



THE MEDICINE BAG

Comparing Text to Media

In this lesson, you will compare “The Medicine Bag” and “Apache Girl’s Rite of Passage.” First, you will complete the first-read and close-read activities for “The Medicine Bag.”



APACHE GIRL'S RITE OF PASSAGE

About the Author



Virginia Driving Hawk Sneve (b. 1933) grew up on the Rosebud Reservation in South Dakota. Her grandmothers were storytellers, sharing traditional Sioux legends and folk tales that became an inspiration for Sneve’s work. She realized that American Indians were often misrepresented in children’s books, and she has worked throughout her writing career to portray American Indians realistically. In 2000, President Bill Clinton awarded Sneve a National Humanities Medal.

Tool Kit

First-Read Guide and Model Annotation

STANDARDS

Reading Literature

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6–8 text complexity band independently and proficiently.

The Medicine Bag

Concept Vocabulary

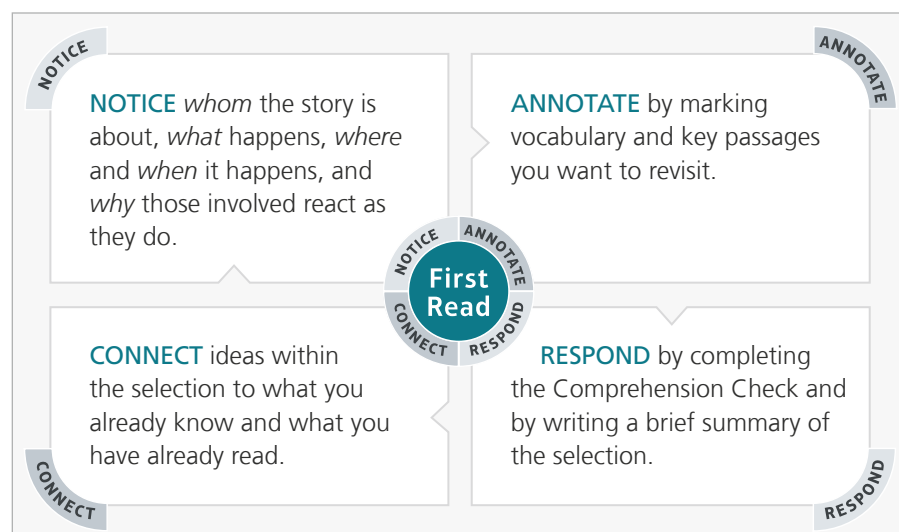
You will encounter the following words as you read “The Medicine Bag.” Before reading, note how familiar you are with each word. Then, rank the words in order from most familiar (1) to least familiar (5).

WORD	YOUR RANKING
wearily	
straggled	
fatigue	
frail	
sheepishly	

After completing the first read, come back to the concept vocabulary and review your rankings. Mark any changes to your original rankings.

First Read FICTION

Refer to the information below as you conduct your first read. You will have an opportunity to complete the close-read notes after your first read.



The Medicine Bag

Virginia Driving Hawk Sneve

BACKGROUND

The Lakota Indians are part of the Sioux Nation, an indigenous people of the Great Plains region of North America. Today there are about 170,000 Sioux Indians living in the United States. About one-fifth of the American Indian population live on *reservations*, which are designated pieces of land ruled by tribal law.

- ¹ **G**randpa wasn't tall and stately like TV Indians. His hair wasn't in braids; it hung in stringy, gray strands on his neck, and he was old. He was my great-grandfather, and he didn't live in a tipi¹; he lived all by himself in a part log, part tar-paper shack on the Rosebud Reservation in South Dakota.
- ² My kid sister, Cheryl, and I always bragged about our Lakota² grandpa, Joe Iron Shell. Our friends, who had always lived in the city and only knew about Indians from movies and TV, were impressed by our stories. Maybe we exaggerated and made Grandpa and the reservation sound glamorous, but when we returned home to Iowa after our yearly summer visit to Grandpa, we always had some exciting tale to tell.
- ³ We usually had some authentic Lakota article to show our listeners. One year Cheryl had new moccasins³ that Grandpa had

1. **tipi** *n.* cone-shaped tent traditionally made of animal skins or bark.
2. **Lakota** *adj.* belonging to a Native American tribe from the Great Plains region (present-day North and South Dakota).
3. **moccasins** (MOK uh suhnz) *n.* soft shoes traditionally made from animal hide.

