“Rikki-tikki-tavi”

BY RUDYARD KIPLING
Materials

1. Textbook open to page 78
2. Spiral open to a blank space
GIST Summary

After analyzing the text, compose a twenty word summary.

Example

Arrogant, wealthy officials insult the courage of women; however, a lion-hearted dame saves the party from a lethal, hissing cobra.
Multiple-Choice Analysis: During Reading

Directions: Select the letter of the response that best answers the following question:

1. Why does the following statement develop the plot of the narrative: “Teddy is safer with that little beast than if he had a bloodhound to watch him. If a snake came into the nursery now—” (50-61)?

   a. It compels the mother to worry about Rikki sleeping with Teddy.
   b. It foreshadows a possible deadly conflict with snakes.
   c. It reveals how Rikki-tikki will attack the family in the near future.
   d. It forces the family to flee their bungalow.
Multiple-Select Analysis: During Reading

Directions: Select the letters of the responses that best answer the following question:

2. Which two of the following words mean the most similar to sorrowful as used in line 76?

a. distressed
b. musical
c. repelled
d. enraged
Multiple-Choice Analysis: During Reading

Directions: Select the letter of the response that best answers the following question:

1. In lines 102-114, how does Nag feel as he views Rikki?
   a. Fearful, because he knows Rikki is a lethal adversary
   b. Agitated, because Rikki poses a threat to his family
   c. Sentimental, because it reminds him of when he was a child
   d. Excite, because he enjoys the thought of combat
Claim: During Reading

Based upon the prompt below, compose a well-structured claim. Moreover, include three main points within your assertion.

Prompt
Write a claim analyzing how the narrative displays the theme one can be courageous and cowardly at the same time. Develop your claim by providing textual evidence from the passage.

Claim Model
[restate question] because [insert point one], [insert point two], and [insert point three].
Claim: During Reading

Based upon the prompt below, compose a well-structure claim. Moreover, include three main points within your assertion.

Prompt
Write a claim analyzing how the narrative simultaneously displays Nag as respectable and immoral. Develop your claim by providing textual evidence from the passage.

Claim Model
[restate question] because [insert point one], [insert point two], and [insert point three].
TIDE Response: During Reading

Directions: Employing the TIDE method, analyze and evaluate the questions below in complete sentences. In your response, note the author and poem title, restate the question, and cite evidence alongside line numbers in order to justify your assertion.

Prompt

Write a paragraph analyzing how the passage addresses the theme one can be courageous and cowardly at the same time. Develop your paragraph by providing textual evidence from the passage.

TIDE Model

After evaluating [insert text title] by [insert author], [restate the question] because [insert claim]. According to the text, [insert speaker's name] proclaims, “[insert evidence]” [(insert line numbers)]. Assuredly, [explain why your evidence matters]; furthermore, [further explain why your evidence matters]. Ultimately, [restate the question].
Story Illustration Four Corners Activity

Step One: Based on your evidence, determine which portion of the text engages the reader most effectively. Within thirty seconds, relocate to that section of the room.

Step Two: Within your new group, determine why you believe that portion of the text best engages readers.
Literature Graphic Organizer

Step 1: As a class, we will number ourselves from 1 to 5. Record your number within your notes.

Step 2: According to your number, relocate to the following desks:

1  2  3
4  5
Literature Graphic Organizer

Step 3: Within your group, complete the indicated sections of the Informational Text Graphic Organizer:

- Theme
- Point of View
- Plot Development
- GIST Summary
- Characterization
Literature Graphic Organizer

Analyze and evaluate each component of the Informational Text Graphic Organizer. For each section, provide your claim alongside textual evidence and line numbers.

Example:

<table>
<thead>
<tr>
<th>Claim</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plot Development</td>
<td>The plot develops as readers peer into the dank basement and discover the boy, introducing conflict.</td>
</tr>
</tbody>
</table>
Literature Graphic Organizer

Step 5: Now, by taking turns, each group member will teach his or her section of the graphic organizer to the group members.

