

The Lantern in the Window

Develop complex change through setting, metaphor and symbolism.

12.T.T.1.e "Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text using metaphors and symbolism, achieve specific purposes..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read this original classroom fiction. Underline two details that establish the mood. Circle references to the lantern and mark two choices that reveal a change in Inez.

A Light Left On

- ① Two days after the storm, Inez entered her late father's harbor workshop to pack it for sale. Mud striped the windows; the room smelled of wet rope. Volunteers were using the front room to sort donated blankets, an arrangement she had reluctantly allowed for the week. On his desk stood the brass lantern he had converted to battery power years ago. He had always left it in the window when a late crew was expected. To Inez, it was another demand to wait. "I can finish here myself," she told the teenager folding blankets nearby.
- ② The boy lifted a carton with its label washed blank. "Do these go with the bedding or the coats?" Inez nearly snapped that he should look inside. She recognized the sentence before she spoke: her father's impatience, word for word. His voice had been a locked gate whenever she needed help. She opened the carton instead. Inside were folded towels. "I don't know where they've decided to put these," she admitted. "Let's ask." At the volunteers' table, the boy made a new label while she held the cardboard flat. He told her his own family would come for supplies that evening.
- ③ At dusk, Inez picked up the lantern to pack it. She remembered evenings when her father had waited at the window, grumbling about late crews but keeping their tea warm. Remembering his care did not make his sharp words harmless. Still, perhaps waiting could be an invitation instead of a debt. She switched on the lantern and placed it in the front window. "Your family will see where to come in," she told the boy. Then she moved her packed boxes away from the door. She would still sell the workshop. Until Friday, she could keep its entrance open.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How do setting details and Inez's first response establish her initial attitude?

2 How does Inez change without becoming a completely different person?

3 How does the lantern's meaning change for Inez?

4 Plan a scene with a strained relationship. Name an object whose meaning will change and draft two different metaphors that support the scene's mood or idea.

3 YOUR TURN

Your own words

Write a 180–220 word, three-paragraph scene about a strained relationship. Use setting to create mood, repeat one concrete object whose meaning changes, and include at least two distinct metaphors. Show a believable character change through action and direct dialogue. Develop an idea about relationships without simply announcing a moral.

Write your scene

Write three paragraphs. Leave a blank line between them; choose where each paragraph ends.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

PART 1 • READ AND MARK

Read this original classroom fiction. Underline two details that establish the mood. Circle references to the lantern and mark two choices that reveal a change in Inez. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How do setting details and Inez's first response establish her initial attitude?	Mud, wet-rope smell and packing for sale create a weary, unsettled mood. Her insistence on finishing alone suggests reluctance to share the space or accept help.
2	How does Inez change without becoming a completely different person?	She stops herself from repeating her father's harsh response and works with the boy. She makes space for his family but still intends to sell, so her new openness has limits.
3	How does the lantern's meaning change for Inez?	It initially recalls an obligation to wait for others. She later uses it to welcome the boy's family, choosing to turn waiting into an invitation.
4	Plan a scene with a strained relationship. Name an object whose meaning will change and draft two different metaphors that support the scene's mood or idea.	Accept a recurring concrete symbol and two actual metaphors: direct figurative comparisons, not merely descriptions using like or as. For example, a room can be a sealed jar and a withheld apology a locked drawer. The student must use the planned techniques in the finished scene.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Leena waited in the winter greenhouse with a chipped blue bowl on her knees. Beyond the glass, snow covered the garden. The room was a sealed jar of cold air, and the argument with her mother still crowded it. She had announced her college plans yesterday as if leaving home meant leaving every obligation behind. The bowl, once used for shared strawberries, now held the seed packets she intended to return.

Her mother came in carrying a tray of soil. "You forgot these," she said, setting down Leena's gloves. Leena expected another warning about money. Instead, her mother asked which seeds could start indoors. The question was a small key in the lock of their silence. Leena opened a packet, poured seeds into the blue bowl and explained the spacing. Her mother listened, then pushed the tray between them. "I'm afraid you think I don't need you," Leena said. Her mother pressed a seed into the soil. "I'm afraid of not knowing how you need me." They had not settled tuition or train fares. But Leena moved her chair closer and held the bowl where both could reach it. Outside, the garden remained buried. Inside, they made room for something neither could grow alone.

TEACHER ASSESSMENT NOTES

The three-paragraph model includes direct dialogue and two distinct metaphors: the room as a sealed jar and the question as a key. The bowl shifts from holding items to return to enabling shared planting. Remaining practical disagreements keep the change credible. Assess these techniques, purposeful setting and theme developed through choices, within 180-220 words. Inez's passage is classroom fiction, not instructions for storm response.