



# **Inclement Weather Resources**

**ELA  
Grade 12**

**The Department of Curriculum  
&  
Instruction**

# Inclement Weather Resource

## When Good People Do Bad Things

by Ann Tafton 2014



*In this section of the Inclement Weather Support Guide, we're reading "When Good People Do Bad Things" by Ann Trafton. Rebecca Saxe, an associate professor of cognitive neuroscience at MIT, conducted an experiment to study the way people behave in groups. This article explores the study's findings, and what they can teach us about the science behind mob brutality.*

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#### **Ways to Support your Child**

1. Ask your child about the informational text, What was "When Good People Do Bad Things" and the paired literary text, Excerpt from "The Overcoat" about?
2. **Parent Answer Keys**-Review written responses together.

#### **Related Media**

1. Watch the following clips with your child at home:
  - ['Why Are People So Nasty? – The School of Life'](#)
  - ['Ways to Stop Bullying'](#)

# ANCHOR TEXT



Name: \_\_\_\_\_

Class: \_\_\_\_\_

## When Good People Do Bad Things

By Ann Trafton

2014

*Rebecca Saxe, an associate professor of cognitive neuroscience at MIT, and her colleagues conducted an experiment to study the way people behave in groups. As you read, take notes on Saxe's experiment and the conclusion she and her team reach.*

- [1] When people get together in groups, unusual things can happen — both good and bad. Groups create important social institutions that an individual could not achieve alone, but there can be a darker side to such alliances: Belonging to a group makes people more likely to harm others outside the group.

“Although humans exhibit strong preferences for equity and moral prohibitions against harm in many contexts, people’s priorities change when there is an ‘us’ and a ‘them,’” says Rebecca Saxe, an associate professor of cognitive neuroscience at MIT. “A group of people will often engage in actions that are contrary to the private moral standards of each individual in that group, sweeping otherwise decent individuals into ‘mobs’ that commit looting, vandalism, even physical brutality.”



*"Bullying- Vicky" by Twentyfour Students is licensed under CC BY-SA 2.0.*

Several factors play into this transformation. When people are in a group, they feel more anonymous, and less likely to be caught doing something wrong. They may also feel a diminished sense of personal responsibility for collective actions.

Saxe and colleagues recently studied a third factor that cognitive scientists believe may be involved in this group dynamic: the hypothesis that when people are in groups, they “lose touch” with their own morals and beliefs, and become more likely to do things that they would normally believe are wrong.

- [5] In a study that recently went online in the journal *NeuroImage*, the researchers measured brain activity in a part of the brain involved in thinking about oneself. They found that in some people, this activity was reduced when the subjects participated in a competition as part of a group, compared with when they competed as individuals. Those people were more likely to harm their competitors than people who did not exhibit this decreased brain activity.

“This process alone does not account for intergroup conflict: Groups also promote anonymity, diminish personal responsibility, and encourage reframing harmful actions as ‘necessary for the greater good.’ Still, these results suggest that at least in some cases, explicitly reflecting on one’s own personal moral standards may help to attenuate<sup>1</sup> the influence of ‘mob mentality,’”<sup>2</sup> says Mina Cikara, a former MIT postdoc and lead author of the *NeuroImage* paper.

## Group Dynamics

Cikara, who is now an assistant professor at Carnegie Mellon University, started this research project after experiencing the consequences of a “mob mentality”: During a visit to Yankee Stadium, her husband was ceaselessly heckled by Yankees fans for wearing a Red Sox cap. “What I decided to do was take the hat from him, thinking I would be a lesser target by virtue of the fact that I was a woman,” Cikara says. “I was so wrong. I have never been called names like that in my entire life.”

The harassment, which continued throughout the trip back to Manhattan, provoked a strong reaction in Cikara, who isn’t even a Red Sox fan.

“It was a really amazing experience because what I realized was I had gone from being an individual to being seen as a member of ‘Red Sox Nation.’ And the way that people responded to me, and the way I felt myself responding back, had changed, by virtue of this visual cue — the baseball hat,” she says. “Once you start feeling attacked on behalf of your group, however arbitrary, it changes your psychology.”

