

## After Reading

### Comprehension

1. **Recall** Who are Morissot and Sauvage?
2. **Recall** How do the wartime conditions affect their habits?
3. **Recall** What prompts the two Frenchmen to cross the frontline of the war?
4. **Summarize** What happens to Morissot and Sauvage as a result of their venturing into enemy territory?

### Literary Analysis

5. **Make Inferences** Review the chart you made as you read. Do Morissot and Sauvage seem to understand the dangers of war? Cite evidence to support your answer.
6. **Interpret Symbol** References to fish and fishing are repeated throughout the story. What do they symbolize? To help you interpret their meaning, create a chart like the one shown. Record descriptions of fish and fishing as well as the ideas you associate with them.

Descriptions of Fish/Fishing	Associations

7. **Examine Setting and Theme** Reread lines 25–40 and 118–143. Compare the conditions on the island of Marante before and during the Prussian occupation. What theme about war do these changes communicate?
8. **Analyze Irony** Explain the contrast between what you expected and what actually happens at the end of the story. Support your answer with details.
9. **Draw Conclusions** Describe how Morissot and Sauvage behave while in the enemy camp. What conclusions can you draw about their **friendship** from their final actions?
10. **Evaluate** Recall incidents you have heard about in recent years concerning the treatment of prisoners, the wounded, and civilians during times of war. Are the Prussian soldiers justified in their actions against the two Frenchmen? Explain your response.

### Literary Criticism

11. **Biographical Context** “War! When I think of this word,” declared Maupassant, “I feel bewildered, as though they were speaking to me of sorcery, of the Inquisition, of a distant, finished, abominable, monstrous, unnatural thing.” How are Maupassant’s feelings about war reflected in the story? Support your response with details.

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10. Yes, because the Frenchmen knowingly crossed into enemy-held territory. No, because the Frenchmen were not spies and meant the Prussians no harm.

### Literary Criticism

**Possible answer:**

11. Maupassant shows the Prussians acting in an “abominable” and “monstrous” way—namely, the cruel and senseless execution of two innocent Frenchmen.

## Practice and Apply

### After Reading

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

#### RESOURCE MANAGER—Copy Masters

Reading Check p. 60 (to check understanding of the selection)

Symbol p. 53 (for practice of literary analysis standards focus)

Question Support p. 61 (After Reading questions adapted for English learners and less-proficient readers)

For additional questions, see page 47.



### ANSWERS

#### Comprehension

1. *Morissot and Sauvage are two Frenchmen who became friends through fishing.*
2. *The war has made fishing unsafe.*
3. *their great desire to fish together again*
4. *Morissot and Sauvage are captured, accused of being spies, and executed.*

#### Literary Analysis

**Possible answers:**

5.  **STANDARDS FOCUS** **Make Inferences About Character** *Morissot and Sauvage know of events in Paris (lines 94–99) and of the dangers of war (lines 148–164), but only in a general sense. They seem not to apply the threat of danger to themselves personally.*
6.  **STANDARDS FOCUS** **Symbol** *Charts will vary. Students may conclude that fishing may symbolize what France was like before the war. The fish may symbolize victims of war.*
7. *The island’s change from idyllic fishing spot to cruel military encampment reflects the theme that war is destructive.*
8. *The reader expects that the two friends will be released because they are harmless fishermen, not enemy spies. Instead, the Prussians execute them.*
9. *When interrogated separately, each man refuses to speak in an attempt to save his life (lines 208–215). Also, neither man offers up his friend to save his own life. These men apparently value their friendship more than their lives.*


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## ANSWERS

### Vocabulary in Context

#### VOCABULARY PRACTICE

1. true
2. false
3. false
4. true
5. false
6. true
7. false
8. true

 **RESOURCE MANAGER—Copy Master**  
Vocabulary Practice p. 58

#### VOCABULARY IN WRITING


Encourage students to begin by thinking about the connotative meanings of these words. Then have them consider which words would work best to describe the activity that they have chosen.


#### VOCABULARY STRATEGY: ANALOGIES

- For each practice item, suggest that students identify the relationship in the first pair of words before they look for a vocabulary word that establishes the same relationship in the second pair of words.
- Help students read each analogy—for example, “*Intelligent* is to *clever* as *strange* is to \_\_\_\_\_.”
- Follow up by inviting volunteers to create original analogies and submit them for class discussion.

#### Possible answers:

1. *eccentric* (synonym)
2. *fanatical* (degree of intensity)
3. *dejected* (cause and effect)
4. *rejuvenated* (antonym)
5. *atrocious* (cause and effect)

 **RESOURCE MANAGER—Copy Master**  
Vocabulary Strategy p. 59

 Vocabulary Center at [ClassZone.com](http://ClassZone.com)  
Additional Vocabulary Activities

## Vocabulary in Context

### VOCABULARY PRACTICE

Decide if each statement is true or false.

1. To **afford** privacy to someone is to offer it to him or her.
2. To be **unperturbed** is to be disturbed and agitated.
3. To be **rejuvenated** is to be worn down and tired.
4. If you are **fanatical** about something, you are obsessed with it.
5. An **eccentric** person has a normal, traditional way of doing things.
6. An **atrocious** is offensive and outrageous.
7. To speak **dejectedly** is to speak with excitement and energy.
8. If you are **pensive**, you are thoughtful.

### VOCABULARY IN WRITING

Using three or more vocabulary words, describe an activity you enjoy sharing with a friend. Here is an example of how you might begin.

#### EXAMPLE SENTENCE

*My best friend and I feel **rejuvenated** when we go hiking.*

### VOCABULARY STRATEGY: ANALOGIES

Analogies express relationships between pairs of words. Some common relationships are described in the chart below.

