



Setting

The **setting** of a story includes the time and place in which the events happen and the circumstances of the characters' lives. The main setting of "The Necklace" is Paris, France, during the late 1800s. It is a time when wealthy people live in fancy homes and throw expensive parties. Within this main setting, there are other scenes, such as a shabby apartment and an elegant party. As you read, consider how the setting affects the characters and the choices they make.

Look Into the Text

The setting tells when and where this scene takes place.

Then **one evening**, her husband came **home** and proudly handed her a large envelope . . .

She . . . threw the invitation onto the table and murmured, "What do you want me to do with that?"

"But my dear, I thought you would be so pleased. This is a big event! I had a lot of trouble getting this invitation. All the clerks in the Ministry want to go, but there are only a few invitations reserved for workers. You will meet all the most important people there."

She gave him an irritated look and said, impatiently, "I do not have anything I could wear. How could I go?"

She acts this way at home. How would she act in a setting like the party?

Is this party only for rich, important people? How can you tell?

Monitor Your Reading

When you come to a word you don't know, ask yourself, "What could this mean?" Sometimes the context of the sentence will give you a clue.

Reading Strategy
Plan and Monitor

HOW TO CLARIFY VOCABULARY

- 1. Look for context clues.** These words or phrases can give hints about the word's meaning.
- 2. Try to figure out what the word means.** Sometimes context clues will also tell you what the word *doesn't* mean.
- 3. Try out the meaning.** See if the meaning makes sense in the sentence.

Unknown word: lowly
Context clues: She did not even have a chance of meeting and marrying a rich, important man. Instead, she married a **lowly** clerk.

You think: A clerk is someone who is not rich or important. He must be poor and unimportant.

New sentence: She did not even have a chance of meeting and marrying a rich, important man. Instead, she married a **poor and unimportant** clerk.

OBJECTIVES

- Reading Strategy**
- Plan and Monitor: Clarify Vocabulary **1**
- Literary Analysis**
- Analyze Setting **1**

TEACH STRATEGIES

D Setting

Look Into the Text Read the introduction to define setting and describe the setting of "The Necklace."

Read the text passage aloud. Ask: How can you tell the party will be elegant and fashionable?

Possible responses:

- Only important people are invited.
- The wife is upset because she has nothing to wear.

Then ask: How might her behavior be different in a more elegant setting?

Possible response:

- She might act more sophisticated and show good manners.

Reading Transparency 4 (also online)

Use the Transparency Reinforce the features of setting. Use the example in the chart to show how setting affects characters and their choices.

E Monitor Your Reading

Clarify Vocabulary Define the strategy. Work through the steps in the How To box to model looking for context clues.

Have students try the strategies to clarify the meaning of unfamiliar words in Look Into the Text.

Edge Interactive
Practice Book, pp. 36–37

Reading Transparency 4

Setting

What does the setting describe?

Introduce When authors describe the setting, they:

- tell **when** the story takes place. They can name a day, month, year, time of day, or a period of time.
- describe **where** the story takes place. They can name a country, city, town, or even a different world. In some stories, the setting is specific; for example, a palace or a café.
- describe **how** the characters live. The characters might live in great poverty or wealth, for example.

The setting and events of a story affect the characters and their choices.

Setting	Events	Character's Reaction/Choices
evening, 1800s; Paris, shabby apartment	A working-class husband gives his wife an invitation to a party with important people.	She does not want to go to the fancy party because she is poor.

ONGOING ASSESSMENT

Have students explain to a partner how to use context clues to clarify the meaning of an unfamiliar word.

READ

OBJECTIVES

Literary Analysis

- Identify Literary Movements

Viewing

- Respond to and Interpret Visuals

BUILD BACKGROUND

A The Writer and His Times

Have students read the biography of Guy de Maupassant.

Literary Movement Share this additional information to place Maupassant and his work in historical context:

Maupassant was among a group of French writers in the 1800s who wrote literature described as *realism*.

Their stories describe the real lives of ordinary men and women in realistic situations. Although Maupassant spent time with very successful, rich, and sophisticated people, he wrote about the upper, middle, and lower classes. His characters often show the negative power of jealousy, lies, and greed.

Connect with Author's Life Guide students to make connections with the author's life.

Ask: What effect do you think Maupassant's place in society had on what he chose to write about?

Possible response:

- He may have wanted to show what it was really like to be part of the upper, middle, or lower class in French society.

Then ask: What effect do jealousy, lies, and greed have on the way people choose to behave?

Possible responses:

- They cause conflict and divisions between people.
- They cause people to make bad choices.

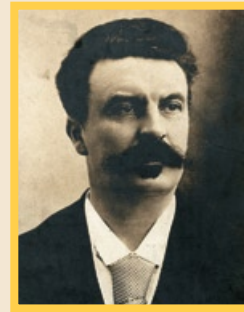
click www.hbedge.net

- Selection Summaries in eight languages

The Writer and His Times

Guy de Maupassant

(1850–1893)



Guy de Maupassant wrote his first short stories as a teenager.

Guy de Maupassant (gē du mō-pa-sahn) lived in France in the late 1800s. When he was a teenager, he worked with Gustave Flaubert, a famous novelist.

Flaubert coached Maupassant in his writing and acted as a father figure to him. Flaubert also introduced him to other important writers of the day, including Emile Zola. In 1880, Zola helped Maupassant publish his story “Boule de Suif” (“Ball of Fat”). The story was so well received that Maupassant became an instant success.

During the next ten years, Maupassant published almost 300 short stories and six novels. He wrote about the Franco-German War (1870–1871) and about all kinds of people—rich and poor. Readers

loved his stories for their realistic portrayal of French life.

Because of his success, Maupassant could afford the wealthy lifestyle that he wrote about in “The Necklace” and many of his other stories. He owned yachts and several homes throughout France, and he loved to travel.

Although Maupassant died more than one hundred years ago, he is still remembered as one of the greatest short story writers of all time.

www.hbedge.net

- See photographs of Paris in the 1800s.
- Read other stories by Guy de Maupassant.