[10] Cikara, then a third-year graduate student at Princeton University, started to investigate the neural mechanisms behind the group dynamics that produce bad behavior. In the new study, done at MIT, Cikara, Saxe (who is also an associate member of MIT’s McGovern Institute for Brain Research), former Harvard University graduate student Anna Jenkins, and former MIT lab manager Nicholas Dufour focused on a part of the brain called the medial prefrontal cortex. When someone is reflecting on himself or herself, this part of the brain lights up in functional magnetic resonance imaging (fMRI) brain scans.

A couple of weeks before the study participants came in for the experiment, the researchers surveyed each of them about their social-media habits, as well as their moral beliefs and behavior. This allowed the researchers to create individualized statements for each subject that were true for that person — for example, “I have stolen food from shared refrigerators” or “I always apologize after bumping into someone.”

When the subjects arrived at the lab, their brains were scanned as they played a game once on their own and once as part of a team. The purpose of the game was to press a button if they saw a statement related to social media, such as “I have more than 600 Facebook friends.”

The subjects also saw their personalized moral statements mixed in with sentences about social media. Brain scans revealed that when subjects were playing for themselves, the medial prefrontal cortex lit up much more when they read moral statements about themselves than statements about others, consistent with previous findings. However, during the team competition, some people showed a much smaller difference in medial prefrontal cortex activation when they saw the moral statements about themselves compared to those about other people.

Those people also turned out to be much more likely to harm members of the competing group during a task performed after the game. Each subject was asked to select photos that would appear with the published

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1. **Attenuate** (*verb*) to reduce the force or effect of
  2. Mob mentality, or herd mentality, refers to the phenomenon when people are influenced by their group to adopt certain behaviors. It can also lead to decentralized decision-making and decreased individualism.

study, from a set of four photos apiece of two teammates and two members of the opposing team. The subjects with suppressed medial prefrontal cortex activity chose the least flattering photos of the opposing team members, but not of their own teammates.

- [15] “This is a nice way of using neuroimaging to try to get insight into something that behaviorally has been really hard to explore,” says David Rand, an assistant professor of psychology at Yale University who was not involved in the research. “It’s been hard to get a direct handle on the extent to which people within a group are tapping into their own understanding of things versus the group’s understanding.”

## **Getting Lost**

The researchers also found that after the game, people with reduced medial prefrontal cortex activity had more difficulty remembering the moral statements they had heard during the game.

“If you need to encode something with regard to the self and that ability is somehow undermined when you’re competing with a group, then you should have poor memory associated with that reduction in medial prefrontal cortex signal, and that’s exactly what we see,” Cikara says.

Cikara hopes to follow up on these findings to investigate what makes some people more likely to become “lost” in a group than others. She is also interested in studying whether people are slower to recognize themselves or pick themselves out of a photo lineup after being absorbed in a group activity.

*The research was funded by the Eunice Kennedy Shriver National Institute of Child Health and Human Development, the Air Force Office of Scientific Research, and the Packard Foundation.*

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following best describes a central idea of the text?
  - A. Mob mentality only overtakes those who do not have a strong sense of self.
  - B. Recent studies have shown that groups create a false sense of purpose and drive.
  - C. Group inclusion can cause people to lose a sense of their morals and become more likely to do wrong.
  - D. People can overcome their instincts to do harm to outsiders if they are reminded of the effects of mob mentality.
  
