

### COMMON CORE FOCUS

**RL 1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RL 3** Analyze how complex characters develop over the course of a text and interact with other characters. **RL 4** Determine the connotative meaning of words and phrases as they are used in a text. **RL 6** Analyze a particular point of view reflected in a work of world literature. **RI 7** Analyze various accounts of a subject told in different mediums. **L 1b** Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing. **L 4a** Use context as a clue to the meaning of a word.

### SUMMARIES

**“The Necklace”** A wife borrows and then loses a necklace. The couple struggle to replace it.

**“Spending Spree”** This article describes how and why many teens fall into credit card debt.

**Advertisement** The print advertisement illustrates the suffering that debt causes.

### How important is STATUS?

Be sure students understand the meaning of *status*. Then, ask students who has status in our society.

### What’s the Connection?

Discuss the connection between status and money. Are there other marks of status?

### Selection Resources

### The Necklace

Short Story by Guy de Maupassant

### Spending Spree

Magazine Article

### Is Debt Dragging You Down?

Flier

VIDEO TRAILER **THINK central** KEYWORD: HML9-222

## How important is STATUS?

### COMMON CORE

**RL 1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RL 3** Analyze how complex characters develop over the course of a text and interact with other characters. **RL 4** Determine the connotative meaning of words and phrases as they are used in a text. **RL 6** Analyze a particular point of view reflected in a work of world literature.

What happens to people who place too much importance on status, or the standing they have in a group? In “The Necklace,” you’ll meet Madame Loisel, an unforgettable character whose pursuit of status costs her more than she could ever have imagined.

### What’s the Connection?

Like Madame Loisel, some people think material possessions are the key to status. However, buying all of the latest sought-after status symbols is a quick way to exceed one’s budget. After “The Necklace,” you’ll read a magazine article and view an advertisement that explore the topics of overspending and debt.



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See resources on the Teacher One Stop DVD-ROM and on [thinkcentral.com](http://thinkcentral.com).

#### **R** RESOURCE MANAGER UNIT 2

Plan and Teach, pp. 31–38  
Summary, pp. 39–40†\*  
Text Analysis and Reading Skill, pp. 41–44†\*  
Vocabulary, pp. 45–47\*  
Grammar and Style, p. 50

#### DIAGNOSTIC AND SELECTION TESTS

Selection Tests, pp. 63–66

#### **B** BEST PRACTICES TOOLKIT

Word Squares, p. E10  
Making Inferences, p. A13  
New Word Analysis, p. E8  
Two-Column Chart, p. A25

#### INTERACTIVE READER

#### ADAPTED INTERACTIVE READER

#### ELL ADAPTED INTERACTIVE READER

#### TECHNOLOGY

- Teacher One Stop DVD-ROM
- Student One Stop DVD-ROM
- PowerNotes DVD-ROM
- Audio Anthology CD
- GrammarNotes DVD-ROM
- Audio Tutor CD
- ExamView Test Generator on the Teacher One Stop

#### Video Trailer



Go to [thinkcentral.com](http://thinkcentral.com) to preview the Video Trailer introducing this selection. Other features that support the selection include

- PowerNotes presentation
- ThinkAloud models to enhance comprehension
- WordSharp vocabulary tutorials
- interactive writing and grammar instruction

### ● TEXT ANALYSIS: CHARACTER MOTIVATION

**Motivation** is the reason behind a character's behavior; it's what drives a complex character to think and act in a certain way. For example, a character might want the lead in a school play and perhaps to fit in with popular students. What the character says and does would reflect that desire. As you read "The Necklace," consider how Madame Loisel's words and actions reflect her motivation.

**Review: Point of View**

### ● READING SKILL: MAKE INFERENCES

Instead of directly telling readers what a character is like, a writer often includes details that are clues to the character's personality. Readers can use these details, along with their own knowledge, to **make inferences**, or logical guesses, about the character's traits, values, and feelings.

In a chart like the one shown, record your inferences as you read, along with the details and experiences that helped you make them.

Details About Characters	Personal Experience	My Inference
Madame Loisel married her husband because she had no other prospects.	People are usually frustrated when they do something simply because they feel they have no choice.	She didn't really choose to marry her husband and probably feels frustrated.

**Review: Predict**

### ▲ VOCABULARY IN CONTEXT

Restate each phrase, using a different word or words for the **boldfaced term**. Then, in your *Reader/Writer Notebook*, write a brief definition of each word you're familiar with.

1. few **prospects** for success
2. talked **incessantly** all day
3. **vexation** about their argument
4. a desperate **pauper**
5. **adulation** from her fans
6. **disconsolate** after losing his dog
7. **aghast** at her rude remarks
8. run the **gamut** of possibilities
9. a prisoner's **privation**
10. messy, with his tie all **askew**



Complete the activities in your *Reader/Writer Notebook*.

## Guy de Maupassant

1850–1893

### Master Storyteller

Guy de Maupassant (gē' də mō-pă-săn') is considered by many to be the greatest French short story writer. He created his characters with remarkable precision, focusing on the exact gesture, feeling, or word that defined each character. As a result, his stories seem to be, in his words, "pieces of human existence torn from reality."

### Reversal of Fortune

Although Maupassant was born into an upper-middle-class family in France, the family fortune ran out early. He was forced to work for a time as a government clerk, the position that the main character's husband holds in "The Necklace." Eventually, though, Maupassant turned to writing and managed to achieve some wealth and fame through his hundreds of stories. Sadly, his success was short-lived. After suffering from mental illness, Maupassant died in a Paris asylum at age 42.

### BACKGROUND TO THE STORY

#### Status for Sale

This story takes place in Paris in the second half of the 19th century. At the time Maupassant wrote "The Necklace," European societies were divided into upper, middle, and lower classes. Birth usually determined a person's class. Sometimes a man could buy his way into a higher class by acquiring wealth. A woman could improve her status by marrying into a higher class. One obstacle for women was the tradition of the dowry—money or property that a bride's family was expected to give her new husband, but that poorer families could not provide.

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KEYWORD: HML9-223



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COMMON  
CORE

RL 3

### TEXT ANALYSIS

### ● Model the Skill: CHARACTER MOTIVATION

For instructional support, read aloud this example:

Invited to a party given by the most popular girl at school, Lily used all her savings to buy designer jeans.

Point out that Lily is making a big sacrifice to get something impressive to wear to the party because she wanted to fit in with more popular girls.

**GUIDED PRACTICE** Name some actions of familiar characters. Ask students to suggest the characters' motivations.

COMMON  
CORE

RL 1

### READING SKILL

### ● Model the Skill: MAKE INFERENCES

Point out that the traits Maupassant gave his characters were very realistic. Explain that you can infer some things about the author from his ability to craft such precisely described characters, such as he was very observant and attentive to detail.

**GUIDED PRACTICE** Have students use **Reversal of Fortune** to infer themes found in Maupassant's writing.

**R RESOURCE MANAGER—Copy Master**  
Make Inferences p. 43 (for student use while reading the selection)

### VOCABULARY SKILL

### ▲ VOCABULARY IN CONTEXT

**DIAGNOSE WORD KNOWLEDGE** Have all students complete Vocabulary in Context. Check their definitions against the following:

- adulation** (ăj'ə-lă'shən) *n.* excessive praise or flattery  
**aghast** (ə-găst') *adj.* filled with shock or horror  
**askew** (ə-skyōō') *adj.* crooked; to one side  
**disconsolate** (dīs-kōn'sə-līt) *adj.* extremely depressed or dejected  
**gamut** (găm'ət) *n.* an entire range or series

- incessantly** (in-sēs'ənt-lē) *adv.* without interruption; continuously  
**pauper** (pō'pər) *n.* a poor person, especially one who depends on public charity  
**privation** (prī-vā'shən) *n.* the lack of a basic necessity or a comfort of life  
**prospects** (prōs'pēkts') *n.* chances or possibilities, especially for financial success  
**vexation** (vēk-sā'shən) *n.* irritation; annoyance

**PRETEACH VOCABULARY** Use the copy master to help students predict meanings for each boldfaced word.

**R RESOURCE MANAGER—Copy Master**  
Vocabulary Study p. 45

COMMON  
CORE

L 4

# Practice and Apply

## READ WITH A PURPOSE

Help students set a purpose for reading. Remind students that they should read carefully to determine the major conflict in the story and how it affects the characters.