DIFFERENTIATED INSTRUCTION

English Language Learners ELL

Preview the selection:

- Show the art on pp. 65 and 67: *The story begins with an invitation to a fancy party with rich people.*
- Point to the image of the necklace on p. 65: *A necklace like this one causes a problem in the story.*
- Show the art on pp. 73 and 76: *The man and woman who get invited to the party are not rich.*
- Make a sad face and explain: *The woman is very unhappy. She thinks her life is not good enough. She wants to be rich.* Ask: *Why does someone want to be rich?*

Read Aloud to provide a supported listening experience:

- Play the **Selection Recording** as students track text in their books. **CD 2**
- Have students use the Listen feature in the **Online Coach** where they see the text chunked into manageable phrases as it is read aloud.
- Read the selection aloud to students as you provide comprehensible input. For example, you can use body language and facial expressions to demonstrate behavior, such as in the conversation between the husband and wife on p. 69.

TEACH & PRACTICE

B Analyze Visuals

About the Art John Singer Sargent, like Maupassant, lived in the 1800s in Europe. Sargent became famous for painting the wealthy and stylish people of his time.

Point out details in the painting, such as the elegant dress, that let viewers know that this is a wealthy and fashionable woman.

Interpret and Respond Ask: If you painted a wealthy and stylish person living today, what details would you paint to show his or her place in society?

C Critical Viewing: Design

Observe Artist's Technique Tell students to think about color, light, and texture in the painting.

ELL Questioning For less proficient students, ask yes/no questions or questions with embedded answer choices:

- Is the woman sitting in the dark or in the light?
- Is the woman's dress made of a nice material? Is it soft or rough?

For more proficient students, ask open-ended questions.

- What is this woman sitting on?
- What is on the table next to her?

Ask: What do the details tell you about the woman?

Possible responses:

- Her dress is made of a fine material. It is probably silky and expensive.
- The details, such as the furniture and jewelry, tell you she is wealthy.

The Necklace

by Guy de Maupassant

Margherita Goldsmidt, later Mrs Raphaël, John Singer Sargent, 1886-1925. Oil on canvas, private collection, The Bridgeman Art Library.



Critical Viewing: Design This painting is a realistic portrait of a woman in the past. How does the artist use color, light, and texture to tell you more about the woman?

B

C

Online Coach

The Necklace 65

Online Coach™

Build Reading Power

Assign students to use the software, based on their instructional needs.



Read Silently

- Comprehension questions with immediate feedback
- Vocabulary support



Listen

- Professional model of fluent reading
- Text highlighting to facilitate tracking
- Vocabulary support



Record

- Oral reading fluency practice
- Ongoing fluency assessment with immediate feedback

READ

OBJECTIVES

Vocabulary

- Key Vocabulary 1

Reading Fluency

- Intonation

Reading Strategy

- Plan and Monitor: Set a Purpose 1

Literary Analysis

- Analyze Setting 1

Viewing

- Respond to and Interpret Visuals

TEACH & PRACTICE

A Chunking the Text

Set a Purpose Remind students of their Quickwrite responses. As they read, tell them to look for clues about what Madame Loisel wants in her life.

Read Have students read pp. 66–71. Support and monitor their comprehension using the reading support provided. Use the Differentiated Instruction below to meet students' individual needs.

B Reading Support

1 Setting Ask: What does Madame Loisel's apartment look like, and how does it make her feel?

Possible response:

- *It is old and worn, and it makes her feel like she is not important.*

C Reading Support

2 Setting Reread the last paragraph. Ask: What words tell what Madame Loisel does not have?

Possible responses:

- *no fancy clothes, no jewels, nothing*

Ask: What is the difference between what Madame Loisel has and what she wants?

Possible response:

- *She has a shabby apartment and plain clothes. She wants jewelry, stylish clothes, and a fancy home.*



Set a Purpose

Find out what Mathilde Loisel wants in her life.

She was one of those beautiful, charming women who are born, as if by accident, into a lower-class family. Because of this, she did not have even a chance of meeting and marrying a rich, important man. Instead, she married a lowly **clerk** from the Ministry of Education.

She had to dress plainly because she could not afford fine clothes or jewelry. This made her feel like someone of little **worth**. She thought that if she could dress well, other people might consider her more important.



She was miserable, feeling that she deserved a life of wealth and **luxury**. Her shabby apartment, with its dingy walls, worn furniture, and ugly upholstery was an embarrassment to her. Any other woman in her class would not have noticed these things, but for her they were a mark of her worthlessness. 1

She dreamed of big rooms with thick carpets, bronze lamps, and fancy tapestries. She imagined two butlers napping in large, overstuffed chairs by a fire. She pictured silk draped from the walls, and priceless **knickknacks** cluttering delicate tables. She dreamed of tea with close friends and handsome men in stylish sitting rooms.



At dinner, she watched her husband lift the lid of the soup tureen and exclaim, with delight, "Ah! A good stew! There's nothing I like better. . . ." She imagined elegant dinner parties, shining silverware, dining rooms covered with tapestries of knights, ladies, and magical birds from fairy tales. She dreamed of delicious food served on expensive dishes and of **flattery** whispered and listened to with mysterious smiles.

But she had no fancy clothes, no jewels, nothing. Those were the things she loved; she felt she was made for them. She wanted to please, to **be envied**, to be admired, and to be popular. 2

1 Setting

Picture Madame Loisel in her apartment. How does this setting make her feel?

2 Setting

Compare Madame Loisel's daydreams with her real surroundings. What kind of life does she want?

Key Vocabulary

luxury *n.*, expensive thing that you do not really need

In Other Words

clerk office worker
worth importance
knickknacks little decorations
flattery compliments to make her feel special
be envied make other people wish they had what she had

DIFFERENTIATED INSTRUCTION

Interactive Reading As you conduct the interactive reading with students, adjust your teaching strategies to their needs.

