

ANALYZE & APPLY

ZOO

Science Fiction by **Edward Hoch**

?

**ESSENTIAL
QUESTION:**

What can
you learn
by seeing
the world
through
an animal's
eyes?



QUICK START

What do you think and feel when you see an animal at the zoo for the first time? What might the zoo experience be like for the animals themselves? Discuss your answers with classmates.

INFER MULTIPLE THEMES

A story's **theme** is its message about life or human nature. Stories often have multiple themes. For example, a story about a teenager who gets lost in the wilderness might include themes about the power of nature as well as the endurance of the human spirit.

Authors use narration, dialogue, details, characterization, and text structure to convey theme. Themes can be stated **explicitly** (in an outright way) or may be conveyed **implicitly** (indirectly) through repeated ideas, words, and imagery. As you read, use this chart to record evidence from the story that conveys theme. Use your notes to help you **infer**—or make logical guesses based on evidence and your own knowledge and experience—the story's multiple themes.

EVIDENCE FROM THE STORY	INFERENCE	POSSIBLE THEMES

ANALYZE POINT OF VIEW

Point of view refers to the perspective from which a story is told.

- In a story told from the **first-person point of view**, the narrator is a character in the story and uses first-person pronouns such as *I*, *me*, and *we*. The reader sees only what that character sees.
- In a story told from the **third-person point of view**, the narrator is not a character in the story and uses the pronouns *he*, *she*, and *they*. A third-person narrator who reveals what all the characters think and feel is said to be **omniscient**.
- As you read this story, note how its omniscient point of view affects the information you receive and helps convey the story's theme.

GENRE ELEMENTS: SCIENCE FICTION

- combines scientific information and the author's imagination to create unexpected possibilities
- often makes a statement about human nature or the human experience
- is usually set in the future
- may have a surprise ending
- includes such forms as short stories and novels



CRITICAL VOCABULARY

interplanetary constantly microphone embrace

To see how many Critical Vocabulary words you already know, use them to complete the sentences below.

1. The father wrapped his child in a warm _____.
2. She used a _____ so that everyone could hear her speech.
3. The sounds of traffic _____ zooming by made sleep difficult.
4. Astronauts of the future may conduct _____ travel throughout the solar system.

LANGUAGE CONVENTIONS

Verb Tenses Notice the verbs in the following sentence from "Zoo." A **verb** expresses an action, condition, or a state of being. The **tense** of a verb shows the time of the action. The tenses of verbs and verb phrases describe present, past, and future events.

The crowd's noise died down and he continued.

Both *died* and *continued* are verb forms describing actions that have taken place in the past. They also help express the sequence of events. As you read "Zoo," notice how the author's use of verb tenses clarifies when events occur.

ANNOTATION MODEL

NOTICE & NOTE



As you read, note how the author's use of verb tense helps you understand when the action takes place. In the model, you can see one reader's notes about "Zoo."

1 The children were always good during the month of August, especially when it began to get near the twenty-third. It was on this day that Professor Hugo's Interplanetary Zoo settled down for its annual six-hour visit to the Chicago area.

The verbs are in the past tense. These sentences describe events that have happened repeatedly in the past.