### READING SKILL

COMMON  
CORE

RL 1

#### A MAKE INFERENCES

**Possible answer:** Madame Loisel grieves over her shabby apartment and furnishings (lines 11–14), feels enraged by her middle-class existence (lines 14–17), and dreams of a life of wealth and luxury (lines 17–20). These feelings stem from her belief that she was born for such a life.

**IF STUDENTS NEED HELP . . .** Call their attention to the sentence in lines 11–12. Help students understand that Madame Loisel expected more out of life. She believed that she deserved more than she had, and felt cheated.

**Extend the Discussion** How have you felt when you haven't gotten something you expected or thought you deserved?

### VOCABULARY

COMMON  
CORE

L 4

#### OWN THE WORD

- **prospects:** Read the sentence with *prospects* aloud to students. Then have them identify words and phrases in the sentence that help them understand the meaning of the word. **Possible answer:** chances; things to look forward to
- **incessantly:** Help students break down the word into its parts. The prefix *in-* means “not,” *cess* comes from cease, or stop, so *incessantly* means “nonstop.”

# The Necklace

Guy de Maupassant

She was one of those pretty and charming girls, born, as if by an accident of fate, into a family of clerks. With no dowry, no **prospects**, no way of any kind of being met, understood, loved, and married by a man both prosperous and famous, she was finally married to a minor clerk in the Ministry of Education.

She dressed plainly because she could not afford fine clothes, but was as unhappy as a woman who has come down in the world; for women have no family rank or social class. With them, beauty, grace, and charm take the place of birth and breeding. Their natural poise, their instinctive good taste, and their mental cleverness are the sole guiding principles which make daughters of the common people the equals of ladies in high society.

10 She grieved **incessantly**, feeling that she had been born for all the little niceties and luxuries of living. She grieved over the shabbiness of her apartment, the dinginess of the walls, the worn-out appearance of the chairs, the ugliness of the draperies. All these things, which another woman of her class would not even have noticed, gnawed at her and made her furious. The sight of the little Breton<sup>1</sup> girl who did her humble housework roused in her disconsolate regrets and wild daydreams. She would dream of silent chambers, draped with Oriental tapestries and lighted by tall bronze floor lamps, and of two handsome butlers in knee breeches, who, drowsy from the heavy warmth  
20 cast by the central stove, dozed in large overstuffed armchairs. **A**

#### Analyze Visuals ▶

Examine the portrait on page 225. What social class do you think the woman belongs to? Identify the details that helped you draw this **inference**.

**prospects** (prōs'pēkts') *n.* chances or possibilities, especially for financial success

**incessantly** (in-sēs'ant-lē) *adv.* without interruption; continuously

#### A MAKE INFERENCES

Consider what you learn about Madame Loisel's situation in lines 11–20. Why do you think she feels the way she does?

#### 1 Targeted Passage

1. **Breton** (brēt'n): from Brittany, a region in northwestern France.

Louise Augusta, Queen of Prussia (1801), Marie Louise Élisabeth Vigée LeBrun. Pastel, 51 cm × 41 cm. Stiftung Preussische Schlösser und Gärten Berlin-Brandenburg. Photo by J. P. Anders.

## DIFFERENTIATED INSTRUCTION

### FOR ENGLISH LANGUAGE LEARNERS

**Vocabulary Support** Use Word Squares to teach these words: *prospects* (line 2), *minor* (line 4), *ministry* (line 4), *principles* (line 9), *convinced* (line 90), *consulted* (line 173).



**BEST PRACTICES TOOLKIT—Transparency**  
Word Squares p. E10

### FOR STRUGGLING READERS

In combination with the *Audio Anthology CD*, use one or more Targeted Passages (pp. 224, 226, 228, 233) to ensure that students focus on key story events, concepts, and skills. Targeted Passages are also good for English learners.

#### 1 Targeted Passage [Lines 11–20]

This passage introduces Madame Loisel's frustration with her life, a frustration that will drive the rest of the story.

- What is Madame Loisel's home like? (lines 12–14)

## Reading Support

This selection on [thinkcentral.com](http://thinkcentral.com) includes embedded ThinkAloud models—students “thinking aloud” about the story to model the kinds of questions a good reader would ask about a selection.

## BACKGROUND

**Arranged Marriages** Point out the phrase *was finally married to* in line 4. The use of the passive voice suggests that Madame Loisel did not have a strong role in choosing her husband. In the 1800s in France, marriages often were arranged, with parents matching couples who shared comparable education, values, and economic status.

**Cultural Connection** Today, marriages continue to be arranged in some traditional families and cultures. In contemporary Japan, for example, an estimated 10–12 percent of marriages are arranged. Invite students to share what they may know about arranged marriages in other cultures.

## Analyze Visuals

**Possible answer:** *The woman’s attractive hairstyle, elegant pearls, stylish dress, and smooth skin suggest that she is a member of the middle class or perhaps even the upper class.*

**About the Art** *Louise Augusta, Queen of Prussia* was one of many portraits of prominent Europeans and Russians that French neoclassical artist Marie Louise Élisabeth Vigée LeBrun (1755–1842) painted between 1770 and 1835. One of the most in-demand portrait artists of her time, she completed more than 900 paintings, including 700 portraits, during her career.



- What does she wish it were like? (lines 17–20)
- What might this tell you about Madame Loisel? (lines 12–20)

## FOR ADVANCED LEARNERS/PRE-AP

Encourage students to explore alternate endings to the story. Assign individuals or groups to alter key events in the plot. Ask students to take on roles of key characters and act out the groups’ plot changes for the class. For details, see

 RESOURCE MANAGER

Ideas for Extension pp. 36–37

READING SKILL

COMMON CORE

RL 1

**B Model the Skill: MAKE INFERENCES**

Read aloud lines 29–37, beginning with the words “she would dream of.” As you identify Madame Loisel’s desires—dinner parties, fine food, fancy dresses, jewelry, admiration—list them in a copy of the Reading Skill chart on the board. Then, use the list and your personal experiences (with help from the students) to make inferences about her values.

**Possible answer:** *She values status over substance and the admiration of powerful friends over a close relationship with her husband.*

 **BEST PRACTICES TOOLKIT—Transparencies**  
Making Inferences p. A13

REVISIT THE BIG QUESTION

How important is **STATUS?**

**Discuss** How does Madame Loisel’s refusal to visit her well-to-do friend in lines 38–41 show her obsession with status? **Possible answer:** *Madame Loisel probably refuses to visit the friend because seeing her reminds Madame Loisel of all that she herself must do without. She weeps with jealousy over the friend’s status and grieves because her own status is not similarly high (and perhaps never will be).*

VOCABULARY

COMMON CORE

L 4

OWN THE WORD

**vexation:** Have students name things that vex them, that create vexations in their daily lives. Remind students that vexations can be small events, like sitting at three red lights in a row.

She would dream of great reception halls hung with old silks, of fine furniture filled with priceless curios, and of small, stylish, scented sitting rooms just right for the four o’clock chat with intimate friends, with distinguished and sought-after men whose attention every woman envies and longs to attract.

**W**hen dining at the round table, covered for the third day with the same cloth, opposite her husband, who would raise the cover of the soup tureen, declaring delightedly, “Ah! A good stew! There’s nothing I like better . . .” she would dream of fashionable dinner parties, of gleaming silverware, of tapestries making the walls alive with characters out of history and strange birds in a fairyland forest; she would dream of delicious dishes served on wonderful china, of gallant compliments whispered and listened to with a sphinxlike<sup>2</sup> smile as one eats the rosy flesh of a trout or nibbles at the wings of a grouse.

She had no evening clothes, no jewels, nothing. But those were the things she wanted; she felt that was the kind of life for her. She so much longed to please, be envied, be fascinating and sought after. **B** She had a well-to-do friend, a classmate of convent-school days whom she would no longer go to see, simply because she would feel so distressed on returning home. And she would weep for days on end from **vexation**, regret, despair, and anguish.

Then one evening, her husband came home proudly holding out a large envelope. “Look,” he said, “I’ve got something for you.” She excitedly tore open the envelope and pulled out a printed card bearing these words: “The Minister of Education and Mme. Georges Ramponneau<sup>3</sup> beg M. and Mme. Loisel<sup>4</sup> to do them the honor of attending an evening reception at the Ministerial Mansion on Friday, January 18.”