NOTES

made. On another visit he gave me a small, round, flat rawhide drum decorated with a painting of a warrior riding a horse. He taught me a Lakota chant to sing while I beat the drum with a leather-covered stick that had a feather on the end. Man that really made an impression.

4 We never showed our friends Grandpa's picture. Not that we were ashamed of him but because we knew that the glamorous tales we told didn't go with the real thing. Our friends would have laughed, so when Grandpa came to visit us, I was so ashamed and embarrassed I could have died.

5 There are a lot of yippy poodles and other fancy little dogs in our neighborhood, but they usually barked singly at the mailman from the safety of their own yards. Now it sounded as if a whole pack of mutts were barking together in one place.

6 I walked to the curb to see what the commotion was. About a block away I saw a crowd of little kids yelling, with the dogs yipping and growling around someone who was walking down the middle of the street.

7 I watched the group as it slowly came closer and saw that in the center of the strange procession was a man wearing a tall black hat. He'd pause now and then to peer at something in his hand and then at the houses on either side of the street. I felt cold and hot at the same time. I recognized the man. "Oh, no!" I whispered, "It's Grandpa!"

8 I stood on the curb, unable to move even though I wanted to run and hide. Then I got mad when I saw how the yippy dogs were growling and nipping at the old man's baggy pant legs and how **wearily** he poked them away with his cane. "Stupid mutts," I said as I ran to rescue Grandpa.

9 When I kicked and hollered at the dogs to get away, they put their tails between their legs and scattered. The kids ran to the curb where they watched me and the old man.

10 "Grandpa," I said and reached for his beat-up old tin suitcase tied shut with a rope. But he set it down right in the street and shook my hand.

11 "*Hau, Takoza*, Grandchild," he greeted me formally in Lakota.

12 All I could do was stand there with the whole neighborhood watching and shake the hand of the leather-brown old man. I saw how his gray hair **straggled** from under his big black hat, which had a drooping feather in its crown. His rumpled black suit hung like a sack over his stooped frame. As he shook my hand, his coat fell open to expose a bright red satin shirt with a beaded bolo tie under the collar. His getup wasn't out of place on the reservation, but it sure was here, and I wanted to sink right through the pavement.

wearily (WEER uh lee) *adv.*
in a tired way

straggled (STRAG uhld) *v.*
hung in messy strands

- 13 “Hi,” I muttered with my head down. I tried to pull my hand away when I felt his bony hand trembling and then looked up to see fatigue in his face. I felt like crying. I couldn’t think of anything to say so I picked up Grandpa’s suitcase, took his arm, and guided him up the driveway to our house.
- 14 Mom was standing on the steps. I don’t know how long she’d been watching, but her hand was over her mouth and she looked as if she couldn’t believe what she saw. Then she ran to us.
- 15 “Grandpa,” she gasped. “How in the world did you get here?”
- 16 She checked her move to embrace Grandpa and I remembered that such a display of affection is unseemly to the Lakota and would have embarrassed him.
- 17 “Hau, Marie,” he said as he shook Mom’s hand. She smiled and took his other arm.
- 18 As we supported him up the steps, the door banged open and Cheryl came bursting out of the house. She was all smiles and was so obviously glad to see Grandpa that I was ashamed of how I felt.
- 19 “Grandpa!” she yelled happily. “You came to see us!”
- 20 Grandpa smiled, and Mom and I let go of him as he stretched out his arms to my ten-year-old sister, who was still young enough to be hugged.
- 21 “Wicincila, little girl,” he greeted her and then collapsed.
- 22 He had fainted. Mom and I carried him into her sewing room, where we had a spare bed.
- 23 After we had Grandpa on the bed, Mom stood there patting his shoulder. “You make Grandpa comfortable, Martin,” she decided, “while I call the doctor.”
- 24 I reluctantly moved to the bed. I knew Grandpa wouldn’t want to have Mom undress him, but I didn’t want to either. He was so skinny and **frail** that his coat slipped off easily. When I loosened his tie and opened his shirt collar, I felt a small leather pouch that hung from a thong around his neck. I left it alone and moved to remove his boots. The scuffed old cowboy boots were tight, and he moaned as I put pressure on his legs to jerk them off.
- 25 I put the boots on the floor and saw why they fit so tight. Each one was stuffed with money. I looked at the bills that lined the boots and started to ask about them, but Grandpa’s eyes were closed again.
- 26 Mom came back with a basin of water. “The doctor thinks Grandpa may be suffering from heat exhaustion,” she explained as she bathed Grandpa’s face. Mom gave a big sigh, “Oh *hinh*, Martin. How do you suppose he got here?”
- 27 We found out after the doctor’s visit. Grandpa was angrily sitting up in bed while Mom tried to feed him some soup.
- 28 “Tonight you let Marie feed you, Grandpa,” said my dad, who had gotten home from work. “You’re not really sick,” he said as

