**“The Most Dangerous Game” - Critical Thinking Questions**



Frustrated? Here’s a little guidance....

 *- LAFS.910.RL.2.5*: Analyze how an author’s choices concerning how to structure a text,

 order events within it (e.g., parallel plots), and manipulate time (e.g., pacing,

 flashbacks) create such effects as mystery, tension, or surprise.

 - *LAFS.910.RL.2.4*: Determine the meaning of words and phrases as they are used in the

 text, including figurative and connotative meanings; analyze the cumulative impact of

 specific word choices on meaning and tone (e.g., how the language evokes a sense of

 time and place; how it sets a formal or informal tone).



#1. Use your ***Foreshadowing, Imagery, and Diction – Oh My! Chart*** to help you answer this question. The word “devices” in the question is referring to the three devices mentioned in the title of the chart. Now your job is to explain HOW they are used *to create* the specific tone and mood identified in the question. So, more simply, you are analyzing the author’s process (the how) in using these tools (devices) to create the author’s attitude about certain subjects/situations/characters (tone) and the overall feeling you, the reader, get from the story (mood).

 *- LAFS.910.RL.1.3*: Analyze how complex characters (e.g., those with multiple or

 conflicting motivations) develop over the course of a text, interact with other

 characters, and advance the plot or develop the theme.

 *- LAFS.910.RL.1.2*: Determine a theme or central idea of a text and analyze in detail its

 development over the course of the text, including how it emerges and is shaped and

 refined by specific details; provide an objective summary of the text.



#2 - 3. Use your ***STEAL chart*** (characterization strategy) and the text to answer these questions.

* For #2, think about how Rainsford has changed on multiple levels. Remind yourself how he started off on pgs.19-20 and then examine how his attitude, feelings, philosophy, and “class” changes from page 23 until the very last page of the text.
* For #3, contrast means the difference. There are many themes of this story, such as: The Hunter vs. The Hunted, Man vs. The Natural World, Reason vs. Instinct, Violence (physical & psychological), Fear, Perseverance, Competition, Strength and Skill, etc.



 *LAFS.910.L.3.5*: Demonstrate understanding of figurative language,

 word relationships, and nuances in word meanings.

1. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

 b. Analyze nuances in the meaning of words with similar denotations.

#4. Motifs are images, ideas, sounds or words that help to develop or explain the central idea or message of a literary work (i.e. theme). Moreover, a symbol may appear once or twice in a literary work, whereas a motif is a recurring element. The recurring image of the color red is one motif found in “The Most Dangerous Game.” (If you’ve been paying attention during the readings in class, I’ve pointed this out each time it has been mentioned in the text.) Clearly, the image of red is also symbolic (though it doesn’t take much imagination to figure out what it represents). Think about it this way… Along with presenting a dominant theme, writers include several motifs in their literary works as reinforcements. All superheroes and villains need at least one sidekick – right? A motif acts as a sidekick to back up and contribute in developing the major theme of a literary work. This helps readers to comprehend the underlying messages that writers intend to communicate to them.

In the interest of time, here are the locations of the color red in the text:

* P.20: “The cry was pinched off short as the **blood**-warm waters of the Caribbean Sea closed over his head.”
* P.22: “Some wounded thing, by the evidence a large animal, had thrashed about one patch of weeds was stained **crimson**.”
* P.23: “’He is a Cossack,’ said the general, and his smile showed **red** lips and pointed teeth. ‘So am I.’”
* P. 24: “They were eating borscht, the rich **red** soup with sour cream so dear to Russian palates.”
* P.24: “For a moment the general did not reply; he was smiling his curious **red**-lipped smile.”
* P.27: “’Did not make me condone cold-**blood**ed murder,’ finished Rainsford stiffly.”
* P.30: “There, weaving in and out in the pattern of shadow, were black, noiseless forms; the **hounds** heard him at the window and looked up, expectantly, with their green eyes.” (\*Think **blood**hounds)
* P.32: “From another door came Ivan…. …his right hand rested on a cocked revolver thrust in the **crimson** sash about his waist….”

**DECISION TIME**



**Still stuck?**

It’s time to call me over for help or come to after school tutoring!

**Think you got it?**

Keep calm and carry on!