Instead of being delighted, as her husband had hoped, she scornfully tossed the invitation on the table, murmuring, “What good is that to me?” “But, my dear, I thought you’d be thrilled to death. You never get a chance to go out, and this is a real affair, a wonderful one! I had an awful time getting a card. Everybody wants one; it’s much sought after, and not many clerks have a chance at one. You’ll see all the most important people there.”

- sphinxlike:** mysterious (from the Greek myth of the sphinx, a winged creature that killed those who could not answer its riddle).
- Mme. Georges Ramponneau** (zhörzh’ rän-pô-nô’): *Mme.* is an abbreviation for *Madame* (mä-däm’), a title of courtesy for a French married woman.
- M. and Mme. Loisel** (lwä-zël’): *M.* is an abbreviation for *Monsieur* (mä-syœ’), a title of courtesy for a Frenchman.

226 UNIT 2: CHARACTERIZATION AND POINT OF VIEW

**B MAKE INFERENCES**

Think about Madame Loisel’s dreams and desires up to this point. What can you infer about her values?

**vexation** (vēk-sā’shən)  
*n.* irritation; annoyance

 **Targeted Passage**

DIFFERENTIATED INSTRUCTION

FOR STRUGGLING READERS

 **Targeted Passage [Lines 42–51]**

By introducing an upcoming elegant party, this passage spotlights a contrast between Madame and Monsieur Loisel and introduces a situation that will shape the rest of the story.

- How does Monsieur Loisel feel about the invitation? Why? (lines 42)
- How does Madame Loisel react? Why might she react that way? (lines 50–51)

FOR ENGLISH LANGUAGE LEARNERS

**Culture: Connect** According to line 35, Madame Loisel “had no evening clothes.” Explain that in this time and place, the expression *evening clothes* means fancy, formal clothing such as ball gowns and tuxedos. Have students compare that kind of clothing to what they would describe as “evening clothes” for young adults today.



*A Paris Street, Rain* (1877). Gustave Caillebotte. Oil on canvas. The Art Institute of Chicago.  
© Erich Lessing/Art Resource, New York.

She gave him an irritated glance and burst out impatiently, “What do you think I have to go in?”

He hadn’t given that a thought. He stammered, “Why, the dress you wear when we go to the theater. That looks quite nice, I think.”

60 He stopped talking, dazed and distracted to see his wife burst out weeping. Two large tears slowly rolled from the corners of her eyes to the corners of her mouth; he gasped, “Why, what’s the matter? What’s the trouble?”

By sheer will power she overcame her outburst and answered in a calm voice while wiping the tears from her wet cheeks:

“Oh, nothing. Only I don’t have an evening dress and therefore I can’t go to that affair. Give the card to some friend at the office whose wife can dress better than I can.”

He was stunned. He resumed. “Let’s see, Mathilde.<sup>5</sup> How much would a suitable outfit cost—one you could wear for other affairs too—something  
70 very simple?”

She thought it over for several seconds, going over her allowance and thinking also of the amount she could ask for without bringing an immediate refusal and an exclamation of dismay from the thrifty clerk.

Finally, she answered hesitatingly, “I’m not sure exactly, but I think with four hundred francs<sup>6</sup> I could manage it.”

5. **Mathilde** (mä-têld’).

6. **francs** (frängks): The franc was the basic monetary unit of France.

COMMON CORE RL 4

Language Coach

**Denotation/Connotation** Many words and fixed expressions have positive or negative emotional associations (**connotations**). These connotations are different from the word’s dictionary definition (**denotation**). Reread lines 56–57. What is the denotation of *burst out* in this sentence? What are its connotations?

## Analyze Visuals

**Activity** Point out that the couple in the foreground is middle class, like the Loisels. Ask students if this information surprises them or affects their opinion of Madame Loisel.

**About the Art** This famous painting by French Impressionist Gustave Caillebotte (1848–1894) provides a glimpse of Paris during the time frame of “The Necklace.” Like other Impressionistic works, this street scene captures a single moment in everyday life.

## TIERED DISCUSSION PROMPTS

Use these prompts to help students understand the relationship between the Loisels as described in lines 42–67.

**Connect** For whom do you feel more sympathy, Madame Loisel or her husband? *Why?* *Students may choose either character as long as their reasons accurately reflect story details about that character and his or her situation.*

**Analyze** How do these two characters react differently to the invitation? **Possible answer:** *He is proud and happy (lines 42–44, 52–55), but she is negative (lines 50–51, 56–57, 60–67).*

**Evaluate** Do both characters have valid reactions or feelings? Explain. *Students may cite evidence from their lives or from the text to support their evaluations.*

## FOR ENGLISH LANGUAGE LEARNERS

### Language Coach

#### Denotation/Connotation



**Answer:** Burst out *denotes* “said” or “cried”; it *connotes* a sudden release of emotion. Point out that *gasped*, another synonym for *said*, is used in line 62. Help students understand its particular connotation using the context of the story.

## FOR ADVANCED LEARNERS/PRE-AP

**Examine Perspectives** [small-group option] Guy de Maupassant has been called a misogynist (a hater of women) by some contemporary scholars. Have students look for evidence in the story that supports or contradicts that view and then present their findings in a class discussion.

TEXT ANALYSIS

COMMON CORE

RL 3

**C CHARACTER MOTIVATION**

**Possible answers:** He wants to please his wife; he fears that she will be bitter and hard to live with if he doesn't give her the money.

**Extend the Discussion** Maupassant does not include Madame Loisel's reaction to her husband's offer. Do you think that she was grateful? overjoyed? indifferent? Explain.

REVISIT THE BIG QUESTION

How important is **STATUS?**

**Discuss** In lines 88–91, Madame Loisel rejects the idea of wearing flowers rather than jewels. How does this response relate to her desire for status? **Possible answers:** Madame Loisel thinks that flowers are too simple or affordable; she prefers to wear something that is a symbol of wealth.

TEXT ANALYSIS

COMMON CORE

RL 3

**D Model the Skill: CHARACTER MOTIVATION**

Discuss with students Madame Loisel's dreams, desires, and values. Point out that Madame Loisel valued the status that she believed would be hers if she wore the diamond necklace.

**Possible answer:** Madame Loisel's motivation for choosing an expensive and glittering diamond necklace comes from her desire to appear wealthy and to be noticed and admired by others.

VOCABULARY

COMMON CORE

L 4

**OWN THE WORD**

**pauper:** Have students complete this sentence to show that they understand the meaning of *pauper*. Mark said he felt like a *pauper* at the banquet held at the country club because . . .

**Possible answer:** he wasn't wearing the fancy clothes everyone else wore.

He turned a bit pale, for he had set aside just that amount to buy a rifle so that, the following summer, he could join some friends who were getting up a group to shoot larks on the plain near Nanterre.<sup>7</sup>

However, he said, "All right. I'll give you four hundred francs. But try to get a nice dress."<sup>8</sup>

As the day of the party approached, Mme. Loisel seemed sad, moody, and ill at ease. Her outfit was ready, however. Her husband said to her one evening, "What's the matter? You've been all out of sorts for three days."

And she answered, "It's embarrassing not to have a jewel or a gem—nothing to wear on my dress. I'll look like a **pauper**: I'd almost rather not go to that party."

He answered, "Why not wear some flowers? They're very fashionable this season. For ten francs you can get two or three gorgeous roses."

She wasn't at all convinced. "No. . . . There's nothing more humiliating than to look poor among a lot of rich women."

But her husband exclaimed, "My, but you're silly! Go see your friend Mme. Forestier<sup>8</sup> and ask her to lend you some jewelry. You and she know each other well enough for you to do that."

She gave a cry of joy, "Why, that's so! I hadn't thought of it."

The next day she paid her friend a visit and told her of her predicament.

Mme. Forestier went toward a large closet with mirrored doors, took out a large jewel box, brought it over, opened it, and said to Mme. Loisel, "Pick something out, my dear."

At first her eyes noted some bracelets, then a pearl necklace, then a Venetian cross, gold and gems, of marvelous workmanship. She tried on these adornments in front of the mirror, but hesitated, unable to decide which to part with and put back. She kept on asking, "Haven't you something else?"

"Oh, yes, keep on looking. I don't know just what you'd like."