NOTES

fatigue (fuh TEEG) *n.*
physical or mental
exhaustion

CLOSE READ

ANNOTATE: Mark details in paragraphs 12–13 and 18–21 that show how the narrator and Cheryl each greet Grandpa.

QUESTION: Why are their greetings so different?

CONCLUDE: What can you conclude about Martin and his sister by the way they greet Grandpa?

frail (frayl) *adj.* delicate;
weak

sheepishly (SHEEP ihsh lee)
adv. in an embarrassed
way

CLOSE READ

ANNOTATE: Note the language the author uses in paragraphs 31–32 that shows the difficulty of Grandpa’s journey.

QUESTION: Why does the author provide so much detail about the journey?

CONCLUDE: What can you conclude about Grandpa from the journey he took?

he gently pushed Grandpa back against the pillows. “The doctor thinks you just got too tired and hot after your long trip.”

29 Grandpa relaxed, and between sips of soup, he told us of his journey. Soon after we visited him, Grandpa decided that he would like to see where his only living descendants lived and what our home was like. Besides, he admitted **sheepishly**, he was lonesome after we left.

30 I knew that everybody felt as guilty as I did—especially Mom. Mom was all Grandpa had left. So even after she married my dad, who’s not an Indian, and after Cheryl and I were born, Mom made sure that every summer we spent a week with Grandpa.

31 I never thought that Grandpa would be lonely after our visits, and none of us noticed how old and weak he had become. But Grandpa knew, so he came to us. He had ridden on buses for two and a half days. When he arrived in the city, tired and stiff from sitting for so long, he set out walking to find us.

32 He had stopped to rest on the steps of some building downtown, and a policeman found him. The officer took Grandpa to the city bus stop, waited until the bus came, and then told the driver to let Grandpa out at Bell View Drive. After Grandpa got off the bus, he started walking again. But he couldn’t see the house numbers on the other side when he walked on the sidewalk, so he walked in the middle of the street. That’s when all the little kids and dogs followed him.

33 I knew everybody felt as bad as I did. Yet I was so proud of this eighty-six-year-old man who had never been away from the reservation but who had the courage to travel so far alone.

34 “You found the money in my boots?” he asked Mom.

35 “Martin did,” she answered and then scolded, “Grandpa, you shouldn’t have carried so much money. What if someone had stolen it from you?”

36 Grandpa laughed. “I would’ve known if anyone tried to take the boots off my feet. The money is what I’ve saved for a long time—a hundred dollars—for my funeral. But you take it now to buy groceries so that I won’t be a burden to you while I am here.”

37 “That won’t be necessary, Grandpa,” Dad said. “We are honored to have you with us, and you will never be a burden. I am only sorry that we never thought to bring you home with us this summer and spare you the discomfort of a long bus trip.”