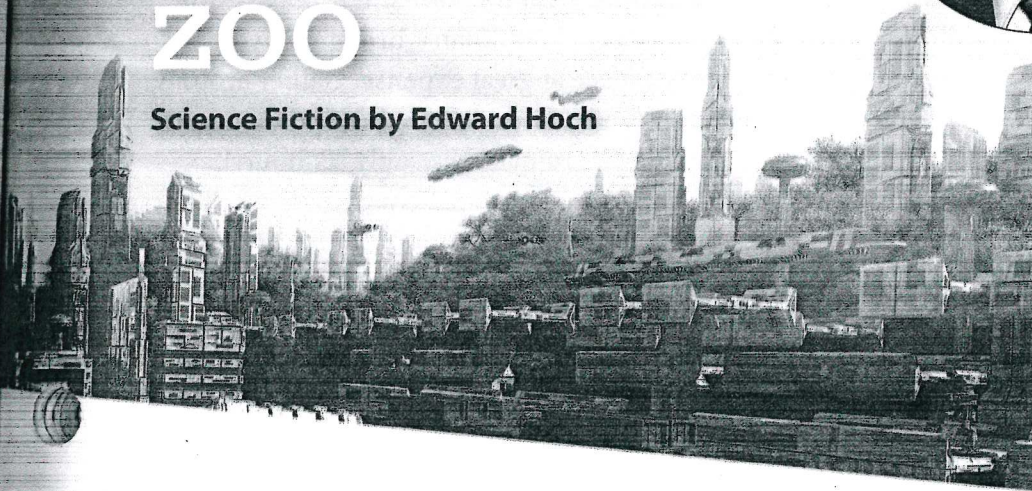
BACKGROUND

Edward Hoch (1930–2008) is best known for his crime fiction and mysteries, having published more than 900 mystery stories. In this science fiction story, Hoch imagines a surprising, futuristic zoo. Throughout the history of zoos, most animals were exhibited in cages. However, zookeepers today have a greater understanding of animals' needs. Many modern zoo enclosures replicate animals' natural habitats, with the intent of making zoo animals healthier and more comfortable.



ZOO

Science Fiction by Edward Hoch



SETTING A PURPOSE

Read this short story to discover one writer's ideas about zoos of the future and the animals those zoos might display.

- 1 **T**he children were always good during the month of August, especially when it began to get near the twenty-third. It was on this day that Professor Hugo's **Interplanetary Zoo** settled down for its annual six-hour visit to the Chicago area.
- 2 Before daybreak the crowds would form, long lines of children and adults both, each one clutching his or her dollar and waiting with wonderment to see what race of strange creatures the professor had brought this year.
- 3 In the past they had sometimes been treated to three-legged creatures from Venus, or tall, thin men from Mars, or even snakelike horrors from somewhere more distant. This year, as the great round ship settled slowly to Earth in the huge tri-city parking area just outside of Chicago, they watched with awe¹ as the sides slowly slid up to reveal

¹ awe (ô): a feeling of fear and wonder.

Notice & Note

Use the side margins to notice and note signposts in the text.

interplanetary

(in 'tər-plān'ī-tēr'ē) *adj.*
Interplanetary means existing or occurring between planets.

INFER MULTIPLE THEMES

Annotate: Mark the words and phrases used to describe the zoo animals in paragraph 3.

Analyze: What do the descriptions reveal about the humans' feelings toward the zoo animals?



NOTICE & NOTE

constantly

(kɒnˈstənt-lē) *adv.* *Constantly* means something that is regularly occurring.

microphone

(mīˈkrə-fōn) *n.* A *microphone* is an instrument that is often used to amplify the voice.

LANGUAGE CONVENTIONS

Writers use consistent **verb tenses** so that readers know when the action takes place. Mark the verbs and verb phrases used in paragraph 5. What generalization can you make about the use of verb tenses in this paragraph?

ANALYZE POINT OF VIEW

Annotate: Mark each noun and pronoun in paragraph 7.

Analyze: Is the narrator a character in the story? From what point of view is this story told? Explain.

embrace

(ēm-brās) *v.* To *embrace* someone is to hug or hold the person close.

the familiar barred cages. In them were some wild breed of nightmare—small, horselike animals that moved with quick, jerking motions and **constantly** chattered in a high-pitched tongue. The citizens of Earth clustered around as Professor Hugo's crew quickly collected the waiting dollars, and soon the good professor himself made an appearance, wearing his many-colored rainbow cape and top hat. "Peoples of Earth," he called into his **microphone**.

4 The crowd's noise died down and he continued. "Peoples of Earth, this year you see a real treat for your single dollar—the little-known horse-spider people of Kaan—brought to you across a million miles of space at great expense. Gather around, see them, study them, listen to them, tell your friends about them. But hurry! My ship can remain here only six hours!"

5 And the crowds slowly filed by, at once horrified and fascinated by these strange creatures that looked like horses but ran up the walls of their cages like spiders. "This is certainly worth a dollar," one man remarked, hurrying away. "I'm going home to get the wife."

6 All day long it went like that, until ten thousand people had filed by the barred cages set into the side of the spaceship. Then, as the six-hour limit ran out, Professor Hugo once more took the microphone in hand. "We must go now, but we will return next year on this date. And if you enjoyed our zoo this year, telephone your friends in other cities about it. We will land in New York tomorrow, and next week on to London, Paris, Rome, Hong Kong, and Tokyo. Then on to other worlds!"

