The Necklace
By Guy De Maupassant

1) 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.

2) 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 that make daughters of the common people the equals of ladies in high society.

3) 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 Breton 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 cast by the central stove, dozed in large overstuffed armchairs.

4) 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 some intimate friends, with distinguished and sought-after men whose attention every woman envies and longs to attract.

5) When 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

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1 Prospects: chances for success.
2 Breton: from the French province of Brittany.
3 Disconsolate: very unhappy, beyond cheering up.
4 Curios: rare or unusual articles.
gallant compliments whispered and listened to with a sphinxlike\(^5\) smile as one eats the rosy flesh of a trout or nibbles at the wings of a grouse.

6) She had no evening clothes, no jewels, nothing. But those were the things he wanted: she felt that was the kind of life for her. She so much longed to please, be envied, be fascinating and sought after.

7) 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\(^6\), regret, despair, and anguish.

8) Then one evening, her husband came home proudly holding out a large envelope.

9) “Look,” he said, “I’ve go something for you.”

10) She excitedly tore open the envelope and pulled out a printed card bearing these words:

11) “The Minister of Education and Mme. Georges Ramponneau beg M. and Mme. Loisel to do them the honor of attending an evening reception at the Ministerial Mansion on Friday, January 18.”

12) Instead of being delighted, as her husband had hoped, she scornfully tossed the invitation on the table, murmuring, “What good is that to me?”

13) “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.”

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

15) 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.”

16) 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?”

17) By sheer willpower 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.”

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\(^5\) Sphinxlike: resembling a famous Egyptian statue with the body of a lion and head of a man.

\(^6\) Vexation: anger or annoyance
He was stunned. He resumed, "Let's see, Mathilde. How much
would a suitable outfit cost—one you could wear for other affairs too—
something 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 hesitantly, "I'm not sure exactly, but I
think with four hundred francs\(^7\) I could manage it."

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\(^8\).

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

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\(^9\); 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 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\(^10\).

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,

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\(^7\) Francs: the monetary units of France.

\(^8\) Nanterre: a town near Paris.

\(^9\) Pauper: a poor person.

\(^10\) Predicament: a difficult embarrassing situation.
unable to decide which to part with and put back. She kept on asking, "Haven't you something else?"

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

33) 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. Clasping it around her throat, outside her high-necked dress, she stood in ecstasy looking at her reflection.

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

35) "Why of course."

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

37) 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 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.

38) 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.

39) 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 to leave.

40) He threw her over his 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.

41) Loisel held her back.

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

43) 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.

44) They walked toward the Seine\textsuperscript{11}, 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.

\textsuperscript{11} Seine: the river that runs through Paris.
It dropped then at their door in the Rue des Martyrs, and they climbed wearily up to their apartment. For her, it was all over. For him, there was the thought the he would have to be at the Ministry at ten o’clock.

Before the mirror, she let the wraps fall from her shoulders to see herself once again in all her glory. Suddenly gave a cry. The necklace was gone.

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.

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.”

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 his dictation.

At 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.”

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12 Rue des Martyrs: street of the Martyrs.
13 Aghast: horrified, in disbelief.
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 Royal14, a string of diamonds that seemed exactly like the one they were seeking. It was priced at forty thousand francs. They could get it for thirty-six.

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 one lost 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 ruinous15 deals, did business with loan sharks, ran the whole gamut16 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 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 that he placed on the counter of the shopkeeper.

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 part, however, with sudden heroism. That frightful debt had to be paid. She would pay it. She dismissed her maid; they rented a garret17 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, clad18 like a peasant woman, basket on arm, guarding sou19 by sou her scanty

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14 Palais Royal: an expensive shopping area for Paris.
15 Ruinous: disastrous, bringing ruin.
16 Gamut: the entire range or series of something.
17 Garret: rooms just below the sloping roof of a building; attic.
18 Clad: clothed or dressed.
19 Sou: a French coin worth about a penny.
allowance, she bargained with the fruit dealers, the grocer, the butcher, and was insulted by them.

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.

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 slopped 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 Elysées 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.

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 misfortune—and all on account of you!"

"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."

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20 Askew: crooked; on one side.

"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. Why, at most it was worth five hundred francs!"

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22 Past: an artificial gem.
1. “The Necklace” by Guy de Maupassant is a narrative text. What characteristics would you expect to see in this form of writing? How does knowing this help you as a reader? (M-B)

The narrative text form has story elements (i.e. plot, setting, characters, and point of view) that interact with each other to reveal theme. Within the story elements, writers infuse anecdotes, sensory details and examples to create a sense of the characters’ thoughts, actions and appearances. Writers use literary devices to effectively describe settings and characters as well as give the reader a sense of the story’s mood and tone.

Knowing the characteristics of the narrative helps me as a reader because I know what to expect from the text; there will be characters introduced in the text that will interact with each other in a sequence of events. If I am confused, it could be because the events are not in chronological order; the author might be using a flashback or foreshadowing to tell his story. I know that as characters begin to interact I should be noticing conflicts, between characters or within one particular character. When I start to recognize the conflict, I should begin to look for some kind of resolution. There might not be a resolution that makes sense to me, but, at that point, the author may be leaving the resolution for me to ponder.

2. In the first four paragraphs of the story, the author introduces a key element of the plot. Summarize what you learn about the story, revealing this key element.
(RL 3.2) (M-H)

In the beginning of the story, the character of Mathilde is described by the author as unhappy with her place in society. She is not satisfied because she thinks she should be wearing beautiful clothes and living in a luxurious home. Her beauty, charm, good taste, and cleverness certainly are enough for her to be living as she so desires. “Their natural poise, their instinctive good taste, and their mental cleverness are the sole guiding principles that make daughters of the common people the equals of ladies in high society.” She grieves because another woman of her class would not even notice what gnaws at her: the shabby apartment, the dingy walls, the worn-out appearance of the chairs, etc.

3. Think about how the author has portrayed Mathilde Loisel and her husband. Compare and contrast the two characters. Use evidence from the text to support your thinking.
(RL 3.3) (M-F)

The couple is similar in that they both play a role orchestrated by society. They have a fear of disclosure evidenced by the lengths they went to in order to keep the loss of the necklace from Mme. Forestier. Neither one thought to tell the truth and then proceed accordingly.
On the other hand, the characters were different. Mathilde’s husband was comfortable with his place in society, while she grieved for what she thought should be hers, a lady of high society. M. Loisel was unselfishly thinking of what would please his wife. He was able to get a much-prized invitation to the Ministerial Mansion. But Mme. Loisel, instead of being happy about the opportunity to attend the “evening reception,” just balked and said she had nothing to wear. M. Loisel was unselfish because he gave the money he had saved for a gun to his wife for a dress. His desire to make his wife happy was all he cared about. His wife was just thinking of herself during the conversation focusing on how she still needed some jewelry. She wouldn’t listen to him and wear flowers; she had to have the right jewelry which ironically ended up being her downfall.

Her doting husband sacrificed his desire to leave so she could enjoy her popularity at the ball. She danced, laughed and had the experience she thought she was born to enjoy.

4. Was the author’s use of literary devices effective in this story? Why or why not? Use evidence from the text to support your thinking. (RL 3.6) (M-I)

The author’s use of literary devices was very effective. De Maupassant used suspense throughout the story to hook the reader.

- Will Mathilde go to dinner?
- Will the Loisels find the necklace?

There is also a rich range of symbolic meaning about “The Necklace”.

- the futility of Mathilde’s life
- the Loisels’ loss of status
- Both Mathilde and the necklace are pretty on the outside, but common and plain on the inside.
- The paste necklace represents the fraudulent nature of Mme. Forestier and the upper class
- The Loisels live on the Rue des Martyrs.

De Maupassant uses symbolism and the irony of the surprise ending to give the story a social significance and depth that might otherwise be missing.

5. What is the relevance of the setting to the meaning of the story? Use evidence from the text to support your thinking. (RL 3.4) (M-G)

The setting is extremely relevant to this story because it represents a period in history when class systems were still prevalent. This particular story must have the class system as a backdrop because the conflicts occur due to Mme. Loisel’s dissatisfaction with her place in the society of the time.

- The Loisels move from apartment to garret to save money in order to pay debt.
- Mme. Forestier’s house shows how upper class lived during this time period.
- “Breton” girl, the servant, represents the class distinction of the time period.
8th Grade Narrative Unit

- The party at the Ministerial Mansion captures a glimpse of the life to which Mme. Loisel aspires but cannot have.

6. **What are the conflict/conflicts in this story? Are they resolved? Why or why not? (RL 3.2)**

   The conflict in this story results from Mathilde Loisel’s dissatisfaction with who she was and how she must live due to her unfortunate place in society. “She grieved incessantly.” “There’s nothing more humiliating than to look poor among a lot of rich women.” This incessant grieving over what she thinks she should have prevents her from having any enjoyment or satisfaction in her life. She was better off than most but she didn’t see any positives. “All these things, which another woman of her class would not even have noticed, gnawed at her and made her furious.”

   Mme. Loisel could have been happy with her husband, a self-sacrificing man who put her wants and desires ahead of his own. “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.”

   Mathilde couldn’t see through society’s superficial image of women; she felt her only worth was determined by her place in society. The only time she was really happy was when she was at the party, the experience where she felt she was a member of that elusive part of society. Her desire to be part of that elusive high society she craved was ironically what turned the tables and threw her into the needy class. The conflict was resolved by the fact that she was forced to be part of the needy class since she and her husband had to pay for the necklace. Mathilde changed but society didn’t!

7. **What is the theme of this story? Use textual evidence to explain your thinking. (RL 3.5)**

   The theme of this story revolves around the idea that outside conditions can make some people, no matter how accomplished or beautiful, feel they are not good enough. The human condition that prevents some people from being realistic about their desires and discerning enough to know the difference between what they need to be content with their life and/or what could possibly jeopardize what they already have. Mathilde really didn’t need the necklace in order to have had the time of her life at the ball. Her insecurity caused the catastrophic result to her life. If she would have worn the flowers her husband suggested, she might have escaped the situation involving the necklace.

8. **Read the text on Guy de Maupassant. How did his background and beliefs influence his writing in this story? (RL 3.7)**

   The text on Guy de Maupassant states he liked to reveal the hidden sides of people as well as write about the behavior of the materialistic middle class. The character he writes about is tragically unsatisfied with her middle-class status and the author
makes sure she pays for having such materialistic desires. Through his photographic memory he was able to portray the life in which he was most familiar with and a society he criticized. He does force the reader to think about the deeper, hidden meaning of life – not only then but also what still exists today – greed, envy, class distinction, loyalty to what you love and consequences for one’s actions.