Struggling Readers

Picture the Text Show visually the difference between what Madame Loisel has and what she wants. For example, each time she expresses dissatisfaction, add to a chart like this one:

Has	Wants
shabby apartment	fancy house
plain clothes	fine clothes
no jewelry	jewels
stew	delicious meals

English Language Learners ELL

Sentence Frames Provide sentence frames for understanding setting and character.

- The setting around Madame Loisel is _____, and it makes her feel _____.
- Madame Loisel wants _____ so that she will feel _____.

Challenge

Compare Characters Have students compare Madame Loisel to other characters in the story, such as her husband and Madame Forestier. How are their desires similar or different?

TEACH & PRACTICE

D Analyze Visuals

About the Art Giuseppe, or Joseph, de Nittis was an Italian painter who liked to experiment with different ways to show light in his work.

Interpret and Respond Ask: Which parts of this scene are bright? Which are darker? How does this affect what you see?

E Critical Viewing: Setting

Analyze Setting Have students identify details of the setting shown in the painting.

ELL List Vocabulary Use the art on this page to help students build vocabulary by identifying some elements of the setting. Point out *stylish sitting room*, *thick carpets*, *tapestries*, *overstuffed chairs*, and *knickknacks* in the art as you say the words, and have students repeat.

Ask: How is this scene similar to what Madame Loisel dreams of?

Possible response:

- It is a stylish room with thick carpets, tapestries, overstuffed chairs, and knickknacks.

The Salon of Princess Mathilde (1820–1904), 1883, Giuseppe or Joseph de Nittis. Oil on canvas, Museo Civico, Barletta, Italy, The Bridgeman Art Library.



Critical Viewing: Setting How does this scene represent what Mathilde wants from life?

DAILY ROUTINES

Vocabulary

- See the Vocabulary and Fluency Routines tab for more information.

Respond to Questions Compose yes/no questions. You can use more than one word in a sentence. For example: Is an eagle a *symbol* of something people *value*?

Word Sorts Have students write each word on an index card. On the reverse side of each card, tell students to write the definition. Encourage students to work with a partner to organize the word cards into verbs, nouns, and adjectives.

Drama Have students pantomime the action associated with a Key Word, such as *humiliating* or *luxury*.

Fluency: Intonation



This cluster's fluency practice uses a passage from "The Necklace" to help students practice appropriate intonation. Use **Reading Handbook T722** and the **Fluency Model CD** to teach or review the elements of fluent intonation, and then use the daily fluency practice activities to develop students' oral reading proficiency.

READ

OBJECTIVES

Vocabulary

- Key Vocabulary 1
- Strategy: Use Contextual Analysis

Reading Strategy

- Plan and Monitor: Clarify Vocabulary 1

Literary Analysis

- Analyze Setting 1
- Analyze Style: Language and Word Choice

Grammar

- Sentence Fragments

TEACH & PRACTICE

Reading Support

3 Setting Read aloud the passage beginning with “She excitedly tore” through “How could I go?”

ELL Rephrase Language Explain that in Europe the title of *Minister* is used for government workers with very important jobs. *Clerks* are workers who have less important jobs. *Monsieur* and *Madame* are French words that mean “Mr.” and “Mrs.”

Ask: Who is the invitation from? What kind of place do you think the party will be in?

Possible response:

- *The invitation is from a Minister and his wife. The party will probably be in a fancy home.*

Ask: Why does Madame Loisel not want to go the party?

Possible response:

- *She doesn't have anything nice or fancy enough to wear to that kind of party.*

She had a rich friend from school, but she did not like to visit this friend. It made her so miserable. When she returned home, she would weep for days, feeling sad and hopeless about her own life.

Then one evening, her husband came home and proudly handed her a large envelope.

“Look,” he said. “I have something for you.”

She excitedly tore open the envelope. Inside was a printed card that said: “The Minister of Education and Madame Georges Ramponneau invite Monsieur and Madame Loisel to an evening **reception** on Monday, January 18th.”

She was not delighted, as her husband had hoped. Instead, she threw the invitation onto the table and **murmured**, “What do you want me to do with that?”

“But, my dear, I thought you would be so pleased. This is a big event! I had a lot of trouble getting this invitation. All the clerks at the Ministry want to go, but there are only a few invitations reserved for workers. You will meet all the most important people there.”

She gave him an **irritated** look and said, impatiently, “I do not have anything I could wear. How could I go?”

He had not thought about this. He stammered, “But what about the dress you wear to the theater? I think it looks quite nice.”

He was amazed to see that his wife was sobbing. “What is it?” he gasped. “What is the matter?”

With great effort, she stopped crying. Wiping her wet cheeks, she replied, “It’s nothing. I just don’t have an **evening gown**, so I cannot go to the party. Give the

3 Setting

What does the invitation tell you about the kind of place this party will be held in? Why does Madame Loisel refuse to go?



In Other Words

- reception** party
- murmured** said very quietly
- irritated** angry, annoyed
- an evening gown** a long, expensive dress to wear to fancy parties

Historical Background

At the time of the story, the average French worker earned about 900 francs a year. It would be difficult for a clerk to afford expensive luxuries.

GRAMMAR

Sentence Fragments

Teach/Model Display the transparency. Explain what a fragment is, stressing that a fragment does not express a complete thought. Read each fragment and ask: What is missing? Then read the complete sentence.

Practice A. Have students say if each item expresses a complete thought or if it is a fragment. Label each item. For the fragments, ask if the subject or the verb is missing before students provide a complete sentence.

B. Have students write their sentences and read one aloud. Choose some to write on the transparency. Have the group identify the subject and the verb.

Grammar Transparency 11

What Is a Fragment?

It's an Incomplete Sentence.

A **fragment** is a group of words that begins with a capital letter and ends with a period. It looks like a sentence, but it is not complete. A subject or a verb may be missing.

Fragments	Sentences
1. Marries a clerk.	The charming woman marries a clerk.
2. The apartment.	The apartment looks shabby.
3. The stew in the pot.	The stew simmers in the pot.
4. Loves jewelry.	The woman loves jewelry.

Try It

A. Tell if each group of words is a fragment or a sentence. If it is a fragment, add a subject or a verb. Say the sentence.