All at once she found, in a black satin box, a superb diamond necklace; and her pulse beat faster with longing. Her hands trembled as she took it up. Clasp it around her throat, outside her high-necked dress, she stood in ecstasy looking at her reflection.

Then she asked, hesitatingly, pleading, "Could I borrow that, just that and nothing else?"

"Why, of course."

She threw her arms around her friend, kissed her warmly, and fled with her treasure.

The day of the party arrived. Mme. Loisel was a sensation. She was the prettiest one there, fashionable, gracious, smiling, and wild with joy. All the

7. Nanterre (nān-tēr'): a city of north central France.

8. Forestier (fō-rēs-tyā').

**C CHARACTER MOTIVATION**

What do you think is Monsieur Loisel's motivation for giving the money to his wife? Include details from the story as you explain your answer.

**pauper** (pō'pær) *n.* a poor person, especially one who depends on public charity

**E Targeted Passage**

**D CHARACTER MOTIVATION**

Why does Madame Loisel choose the diamond necklace? Use details from the story to explain her motivation.

**DIFFERENTIATED INSTRUCTION**

**FOR STRUGGLING READERS**

**E Targeted Passage [Lines 92–113]**

This passage introduces the object that gives the story its title.

- Why does Madame Loisel visit Madame Forestier? (lines 92–96)
- What does Madame Forestier say when Madame Loisel explains her situation? (lines 98–99)

- Name two things that Madame Loisel looks at but then discards. (lines 100–101)
- What does she finally borrow? (lines 105–111)

men turned to look at her, asked who she was, begged to be introduced. All the Cabinet officials wanted to waltz with her. The minister took notice of her.

120 She danced madly, wildly, drunk with pleasure, giving no thought to anything in the triumph of her beauty, the pride of her success, in a kind of happy cloud composed of all the **adulation**, of all the admiring glances, of all the awakened longings, of a sense of complete victory that is so sweet to a woman's heart.

She left around four o'clock in the morning. Her husband, since midnight, had been dozing in a small empty sitting room with three other gentlemen whose wives were having too good a time.

He threw over her shoulders the wraps he had brought for going home, modest garments of everyday life whose shabbiness clashed with the stylishness of her evening clothes. She felt this and longed to escape, unseen by the other women who were draped in expensive furs.

*The Ball*, Victor Gabriel Gilbert. © Christie's Images/Corbis.



THE NECKLACE 229

**adulation** (ăj'ə-lā'shən)  
n. excessive praise  
or flattery

### ▼ Analyze Visuals

In your opinion, how well does this painting reflect the **setting** of the party? Describe the details that influenced your opinion.

## Analyze Visuals

**Possible answer:** *The party that Madame Loisel attends probably is much like the one pictured, with women in beautiful evening gowns and men in tuxedos dancing in an elegant, formal salon.*

**About the Art** French painter Victor Gabriel Gilbert (1847–1935) painted *The Ball* during the time period in which “The Necklace” was written. Like many other paintings by Gilbert, *The Ball* portrays the world of the rich in sumptuous detail.

## VOCABULARY

COMMON  
CORE

L4

### OWN THE WORD

**adulation:** Have students identify context clues in the sentence that help them determine the meaning of *adulation*.

**Possible answer:** *triumph, happy cloud, admiring glances, complete victory*

## FOR ENGLISH LANGUAGE LEARNERS

**Vocabulary: Idioms and Sayings** Use New Word Analysis to teach the meanings of these idioms and sayings as you come across them in the reading:

- *thrilled to death* (line 52), “very excited and happy”
- *ill at ease* (line 82), “nervous”
- *all out of sorts* (line 84), “irritable”
- *paid a visit* (line 96), “went to see”

- *pick out* (lines 98–99), “choose”
- *in all her glory* (line 143), “looking her best”
- *her mind a blank* (line 160), “unable to think”
- *drove him* (line 163), “urged him,” “suggested that he would be successful”



**BEST PRACTICES TOOLKIT—Transparency**  
New Word Analysis p. E8

## TEXT ANALYSIS: Review

### E POINT OF VIEW

**Possible answer:** Telling the two characters' thoughts allows readers to learn about their different reactions and personalities and to emphasize how superficial Madame Loisel is.

**IF STUDENTS NEED HELP . . .** Ask them what Madame Loisel's life will be like the next day. Ask whether going to the party changed her life in any lasting way. Help students understand that after the elegant party, Madame Loisel might be more disappointed than ever with her dreary life.

### F GRAMMAR AND STYLE



**Analyze Sentence Beginnings** Many good writers, such as Maupassant, vary their sentence beginnings to make their writing more interesting and lively. After students read the sentences beginning with *Before the mirror* (line 142) and *Suddenly* (line 143), discuss how the author's choices add rhythm and drama to the sentences. Encourage students to find other sentences in the selection that begin in interesting and dramatic ways and to tell how those sentences affect them as readers.

## VOCABULARY



### OWN THE WORD

- **disconsolate:** Remind students that *dis-* means "opposite of," and comes from the Latin for "apart." Have them explain the meaning of *disconsolate* using the meaning of *dis-*. Then have students list antonyms for *disconsolate*. **Possible answers:** *happy, comforted, joyous, cheerful*
- **aghast:** Ask students to think of situations that would make them feel *aghast*. Ask them to explain their reasoning. **Possible answers:** *being late to work; missing an airplane flight; learning that a relative or friend had been hurt in an accident*

130 Loisel held her back.

"Hold on! You'll catch cold outside. I'll call a cab."

But she wouldn't listen to him and went rapidly down the stairs. When they were on the street, they didn't find a carriage; and they set out to hunt for one, hailing drivers whom they saw going by at a distance.

They walked toward the Seine,<sup>9</sup> **disconsolate** and shivering. Finally on the docks they found one of those carriages that one sees in Paris only after nightfall, as if they were ashamed to show their drabness during daylight hours.

It dropped them at their door in the Rue des Martyrs,<sup>10</sup> and they climbed wearily up to their apartment. For her, it was all over. For him, there was

the thought that he would have to be at the Ministry at ten o'clock. **E** Before the mirror, she let the wraps fall from her shoulders to see herself once again in all her glory. Suddenly she gave a cry. The necklace was gone. **F**

Her husband, already half-undressed, said, "What's the trouble?"

She turned toward him despairingly, "I . . . I . . . I don't have Mme. Forestier's necklace."

"What! You can't mean it! It's impossible!"

They hunted everywhere, through the folds of the dress, through the folds of the coat, in the pockets. They found nothing.

150 He asked, "Are you sure you had it when leaving the dance?"

"Yes, I felt it when I was in the hall of the Ministry."

"But if you had lost it on the street, we'd have heard it drop. It must be in the cab."

"Yes. Quite likely. Did you get its number?"

"No. Didn't you notice it either?"

"No."

They looked at each other **aghast**. Finally Loisel got dressed again.

"I'll retrace our steps on foot," he said, "to see if I can find it."

160 And he went out. She remained in her evening clothes, without the strength to go to bed, slumped in a chair in the unheated room, her mind a blank.

Her husband came in about seven o'clock. He had had no luck.

He went to the police station, to the newspapers to post a reward, to the cab companies, everywhere the slightest hope drove him.

That evening Loisel returned, pale, his face lined; still he had learned nothing.

"We'll have to write your friend," he said, "to tell her you have broken the catch and are having it repaired. That will give us a little time to turn around."

She wrote to his dictation.

**disconsolate**

(dĭs-kŏn'sə-lĭt) *adj.*  
extremely depressed  
or dejected

### E POINT OF VIEW

What is the impact of having the narrator explain what Madame Loisel and her husband each think?

### F GRAMMAR AND STYLE

Reread lines 142–143. Notice how Maupassant varies his sentence beginnings by using words and phrases such as *before the mirror* and *suddenly*.

**aghast** (ə-găst') *adj.*  
filled with shock  
or horror

9. **Seine** (sĕn): the principal river of Paris.

10. **Rue des Martyrs** (rū' dā mār-tĕr'): a street in Paris.

## DIFFERENTIATED INSTRUCTION

### FOR ENGLISH LANGUAGE LEARNERS

**Language: Punctuation and Print Clues** Remind students that authors often use punctuation in ways that help their readers understand how the characters are speaking. Point out the ellipses and exclamation points in lines 145–147. Have volunteers read the words aloud in the way they think the characters said them.