38 Grandpa was pleased. “Thank you,” he answered. “But don’t feel bad that you didn’t bring me with you, for I would not have come then. It was not time.” He said this in such a way that no one could argue with him. To Grandpa and the Lakota, he once told me, a thing would be done when it was the right time to do it, and that’s the way it was.



39 “Also,” Grandpa went on, looking at me. “I have come because it is soon time for Martin to have the medicine bag.”

40 We all knew what that meant. Grandpa thought he was going to die, and he had to follow the tradition of his family to pass the medicine bag, along with its history, to the oldest male child.

41 “Even though the boy,” he said, still looking at me, “doesn’t have an Indian name, the medicine bag will be his.”

42 I didn’t know what to say. I had the same hot and cold feeling that I had when I first saw Grandpa in the street. The medicine bag was the dirty leather pouch I had found around his neck. “I could never wear it,” I almost said aloud. I thought of having my friends see it in gym class or at the swimming pool and could imagine the smart things they would say. But I just swallowed hard and took a step toward the bed. I knew I would have to take it.

43 But Grandpa was tired. “Not now, Martin,” he said waving his hand in dismissal. “It is not time. Now I will sleep.”

44 So that’s how Grandpa came to be with us for two months. My friends kept asking to come see the old man, but I put them off. I told myself that I didn’t want them laughing at Grandpa. But even as I made excuses, I knew it wasn’t Grandpa I was afraid they’d laugh at.

45 Nothing bothered Cheryl about bringing her friends to see Grandpa. Every day after school started, there’d be a crew of giggling little girls or round-eyed little boys crowded around the

CLOSE READ

ANNOTATE: Mark details in paragraphs 50 and 51 that describe Grandpa's actions.

QUESTION: What do these actions suggest about Grandpa's character?

CONCLUDE: What is the effect of readers learning more about Grandpa at the same time Martin does?

old man on the porch, where he'd gotten in the habit of sitting every afternoon.

46 Grandpa smiled in his gentle way and patiently answered their questions, or he'd tell them stories of brave warriors, ghosts, and animals, and the kids listened in awed silence. Those little guys thought Grandpa was great.

47 Finally, one day after school, my friends came home with me because nothing I said stopped them. "We're going to see the great Indian of Bell View Drive," said Hank, who was supposed to be my best friend. "My brother has seen him three times so he oughta be well enough to see us."

48 When we got to my house, Grandpa was sitting on the porch. He had on his red shirt, but today he also wore a fringed leather vest trimmed with beads. Instead of his usual cowboy boots, he had solidly beaded moccasins on his feet. Of course, he had his old black hat on—he was seldom without it. But it had been brushed, and the feather in the beaded headband was proudly erect, its tip a bright white. His hair lay in silver strands over the red shirt collar.

49 I stared just as my friends did, and I heard one of them murmur, "'Wow!'"

50 Grandpa looked up, and when his eyes met mine they twinkled as if he were laughing inside. He nodded to me, and my face got all hot. I could tell that he had known all along I was afraid he'd embarrass me in front of my friends.

51 "*Hau, hoksilas*, boys," he greeted and held out his hand.

52 My buddies passed in single file and shook his hand as I introduced them. They were so polite I almost laughed. "How, Grandpa," and even a "How . . . do . . . you . . . do, sir."

53 "You look fine, Grandpa," I said as the guys sat down.

54 "*Hanh*, yes," he agreed. "When I woke up this morning, it seemed the right time to dress in the good clothes. I knew that my grandson would be bringing his friends."

55 "You guys want a soda or . . . ?" I offered, but no one answered. They were listening to Grandpa as he told how he'd killed the deer from which his vest was made.

56 Grandpa did most of the talking. I was proud of him and amazed at how respectfully quiet my friends were. Mom had to chase them home at supper time. As they left, they shook Grandpa's hand again and said to me, "Can we come back?"

57 But after they left, Mom said, "no more visitors for a while, Martin. Grandpa won't admit it, but his strength hasn't returned. He likes having company, but it tires him."