- Possible answers:
- Dresses plainly. fragment; Mathilde dresses plainly.
 - Mathilde and her husband eat stew for dinner. sentence
 - Mathilde elegant dinner parties. fragment; Mathilde imagines elegant dinner parties.
 - Finally get invited to a party. fragment; Mathilde and her husband finally get invited to a party.
 - Her husband worked hard for the invitation. sentence

B. Now write three complete sentences to tell more about the husband and the wife in “The Necklace.” Sentences will vary. Mathilde reads the invitation. She looks unhappy. Her husband feels disappointed.

GRAMMAR SKILLS PATH

11 Sentence Fragments

ELL Language & Grammar Lab

12 Fixing a Fragment: Add the Subject

13 Fixing a Fragment: Add the Verb

14 Fixing a Fragment: Combine Sentences

15 Review: Fix Sentence Fragments

invitation to a friend at the office whose wife can dress better than I can.”

He was stunned and said, “Mathilde, how much would it cost for a **suitable** dress that you could wear again?”

She thought for several seconds, wondering how much she could ask for without a shocked refusal from her **thrifty husband**.

Finally, she answered, “I am not sure exactly, but I think I could manage with four hundred *francs*.”

His face turned pale because that was exactly the amount of money he had saved to buy a new rifle. He wanted to go hunting in Nanterre the next summer with some of his friends.

However, he said, “All right. I’ll give you four hundred *francs*, but try to find a beautiful dress.”

The day of the party approached. Madame Loisel’s gown was ready, but she still seemed depressed and anxious. ⁴

One evening, her husband asked, “What is wrong? You have been acting strangely for the past three days.”

She answered, “I do not have a single jewel to wear. I will look like a **pauper**! I would rather not go to the party at all.”

He replied, “You can wear some fresh flowers. They are very **fashionable** this season. For ten *francs*, you can buy two or three gorgeous roses.”

She did not like his suggestion at all. “No . . . there is nothing more **humiliating** than to look poor among a lot of rich women.” ⁵

Then her husband exclaimed, “I know! Go see your friend Madame Forestier and ask her to lend you some jewelry. You two know each other well enough to do that.”

She gave a cry of joy. “Yes! That did not occur to me!”

The next day, she went to visit her friend and told her about the



B

C

D

4 Clarify Vocabulary
What does *anxious* mean in this sentence? What surrounding words, or context clues, help you figure it out? What might Madame Loisel be anxious about?

5 Language
Mathilde thinks that looking poor is “humiliating.” What other words does she relate to being poor?

TEACH & PRACTICE

B Reading Support

Build Background Explain that the *franc* was the currency used in France until 2002, when it was replaced by the euro. In 2001, 500 francs was equivalent to one hundred U.S. dollars.

C Reading Support

4 Clarify Vocabulary Ask students to find context clues that help them understand the meaning of *anxious*. Then have students tell you why Madame Loisel is anxious.

Possible response:

- The word *depressed* shows that Madame Loisel is *unhappy*. She is still worried about going to the party.

D Reading Support

5 Language Explain that Madame Loisel describes many things that she feels humiliated about that are all related to being poor. Have students list other words she uses that relate to being poor, such as on pp. 66–68.

Ask: What other words does she use that relate to being poor?

Possible responses:

- *lowly; little worth; miserable; sad; hopeless; pauper*

E Reading Support

Analyze Character Ask students to identify details in the story that reveal what kind of person Madame Loisel is.

ELL Use Graphic Organizer In a chart, list the details students offer and what they indicate about Madame Loisel’s character.

Character	What the Character Does	What This Shows About the Character
Madame Loisel	doesn't like to visit her rich friend	jealous

Ask: Do you think Madame Loisel’s choices are influenced by other people’s opinions?

Key Vocabulary

humiliating *adj.*, very embarrassing

In Other Words

suitable nice enough, appropriate
thrifty husband husband who liked to save money
pauper person who is very poor
fashionable popular, stylish

VOCABULARY

Link Vocabulary and Concepts

Ask questions to link Key Vocabulary with the Essential Question.

EQ ESSENTIAL QUESTION:
What influences a person’s choices?

Some possible questions:

- Why does Madame Loisel desire a life of **luxury** over a life of **poverty**?
- Monsieur Loisel thinks his wife should choose to wear her theater dress. Why does his wife think this is **humiliating**?
- What does Madame Loisel **value**? What things would she want to have if she could have her choice?
- Is having a beautiful dress a **symbol** of wealth to Madame Loisel?

Have students use the Key Vocabulary words in their responses.

READ

OBJECTIVES

Vocabulary

- Key Vocabulary **T**
- Strategy: Use Contextual Analysis

Reading Strategy

- Plan and Monitor: Clarify Vocabulary **T**
- Summarize

Literary Analysis

- Analyze Setting **T**

Research Skills

- Gather Information; Create a Graphic Aid

TEACH & PRACTICE

A Reading Support

6 Setting Ask students to identify details about Madame Forestier’s apartment and jewelry. Ask: How would Madame Loisel describe her friend’s home and jewels?

Possible responses:

- *fancy and stylish*
- *big and important*

Ask: How does Madame Loisel’s opinion about her friend’s home influence what jewelry she chooses?

Possible response:

- *Because she is in a big, fancy home, she chooses what appears to be the most valuable piece of jewelry.*

B Reading Support

7 Setting Have students reread the paragraph to find words that describe how Madame Loisel feels at the party.

ELL Restate Language Explain that the phrase “floated in a happy cloud” means that Madame Loisel was completely happy.

Ask: How does Madame Loisel change at the party? Why does she feel this way?

Possible responses:

- *Madame Loisel is very happy because it is important to her to feel she is beautiful and to be admired by important people in an elegant home.*

problem. Madame Forestier went to her large closet with mirrored doors, took out a big jewelry box, brought it to Madame Loisel, opened it, and said, “Choose whatever you like, my dear.”

Her eyes wandered over some bracelets, then a pearl necklace, then a gold Venetian cross set with stones. She tried on the jewelry in front of the mirror, but she could not decide what to choose.

