

*Elephant Run* National English Language Arts Standard  
and Social Studies Strand Connections

NCTE/IRA Standards 1 and 2 apply to all assignments.

NCSS Standard 1 applies to all assignments

(Specific standard language can be found at the end of this document.)

Vocabulary

NCTE/IRA Standard 3, 4, 9, 11

Characterization - Major Character traits

NCTE/IRA Standard 3, 11, 12

Character and Theme

NCTE/IRA Standard 3, 9

NCSS Standard 3

Characterization - Cause and Effect

NCTE/IRA Standard 3, 12

Multiple Plots

NCTE/IRA Standard 3, 11

NCSS Standards 2, 5

Tone/Mood - Mood Graph

NCTE/IRA Standard 4

NCSS Standard 4

Explicit and Implicit Themes

NCTE/IRA Standard 5, 11

NCSS Standards 4, 5

Setting and Style

NCTE/IRA Standard 3, 6  
NCSS Standard 3

Style and Figurative Language: Similes and Alliterations  
NCTE/IRA Standard 3, 6

Style and Literary Devices  
NCTE/IRA Standard 3, 6

Frontloading Geography  
NCTE/IRA Standard 7, 8, 11  
NCSS Standard 3

People  
NCTE/IRA Standard 7, 8, 9  
NCSS Standards 2-6

Places  
NCTE/IRA Standard 6, 9, 11  
NCSS Standards 2-6

Items  
NCTE/IRA Standard 3, 4, 9  
NCSS Standards 2-6

Ideas  
NCTE/IRA Standard 9  
NCSS Standards 2-6

Events  
NCTE/IRA Standard 3, 7, 8, 9  
NCSS Standards 2-6

Writing Connections - Third Person Narrative  
NCTE/IRA Standards 4, 5, 6, 12

Historical/Cultural Culminating Creativity  
NCTE/IRA Standard 9, 11, 12  
NCSS Standards 2-5, 9

Closing Focus Questions  
NCTE/IRA Standard 3, 4, 11, 12  
NCSS Standards 2-6, 9

## **National Standard Connections**

### **NCTE/IRS Standards**

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions,

style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

**NCSS Thematic Strands as they relate to  
intermediate-middle grades.**

## 1. Culture

*Social studies programs should include experiences that provide for the study of culture and cultural diversity.*

Human beings create, learn, and adapt culture. Culture helps us to understand ourselves as both individuals and members of various groups. Human cultures exhibit both similarities and differences. We all, for example, have systems of beliefs, knowledge, values, and traditions. Each system also is unique. In a democratic and multicultural society, students need to understand multiple perspectives that derive from different cultural vantage points. This understanding will allow them to relate to people in our nation and throughout the world.

Cultures are dynamic and ever-changing. The study of culture prepares students to ask and answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals of the culture, influence the other parts of the culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about the culture? In schools, this theme typically appears in units and courses dealing with geography, history, and anthropology, as well as multicultural topics across the curriculum.

During the early years of school, the exploration of the concepts of likenesses and differences in school subjects such as language arts, mathematics, science, music, and art makes the study of culture appropriate. Socially, the young learner is beginning to interact with other students, some of whom are like the student and some different; naturally, he or she wants to know more about others. In the middle grades, students begin to explore and ask questions about the nature of culture and specific aspects of culture, such as language and beliefs, and the influence of those aspects on human behavior.

## 2. Time, Continuity, and Change

*Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.*

Human beings seek to understand their historical roots and to locate themselves in time. Such understanding involves knowing what things were like in the past and how things change and develop. Knowing how to read and reconstruct the past allows one to develop a historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past

change? How can the perspective we have about our own life experiences be viewed as part of the larger human story across time? How do our personal stories reflect varying points of view and inform contemporary ideas and actions?

This theme typically appears in courses that: 1) include perspectives from various aspects of history; 2) draw upon historical knowledge during the examination of social issues; and 3) develop the habits of mind that historians and scholars in the humanities and social sciences employ to study the past and its relationship to the present in the United States and other societies.

Learners begin to recognize that individuals may hold different views about the past and to understand the linkages between human decisions and consequences. Thus, the foundation is laid for the development of historical knowledge, skills, and values. In the middle grades, students, through a more formal study of history, continue to expand their understanding of the past and of historical concepts and inquiry. They begin to understand and appreciate differences in historical perspectives, recognizing that interpretations are influenced by individual experiences, societal values, and cultural traditions.

