

Collections Grade 8 Guiding Questions

“Marigolds” by Eugenia Collier

JOBS:

READER—Reads the page aloud. If present, reads the text in focus vocabulary word and definition; then, leads discussion on it’s significance to character, plot, conflict, or theme.

INVESTIGATOR—Reads the question and text selection aloud. Leads discussion to answer the question.

RECORDER—Records the group’s answers.

WRITER—notices any figurative language, discusses the meaning with the group.

Reread the short story “Marigolds” by Eugenia Collier. At the end of the page noted, reread the lines indicated with each question below. Answer each question, citing text evidence.

Page 213

Lines 1–12: Which details help you understand the time and place of the story?

What do these details suggest about what might be important to the theme?

Lines 15–26: Which details may relate to the author’s lesson or message? What do the details suggest about the theme?

Page 215

Lines 78–88: How do Joey and his friends feel at this point? How might their feelings move the story forward?

Page 216

Lines 104–105: What can you guess about the children and Miss Lottie? Explain the evidence you use to make your inference.

Page 217

Line 141: What is motivating the children to annoy Miss Lottie?

Page 218

Lines 158–174: What is the narrator’s description of, and reaction to, seeing the marigolds?

Page 219

Lines 197–201: Explain what the phrase “the bars of our cage” refers to. How does the comparison add to readers’ understanding of the characters?

Page 220

Lines 237–248: What conflicting feelings is Elizabeth experiencing? Why does she have “a particularly bitter argument” with Joey?

Page 221

Lines 287–293: What comparisons does the author make? What is the impact of these comparisons?

Lines 287–300: What motivates Elizabeth to wake Joey? How might her actions move the story forward?

Page 222

Lines 324–338: What different feelings are causing Elizabeth to return to Miss Lottie’s? Why do these feelings provoke her actions at Miss Lottie’s?

Page 223

Lines 351–361: What do Miss Lottie and her marigolds symbolize to the narrator? What does Elizabeth’s reaction to seeing Miss Lottie reveal about her?

Page 224

Lines 385–386: What does the narrator mean when she says she has “planted marigolds”?

10 Text In Focus Vocabulary: Record word and meaning (may write synonym or student friendly definition) with brief significance to story.

1.

2.

3.

4.

5.

6.

7.

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9.

10.

Figurative Language:

Note page numbers, lines, and type of figurative language.

AS A WHOLE GROUP: Read about theme on page 225. With your table group, craft a theme statement. Remember, do not use ANY STORY DETAILS; rather, write a comment about human nature.