Suddenly she discovered a superb diamond necklace in a black satin case. Her heart started beating faster, and her hands trembled as she picked it up. She fastened it around her neck and stood there, gazing at herself in **ecstasy**.

Her voice was hesitant and filled with **agony** when she asked, “Could you lend me this one—just this and nothing else?”

“Yes, of course.”

She threw her arms around her friend, kissed her cheek, and then fled with her treasure. **6**

The day of the party arrived. Madame Loisel was a great success. She was the prettiest woman there. She was elegant, fashionable, and gracious, and she was beaming with happiness. All the men looked at her, asked who she was, and begged to be introduced. All the **Cabinet officials** wanted to **waltz** with her. Even the Minister noticed her.

She danced **madly**, thinking of nothing but her beauty and success. She was dazed by all the admiration and floated in a happy cloud brought on by all her awakened desires. She felt the complete victory that is so sweet to a woman’s heart. **7**

She went to find her husband around four o’clock in the morning. Since midnight, he had been napping in a small sitting room along with

“Choose
whatever you
like, my dear.”

6 Setting

How would Madame Loisel describe her friend’s home and jewels? How does this setting influence her choice?

7 Setting

How does Madame Loisel change in this setting? What does this tell you about her?

In Other Words

ecstasy extreme happiness

agony deep pain and sadness

Cabinet officials men who held important jobs in the government

waltz dance

madly wildly

three other gentlemen whose wives were having a wonderful time. He covered her shoulders with her wraps. They were plain, from her everyday life, and their shabbiness clashed with the elegance of her evening gown. **8** She felt this and longed to escape quickly so that the other women, who were covered in expensive furs, would not see her.

Loisel held her back.

“Wait, you’ll catch cold outside. I’ll go for a cab.”

But she wouldn’t listen to him and went quickly down the stairs.

When they reached the street, they did not see a carriage. They set out to find one, waving at the drivers they saw in the distance.

They walked toward **the Seine**, desperate and shivering. Finally, they found a cab on the wharf. It was one of those old carriages that are only seen at night in Paris, as if they are too **ashamed** to show their shabbiness during the daylight.

It took them to their door in the **Rue des Martyrs**, and they climbed sadly up to their apartment. For her, it was all over. He was thinking that he had to be at the Ministry at ten o’clock.

She took off her wraps in front of the mirror, so that she could see herself once again **in all her glory**. Suddenly, she cried out. There was nothing around her neck. The necklace was gone!

Her husband, who was already half undressed, asked, “What’s the matter?”

She turned toward him in a panic. “I . . . I . . . I don’t have Madame Forestier’s necklace.”

“What? That’s impossible!”



8 Clarify Vocabulary
What words and phrases in this sentence give clues about the meaning of the word *elegance*?



Monitor Comprehension
Summarize
Explain what Mathilde wants in her life. How is the necklace a **symbol** of what she wants?

Key Vocabulary

• **symbol** *n.*, something that represents, or stands for, something else

In Other Words

the Seine the main river in Paris
ashamed embarrassed
Rue des Martyrs Street of the Martyrs (in French)
in all her glory looking so beautiful

TEACH & PRACTICE

Reading Support

8 Clarify Vocabulary Read the first paragraph aloud to students. Ask: What context clues can you use to clarify the meaning of *elegance*? What does *elegance* mean?

Possible response:

- The word *clashed* and the words *plain*, *everyday*, and *shabbiness* suggest that *elegance* means “stylishness.”

Monitor Comprehension

Summarize Have students think aloud to summarize what Madame Loisel wants in her life and why the necklace is a symbol of what she wants.

MODEL Have students supply important ideas as you think aloud. Say:

- Madame Loisel is not happy with _____ [her life]. She wants a life of _____ [wealth and luxury]. She wants a _____ [fancy home] and _____ [fine clothes] and _____ [jewels].
- Madame Loisel chooses the _____ [diamond necklace] because it is _____ [the most elegant and expensive] of her friend’s jewelry. It is a symbol of _____ [the kind of life she wants]. She hopes it will _____ [make her look as wealthy and important as she wants to be].

CONTENT AREA CONNECTIONS

Research Paris

Conduct Research Have students research Paris and use articles, maps, and photos to answer the following questions.

- What are the most important places to see in Paris? What is the Champs Elysées? What is the Palais Royal? What is the Louvre? What is the Eiffel Tower? Where are these places located within the city?
- How did people travel in Paris in the mid-1800s? How do they travel today?
- Why is the Seine important to Paris today? How do people travel across it?
- Where is the *Rue des Martyrs*? Is it near the Seine?

Share and Compare Have students choose two places they would like to visit in Paris, and work in small groups to write detailed travel directions from one destination to another. Groups should design a graphic to accompany written directions that shows compass directions, street names, and distances.



READ

OBJECTIVES

Vocabulary

- Strategy: Use Contextual Analysis

Reading Strategies

- Plan and Monitor: Make and Confirm Predictions; Clarify Vocabulary **T**

Literary Analysis

- Analyze Style: Language and Word Choice

Viewing

- Respond to and Interpret Visuals

Grammar

- Missing Subject

TEACH & PRACTICE

A Chunking the Text

Predict Have students use their knowledge of text structure to review plot events, including conflict and complications, to help them predict what the Loiseles will do.

ELL Demonstrate Say: “I’m going to retrace our steps ...” Then walk a winding path around the room. Finally, retrace your steps. Explain that *retrace* means to go back over the same path as before.

Ask: What do you think the Loiseles will do to solve their problem?

Possible response:

- They might go back to all the places they were to try to find the necklace.

Read Have students read pp. 72–73. Support and monitor their comprehension using the reading support provided.

B Reading Support

9 Language Read aloud the sentences that include the phrases “her mind a blank” and “lost all hope.” Ask: How do the phrases help you understand how the Loiseles feel about losing the necklace?

Possible response:

- The words show how upset they are.