9. Read paragraph #3 in the text. What does the underlined word, incessantly, mean? How do you know? (RW 1.3) (M-K)

   It means endless, never stopping. I know that because I figured it out by rereading and using context clues.

10. Read paragraph #44 in the text. What does the underlined word mean, drabness, mean? How do you know? (RW 1.2) (M-L)

    Dull and dreary. I know the word drab can refer to a yellowish brown color so since it is describing a carriage I assume it means a dull finish.
Diagnostic Assessment

Text: "The Necklace" by Guy de Maupassant

1. "The Necklace" by Guy de Maupassant is a narrative text. What characteristics would you expect to see in this form of writing? How does knowing this help you as a reader?

2. In the first four paragraphs of the story, the author introduces a key element of the plot. Summarize what you learn about the story, revealing this key element.

3. Think about how the author has portrayed Mathilde Loisel and her husband. Compare and contrast the two characters. Use evidence from the text to support your thinking.

4. Was the author’s use of literary devices effective in this story? Why or why not? Use evidence from the text to support your thinking.

5. What is the relevance of the setting to the meaning of the story? Use evidence from the text to support your thinking.

6. What are the conflict/conflicts in this story? Are they resolved? Why or why not?

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10. Read paragraph #44. What does the underlined word, drabness, mean? How do you know?
Guy de Maupassant

Guy de Maupassant was a great French short story writer. During the 1880s Maupassant created some 300 short stories, six novels, three travel books, and one volume of verse. In tone, his tales were marked by objectivity, highly controlled style, and sometimes by sheer comedy. Usually they were built around simple episodes from everyday life, which revealed the hidden sides of people.

Maupassant took the subjects for his pessimistic stories and novels chiefly from the Norman peasant life, the Franco-Prussian War, the behavior of the materialistic middle class (which he despised), and the fashionable life of Paris. The gift of a photographic memory enabled him to gather a storehouse of information.

According to Maupassant, a modern novel aims not at "telling a story or entertaining us or touching our hearts but at forcing us to think and understand the deeper, hidden meaning of events".

On several occasions the tales were narrated in the first person or were told by a named character. In 'The Jewels of M. Lantin' the chief clerk of the Minister of the Interior marries the daughter of a provincial tax collector. He is unbelievably happy. She has only two small vices - her love of the theater and her passion for artificial jewels. One wintry evening she comes from the opera shivering with cold and a week later she dies. Lantin is haunted by his memories, and plunges into poverty. He takes her necklace to a jeweler who tells that it is very valuable. Lantin has believed that his wife's jewelry were fakes because she could not have purchased valuable items. He realizes that they were gifts and the truth makes him weep bitterly. "As he walked along, Lantin said to himself, "How easy it is to be happy when you're rich! With money you can even shake off your sorrows; you can go or stay as you please! You can travel and amuse yourself." He sells her jewelry, resigns from his work, and enjoys the theater for the first time in his life. "Six months later he married. His second wife was a most worthy woman, but rather difficult. She made his life unbearable."
TORY NOTE
Masterly as this narrative is, it is chilly and almost cruel. The suffering it sets forth seems to have been almost needless,—due as it is to the accident of misunderstanding. But the craftsmanship is marvelous; and so is the skill with which the surprise is withheld to the end.

So tragic. Who hasn't daydreamed about a better, sunnier, easier life? Such dramatic irony at the end. It makes the reader weak with sympathy for the one who gave up so much for so little. My heart still aches for her.

 Posted 2003-03-13 08:15:42

i dont think Maupassant is trying to talk about telling the truth.He is talking about down side of our imagination and class struggle that has prevailed our lives, and the wrong path that we took to circumvent the class difference.She thinks that the necklace would fill the gap between her imagination and reality, but the necklace is just a new chain which virtually ineslave her for ten years.Seyed

Truth is always the best route

This storie its not totally about the truth its about greedy,envy and pride in the people's heart.she had everything to be happy but her greedy and envy from her oldschool friend.And pride for not telling the truth, its not all about telling lie or truth.

She saw what other people had and what she didn't have. She didn't realize that she may not have a lot, but it is something. I think she got what was coming to her.

You become what you hate most.

This story is not as much about 'honesty' as it is about 'sensitivity'. Think of the poor lady who gave up everything and led a tough life to pay off her debts. Even if she gets the real diamond necklace at the end of those ten years, think of all the countless moments she had to forgo on account of this necklace

I found this story very interesting and sad. The lady thought this necklace would fill a hole in her life because she is poor but in the end it took 10 years of her life. I think this story tells us that lying is not worth it.

SUMMARY: Madame Loisel, tragically unsatisfied with her middle-class status and husband, borrows what she thinks to be an expensive necklace from former schoolmate, Madame Forestier, in
order to present herself as an aristocrat at a party. After the party, Madame Loisel leaves the borrowed necklace in the taxi she and Monsieur Loisel take to their home. Though they cannot afford the cost, they replace the necklace and spend ten years in debt for doing so. Only after Madame Loisel's beauty and youth fade does she again speak with Madame Forestier, who subsequently tells Loisel the lost necklace was only glass, and hence, virtually of no value.

At first glance, one may call this story a tragedy. I question this definition. In tragedy, the author traditionally tends to empathize with his characters. Maupassant is blatantly cruel towards his main character, placing The Necklace more in the realm of horror. Perhaps it's more social criticism than anything.

The most important conflict in this story is between Madame Loisel and herself, as she is violently uncomfortable with who she is. Her desire to change herself is the direct cause for her fall from grace. There is also a conflict between Madame and a society that will not accept her, though it's not so much of a conflict as it is a submission as she has taken on the ideals of the upper class and made them her own. Conflict between Madame and Monsieur Loisel ends with Madame forcing her husband to live below his level of social comfort, making him feel just as she has felt all along. Monsieur has no choice but to accept the sad fate a wife who does not love him has bestowed upon him, just as Madame must accept rejection from a society that cares nothing for her.

Through out the story, Monsieur Loisel remains loyal to his wife despite hardships, proving his love and devotion. Similarly, Madame proves her loyalty to that which she truly loves, a social structure that ultimately rejects her. The story climaxes when Madame realizes her youth has fallen victim to an unfortunate misunderstanding and all the labor she has suffered was needless. Around her neck like a noose, the necklace ended the life of the woman she wanted to be.

THEME: Being contented with what you have is also very important since you don't have the tendency to crave and seek for things you know you can't have.

I think that this was a tragic story. The moral is, be honest with people or face the consequences! Not my favorite story. Mathilde was annoying in her vanity anyways.

This story makes me nothing but sad. It give you a strong sense of how unbalanced, cruel and fragile life can be.
The Necklace shows a lesson that some people take as long as a lifetime to learn. It shows how envy could not only poison your own mind, but the ones around you are affected by it too. Although Mathilde spent ten years paying for a necklace that she didn't really have to, it is important that she went through all that she did. If she had not gone through that, then she would have never changed, and change is very important. The necklace was fake, although very beautiful, in a way it describes Mathilde, on the outside she was ravishing and beautiful, but in the inside she was completely fake. This story shows how things such as discontentment, envy, and pride could destroy a life.

I don't think Mathilde is peacockish or vain, if we are to find a job and make an interview with the head, but we are too poor to buy a new suit, shall we borrow one from our friends or just wear rag?

this story gives a special lesson to people who try to impress by display of wealth which is not theirs. always be humble enough to accept the financial status of your life

telling the truth always will be the best way out of any situation.

I think the story conveys a simple moral; one mistake can have years long detriments. When the character Mathilde could have been honest with her friend, and thus avoid the catastrophe.

I thought that the use of symbolism was astounding. The pearl necklace and Mathilde are so alike! Both look pretty on the outside, but on the inside they are common and plain.

I liked this story because of the message it tells us. Vanity and excessive pride can lead to consequences that will effect our lives forever. Because of Mathilde's foolish pride, she suffered for ten years working and slaving for something she didn't even have to to begin with.

She says herself that she "suffers" from her vanity, so even if this trait is a reflection of her true nature, it is not on her own accord, and it might be more of a reason for us to have sympathy for her, rather than a reason for us to detest her

the moral of this story is, careful what you wish for you just might get it. Get it but not the way you expected...Beauty, wealth, and fame are real surface things...one needs to go deep to find true happiness...

great story! so many interpretations from it: irony. envy and greed. love (from husband). one's pride and need for status. honesty. the metaphor of the necklace as mathilde(pretending to be more glamorous than she is)...
this short story was wonderful. The use of symbolism was great. A small thing can bring life success or ruin it. You need to be honest no matter what the consequences are.

this is a story where the truth is there, between friends. I don't know, I think that she was narrow minded and then the loss of the necklace made her see that not every thing should be expensive to be beautiful. Sometimes the most beautiful things cost so little money. The society had a role in her vision of life. But still I think that she shouldn't be fooled by such thing.

Posted 2004-10-19 03:20:56

Mathilde Loisel really deserved her fate at the end. All in her mind were just pride and vanity. Day-dreaming of climbing to upper class doesn't work!

Honestly, I only feel sorry for her husband, who appreciated the little things, like her stew, or hunting with his friends, and you get dragged into poverty because of his wife's and his own stupidity at not telling the truth.

Maupassant captures the sadness and pain of what it takes to be vain.

Madame Loisel is not to blame. It was her loving husband who told her to lie. "You must write to your friend and tell her the clasp is broken"

Posted 2005-03-14 10:52:21

Many judge Mathilde by saying that she was greedy and she didn't tell the truth. But if you think about it her husband was the one who was hiding four hundred francs from her to buy a gun and his dad's inheritance for eighteen thousand francs, and he is the one who told Mathilde to lie to her friend about the necklace and even telling her what to dictate. Think about it he had enough money to buy Mathilde a necklace if he had wanted to but instead he suggested she should borrow her one from her friend. If he had bought her a necklace certain things could have been avoided.

losing your home and your friends only to find you've worked for nothing.

It is very realistic story. We can see human being who doesn't know to be satisfied with his/her own position and lose in own passion in this story. As long as a person doesn't learn to live accepting
his/her social statue ,he/she cant be happy.so we should look at life in a optimistic way.then we dont defend our passions.