7 He waved farewell to them, and as the ship rose from the ground, the Earth peoples agreed that this had been the very best Zoo yet. . . .

8 Some two months and three planets later, the silver ship of Professor Hugo settled at last onto the familiar jagged rocks of Kaan, and the odd horse-spider creatures filed quickly out of their cages. Professor Hugo was there to say a few parting words, and then they scurried² away in a hundred different directions, seeking their homes among the rocks.

9 In one house, the she-creature was happy to see the return of her mate and offspring.³ She babbled a greeting in the strange tongue and hurried to **embrace** them. "It was a long time you were gone! Was it good?"

² **scurry** (skûr'ē): to run with light steps; scamper.

³ **offspring** (ôf'sprîng): a child or children.



- 10 And the he-creature nodded. "The little one enjoyed it especially. We visited eight worlds and saw many things."
- 11 The little one ran up the wall of the cave. "On the place called Earth it was the best. The creatures there wear garments over their skins, and they walk on two legs."
- 12 "But isn't it dangerous?" asked the she-creature.
- 13 "No," her mate answered. "There are bars to protect us from them. We remain right in the ship. Next time you must come with us. It is well worth the nineteen commocs it costs."
- 14 And the little one nodded. "It was the very best zoo ever. . . ."

AGAIN AND AGAIN

Notice & Note: What phrase from earlier in the story is repeated in the final paragraph of the text? Who said it the first time? Who said it the second time? Mark each time the phrase is repeated.

Analyze: Why does the author repeat this sentence? How does the repetition help you understand one theme of the story?

CHECK YOUR UNDERSTANDING

Answer these questions before moving on to the **Analyze the Text** section on the following page.

- In the first sentence of the story, the narrator tells us that the children were always good during the month of August to —
 - explain that they have a calendar similar to ours
 - let the reader know that children are the story's focus
 - build suspense as the reader wonders why the children are good
 - describe the importance of good and evil in the story
- Which of the following excerpts from the story suggests that humans are a lot like other animals?
 - "I'm going home to get the wife."*
 - "But hurry! My ship can remain here only six hours!"*
 - the Earth peoples agreed that this had been the very best Zoo yet. . . .*
 - In one house, the she-creature was happy to see the return of her mate and offspring.*
- What is an important theme in the selection?
 - People don't see themselves as others do.
 - Fear is good because it can keep you safe.
 - Professor Hugo is a brilliant man.
 - Everyone loves going to the zoo.



RESPOND

ANALYZE THE TEXT

Support your responses with evidence from the text. NOTEBOOK

- 1. Compare** How is Professor Hugo's Interplanetary Zoo like zoos that exist in our world? How does his zoo differ from ours? What do these similarities and differences help the author reveal?
- 2. Infer** How does the author describe the animals in the Interplanetary Zoo? How do the zoo animals describe humans? How can you use these observations to make an inference about the story's themes?
- 3. Evaluate** Review paragraphs 1–2 and 8–14. From which point of view is the story told? How do you know? Why do you think the author chose to tell the story this way?
- 4. Draw Conclusions** Compare paragraphs 7 and 14. How does the author's use of repetition ("the very best Zoo yet"/"the best zoo ever") affect the story?
- 5. Notice & Note** Notice the author's repeated references to money, both in a familiar currency (dollars) and an unfamiliar currency ("commocs"). Why do you think the author mentions money more than once?

RESEARCH TIP

Choosing effective search terms will make your research more productive. Use specific words and phrases to pinpoint results. For example: *best new science fiction* or *science fiction reviews*.

RESEARCH

Investigate reviews of recent science fiction works (including novels, short stories, movies, or television) to identify several common messages revealed through science fiction. Record what you learn in the chart.

TITLE OF WORK	MESSAGE OR MESSAGES

Extend Works of science fiction typically present a theme, or message about life and human nature. What might the stories you researched have to say about human nature?



CREATE AND PRESENT

Create a Storyboard Work in a small group to create a storyboard for a “Zoo” movie. Create futuristic illustrations of scenes and costumes suited to a science fiction story.