GRAMMAR SKILLS PATH

11 Sentence Fragments

12 Fixing a Fragment: Add the Subject
ELL Language & Grammar Lab

13 Fixing a Fragment: Add the Verb

14 Fixing a Fragment: Combine Sentences

15 Review: Fix Sentence Fragments



Predict

How will the Loiseles solve their problem?

They searched in the folds of her dress, in the folds of her wraps, in the pockets, everywhere. They found nothing.

He asked, “Are you sure you still had it when we left the ball?”

“Yes. I felt it in the hallway of the Ministry.”

“But if you had lost it in the street, we would have heard it fall.

It must be in the cab.”

“Yes, most likely. Did you get its number?”

“No. What about you?”

“No.”

They looked at each other in shock. Finally, Loisel got dressed again.

“I’m going to retrace our steps on foot to see if I can find it,” he said.

And he left the house. She slumped in her chair in the cold room, her mind a blank.

Her husband returned around seven o’clock. He had found nothing.

The next day he went to the police station, to the cab companies, and anywhere there was the slightest hope of finding it. He placed an advertisement in the paper offering a reward.

She spent the whole day waiting, feeling completely hopeless **in the face of** such an awful disaster. **9**

When Loisel returned that evening, his face was pale and lined. He had learned nothing. “You must write to your friend,” he said. “Tell her that you broke the **clasp** of the necklace and that you are having it repaired. That will give us time to think.”

She wrote the letter **at his dictation**.

By the end of the week, they had lost all hope.

Loisel, who looked like he had aged five years, declared, “We must replace the necklace.” The next day, they went to the jeweler whose

B

In Other Words

in the face of because she was thinking about
clasp hook, fastener
at his dictation with the words he told her to write

9 Language

The story includes phrases such as “her mind a blank” and “they had lost all hope.” How do they add to your understanding of the characters’ feelings?

Grammar Transparency 12

GRAMMAR

Fixing a Fragment: Add the Subject

Teach/Model Display the transparency. Remind students that a fragment is not a complete thought. Read each group of words in the chart aloud and ask: Whom or what is the sentence about? Have students suggest a missing subject for each fragment. Write the complete sentence in the chart. Circle each subject.

Practice A. Have students tell you how to fix the fragments. Mark their answers as edits. **B.** Have students write their sentences and read one aloud. Then ask the group to identify each subject.



Grammar & Writing Practice Book, pp. 23–24

What’s One Way to Fix a Fragment?

Add a Subject.

- A complete sentence has a **subject** and a **predicate**.
- To check for a subject ask yourself: Whom or what is the sentence about?

Which of these are fragments?	Fix them.
1. Gets an invitation.	Mr. Loisel gets an invitation.
2. Buys a new dress for the party.	Mathilde buys a new dress for the party.
3. Mathilde looks beautiful.	(correct)
4. Dance around the room.	Mr. Loisel and his wife dance around the room.

Try It

A. Find five fragments. Add a subject to turn each fragment into a complete sentence. The first is done for you.

Mathilde wants to go to the party. She dresses her best. ^{She} wears a beautiful necklace. ^{It} belongs to Madame Forestier. ^{Mathilde} loses the necklace. Mathilde and her husband are both very upset. ^{They} look everywhere for the necklace. ^{They} wonder what to do next.

B. Now tell a friend about the story. Write three complete sentences. Include a subject in each sentence. Sentences will vary.

name they found inside the case. He looked through his **records**.

“I did not sell this necklace, madame,” he said. “I only supplied the case.”

Then they went from one jeweler to the next, trying to find a similar necklace. Both of them felt sick with worry and **anguish**.

In a shop in **the Palais Royal**, they found a string of diamonds which looked exactly like the one they were seeking. It was worth 40,000 *francs*. They could have it for 36,000.

They begged the jeweler to hold it for them for three days. He agreed to take it back for 34,000 *francs* if they found the other necklace before the end of February.

Loisel had 18,000 *francs* that his father had left him. He would borrow the rest.

He borrowed, asking a thousand *francs* from one man, five hundred from another, a hundred here, fifty there. He signed **promissory notes** and made deals that could ruin him with all kinds of people. He compromised the rest of his life, agreeing to pay back money even when he wasn't sure that he would be able to do it. Then, terrified by a future of **anxiety and black misery**, he went to get the new necklace and placed 36,000 *francs* on the jeweler's counter. ¹⁰

When Madame Loisel took the necklace back, Madame Forestier said, coldly, “You could have brought it back sooner! I might have needed it.”

She did not open the case, as her friend had feared. If she had noticed the substitution, what would she have thought? What would she have said? Wouldn't she have thought Madame Loisel was a thief?

The Poor, 1896, Andre Collin. Oil on canvas, Musee des Beaux-Arts, Tournai, Belgium.



Critical Viewing: Effect
How does use of shadow affect the feeling of this painting? How does the painting's feeling match the mood of the Loisel's home?

10 Clarify Vocabulary
What context clues in this paragraph help you understand what *compromised* means?



Monitor Comprehension

Confirm Prediction
Is your prediction correct, or is it still too soon to tell? Explain.

In Other Words

records papers that showed what he had sold and who he had sold it to
anguish suffering
the Palais Royal a building lined with shops

promissory notes papers that promised he would pay back the money he had borrowed
anxiety and black misery worrying and suffering

C Analyze Visuals

About the Art Some French artists in the 1800s, including Andre Collin, who created this piece of art, painted and wrote about the living conditions of the poor in Europe.

Interpret and Respond What details in the painting suggest poverty?

D Critical Viewing: Effect

Analyze Effect Ask students to compare the painting to the one on p. 67.

Ask: How does the use of shadow affect the feeling of this painting?

Possible responses:

- *This painting is dark and gloomy. The people's faces are in the shadows, which makes them seem sad.*

Ask: How is the mood of this painting different from the one on p. 67? How is it like the mood of the Loisels' home?

Possible responses:

- *The mood of this painting is sad and gloomy. The mood of the other painting is happy and bright.*
- *The mood of the Loisels' home is gloomy like the painting.*

E Reading Support

10 Clarify Vocabulary Ask students to explain what the husband does to pay for the necklace. Ask: What does *compromised* mean? What clues helped you understand the word?