**Teachers**
Please read your response verbatim.

**Learners**
Record brief notes on the “teacher's” response.

**Currently Teaching**
Theme
Plot Development
Characterization
Point of View
GIST summary
Literature Graphic Organizer Four Corners Activity

Step One: Based on your evidence, determine the element of the text which engages the reader most effectively. Within thirty seconds, relocate to that section of the room.

Step Two: Within your new group, determine why you believed that portion of the text best engages readers.
Literature Graphic Organizer Mini-Jigsaw

Step 1: Within your group, complete the indicated sections of the chart:
Literature Graphic Organizer Mini-Jigsaw

Step 2: Now, by taking turns, each group member will teach his or her section of the graphic organizer to the group members.

Teachers
Please read your response verbatim.

Learners
Record brief notes on the “teacher's” response.

Currently Teaching
Theme
Plot Development
Characterization
Point of View
GIST summary
Literature Graphic Organizer Four Corners Activity

Step One: Based on your evidence, determine the element of the text which engages the reader most effectively. Within thirty seconds, relocate to that section of the room.

Step Two: Within your new group, determine why you believe that portion of the text best engages readers.

- Theme
- Characterization
- Plot Development
- Point of View
A **theme** is a lesson about life or human nature that the writer teaches the reader.

**Example:**

Theme: Appearances can be deceiving.
Disguised as Grandmother, the Wolf lured Little Red towards the bed.
Multiple-Choice Analysis: Theme

Directions: Select the letter of the response that best answers the following question:

1. Which of the following statements best expresses the theme of the narrative?

a. Treat others the way you want to be treated.

b. Everyone is entitled to their own opinion.

c. Knowledge is power.

d. To protect those who are not able to protect themselves is a duty which everyone owes society.
Multiple-Select Analysis: Theme

Directions: Select the letters of the responses that best answer the following question:

2. In which two of the following pieces of evidence is this theme most thoroughly defined?

a. “It’s the mongoose again, Alice; the little chap has saved our lives now” (290).

b. “And then Teddy’s mother picked him up from the dust and hugged him, crying that he had saved Teddy from death; and Teddy’s father said that he was a providence” (176-178).

c. “He was a mongoose, rather like a little cat in his fur and his tail but quite like a weasel in his head and his habits” (7-8).

d. “Without waiting for breakfast, Rikki-tikki ran to the thorn bush where Darzee was singing a song of triumph at the top of his voice” (299-300).
TIDE Response: Theme

Directions: Employing the TIDE method, analyze and evaluate the questions below in complete sentences. In your response, note the author and poem title, restate the question, and cite evidence alongside line numbers in order to justify your assertion.

Prompt

Write a paragraph which analyzes how the narrative addresses the theme things are not always as they appear. Develop your paragraph by providing textual evidence from the passage.

**TIDE Model**

After evaluating [insert text title] by [insert author], [restate the question] because [insert claim]. According to the text, [insert speaker's name] proclaims, “[insert evidence]” [(insert line numbers)]. Assuredly, [explain why your evidence matters]; furthermore, [further explain why your evidence matters]. Ultimately, [restate the question].
Characterization Notes

*Characterization* describes a character’s individual *trait*, or personality, through clues within the text.

**Example**

Trait: Savage

Her lip slightly sneered, she slowly removed the chewed, sticky mint gum from her mouth and placed it firmly in the hair of the girl seated beside her.
Multiple-Choice Analysis: Characterization

Directions: Select the letter of the response that best answers the following question:

1. Which line of text best reveals that Darzee’s character is the opposite of Rikki-tikki-tavi’s character?

   a. “They had made a beautiful nest by pulling two big leaves together and stitching them up the edges with fibers” (77-78).

   b. “Darzee and his wife only cowered down in the nest without answering” (86-87).

   c. “’We are very miserable, said Darzee. ‘One of our babies fell out of the nest yesterday, and Nag ate him’” (82-83).

   d. “The nest swayed to and fro, as they sat on the rim and cried” (79-80).
Multiple-Select Analysis: Characterization

Directions: Select the letters of the responses that best answer the following question:

2. Which line of text reveals Nagaina’s character as being vengeful?

a. “‘All in good time,’ said she, without moving her eyes. ‘I will settle my account with you presently’” (391-392).

b. “‘Rikki-tikki, you are not going to eat her eggs?’” (329).

c. “Nagina spun clear round, forgetting everything for the sake of the one egg” (403-404).

d. “It was dark in the hole, and Rikki-tikki never knew when it might open out and give Nagaina room to turn and strike at him” (444-445).
TIDE Response: Characterization

Directions: Employing the TIDE method, analyze and evaluate the questions below in complete sentences. In your response, note the author and poem title, restate the question, and cite evidence alongside line numbers in order to justify your assertion.

