set Purposes for Reading

**Literary Element** Narrator and Point of View

The **narrator** is the person who tells a story. In fiction, the narrator may be a character in the story. **Point of view** is the relationship of the narrator to the story. A story told by a character who is referred to as “I” uses the **first-person point of view**. A story in which the narrator is outside the story and reveals the thoughts and actions of at least one character uses **third-person point of view**.
Identifying the narrator and point of view can help you understand how a character thinks, feels, or sees the world.

As you read, ask yourself, how does James feel about what takes place inside the Silver Dollar Check Cashing Service?
Set Purposes for Reading

**Literary Element** Narrator and Point of View

Click the image to view the animation.
Before You Read

Set Purposes for Reading

**Literary Element** Narrator and Point of View

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

Reading Strategy: Connect to Personal Experience

When you connect to personal experience, you link something to your own life. For example, you might think about how a situation in a story is like one that you experienced.
Set Purposes for Reading

**Reading Strategy**: Connect to Personal Experience

Connecting to personal experience as you read can help you better appreciate and understand a story. Making connections between your own experiences and the events in a story can help you understand why characters behave the way they do.
Set Purposes for Reading

**Reading Strategy**  Connect to Personal Experience

To connect to personal experience as you read, ask yourself

- Have I had an experience like this?
- Have I felt or acted like this character?
- What would I do in this situation?
Set Purposes for Reading

**Reading Strategy** Connect to Personal Experience

Finding connections can help deepen your understanding of the story. As you read, you may find it helpful to use a graphic organizer like the one below.

<table>
<thead>
<tr>
<th>Detail</th>
<th>My Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>James sees a woman being treated rudely.</td>
<td>Like James, I felt angry when I saw someone being treated badly.</td>
</tr>
</tbody>
</table>
Set Purposes for Reading

**Reading Strategy** Connect to Personal Experience

**TRY IT**

Connect to Personal Experience You notice a new student on the first day of school. You remember a time when you were a new student and didn’t know anyone. What do you do next?
Connect to Personal Experience

Read the excerpt highlighted in blue on page 13. How do these signs remind you of signs you have seen?

Answer: You may say you have seen similar signs.
Narrator and Point of View  Read the excerpt highlighted in purple on page 13. What does the narrator reveal about himself here?

Answer: The narrator is sensitive to the feelings of others. He feels that all people should be treated with respect.
Literary Element

Narrator and Point of View  Read the excerpt highlighted in purple on page 13. In this sentence, where does the narrator use a noun as a verb?

Answer: First-name
Narrator and Point of View

Read the excerpt highlighted in purple on page 13. How would you rewrite this phrase in standard English?

Answer: “…hearing him call a dignified, old, gray-haired lady by her first name…”
Reading Strategy

Connect to Personal Experience  Read the excerpt highlighted in blue on page 14. How do you act when you are in a similar situation?

Answer: You may say you relate to the man’s attempts to cover up that he doesn’t know how to do something.
Narrator and Point of View  Read the excerpt highlighted in purple on page 14. How does the author’s use of point of view influence how you react to the information given so far?

Answer: Experiencing the story through the narrator’s eyes will help most students to understand his reaction when he learns that many people can’t read well.
Cultural History

Literacy  According to a 1994–1998 study on average adult literacy levels conducted by the National Institute for Literacy, the United States placed 10th out of 17 countries surveyed.
Look at the painting on page 15. How does this painting help you picture the neighborhood in which the Silver Dollar Check Cashing Service is located?
You might say that the painting shows an urban area with many people and apartment buildings and businesses located very close to each other. Like this painting, much of Jacob Lawrence’s work depicted the daily lives of African Americans in Harlem, a section of New York City. Lawrence also painted portraits of famous people and scenes of important events in African American history.
Narrator and Point of View

Read the excerpt highlighted in purple on page 16. Using what you know about the narrator so far, what do you think he will do next?

**Answer:** You may predict that James will find a way to help the people who use the check-cashing service.
Narrator and Point of View

Read the excerpt highlighted in purple on page 16. James talks about reading “till my eyeballs were ready to fall out.” What literary device is the author using here?

Answer: Hyperbole
Look at the painting on page 16. What does the painting on this page show?

Answer: Possible response: A scribe and two other people. He is writing something.
Look at the painting on page 16. How does the scribe in the painting differ from those in the check-cashing place in the story?

**Answer:** Possible response: The scribe in the painting seems to be treating his customers politely. The men in the check-cashing place are rude to their customers.
Reading Strategy

Connect to Personal Experience  Read the excerpt highlighted in blue on page 17. If you had been in this situation, how would you have responded?

Answer: You may relate to the narrator’s decision to give the money back.
Connect to Personal Experience  Read the excerpt highlighted in blue on page 17. This sentence contains two words that sound very similar but are spelled differently. What are these two words?