2. PART B: Which of the following quotes best supports the answer to Part A?
  - A. "Groups create important social institutions that an individual could not achieve alone." (Paragraph 1)
  - B. "...when people are in groups, they 'lose touch' with their own morals and beliefs, and become more likely to do things that they would normally believe are wrong." (Paragraph 4)
  - C. "Those people were more likely to harm their competitors than people who did not exhibit this decreased brain activity." (Paragraph 5)
  - D. "When someone is reflecting on himself or herself, this part of the brain lights up in functional magnetic resonance imaging (fMRI) brain scans." (Paragraph 10)
  
3. How did Cikara's experience in the baseball game inform her understanding of mob mentality?
  - A. Cikara realized that a few factors, such as being a woman, will save a person from the negative consequences of mob mentality.
  - B. Cikara was harassed by Yankees fans for her husband's Rex Sox cap and learned that by removing the visual difference cue (i.e. the cap) she could effectively diffuse the mob mentality.
  - C. Cikara discovered that passive resistance was the only way to take power from the mob mentality.
  - D. Cikara experienced the "us versus them" part of mob mentality, eliciting a strong reaction despite the minor point of conflict (i.e. a baseball cap).

4. Summarize the experiment Saxe and her colleagues conducted on morals and social media habits in complete sentences, as well as the experiments correlation to the article's central ideas.

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5. PART A: Which of the following best explains the concept of "getting lost" in a group?
- A. "Getting lost" refers to an actual loss of memory experienced after being immersed in a group for too long.
  - B. "Getting lost" refers to the sense of emotional loss one experiences when no longer connected to a group.
  - C. "Getting lost" refers to the sensation of losing one's self in a group and even after, shortly affecting memory and self-image.
  - D. "Getting lost" refers to the lack of direction one feels after participating in a mob.
6. PART B: Which phrase from the article best supports the answer to Part A?
- A. "had more difficulty remembering the moral statements they had heard during the game" (Paragraph 16)
  - B. "that ability is somehow undermined when you're competing with a group" (Paragraph 17)
  - C. "should have poor memory associated with that reduction in medial prefrontal cortex signal" (Paragraph 17)
  - D. "whether people are slower to recognize themselves or pick themselves out of a photo lineup after being absorbed in a group activity" (Paragraph 18)

## Discussion Questions

**Directions:** Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. In your opinion, what is the most interesting finding? Why?

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2. Imagine that you are the coach of a highly successful, competitive boy's basketball team. What are the implications of this research on your work? As coach, what specific precautions do you take?

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3. What are some historical and/or current examples of mob mentality at play?

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4. In the context of this article, why do people do bad things? Use evidence from this article, your own experience, and other art, literature, or history in your answer.

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# PAIRED TEXT



Name: \_\_\_\_\_

Class: \_\_\_\_\_

## Excerpt from "The Overcoat"

By Nikolai Gogol  
1842

*Nikolai Gogol (1809-1852) was a Russian novelist and short story writer. In this excerpt from Gogol's short story "The Overcoat," a hard-working man is harassed by his coworkers.*

**As you read, take notes on Akakiy's interactions with other people.**

- [1] When and how he entered the department, and who appointed him, no one could remember. However much the directors and chiefs of all kinds were changed, he was always to be seen in the same place, the same attitude, the same occupation; so that it was afterwards affirmed that he had been born in undress uniform with a bald head. No respect was shown him in the department. The porter not only did not rise from his seat when he passed, but never even glanced at him, any more than if a fly had flown through the reception-room. His superiors treated him in coolly despotic<sup>1</sup> fashion. Some sub-chief would thrust a paper under his nose without so much as saying, "Copy," or "Here's a nice interesting affair," or anything else agreeable, as is customary amongst well-bred officials. And he took it, looking only at the paper and not observing who handed it to him, or whether he had the right to do so; simply took it, and set about copying it.