Prompt

Write a paragraph which analyzes how the narrative establishes Rikki-tikki-tavi’s gruff character. Develop your paragraph by providing textual evidence from the passage.

TIDE Model

After evaluating [insert text title] by [insert author], [restate the question] because [insert claim]. According to the text, [insert speaker's name] proclaims, “[insert evidence]” [(insert line numbers)]. Assuredly, [explain why your evidence matters]; furthermore, [further explain why your evidence matters]. Ultimately, [restate the question].
Comprehension Notes

**Comprehension** refers to your ability to understand the text.

**Example**

Aladdin impersonated a prince in order to impress Jasmine.
Directions: Select the letter of the response that best answers the following question:

1. Which answer option best explains why Darzee's wife pretended to be injured?

a. The distraction provides Rikki time to escape the garden.

b. Her plan allows Rikki to save Darzee and Chua.

c. Her actions permit Rikki enough time to find Nagiana's eggs.

d. The "injury" allows Darzee to escape harm.
Multiple-Select Analysis: Comprehension

Directions: Select the letters of the responses that best answer the following question:

2. Which two of the following examples contribute to Nagiana's death?

   a. "But he is so small that no one thinks of him, and so he does more harm to the people" (149-150)
   b. "I will settle my account with you presently," Look at your friends....they are afraid. They dare not move, and if you come a step nearer, I strike" (391-394)
   c. "Our children will need room and quiet" (233-234)
   d. "But I am a stranger here - who is Nag?" (84-85)
TIDE Response: Comprehension

Directions: Employing the TIDE method, analyze and evaluate the questions below in complete sentences. In your response, note the author and poem title, restate the question, and cite evidence alongside line numbers in order to justify your assertion.

Prompt

Write a paragraph which analyzes why Rikki tells Nagaina, ‘‘You shall not be a widow long’’ (412-413). Develop your paragraph by providing textual evidence from the passage.

TIDE Model

After evaluating [insert text title] by [insert author], [restate the question] because [insert claim]. According to the text, [insert speaker's name] proclaims, “[insert evidence]” [(insert line numbers)]. Assuredly, [explain why your evidence matters]; furthermore, [further explain why your evidence matters]. Ultimately, [restate the question].
TIDE Response: Essential Question

Directions: Employing the TIDE method, analyze and evaluate the questions below in complete sentences. In your response, note the author and poem title, restate the question, and cite evidence alongside line numbers in order to justify your assertion.

Prompt
Write a paragraph which analyses how the passage addresses the theme bravery occurs in uncomfortable, perilous situations. Develop your paragraph by providing textual evidence from the passage.

TIDE Model

After evaluating [insert text title] by [insert author], [restate the question] because [insert claim]. According to the text, [insert speaker's name] proclaims, “[insert evidence]” [(insert line numbers)]. Assuredly, [explain why your evidence matters]; furthermore, [further explain why your evidence matters]. Ultimately, [restate the question].
Four Corners TIDE Activity

Step One: Within thirty seconds, examine your TIDE paragraph and determine your most effective sentence. Then, relocate to the appropriate section of the room for that TIDE sentence.

Step Two: Within your new group, determine why you believe this sentence proved engaging.