Answer: To and too.
Reading Strategy

Connect to Personal Experience  Read the excerpt highlighted in blue on page 17. What is a third word that is pronounced the same as these words but is spelled differently?

Answer: Two
Etymology  The author’s use of the word *cop*, a term the students probably have heard many times. The word *cop* dates back to 1859 and is a shortened form of the word *copper*, a slang term for *police officer* that dates back to 1846.
Read the excerpt highlighted in tan on page 18. Part of being a hero is showing courage. Does James show courage here? Why or why not?

**Answer:** You will likely say that James shows courage. Even though most people in his community scatter when a police officer appears, James stays put and states his case calmly.
Read the excerpt highlighted in tan on page 18. Think of a time when you had to be courageous to defend your actions. Do you feel that this was a rewarding experience?

Answer: Answers will vary.
Connect to Personal Experience

Read the excerpt highlighted in blue on page 18. When have you felt the same way James does here?

**Answer:** Answers will vary. Give examples of when you “felt like a little kid.”
Connect to Personal Experience  Read the excerpt highlighted in blue on page 18. How did you deal with this feeling? Do you think that this experience helped you grow up?

**Answer:** Answers will vary.
Narrator and Point of View

Read the excerpt highlighted in purple on page 19. What does the narrator’s reaction reveal about him?

**Answer:** You may say that James cares deeply about helping others. However, he realizes that he shouldn’t take out his frustration on the swans.
Cultural History

The Great Depression  One of the primary causes of the Great Depression was the stock market crash in October 1929. On Black Monday (October 28) and Black Tuesday (October 29), investors traded a record number of shares in an attempt to withdraw their money from failing investments. As a result, the Dow Jones Industrial Average dropped 183 points and did not fully recover for 20 years.
Connect to Personal Experience  Read the excerpt highlighted in blue on page 20. What types of situations make you feel as strongly as James does about helping others?

Answer: You may mention times when you have seen family members or friends struggling with a problem.
Connect to Personal Experience  Read the excerpt highlighted in blue on page 20. What could you do to help people in such situations?

Answer: Answers will vary.
Narrator and Point of View

Read the excerpt highlighted in purple on page 20. How does the narrator’s description of the building reflect his own mood at the moment?

Answer: Because this description of Establishment Trust National Bank comes from the narrator’s point of view, the reader recognizes that it reflects his uncertainties in less familiar surroundings.
Narrator and Point of View

Read the excerpt highlighted in purple on page 20. What features of the exterior of the bank are unwelcoming?

**Answer:** It is large with intimidating pillars; it has armored trucks and large cars parked out front; and it has armed guards.
How do both James and Mrs. Franklin show the qualities of a hero?

**Answer:** They both show courage by trying something new.
BIG Question

Read the excerpt highlighted in tan on page 21. Think of a time when you were afraid to try something new but went ahead and did it anyway. How did it make you feel?

Answer: Answers will vary.
Click the mouse button to return to the Selection Menu
1. How do Mr. Silver and Mr. Dollar treat their customers? Find details from the selection to support your answer. [Recall]

**Answer:** Possible answer: The two men make their customers feel unimportant. One of them rolls his eyes at Muskogee Marie Lawson, making her feel foolish for not knowing her year of birth.
2. What does the narrator mean when he says, “And old man Silver and old man Dollar cleaning up on all of them”?

[Intertpret]
Respond and Think Critically

TIP: Interpreting

To answer question 2, recall details about how Mr. Silver and Mr. Dollar interact with customers. Compare these details with how you would like to be treated.
Respond and Think Critically

• Reread the signs in the Silver Dollar Check Cashing Service. What does the first sign tell you about the owners?

• Why might the owners photograph each customer who cashes a check? What does this tell you about the owners?
Respond and Think Critically

• Reread how the owners treat Muskogee Marie Lawson and the veteran.

• Notice what the narrator says and how he feels when he witnesses these interactions.
Answer: Possible answer: James is disgusted that Mr. Silver and Mr. Dollar take advantage of their customers by charging them money for check-cashing services.
Respond and Think Critically

3. Compare the Silver Dollar Check Cashing Service with the Establishment Trust National Bank. [Compare]

Answer: Possible answer: The check-cashing service is a small, dark building with broken windows. The bank is large, with marble columns and armored cars parked in front.
4. **Literary Element** Narrator and Point of View

How does the first-person point of view in “The Scribe” shape the way readers feel about the customers at the Silver Dollar Check Cashing Service?