*"The Overcoat by Nikolai Gogol" by Scanned and processed by Andrew Krizhanovsky is licensed under CC BY-SA 3.0.*

The young officials laughed at and made fun of him, so far as their official wit permitted; told in his presence various stories concocted about him, and about his landlady, an old woman of seventy; declared that she beat him; asked when the wedding was to be; and strewed bits of paper over his head, calling them snow. But Akakiy Akakievitch answered not a word, any more than if there had been no one there besides himself. It even had no effect upon his work: amid all these annoyances he never made a single mistake in a letter. But if the joking became wholly unbearable, as when they jogged his hand and prevented his attending to his work, he would exclaim, "Leave me alone! Why do you insult me?" And there was something strange in the words and the voice in which they were uttered. There was in it something which moved to pity; so much that one young man, a new comer, who, taking pattern by the others, had permitted himself to make sport of Akakiy, suddenly stopped short, as though all about him had undergone a transformation, and presented itself in a different aspect. Some unseen force repelled him from

1. tyrannical

the comrades whose acquaintance he had made, on the supposition that they were well-bred and polite men. Long afterwards, in his gayest moments, there recurred to his mind the little official with the bald forehead, with his heart-rending words, "Leave me alone! Why do you insult me?" In these moving words, other words resounded — "I am thy brother." And the young man covered his face with his hand; and many a time afterwards, in the course of his life, shuddered at seeing how much inhumanity there is in man, how much savage coarseness is concealed beneath delicate, refined worldliness, and even in that man whom the world acknowledges as honourable and noble.

It would be difficult to find another man who lived so entirely for his duties. It is not enough to say that Akakiy laboured with zeal: no, he laboured with love. In his copying, he found a varied and agreeable employment. Enjoyment was written on his face: some letters were even favourites with him; and when he encountered these, he smiled, winked, and worked with his lips, till it seemed as though each letter might be read in his face, as his pen traced it. If his pay had been in proportion to his zeal, he would, perhaps, to his great surprise, have been made even a councillor of state. But he worked, as his companions, the wits, put it, like a horse in a mill.

Moreover, it is impossible to say that no attention was paid to him. One director being a kindly man, and desirous of rewarding him for his long service, ordered him to be given something more important than mere copying. So he was ordered to make a report of an already concluded affair to another department: the duty consisting simply in changing the heading and altering a few words from the first to the third person. This caused him so much toil that he broke into a perspiration, rubbed his forehead, and finally said, "No, give me rather something to copy." After that they let him copy on forever.

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: In paragraph 1, the author describes behavior that "is customary amongst well-bred officials." How is this description important to the passage?
  - A. It explains the narrator's beliefs about the way Akakiy's colleagues should treat each other.
  - B. It suggests the extent to which Akakiy has failed to perform well in his position.
  - C. It hints at the ways in which Akakiy believes his situation to be worse than it is.
  - D. It magnifies the isolation and humiliation that characterize Akakiy's situation.
  
2. PART B: Which quotation has the most similar effect to that of the answer to Part A in how it contributes to the passage?
  - A. "When and how he entered the department, and who appointed him, no one could remember. However much the directors and chiefs of all kinds were changed, he was always to be seen in the same place, the same attitude, the same occupation; so that it was afterwards affirmed that he had been born in undress uniform with a bald head." (Paragraph 1)
  - B. "The young officials laughed at and made fun of him, so far as their official wit permitted; told in his presence various stories concocted about him, and about his landlady, an old woman of seventy; declared that she beat him; asked when the wedding was to be; and strewed bits of paper over his head, calling them snow. But Akakiy Akakievitch answered not a word, any more than if there had been no one there besides himself." (Paragraph 2)
  - C. "Enjoyment was written on his face: some letters were even favourites with him; and when he encountered these, he smiled, winked, and worked with his lips, till it seemed as though each letter might be read in his face, as his pen traced it. If his pay had been in proportion to his zeal, he would, perhaps, to his great surprise, have been made even a councillor of state." (Paragraph 3)
  - D. "So he was ordered to make a report of an already concluded affair, to another department: the duty consisting simply in changing the heading, and altering a few words from the first to the third person. This caused him so much toil, that he broke into a perspiration, rubbed his forehead, and finally said, 'No, give me rather something to copy.' After that they let him copy on forever." (Paragraph 4)
  
3. PART A: How does the introduction of the "young man, a new comer" in paragraph 2 contribute to meaning in the passage?
  - A. It allows the narrator to provide a broader commentary on what Akakiy's mistreatment shows about people's behavior.
  - B. It permits insight into the motivations Akakiy's colleagues have for teasing him so mercilessly.
  - C. It suggests that the reader needs to view the events of the story from Akakiy's perspective.
  - D. It provides insight into Akakiy's thoughts that is not otherwise available.

