

**And of Clay  
are We Created**



FICTION SELECTION  
Unit 6, Part 1, Grade 10

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**Preparing to Read**  
**Connect to Your Life**

Think about novels or stories you have read that are based upon actual events, such as wars, natural disasters, or other thought-provoking occurrences.



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**Preparing to Read**  
**Connect to Your Life**

- Why do you think certain fiction writers choose to use factual events in their writing, often altering details to suit their stories?
- Do you enjoy reading such fictionalized accounts?
- Or, would you rather read a nonfiction account of those events?

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**Preparing to Read**  
**Build Background**

- In this story, which is based on an actual disaster, a reporter becomes involved in rescue efforts following a deadly volcanic eruption.
- When a volcano erupts, it releases lava, hot gases, rock fragments, and ash.



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**Preparing to Read**  
**Build Background**

- Some volcanoes, such as the one in this story, emit early warning signals of an eruption.
- Small earthquakes and clouds of gas signal that the pressure within the volcano is building.



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**Preparing to Read**  
**Build Background**

On November 13, 1985, the Nevado del Ruiz volcano in Columbia, South America, erupted.



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**Preparing to Read**  
**Build Background**

- The intense heat from the eruption melted the mountain's icecap and sent torrent of water, ash, mud and rocks into the valley below.
- The liquid avalanche buried the town of Armero, killing more than 20,000 people.

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**Preparing to Read**  
**Words to Know**

- embody
- equanimity
- fortitude
- irreparable
- pandemonium
- stupor
- tenacity
- tribulation
- visceral
- vulnerable

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**Preparing to Read**  
**Focus Your Reading**

**Style** refers to the way a piece of literature is written. Note the vivid **imagery** in the following passage.

– *They discovered the girl's head protruding from the mud it, eyes wide open calling soundlessly. She had a First Communion name, Azucena, Lily... The television cameras transmitted so often the unbearable image of the head budding like a black squash from the clay that there was no one who did not recognize her and know her name.*

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**Preparing to Read**  
**Focus Your Reading**

Stories that are very rich or complex often require you to stop and **clarify** what you have read so far, to review what has happened in order to be sure that you understand the story and its characters.



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**Preparing to Read**  
**Focus Your Reading**

**Reader's Notebook**

- As you read, stop at the sentences given in the chart.
- » At each point, write down what you understand so far about Rolf Carle, one of the main characters.

Stopping Point	Understanding of the Text
"Follow your own path, Rolf."	
"I'm not sure."	
"The old lady is the only one who knows."	
"I'm not sure. I'm not sure. I'm not sure."	

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**Reading and Analyzing**  
**Active Reading**

**Clarifying**

- Clarifying or reviewing portions of a text, can often be done by using the organizational pattern of the selection.
- » The chronology of daily events in this short story offers you frequent opportunities to question and clarify.
- Locate words that signal the sequence of events and use these to review what you have read.

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**Reading and Analyzing  
Literary Analysis**

**Style**

- Understanding an author's style requires readers to consider elements such as word choice, syntax, and figurative language.
- » In the passage marked, what do you notice about Allende's writing style?



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**Reading and Analyzing  
Reading Skills and Strategies**

**Questioning**

- Formulate questions about the narrator's comments regarding the effect of a camera's lens on Rolf.



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**Reading and Analyzing  
Literary Analysis**

**Style**

- Note the length of sentences in this paragraph.
- Why might Allende have chosen to begin the paragraph with a relatively short sentence and then continue with long, complicated sentences?



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**Reading and Analyzing  
Literary Analysis**

**Tone**

- What does the phrase "premature optimism" suggest about author's tone?



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**Reading and Analyzing  
Reading Skills and Strategies**

- Predicting
  - What will happen if a pump does not arrive?
- Visualize
  - Visualize and describe the scene so that listeners might be motivated to donate equipment or money.



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**Reading and Analyzing  
Literary Analysis**

- Rhythm
  - Reread the sentences in the passage, thinking about each one's rhythmic effect.
    - » What created rhythm in each sentence?
- Style
  - Identify words and phrases that appeal to the senses in this passage.
    - » Describe the emotional effect this sensory language has on readers.



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**Reading and Analyzing**  
**Active Reading**

Clarifying

- Why was Rolf finally able to weep for his sister?



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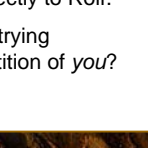
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**Reading and Analyzing**  
**Literary Analysis**

Word Choice

- Notice the repetition of *you* in the last paragraph – it is much like a poem.
- The narrative is addressed directly to Rolf.
  - » What might the narrator be trying to accomplish with the repetition of *you*?



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**Reading and Analyzing**  
**Reading Skills and Strategies**

Comparing

- Compare this story with "The Man in the Water."
- What do Rolf and the man in the water have in common?



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