Questions and writing activities aligned with Common Core State Standards for *Popular Mechanics* by Raymond Carver

Reading: Literature Standards for Grades 9-10

CCSS.ELA-LITERACY.RL.9-10.1

How does she feel? Cite specific evidence from the story to support your answer.

CCSS.ELA-LITERACY.RL.9-10.7

After reading the story, view the film version by Luke Malone (Alone Wolf Pictures). Analyze how the ending of the story is treated in each version. Why has the director of the film chosen to end the story differently?

CCSS.ELA-LITERACY.RL.9-10.9

This story may resemble the *Judgment of Solomon* from the Bible (provided). How are the stories the same? How are they different? Use a Venn diagram to visually represent the similarities and differences.

Reading: Literature Standards for Grades 11-12

CCSS.ELA-LITERACY.RL.11-12.3

Describe the setting. How does the weather outside relate to the action inside?

CCSS.ELA-LITERACY.RL.11-12.4

Reread the last line. What is “the issue”? What “manner” is the author referring to?

CCSS.ELA-LITERACY.RL.11-12.5

Why has the author left the ending ambiguous? The characters do not have names. Why not? Do you think they should? Why or why not?

CCSS.ELA-LITERACY.RL.11-12.6

She says, “I’m glad you’re leaving!” Is she really happy?

Writing Standards for Grades 9-10

CCSS.ELA-LITERACY.W.9-10.9A

In a well-organized response (1-2 paragraphs), analyze how *Popular Mechanics* and the *Judgment of Solomon* are similar and different. Identify the central theme and use specific support from each story.

CCSS.ELA-LITERACY.W.9-10.3E

The ending provided by the author is not clear. Remove the last line and finish the story. Please provide a clear ending. Continue to use Carver’s style. That means use a minimum amount of words to concisely convey the action, motivations and emotional states of the characters.