### FOR ADVANCED LEARNERS/PRE-AP

**Contrast Characters** Have students write a paragraph in response to this question: *What details in the story thus far support the view that Madame Loisel is a romantic and Monsieur Loisel is a realist?* Invite students to compare their responses.

170 **A**t the end of a week, they had given up all hope. And Loisel, looking five years older, declared, “We must take steps to replace that piece of jewelry.”

The next day they took the case to the jeweler whose name they found inside. He consulted his records. “I didn’t sell that necklace, madame,” he said. “I only supplied the case.”

Then they went from one jeweler to another hunting for a similar necklace, going over their recollections, both sick with despair and anxiety.

They found, in a shop in Palais Royal, a string of diamonds which seemed exactly like the one they were seeking. It was priced at forty thousand francs. They could get it for thirty-six.

180 They asked the jeweler to hold it for them for three days. And they reached an agreement that he would take it back for thirty-four thousand if the lost one was found before the end of February.

Loisel had eighteen thousand francs he had inherited from his father. He would borrow the rest.

He went about raising the money, asking a thousand francs from one, four hundred from another, a hundred here, sixty there. He signed notes, made ruinous deals, did business with loan sharks, ran the whole **gamut** of moneylenders. He compromised the rest of his life, risked his signature without knowing if he’d be able to honor it, and then, terrified by the outlook  
190 for the future, by the blackness of despair about to close around him, by the prospect of all the **privations** of the body and tortures of the spirit, he went to claim the new necklace with the thirty-six thousand francs which he placed on the counter of the shopkeeper. **G**

When Mme. Loisel took the necklace back, Mme. Forestier said to her frostily, “You should have brought it back sooner; I might have needed it.”

She didn’t open the case, an action her friend was afraid of. If she had noticed the substitution, what would she have thought? What would she have said? Would she have thought her a thief?

Mme. Loisel experienced the horrible life the needy live. She played her  
200 part, however, with sudden heroism. That frightful debt had to be paid. She would pay it. She dismissed her maid; they rented a garret under the eaves.

She learned to do the heavy housework, to perform the hateful duties of cooking. She washed dishes, wearing down her shell-pink nails scouring the grease from pots and pans; she scrubbed dirty linen, shirts, and cleaning rags which she hung on a line to dry; she took the garbage down to the street each morning and brought up water, stopping on each landing to get her breath. And, clad like a peasant woman, basket on arm, guarding sou<sup>11</sup> by her scanty allowance, she bargained with the fruit dealers, the grocer, the butcher, and was insulted by them.

11. sou (söö): a French coin of small value.

**gamut** (gäm’ot) *n.*  
an entire range or series

**privation** (prī-vā’shen)  
*n.* the lack of a basic necessity or a comfort of life

### **G** CHARACTER MOTIVATION

Consider why the Loisels don’t tell Mathilde’s friend the truth. What motivates them to go into such debt?

## TEXT ANALYSIS

COMMON  
CORE

RL 3

### **G** CHARACTER MOTIVATION

**Possible answer:** The Loisels are ashamed of their carelessness, and they fear Madame Forestier’s reaction. By replacing the necklace secretly, they hope to maintain their honor and dignity.

**IF STUDENTS NEED HELP . . .** Ask students how they would feel if they lost something of great value that belonged to someone else. Have them name some of the thoughts that might go through their heads while they pondered what to do.

**Extend the Discussion** Discuss whether the Loisels made the right decision.

## TIERED DISCUSSION PROMPTS

Use these prompts to help students understand what happens to Madame Loisel in lines 199–209:

**Connect** What is your opinion of Madame Loisel at this point? *Students should cite evidence to support their opinions.*

**Evaluate** Do you think that Madame Loisel is now a more admirable character than she was at the beginning of the story? Explain. *Students should defend their responses.*

## VOCABULARY

COMMON  
CORE

L 4

### OWN THE WORD

- **gamut:** Write the word *gamut* and the definition “an entire range or series” in a circle. Have students add synonyms to complete a semantic map. **Possible answers:** *progression, string, extent, scope*
- **privation:** Read lines 185–193 aloud to students. Have them cite the context clues that can help them determine the meaning of *privations*. **Possible answers:** *compromised life, risked signature, terrified by outlook for the future, tortures of the spirit.*

## FOR STRUGGLING READERS

**Monitor Understanding** Ask students to check their understanding by having small groups prepare two lists, using details from this page:

- a list of ways in which Monsieur Loisel raises the money to buy the diamond necklace (lines 180–193)
- a list of ways in which Madame Loisel changes her life in order to set aside money to repay that amount (lines 201–209)

## FOR ADVANCED LEARNERS/PRE-AP

**Analyze Plot Elements** [paired-activity option] A *contrivance* is an illogical or unlikely action or event in a plot. Upon reading it, the reader might exclaim, “That’s ridiculous!” or “That never would happen in real life.” Have students prepare a statement that considers (1) whether or not Madame Forestier’s failure to open the jewelry case is a contrivance and (2) if there are other contrivances in this story.

## Analyze Visuals

**Possible answer:** The elegant hairdo, pearls, apparent leisure, and beautiful gown in the portrait on page 225 show a woman living a privileged life—the kind of life that Madame Loisel had dreamed of having. The messy hair, lack of jewelry, menial task, rough clothing, and weary appearance in the portrait on this page convey a life of drudgery—the kind of life that Madame Loisel lives now. Similarly, the contrast between the smooth brushstrokes of the earlier portrait and the rough style of this artwork suggests how Madame Loisel has changed from a relatively well-off, middle-class homemaker to a common worker.

**About the Art** Edgar Degas (1834–1917) is well known for artwork that shows people in daily activities such as bathing, combing their hair, and working in laundries. A French Impressionist, Degas often showed his subjects in natural, spontaneous poses.



*The Laundress* (1869), Edgar Degas. Pastel, white crayon, and charcoal. Musée d'Orsay, Paris. Photo © Jean Schormans/Réunion des Musées Nationaux/Art Resource, New York.

- 210 Each month notes had to be paid, and others renewed to give more time.  
Her husband labored evenings to balance a tradesman's accounts, and at night, often, he copied documents at five sous a page.  
And this went on for ten years.  
Finally, all was paid back, everything including the exorbitant rates of the loan sharks and accumulated compound interest.

### ◀ Analyze Visuals

Compare this artwork with the one shown on page 225. How do the details and styles of each reflect the changes that Madame Loisel endures?

## DIFFERENTIATED INSTRUCTION

### FOR ENGLISH LANGUAGE LEARNERS

**Vocabulary: Multiple-Meaning Words** Point out that some English words have more than one meaning. Have students use context clues and prior knowledge to determine how each of these words is used in the story:

- *raising* (line 185)
- *sharks* (line 187)
- *notes* (line 210)
- *compound* (line 215)
- *common* (line 233)
- *mean* (line 239)

### FOR STRUGGLING READERS

**Developing Oral Fluency** Ask students to look at lines 222–224. Point out that the first three sentences are questions, while the last two are exclamations. Ask students to listen closely as you read the paragraph aloud, emphasizing the differences between the sounds of questions and exclamations. Then pair struggling readers with fluent students who can listen as they read the sentences.

**R RESOURCE MANAGER—Copy Master**  
Reading Fluency p. 51

Mme. Loisel appeared an old woman, now. She became heavy, rough, harsh, like one of the poor. Her hair untended, her skirts **askew**, her hands red, her voice shrill, she even slobbered water on her floors and scrubbed them herself. But, sometimes, while her husband was at work, she would sit near the window and think of that long-ago evening when, at the dance, she had been so beautiful and 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 misery!

Then one Sunday when she had gone for a walk on the Champs Élysées<sup>12</sup> to relax a bit from the week's labors, she suddenly noticed a woman strolling with a child. It was Mme. Forestier, still young-looking; still beautiful, still charming. **H**

Mme. Loisel felt a rush of emotion. Should she speak to her? Of course. And now that everything was paid off, she would tell her the whole story. Why not? She went toward her. "Hello, Jeanne."

The other, not recognizing her, showed astonishment at being spoken to so familiarly by this common person. She stammered. "But . . . madame . . . I don't recognize . . . You must be mistaken."

"No, I'm Mathilde Loisel."

Her friend gave a cry, "Oh, my poor Mathilde, how you've changed!"

