

**“The Use of Force”**  
**Multiple Choice Quiz**

Directions: Circle the letter of the best answer for each question.

1. Mathilda’s parents are trying to keep her warm. What part of the house is she in because of this?
  - a. The attic.
  - b. The kitchen.
  - c. The living room.
  
2. Why would the father not make himself pry Mathilda’s mouth open?
  - a. He was ashamed at her behavior.
  - b. He dreaded hurting her.
  - c. A and B.
  
3. After Mathilda’s mouth was bleeding, why did the doctor continue to open her mouth with a metal spoon?
  - a. The doctor wanted his three dollars.
  - b. The doctor had seen too many children die of diphtheria.
  - c. The doctor promised the parents he would finish.
  
4. What word does the doctor not want the parents to use in relation to him - for fear of scaring the child?
  - a. Hurt.
  - b. Bad.
  - c. Mean.
  
5. What happens to the wooden spatula once the doctor finally gets it in Mathilda’s mouth?
  - a. Nothing - the doctor can finally see that she has diphtheria.
  - b. She bites the doctor.
  - c. She reduces the spatula to splinters.

## **“The Use of Force”**

### **Answer Key**

1. B
2. C
3. B
4. A
5. C

### **Graphic Organizer/ Writing Assignment**

A theme of “The Use of Force” is the way power can take over a person’s rationale, causing a person to not behave as he should. I have used the graphic organizer for students to take notes as they read. I have asked students to complete it as a review, to start class also.

As students map the ways the doctor increasingly uses force, they should be able to see how the power corrupted him. The less the parents interrupted with the examination, the more the doctor took liberties.

The graphic organizer can stand alone, or students can finish the writing assignment. Paper is provided with a writing prompt.

### **Notes**

As a note, I have had students address the wooden spatula and the metal spoon as objects for raping Mathilda. Students analyze the situation that the man had control over the child and put long objects in her mouth. Just a warning that this may develop in class discussion!

Students may be surprised to know that Williams was a writer and a doctor. He was a pediatrician.

I cannot include a copy of the story in this packet, but it can be found here:  
<http://www.classicshorts.com/stories/force.html>

# PRE-WRITING

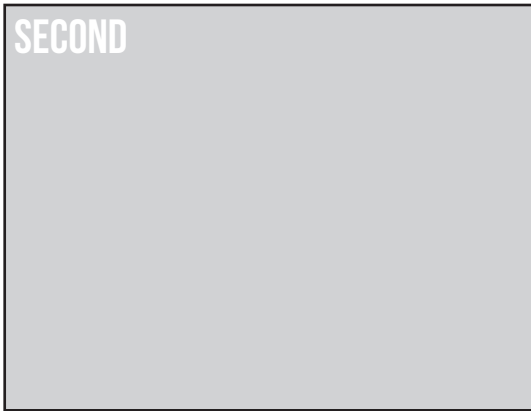
## Mapping the force

Directions: As the doctor progresses in his examination of Mathilda, he becomes more aggressive. Map out examples of his growing use of force as the story continues.


FIRST



SECOND



THIRD



FOURTH



FIFTH



SIXTH



# PRE-WRITING

KEY

ANSWERS WILL VARY

## Mapping the force

Directions: As the doctor progresses in his examination of Mathilda, he becomes more aggressive. Map out examples of his growing use of force as the story continues.

FIRST

TALKING NICELY TO PARENTS -  
SAYING SHE IS ATTRACTIVE  
BUT STRONG AS A HEIFER

SECOND

NICELY ASKING MATHILDA  
TO OPEN HER MOUTH,  
SITTING BY HER

THIRD

ASKING THE PARENTS  
IF IT IS FINE IF THEY  
PRY HER MOUTH OPEN

FOURTH

FELL IN LOVE  
WITH "THE SAVAGE  
BRAT"

FIFTH

GRABS HER HEAD AND  
FORCES THE WOODEN  
TONGUE DEPRESSOR  
BETWEEN HER TEETH

SIXTH

GETS A SPOON,  
HER MOUTH IS  
ALREADY BLEEDING,  
WANTS A DIAGNOSIS



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thanks for inviting me into your classroom ~ Lauralee

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