- 58 That evening Grandpa called me to his room before he went to sleep. “Tomorrow,” he said, “when you come home, it will be time to give you the medicine bag.”
- 59 I felt a hard squeeze from where my heart is supposed to be and was scared, but I answered, “OK, Grandpa.”
- 60 All night I had weird dreams about thunder and lightning on a high hill. From a distance I heard the slow beat of a drum. When I woke up in the morning, I felt as if I hadn’t slept at all. At school it seemed as if the day would never end, and when it finally did, I ran home.
- 61 Grandpa was in his room, sitting on the bed. The shades were down, and the place was dim and cool. I sat on the floor in front of Grandpa, but he didn’t even look at me. After what seemed a long time, he spoke.
- 62 “I sent your mother and sister away. What you will hear today is only for your ears. What you will receive is only for your hands.” He fell silent. I felt shivers down my back.
- 63 “My father in his early manhood,” Grandpa began, “made a vision quest⁴ to find a spirit guide for his life. You cannot understand how it was in that time, when the great Teton Lakota were first made to stay on the reservation. There was a strong need for guidance from *Wakantanka*,⁵ the Great Spirit. But too many of the young men were filled with despair and hatred. They thought it was hopeless to search for a vision when the glorious life was gone and only the hated confines of a reservation lay ahead. But my father held to the old ways.
- 64 “He carefully prepared for his quest with a purifying sweat bath, and then he went alone to a high butte⁶ top to fast and pray. After three days he received his sacred dream—in which he found, after long searching, the white man’s iron. He did not understand his vision of finding something belonging to the white people, for in that time they were the enemy. When he came down from the butte to cleanse himself at the stream below, he found the remains of a campfire and broken shell of an iron kettle. This was a sign that reinforced his dream. He took a piece of the iron for his medicine bag, which he had made of elk skin years before, to prepare for his quest.
- 65 “He returned to his village, where he told his dream to the wise old men of the tribe. They gave him the name *Iron Shell*, but they did not understand the meaning of the dream either. At first Iron Shell kept the piece of iron with him at all times and believed it gave him protection from the evils of those unhappy days.

4. **vision quest** *n.* in Native American cultures, a difficult search for spiritual guidance.

5. **Wakantanka** (WAH kuhn tank uh) Lakota religion’s most important spirit—the creator of the world.

6. **butte** (byoot) *n.* isolated mountaintop with steep sides.

NOTES

CLOSE READ

ANNOTATE: Mark the details in paragraphs 59 and 60 that show how Martin feels.

QUESTION: Why might the author have chosen to include this information?

CONCLUDE: What do these details suggest about Martin?

NOTES

CLOSE READ

ANNOTATE: Mark details the author uses in paragraph 66 that describe Iron Shell's experience.

QUESTION: What important information does this passage reveal?

CONCLUDE: What can you conclude about Grandpa's belief in fate and destiny?

66 “Then a terrible thing happened to Iron Shell. He and several other young men were taken from their homes by the soldiers and sent to a boarding school far from home. He was angry and lonesome for his parents and for the young girl he had wed before he was taken away. At first Iron Shell resisted the teachers’ attempts to change him, and he did not try to learn. One day it was his turn to work in the school’s blacksmith shop. As he walked into the place, he knew that his medicine had brought him there to learn and work with the white man’s iron.

67 “Iron Shell became a blacksmith and worked at the trade when he returned to the reservation. All his life he treasured the medicine bag. When he was old and I was a man, he gave it to me.”

68 Grandpa quit talking, and I stared in disbelief as he covered his face with his hands. His shoulders shook with quiet sobs. I looked away until he began to speak again.

69 “I kept the bag until my son, your mother’s father, was a man and had to leave us to fight in the war across the ocean. I gave him the bag, for I believed it would protect him in battle, but he did not take it with him. He was afraid he would lose it. He died in a faraway land.”

70 Again Grandpa was still, and I felt his grief around me.

71 “My son,” he went on after clearing his throat, “had no sons, only one daughter, your mother. So the medicine bag must be passed to you.”