Type	Relationship
Synonym	means the same as
Antonym	means the opposite of
Cause and effect	results in or leads to
Degree of intensity	is less (or more) than

Complete each analogy by choosing the appropriate vocabulary word. Identify the kind of relationship on which the analogy is based.

1. intelligent : clever :: strange : \_\_\_\_\_
2. annoyed : furious :: interested : \_\_\_\_\_
3. gift : delighted :: problem : \_\_\_\_\_
4. bored : excited :: fatigued : \_\_\_\_\_
5. goodwill : charity :: cruelty : \_\_\_\_\_

#### WORD LIST

afford  
atrocious  
dejectedly  
eccentric  
fanatical  
pensive  
rejuvenated  
unperturbed

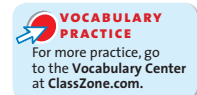
## DIFFERENTIATED INSTRUCTION

### FOR LESS-PROFICIENT READERS

**Comprehension: Vocabulary** As students work through the **Vocabulary Practice**, help them find context clues. For example, for item 2, *disturbed* and *agitated* are antonyms for *unperturbed*, so that statement is false. In item 6, *offensive* and *outrageous* appropriately describe an *atrocious* or other strongly negative action, so the statement is true.

### FOR ADVANCED LEARNERS/PRE-AP

**Vocabulary in Writing** Have students complete the activity by using at least five of the vocabulary words to write a newspaper feature article about someone—themselves or a fictional other person—who enjoys the activity. The article would include information about the person and activity and some quotations from him or her. Work with students to plan a format for sharing the finished articles.



## Reading-Writing Connection

Deepen your understanding of “Two Friends” by responding to these prompts. Then use **Revision: Grammar and Style** to improve your writing.

### WRITING PROMPTS

#### A. Short Response: Write a News Report

Imagine that you are a correspondent reporting on the latest events in the war. Using information from the selection, write a **one- or two-paragraph news report** in which you describe what has happened to the two friends.

#### B. Extended Response: Analyze Character

Critics have noted that many of Maupassant’s characters lack higher feelings and have animal-like tendencies. Does this observation apply to the Prussians in “Two Friends”? Write a **three-to-five-paragraph response**.

### SELF-CHECK

#### A well-written news report will . . .

- provide background information on the two friends
- explain the events that led to their deaths

#### An effective response will . . .

- clearly state an opinion
- use details from the story to support your analysis

### REVISION: GRAMMAR AND STYLE

**WRITE CONCISELY** Review the **Grammar and Style** note on page 414. A **predicate** indicates what a subject is or does or what happens to a subject. By combining predicates, you can avoid writing a series of short, choppy sentences that begin with the same noun or pronoun. Here are two additional examples of how Maupassant uses **compound predicates** to make his writing more concise:

*Then he jumped to his feet, went up to the two Frenchmen, took Morissot by the arm, and led him to one side.* (lines 208–209)

*The water spurted up, bubbled, swirled round, then grew calm again . . .* (line 242)

Notice how the revisions in red use compound predicates to concisely describe a series of events. Use similar methods to revise your responses to the prompts.

#### STUDENT MODEL

On their last day, Morissot and Sauvage received a pass, <sup>and</sup> ~~They~~ also crossed enemy lines. <sup>They</sup> ~~Morissot and Sauvage~~ then scrambled down a hill <sup>and</sup> ~~and~~ crawled on their hands and knees. <sup>and</sup> ~~Finally~~ <sup>they</sup> reached their beloved fishing ground.

#### WRITING TOOLS


For prewriting, revision, and editing tools, visit the **Writing Center** at [ClassZone.com](http://ClassZone.com).

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## Reading-Writing Connection

### WRITING PROMPTS

- For Prompt A, have students use Reporter’s Questions to identify the most important details for their news reports.
- For Prompt B, have students reread lines 94–99 to focus on what the friends have heard about the Prussians. Then have students reread lines 167–225 to focus on what the friends discover in their personal encounter with the Prussians.

 **BEST PRACTICES TOOLKIT—Transparency**  
Reporter’s Questions p. C9


For writing support, see

 Writing Center at [ClassZone.com](http://ClassZone.com)

### REVISION: GRAMMAR AND STYLE

- Make sure that students can identify the verbs in the examples from the story and in the student model. Also make sure that students can explain how the edits in the student model make the writing smoother.
- Write the passage that follows on the board. Have students make revisions by combining predicates. (For more information about compound predicates, see p. R59 in the **Grammar Handbook**.)

*Morissot and Sauvage were captured, <sup>and</sup> ~~They were~~ brought before a Prussian officer. He ordered them to divulge the password. When they refused, the officer threatened them, <sup>and</sup> ~~he~~ promised them their freedom, <sup>and</sup> ~~finally~~, <sup>he</sup> had them shot.*

 **RESOURCE MANAGER—Copy Master**  
Write Concisely p. 62

## DIFFERENTIATED INSTRUCTION

### FOR LESS-PROFICIENT WRITERS

#### For Prompt A:


- Remind students that a news report must be succinct and should include only the key details, arranged from most to least important.
- Help students turn a few of their prewriting details into succinct sentences that tell what happened to Morissot and Sauvage.


#### For Prompt B:

- Limit the length of the assignment to three paragraphs.
- If students struggle to find textual support, meet with them in a group to review lines 167–256 and complete this sentence in as many ways as they can: *I think that the Prussians are acting like animals because \_\_\_\_\_.*


## Assess and Reteach

### Assess

 **RESOURCE MANAGER—Copy Masters**  
Selection Test A pp. 65–66  
Selection Test B/C pp. 67–68

 Test Generator CD

### Reteach

 **STANDARDS LESSON FILE**  
**Literature Lesson 30:** Symbol and Symbolism  
**Reading Lesson 8:** Making Inferences  
**Vocabulary Lesson 23:** Analogies

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