### **3. People, Places, and Environment**

*Social studies programs should include experiences that provide for the study of people, places, and environments.*

Technological advances connect students at all levels to the world beyond their personal locations. The study of people, places, and human-environment interactions assists learners as they create their spatial views and geographic perspectives of the world. Today's social, cultural, economic, and civic demands on individuals mean that students will need the knowledge, skills, and understanding to ask and answer questions such as: Where are things located? Why are they located where they are? What patterns are reflected in the groupings of things? What do we mean by region? How do landforms change? What implications do these changes have for people? This area of study helps learners make informed and critical decisions about the relationship between human beings and their environment. In schools, this theme typically appears in units and courses dealing with area studies and geography.

During the middle school years, students relate their personal experiences to happenings in other environmental contexts. Appropriate experiences will encourage increasingly abstract thought as students use data and apply skills in analyzing human behavior in relation to its physical and cultural environment.

## **4. Individual Development and Identity**

*Social studies programs should include experiences that provide for the study of individual development and identity.*

Personal identity is shaped by one's culture, by groups, and by institutional influences. How do people learn? Why do people behave as they do? What influences how people learn, perceive, and grow? How do people meet their basic needs in a variety of contexts? Questions such as these are central to the study of how individuals develop from youth to adulthood. Examination of various forms of human behavior enhances understanding of the relationships among social norms and emerging personal identities, the social processes that influence identity formation, and the ethical principles underlying individual action. In schools, this theme typically appears in units and courses dealing with psychology and anthropology.

Given the nature of individual development and our own cultural context, students need to be aware of the processes of learning, growth, and development at every level of their school experience. In the early grades, for example, observing brothers, sisters, and older adults, looking at family photo albums, remembering past achievements and projecting oneself into the future, and comparing the patterns of behavior evident in people of different age groups are appropriate activities because young learners develop their personal identities in the context of families, peers, schools, and communities. Central to this development are the exploration, identification, and analysis of how individuals relate to others. In the middle grades, issues of personal identity are refocused as the individual begins to explain self in relation to others in the society and culture.

## **5. Individuals, Groups, and Institutions**

*Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.*

Institutions such as schools, churches, families, government agencies, and the courts all play an integral role in our lives. These and other institutions exert enormous influence over us, yet institutions are no more than organizational embodiments to further the core social values of those who comprise them. Thus, it is important that students know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed. The study of individuals, groups, and institutions, drawing upon sociology, anthropology, and other disciplines, prepares students to ask and answer questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions?

How do institutions change? What is my role in institutional change? In schools, this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history.

Young children should be given opportunities to examine various institutions that affect their lives and influence their thinking. They should be assisted in recognizing the tensions that occur when the goals, values, and principles of two or more institutions or groups conflict—for example, when the school board prohibits candy machines in schools vs. a class project to install a candy machine to help raise money for the local hospital. They should also have opportunities to explore ways in which institutions such as churches or health care networks are created to respond to changing individual and group needs. Middle school learners will benefit from varied experiences through which they examine the ways in which institutions change over time, promote social conformity, and influence culture. They should be encouraged to use this understanding to suggest ways to work through institutional change for the common good.

## **Power, Authority, and Governance**

*Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.*

Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society, as well as in other parts of the world, is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can we keep government responsive to its citizens' needs and interests? How can individual rights be protected within the context of majority rule? By examining the purposes and characteristics of various governance systems, learners develop an understanding of how groups and nations attempt to resolve conflicts and seek to establish order and security. Through study of the dynamic relationships among individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life. They do so by applying concepts and methods of political science and law. In schools, this theme typically appears in units and courses dealing with government, politics, political science, history, law, and other social sciences.

Learners in the early grades explore their natural and developing sense of fairness and order as they experience relationships with others. They develop an increasingly



comprehensive awareness of rights and responsibilities in specific contexts. During the middle school years, these rights and responsibilities are applied in more complex contexts with emphasis on new applications. At every level, learners should have opportunities to apply their knowledge and skills to and participate in the workings of the various levels of power, authority, and governance.

## **Production, Distribution, and Consumption**

*Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.*

People have wants that often exceed the limited resources available to them. As a result, a variety of ways have been invented to decide upon answers to four fundamental questions: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors of production (land, labor, capital, and management)? Unequal distribution of resources necessitates systems of exchange, including trade, to improve the well-being of the economy, while the role of government in economic policymaking varies over time and from place to place. Increasingly these decisions are global in scope and require systematic study of an interdependent world economy and the role of technology in economic decision-making. In schools, this theme typically appears in units and courses dealing with concepts, principles, and issues drawn from the discipline of economics.

