

TYRONE'S 2.7 NOVEL TRACKING SHEET

NOTE

Tyrone's tracking of the short story "Long, Long After School" is for example purposes only. It is not one of the choices for your **2.7 Novel Tracking Sheet**. You must write about your novel.



NOVEL TITLE	"Long, Long After School"	AUTHOR	Ernest Buckler	YEAR OF PUBLICATION	1975
NAME OF CHARACTER YOU ARE TRACKING	Wes Holman	SETTING	cold December in a small town		
TOPIC TO TRACK	TEXTUAL EVIDENCE	PAGE #S	SIGNIFICANCE		
	List events, quotations, or narrative descriptions.		Explain how the textual evidence demonstrates the topic.		
<p>In the space provided below, describe the main character PRIOR to transformation. Write two or three adjectives that describe the main character. Then complete the columns to the right, as indicated.</p> <p>PRIOR to his or her transformation Wes is</p> <ul style="list-style-type: none"> • unhappy • bullied • unloved 	"Perhaps you remember how the kids used to tease me at school."	251	This quote shows how invisible Wes was. The narrator just thought of Wes as the "tough guy with the chip on his shoulder" (p. 252), but the bullying made Wes feel intensely alone and unhappy.		
	"I put my hand out to close up the ring with the biggest Banks girl, but she wouldn't take it. She said, 'Your hands are dirty.'"	252	This is an example of the way others treated Wes, particularly girls. He believed no one liked him and love was out of the question.		

TYRONE'S 2.7 NOVEL TRACKING SHEET (CONTINUED)

TOPIC TO TRACK	TEXTUAL EVIDENCE	PAGE #S	SIGNIFICANCE
	List events, quotations, or narrative descriptions.		Explain how the textual evidence demonstrates the topic.
<p>In the space provided below, describe what situation(s) CAUSE(S) the main character's transformation to begin. Then complete the columns to the right, as indicated.</p> <p>Miss Tretheway's acts of kindness caused Wes' transformation.</p>	<p>"She went with me right to Mrs. Banks' door and told her what had happened."</p>	252	<p>This is the first kind act Miss Tretheway does for Wes. She's looking out for him because no one else is.</p>
	<p>"Miss Tretheway made us both hold out our hands. She said, 'Why, Marilyn, Wes's hands are much cleaner than yours. Maybe Wes doesn't like to get his hands dirty, did you ever think about that?'"</p>	252	<p>Miss Tretheway again stands up for Wes and takes Marilyn's place in the circle during the game, showing everyone that she believed Wes was worthy. This is the first time Wes found himself thinking that Miss Tretheway was beautiful.</p>
	<p>"Miss Tretheway's was three, too . . . and that's funny, because only 7 percent of people have it. She gave me a whole quart, just as soon as she found out that hers would match." When Wes thanked her for the transfusion, "She made a joke of it. She said: 'I didn't know whether an old maid's blood would be any good to a fine young specimen like you, Wes, or not.'"</p>	253	<p>This act of kindness is the most important one. Not only does Miss Tretheway donate her blood, but she also visits Wes in the hospital every day and brings him books. Her comment about him being a "fine young specimen" is also life-changing for Wes. It's probably the first and last time a female ever complimented him.</p>

TYRONE'S 2.7 NOVEL TRACKING SHEET (CONTINUED)

TOPIC TO TRACK	TEXTUAL EVIDENCE	PAGE #S	SIGNIFICANCE
<p>In the space provided below, describe the character DURING the transformation process. Describe what changes you see happening in the character. Then complete the columns to the right, as indicated.</p> <p>Miss Tretheway's kindness causes Wes to</p> <ol style="list-style-type: none"> 1. believe more in himself 2. apply himself more in school 3. begin believing he is worthwhile 	<p>Wes was voted "best all-round student" in high school. He says, "I guess I was so happy I could believe anything."</p>	252	<p>This is a major turning-point in Wes' life. For the first time, he feels confident in himself.</p> <p>He begins to think that other good things might be possible in his life.</p>
	<p>"I guess I was so happy I could believe anything. That must have been why I let the boys coax me into going to the closing dance. . . . I thought since they'd voted for me . . ."</p>	252	<p>When Wes starts to be successful in school, something begins to change in him.</p> <p>He is starting to feel a bit more positive about himself, and hopeful that people are starting to like him, girls in particular.</p> <p>All of this started because of his teacher's kindness.</p>






TYRONE'S 2.7 NOVEL TRACKING SHEET (CONTINUED)

TOPIC TO TRACK	TEXTUAL EVIDENCE	PAGE #S	SIGNIFICANCE
<p>In the space provided below, describe the character AFTER he or she has transformed using two or three adjectives. Then complete the columns to the right, as indicated.</p> <p>AFTER his or her transformation Wes is</p> <ul style="list-style-type: none"> • more academically successful • more hopeful • more loved 	<p>"The thing I always remember, I knew that was the first time she'd ever called herself an old maid to anyone, and really felt like laughing. And I remember what I said. I said: 'Miss Tretheway, you're making me blush.' And do you know, that was the very first time I'd ever been able to say that, and laugh, myself."</p>	253	<p>For maybe the first and only time in their lives, Wes and Miss Tretheway have found someone they can be themselves around.</p> <p>Wes has always been teased for blushing, but he knows he can trust his teacher not to laugh, and she can trust him.</p>
	<p>"... he can quote anyone from Seneca to Henry James. But that's his job: caretaker-about-town."</p>	250	<p>The fact that he loves books and is so well read tells us the huge impact his teacher has had on his life.</p>
	<p>"He didn't go to her funeral. But he sent her flowers of his own. . . . His little bunch of flowers was the most incongruous thing you could imagine. It was a corsage. A corsage of simple flowers, such as a young boy sends his girl for her formal dance."</p>	250	<p>The corsage is kind of a romantic gesture, and while the story doesn't say it outright to the reader, it's obvious that Wes had feelings for his teacher, and if they had been the same age, they would have been perfect for each other.</p> <p>Even so, she made him believe that he was worthy, lovable, smart, and even handsome, and it changed the way he saw himself.</p>

