

The Most Dangerous Game

Focus Question #1

How does Richard Connell craft his adventure story so that the reader does not want to put it down?

Answer Plan

1. Restate the question to introduce the answer.
2. Support with examples from the text showing the creation of interesting characters and setting, the building of suspense, etc. Use quotations to support your answer, if possible
3. Conclude by giving your opinion about why the author ended the story as he did.

Possible Answer

[1] Richard Connell has crafted "The Most Dangerous Game" so that readers must read to the end to find out what happens. [2] The author has chosen and described a very mysterious setting, Ship-Trap Island, "A suggestive name, isn't it? Sailors have a curious dread of the place. I don't know why. Some superstition--" Connell also creates very interesting characters: Rainsford (the general calls him "the celebrated hunter"); Zaroff (Rainsford saw him as "singularly handsome" with an "almost bizarre quality" about his face); and Ivan (described as "...a gigantic creature, solidly made and black bearded to the waist"). Connell also does a superb job of building suspense through Zaroff's conversations and through passages like,

- "But perhaps the general was a devil—" page 12,
- "The general was playing him!" page 13,
- "He knew his pursuer was coming..." page 14,
- "...he had new things to learn about fear." page 14,
- short sentences – "That was suicide." page 14, and
- repetition – "...nearer, then still nearer, nearer, ever nearer." page 14.

[3] I think Richard Connell ended the story with the sentence, "He had never slept in a better bed, Rainsford decided." because it leaves the reader to infer what happened and to imagine how it happened. Sometimes imagination is better than reading something like, "They fought and Rainsford killed Zaroff."

Focus Question Rubric

| | 3 (complete) | 2 (partial) | 1 (minimal) |
|---|---|---|---|
| <p>Traits: Content</p> <ul style="list-style-type: none"> ▪ Answers question ▪ Uses relevant details from text to support answer ▪ Stays on topic | <p>Answer is relevant with many details and examples.</p> | <p>Answer is relevant but has few details to support or explain the answer.</p> | <p>Answers question with misinterpretation. Little or no relevance to text or question. Ideas and content are not developed or connected.</p> |
| <p>Organization</p> <ul style="list-style-type: none"> ▪ Restatement (Beginning) ▪ Details in support (Middle) ▪ Conclusion (End) | <p>Student restates the question in his/her own words. Details support point. Response is written in a logical sequence that makes connections.</p> | <p>Student restates the question in the answer. Events are retold in a somewhat disconnected structure.</p> | <p>Students answer either "yes," "no," or "I agree" without reference to the question. Writing lacks sequence.</p> |
| <p>Style/Voice</p> <ul style="list-style-type: none"> ▪ Uses quotes to support, ▪ Concludes with prediction characters feelings, opinions, etc... | <p>Word choice is precise. Uses quotes effectively. Conclusion engages the reader.</p> | <p>Vocabulary is basic. May use quotations, but reference is unclear. Conclusion is partially successful.</p> | <p>Vocabulary is limited. Quotations are not used. The conclusion is ineffective or does not exist.</p> |
| <p>Conventions/Presentation</p> <ul style="list-style-type: none"> ▪ Writing is neat. ▪ Uses proper conventions | <p>Presentation makes the writing inviting. Writing shows control over conventions.</p> | <p>Writing is readable. Errors in conventions do not distract from meaning.</p> | <p>Writing may not be legible. Errors in conventions distract from meaning.</p> |