"The Necklace" is a classic. It is well-written, although some people are 'turned off' by the amount of description. This slice of life is so typical of many Americans who mortgage their lives to have bigger homes, new cars and all the latest gadgets and toys. The husband shows incredible support of a woman he loves. He does not understand her and might have had a better life without her, but he is loyal to the end. We all should be lucky enough to find someone like him.

I enjoyed the story. I see my children wanting more and not appreciating what they already have. I feel that Mme Loisel should have told her friend she lost the necklace, but I also feel that if she would have she would not have learned to appreciate what it is that she really had. She would not have learned to like herself if she wouldn't have had to go through all those years of work.

Posted 2005-11-09 21:45:12

This story is about the life that one should have lived. The main character gets a chance to be a part of a life that she has only dreamed about. She gets to live that dream. She gets to feel that dream. Unfortunately dreams don't last forever and she wakes up to the realization that some dreams cost too much. The price of a single happy moment can mean the tragedy and downfall of an entire being.

This story is considered the greatest short story of all time. This may be so, but you can't blame the girl for the necklace being stolen. Every one of us dreams of a better life, she just had the chance to experience it for a while. I have discussed this topic with many. It seems as though the younger people are the ones who think that it was all her fault. Her husband only wanted her to be happy. The thing that makes this story so great (to me) is the fact that she reacieved a far harsher punishment than she deserved.

A key theme, simple yet profound, able to be understood and related by everyone; vivid imagery and "lifelike" dialogues; a coherent, natural flow that captivates the reader's attention without much effort, and a pinch of irony in the end (or anywhere.)

When you base your life around material things your sense of rational is compromised.

Theme: Don't take things for granted and the irony of truth itself
Setting: the ball Madame Forestier's home and a small village
Main Characters: Monsieur, Madame Loisel (Mathilde) and Madame Forestier
Symbols: The Necklace (obviously) and the meaning it has with truth and the irony behind the necklace itself
Motifs: the necklace also and the dramatic irony that the ball serves

I really like this story because it teaches you about being honest, and saying the truth. The story in my opinion was ok. The reason for that is that the lady should of just been herself instead of trying to fit in with the upper class people. Mme. Loisel had a husband that was a minor clerk. He gave her money to go but a new dress because she didn’t want to feel like she wasn't good enough. Then after she got the dress she wanted something to make the outfit fullfilled. So she went to go see her friend and asked to borrow some jewelry. Saw the necklace and never knew that the necklace wasn’t real. She ended up going to the party thinking she was everything and lost it. She should have just told her friend the truth instead of going out her way for ten years to replace a necklace that wasn't even real. So the twist and the irony was good but the way Mme. Loisel intended to go on the way she did for en years wasn't so great.

I think the story was good because it shows a lesson never let no one borrow your things you never know that they lost it or they wanted to keep it. And telling you they lost it when its a lie. I want everyone to read this book if you didn't like it its your lost. its a great book.

I think this story gives us an historical information about french revolution which reflects the social life of 19th. century there. We can infer many points here. First of all, being envious and greedy can make your life worse. Therefore, be happy with what you have...

Who wouldn’t want to be noticed if the beauty is naturally given in their life? In Mme. Mathilde Loisel case, she possessed the perfect beauty. However, unfortunate poverty covers up all her beauty, youth and the delicacy. She desire to be noticed by the rich upper class where she imagine to belong. I like that she is optimistic. She is responsible to take in hand the problem she created. Even if she told her friend (Mme. Fortier) about the lost, they might have conflict in their relationship somehow. I like the ending It was irony, but the good irony; 10 years of hard was not just for nothing. Mme. Mathilde lost her beauty and the youth in a worthy way, and that she would lost in her old age anyway. She accomplish so much in 10 years because of that incident of losing the necklace on that ball night. The author presented story very well. I think in this story means good
natured and good moral always leads person to accomplish the good ending.

Mathilde Loisel is shown to be a vain and ungrateful person that she was born to have a better life. She feels that she has married beneath her, in spite of the fact that her husband is a hardworking and dependable man. Mathilde should recognize and appreciate the good things in her life...For me its a very nice story to read now a days. It concludes that its really a fact that jealousy, envy and discontentment could certainly destroy a life.

The truth can be a powerful thing. But if she learned to love what she has and be less greedy, truth wouldn't be needed.

Greed is a form of lost truth.

I do have a great amount of sympathy for Loisel, and although she wasn't happy with what she had in the beginning (which made her come off as a little bratty,) who hasn't dreamt of a better life, an easier life?

Don't we all wish for material things, popularity, and status? Don't we all want to be recognized and approved of? Isn't this phenomenon what makes Guy de Maupassant's story "The Necklace" so powerful, that he taps into a deep vein of truth about human nature? Like Mathilde, what are you willing to sacrifice for a fantasy? What necklaces are you chasing after that you might end up spending ten years of your life paying for? What have you sold your soul for, to then realize that material goods are empty, meaningless and trivial? This story challenges us to ask, what is worth ten years of my life? What things do I work for—a car, a house, an ipod that will in 10 years simply be an old car, an old house, and an outdated ipod? Isn’t there more to life than these things? Don’t you desire to live for something more than popularity or wealth?

Literature is powerful because it teaches lessons...there is power in narrative to connect us as human beings and to reveal Truth. It challenges us and gets us to think. Stories are not simply for entertainment, they are complex and dynamic. Be careful not to judge too quickly "I like it" or "I hate it." Let the story be what it is, see it more as a puzzle to solve. If you are looking for entertainment, go watch American Idol, if it is truth that you desire, read for the depths of knowledge and understanding that writers try to capture in story.

wow wow wow....i didnt expect that to happen at the end. if she would have just told the truth about this everything would have been different for her. i think that this was a good short story.
Wow, a really good story. It just makes me think, if she would of told her friend the truth none of that would of happened, she and her husband wouldn't of worked so long for nothing. It makes e think, instead of judging her we should learn that the truth will always come out, soon or later, so why waste time, we should say it right then and there.

This story has a very strong theme, which relates to our society today: our social ambitions reflect that we are over the top when it comes to beauty, and outer appearance.

It's her pride that makes her suffer! Telling the Truth is always a good option that gives you a sense of relief!

She suffered endlessly, feeling herself born for every delicacy and luxury. She suffered from the poorness of her house, from its mean walls, worn chairs, and ugly curtains.

Mmmm... If she just told her friend she wouldn't have had to deal with that. But the idea of ones imagination creating something so much more then what they can live up to, what reality can give, and trying to change your stars, is something that really makes you think. But then again, what a stupid women!

The story is very symbolic and has a lot of irony. Like in the beginning, it said that her one true asset was her beauty, but in the end she had nothing anymore. The necklace symbolized everything she wanted to have and be. So at the end of the ball when she is going home and she runs out because she was embarrassed about her coat, the rain symbolized the torture of having to go back into reality which was a simple life but that felt like tragedy to her...but it is also very well said that had she told the truth maybe things would have been better.
Students in Southern California left school last month to protest a proposed law (H.R. 4437) that would make it a felony to be an illegal immigrant. People across the U.S. staged protests.
What should the United States do about its 12 million illegal immigrants? For years, that question has been debated. Late last month, debate spilled onto the nation’s streets. In Los Angeles, California, alone, hundreds of thousands of people, including many students, protested a tough new immigration bill.

Passed by the House of Representatives last December, H.R. 4437 would make living in the U.S. illegally a felony (serious crime).

Supporters of the bill say that illegal immigrants are putting a strain on education, health care, and law enforcement. Others argue that the U.S. is “a nation built by immigrants,” as one immigrant leader said.

“Why should you compare something like wanting a better life to murder or robbery?” asked Luis Gavilanes, 16, a Mexican immigrant who now lives in California. Gavilanes and other students had just staged a massive walkout to protest the bill.

The Senate Responds

After the protests, moderate Republican and Democratic Senators came together with an alternative bill. Their legislation includes a measure left out of the House bill: a guest-worker program. Such a program has been at the center of President George W. Bush’s plan for immigration reform.

The Senate bill would allow workers now in the country illegally to apply for a three-year work permit after paying back taxes and a $1,000 fine. The permit could be renewed once. After that, workers could apply for permanent legal status or citizenship, as long as they have learned basic English and have no criminal record.

As JS went to press, other suggestions were still being put forth in the Senate. For any legislation to become law, the same version of a bill must be passed by both houses of Congress, then signed by the President. Observers say that an agreement is unlikely to happen soon.

Many conservative lawmakers object to the guest-worker program. They have called it merely amnesty (a pardon) for a crime. “It will encourage further disrespect for our laws, and will undercut our efforts to shore up homeland security,” said Senator John Cornyn, Republican of Texas.

Critics also say that the program would be unfair to the many immigrants who have played by the rules and entered the U.S. legally.

A poll released last month by the Pew Research Center showed that the country is also divided on the issue. According to the survey, 53 percent of Americans believe that illegal immigrants should be forced to go home.

The debate will only become more heated as the November congressional elections approach. Republican Senator Jon Kyl of Arizona predicted that voters will object to the continuing loss of jobs to illegal immigrants.

“Get ready for a real tough time,” Kyl said to his fellow Senators, “when American workers come to your office and say, ‘How did you let this happen?’”

Your Turn

THINK ABOUT IT

Last month, nearly 40,000 students in Southern California staged walkouts to protest the House immigration bill. Was leaving school the best way for the students to make their voices heard? Explain.
Text #1: “BORDER WATCH”

ANSWER QUESTION #1 AND #2 BEFORE READING THE TEXT.

1. After looking at all the text features in “Border Watch,” what do you predict this text will be about? How do you know? (M-A)

   - It will be about people from Mexico crossing the U.S. border illegally. I know that because in the title there is the word “Border.” Also the pictures and the captions show people climbing over the border.
   - The bold face subheadings talk about the battle over the border and what the government, congress/president, is going to do about it.
   - It will be about illegal immigration from Mexico and what the government is going to do about it. I looked at the pictures, the captions and the subheadings.
   - It will also be about the Bracero Program according to the subtitle in the textbox.

2. This is an expository article from a magazine. How is this article different from a narrative text? (M-B)

   - This is a nonfiction article that presents factual information, explaining something that is happening in our world today. The article has text features such as pictures, graphs and subtitles. The paragraphs work together to reveal a main idea and the details that support the main idea. Expository texts are research-based.
   - A narrative, on the other hand, can be fiction or nonfiction. It is told in a sequential manner with a beginning, middle and end, and the story elements (plot, point of view, characters, setting) combine to reflect a theme.