Young learners begin by differentiating between wants and needs. They explore economic decisions as they compare their own economic experiences with those of others and consider the wider consequences of those decisions on groups, communities, the nation, and beyond. In the middle grades, learners expand their knowledge of economic concepts and principles, and use economic reasoning processes in addressing issues related to the four fundamental economic questions.

## Historical/Cultural Vocabulary

1. blitz p2  
bombing raids
2. Luftwaffe p2  
German airforce
3. rationing p2  
portioning
4. Nazis p2  
German army
5. breadbasket p3  
several bombs
6. brigade p3  
group
7. embassy p3  
home delegation
8. cheroot p5  
cigarette
9. koongyi p8  
elephant bell
10. choon p8  
elephant prod
11. "mustered out" p10  
leave military service
12. manhouts p10  
elephant keeper
13. singoung p10  
manhout foreman
14. oozies p11  
machine gun
15. liberators p16  
freedom fighters
16. shrines p17  
temples/churches
17. fortification p25  
fort
18. longyis p26  
skirt
19. natshin 139  
offering box
20. liberate p173  
free
21. counteroffensive 173  
offensive action against  
enemy's offense
22. emplacements p177  
set up
23. barracks p179 and p215  
living quarters
24. novice 213  
beginner
25. Nirvana  
Heaven, paradise
26. sabotage (implied) p228  
damage, disrupt
27. installation p234  
military base
28. operative p234  
spy
29. armaments p245  
weapons
30. infirmary p262  
hospital
31. orderlies p262  
nurses
32. sentinel p270  
lookout, guard
33. unsheathed 305  
taken off

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Socratic Discussion Rubric

Written Answers – pts  
majority of ?s complete  
accurate  
details/examples

Inner Circle – pts  
Content:  
encourages group interaction  
easily expresses ideas  
supports/explains opinion  
Structure:  
eye contact  
articulates/annunciates  
appropriate volume  
appropriate length  
appropriate speed

Listening  
piggybacks answers  
adds to original answer  
acknowledges others

Outer Circle – pts  
Listening  
no speaking,  
no laughing at,  
no whispering,  
no facial expressions  
no writing personal notes  
no movements  
no sighing, guttural sounds,  
Notes  
easily readable  
complete  
organized

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## SOCRATIC DISCUSSION

### PROCEDURES:

The Socratic Discussion is patterned after the way Socrates conducted learning activities in Ancient Greece. All of his students were expected to share their thoughts and opinions regarding the written and spoken word. Students were further required to read, analyze and evaluate assigned materials prior to class discussion. Socrates remained silent to allow true discussion to flow from his students.

Today, when a class is conducted using the Socratic Discussion method, students are also required to come prepared to discuss assigned materials and share ideas and opinions, using the text or real life experience to back up their answers. They are not permitted to participate in the class unless they are prepared. This method of instruction can be used effectively for any genre or subject, fiction or nonfiction.

### Teacher Preparation

Before the day of the class discussion, the teacher prepares three types of questions:

- 1.) Intersentence, Literal, or Opening (create 3 of these)
  - a general question that directs students into the text
  - an introductory or exploratory question related to a topic that is easy for students to locate in the text
- 2.) Text, Analysis, or Core (create 3 or 4 of these)
  - a question about specific content, theme, or main idea
  - an inquiry that challenges students to examine a central position
  - a request to interpret or explore a passage in the text
  - a "how...?" or "why...?" question
  - a challenge to students to compare and contrast characters, motivations, descriptions, tones, etc.
  - an examination of vocabulary or interesting phrases
- 3.) Beyond Text, Evaluative, or Closing (create 3 or 4 of these)
  - a question that establishes the relevance of the text to students
  - an inquiry that connects the text with the real world
  - an application of the text to self
  - a comparison of the text with real life

Important: You must use these three types of questions in this order. This allows the discussion to begin in a relatively non-threatening manner and allows students' confidence to build as more difficult questions are asked.

Developing good questions is essential to an effective Socratic Discussion.

### Student Preparation

Prior to the discussion, students are asked to read the text, magazine article, or newspaper; watch the video; listen to the song; etc., and to record their answers to the questions which the teacher has developed.

Important: Students should be instructed to record their responses in complete sentences and to explain them thoroughly. The "why" is implied!

### Class Setup and Procedures for Socratic Discussion

Students are arranged in two concentric circles. The inner circle contains the speakers who will be involved in the discussion; each student must contribute. The outer circle contains the listeners. Students in the outer circle are not to speak, but only to listen to the discussion.

Important: Two empty seats are reserved in the inner circle.

