

Rope Across Time

Trace how a character's view reveals a cultural experience.

CCSS.ELA-Literacy.RL.9-10.6 "Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline words or actions that reveal Aiko's point of view. Circle details that show how her grandmother and neighbors experience Gion Matsuri, then number the details that show Aiko's view changing.

Festival Rope

- ① On the morning of Gion Matsuri in Kyoto, Aiko woke before the street vendors raised their shutters. Her grandmother, Obaa-san, tied a pale blue yukata around Aiko's waist and smoothed the fabric with both hands. "A festival day asks us to remember who walked these streets before us," she said. Aiko nodded, but her eyes stayed on the train timetable beside the door. She had promised to meet classmates at a café near Kyoto Station. From the window, she could hear wooden wheels being tested on a neighborhood float, called a yamaboko.
- ② At the corner, neighbors in matching happi coats adjusted thick ropes around the yamaboko. Aiko watched her grandmother bow slightly before placing a small coin in an offering box at the local shrine. The gesture felt private, almost hidden among the shouts and traffic. "Does the shrine make the float move?" Aiko asked. Obaa-san laughed softly. "No. People move it. But we move it together because people in this neighborhood have prepared for the festival for generations." Aiko looked at the rope again. It seemed less like equipment than a line joining hands across time.
- ③ By noon, Aiko had sent her classmates a message saying she would be late. She did not tell them that her grandmother had taken her hand before the procession began, or that the rope had left a red mark on her palm after she helped pull. When the yamaboko rolled forward, the crowd clapped, and Aiko felt embarrassed by how quickly she had dismissed the morning. She still wanted the café and her friends. Yet, as Obaa-san pointed out the neighbors calling instructions to one another, Aiko understood the festival not as an old rule but as a choice people renewed together.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What is Aiko's point of view about the festival at the beginning? Use two details from the first paragraph to support your answer.

2 How does Obaa-san's point of view reflect a cultural experience connected to Gion Matsuri? Use one detail from the passage.

3 What does Aiko mean when she sees the rope as "a line joining hands across time" instead of equipment?

4 How has Aiko's point of view changed by the end of the passage? Explain how her experience of pulling the rope contributes to the change.

3 YOUR TURN _____ Your own words

Write 100-130 words comparing how Aiko's view of Gion Matsuri and a character's point of view in another work of literature from outside the United States reveal cultural experiences. Name both works, use one detail from each, and explain one similarity or difference.

PART 1 • READ AND MARK

Underline words or actions that reveal Aiko's point of view. Circle details that show how her grandmother and neighbors experience Gion Matsuri, then number the details that show Aiko's view changing. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is Aiko's point of view about the festival at the beginning? Use two details from the first paragraph to support your answer.	At first, Aiko sees the festival as something that interferes with meeting her classmates. Her attention stays on the train timetable, and she has plans to meet friends at a café.
2	How does Obaa-san's point of view reflect a cultural experience connected to Gion Matsuri? Use one detail from the passage.	Obaa-san sees the festival as a way to remember earlier community members and act together in the present. Her words about generations of neighborhood preparation show this view.
3	What does Aiko mean when she sees the rope as "a line joining hands across time" instead of equipment?	She begins to understand that the rope represents community members connecting their shared past to the present festival.
4	How has Aiko's point of view changed by the end of the passage? Explain how her experience of pulling the rope contributes to the change.	Aiko comes to see the festival as a choice that people renew together, not merely an old rule. Pulling the rope lets her take part in the community effort herself.

PART 3 • YOUR TURN (SAMPLE ANSWER)

In "Festival Rope," Aiko first treats Gion Matsuri as an obstacle to meeting friends, but the rope and her grandmother's words help her see it as a community choice. In Chinua Achebe's *Things Fall Apart*, Okonkwo sees Igbo traditions as proof of strength and order. Both works show that community practices carry shared history. However, Aiko becomes more open to a tradition when she joins the pull, while Okonkwo resists changes that threaten the customs he values. Their different responses show that cultural experience can invite reflection or make a character fear loss.

Accept responses that accurately distinguish Aiko's changing perspective from Obaa-san's community-centered perspective and support claims with passage details. For Part 3, accept any appropriate world literature comparison that names both works, uses evidence from each, and explains a meaningful similarity or difference.