3. Why are the minutemen concerned about the borders? (M-D)

   Minutemen don’t want illegal immigrants to cross the border. They feel that watching the borders and discouraging people from crossing the border illegally is their civic duty. They feel they need to make their presence known even if they have no official authority.
4. What was the author’s intention (purpose) for including the sidebar, “The Bracero Program?” (M-G)

- To give the readers some historical context on how Mexican farm workers began crossing the border to seek work in the U.S.
- To give some background information about what the U.S. has done in the past about illegal immigration and the problems with the Bracero Program.
- To relate current issues with the past, reiterate the point that illegal immigrants take over available jobs because they are willing to work for less money. He also gives the reader an example of what difficult work it is through Isauro Reyes’s first-hand account.

5. Under the subheading, Battle Over the Border, the author states, “Most people agree that immigration is a serious problem, but don’t agree on how to stop it.” Are the details in this article consistent with (connected to) this statement? Explain using textual evidence. (RC 2.7) (M-I)

Answers may vary. Students may say no and/or yes, but should have text evidence to back up their opinion.

- No – The author didn’t reference any polls so how does he know immigration is a growing problem. In a previous section he does state statistics on how many have entered the U.S., but he doesn’t explain why it is a serious problem. He doesn’t explain how this impacts or affects the cities where the immigrants settle. He is also missing the voice of those who don’t believe it is a problem. In reading about the minutemen, the article gives you the impression that they are acting for a large group of society.
- Yes – The author goes on to explain the disagreement over how to solve the problem. He states the president’s immigration plan and then mentions other ideas that well-known people have that disagree with the president and are critical of his plan. The president, the republican senator from Wisconsin, the republican from Virginia, Senator John McCain, and Democrat Edward Kennedy all seem to have a different opinion on how to stop the immigration problem.

6. Refer to the last paragraph in the text box, “The Bracero Program.” What is the meaning of the underlined word surge? How do you know? (RW 1.3) (M-K)

It means increase – because the paragraph is talking about the end of the Bracero Program with more illegal immigrants replacing the braceros because the immigrants were willing to work from less money. So, a surge in illegal immigrants would have to mean the numbers of illegal immigrants would be rising. There would be a “surge” or “increase.”

7. Read the 4th paragraph under the subtitle, Battle over the Border. What is the meaning of the underlined word residency? How do you know? (RW 1.2) (M-L)
It means officially living some place. I know that because the root of the word is resident and that means place to live. The sentence talks about permanent residency and permanent means forever.

Text #2: “BORDER WARS”
READ THE RUNNING TEXT AND ANSWER QUESTIONS 8 AND 9.

8. Read the first sentence in the second column in the article “Border Wars” under the bold subheading, The Senate Responds. Based on this sentence, what information do you expect to find in the article? (M-C)
   - It will explain the different bills that the senators came up with after the protest.
   - People were unhappy with the original bill, HR 4437, so others are being proposed. They will probably be less harsh on the undocumented workers.

9. What is H.R. 4437? (M-J)

   A bill passed by the House of Representatives that would make living in the U.S. illegally a felony.

“BORDER WATCH” and “BORDER WARS”
CONSIDERING BOTH TEXTS, ANSWER QUESTIONS 10 – 12.

10. Identify the primary similarities in the main ideas between article #1 and article #2. (RC 2.3) (M-E)

   Both articles are about proposed legislation for illegal immigration and the controversy that surrounds it. The government is trying to come up with satisfactory solutions for those on both sides of this unresolved issue.

11. After reading both articles, what conclusions can you make about the issue of immigration? What text evidence supports your thinking? (M-F)

   It is a very complicated issue with no easy answers nor clear conclusions and it will most likely be a big issue in the upcoming elections. For example, it says in the “Border Wars” article, “Get ready for a real tough time.”

12. Considering information in both texts, what are three of the proposed alternatives to Senate Bill H.R. 4437? (RC 2.2) (M-H)

   - Bush’s guest worker plan. This involves workers who are here legally as well as illegally receiving work permits.
• John McCain and Ed Kennedy propose increased border patrol and want to put immigrants on a path to U.S. citizenship.
• Goode suggests building a 2000 mile long fence at the border, costing taxpayers.
• Sensenbrenner wants military patrols along the border, deportation of illegals and citizenship verification program for employers.
Name ___________________________ Period _____ Date __________

Diagnostic Assessment
Texts: "Border Watch" and "Border Wars"

Text #1: "BORDER WATCH"

ANSWER QUESTION #1 AND #2 BEFORE READING THE TEXT.

1. After looking at all the text features in "Border Watch," what do you predict this text will be about? How do you know?

2. This is an expository article from a magazine. How is this article different from a narrative text?

READ THE RUNNING TEXT AND ANSWER QUESTIONS 3 - 7.

3. Why are the minutemen concerned about the borders?

4. What was the author’s intention (purpose) for including the sidebar, "The Bracero Program?"

5. Under the subheading, Battle Over the Border, the author states, “Most people agree that illegal immigration is a serious problem in the United States, but don’t agree on how to stop it.” Are the details in this article consistent with (connected to) this statement? Explain using textual evidence.

6. Refer to the last paragraph in the text box, “The Bracero Program.” What is the meaning of the underlined word surge? How do you know?

7. Read the 4th paragraph under the subtitle, Battle Over the Border. What is the meaning of the underlined word residency? How do you know this?
Text #2: "BORDER WARS"
READ THE RUNNING TEXT AND ANSWER QUESTIONS 8 AND 9.

8. Read the first sentence in the second column in the article "Border Wars" under the bold subheading, The Senate Responds. Based on this sentence, what information do you expect to find in the article?

9. What is H.R. 4437?

"BORDER WATCH" and "BORDER WARS"
CONSIDERING BOTH TEXTS, ANSWER QUESTIONS 10 - 12.

10. Identify the primary similarities in the main ideas between article #1 and article #2.

11. After reading both articles, what conclusions can you make about the issue of immigration? What text evidence supports your thinking?

12. Considering information in both texts, what are three of the proposed alternatives to Senate Bill H.R. 4437?
Diagnostic Assessment Answers
Text: “Locked Up For Life”

ANSWER QUESTION #1 AND #2 BEFORE READING THE TEXT.

1. This is a persuasive article from a magazine. How does knowing this help you as a reader? (M-B)

- Features include:
  - an author’s position on a debatable issue
  - reasons and evidence to support the author’s position
  - opposing viewpoints/counterarguments
  - introduction, body of essay and conclusion
- Knowing the structure of persuasive text will help me to predict what the article is about and to understand the author’s message.

2. Based on all the text features, what do you predict this text will be about? How do you know? (M-A)

- The title tells me the article will address the controversial issue of teens serving life sentences in prison.
- Case Studies indicates the article will include stories about teenagers who have been convicted and sentenced.
- The map lets me know I will learn where in the U.S. teens are serving life sentences.
- After reading the subtitles, I predict the article will present sad stories about teenagers who have lost hope because they are serving long sentences like adults, and also the article will include thoughts from judges.

READ THE RUNNING TEXT AND ANSWER THE FOLLOWING QUESTIONS.

3. Paraphrase the 2nd paragraph on page 4. (RC 2.4) (M-E)

- Over 2,000 teens in the U.S. who committed crimes (primarily murder) when under the age of 18 are serving life sentences –over half of which are first time offenders.
- About 2225 people are serving life sentences for crimes that they committed when they were teens. Most of the crimes they committed were murder. Also, 59% of the teens are first time offenders.
4. In the 1980s what prompted lawmakers to change the laws that allowed juveniles to be tried as adults? (M-D)

- Young offenders convicted of murders under the juvenile justice system often walked free. Knowing this, violent street gangs, fueled by the drug trade, began hiring young children as hit men. Murders increased. Public outcry led to a change in the laws, so juveniles who committed a violent murder were convicted.
- Gang activity increased and gangs were recruiting members who were teens to do their killing. The murder rates climbed and politicians created laws so teens could serve life sentences.
- In the 1980’s, violent gangs began recruiting teens and murder rates grew. The public was so upset that lawmakers changed the laws so juveniles convicted of very violent crimes could be sentenced as adults.

5. What would you consider to be the main idea of this article? Explain your thinking. (RC 2.2) (M-E)

- The main idea of the article is about teens serving life sentences for crimes. I know this because every paragraph, the title of the article and the headings talked about this issue.
- The main idea of the article is that teens should not be sentenced to life sentences without parole. I know this because the author talks about how kids’ brains are different from adults’ brains. Also, if juveniles are not allowed to do adult things like vote and drink, they shouldn’t be held to the same standards in the courtroom.

6. What do you think was the author’s intent for including the two case studies at the bottom of page 4? (M-G)

- The author’s intent was to use persuasive techniques – (a) appeal to reason by giving statistical facts – statistics being about female as well as African Americans serving sentences, and (b) to appeal to emotion. In both cases, the victim appears to be guilty by association and the crimes somewhat unjust.
- I think the author included this to present more arguments against locking up teens for life. These case studies show the prisoners in a different light and attempts to appeal to your emotion.
- The author wanted to make this issue seem more human and attach some real people with real stories to the reader. This played on the reader’s emotions by creating sympathy for what is happening to these kids.
- I think the author included the two case studies to appeal to the reader’s emotions. Both of these stories present two teens who have been “wronged” by the law and will be paying the price forever.
7. What is the author’s stance on this issue? How do you know? (M-F)

The author does present both sides of the debate. However, judging by the text features he uses, such as the case studies and the map, I would say he is trying to paint a picture that there are far too many states that sentence juveniles to life without parole and that the punishment is often unjust. Also, the author chooses to start and end the article with a personal anecdote that portrays a teenager who wasn’t thinking like an adult and was too young at the time to make a smart decision – and therefore should NOT be sentenced to life without parole, but should be given the opportunity to rehabilitate and change the course of his/her life around.

8. What persuasive techniques did the author use? Explain your thinking using textual evidence. (M-H)

- appeals to reason by using facts such as how the laws have changed and statistics like in the case study text boxes
- appeals to emotion by quoting teenagers who have been convicted
- appeals to character by quoting key people in Advocacy groups, such as the Human Rights Group that have done scientific studies

9. Using textual evidence take a personal stance (position) on this issue. (M-F)

- Yes – I think teens should be locked up for life because they know right from wrong. It does not violate the ban on cruel and unusual punishment. Also, if teens did not serve life sentences, perhaps gangs would again recruit teens to do their murders.
- No – It’s not a good idea to sentence juveniles to prison without the possibility of parole. When you do this, you are telling kids that they will forever be judged by decisions they made as children before their brains were fully developed. Also, by not giving them the possibility of parole, these kids are denied education and rehabilitation programs, sending the message that they are worthless.

