



## Close Reading

**Circle** positive words describing the watch.  
**Draw a box** around the negative words. Think about the feelings the words suggest.

## Hint

Review the words you marked above. Does the boy see the watch in a positive or negative way?

**Continue reading the short story. Use the Close Reading and the Hint to help you answer the question**

*(continued from page 130)*

“This old thing was your grandfather’s,” she said, smiling at the watch like it was a familiar friend. “I don’t think it works. I suppose people would think it’s pretty worthless.”

But Gabriel asked his mother for the time, wound up the watch, and let it swing from its chain like a pendulum. The ticking sound it made was as steady as a heartbeat. Just then, some storm clouds crossed the sun, heavy with the rain of a summer storm. But Gabriel now had a new treasure, which he polished until it shined, and he tucked it carefully into his pocket so he would always know the time.

**Circle the correct answer.**

Which word from the story best describes how Gabriel feels about the watch?

- A** treasure
- B** worthless
- C** heartbeat
- D** familiar



## Show Your Thinking

Identify any similes and metaphors you can find in the second paragraph. How do they help show how the boy feels about the watch?

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With a partner, discuss what Gabriel and his mother say about “junk” at the start of the passage. What is the connotation of *junk*? What does his mother’s response reveal about her feelings?



Read the lyric poem. Use the Study Buddy and Close Reading to guide your reading.



I wonder how the speaker feels about this storm. As I read, I'm going to underline words with strong connotations.

## Close Reading

What does the speaker compare the lightning to? **Underline** any lines that make a comparison.

Remember that a simile is a comparison using *like* or *as*. **Circle** a simile used in the poem.

Genre: Lyric Poem

## A Thunder–Storm *by Emily Dickinson*

The wind begun to rock the grass  
With threatening tunes and low,—  
He flung a menace at the earth,  
A menace at the sky.

5 The leaves unhooked themselves from trees  
And started all abroad;  
The dust did scoop itself like hands  
And throw away the road.

The wagons quickened on the streets,  
10 The thunder hurried slow;  
The lightning showed a yellow beak,  
And then a livid<sup>1</sup> claw.

The birds put up the bars to nests,  
The cattle fled to barns;  
15 There came one drop of giant rain,  
And then, as if the hands  
That held the dams had parted hold,  
The waters wrecked the sky,  
But overlooked my father's house,  
20 Just quartering<sup>2</sup> a tree.

<sup>1</sup> **livid**: dark blue

<sup>2</sup> **quartering**: reaching



## Hints

The wind “flung a menace.” Something that is “flung” is thrown hard and perhaps dangerously.

These lines mention the features of birds—but are the lines talking about actual birds?

What does it mean for dust to “throw away the road”? Is the road really being thrown? What is happening in this stanza?

Use the Hints on this page to help you answer the questions.

- 1 Which of the lines from the poem best helps the reader understand the meaning of the word “menace”?

A “With threatening tunes and low,—”  
B “The thunder hurried slow”  
C “There came one drop of giant rain,”  
D “But overlooked my father’s house”

- 2 Read the lines from the poem.

The lightning showed a yellow beak,  
And then a livid claw.

Which of the following best describes the meaning of these lines?

A The lightning is striking wagons, nests, and barns.  
B The bolts of lightning seem to be dangerously alive.  
C At night, flashes of lightning show the features of birds.  
D The storm is pushing eagles and hawks into their nests.

- 3 Identify the two forms of figurative language that are used in lines 7 and 8. Explain what these lines mean. Use two details from the poem in your response.

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