4. PART B: Which quotation from paragraph 2 most directly supports the answer to Part A?
- A. "But Akakiy Akakievitch answered not a word, any more than if there had been no one there besides himself."
  - B. "amid all these annoyances he never made a single mistake in a letter."
  - C. "Some unseen force repelled him from the comrades whose acquaintance he had made, on the supposition that they were well-bred and polite men."
  - D. "many a time afterwards, in the course of his life, shuddered at seeing how much inhumanity there is in man, how much savage coarseness is concealed beneath delicate, refined worldliness"
5. PART A: How does the description of Akakiy throughout paragraph 3 add to the development of Akakiy's character?
- A. It reveals his concerns beyond the workplace but shows he has no opportunity to deal with these concerns.
  - B. It reveals his physical troubles and shows how these troubles have impacted his ability to work.
  - C. It reveals his potential for advancement as a worker but shows he has no desire for advancement.
  - D. It reveals his true feelings about his work and shows why he does not feel comfortable expressing these feelings.
6. PART B: Which pair of quotes from paragraph 3 and paragraph 4 best support the answer to Part A?
- A. "It would be difficult to find another man who lived so entirely for his duties." / "This caused him so much toil, that he broke into a perspiration, rubbed his forehead, and finally said, 'No, give me rather something to copy.'"
  - B. "it seemed as though each letter might be read in his face, as his pen traced it." / "One director being a kindly man, and desirous of rewarding him for his long service, ordered him to be given something more important than mere copying."
  - C. "If his pay had been in proportion to his zeal, he would, perhaps, to his great surprise, have been made even a councillor of state." / "It is impossible to say that no attention was paid to him."
  - D. "No, give me rather something to copy." / "After that they let him copy on forever."
7. PART A: As used in paragraph 3, what does the word "zeal" suggest about Akakiy?
- A. He is a good-natured worker.
  - B. He executes his work with precision.
  - C. He takes pains to indicate to others that he is working.
  - D. He is extremely passionate about his work.
8. PART B: Which quotation from paragraph 3 best illustrates the meaning of the word "zeal" as it is used in the paragraph?
- A. "he found varied and agreeable employment."
  - B. "Enjoyment was written on his face"
  - C. "to his great surprise"
  - D. "have been made even a councillor of state."

## Open Ended Written Response

**Directions:** Write your answers to the following questions in the space provided. Be prepared to share your original ideas.

1. When Akakiy is being harassed by his coworker, he asks "Why do you insult me?" and claims "I am thy brother" (Paragraph 2). How do you think Akakiy's coworkers view him? How do they justify their ill-treatment of him?

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2. In the story, Akakiy largely ignores his coworkers' bullying. Was this the best choice for Akakiy? Why or why not? What else, if anything, could he have done to discourage this treatment of him? Can you think of situations in which ignoring another person's or persons' behavior is the best course of action?

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# ANSWER KEYS



# Answer key > When Good People Do Bad Things

by Ann Trafton ● 2014

1. PART A: Which of the following best describes a central idea of the text? **11-12.RI.KID.2** ^

Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.

- A. Mob mentality only overtakes those who do not have a strong sense of self.
- B. Recent studies have shown that groups create a false sense of purpose and drive.
- C. **Group inclusion can cause people to lose a sense of their morals and become more likely to do wrong.**
- D. People can overcome their instincts to do harm to outsiders if they are reminded of the effects of mob mentality.