10. Do you think the author has given a balanced view of the issue of teens serving adult sentences? Use textual evidence to support your thinking. (RC 2.7) (M-I)

- Yes - The article presents a clear, real-world picture of how and why the laws have changed over time. It presents both sides of the issue, giving quotes from advocacy groups on each side.
- Yes - The author gives a balanced view because not only does he give a preponderance of evidence opposing teens serving life without parole, but he also provides the counterargument with quotes from victims right’s groups, as well as reasons why the laws are the way they are.
- No - The article presents one side. It is trying to persuade me to agree that teens should not be locked up for life by giving startling facts about teens being locked up for life as well as the case studies that give a one-sided view.
11. Read the second to the last paragraph on page 5. What does the underlined word, heinous, mean? How do you know? (RW 1.3) (M-K)

- something horrible, awful or evil
- I knew it was a word that describes crimes because it came after the verb and before the noun, crimes. I know that an adjective needs to go in that spot, so horrible or awful make sense.
- I figured it was bad because the article said most of the crimes were murder.
- I figured it out because when you substitute the word horrible or awful for heinous in the sentence it makes sense.

12. Read the 2nd paragraph under the subheading, Life without hope. The author uses rehabilitated and rehabilitation. What does the underlined word, rehabilitated, mean? How do you know? (RW 1.2) (M-L)

- The word ability means you have the capacity to do something.
- The Latin root habilitat means made able.
- The prefix re means to do something again.
- If prisoners have been rehabilitated that must mean they have the ability to do something again.
- So, it means prisoners have returned to health after an illness or, in this case, after prison.
Diagnostic Assessment

Text: "Locked Up For Life"

ANSWER QUESTION #1 AND #2 BEFORE READING THE TEXT.

1. This is a persuasive article from a magazine. How does knowing this help you as a reader?

2. Based on all the text features, what do you predict this text will be about? How do you know?

READ THE RUNNING TEXT AND ANSWER THE FOLLOWING QUESTIONS.

3. Paraphrase the 2nd paragraph on page 4.

4. In the 1980s what prompted lawmakers to change the laws that allowed juveniles to be tried as adults?

5. What would you consider to be the main idea of this article? Explain your thinking.

6. What do you think was the author's intent for including the two case studies at the bottom of page 4?

7. What is the author's stance on this issue? How do you know?

8. What persuasive techniques did the author use? Explain your thinking using textual evidence.

9. Using textual evidence take a personal stance (position) on this issue.

10. Do you think the author has given a balanced view of the issue of teens serving adult sentences? Use textual evidence to support your thinking.

11. Read the second to the last paragraph on page 5. What does the underlined word, *heinous*, mean? How do you know?

12. Read the 2nd paragraph under the subheading, *Life without hope*. The author uses both rehabilitated and rehabilitation. What does the underlined word, *rehabilitated*, mean? How do you know?
Diagnostic Assessment Answers
Text: “The Necklace” by Guy de Maupassant

1. “The Necklace” by Guy de Maupassant is a narrative text. What characteristics would you expect to see in this form of writing? How does knowing this help you as a reader? (M-B)

   The narrative text form has story elements (i.e. plot, setting, characters, and point of view) that interact with each other to reveal theme. Within the story elements, writers infuse anecdotes, sensory details and examples to create a sense of the characters’ thoughts, actions and appearances. Writers use literary devices to effectively describe settings and characters as well as give the reader a sense of the story’s mood and tone.

   Knowing the characteristics of the narrative helps me as a reader because I know what to expect from the text; there will be characters introduced in the text that will interact with each other in a sequence of events. If I am confused, it could be because the events are not in chronological order; the author might be using a flashback or foreshadowing to tell his story. I know that as characters begin to interact I should be noticing conflicts, between characters or within one particular character. When I start to recognize the conflict, I should begin to look for some kind of resolution. There might not be a resolution that makes sense to me, but, at that point, the author may be leaving the resolution for me to ponder.

2. In the first four paragraphs of the story, the author introduces a key element of the plot. Summarize what you learn about the story, revealing this key element. (RL 3.2) (M-H)

   In the beginning of the story, the character of Mathilde is described by the author as unhappy with her place in society. She is not satisfied because she thinks she should be wearing beautiful clothes and living in a luxurious home. Her beauty, charm, good taste, and cleverness certainly are enough for her to be living as she so desires. “Their natural poise, their instinctive good taste, and their mental cleverness are the sole guiding principles that make daughters of the common people the equals of ladies in high society.” She grieves because another woman of her class would not even notice what gnaws at her: the shabby apartment, the dingy walls, the worn-out appearance of the chairs, etc.

3. Think about how the author has portrayed Mathilde Loisel and her husband. Compare and contrast the two characters. Use evidence from the text to support your thinking. (RL 3.3) (M-F)

   The couple is similar in that they both play a role orchestrated by society. They have a fear of disclosure evidenced by the lengths they went to in order to keep the loss of the necklace from Mme. Forestier. Neither one thought to tell the truth and then proceed accordingly.
On the other hand, the characters were different. Mathilde’s husband was comfortable with his place in society, while she grieved for what she thought should be hers, a lady of high society. M. Loisel was unselfishly thinking of what would please his wife. He was able to get a much-prized invitation to the Ministerial Mansion. But Mme. Loisel, instead of being happy about the opportunity to attend the “evening reception,” just balked and said she had nothing to wear. M. Loisel was unselfish because he gave the money he had saved for a gun to his wife for a dress. His desire to make his wife happy was all he cared about. His wife was just thinking of herself during the conversation focusing on how she still needed some jewelry. She wouldn’t listen to him and wear flowers; she had to have the right jewelry which ironically ended up being her downfall.

Her doting husband sacrificed his desire to leave so she could enjoy her popularity at the ball. She danced, laughed and had the experience she thought she was born to enjoy.

4. Was the author’s use of literary devices effective in this story? Why or why not? Use evidence from the text to support your thinking. (RL 3.6) (M-I)

The author’s use of literary devices was very effective. De Maupassant used suspense throughout the story to hook the reader.

- Will Mathilde go to dinner?
- Will the Loisels find the necklace?

There is also a rich range of symbolic meaning about “The Necklace”.

- the futility of Mathilde’s life
- the Loisels’ loss of status
- Both Mathilde and the necklace are pretty on the outside, but common and plain on the inside.
- The paste necklace represents the fraudulent nature of Mme. Forestier and the upper class
- The Loisels live on the Rue des Martyrs.

De Maupassant uses symbolism and the irony of the surprise ending to give the story a social significance and depth that might otherwise be missing.

5. What is the relevance of the setting to the meaning of the story? Use evidence from the text to support your thinking. (RL 3.4) (M-G)

The setting is extremely relevant to this story because it represents a period in history when class systems were still prevalent. This particular story must have the class system as a backdrop because the conflicts occur due to Mme. Loisel’s dissatisfaction with her place in the society of the time.

- The Loisels move from apartment to garret to save money in order to pay debt.
- Mme. Forestier’s house shows how upper class lived during this time period.
- “Breton” girl, the servant, represents the class distinction of the time period.
• The party at the Ministerial Mansion captures a glimpse of the life to which Mme. Loisel aspires but cannot have.

6. What are the conflict/conflicts in this story? Are they resolved? Why or why not? (RL 3.2) (M-F)

The conflict in this story results from Mathilde Loisel’s dissatisfaction with who she was and how she must live due to her unfortunate place in society. “She grieved incessantly.” “There’s nothing more humiliating than to look poor among a lot of rich women.” This incessant grieving over what she thinks she should have prevents her from having any enjoyment or satisfaction in her life. She was better off than most but she didn’t see any positives. “All these things, which another woman of her class would not even have noticed, gnawed at her and made her furious.”

Mme. Loisel could have been happy with her husband, a self-sacrificing man who put her wants and desires ahead of his own. “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.”

Mathilde couldn’t see through society’s superficial image of women; she felt her only worth was determined by her place in society. The only time she was really happy was when she was at the party, the experience where she felt she was a member of that elusive part of society. Her desire to be part of that elusive high society she craved was ironically what turned the tables and threw her into the needy class. The conflict was resolved by the fact that she was forced to be part of the needy class since she and her husband had to pay for the necklace. Mathilde changed but society didn’t!

7. What is the theme of this story? Use textual evidence to explain your thinking. (RL 3.5) (M-E)

The theme of this story revolves around the idea that outside conditions can make some people, no matter how accomplished or beautiful, feel they are not good enough. The human condition that prevents some people from being realistic about their desires and discerning enough to know the difference between what they need to be content with their life and/or what could possibly jeopardize what they already have. Mathilde really didn’t need the necklace in order to have had the time of her life at the ball. Her insecurity caused the catastrophic result to her life. If she would have worn the flowers her husband suggested, she might have escaped the situation involving the necklace.

8. Read the text on Guy de Maupassant. How did his background and beliefs influence his writing in this story? (RL 3.7)

The text on Guy de Maupassant states he liked to reveal the hidden sides of people as well as write about the behavior of the materialistic middle class. The character he writes about is tragically unsatisfied with her middle-class status and the author
makes sure she pays for having such materialistic desires. Through his photographic memory he was able to portray the life in which he was most familiar with and a society he criticized. He does force the reader to think about the deeper, hidden meaning of life – not only then but also what still exists today – greed, envy, class distinction, loyalty to what you love and consequences for one’s actions.

9. Read paragraph #3 in the text. What does the underlined word, incessantly, mean? How do you know? (RW 1.3) (M-K)

   It means endless, never stopping. I know that because I figured it out by rereading and using context clues.

10. Read paragraph #44 in the text. What does the underlined word mean, drabness, mean? How do you know? (RW 1.2) (M-L)

    Dull and dreary. I know the word drab can refer to a yellowish brown color so since it is describing a carriage I assume it means a dull finish.
Diagnostic Assessment
Text: "The Necklace" by Guy de Maupassant

1. "The Necklace" by Guy de Maupassant is a narrative text. What characteristics would you expect to see in this form of writing? How does knowing this help you as a reader?

2. In the first four paragraphs of the story, the author introduces a key element of the plot. Summarize what you learn about the story, revealing this key element.

