

# CLASS SET – DO NOT WRITE ON –LEAVE IN CLASS

## ANALYSIS TASK 1:

Return to Question 6 in the Close Reader on page 92. You will need to re-read portions, in order to discuss.

1. Share your interpretations of the end of the story.
2. What is the significance of the line “He—y, come on ou—t!” in line 129? Who is speaking these words?
3. Where else in the text have they seen them? Why did the author choose this as the title of the story?
4. Draw a conclusion about the pebble. Was it the same pebble that was thrown into the hole by the young man in line 25? If not, where did it come from? Have evidence from the text to back your thinking, regardless if you believe the pebble is the same, or a different pebble.
5. Describe the workman’s attitude toward the pebble. Why did he “fail to notice” it as it fell? What was he looking at instead?
6. What is the author’s vision of the future? Use evidence from the text, to support your thinking.
7. How does he see our present mistakes backfiring on us? Use evidence from the text to support your thinking.

## ANALYSIS TASK 2:

1. Return to Question 3 in the Close Reader on page 88. Think about the way the author uses each of the characters to exemplify a particular kind of self-interest. Describe the actions of the:
  - scientist (who evaluated the hole)
  - curiosity-seekers
  - newspaper reporters
  - concessionaires
  - the police
  - the mayor
  - the government (Foreign Ministry and Defense Agency)
  - the scientists (who disposed of items in the hole)

How does each one react to the hole?

What do they want to do with it?

2. Draw conclusions about their motives. What might each stand to gain from the situation?
3. Looking over the list, consider this: who has the most influence in the village? In other words, who wields the most power?
4. How do the concessionaires (businessmen) get people to agree to their plans? How does the author reveal his attitude toward them?
5. Think about the scientist’s role. How does he get people to believe in what he is saying? What is the author’s attitude toward the scientist (who evaluated the hole in the beginning)? Use the scientists who later benefitted from using the hole as a dumping ground to help form your answer.

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## ANALYSIS TASK 3:

In this story Shinichi Hoshi presents a bleak picture of a world where people are eager to “bury” unpleasant things—including cadavers and nuclear waste—without thinking about the consequences of their actions, or their legacy for future generations.

1. Work with a partner or small group to list the items people throw into the hole and tell who benefits and who is hurt as a result. When doing so, remember there can be immediate and long-term effects: for instance, the act of throwing away a diary can immediately benefit the diarist who has something to hide. On the other hand, if nothing of the truth remains, future generations will have nothing to learn from.
2. In your groups research the issue of nuclear waste. You can explore storage and disposal in the United States and other countries, health effects, and what to do in the event of contamination.

Start off by researching the meltdown at Japan’s Fukushima nuclear reactor in 2011 and compare it with at least one of the incidents:

- at Three Mile Island (1979) or
- Chernobyl (1986)

3. Speculate about what Hoshi, who died in 1997, might have thought about the disaster that did so much damage to his home country.