72 He unbuttoned his shirt, pulled out the leather pouch, and lifted it over his head. He held it in his hand, turning it over and over as if memorizing how it looked.

73 “In the bag,” he said, as he opened it and removed two objects, “is the broken shell of the iron kettle, a pebble from the butte, and a piece of the sacred sage.”⁷ He held the pouch upside down and fine dust drifted out.

74 “After the bag is yours you must put a piece of prairie sage within and never open it again until you pass it on to your son.” He replaced the pebble and the piece of iron and tied the bag.

75 I stood up, somehow knowing I should. Grandpa slowly rose from the bed and stood upright in front of me holding the bag before my face. I closed my eyes and waited for him to slip it over my head. But he spoke.

76 “No, you need not wear it.” He placed the soft leather bag in my right hand and closed my other hand over it. “It would not be right to wear it in this time and place where no one will understand. Put it safely away until you are again on the reservation. Wear it then, when you replace the sacred sage.”

77 Grandpa turned and sat again on the bed. Warily he leaned his head against the pillow. “Go,” he said. “I will sleep now.”

7. **sage** (sayj) *n.* type of herb.

- 78 “Thank you, Grandpa,” I said softly and left with the bag in my hands.
- 79 That night Mom and Dad took Grandpa to the hospital. Two weeks later I stood alone on the lonely prairie of the reservation and put the sacred sage in my medicine bag. 🌿

NOTES

Comprehension Check

Complete the following items after you finish your first read.

1. What makes Grandpa sound glamorous to the narrator’s friends?
2. What happens when Grandpa arrives at Martin’s house?
3. Why does Grandpa want Martin to have the medicine bag?
4. What is in the medicine bag, and what does Martin add to it at the end of the story?

 **Notebook** Write a three-sentence summary of “The Medicine Bag.”

RESEARCH

Research to Clarify Choose at least one unfamiliar detail from the text. Briefly research that detail. In what way does the information you learned shed light on an aspect of the story?

Research to Explore Choose something that interested you from the text and formulate a research question.



THE MEDICINE BAG

Close Read the Text

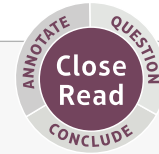
1. This model, from paragraph 38 of the text, shows two sample annotations, along with questions and conclusions. Close read the passage, and find another detail to annotate. Then, write a question and your conclusion.

ANNOTATE: These details hint at Grandpa's personality.

QUESTION: Why does the writer reveal two sides of Grandpa's personality?

CONCLUDE: Creating a compassionate but firm character makes Grandpa seem real.

"But **don't feel bad** that you didn't bring me with you, for I would not have come then. It was not **time**." He said this in such a way that **no one could argue with him**. To Grandpa and the Lakota, he once told me, a thing would be done when it was the right **time** to do it....



ANNOTATE: The author repeats the word *time*.

QUESTION: What effect does the repetition create?

CONCLUDE: The repetition stresses the Lakota belief in doing things only when the time is right.

Tool Kit

Close-Read Guide and Model Annotation

2. For more practice, go back into the text and complete the close-read notes.
3. Revisit a section of the text you found important. Read this section closely and **annotate** what you notice. Ask yourself **questions** such as "Why did the author make this choice?" What can you **conclude**?

Analyze the Text

CITE TEXTUAL EVIDENCE to support your answers.

Notebook Respond to these questions.

1. **Evaluate** Do you think Grandpa made the right decision to travel and visit his family? Use details from the story to support your answer.
2. **Interpret** Summarize the story Grandpa tells about his father. Why do you think Grandpa tells Martin this story at this time?
3. **Draw Conclusions** What happens to Grandpa and to Martin at the end of the story? Cite story details to support your conclusion.
4. **Essential Question:** *What are some milestones on the path to growing up?* What have you learned about the path to growing up by reading this story?

STANDARDS

Reading Literature
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Analyze Craft and Structure

Figurative Meaning: Symbolism A **symbol** is anything that stands for or represents something else. **Symbolism** is the use of symbols.

