

Literary Element (page 134)

Motivation

Liberty JULIA ALVAREZ

Asking yourself why a character in a story does something can help you understand more about the character and about the story. The reasons characters behave the way they do are called their motives.

At the beginning of “Liberty,” Papi brings home a puppy and speaks positively of it, while Mami expresses displeasure at it. Reading that the American consul has given it to the family as a gift, we can see that Papi and Mami are motivated by their different feelings toward Mister Victor, the consul.

ACTIVITY

Directions As you read the story, record questions about the characters’ motivations for their actions. Answer the questions based on other details about the characters and events and on your own thoughts about what the characters’ motivations might be.

Questions About Motivation	Possible Answers
Why did the parents have a scared look about going to the U.S. when they seemed to want to go so Papi could finish school?	They might have been afraid to go somewhere big and new. Also, they might worry they would miss their country.
1.	2.
3.	4.
5.	6.

Reading Strategy (page 134)

Responding to Characters

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You can help yourself understand story characters better by responding to and interacting with them as though they were people in real life. When you read, let yourself get involved in the characters' lives. Think about what they are saying and doing and what your response to them might be. Imagine you can talk to them: What would you ask them? What would you tell them?

ACTIVITY

Directions In this chart, list two additional characters in the story. Think about your responses to each one and write those down. You can write questions, encouragement, advice, and/or warnings. Try to respond to characters' specific words, thoughts, and actions. The first row is an example.

Character	Words, Thoughts, Actions	My Response
Mami	didn't want to give the little dog a chance; had four girls and didn't want to take care of a puppy, too	The older girls could take care of him! I think she should be softer about it.
1.	2.	3.
4.	5.	6.

Active Reading Graphic Organizer

Continue charting characters' words, thoughts, and actions, and your responses to them, throughout the story. For this activity, ask your teacher for a copy of the Three-Column Table Graphic Organizer.

Selection Vocabulary Practice (page 134)

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Vocabulary

hyperactive *adj.* overly energetic; very lively
distracted *adj.* unable to pay attention; agitated
putrid *adj.* very nasty; disgusting
admonition *n.* cautionary advice; warning
inconsolable *adj.* heartbroken; impossible to comfort

EXERCISE A Practice with Context Clues

Choose the vocabulary word that best fits the context of each sentence.

1. After the exciting game the night before, I had been too _____ to study.
2. Now I tried reading in the cafeteria, but I was _____ by all the noise there.
3. From the trash cans, a _____ smell wafted to my nose.
4. I gave myself this _____.: Finish studying the night *before* a test!

EXERCISE B Applying Meanings

Write the vocabulary word beside the question it answers.

1. What word describes someone who can't quit crying? _____
2. Which word can you use to describe the smell of burning tires? _____
3. What might parents call their very active child? _____
4. Which word names a rule an adult might give teenagers? _____

EXERCISE C Responding to the Selection

What connections do you feel with the narrator and her experiences with her dog? Write your response on the back of this sheet. Use at least FOUR vocabulary words.