Possible response:

- *The words borrowed, ruin him, and pay back show that compromised means "risked" or "put in danger."*

Monitor Comprehension

Confirm Prediction Have students match their predictions with what the Loisels do to solve their problem. Ask: Can you confirm your prediction, or do you need to read on for more information?

READ

OBJECTIVES

Vocabulary

- Key Vocabulary **T**

Reading Strategy

- Plan and Monitor: Make Predictions **T**

Literary Analysis

- Analyze Setting **T**

Viewing

- Respond to and Interpret Visuals

Grammar

- Missing Verbs

TEACH & PRACTICE

A Chunking the Text

Predict Discuss how the Loisels might feel to be poor and in debt to help students predict how it will change Madame Loisel.

Read Have students read pp. 74–77. Support and monitor their comprehension using the reading support provided.

B Critical Viewing: Design

Analyze Design Ask students to study the figure of the woman. Ask: What feeling does the artist create with his choice of colors?

Possible response:

- *The dark colors create a hopeless and lonely feeling.*

C Reading Support

11 Setting Ask: How have Madame Loisel's circumstances changed since the beginning of the story?

Possible response:

- *She has to argue for lower prices because she doesn't have enough money for food.*

Ask: What is your opinion of her now? Why do you feel that way?

Possible response:

- *I feel sorry for her because her life is very difficult.*

GRAMMAR SKILLS PATH

11 Sentence Fragments

12 Fixing a Fragment: Add the Subject

13 Fixing a Fragment: Add the Verb
ELL Language & Grammar Lab

14 Fixing a Fragment: Combine Sentences

15 Review: Fix Sentence Fragments



Predict

Will the Loisels' debt change Mathilde?

Madame Loisel learned what it was like to live in **poverty**. She did it, however, with a sudden **heroism**. The dreadful **debt** had to be paid. She would pay it. They dismissed their maid and moved into an attic under the roof.

She learned to do all the heavy housework chores, all the hateful duties of cooking. She washed dishes, wearing down her pink fingernails by scouring grease from pots and pans. She scrubbed dirty linen, shirts, and cleaning rags, which she hung on the line to dry. She took the garbage down to the street each morning and carried up the water, stopping at each floor to catch her breath. Dressed like a **peasant woman**, she went to the fruit store, the grocer, and the butcher with a basket on her arm. There she argued for each **sou** of her tiny funds.

Each month, some bills had to be paid, and others were renewed to give more time to pay. Her husband worked in the evenings for a shopkeeper. At night, he copied documents for five *sous* a page.

And this went on for ten years.

After ten years, they had finally paid back the whole debt.

Madame Loisel looked like an old woman now. She had become hard, rough, and coarse like a peasant. With her hair uncombed, her skirts

A Woman Ironing, 1873, Edgar Degas. Oil on canvas, The Metropolitan Museum of Art.



Critical Viewing: Design What feeling is expressed by the dark colors the artist used for the woman?

11 Setting

Describe how Madame Loisel's circumstances have changed. How do you feel about her now?

Key Vocabulary

poverty *n.*, being very poor

In Other Words

heroism bravery, fearlessness

debt money that was owed

peasant woman poor woman who lived in the countryside

sou penny (in French)

Grammar Transparency 13

What's Another Way to Fix a Fragment?

Add a Predicate, and Be Sure It Has a Verb.

When you write a sentence, be sure to include the verb. If you leave out the verb, the words you wrote are a **fragment**.

Which of these are fragments?	Fix them.
1. Loisel's father.	Loisel's father gives him money.
2. Still, the Loisels more money.	Still, the Loisels need more money.
3. They move into an attic.	(correct)
4. Mathilde and her husband the debt.	Mathilde and her husband pay the debt.

Try It

A. Find five fragments. Add a verb to form each fragment into a complete sentence. The first is done for you.

My friends and I ^{work} earn money at work. Felipe and Luisa in a music store. On Saturdays, I ^{sell} hot dogs in the park. Gretchen ^{makes} purses and sells them. We all ^{save} our money. Luisa and I ^{put} money in a bank account. Felipe's mother, Gretchen ^{hides} her money in a secret place.

B. Now tell a partner more about saving money. Write your three best sentences. Include a verb in each sentence. Sentences will vary.

GRAMMAR

Fixing a Fragment: Add the Verb

Teach/Model Display the transparency. Ask students to identify each fragment. Model how to write one complete sentence for each fragment in the chart. For number 1, model adding more words to complete the predicate. Underline the verb in each complete sentence.

Practice A. Have students read the paragraph aloud. Ask the group to tell how to fix fragments and write their edits on the transparency. **B.** Have partners write their sentences and read a favorite sentence aloud. Choose one to write on the transparency. Ask the group to identify the verb. Underline it.

Grammar & Writing Practice Book, pp. 25–26

askew, her hands red, and her voice loud, she slopped water over the floors and scrubbed them. But sometimes, when her husband was at the office, she would sit by the window and think of that party long ago, when she had been so beautiful and so admired.

What would have happened if she had not lost that necklace? Who knows? Who can say? How strange and unpredictable life is! How little there is between happiness and sorrow!

Then one Sunday, she went for a walk on **the Champs Elysées** to relax from the week's work. Suddenly, she noticed a woman taking a child for a walk. It was Madame Forestier, still young, still beautiful, and still charming.

Madame Loisel felt a rush of emotion. Should she speak to her?

Yes, of course she should. And now that she had paid everything back she would tell Madame Forestier the whole story. Why not?

She went toward her.

"Hello, Jeanne."

The other did not recognize her and seemed surprised that this common woman would speak to her **so familiarly**. She stammered, "But . . . madame! . . . I don't recognize . . . You must be mistaken."

"No. I am Mathilde Loisel."

Her friend cried out, "Oh, my poor Mathilde! How you have changed!"

"Yes, I've had a very hard time since I last saw you. I've had many troubles—and all because of you."

"Because of me? What do you mean?"

How strange and unpredictable life is!