- Symbols are common in everyday life as well as in literature. For example, a dove with an olive branch in its beak is a symbol of peace.
- In literature, symbolism can highlight certain ideas the author wishes to emphasize.
- Symbolism can also add levels of meaning to a text.

Most Native American cultures show deep respect for nature, and the natural world is considered to have profound spiritual qualities. Symbols of nature play an important role in Native American traditions, especially religious ones. In “The Medicine Bag,” the medicine bag is an important symbol. Think about other symbols connected with Grandpa in the story.

Practice

CITE TEXTUAL EVIDENCE
to support your answers.

 **Notebook** Respond to these questions.

1. **(a)** What details in the story suggest that the medicine bag is a symbol and is important to Grandpa? **(b)** Why do you think the author wants readers to understand Grandpa’s connection to the medicine bag?
2. **(a)** How does Martin’s view of the medicine bag change? What changes his mind? **(b)** How do Martin’s changing feelings about the medicine bag help show what it represents?
3. **(a)** The medicine bag is not the only symbol in the story. Record in the chart two other details from the story that serve as symbols and what each one represents. **(b)** What is the purpose of each symbol? Write your answers in the chart.

THE MEDICINE BAG: SYMBOLS		
SYMBOL	WHAT IT REPRESENTS	PURPOSE IN THE STORY



THE MEDICINE BAG



WORD NETWORK

Add words related to the topic of rites of passage from the text to your Word Network.

STANDARDS

Language

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

- Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Verify the preliminary determination of the meaning of a word or phrase.

Concept Vocabulary

wearily

straggled

fatigue

frail

sheepishly

Why These Words? These concept vocabulary words show someone who is not at full strength or does not look his or her best. For example, Grandpa *wearily* pokes his cane at the dogs that are chasing him. When he arrives at the house, Martin can see the *fatigue* in his face. Notice that both words emphasize how tired Grandpa seems.

- How does the concept vocabulary sharpen the reader's understanding of Grandpa's state of health and his appearance?
- What other words in the selection connect to the concept of Grandpa's state of health and his appearance?

Practice

CITE TEXTUAL EVIDENCE
to support your answers.



Notebook The concept words appear in "The Medicine Bag."

- Use each concept word in a sentence that demonstrates your understanding of the word's meaning.
- With a partner, come up with an **antonym**, a word with the opposite meaning, for each of the following words: *wearily*, *frail*, and *sheepishly*. How would Grandpa seem different if the author had used the antonyms to describe him instead of the original words?

Word Study

Animal Words In "The Medicine Bag," the narrator describes Grandpa as *sheepishly* admitting he was lonely after his family finished their visit and drove away from the reservation. Grandpa is acting like a sheep—suddenly bashful and shy—because he is embarrassed to admit his true feelings. Comparing him with a sheep presents a vivid image of Grandpa's behavior.

There are many words that acquire their meanings from the characteristics we associate with certain animals. Guess the meanings of each of the following words based on the characteristics of the animal: *doggedly*, *bullheaded*, *lionize*, *elephantine*. Then, verify their actual definitions using a dictionary or thesaurus.

Conventions

Verbs in Active and Passive Voice It's important to learn and use active and passive voice of verbs in your writing. The **voice** of a verb shows whether the subject of the verb is performing the action or receiving it. A verb is in the **active voice** when its subject performs the action. A verb is in the **passive voice** when its subject receives the action.

A passive verb is a verb phrase made from a form of *be* with the past participle of an action verb, as shown in the chart:

ACTIVE VOICE	PASSIVE VOICE
We filled the bucket.	The bucket was filled . (<i>Filled</i> is the past participle of <i>fill</i> .)
Alison is winning the race.	The race is being won by Alison. (<i>Won</i> is the past participle of <i>win</i> .)

Generally, the active voice is considered a better choice for writers. The active voice communicates ideas in a more engaging, concise way. It also put the emphasis on the person performing the action.

