



Prestwick House
Instant Short
Story Packs™

Sample

Prestwick House

Instant Short Story Pack

- Objectives
- Full Text of Story
- Student Questions
- Activities and Graphic Organizers
- Teacher Answer Guide



Eveline
BY JAMES JOYCE

CCSS.ELA-LITERACY.RL.9-10.1, 2, 4
CCSS.ELA-LITERACY.RL.11-12.1, 2, 3, 4



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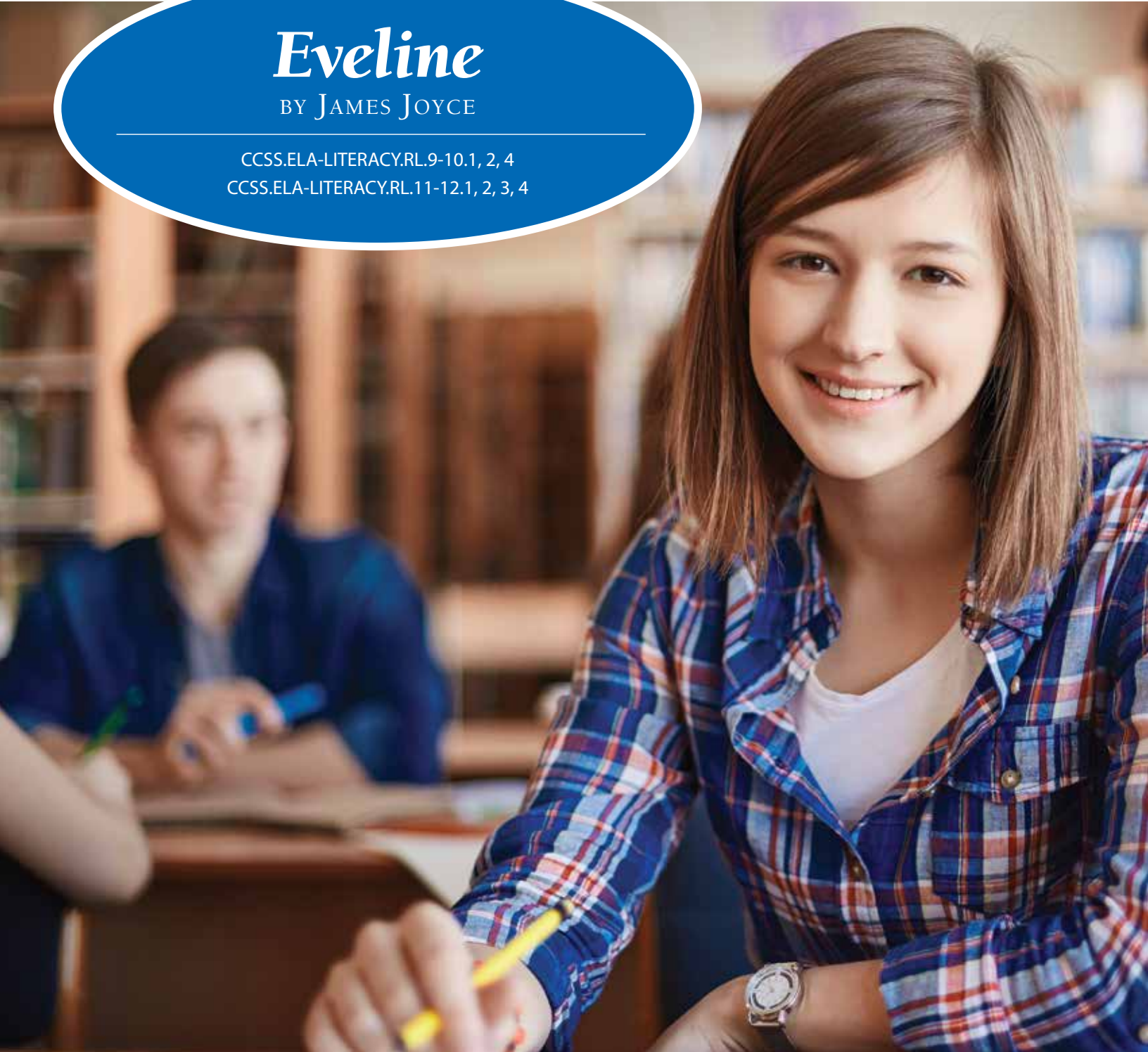
Each pack contains:

- Objectives
- Full Text of Story
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- Activities and Graphic Organizers
- Teacher Answer Guide

Eveline

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CCSS.ELA-LITERACY.RL.9-10.1, 2, 4
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Objectives:

After completing the activities in this packet, the student will be able to:

- cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain (RL.9-10.1; 11-12.1),
- determine two or more themes or central ideas...and analyze their development over the course of the text (RL.9-10.2; 11-12.2),
- analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (RL.11-12.3),
- analyze the impact of specific word choices on meaning and tone (RL.11-12.4), and
- determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings (RL.9-10.4; 11-12.4).

Time:

1-2 class periods

Materials:

✓ 1 copy of each handout per student:

- **Handout #1** (3 pages) – Purpose-setting and Motivational Activities
- **Handout #2** (5 pages) – Text of Story
- **Handout #3** (1 page) – Student Questions
- **Handout #4** (6 pages) – Activities and Graphic Organizers

✓ Teacher Answer Guide

Procedure:

1. Reproduce all handouts.
2. Distribute **Handouts #1** and **#2**.
 - Allow students to read the short biography of Joyce (approximately 10 minutes).
 - Read and discuss the information about Joyce's work and ideas (approximately 20 minutes).
 - Assign the story to be read for homework OR
 - Allow students to read the story in class and perform the two **As you read...**activities.
3. Distribute **Handout #3**.
4. Give students time to read the questions (approximately 5 minutes).
5. Review with students what each question is asking for and what type of information is required for a thorough answer (e.g., references to prior knowledge, quotations from the story, additional reading or research, etc.).

James Joyce

Eveline

“Eveline” was first published in 1904 in the *Irish Homestead*, a weekly publication that was unofficially associated with the Irish Home Rule movement. Joyce later included it in his 1914 collection *Dubliners*, which is more than just a group of stories printed together in a single volume. In many ways, the collection functions as a unified whole; characters from one story make appearances in others. Key events in one plot are referred to in other stories. “Eveline” can, therefore, also be studied in the context of the other stories in the *Dubliners* collection.

Joyce intended *Dubliners* to invite the Irish to examine what he saw as their cultural and social stagnation. The characters are common people—toward the lower end of the middle class—and his plots involve commonplace occurrences and events. In most, the main character struggles with the decision whether to take some kind of action or to remain passive and trapped in an unhappy present, and also in most, the main character chooses the unhappy present.

Notice the importance Eveline places on, not only her unsatisfactory present circumstances, but also on the word “Home!” Her home includes beatings, departures, loss, poverty, threats, and deaths. Why, then, does she make the decision to remain? Is it because she “seems to have been rather happy then”? Is it the “familiar objects” she cannot bear to leave behind? Does the future as a married woman in “Buenos Ayres” frighten her? There are no right or wrong answers since Joyce simply offers possibilities.

Whether you discover you agree or disagree with Eveline’s decision at the end of the story, make sure you consider the supposed *reasons* for that decision and the thought process by which she decides. What will be the consequences of the decision? She has traded the unknown for the familiar, but at what cost?

And don’t worry if the conclusion you come to is not complex and mysterious. Joyce himself acknowledged that he thought he was pointing out the obvious.

James Joyce

Eveline

Lexile Measure: 1250L

SHE SAT AT the window watching the evening invade the avenue. Her head was leaned against the window curtains and in her nostrils was the odour of dusty cretonne. She was tired.