"Yes, I've had a hard time since last seeing you. And plenty of misfortunes—and all on account of you!" **I**

"Of me . . . How do you mean?"

"Do you remember that diamond necklace you loaned me to wear to the dance at the Ministry?"

"Yes, but what about it?"

"Well, I lost it."

"You lost it! But you returned it."

"I brought you another just like it. And we've been paying for it for ten years now. You can imagine that wasn't easy for us who had nothing. Well, it's over now, and I am glad of it."

Mme. Forestier stopped short, "You mean to say you bought a diamond necklace to replace mine?"

"Yes. You never noticed, then? They were quite alike."

And she smiled with proud and simple joy.

Mme. Forestier, quite overcome, clasped her by the hands. "Oh, my poor Mathilde. But mine was only paste.<sup>13</sup> Why, at most it was worth only five hundred francs!"

**askew** (ə-skyōō') *adj.*  
crooked; to one side

**H PREDICT**

Do you think Madame Loisel will tell her friend the truth? Why or why not?

**I CHARACTER MOTIVATION**

Think about what motivates Madame Loisel to approach her friend. Is this action believable, given Madame Loisel's earlier thoughts and actions? Explain your response.

**4 Targeted Passage**

12. **Champs Élysées** (shān zā-lē-zā'): a famous wide street in Paris.

13. **paste**: a hard, glassy material used in making imitation gems.

**READING STRATEGY: Review**

**H PREDICT**

**Possible answer:** She has kept the secret for ten years, to avoid shame; she is likely to keep it now.

**IF STUDENTS NEED HELP . . .** Review lines 196–198 and discuss Madame Loisel's fear of losing status in Madame Forestier's eyes.

**TEXT ANALYSIS**

**COMMON CORE**

**RL 3**

**I CHARACTER MOTIVATION**

**Possible answers:** Yes, it is surprising that Madame Loisel has decided to reveal her fall in status. No, it is not surprising that she would want to confront Madame Forestier, whom she blames (at least in part) for the reversal that she has suffered.

**VOCABULARY**

**COMMON CORE**

**L 4**

**OWN THE WORD**

**askew:** Have students explain the image of "skirts *askew*." What would this look like? Then ask students to name other clothing items that could go *askew* if worn carelessly. **Possible answers:** hats, caps, stockings, ties

**SELECTION WRAP-UP**

**READ WITH A PURPOSE** Now that students know how the central conflict affected the main characters, ask them whether they think the effect on Mme. Loisel was good or bad. **Possible response:** It was good, because even though it was physically difficult it made her less frivolous and petty.

**★ CRITIQUE** Have students evaluate the story, telling which parts they liked or disliked and why. Have students revisit their evaluations after discussing the story to see if their original opinions change.

**INDEPENDENT READING**

If students are interested in reading other stories about social classes, they might enjoy *Jane Eyre* by Charlotte Brontë.

**FOR STRUGGLING READERS**

**4 Targeted Passage [Lines 240–254]**

As the story ends, this passage reveals a surprise: the true value of the necklace.

- What confession does Madame Loisel make? How does she feel as she does so? (lines 243–247)
- How does Madame Forestier react? (lines 248–252)
- How much was the lost necklace worth? Why was it worth so little? (lines 253–254)

**FOR ADVANCED LEARNERS/PRE-AP**

**Analyze Theme** Madame Loisel borrowed the necklace to look like the upper-class people she envied. Had she not lost the necklace, or felt the need to borrow it in the first place, the Loisels' life would have been much better. What lesson might the author be trying to convey about an excessive concern for status? What other lessons might readers learn from this story?

# Practice and Apply

For preliminary support of post-reading questions, use these copy masters:

**R RESOURCE MANAGER—Copy Masters**

- Reading Check p. 48
- Character Motivation p. 41
- Question Support p. 49
- Additional selection questions, are provided for teachers on page 35.

## ANSWERS

### Comprehension

1. *She dreams of a life of wealth and elegance, rather than her ordinary, middle-class life.*
2. *Madame Loisel loses the necklace.*
3. *Madame Loisel learns that the necklace was fake and was worth very little.*

### Text Analysis



Possible answers:

4. **COMMON CORE FOCUS Make Inferences** *Madame Loisel has changed a great deal. At the start, she feels she was born for riches and hates her middle-class life (lines 11–20). She is also too proud to attend the ball in the dress she owns (lines 65–67). By the end of the story, she is able to admit to having “nothing” (line 246) and to have labored for ten years.*
5. *Madame Loisel, who had wanted a life of having much more, finds that it was unnecessary for her to have spent ten years getting by with so much less.*
6. *He does not seem as desperate. He thinks that the dress that his wife wears to the theater “looks quite nice” (line 59); he is not worried about attire or jewelry for the reception (lines 58–62, 88–89).*
7. **COMMON CORE FOCUS Interpret Motivation**  
**Motivation #1:** *She feels that she has no suitable dress and so cannot attend the ball.*  
**Motivation #2:** *She wants to appear wealthy.*  
**Motivation #3:** *He is ashamed of the loss; he needs to stall for time to figure out how to repay the debt.*

### Comprehension

1. **Recall** Why is Madame Loisel discontented at the beginning of the story?
2. **Recall** What causes the change in the Loisels’ financial situation?
3. **Summarize** What twist occurs at the end of the story?

### Text Analysis

4. **Make Inferences** Review the inferences and evidence from the story you wrote down during reading. How much do you think Madame Loisel has changed by the time the story ends?
5. **Analyze Irony Situational irony** occurs when a character—or the reader—expects one thing to happen but something entirely different occurs. What is ironic about the ending of “The Necklace”?
6. **Compare and Contrast Characters** Does Monsieur Loisel long for status as desperately as his wife does? Cite evidence to support your opinions.

7. **Interpret Motivation** Consider what you know about the characters’ feelings and goals. For each action described in the chart shown, decide on the character’s motivation.

Action	Motivation
Mme. Loisel weeps when she receives the invitation. (line 60)	
Mme. Loisel borrows jewelry rather than wear flowers. (line 109)	
Monsieur Loisel advises his wife not to tell her friend about the lost necklace. (line 166–167)	

8. **Analyze Point of View** For most of “The Necklace,” the narrator focuses on Madame Loisel’s thoughts and feelings. However, since this story is told from the **third-person omniscient point of view**, the narrator also relays the thoughts of Monsieur Loisel. Did knowing Monsieur Loisel’s inner thoughts affect your opinion of Madame Loisel? Explain your answer.
9. **Evaluate** Reread lines 199–201. Do you agree that Madame Loisel shows heroism in paying off her debt? Find examples to support your opinion.

### Text Criticism

10. **Critical Interpretations** The literary critic Edward D. Sullivan declared that “The Necklace” is not just a story pointing to a moral, such as “Honesty is the best policy,” but a story showing that in people’s lives “blind chance rules.” Do you agree or disagree with Sullivan’s argument? Cite strong and thorough evidence to support your opinion.

### How important is STATUS?

What would you give up in order to pursue popularity?

### COMMON CORE

RL 1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL 3 Analyze how complex characters develop over the course of a text and interact with other characters. RL 6 Analyze a particular point of view reflected in a work of world literature.

### Text Criticism

Possible answers:

10. **Agree:** *Chance is to blame, as seen in Madame Loisel’s position at birth and the accidental loss of the necklace.* **Disagree:** *Dishonesty is to blame, as seen in Madame Loisel’s pretense of wealth and the Loisels’ cover-up of the item’s loss.*

### How important is STATUS?

Encourage students to explain what they would expect to gain as the result of the sacrifices they would make.

## Vocabulary in Context

### ▲ VOCABULARY PRACTICE

For each item, choose the word from the list that relates in meaning.

- dejected, miserable, low
- irritation, displeasure, anger
- opportunities, possibilities, chances
- range, extent, scope
- praise, worship, adoration
- horrified, dismayed, appalled
- loss, damage, hardship
- slanting, sideways, crooked
- beggar, debtor, have-not
- steadily, ceaselessly, perpetually

### ACADEMIC VOCABULARY IN SPEAKING

• complex • device • evaluate • interact • perspective

Madame Loisel and Mme. Forestier **interact** only three times in this story. With a partner, discuss the ways in which the two women interact. If either of them had acted or responded differently, how would the story have changed? Use at least one Academic Vocabulary word in your discussion.