2. PART B: Which of the following quotes best supports the answer to Part A? **11-12.RI.KID.1** ^

Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

- A. "Groups create important social institutions that an individual could not achieve alone." (Paragraph 1)
- B. **"...when people are in groups, they 'lose touch' with their own morals and beliefs, and become more likely to do things that they would normally believe are wrong." (Paragraph 4)**
- C. "Those people were more likely to harm their competitors than people who did not exhibit this decreased brain activity." (Paragraph 5)
- D. "When someone is reflecting on himself or herself, this part of the brain lights up in functional magnetic resonance imaging (fMRI) brain scans." (Paragraph 10)

3. How did Cikara's experience in the baseball game inform her understanding of mob mentality? **11-12.RI.KID.3** ^

Analyze how an author's choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning

- A. Cikara realized that a few factors, such as being a woman, will save a person negative consequences of mob mentality.

- B. Cikara was harassed by Yankees fans for her husband's Rex Sox cap and learned that by removing the visual difference cue (i.e. the cap) she could effectively diffuse the mob mentality.
- C. Cikara discovered that passive resistance was the only way to take power from the mob mentality.
- D. **Cikara experienced the "us versus them" part of mob mentality, eliciting a strong reaction despite the minor point of conflict (i.e. a baseball cap).**

4. Summarize the experiment Saxe and her colleagues conducted on morals and social media habits in complete sentences, as well as the experiments correlation to the article's central ideas. 11-12.RI.KID.2 ^  
11-12.RI.KID.3 ^

Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.

Analyze how an author's choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning

**Answers will vary; students should summarize the experiment in complete sentences, being sure to include any relationship or correlation it has to the article's central ideas. In this experiment, subjects were assessed for changes to their medial prefrontal corte, a part of the brain that lights up in fMRI brain scans when someone is reflecting upon his or herself. Participants were first surveyed about their morals and social media habits, and then brought in a few weeks later to play a similar game questionnaire while being scanned. The subjects played twice, once by themselves and once as a team. Results showed that the medial prefrontal corte lit up more when subjects played by themselves, and their answer statements were more consistent with those given weeks before. Those participants whose medial prefrontal corte did not show as much activity, especially during the team exercise, were also more likely to "hurt" the opposing team by choosing less flattering photos of them. Thus, the experiment supports Saxe's theory that inclusion in a group, especially one exercising mob mentality, is likely to lose touch with their own morals due to a lack of self-reflection—thus further contributing to the strength of the mob mentality phenomenon.**

5. PART A: Which of the following best explains the concept of "getting lost" in a group? 11-12.RI.CS.4 ^

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

- A. "Getting lost" refers to an actual loss of memory experienced after being immersed in a group for too long.
- B. "Getting lost" refers to the sense of emotional loss one experiences when no longer connected to a group.
- C. **"Getting lost" refers to the sensation of losing one's self in a group and even after, shortly affecting memory and self-image.**
- D. "Getting lost" refers to the lack of direction one feels after participating in a mob.

6. PART B: Which phrase from the article best supports the answer to Part A? **11-12.RI.CS.4** ^

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

- A. "had more difficulty remembering the moral statements they had heard during the game" (Paragraph 16)
- B. "that ability is somehow undermined when you're competing with a group" (Paragraph 17)**
- C. "should have poor memory associated with that reduction in medial prefrontal cortex signal" (Paragraph 17)
- D. "whether people are slower to recognize themselves or pick themselves out of a photo lineup after being absorbed in a group activity" (Paragraph 18)

# Answer key > Excerpt from "The Overcoat"

by Nikolai Gogol ● 1842

1. PART A: In paragraph 1, the author describes behavior that "is customary amongst well-bred officials." How is this description important to the passage? **11-12.RL.CS.4** ^

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.