Students in the outer circle have the option of joining the inner circle when:

- 1) the discussion appears to be off topic.
- 2) the discussion becomes nonproductive with arguments and "put downs."
- 3) inner circle members have not discussed an area deemed important.

(Once a student takes an empty seat, he or she must stay for the remainder of the discussion. When both empty seats are taken, the inner circle is complete. Students must weigh whether they really want to enter the inner circle)

### Responsibilities of the inner circle members

Students are to clear desks and display only prepared answers to the discussion questions. (No pencil or pen is allowed.) Students, not the teacher, determine the first speaker. A student enters the discussion only when the previous speaker indicates that he or she has finished.

Circle members decide how the discussion proceeds. For example, students may

- choose to speak in sequence around the circle.
- decide to appoint a discussion leader.
- let each speaker choose the next participant.
- other.

Follow-up questions may be asked by inner circle members; for example:

- What do you mean by...?
- Where in the text do you find support for that?
- Would someone take issue with....
- What is your point?
- Are you saying that...?

When a student opts to take an empty seat, he or she becomes the next speaker.

The final responsibility of the inner circle members:

1) Come to a consensus on each question

OR

2) Simply make sure each member has had an opportunity to discuss answers to the assigned questions, and then perhaps agree to disagree.

Responsibilities of the outer circle members

To ensure the practice of good listening skills, students are required to submit to the teacher their written responses to the discussion questions before the inner circle begins the discussion. (Otherwise, students tend to compare their work with the ongoing discussion.)

If the inner circle decides to reach a consensus, students of the outer circle are required to summarize and record the consensus; OR, if the inner circle members decide to simply share ideas and opinions in response to the discussion questions, students in the outer circle are to script as much of the discussion content as possible as the discussion evolves. At the end of the discussion, outer-circle students are to highlight or circle any words or phrases they believe to be important. If outer circle students have a hard time hearing inner circle students, a simple raising of the hand from an outer circle student can direct an inner circle student to speak up. The final activity required of outer circle members is to share their summaries or key words and phrases with the students of the inner circle. (Students of the inner circle cannot comment; they become the listeners!)

Important: Students switch positions during the discussion so that all members of the class have a chance at both positions. For example, Group A might be the inner circle for the first half of the discussion, and might discuss questions 1,3,5,7,and 9; at the conclusion of A's discussion, Group B (the outer circle) would summarize and respond. Then, the students would switch positions, so that Group B is now the inner circle and Group A forms the outer circle. Group B would then discuss questions 2,4,6,8, and 10. Make certain that you divide the three types of questions evenly between Group A and Group B, so that each group begins with Intersentence questions, moves on to Text questions, and finally responds to Beyond-Text questions. You may have both groups discuss the last question, as it is the most intriguing or inviting.

Responsibilities of the teacher

Select appropriate and interesting material for discussion

Prepare the discussion questions for the assigned topic or lead class in inquiry to create their own questions.

During the Socratic Discussion, keep silent unless disorder occurs or students fail to detect an off-topic event. (The role of the teacher is similar to that of a "Sergeant at Arms" in a courtroom--no verbal or nonverbal feedback, no directions once the discussion begins.)

Possible Assessment and Evaluation

1) Students' created questions.

2) Students' labeling of types and selection for discussion.

3) Students' written responses to the three types of questions.

- 4) Inner Circle members' use of effective discussion skills. (Criteria to be determined by teacher and students before the SD.)
- 5) Outer Circle members' use of active listening skills. (Criteria to be determined by teacher and students before the SD.)
- 6) Summaries or scripts of Outer Circle members at the end of the SD.
- 7) Students' abilities to sincerely add to the group's success.(Criteria to be determined by the teacher and students before the SD.)



# *Elephant Run: Unit Timeline*

HW: Indicates Homework

In addition: Once an area such as Characterization work begins students are required to work on these periodically at home. I do a quick check for progress every Thursday as they are taking the Vocabulary, Quick Quiz.