### VOCABULARY STRATEGY: THE LATIN WORD ROOT *spec*

The word *prospect* contains the Latin root *spec* or *spect*, which means “look” or “see.” How is the root reflected in the meanings of the other words in the word family shown on the right?

**PRACTICE** This chart lists two additional roots and example words from “The Necklace.” Use the roots and context clues to figure out the meanings of the underlined words.

Root	Meaning	Example
<i>dict</i> = speak		<u>dictation</u> (line 168)
<i>grat</i> = thanks		<u>gracious</u> (line 115)

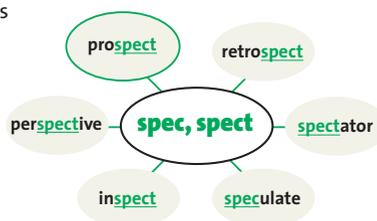
- The courtroom was silent as the judge announced the verdict.
- The actress expressed gratitude in her acceptance speech.
- The confused defendant contradicted his earlier testimony.
- What an ingrate! Sam didn’t acknowledge our gift.
- The subjects were afraid to defy the king’s edict.

### WORD LIST

adulation  
 aghast  
 askew  
 disconsolate  
 gamut  
 incessantly  
 pauper  
 privation  
 prospects  
 vexation

### COMMON CORE

L 4a Use context as a clue to the meaning of a word.



Interactive Vocabulary **THINK central**  
 Go to [thinkcentral.com](http://thinkcentral.com).  
 KEYWORD: HML9-235

THE NECKLACE 235

## ANSWERS

### Vocabulary in Context

#### ▲ VOCABULARY PRACTICE

- disconsolate*
- vexation*
- prospects*
- gamut*
- adulation*
- aghast*
- privation*
- askew*
- pauper*
- incessantly*

**R** RESOURCE MANAGER—Copy Master  
 Vocabulary Practice p. 46

### ACADEMIC VOCABULARY IN SPEAKING

Students might use **perspective** to talk about each woman’s view of events and **evaluate** their failure to communicate honestly.

### VOCABULARY STRATEGY: THE LATIN WORD ROOT *spec*

COMMON CORE L 4a

- To help students understand word roots, focus on the vocabulary word *disconsolate*.
- Model for students how the word *disconsolate* is formed:

*dis-* (not) + *console* (to make feel better [from *com* = with; *solari* = sun]) + *-ate* (able to be) = *disconsolate* (not able to be made to feel better)

- Point out that *disconsolate* has the same root as *consoler* in French and *desconsolado* in Spanish. Ask students who speak these or other romance languages to share other non-English words related to these roots.

#### Possible answers:

- a speaking about guilt or innocence
- thankfulness
- spoke against
- a person who is not thankful
- a speaking out, or announcement

**R** RESOURCE MANAGER—Copy Master  
 Vocabulary Strategy p. 47

### Interactive Vocabulary

**THINK central**

Keywords direct students to a **WordSharp** tutorial on [thinkcentral.com](http://thinkcentral.com) or to other types of vocabulary practice and review.

## DIFFERENTIATED INSTRUCTION

### FOR ADVANCED LEARNERS/PRE-AP

**Vocabulary in Writing** [small-group option]  
 Have students create headlines that reflect the plot of “The Necklace,” using as many vocabulary words as possible. **Example:** *Loisels Disconsolate over Ruinous Debts*

### FOR ENGLISH LANGUAGE LEARNERS

**Media and Language** Have students work with a proficient English speaker to make recordings as they read aloud the sentences in the Practice activity. Then, have them listen to their recordings and identify any words they do not know or that they found difficult to pronounce. By listening to their recordings and discussing unknown or difficult words, students will build and reinforce their understanding of Latin root words such as *spec*, *dict*, and *grat*.

## Language



### ◆ GRAMMAR AND STYLE

- Point out the words *when*, *where*, and *how*. Have students brainstorm for words, phrases, and clauses that might answer these questions in a sentence.
- After discussing the student model, write this paragraph (in black) on the board and have students suggest revisions (in blue) to vary the sentence beginnings.

*On returning home from the ball, ~~the~~ Loiseis discover that the borrowed necklace is missing. They search frantically but to no avail. After a few days, ~~they~~ are forced to give up. Without telling Madame Forestier what has happened, ~~they~~ purchase a new necklace. ~~without telling Madame Forestier what has happened.~~*

**R** RESOURCE MANAGER—Copy Master  
Sentence Beginnings p. 50

### READING-WRITING CONNECTION

- Have students use a Two-Column Chart to organize the examples of characteristics of the relationship and the details that support their conclusions.

**B** BEST PRACTICES TOOLKIT—Transparency  
Two-Column Chart p. A25

### Writing Online



The following tools are available online at [thinkcentral.com](http://thinkcentral.com) and on WriteSmart CD-ROM:

- Interactive Graphic Organizers
- Interactive Student Models
- Interactive Revision Lessons

For additional grammar instruction, see GrammarNotes on [thinkcentral.com](http://thinkcentral.com).

## Assess and Reteach

### Assess

#### DIAGNOSTIC AND SELECTION TESTS

- Selection Test A pp. 63–64
- Selection Test B/C pp. 65–66

Interactive Selection Test on [thinkcentral.com](http://thinkcentral.com)

### Reteach

Level Up Online Tutorials on [thinkcentral.com](http://thinkcentral.com)

## Language

### ◆ GRAMMAR AND STYLE: Vary Sentence Beginnings

Review the **Grammar and Style** note on page 230. Like Maupassant, you can vary your sentence beginnings to add interest to your writing. Keep the following techniques in mind when you respond to the writing prompt below.

1. **Avoid using too many pronouns and articles.** Don't fall into the trap of beginning all your sentences with the words *he*, *she*, *it*, and *the*.
2. **Use words, phrases, and clauses that let readers know when, where, or how.** By using a variety of words, phrases, and clauses, Maupassant added descriptive details and avoided repetitive beginnings. Here are two examples:

*Finally, she answered hesitatingly . . .* (line 74)

*As the day of the party approached, Mme. Loisel seemed sad. . .* (line 81)

Notice how the revisions in blue improve the rhythm and flow of this first draft.

#### STUDENT MODEL

*Before the necklace is lost,*

~~The~~ Loiseis do not have a good marriage. Madame Loisel treats her husband

*Without a care for his feelings, At the party,*

~~poorly. She~~ frequently snaps at him. ~~She~~ ignores him ~~at the party.~~

*However,*

*Sensitive to her needs,*

~~He~~ seems to always dote on her. ~~He~~ does everything she wants.

### READING-WRITING CONNECTION



Increase your understanding of “The Necklace” by responding to this prompt. Then use the **revising tip** to improve your writing.

#### WRITING PROMPT

##### Short Constructed Response: Analysis

How would you characterize the relationship between Monsieur and Madame Loisel at the beginning of the story? Using examples from the text, write **one or two paragraphs** to describe their marriage. Include details that show how they treat each other.

#### REVISING TIP

Review your response. Did you vary the beginnings and structure of your sentences to create a smooth and interesting writing style? If not, revise your response to add variation to your sentences.

Interactive Revision **THINK** central  
Go to [thinkcentral.com](http://thinkcentral.com).  
KEYWORD: HML9-236

## DIFFERENTIATED INSTRUCTION

### FOR STRUGGLING WRITERS

*Possible Organization for the short response:*

1. The topic sentence describes the Loiseis' marriage.
2. The body cites specific characteristics of that relationship and at least one detail that illustrates each characteristic.
3. The final sentence reviews and/or remarks on that relationship.

## Magazine Article

In “The Necklace,” the Loisels borrow and buy their way into years of debt. Unfortunately, in their desire to achieve status, some teens today are falling into a similar cycle.

# Spending Spree



Been shopping lately? No matter which income bracket teens fall into, their general attitude stays the same: spend, don't save. On average, teens spend \$100 a week on entertainment, clothing, and food. Perhaps this is why they're becoming the new target group of credit card marketers.

### Pay or Play

While many teens might find the lure of a credit card to be irresistible, spending comes with a price. More and more often, young people are joining the ranks of those in debt.

What's the cause for this? Teens are often pressured to wear the same clothes, buy the same music, and own the same products. The credit card industry feeds off of this need to consume by offering credit cards to those who are barely out of high school.