3. Think about how the author has portrayed Mathilde Loisel and her husband. Compare and contrast the two characters. Use evidence from the text to support your thinking.

4. Was the author's use of literary devices effective in this story? Why or why not? Use evidence from the text to support your thinking.

5. What is the relevance of the setting to the meaning of the story? Use evidence from the text to support your thinking.

6. What are the conflict/conflicts in this story? Are they resolved? Why or why not?

7. What is the theme of this story? Use textual evidence to explain your thinking.

8. Read the text on Guy de Maupassant. How did his background and beliefs influence his writing in this story?

9. Read paragraph #3. What does the underlined word, incessantly, mean? How do you know?

10. Read paragraph #44. What does the underlined word, drabness, mean? How do you know?
Guy de Maupassant

Guy de Maupassant was a great French short story writer. During the 1880s Maupassant created some 300 short stories, six novels, three travel books, and one volume of verse. In tone, his tales were marked by objectivity, highly controlled style, and sometimes by sheer comedy. Usually they were built around simple episodes from everyday life, which revealed the hidden sides of people.

Maupassant took the subjects for his pessimistic stories and novels chiefly from the Norman peasant life, the Franco-Prussian War, the behavior of the materialistic middle class (which he despised), and the fashionable life of Paris. The gift of a photographic memory enabled him to gather a storehouse of information.

According to Maupassant, a modern novel aims not at "telling a story or entertaining us or touching our hearts but at forcing us to think and understand the deeper, hidden meaning of events".

On several occasions the tales were narrated in the first person or were told by a named character. In 'The Jewels of M. Lantin' the chief clerk of the Minister of the Interior marries the daughter of a provincial tax collector. He is unbelievably happy. She has only two small vices - her love of the theater and her passion for artificial jewels. One wintry evening she comes from the opera shivering with cold and a week later she dies. Lantin is haunted by his memories, and plunges into poverty. He takes her necklace to a jeweler who tells that it is very valuable. Lantin has believed that his wife's jewelry were fakes because she could not have purchased valuable items. He realizes that they were gifts and the truth makes him weep bitterly. "As he walked along, Lantin said to himself, "How easy it is to be happy when you're rich! With money you can even shake off your sorrows; you can go or stay as you please! You can travel and amuse yourself." He sells her jewelry, resigns from his work, and enjoys the theater for the first time in his life. "Six months later he married. His second wife was a most worthy woman, but rather difficult. She made his life unbearable."
TORY NOTE
Masterly as this narrative is, it is chilly and almost cruel. The suffering it sets forth seems to have been almost needless,—due as it is to the accident of misunderstanding. But the craftsmanship is marvelous; and so is the skill with which the surprise is withheld to the end.

So tragic. Who hasn't daydreamed about a better, sunnier, easier life? Such dramatic irony at the end. It makes the reader weak with sympathy for the one who gave up so much for so little. My heart still aches for her.
Posted 2003-03-13 08:15:42

i dont thiink Maupassant is trying to talk about telling the truth. He is talking about down side of our imaginanion and class strugle that has prevailed our lives, and the wrong path that we took to circumvent the class difference. She thinks that the necklace would fill the gap between her imagination and reality, but the necklace is just a new chain which virtually ineslave her for ten years. Seyed

Truth is always the best route

This storie its not totally about the truth its about greedy, envy and pride in the people's heart. she had everything to be happy but her greedy and envy from her oldschool friend. And pride for not telling the truth, its not all about telling lie or truth.

She saw what other people had and what she didn't have. She didn't realize that she may not have a lot, but it is something. I think she got what was coming to her.

You become what you hate most.

This story is not as much about 'honesty' as it is about 'sensitivity'. Think of the poor lady who gave up everything and led a tough life to pay off her debts. Even if she gets the real diamond necklace at the end of those ten years, think of all the countless moments she had to forgo on account of this necklace.

I found this story very interesting and sad. The lady thought this necklace would fill a hole in her life because she is poor but in the end it took 10 years of her life. I think this story tells us that lying is not worth it.

SUMMARY: Madame Loisel, tragically unsatisfied with her middle-class status and husband, borrows what she thinks to be an expensive necklace from former schoolmate, Madame Forestier, in
order to present herself as an aristocrat at a party. After the party, Madame Loisel leaves the borrowed necklace in the taxi she and Monsieur Loisel take to their home. Though they cannot afford the cost, they replace the necklace and spend ten years in debt for doing so. Only after Madame Loisel's beauty and youth fade does she again speak with Madame Forestier, who subsequently tells Loisel the lost necklace was only glass, and hence, virtually of no value.

At first glance, one may call this story a tragedy. I question this definition. In tragedy, the author traditionally tends to empathize with his characters. Maupassant is blatantly cruel towards his main character, placing The Necklace more in the realm of horror. Perhaps it's more social criticism than anything.

The most important conflict in this story is between Madame Loisel and herself, as she is violently uncomfortable with who she is. Her desire to change herself is the direct cause for her fall from grace. There is also a conflict between Madame and a society that will not accept her, though it's not so much of a conflict as it is a submission as she has taken on the ideals of the upper class and made them her own. Conflict between Madame and Monsieur Loisel ends with Madame forcing her husband to live below his level of social comfort, making him feel just as she has felt all along. Monsieur has no choice but to accept the sad fate a wife who does not love him has bestowed upon him, just as Madame must accept rejection from a society that cares nothing for her.

Through out the story, Monsieur Loisel remains loyal to his wife despite hardships, proving his love and devotion. Similarly, Madame proves her loyalty to that which she truly loves, a social structure that ultimately rejects her. The story climaxes when Madame realizes her youth has fallen victim to an unfortunate misunderstanding and all the labor she has suffered was needless. Around her neck like a noose, the necklace ended the life of the woman she wanted to be.

THEME: Being contented with what you have is also very important since you don't have the tendency to crave and seek for things you know you can't have.

I think that this was a tragic story. The moral is, be honest with people or face the consequences! Not my favorite story. Mathilde was annoying in her vanity anyways.

This story makes me nothing but sad. It give you a strong sense of how unbalanced, cruel and fragile life can be.
The Necklace shows a lesson that some people take as long as a lifetime to learn. It shows how envy could not only poison your own mind, but the ones around you are affected by it too. Although Mathilde spent ten years paying for a necklace that she didn't really have to, it is important that she went through all that she did. If she had not gone through that, then she would have never changed, and change is very important. The necklace was fake, although very beautiful, in a way it describes Mathilde, on the outside she was ravishing and beautiful, but in the inside she was completely fake. This story shows how things such as discontentment, envy, and pride could destroy a life.

I don't think Mathilde is peacockish or vain, if we are to find a job and make an interview with the head, but we are too poor to buy a new suit, shall we borrow one from our friends or just wear rag?

this story gives a special lesson to people who try to impress by display of wealth which is not theirs. always be humble enough to accept the financial status of your life telling the truth always will be the best way out of any situation.

I think the story conveys a simple moral; one mistake can have years long detriments. When the character Mathilde could have been honest with her friend, and thus avoid the catastrophe.

I thought that the use of symbolism was astounding. The pearl necklace and Mathilde are so alike! Both look pretty on the outside, but on the inside they are common and plain.

I liked this story because of the message it tells us. Vanity and excessive pride can lead to consequences that will effect our lives forever. Because of Mathilde's foolish pride, she suffered for ten years working and slaving for something she didn't even have to to begin with.

She says herself that she "suffers" from her vanity, so even if this trait is a reflection of her true nature, it is not on her own accord, and it might be more of a reason for us to have sympathy for her, rather than a reason for us to detest her.

the moral of this story is, careful what you wish for you just might get it. Get it but not the way you expected...Beauty, wealth, and fame are real surface things...one needs to go deep to find true happiness...

great story! so many interpretations from it: irony. envy and greed. love (from husband). one's pride and need for status. honesty. the metaphor of the necklace as mathilde(pretending to be more glamorous than she is)....
this short story was wonderful. The use of symbolism was great. A small thing can bring life success or ruin it. You need to be honest no matter what the consequences are.

This is a story where the truth is there, between friends. I don't know, I think that she was narrow-minded and then the loss of the necklace made her see that not every thing should be expensive to be beautiful. Sometimes the most beautiful things cost so little money. The society had a role in her vision of life. But still, I think that she shouldn't be fooled by such things.

Posted 2004-10-19 03:20:56

Mathilde Loisel really deserved her fate at the end. All in her mind were just pride and vanity. Day-dreaming of climbing to upper class doesn't work!

Honestly, I only feel sorry for her husband, who appreciated the little things, like her stew, or hunting with his friends, and you get dragged into poverty because of his wife's and his own stupidity at not telling the truth.

Maupassant captures the sadness and pain of what it takes to be vain.

Madame Loisel is not to blame. It was her loving husband who told her to lie. "You must write to your friend and tell her the clasp is broken"

Posted 2005-03-14 10:52:21

Many judge Mathilde by saying that she was greedy and she didn't tell the truth. But if you think about it, her husband was the one who was hiding four hundred francs from her to buy a gun and his dad's inheritance for eighteen thousand francs, and he is the one who told Mathilde to lie to her friend about the necklace and even telling her what to dictate. Think about it; he had enough money to buy Mathilde a necklace if he had wanted to, but instead he suggested she should borrow her one from her friend. If he had bought her a necklace certain things could have been avoided.

Losing your home and your friends only to find you've worked for nothing.

It is very realistic story. We can see human being who doesn't know to be satisfied with his/her own position and lose in own passion in this story. As long as a person doesn't learn to live accepting
his/her social statue, he/she can't be happy. So we should look at life in an optimistic way. Then we don't defend our passions.

"The Necklace" is a classic. It is well-written, although some people are 'turned off' by the amount of description. This slice of life is so typical of many Americans who mortgage their lives to have bigger homes, new cars and all the latest gadgets and toys. The husband shows incredible support of a woman he loves. He does not understand her and might have had a better life without her, but he is loyal to the end. We all should be lucky enough to find someone like him.

I enjoyed the story. I see my children wanting more and not appreciating what they already have. I feel that MMn Loisel should have told her friend she lost the necklace, but I also feel that if she would have she would not have learned to appreciate what it is that she really had. She would not have learned to like herself if she wouldn't have had to go through all those years of work.