D

Setting

Why doesn't Madame Forestier recognize Mathilde? What does this tell you about the way people treated others at this time?

In Other Words

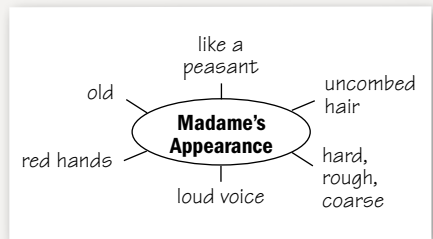
askew crooked, twisted around
the Champs Elysées a main street in Paris
so familiarly like a friend or family member

D Reading Support

12 Setting Have students find words in the text on pp. 74–75 that describe what Madame Loisel looks like now.

ELL Use Graphic Organizer

Record students' responses in a graphic organizer.



Ask: Why doesn't Madame Forestier recognize Madame Loisel?

Possible answer:

- Madame Loisel looks like a peasant woman. She looks old and untidy.

Madame Forestier is surprised that a poor woman would speak to her. **Ask:** What does this show about the way people treated others at the time?

Possible answer:

- It shows that wealthy people didn't know or want to be spoken to by poor people.

READ

OBJECTIVES

Vocabulary

- Key Vocabulary **T**
- Strategy: Use Contextual Analysis

Reading Strategy

- Plan and Monitor: Clarify Vocabulary **T**

Literary Analysis

- Analyze Setting **T**

Viewing

- Respond to and Interpret Visuals

Writing

- Response to Literature

TEACH & PRACTICE

A Reading Support

13 Clarify Vocabulary Ask: What does the phrase “stopped short” mean? Why does Madame Forestier stop short when talking to Mathilde?

Possible responses:

- Stopped short means that she suddenly stopped and stood still. She stops short because she hears something that surprises her.

B Analyze Visuals

About the Art Jan Zrzavy used shadows and long, curving lines to emphasize the subjects of his paintings.

Interpret and Respond Ask: Does this painting seem realistic? Why or why not?

C Critical Viewing: Effect

Analyze Mood Point out how one woman seems to be comforting the other. Then ask students to explain the mood that the artist creates in this painting.

Possible response:

- The room is dark and lit only by a single candle. This creates a sad mood, and the women look thoughtful.

“Do you remember that diamond necklace you lent me to wear to the party at the Ministry?”
 “Yes. What about it?”
 “Well, I lost it.”
 “What do you mean? You returned it to me.”
 “I gave you another one that was just like it and it took us ten years to pay for it. You can imagine that wasn’t easy for us, since we had nothing. Well, it’s over now, and I am glad.”

A Madame Forestier stopped short. **13** “You say that you bought a diamond necklace to replace mine?”

13 Clarify Vocabulary What does the phrase “stopped short” mean? Why does Madame Forestier “stop short” when talking to Mathilde?

Friends, 1923, Jan Zrzavy. National Gallery, Prague, Czech Republic.



B

C

14 Critical Viewing: Effect What mood does the artist create with this painting? Explain.

VOCABULARY

Link Vocabulary and Concepts

Ask questions to link Key Vocabulary with the Essential Question.

EQ ESSENTIAL QUESTION: What influences a person’s choices?

Some possible questions:

- What choice does Madame Loisel make to avoid a **humiliating** experience with her friend?
- How does Madame Loisel **perceive** the choices available to her?
- What item of **luxury** does Madame Loisel choose at her friend’s home?
- Do you think the Loisels’ choice might make them end up in **poverty**?
- How do Madame Loisel’s choices show her **values**?

As students answer, encourage the use of the highlighted Key Vocabulary.

“Yes. You never noticed, then? They were exactly alike.”
 She smiled with proud, simple joy.
 Madame Forestier, **quite moved**, took Mathilde’s hands in her own.
 “Oh, my poor Mathilde! Mine was an **imitation**. It was worth only five hundred francs at the most!” ❖

ANALYZE The Necklace

- 1. Explain** How might the outcome of the story, or resolution, have changed if Madame Loisel had been more truthful? Support your response.
- 2. Vocabulary** How does the necklace change the way Madame Loisel **perceives** herself? Does it affect the way others at the party perceive her? Explain.
- 3. Analyze Literature: Setting** With a partner, discuss how the settings and changing circumstances in the story affect Madame Loisel’s choices. Record your ideas in a chart.

Setting/Circumstances	Choices
her shabby apartment	
the party	

- 4. Reading Strategy Clarify Vocabulary** Tell a partner how you used a context clue to figure out a word’s meaning.

Return to the Text

Reread and Write Madame Loisel’s choices are influenced by what she **values** in life. Does her attitude toward these things change by the end of the story? Write your opinion using at least two pieces of evidence from the text.

D

E

Key Vocabulary

- imitation** *n.*, something that looks or acts like something else
- perceive** *v.*, to see in a certain way
- value** *v.*, to think something is important or useful

In Other Words

quite moved feeling very emotional

D ANALYZE

- 1. Explain** Madame Loisel would have avoided a life of poverty if she had been truthful. Madame Forestier would have told her the necklace was an imitation.
- 2. Vocabulary** The necklace makes her feel rich and admired. Other people at the party want to meet and dance with her.
- 3. Analyze Literature: Setting** After partners complete their chart, have them use it to discuss how setting affects choices.

Setting/Circumstances	Choices
her shabby apartment	refuses the invitation
the party	pretends to be rich
Madame Forestier’s home	chooses the most valuable jewels
loses the necklace	chooses to lie
becomes poor	chooses to accept poverty
meets Madame Forestier	tells the truth

- 4. Reading Strategy: Clarify Vocabulary** Remind students that the words and phrases around an unknown word are clues to its meaning. Have partners model their use of context clues to determine word meanings.

E **Return to the Text**

Students’ opinions might reflect these influences and evidence:

- *When Madame Loisel loses the necklace, she decides to work very hard to pay for the necklace because that is the only choice she sees for herself. By the end of the story, she no longer values the things that make a person look rich. She values being truthful. She also decides to approach Madame Forestier and is honest with her about the past.*