[Analyze]

**Answer:** Possible answer: Seeing events through James’s eyes helps readers sympathize with the customers.
Respond and Think Critically

5. **Reading Strategy** Connect to Personal Experience  How do the personal connections in your graphic organizer help you better understand the characters and events in the story? **[Analyze]**

**Answer:** Answers will vary. You should support your answer.
6. **BIG Question** How do James and Mrs. Franklin help each other? Is either character a hero? Explain. [Conclude]

**Answer:** Possible answer: James takes Mrs. Franklin to open an account. She encourages him to become a scribe. You may view James as a hero for helping others. You may view Mrs. Franklin as a hero for motivating James.
Choose the sentence that uses the vocabulary word correctly.
1. **A.** The *minimum* age for admittance to the play is twelve.

   **B.** The highest, or *minimum*, deposit in an account is $1,000.
2. A. The veteran hoped to serve in the armed forces one day.
B. My grandfather is a veteran of World War II.
3. **A.** The reviewer liked the play so much that he **criticized** it.
   
   **B.** In the past, some people **criticized** women in politics.
4. A. Sidewalks in our town were designed to help people with a physical disability cross the street more easily.

B. Many people were amazed at Mozart’s disability to play classical piano at a very young age.
5. **A.** Ana had to *muster* her way into the long line.

**B.** It was difficult to *muster* the energy to take the test.
Write a Journal Entry  Think about a time when you helped someone or someone helped you. Write a journal entry about your experience and any unexpected benefits that resulted from the experience.
Click the mouse button to return to the Selection Menu
In this workshop, you will focus on the following objective:

**Vocabulary:** Understanding word parts.

*For page 23*
Vocabulary Workshop

Word Parts

Connection to Literature

“And old man Silver and old man Dollar cleaning up on all of them. It’s pitiful. It’s disgusting.”

—Kristin Hunter, “The Scribe”
You can sometimes find clues to a word’s meaning by looking at its parts. The **root** is the main part of a word. A **base word** is a root that is a complete word. Roots and base words often come from other languages, such as Greek or French. A **prefix** is a syllable used before a root or a base word to change its meaning. A **suffix** is a syllable added to the end of a root or a base.
A suffix can change a word from one part of speech to another. For example, the word *disgusting* includes the root *gust*, which means “to taste.” The prefix *dis*- means “not.” The suffix *-ing*, in this case, signals an adjective.
Tip: Vocabulary Terms  The root is the main part of a word and tells what the word is about. Prefixes and suffixes change the meaning of a word.

Test-Taking Tip  Use word parts to help you understand the meaning of a word from another language, such as the French word *brunette*. The base word *brun* means “dark-haired.” The suffix -ette indicates that the subject is small and female.
**Vocabulary Workshop**

**Word Parts**

Here are some other word parts from “The Scribe.”

<table>
<thead>
<tr>
<th>Word Part</th>
<th>Meaning or Effect</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>root/base</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fin</td>
<td>end</td>
<td>finished, finally</td>
</tr>
<tr>
<td>gust</td>
<td>taste</td>
<td>disgusting, gusto</td>
</tr>
<tr>
<td>scrib, script</td>
<td>write</td>
<td>scribes, describe</td>
</tr>
<tr>
<td>prefix</td>
<td></td>
<td></td>
</tr>
<tr>
<td>des-</td>
<td>not, opposite of not</td>
<td>disgrace, disability</td>
</tr>
<tr>
<td>un-</td>
<td>not</td>
<td>unfair</td>
</tr>
</tbody>
</table>
Here are some other word parts from “The Scribe.”

<table>
<thead>
<tr>
<th>Word Part</th>
<th>Meaning or Effect</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>suffix</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ful</td>
<td>full of</td>
<td>pitiful</td>
</tr>
<tr>
<td>-ment</td>
<td>forms a noun</td>
<td>government, establishment</td>
</tr>
</tbody>
</table>
Vocabulary Workshop

TRY IT: Word Parts

Use the chart on the previous slide to help you answer each question. Pay attention to how the pronunciation of a root can change when a prefix or suffix is added.
1. What does the root in *scribble* mean?

**Answer:** *write*
2. From its word parts, what does *disability* mean?

**Answer:** not being able to do something
3. How would you change accomplish from a verb to a noun? Use the word in a sentence.

**Answer:** add the suffix *-ment* (or *-ing*)
Think of a time when you helped someone. How did this make you feel?
Each of the following sentences contains one or more errors. Find the errors and correct the sentences.

1. Me and Roberto are learning to water-ski.

   Roberto and I are learning to water-ski.

2. Our dads take he and I to the lake for lessons.

   Our dads take him and me to the lake for lessons.

3. It’s as much fun for our dads as for Roberto and I.

   It’s as much fun for our dads as for Roberto and me.
Each of the following sentences contains one or more errors. Find the errors and correct the sentences.

1. I have several best reasons for keeping a journal.
   
   I have several good reasons for keeping a journal.

2. The bestest reason of all is that I enjoy writing in it.
   
   The best reason of all is that I enjoy writing in it.

3. I have also learned to write more good.
   
   I have also learned to write better.
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