Since most 18-year-olds are still unfamiliar with handling their personal finances, many don't pay their credit card bills on time, if at all. The result is a rapid build-up of debt.

### Incentives for Saving

To help curb this financial downward spiral, one city has even established a “financial literacy” program. The Private Industry Council of Milwaukee County launched the pilot program, aimed at central-city teens. The training that

teens receive through the program encourages them to save and instructs them in how to open a bank account.

### Payoff

Learning to handle money responsibly early on can reap great rewards down the line. Not only does it contribute to a person's peace of mind to know that he or she is financially secure, but it also helps to establish a good credit record. So count your pennies, and avoid becoming one of the many Americans who are currently in debt.

**Convenient or Costly?** The chart shows how credit card charges can accumulate, assuming you miss three monthly payments.

VIDEO GAME	\$40.00
CLOTHES	\$100.00
LUNCH	\$28.00
Original total due:	\$168.00
Credit card late fees and finance charges:	+
	\$83.00
Credit card total due:	=
	\$251.00

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## Magazine Article

Have students work in small groups to compare the similarities and differences about debt that this magazine article describes with the kind of debt portrayed in “The Necklace.” Remind students to note the effects debt has on other areas of life aside from the financial aspect.

## READING FOR INFORMATION

Point out that “Spending Spree” is a magazine article. Have students preview the article, noting the title, photo, subheadings, and chart. Then ask:

- What information do the text features and graphic aids provide? **Possible answer:** The title and photo suggest the topic. The blue subheadings introduce the key ideas, while the chart and the caption make clear how interest can accumulate and lead to increased debt.
- What effect might the playful tone and style of the subheadings have on readers? **Possible answer:** They add interest, make the text less intimidating, and focus attention on key ideas.
- What is the main idea of this article? **Possible answer:** Teens are becoming the new target of credit card marketers (lines 5–6).

## DISCUSSION PROMPTS

Use the questions below to help students understand the issue of spiraling teen credit card debt:

**Evaluate** Based on this article, do you think that financial literacy programs are the answer to solving the problem of spiraling teen credit card debt? Explain your answer. **Possible answer:** While financial literacy is one way to make teens aware of the dangers in taking on debt, teens also need to be taught ways to avoid taking on huge amounts of debt.

**Synthesize** How might Madame Loisel's life have been different had she lived today and had easy credit available? **Possible answers:** She would have been better off because she could have paid off her debt over time; her life would be no better because she still would have to pay back a huge debt plus the compounding interest.

## DIFFERENTIATED INSTRUCTION

## FOR ENGLISH LANGUAGE LEARNERS

**Language: Word Roots** Point out that the word *credit* includes the Latin root *cred*, which means “trust” or “believe.” Explain that credit allows you to buy something now in the trust or belief that you will pay for it in the future.

**Culture: Clarify** Explain that credit card companies, banks, and stores make money by penalizing people who make late payments. People pay fees, called “interest” or “finance charges,” which can be very costly. With a “revolving charge,” for example, you make payments that are only part of what you owe. Thus, you end up paying interest on the interest. In addition, many companies charge a yearly fee for their credit cards.

## Practice and Apply

## COMMON CORE FOCUS

RI 7 Analyze various accounts of a subject told in different mediums.

## Flier

Have students study the flier. Discuss with the class how the Consumer Debt Hotline might be able to help someone who is struggling with debt. Then, ask students if they feel that the hotline could have helped the Loisels manage their debt differently.

## ANALYZE VISUALS

COMMON  
CORE  
RI 7

## 1. INFER

**Possible answer:** Debt is compared to imprisonment by representing it as a heavy, impeding object, similar to a ball and chain, attached to a person.

## ANALYZE VISUALS

COMMON  
CORE  
RI 7

## 2. ANALYZE

**Possible answer:** The images show expensive, luxurious items such as those that might cause a person to get into debt.

## ANALYZE VISUALS

COMMON  
CORE  
RI 7

## 3. CONNECT

**Answers will vary.** Students may say that the flier makes them think they should not make extravagant purchases on credit if they won't be able to responsibly pay back the debts.

## Flier

The magazine article you just read explores teenagers' spending habits, but teens aren't alone in taking on too much debt. Many adults also struggle to pay for financed purchases. Credit-counseling agencies, such as the one advertised on this flier, claim to help consumers make wiser spending decisions and ultimately get out of debt.

## COMMON CORE

RI 7 Analyze various accounts of a subject told in different mediums.

Is **DEBT** dragging you down?

Take back control of your life and your money today . . . it's FREE!  
Call the Consumer Debt Hotline at  
**555-8753**

## 1. INFER

In this flier, what image is used to represent debt? To what is debt being compared?

## 2. ANALYZE

What do the background images represent?

## 3. CONNECT

How does this flier affect your thoughts about extravagant purchases?

## Assessment Practice: Short Constructed Response

## LITERARY TEXT: "THE NECKLACE"

Certain assessment questions ask you about the changes that characters undergo in a literary text. To strengthen your understanding of character and plot development, apply the strategies below as you respond to the **short constructed response** question.

How did Madame Loisel's perspective and attitude about life change over the ten years she spent repaying her debt? Support your answer with evidence from the story.

## ◀ STRATEGIES IN ACTION

1. Clearly state the nature of Madame Loisel's change.
2. Supply strong evidence of Madame Loisel's perspective or attitude both before and after the change.
3. Remember that evidence from the text can take the form of a **direct quotation**, a **paraphrase**, or a specific **synopsis**.

## NONFICTION TEXT: "SPENDING SPREE"

Drawing inferences from texts as you read is an important skill that you will be tested on in assessments. Practice this skill by answering the **short constructed response** question below.

What benefits can a debt-free life offer you as you get older? Support your answer with evidence from the magazine article.

## ◀ STRATEGIES IN ACTION

1. An **inference** is a conclusion you draw from the text that goes beyond what the text is saying.
2. Reread the article and consider what advantages might come from not having debts to pay back.
3. Use evidence from the text to support your ideas.

## COMPARING LITERARY AND NONFICTION TEXTS

Assessments may ask you to identify thematic connections between literary and nonfiction texts. Practice this valuable skill by applying the following question to "The Necklace" and "Spending Spree."

What causes both Madame Loisel and the teens mentioned in "Spending Spree" to borrow more than they can afford to repay? Support your answer with evidence from both texts.

## ◀ STRATEGIES IN ACTION

1. First, consider examples from real life as you formulate an answer. Why do people you know borrow money?
2. Try to make a **generalization** that relates to both Madame Loisel and the teens.
3. Make sure that you include strong evidence from both texts to support your ideas.

THE NECKLACE / SPENDING SPREE / IS DEBT DRAGGING YOU DOWN? 239

## Assessment Practice: Short Constructed Response

## LITERARY TEXT: "THE NECKLACE"

**Possible answer:** Before she goes into debt, Madame Loisel is distressed by her lack of a rich lifestyle. She is ashamed to visit her richer friend. Once she goes into debt, Mme. Loisel focuses intently and with determination on repaying the money: she "played her part . . . with sudden heroism. That frightful debt had to be paid. She would pay it." Once the debt is paid, she is proud of what she has accomplished. It is believable that she had to change as the result of the debt and the changes it brought to her life.

## NONFICTION TEXT: "SPENDING SPREE"

**Possible answer:** Credit card companies charge late fees and finance charges, which increase an existing debt further. The money that is saved by not having to pay late fees and finance charges can instead go into savings and investments, which earn interest for the consumer, not the credit card company.

**COMPARING LITERARY AND NONFICTION TEXTS** Answers will vary, but should include the desire for a wealthier lifestyle, material goods, and popularity. Both characters are also young and careless.

## DIFFERENTIATED INSTRUCTION

## FOR STRUGGLING WRITERS

## Analyze the Short Constructed Response

**Question** Explain to students that in order to address the short constructed response question, they must make a connection between the two selections. You may wish to discuss first how the two selections diverge; for example, the story takes place in 19<sup>th</sup> century France while the article is about contemporary American teens. Also, it is not Mme. Loisel's careless spending that gets her into trouble, but the loss of the necklace. Once

you have identified the differences, discuss the similarities:

- How is Mme. Loisel similar to an American teen of today?
- How is the system of borrowing the Loisels had to deal with similar to the credit system described in the article?

Remind students that it is appropriate to acknowledge the differences even as they write about the similarities.