A. It explains the narrator's beliefs about the way Akakiv's colleagues should treat each

B. It imagines the isolation and humiliation that characterize Akakiv's situation.

2. PART B: Which quotation has the most similar effect to that of the answer to Part A in how it contributes to the passage? **11-12.RL.KID.1** ^

Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

A. "When and how he entered the department, and who appointed him, no one could remember. However much the directors and chiefs of all kinds were changed, he was always to be seen in the same place, the same attitude, the same occupation; so that it was afterwards affirmed that he had been born in undress uniform with a bald head." (Paragraph 1)

B. "The young officials laughed at and made fun of him, so far as their official wit permitted; told in his presence various stories concocted about him, and about his landlady, an old woman of seventy; declared that she beat him; asked when the wedding was to be; and strewed bits of paper over his head, calling them snow. But Akakiy Akakievitch answered not a word, any more than if there had been no one there besides himself." (Paragraph 2)

C. "Enjoyment was written on his face: some letters were even favourites with him; and when he encountered these, he smiled, winked, and worked with his lips, till it seemed as though each letter might be read in his face, as his pen traced it. I had been in proportion to his zeal, he would, perhaps, to his great surprise, have made even a councillor of state." (Paragraph 3)

D. "So he was ordered to make a report of an already concluded affair, to another department: the duty consisting simply in changing the heading, and altering a few words from the first to the third person. This caused him so much toil, that he broke into a perspiration, rubbed his forehead, and finally said, 'No, give me rather something to copy.' After that they let him copy on forever." (Paragraph 4)

3. PART A: How does the introduction of the "young man, a new comer" in 11-12.RL.KID.3 ^ paragraph 2 contribute to meaning in the passage?

Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

- A. **It allows the narrator to provide a broader commentary on what Akakiy's mistreatment shows about people's behavior.**
- B. It permits insight into the motivations Akakiy's colleagues have for teasing him so mercilessly.
- C. It suggests that the reader needs to view the events of the story from Akakiy's perspective.
- D. It provides insight into Akakiy's thoughts that is not otherwise available.

4. PART B: Which quotation from paragraph 2 most directly supports the 11-12.RL.KID.1 ^ answer to Part A?

Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

- A. "But Akakiy Akakievitch answered not a word, any more than if there had been no one there besides himself."
- B. "amid all these annoyances he never made a single mistake in a letter."
- C. "Some unseen force repelled him from the comrades whose acquaintance he had made, on the supposition that they were well-bred and polite men."
- D. **"many a time afterwards, in the course of his life, shuddered at seeing how much inhumanity there is in man, how much savage coarseness is concealed beneath delicate, refined worldliness"**

5. PART A: How does the description of Akakiy throughout paragraph 3 11-12.RL.KID.3 ^ add to the development of Akakiy's character?

Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

- A. It reveals his concerns beyond the workplace but shows he has no opportunity to deal with these concerns.
- B. It reveals his physical troubles and shows how these troubles have impacted his ability to work.
- C. **It reveals his potential for advancement as a worker but shows he has no desire for advancement.**
- D. It reveals his true feelings about his work and shows why he does not feel comfortable expressing these feelings.

6. PART B: Which pair of quotes from paragraph 3 and paragraph 4 best support the answer to Part A? **11-12.RL.KID.1** ^

Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

- A. "It would be difficult to find another man who lived so entirely for his duties." / "This caused him so much toil, that he broke into a perspiration, rubbed his forehead, and finally said, 'No, give me rather something to copy.'"
- B. "it seemed as though each letter might be read in his face, as his pen traced it." / "One director being a kindly man, and desirous of rewarding him for his long service, ordered him to be given something more important than mere copying."
- C. "If his pay had been in proportion to his zeal, he would, perhaps, to his great surprise, have been made even a councillor of state." / "It is impossible to say that no attention was paid to him."
- D. "No, give me rather something to copy." / After that they let him copy on forever."
7. PART A: As used in paragraph 3, what does the word "zeal" suggest about Akakiy? **11-12.RL.CS.4** ^

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.

- A. He is a good-natured worker.
- B. He executes his work with precision.
- C. He takes pains to indicate to others that he is working.
- D. **He is extremely passionate about his work.**
8. PART B: Which quotation from paragraph 3 best illustrates the meaning of the word "zeal" as it is used in the paragraph? **11-12.RL.KID.1** ^

Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

- A. "he found varied and agreeable employment."
- B. **"Enjoyment was written on his face"**
- C. "to his great surprise"
- D. "have been made even a councillor of state."