Posted 2005-11-09 21:45:12

This story is about the life that one should have lived. The main character gets a chance to be a part of a life that she has only dreamed about. She gets to live that dream. She gets to feel that dream. Unfortunately dreams don't last forever and she wakes up to the realization that some dreams cost too much. The price of a single happy moment can mean the tragedy and downfall of an entire being.

This story is considered the greatest short story of all time. This may be so, but you can't blame the girl for the necklace being stolen. Every one of us dreams of a better life, she just had the chance to experience it for a while. I have discussed this topic with many. It seems as though the younger people are the ones who think that it was all her fault. Her husband only wanted her to be happy. The thing that makes this story so great (to me) is the fact that she received a far harsher punishment than she deserved.

A key theme, simple yet profound, able to be understood and related by everyone; vivid imagery and "lifelike" dialogues; a coherent, natural flow that captivates the reader's attention without much effort, and a pinch of irony in the end (or anywhere.)

When you base your life around material things your sense of rational is compromised.

Theme: Don't take things for granted and the irony of truth itself
Setting: the ball Madame Forestier's home and a small village
Main Characters: Monsieur, Madame Loisel (Mathilde) and Madame Forestier
Symbols: The Necklace (obviously) and the meaning it has with truth and the irony behind the necklace itself
Motifs: the necklace also and the dramatic irony that the ball serves

I really like this story because it teaches you about being honest, and saying the truth. The story in my opinion was ok. The reason for that is that the lady should of just been herself instead of trying to fit in with the upper class people. Mme. Loisel had a husband that was a minor clerk. He gave her money to go but a new dress because she didn't want to feel like she wasn't good enough. Then after she got the dress she wanted something to make the outfit fullfilled. So she went to go see her friend and asked to borrow some jewelry. Saw the necklace and never knew that the necklace wasn't real. She ended up going to the party thinking she was everything and lost it. She should have just told her friend the truth instead of going out her way for ten years to replace a necklace that wasn't even real. So the twist and the irony was good but the way Mme. Loisel intended to go on the way she did for ten years wasn't so great.

I think the story was good because it shows a lesson never let no one borrow your things you never know that they lost it or they wanted to keep it. And telling you they lost it when its a lie. I want everyone to read this book if you didn't like it its your lost. Its a great book.

I think this story gives us an historical information about french revolution which reflects the social life of 19th. century there. We can infer many points here. First of all, being envious and greedy can make your life worse. Therefore, be happy with what you have...

Who wouldn't want to be noticed if the beauty is naturally given in their life? In Mme. Mathilde Loisel case, she possessed the perfect beauty. However, unfortunate poverty covers up all her beauty, youth and the delicacy. She desire to be noticed by the rich upper class where she imagine to belong. I like that she is optimistic. She is responsible to take in hand the problem she created. Even if she told her friend (Mme. Fortier) about the lost, they might have conflict in their relationship somehow. I like the ending It was irony, but the good irony; 10 years of hard was not just for nothing. Mme. Mathilde lost her beauty and the youth in a worthy way, and that she would lost in her old age anyway. She accomplish so much in 10 years because of that incident of losing the necklace on that ball night. The author presented story very well. I think in this story means good
natured and good moral always leads person to accomplish the good ending.

Mathilde Loisel is shown to be a vain and ungrateful person that she was born to have a better life. She feels that she has married beneath her, in spite of the fact that her husband is a hardworking and dependable man. Mathilde should recognize and appreciate the good things in her life... For me its a very nice story to read now a days. It concludes that its really a fact that jealousy, envy and discontentment could certainly destroy a life.

The truth can be a powerful thing. But if she learned to love what she has and be less greedy, truth wouldn't be needed.

Greed is a form of lost truth.

I do have a great amount of sympathy for Loisel, and although she wasn't happy with what she had in the beginning (which made her come off as a little bratty,) who hasn't dreamt of a better life, an easier life?

Don't we all wish for material things, popularity, and status? Don't we all want to be recognized and approved of? Isn't this phenomenon what makes Guy de Maupassant's story "The Necklace" so powerful, that he taps into a deep vein of truth about human nature? Like Mathilde, what are you willing to sacrifice for a fantasy? What necklaces are you chasing after that you might end up spending ten years of your life paying for? What have you sold your soul for, to then realize that material goods are empty, meaningless and trivial? This story challenges us to ask, what is worth ten years of my life? What things do I work for--a car, a house, an ipod that will in 10 years simply be an old car, an old house, and an outdated ipod? Isn't there more to life than these things? Don't you desire to live for something more than popularity or wealth?

Literature is powerful because it teaches lessons... there is power in narrative to connect us as human beings and to reveal Truth. It challenges us and gets us to think. Stories are not simply for entertainment, they are complex and dynamic. Be careful not to judge too quickly "I like it" or "I hate it." Let the story be what it is, see it more as a puzzle to solve. If you are looking for entertainment, go watch American Idol, if it is truth that you desire, read for the depths of knowledge and understanding that writers try to capture in story.

wow wow wow....i didnt expect that to happen at the end. if she would have just told the truth about this everything would have been different for her. i think that this was a good short story.
Wow, a really good story. It just makes me think, if she would of told the truth none of that would of happend, she and her husband wouldnt of worked so long for nothing. It makes e think, instead of judgeing her we should learn that the truth will always come out, soon or later, so why waste time, we should say it right then and there.

This story has a very strong theme, which relates to our society today: our social ambitions reflect that we are over the top when it comes to beauty, and out outer appearannence.

It's her pride that makes her suffer! Telling the Truth is always a good option that gives you a sense of relief!

She suffered endlessly, feeling herself born for every delicacy and luxury. She suffered from the poorness of her house, from its mean walls, worn chairs, and ugly curtains.

Mmmm... If shed just told her friend she wouldnt have had to deal with that. but the idea of ones imagination creating something so much more then what they can live up to, what reality can give, and trying to change your stars, is something that really makes you think. but then again, what a stupid women!

The story is very symbolic and has a lot irony. Like in the beginning, it said that her one true asset was her beauty, but in the end she had nothing any more. The necklace symbolized everything she wanted to have and be. So at the end of the ball when she is going home and she runs out because she was embarressed about her coat, the rain symbolized the torture of having to go back into reality which was a simple life but that felt like tragedy to her...but it is also very well said that had she told the truth maybe things would have been better.
Diagnostic Assessment Answers
Texts: “Border Watch” and “Border Wars”

Text #1: “BORDER WATCH”

ANSWER QUESTION #1 AND #2 BEFORE READING THE TEXT.

1. After looking at all the text features in “Border Watch,” what do you predict this text will be about? How do you know? (M-A)

   - It will be about people from Mexico crossing the U.S. border illegally. I know that because in the title there is the word “Border.” Also the pictures and the captions show people climbing over the border.
   - The bold face subheadings talk about the battle over the border and what the government, congress/president, is going to do about it.
   - It will be about illegal immigration from Mexico and what the government is going to do about it. I looked at the pictures, the captions and the subheadings.
   - It will also be about the Bracero Program according to the subtitle in the textbox.

2. This is an expository article from a magazine. How is this article different from a narrative text? (M-B)

   - This is a nonfiction article that presents factual information, explaining something that is happening in our world today. The article has text features such as pictures, graphs and subtitles. The paragraphs work together to reveal a main idea and the details that support the main idea. Expository texts are research-based.
   - A narrative, on the other hand, can be fiction or nonfiction. It is told in a sequential manner with a beginning, middle and end, and the story elements (plot, point of view, characters, setting) combine to reflect a theme.


3. Why are the minutemen concerned about the borders? (M-D)

   Minutemen don’t want illegal immigrants to cross the border. They feel that watching the borders and discouraging people from crossing the border illegally is their civic duty. They feel they need to make their presence known even if they have no official authority.
4. What was the author’s intention (purpose) for including the sidebar, “The Bracero Program?” (M-G)

- To give the readers some historical context on how Mexican farm workers began crossing the border to seek work in the U.S.
- To give some background information about what the U.S. has done in the past about illegal immigration and the problems with the Bracero Program.
- To relate current issues with the past, reiterate the point that illegal immigrants take over available jobs because they are willing to work for less money. He also gives the reader an example of what difficult work it is through Isauro Reyes’s first-hand account.

5. Under the subheading, Battle Over the Border, the author states, “Most people agree that immigration is a serious problem, but don’t agree on how to stop it.” Are the details in this article consistent with (connected to) this statement? Explain using textual evidence. (RC 2.7) (M-I)

Answers may vary. Students may say no and/or yes, but should have text evidence to back up their opinion.

- No – The author didn’t reference any polls so how does he know immigration is a growing problem. In a previous section he does state statistics on how many have entered the U.S., but he doesn’t explain why it is a serious problem. He doesn’t explain how this impacts or affects the cities where the immigrants settle. He is also missing the voice of those who don’t believe it is a problem. In reading about the minutemen, the article gives you the impression that they are acting for a large group of society.
- Yes – The author goes on to explain the disagreement over how to solve the problem. He states the president’s immigration plan and then mentions other ideas that well-known people have that disagree with the president and are critical of his plan. The president, the republican senator from Wisconsin, the republican from Virginia, Senator John McCain, and Democrat Edward Kennedy all seem to have a different opinion on how to stop the immigration problem.

6. Refer to the last paragraph in the text box, “The Bracero Program.” What is the meaning of the underlined word surge? How do you know? (RW 1.3) (M-K)

It means increase – because the paragraph is talking about the end of the Bracero Program with more illegal immigrants replacing the braceros because the immigrants were willing to work from less money. So, a surge in illegal immigrants would have to mean the numbers of illegal immigrants would be rising. There would be a “surge” or “increase.”

7. Read the 4th paragraph under the subtitle, Battle over the Border. What is the meaning of the underlined word residency? How do you know? (RW 1.2) (M-L)
It means officially living some place. I know that because the root of the word is resident and that means place to live. The sentence talks about permanent residency and permanent means forever.

**Text #2: “BORDER WARS”**

**READ THE RUNNING TEXT AND ANSWER QUESTIONS 8 AND 9.**

8. Read the first sentence in the second column in the article “Border Wars” under the bold subheading, The Senate Responds. Based on this sentence, what information do you expect to find in the article? (M-C)

- It will explain the different bills that the senators came up with after the protest.
- People were unhappy with the original bill, HR 4437, so others are being proposed. They will probably be less harsh on the undocumented workers.

9. What is H.R. 4437? (M-J)

A bill passed by the House of Representatives that would make living in the U.S. illegally a felony.

