*Collections* Grade 8 Guiding Questions

Collection 1

“My Favorite Chaperone” by Jean Davies Okimoto

Read the short story “My Favorite Chaperone” by Jean Davies Okimoto. Then, reread the lines indicated with each question below. Answer each question, citing text evidence.

1. Lines 1–14: What can you infer about the narrator from this first paragraph?
2. Lines 15–56: What details in these lines explain how an international dating magazine brought the narrator’s family to America?
3. Lines 68--78: What is the story’s conflict? What does the conflict reveal about the narrator’s parents?
4. Lines 78–97: What are the reasons why the gymnastics team “is a fine, good thing”? What do these reasons reveal about the narrator?
5. Lines 111–125: What words and phrases reveal Maya’s reaction to being called to the office? What does the way she speaks to Mr. Walsh reveal about her feelings?
6. Lines 140–149: Which comparisons help you imagine the scene as Maya arrives at the office? What is the effect of the author’s comparisons?
7. Lines 163–180: Why has Maya become involved in the events surrounding her brother’s suspension from school? What does her involvement suggest about her role in the family?
8. Lines 212–230: In what ways does Nurzhan’s fight impact Maya? What does her reaction suggest about her?
9. Lines 231–246: What led to Nurzhan’s fight? What does the conversation reveal about Nurzhan?
10. Lines 293–314: What are the differences between what Mr. Shanaman says and what Maya translates? What does her translation suggest about Papa?
11. Lines 338–358: Why does Maya believe her actions are justified?
12. Lines 371–392: What does this dialogue reveal about the brother and sister? What is Maya’s role in Nurzhan’s life?
13. Lines 405–413: What is the difference in customs between Kazakhstan and America that causes a problem? How do you know that Maya and Nurzhan understand this difference better than their mother?
14. Lines 427–462: In what ways is Maya like a typical middle school student? In what ways is she different?
15. Lines 490–503: What comparisons show Maya’s view of the situation after her father arrives? What is the effect of the author’s comparisons?
16. Lines 520–541: How do Maya’s parents react to finding her with Daniel? What does their reaction suggest about Maya’s chance of being allowed to go to the dance?
17. Lines 563–575: What does Mama mean when she says, “You have brought shame to your father and to this family”?
18. Lines 587–609: What does Nurzhan do, and what does it reveal about him?
19. Lines 612–617: What comparison does the author use to describe the family’s situation? What does the comparison suggest about what life is like for recent immigrants to the United States?
20. Lines 624–654: In what ways does Maya’s life change as a result of Mama’s injury? How does Mama’s injury both simplify and complicate Maya’s life?
21. Lines 682–691: What does Mama say, and how does Maya react? What is the impact of Mama’s statement on Maya?
22. Lines 711–749: How does Maya react to Nurzhan’s suggestion that he can convince Papa to sign the permission slip? How does Nurzhan’s plan provoke a decision that pleases everyone?
23. Lines 753–766: What does Nurzhan’s plan to chaperone Maya at the dance reveal about him?
24. Lines 773–792: Why is Mama’s gift for Maya important to both of them? Why does the bracelet represent a change in Mama?
25. Lines 815–850: Compare Maya’s experience at the dance to Nurzhan’s? How does Nurzhan fulfill his role as chaperone while still allowing Maya to enjoy the dance?
26. Lines 856–863: What are Maya’s thoughts about the dance? Why does Maya think that the bracelet represents a change in her family?