Few people passed. The man out of the last house passed on his way home; she heard his footsteps clacking along the concrete pavement and afterwards crunching on the cinder path before the new red houses. One time there used to be a field there in which they used to play every evening with other people's children. Then a man from Belfast bought the field and built houses in it—not like their little brown houses but bright brick houses with shining roofs. The children of the avenue used to play together in that field—the Devines, the Waters, the Dunns, little Keogh the cripple, she and her brothers and sisters. Ernest, however, never played: he was too grown up. Her father used often to hunt them in out of the field with his blackthorn stick; but usually little Keogh used to keep *nix* and call out when he saw her father coming. Still they seemed to have been rather happy then. Her father was not so bad then; and besides, her mother was alive. That was a long time ago; she and her brothers and sisters were all grown up; her mother was dead. Tizzie Dunn was dead, too, and the Waters had gone back to England. Everything changes. Now she was going to go away like the others, to leave her home.

Home! She looked round the room, reviewing all its familiar objects which she had dusted once a week for so many years, wondering where on earth all the dust came from. Perhaps she would never see again those familiar objects from which she had never dreamed of being divided. And yet during all those

James Joyce

*Eveline***STUDENT QUESTIONS:**


1. (CCSS.ELA-LITERACY.RL.9-10.2; 11-12.2) What idea does Joyce introduce with the phrase “used to...” in the second paragraph? What effect does he achieve with his repetition of the phrase?
2. (CCSS.ELA-LITERACY.RL.9-10.4; 11-12.4) What overall impression of Eveline does Joyce’s word choice give in the opening paragraph? What specific words and phrases contribute to this impression?
3. (CCSS.ELA-LITERACY.RL.9-10.4; 11-12.4) Joyce scholars have been unable to offer a definitive interpretation of the mother’s dying words, “*Derevaun Seraun! Derevaun Seraun!*” Some conclude that Joyce created it to illustrate the mother’s final madness and the pointlessness of her life and death. In the story itself, he says, the mother repeated the phrase “with foolish insistence.” The two most academically supportable interpretations are “At the end of pleasure is pain,” and “I have been there; you should go there” (*do raibh ann, siar ann*). Examine the context in which Eveline recalls her mother’s death and explain which of these translations is most likely. What effect does Joyce achieve by making the mother’s words ambiguous?
4. (CCSS.ELA-LITERACY.RL.11-12.3) Are readers more likely to expect Eveline’s decision at the end of the story or be surprised by it? Explain how Joyce prepares his readers for the end.
5. (CCSS.ELA-LITERACY.RL.9-10.1; 11-12.1) Ultimately, what is it that motivates Eveline’s decision not to go with Frank? Support your answer with evidence from all portions of the text.

ACTIVITIES AND GRAPHIC ORGANIZERS:

James Joyce, *Eveline*

Question 1: What idea does Joyce introduce with the phrase “used to...” in the second paragraph? What effect does he achieve with his repetition of the phrase?

STEP 1: First, notice all the times Joyce uses the phrase in question and how he uses it—what sense or sentiment does he intend it to convey? As you reread the second paragraph, use the following chart to record every use of the phrase.

Sentence from Text	Rephrase	Significance	Overall Significance of Phrase
“One time there used to be a field there...”	At some time in the past there had been a field there (where the houses are now).	Eveline is recalling something from the past—specifically a thing that has changed and no longer exists.	

STEP 2: Next, consider the meaning of each iteration of the phrase; rewrite every use you recorded in STEP 1, maintaining the sense of the sentence while *not* using the idiom “used to.”

STEP 3: Finally, consider—and record on the same chart—the mood suggested by each specific sentence that uses the phrase and the overall effect of such frequent repetition of the phrase in such a short passage.

STEP 4: Consider the mood of this passage in the context of what Eveline is about to do. In what ways is this mood expected and appropriate? In what ways is this mood ironic?

STEP 5: You now should have sufficient material and ideas to answer Question 1.