TYRONE'S 2.7 NOVEL TRACKING SHEET (CONTINUED)

Topic to Track	Textual Evidence	Page #s	Significance
<p>In the space provided below, write a theme statement for the novel. Then complete the columns to the right, as indicated.</p> <p><i>One person's words or actions can transform the way another person sees him or herself.</i></p>	<p><i>"I thought about a boy the colour of whose skin was such that he could never blush, and I thought about a girl who had never been asked to a dance. I thought about the corsage . . . I myself had never felt less beautiful, or less of a gentleman."</i></p>	254	<p><i>The narrator begins to realize by the end of the story the amazing impact Miss Tretheway and Wes had on each other's lives, just because of a few simple acts of kindness.</i></p> <p><i>They both had always felt so alone, and they had found someone similar to themselves. It made them both feel happier, and it made Wes want to be a better person.</i></p>
Topic to Track	Textual Evidence	Page #s	Significance
<p>In the space provided below, explain in a sentence or two why the title suits the novel. Then complete the columns to the right, as indicated.</p> <p><i>The whole point of the story is that people can be impacted long after someone says or does something.</i></p>	<p><i>"Miss Tretheway had taught grade 3 in our town for exactly 50 years."</i></p>	250	<p><i>Literally, the title means that the story is about something that happened a really long time ago, but on a deeper level it's about how something in our past can have a huge impact on us long after.</i></p>
	<p><i>Wes sending a corsage to honour Miss Tretheway</i></p>	250	<p><i>The corsage tells us that Wes' teacher had a strong impact on him long after she was his teacher. It suggests he cared for her deeply, so the title is about her impact many years later.</i></p>

TYRONE'S 2.7 NOVEL TRACKING SHEET RUBRIC

2.7 Novel Tracking Sheet	
Value	Understanding of Literary Elements
 Excellent	<input checked="" type="checkbox"/> Your exploration of the character's transformation in the novel is <i>perceptive</i> . <input checked="" type="checkbox"/> You provide <i>extensive</i> textual evidence such as quotations, key events, or narrative descriptions to reinforce your ideas. <input checked="" type="checkbox"/> You demonstrate a <i>thorough</i> understanding of the significance of your textual evidence from the novel. <input checked="" type="checkbox"/> Your theme statement is <i>insightful</i> and <i>precisely written</i> .
 Proficient	<input type="checkbox"/> Your exploration of the character's transformation in the novel is <i>thoughtful</i> . <input type="checkbox"/> You provide <i>effective</i> textual evidence such as quotations, key events, or narrative descriptions to reinforce your ideas. <input type="checkbox"/> You demonstrate a <i>well-considered</i> understanding of the significance of your textual evidence from the novel. <input type="checkbox"/> Your theme statement is <i>meaningful</i> and <i>effectively written</i> .
 Satisfactory	<input type="checkbox"/> Your exploration of the character's transformation in the novel is <i>straightforward</i> . <input type="checkbox"/> You provide <i>adequate</i> textual evidence such as quotations, key events, or narrative descriptions to reinforce your ideas. <input type="checkbox"/> You demonstrate a <i>basic</i> understanding of the significance of your textual evidence from the novel. <input type="checkbox"/> Your theme statement is <i>appropriate</i> and <i>clearly written</i> .
 Limited	<input type="checkbox"/> Your exploration of the character's transformation in the novel is <i>superficial, unclear, or incomplete</i> . <input type="checkbox"/> You provide <i>inadequate or ineffective</i> textual evidence such as quotations, key events, or narrative descriptions to reinforce your ideas. <input type="checkbox"/> You demonstrate a <i>weak</i> understanding of the significance of your textual evidence from the novel. <input type="checkbox"/> Your theme statement is <i>vague or inappropriately written</i> .
Resubmission Needed	<input type="checkbox"/> Your attempt to respond is <i>insufficient</i> . Contact your teacher to discuss suggestions for improvement and resubmission of your work.
TOTAL: 49/50 = 98%	49/50
 Assessment	<p>Areas of strength: Tyrone, this is a really thorough response to the short story! Your understanding of Wes and Miss Tretheway's emotions is very perceptive, and that is evident in the Significance column of your chart. You picked up some very subtle clues that there is a bit of a romantic connection between the two characters, nothing inappropriate, but something that gave each character hope that love was possible in their lives.</p> <p>Might I suggest: You crafted an excellent theme statement. It is a bit wordy, however. Is there a more efficient way of stating the same idea? Also, and this is minor, try not to use the same piece of evidence twice. That's difficult to do in a short story, but it's something to keep in mind when you complete this tracking sheet in your film unit.</p>