- Discuss ways to convert “Zoo” into a movie. Create a storyboard for the movie—a visual map that illustrates significant moments in each scene of the movie.
- Sketch set designs that highlight the interplanetary travels of Dr. Hugo. Be sure viewers will recognize that the movie is set in the future.
- Include sketches of costumes for different characters in the story.

Present and Discuss As a small group, present and discuss your storyboard with the class.

- Explain your group’s storyboard to the class. Ask for questions from the class about your storyboard.
- Do your best to respond to questions and comments fully. Defend your group’s decisions, but acknowledge suggestions for improvements.
- As a class, discuss and compare the strengths of each group’s storyboard. Identify points of agreement and disagreement in your discussion.



Go to the **Writing Studio** for more on creating narratives.



Go to the **Speaking and Listening Studio** for help with participating in a group discussion.

RESPOND TO THE ESSENTIAL QUESTION

? What can you learn by seeing the world through an animal’s eyes?

Gather Information Review your annotations and notes on “Zoo.” Then, add relevant details to your Response Log. As you determine which information to include, think about:

- how people relate to animals
- how people relate to others
- how people are fascinated by or fearful of the unknown

At the end of the unit, use your notes to write an argument.

UNIT 2
RESPONSE LOG

Use the Response Log to record your ideas about how each of the stories in Unit 2 relates to the Essential Question.

7 Essential Question:
What can you learn by seeing the world through an animal’s eyes?

From Poe	
Zoo	
From Andrew Snopce The Wholeness of the Whole Story	
Animal Wisdom	
The Last Thief	
1000 Animals Aren’t Pets	
Let People Own Exotic Animals	

RD Response Log

ACADEMIC VOCABULARY

As you write and discuss what you learned from the story, be sure to use the Academic Vocabulary words. Check off each of the words that you use.

- benefit
- distinct
- environment
- illustrate
- respond



WORD BANK
interplanetary
constantly
microphone
embrace

CRITICAL VOCABULARY

Practice and Apply Circle the letter of the best answer to each question.

1. Which of the following is a **constantly** heard sound?
 - a. the hum of an engine
 - b. the ring of a doorbell
2. Which of the following is most likely to **embrace**?
 - a. a dog and a cat
 - b. a parent and a child
3. Which of the following is an example of **interplanetary** travel?
 - a. travel among planets
 - b. travel on a planet
4. Which of the following is an example of a **microphone**?
 - a. a device used to make phone calls
 - b. a device used to make the voice louder

VOCABULARY STRATEGY: Greek Roots

A **root** is a word part that contains the core meaning of a word. Many English words contain roots that come from older languages, such as Greek and Latin. Knowing the meaning of a word's root can help you determine the word's meaning.

For example, in *microphone*, the base word—a word part that by itself is also a word—is *phone*. The word *phone* comes from a Greek root meaning "sound." The prefix *micro-* comes from another Greek root meaning "small."

Practice and Apply Use your understanding of *micro* and *phone*, as well as context clues, to choose the word that best completes each sentence. Then write the meaning of each word under each sentence.

symphony cacophony micromanaged

1. He _____ the project by questioning every tiny detail.

2. Students in the school _____ made music together.

3. The blaring car horns created a _____.



Go to the **Vocabulary Studio** for more on roots.





LANGUAGE CONVENTIONS: Verb Tenses

A **verb** expresses an action, a condition, or a state of being. Helping verbs such as *is*, *could*, *has*, and *might* can be combined with verbs to form **verb phrases**. The **tense** of a verb shows the time of the action. The tenses of verbs and verb phrases allow you to describe present, past, and future events. Using verb tenses consistently and appropriately helps the reader understand when events in a story occur.

In "Zoo," verb tenses are used in the following ways.

- To narrate past events
In the past they had sometimes been treated to three legged creatures from Venus. . . .
- To show that the action is consistently happening in the past
And the he-creature nodded. "The little one enjoyed it especially. We visited eight worlds and saw many things."
- To make a distinction between past-tense narration and direct quotes spoken in the present tense
"This is certainly worth a dollar," one man remarked, hurrying away. "I'm going home to get the wife."

Practice and Apply Write your own sentences using past and present verb tenses consistently to describe when action takes place. Your sentences can be about animals, or you can write your own imagined scene to add to "Zoo." When you have finished, share your sentences with a partner and compare your use of verb tenses.



Go to the **Grammar Studio** for more on verb tenses.