Passive voice should be used when the performer of the action is unknown or when it is desirable to stress the action instead of its performer. In general, avoid passive voice to keep your writing from sounding vague.

Read It

1. Identify whether each sentence uses the active or the passive voice.
 - a. Our friends were impressed by our stories about Grandpa.
 - b. Grandpa taught me a Lakota chant to sing.
 - c. Grandpa's old black hat had been brushed.
2. Reread paragraph 66 of "The Medicine Bag." Mark and then label one example of passive voice and one of active voice.

Write It

Revise each sentence to use the active voice, to stress the performer of each verb's action.

EXAMPLE

Grandpa was brought to Martin's neighborhood by the bus.
The bus brought Grandpa to Martin's neighborhood.

1. Martin was embarrassed by the way Grandpa looked.
2. Grandpa's father was given the name Iron Shell by the wise old men.
3. The medicine bag was given to Martin by Grandpa.

STANDARDS

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - b. Form and use verbs in the active and passive voice.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.



THE MEDICINE BAG

Writing to Sources

Short stories, like “The Medicine Bag,” have a narrator—the character or voice that relates story events. **Point of view** is the perspective, or vantage point, from which a narrator tells a story. “The Medicine Bag” is told from Martin’s point of view. How would the story be different if it were told from another character’s point of view?

Assignment

Write a **retelling** of the story “The Medicine Bag” from Grandpa’s point of view: Based on the details provided in the story, imagine Grandpa’s journey to see his family. What are his impressions of Martin and his friends? How does he feel about giving the medicine bag to Martin to preserve a sacred Lakota tradition?

Draft your retelling of the story. Make sure to do the following:

- Make Grandpa the narrator, the character who tells the story using the pronoun “I.”
- Include details, thoughts, feeling, and insights from Grandpa’s point of view.

Vocabulary and Conventions Connection You may want to include several of the concept vocabulary words in your retelling. Also, remember to use the active voice to keep your sentences lively.

wearily

fatigue

sheepishly

straggled

frail

STANDARDS

Writing

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.

Speaking and Listening

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Reflect on Your Writing

After you have written your retelling of the story, answer the following questions.

- How well do you think your retelling expressed Grandpa’s point of view?
- What was the most challenging part of retelling the story from Grandpa’s point of view?
- Why These Words?** The words you choose make a difference in your writing. Which words did you specifically choose to add power to your retelling?

Speaking and Listening

Assignment

A **monologue** is a speech given by a character that expresses that character's point of view. Imagine you are the narrator of "The Medicine Bag." Write and present a monologue in which you reflect on how you came to understand the importance of the Lakota tradition of the medicine bag.

1. **Plan Your Interpretation** As you write your monologue, plan how you want to express the narrator's thoughts and feelings about the medicine bag. Answer the following questions to help guide your delivery.
 - How does the narrator think and feel about the medicine bag tradition when Grandpa first mentions it?
 - Did the narrator's thoughts and feelings change over the course of the story? How? What caused these changes?
 - What word choices can help you sound as if you are speaking from the narrator's point of view?
2. **Prepare Your Delivery** Practice reciting your monologue before you present it to your class. Include the following performance techniques to help you achieve the desired effect.
 - Use details from the story about the importance of the medicine bag.
 - Make appropriate eye contact with the audience.
 - Speak at adequate volume.
 - Pronounce each word clearly so your audience can easily understand what you are saying.
3. **Evaluate Presentations** As your classmates deliver their presentations, listen attentively. Use a presentation evaluation guide like the one shown to analyze their presentations.

PRESENTATION EVALUATION GUIDE

Rate each statement on a scale of 1 (not demonstrated) to 5 (demonstrated).

- ☐ The monologue reflects the narrator's voice and character.
- ☐ The details used convey insights about the importance of the Lakota tradition.
- ☐ The speaker made appropriate eye contact with the audience.
- ☐ The speaker spoke at an appropriate volume.
- ☐ The speaker's pronunciation was clear.

EVIDENCE LOG

Before moving on to a new selection, go to your Evidence Log and record what you learned from "The Medicine Bag."