**“BORDER WATCH” and “BORDER WARS”**

**CONSIDERING BOTH TEXTS, ANSWER QUESTIONS 10 – 12.**

10. Identify the primary similarities in the main ideas between article #1 and article #2. (RC 2.3) (M-E)

Both articles are about proposed legislation for illegal immigration and the controversy that surrounds it. The government is trying to come up with satisfactory solutions for those on both sides of this unresolved issue.

11. After reading both articles, what conclusions can you make about the issue of immigration? What text evidence supports your thinking? (M-F)

It is a very complicated issue with no easy answers nor clear conclusions and it will most likely be a big issue in the upcoming elections. For example, it says in the “Border Wars” article, “Get ready for a real tough time.”

12. Considering information in both texts, what are three of the proposed alternatives to Senate Bill H.R. 4437? (RC 2.2) (M-H)

- Bush’s guest worker plan. This involves workers who are here legally as well as illegally receiving work permits.
- John McCain and Ed Kennedy propose increased border patrol and want to put immigrants on a path to U.S. citizenship.
- Goode suggests building a 2000 mile long fence at the border, costing taxpayers.
- Sensenbrenner wants military patrols along the border, deportation of illegals and citizenship verification program for employers.
Diagnostic Assessment

Texts: "Border Watch" and "Border Wars"

Text #1: "BORDER WATCH"

ANSWER QUESTION #1 AND #2 BEFORE READING THE TEXT.

1. After looking at all the text features in "Border Watch," what do you predict this text will be about? How do you know?

2. This is an expository article from a magazine. How is this article different from a narrative text?


3. Why are the minutemen concerned about the borders?

4. What was the author’s intention (purpose) for including the sidebar, "The Bracero Program?"

5. Under the subheading, Battle Over the Border, the author states, "Most people agree that illegal immigration is a serious problem in the United States, but don’t agree on how to stop it." Are the details in this article consistent with (connected to) this statement? Explain using textual evidence.

6. Refer to the last paragraph in the text box, "The Bracero Program." What is the meaning of the underlined word surge? How do you know?

7. Read the 4th paragraph under the subtitle, Battle Over the Border. What is the meaning of the underlined word residency? How do you know this?
Text #2: "BORDER WARS"
READ THE RUNNING TEXT AND ANSWER QUESTIONS 8 AND 9.

8. Read the first sentence in the second column in the article "Border Wars" under the bold subheading, The Senate Responds. Based on this sentence, what information do you expect to find in the article?

9. What is H.R. 4437?

"BORDER WATCH" and "BORDER WARS"
CONSIDERING BOTH TEXTS, ANSWER QUESTIONS 10 - 12.

10. Identify the primary similarities in the main ideas between article #1 and article #2.

11. After reading both articles, what conclusions can you make about the issue of immigration? What text evidence supports your thinking?

12. Considering information in both texts, what are three of the proposed alternatives to Senate Bill H.R. 4437?
Diagnostic Assessment Answers  
Text: “Locked Up For Life”

ANSWER QUESTION #1 AND #2 BEFORE READING THE TEXT.

1. This is a persuasive article from a magazine. How does knowing this help you as a reader? (M-B)
   - Features include:
     • an author’s position on a debatable issue
     • reasons and evidence to support the author’s position
     • opposing viewpoints/counterarguments
     • introduction, body of essay and conclusion
   - Knowing the structure of persuasive text will help me to predict what the article is about and to understand the author’s message.

2. Based on all the text features, what do you predict this text will be about? How do you know? (M-A)
   - The title tells me the article will address the controversial issue of teens serving life sentences in prison.
   - Case Studies indicates the article will include stories about teenagers who have been convicted and sentenced.
   - The map lets me know I will learn where in the U.S. teens are serving life sentences.
   - After reading the subtitles, I predict the article will present sad stories about teenagers who have lost hope because they are serving long sentences like adults, and also the article will include thoughts from judges.

READ THE RUNNING TEXT AND ANSWER THE FOLLOWING QUESTIONS.

3. Paraphrase the 2nd paragraph on page 4. (RC 2.4) (M-E)
   - Over 2,000 teens in the U.S. who committed crimes (primarily murder) when under the age of 18 are serving life sentences –over half of which are first time offenders.
   - About 2225 people are serving life sentences for crimes that they committed when they were teens. Most of the crimes they committed were murder. Also, 59% of the teens are first time offenders.
4. In the 1980s what prompted lawmakers to change the laws that allowed juveniles to be tried as adults? (M-D)

- Young offenders convicted of murders under the juvenile justice system often walked free. Knowing this, violent street gangs, fueled by the drug trade, began hiring young children as hit men. Murders increased. Public outcry led to a change in the laws, so juveniles who committed a violent murder were convicted.
- Gang activity increased and gangs were recruiting members who were teens to do their killing. The murder rates climbed and politicians created laws so teens could serve life sentences.
- In the 1980’s, violent gangs began recruiting teens and murder rates grew. The public was so upset that lawmakers changed the laws so juveniles convicted of very violent crimes could be sentenced as adults.

5. What would you consider to be the main idea of this article? Explain your thinking. (RC 2.2) (M-E)

- The main idea of the article is about teens serving life sentences for crimes. I know this because every paragraph, the title of the article and the headings talked about this issue.
- The main idea of the article is that teens should not be sentenced to life sentences without parole. I know this because the author talks about how kids’ brains are different from adults’ brains. Also, if juveniles are not allowed to do adult things like vote and drink, they shouldn’t be held to the same standards in the courtroom.

6. What do you think was the author’s intent for including the two case studies at the bottom of page 4? (M-G)

- The author’s intent was to use persuasive techniques – (a) appeal to reason by giving statistical facts – statistics being about female as well as African Americans serving sentences, and (b) to appeal to emotion. In both cases, the victim appears to be guilty by association and the crimes somewhat unjust.
- I think the author included this to present more arguments against locking up teens for life. These case studies show the prisoners in a different light and attempts to appeal to your emotion.
- The author wanted to make this issue seem more human and attach some real people with real stories to the reader. This played on the reader’s emotions by creating sympathy for what is happening to these kids.
- I think the author included the two case studies to appeal to the reader’s emotions. Both of these stories present two teens who have been “wronged” by the law and will be paying the price forever.
7. What is the author’s stance on this issue? How do you know? (M-F)

The author does present both sides of the debate. However, judging by the text features he uses, such as the case studies and the map, I would say he is trying to paint a picture that there are far too many states that sentence juveniles to life without parole and that the punishment is often unjust. Also, the author chooses to start and end the article with a personal anecdote that portrays a teenager who wasn’t thinking like an adult and was too young at the time to make a smart decision – and therefore should NOT be sentenced to life without parole, but should be given the opportunity to rehabilitate and change the course of his/her life around.

8. What persuasive techniques did the author use? Explain your thinking using textual evidence. (M-H)

- **appeals to reason** by using facts such as how the laws have changed and statistics like in the case study text boxes
- **appeals to emotion** by quoting teenagers who have been convicted
- **appeals to character** by quoting key people in Advocacy groups, such as the Human Rights Group that have done scientific studies

9. Using textual evidence take a personal stance (position) on this issue. (M-F)

- **Yes** – I think teens should be locked up for life because they know right from wrong. It does not violate the ban on cruel and unusual punishment. Also, if teens did not serve life sentences, perhaps gangs would again recruit teens to do their murders.
- **No** – It’s not a good idea to sentence juveniles to prison without the possibility of parole. When you do this, you are telling kids that they will forever be judged by decisions they made as children before their brains were fully developed. Also, by not giving them the possibility of parole, these kids are denied education and rehabilitation programs, sending the message that they are worthless.

10. Do you think the author has given a balanced view of the issue of teens serving adult sentences? Use textual evidence to support your thinking. (RC 2.7) (M-I)

- **Yes** - The article presents a clear, real-world picture of how and why the laws have changed over time. It presents both sides of the issue, giving quotes from advocacy groups on each side.
- **Yes** - The author gives a balanced view because not only does he give a preponderance of evidence opposing teens serving life without parole, but he also provides the counterargument with quotes from victims right’s groups, as well as reasons why the laws are the way they are.
- **No** - The article presents one side. It is trying to persuade me to agree that teens should not be locked up for life by giving startling facts about teens being locked up for life as well as the case studies that give a one-sided view.
11. Read the second to the last paragraph on page 5. What does the underlined word, *heinous*, mean? How do you know? (RW 1.3) (M-K)

- something horrible, awful or evil
- I knew it was a word that describes crimes because it came after the verb and before the noun, crimes. I know that an adjective needs to go in that spot, so horrible or awful make sense.
- I figured it was bad because the article said most of the crimes were murder.
- I figured it out because when you substitute the word horrible or awful for heinous in the sentence it makes sense.

12. Read the 2nd paragraph under the subheading, *Life without hope*. The author uses *rehabilitated* and *rehabilitation*. What does the underlined word, *rehabilitated*, mean? How do you know? (RW 1.2) (M-L)

- The word *ability* means you have the capacity to do something.
- The Latin root *habilitat* means *made able*.
- The prefix *re* means to do something again.
- If prisoners have been rehabilitated that must mean they have the ability to do something again.
- So, it means prisoners have returned to health after an illness or, in this case, after prison.
Diagnostic Assessment
Text: "Locked Up For Life"

**ANSWER QUESTION #1 AND #2 BEFORE READING THE TEXT.**

1. This is a persuasive article from a magazine. How does knowing this help you as a reader?

2. Based on all the text features, what do you predict this text will be about? How do you know?

**READ THE RUNNING TEXT AND ANSWER THE FOLLOWING QUESTIONS.**

3. Paraphrase the 2nd paragraph on page 4.

4. In the 1980s what prompted lawmakers to change the laws that allowed juveniles to be tried as adults?

5. What would you consider to be the main idea of this article? Explain your thinking.

6. What do you think was the author’s intent for including the two case studies at the bottom of page 4?

7. What is the author’s stance on this issue? How do you know?

8. What persuasive techniques did the author use? Explain your thinking using textual evidence.

9. Using textual evidence take a personal stance (position) on this issue.

10. Do you think the author has given a balanced view of the issue of teens serving adult sentences? Use textual evidence to support your thinking.

11. Read the second to the last paragraph on page 5. What does the underlined word, **heinous**, mean? How do you know?

12. Read the 2nd paragraph under the subheading, **Life without hope**. The author uses both rehabilitated and rehabilitation. What does the underlined word, **rehabilitated**, mean? How do you know?