<table>
<thead>
<tr>
<th>Topic Sentence</th>
<th>Important Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detailed Analysis</td>
<td>Point of View</td>
</tr>
</tbody>
</table>
Paideia Seminar: Purpose

Can I improve my ability to explain and manipulate complex texts?
Paideia Seminar: Rules

Seminar Rules and Responsibilities

1. Do not raise your hand to talk. Focus on the main speaker and wait your turn.

2. Respond to each other using each other’s names.

3. Express agreement or disagreement in a courteous, thoughtful manner.

4. Positively participate in the discussion at least once.
Paideia Seminar Graphic Organizer

Directions: Analyze and evaluate each component of the Paideia Seminar Graphic Organizer. For each section, provide your claim alongside textual evidence and line numbers.

Essential Statement Example:

Statement: Bravery always occurs in uncomfortable, perilous situations.

because

<table>
<thead>
<tr>
<th>Claim</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Point 1</td>
<td>Every person will strive to defend himself or herself in a conflict.</td>
</tr>
<tr>
<td></td>
<td>“Darzee’s wife knew better than to do that, for a bird who looks at a snake’s eyes gets so frightened that she cannot move” (352-353).</td>
</tr>
</tbody>
</table>
Paideia Seminar Questions

Directions: Analyze and evaluate the each portion of the Paideia Seminar Graphic Organizer. Provide your claim alongside textual evidence and line numbers.

Opening Question:
What would be another good title for this piece?

Essential Statement: (Agree or disagree)
Bravery always occurs in uncomfortable, perilous situations.

Closing Question
Why is this text important?
Essential Statement Agree/Disagree Activity

Step One: Based on your analysis, determine whether you agree or disagree with the essential question (statement). Within thirty seconds, relocate to that section of the room.

Step Two: Within your new group, determine why you believed that portion of the text best engages readers.

Essential Statement
Bravery always occurs in uncomfortable, perilous situations.
Claim

A claim is a short, concise sentence which establishes an argument.
Claim

Based upon today’s discussion, compose a well-structure claim concerning the essential question. Moreover, include three main points within your assertion.

Essential Statement
Bravery always occurs in uncomfortable, perilous situations.

Claim Model
[restate question] because [insert point one], [insert point two], and [insert point three].
Four Corners Claim Activity

Step One: Within thirty seconds, examine your claim and determine your most effective point. Then, relocate to the appropriate section of the room for that point.

Step Two: Explain why you believe this sentence proved engaging.
Pronoun/Antecedent Agreement Notes

**Pronouns** replace nouns.

**Example**

*Marta* sobbed when *she* heard the principal's decision.

An **antecedent** is who or what the pronoun is discussing (the noun it replaces).

**Example**

*Marta* sobbed when *she* heard the principal's decision.
Pronoun/Antecedent Agreement Notes

Pronouns and antecedents must agree in gender and number.

Correct Example

Marta sobbed when she heard the principal's decision.

Incorrect Example

Mr. Schmidt or Mr. Boone raised their voices during the feud.
She headed straight for the long grass by the thorn bush, and as he was running, Rikki-tikki heard Darzee still singing his foolish little song of triumph. But Darzee’s wife was wiser. She flew off her nest as Nagaina came along and flapped her wings (1) about his head. If Darzee had helped, (2) she might have turned her; but Nagaina only lowered her hood and went on. Still, the instant’s delay brought (3) Rikki-tikki up to him, and as she plunged into the rat hole where (4) they and Nag used to live, his little white teeth were clenched on her tail, and he went down with her—and very few mongooses, however (5) wise and old they may be, care to follow a cobra into its hole.
Sentence Fragment and Run-On Notes

A sentence fragment lacks a subject, predicate, or complete thought.

Example
Rikki-tikki-tavi, the mongoose.

A run-on is two sentences joined without punctuation, or two sentences joined with only a comma.

Example
Rikki-tikki dashed after Nagaina the cobra hissed as she fled.
Rikki-tikki was bounding all round (1) **Nagaina, keeping just** out of reach of (2) **her stroke. His little eyes like hot coals.** Nagaina gathered herself together and flung out at him. Rikki-tikki jumped (3) **up and backwards.** Again and again and again (4) **she struck and each time** her head came with a whack on the matting of the (5) **veranda she gathered herself** together like a watch spring. Then Rikki-tikki danced in a circle to get behind her, and Nagaina spun round to keep her head to his head, so that the rustle of her tail on the matting sounded like dry leaves blown along by the wind.