<b>Week One</b> Frontloading Geography and Sophisticated Vocabulary	<b>Frontloading Geography and Sophisticated Vocabulary</b>	<b>Frontloading Geography and Vocabulary Games</b>	Review Pack  Read Novel  HW: Vocab	Read  Begin all Characterization Work
<b>Week Two</b>  Vocab. Read Novel	Read Begin Setting and All Style Work	Read	Vocab  Read (Checkpoint)	Read  Begin Multiple Plots
<b>Week Three</b>  Read Begin Historical Ties People, Places, Items, Ideas	Read  Explicit Themes	Read	Vocab  Read  HW: Writing Connections Begin (Checkpoint)	Read
<b>Week Four</b>  Read Vocab	Read	Read	<b>Work Day on Character, Style, Plot, Historical Ties to Complete all sections</b>	Read - Finish Novel  Events/Ladder  HW: Tone/Mood
<b>Week Five</b>  Implicit Themes	Implicit Themes	Events/Time Line	Culminating Activity Review	Vocab Final Test

## *Elephant Run: Unit Timeline*

<b>Week Six</b>				
Culminating Activity continues throughout week.	Culminating Activity	Culminating Activity	A Few Final Questions <b>Socratic</b>	A Few Final Questions <b>Discussion</b>

## Sophisticated Vocabulary

1. droned p2
2. charred p4
3. unstable p4
4. cheroot p5
5. maneuvered p6
6. devoured p7
7. frail p9
8. teak p10
9. dutifully p10
10. foregone p11
11. astounding p11
12. diminished p11
13. nuisance p20
14. immaculately p21
15. embossed p25
16. monsoon p26
17. prominent p32
18. brash p33
19. impale p40
20. inevitable p40
21. enclosures p57
22. treachery p58
23. agile p58
24. negotiate p58
25. falter p64
26. gait p72
27. ambled p72
28. nimbly p73
29. enlightenment p78
30. infectious p79
31. obligated p79
32. interrogating 99
33. imperceptible 109
34. squeamishness 128
35. dispersed p179
36. intercept p183
37. relishing p185
38. retaliate p195
39. reluctant p199
40. swath p210
41. flaws p215
42. scissoring p219
43. frailer 222
44. confiscating p240
45. intervened p242
46. feigning p258
47. conspiratorial p258
48. gaunt p263
49. amiss p270
50. bemused p277
51. consternation p293
52. mournful p295
53. rummaged p294
54. maniacal p302
55. dissuaded p302
56. unperturbed p304
57. acute p316

## **Sophisticated Vocabulary**

## Elephant Run Sophisticated Vocabulary and Synonyms

1. droned p2  
whined, buzzed
2. charred p4  
overcooked
3. unstable p4  
insecure, risky
4. cheroot p5  
a type of cigarette
5. maneuvered p6  
planned
6. devoured p7  
eaten greedily
7. frail p9  
weak, sickly, delicate
8. teak p10  
hard, durable yellowish-brown wood  
used for shipbuilding and furniture
9. dutifully p10  
obediently, loyally
10. foregone p11  
previous, earlier
11. astounding p11  
amazing, surprising
12. diminished p11  
decreased
13. nuisance p20  
bother, annoying
14. immaculately p21  
neat, clean
15. embossed p25  
raised, tooled
16. monsoon p26  
rainy season, heavy winds
17. prominent p32  
noticeable,
18. brash p33  
reckless, impulsive, defiant
19. impale p40  
stab, pierce
20. inevitable p40  
unchangeable, bound to happen
21. enclosures p57  
corral, pen
22. falter p64  
hesitate, be undecided
23. gait p72  
walk, stride
24. ambled p72  
strolled, shuffled
25. nimbly p73  
lightfootedly
26. enlightenment p78  
understanding, wisdom
27. infectious p79  
communicable
28. obligated p79  
necessary, required, committed
29. interrogating 99  
questioning

## Elephant Run Sophisticated Vocabulary and Synonyms

30. imperceptible 109  
unnoticeable, slight
31. squeamishness 128  
reserved, choosy, critical
32. treachery p58  
deceit
33. agile p58  
nimble, graceful power
34. negotiate p58  
talk, discuss
35. dispersed p179  
cleared out, scattered
36. intercept p183  
stop, block
37. relishing p185  
liking, satisfaction
38. retaliate p195  
avenge, paying back
39. reluctant p199  
cautious, hesitant
40. swath p210  
strip of, width of a cutting blade
- flaws p215  
problems, mistakes
41. scissoring p219  
cutting
42. frailer p222  
weaker, more ill
43. confiscating p240  
seizing, steal
44. intervened p242  
interrupted
45. feigning p258  
pretending
46. conspiratorial p258  
scheming, plotting
47. gaunt p263  
thin, wasted
48. amiss p270  
wrong, improper
49. bemused p277  
surprised, puzzled
50. consternation p293  
confusion, dread
51. mournful p295  
sad, forlorn, heartsick
52. rummaged p294  
searched, probed
53. maniacal p302  
crazed, demented
54. dissuaded p302  
stopped, discouraged
55. unperturbed p304  
controlled, unexcited
56. acute p316  
sharp, intense, grave