

**Directions:** As you read the story below, underline words that show prejudice.

### Hey, Little Ant

(Kid:) Hey, little ant, down in that crack Can you see me? Can you talk back? See my shoe, can you see that? Well, now it's gonna squish you flat!

(Ant:) Please, oh, please, do not hurt me Change your mind and let me be I'm on my way home with a crumb of pie Please don't hurt me, don't make me die

(Kid:) Anyone knows that ants can't feel You're so tiny, you don't look real I'm so big, and you're so small I don't think it will hurt at all

(Ant:) Well, you're a giant and giants can't know how it feels to be an ant Come down close, I think you'll see that you are very much like me

(Kid:) Are you crazy - me, like you? I've got a home and a family too You're just a speck that runs around No-one will care if my foot comes down

(Ant:) Oh, big friend, you are so wrong My nest-mates need me 'cause I am strong I dig our nest and feed baby ants, too I must not die beneath your shoe

(Kids:) But...my mother says that ants are rude They carry off our picnic food They steal our chips; our bread crumbs too It's good if I squish a crook like you

(Ant:) Hey, I'm no crook, kid - read my lips Sometimes ants need crumbs and chips One single chip feeds our whole town You must not let your foot come down

(Kid:) But...all my friends squish ants each day Squishing ants is a game we play They're looking at me, they're listening too They all say I should squish you

(Ant:) I can see you're big and strong Decide for yourself what's right and wrong If you were me and I were you What would you want me to do?

Should the ant get squished? Should the ant go free? It's up to the kid not up to me We'll leave that kid with the raised up shoe What do you think that kid should do?

## **"Hey, Little Ant" by Phillip Hoose**

**Directions:** In pairs, please respond to four icons on your frame. The frame should be used **vertically**.

In the center, write the title of the story and provide a colorful illustration that connects to the story's meaning. Also provide your name/date/period.

Write neatly in blue/black ink.

**COLORFULLY** label the icon's name and its symbol in each box.

Show depth in your writing. Be prepared to share.

### **DEPTH and COMPLEXITY and CONTENT IMPERATIVES (Choose 4 )**

#### **1. Language of the Discipline**

Write 3 **IMPORTANT words or phrases** in the short story that signify prejudice and/or discrimination. Be sure you explain the significance of each choice.

#### **2. Details**

Document three key **events** that clearly illustrate prejudice.

#### **3. Trends**

Bullying has existed throughout time in different forms? Utilizing the big idea of **POWER**, explain how both The Kid and The Ant use power.

#### **4. Rules**

Think about both our civic and religious laws. Then respond to the following question: Is it ever okay to kill anything? When? Under what circumstances?

#### **5. Ethics**

Why did The Kid feel like flattening the ant in the first place? Anger? Boredom? Frustration? Didn't like bugs? Think about his motivation.

#### **6. Unanswered Questions**

Early in the story the Kid declares, "Anyone knows an ant can't feel. You're so tiny you don't look real." But are things always what they seem? How do you know? Explain.

#### **7. Big Idea**

How can people be powerful and effective in life without being abusive?

#### **8. Parallels**

Who are the "ants" in your life? (In other words, who do you feel like squishing sometimes?). Why? Anger? Things aren't going your way? Because they seem different? They are bothering you?

