

# Vocabulary Handbook

*The Westing Game*

by Ellen Raskin

Name: \_\_\_\_\_

## Prefix List

PREFIX	DEFINITION
anti	against
con, com, col	together
de	opposite of
dis	not / opposite of
ec	out of
em	cause to be
en	cause to
fore	before
il	not
im	not
in	not
inter	between / among
ir	not
mid	middle
mis	wrongly
non	not
over	in / into
para	alongside of
pre	before
pro	to advance
re	again / back
semi	half
sub	under / to yield
super	above
sur	to give up

## Roots List

ROOT	DEFINITION	ROOT	DEFINITION
apathe	unfeeling	gredi	to step
audi	hear	ignore	not know / be unaware
auto	self	ject	to throw
bio	life	man	hand
cap, capere	to take	monu, monere	remind
ceal, celare	to hide	omin/omen	a sign of future happiness or disaster
chrono	time	phon	sound
cur	to run	photo	light
dict	say	port	bring / carry
dign	worthy	pover, povre	poor
fer	carry	regula	rule / pattern
fix	fasten	render	to give / to yield
flict	strike	rog	to ask / to question
form	shape / form	rupt	break
fus(e)	flow	scope	see
gen	give birth	sect	cut / divide
geo	earth	struct	build
graph	write	tele	far off
		testi	evidence / witness
		tract	pull / drag
		tort	twist

## Suffix List

SUFFIX	DEFINITION	SUFFIX	DEFINITION
able	can be done	ing	verb form / present participle
ade	act of / product of	ion	act / process
age	noun form	ious	possessing the qualities of
al	having characteristics of	ish	adjective form
ance	makes the word a noun	ism	belief / practice
ant	serving in the capacity of	ist	a person who practices
ary	noun form	ition	act / process
ate	verb, adjective, or noun form	itive	adjective form of a noun
ation	act / process	ity	state of
ative	adjective form of a noun	ive	adjective form of a noun
ed	past tense	less	without
en	made of	ly	characteristic of
ence	makes the word a noun	ment	action / process
ent	noun form	mony	noun form
eous	possessing the qualities of	ness	state of / condition of
er	person connected with	or	person connected with
er	comparative	ous	possessing the qualities of
es	plural	ric	adjective form
est	comparative	s	plural
etic	adjective form	ship	a condition or circumstance
ful	full of	tion	act / process
ia	condition of	tious	adjective form
ial	having characteristics of	ty	state of
ible	can be done	ure	act of / process of
ic	having characteristics of	y	characterized by

# Vocabulary: Making Connections

Target Word:

## chain of events

Context:

“A bizarre chain of events begins when sixteen unlikely people gather for the reading of Samuel W. Westing’s will.” (blurb)

“The Salem story began in 1962 when a few girls...began acting very strangely. The result was...a chain reaction of confessions, denuncements, and more arrests.”  
(“Witch Hunts and Persecution in America,” paragraph 2)

What it is...

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I’d probably find this word in these contexts (places, events, people, situations):

Text to World

I’ll remember this word by connecting it to:

(word, phrase, sketch)

# Vocabulary: Making Connections

Target Word:

## intrigue

Context:

“Ellen Raskin has entangled a remarkable cast of characters in a puzzle-knotted, word-twisting plot filled with humor, intrigue, and suspense.” (blurb, 2008 Speak edition)

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# Vocabulary: Making Connections

Target Word:

**exclusive**

Context:

“Sunset Towers stood at the far edge of town. It was, indeed, an exclusive neighborhood.” (p. 5)

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**What it is not...**

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# Vocabulary: Making Connections

Target Word:

**façade**

Context:

“Crow’s clothes were black; her skin, dead white. She looked severe. Rigid, in fact. Rigid and righteously severe. No one could have guessed that under the stern façade her stomach was doing flip-flops as Dr. Wexler cut out a corn.” (p. 11)

“ ‘I’ll keep my furs with me,’ Grace said. She did not want to be taken for one of the poor relatives.”  
(façade is inferred, p. 22)

**What it is...**

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**What it is not...**

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# Vocabulary: Making Connections

Target Word:

## patriot

Context:

“A great patriot, Samuel Westing was famous for his fun-filled Fourth of July celebrations. Whether disguised as Ben Franklin or a lowly drummer boy, he always acted a role in the elaborately staged pageants.” (p. 19)

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**What it is not...**

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# Vocabulary: Making Connections

Target Word:

# legacy

Context:

“ ‘...old man Westing left you some money,’ [Otis Amber] explained...The other heirs were too stunned by the unexpected legacy to bother him with questions.” (p. 21)

“Later in his life, Carnegie sold his steel business and systematically gave his collected fortune away to cultural, educational and scientific institutions for the improvement of mankind.”  
(legacy is inferred, “Andrew Carnegie,” paragraph 1)

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**What it is not...**

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# Vocabulary: Making Connections

Target Word:

# beneficiary

Context:

“As named beneficiary in the estate of Samuel L. Westing, your attendance is required in the south library of the Westing house tomorrow at 4 p.m. for the reading of the will.” (p. 21)

“The rich always reward servants in their wills, and her Uncle Sam was a generous man.”  
(beneficiary is inferred, p. 24)

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# Vocabulary: Making Connections

Target Word:

**perception**

Context:

“At least her crippled partner could not be the murderer, but it was embarrassing being paired with such a...no, she shouldn’t feel that way. It was her mother who was upset; her perfect daughter was paired with a freak.”  
(perception is inferred, p. 35)

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**What it is not...**

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# Vocabulary: Making Connections

Target Word:

**eccentric**

Context:

“Although the will you are about to hear may seem eccentric, I pledge my good name and reputation on its legality.” (p. 27)

“Sydelle Pulaski waved a gaily painted crutch in the air...She pursed her bright red mouth, painted to a fullness beyond the narrow line of her lips...Everyone was staring; she knew they would notice.” (eccentric is inferred, p. 26)

**What it is...**

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**What it is not...**

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## Vocabulary: Making Connections

Target Word:

# ambition

Context:

“I began to learn what poverty meant...It was burnt into my heart then that my father had to beg for work. And then and there came the resolve that I would cure that when I got to be a man.’ An ambition for riches would mark Carnegie’s path in life.” (“Andrew Carnegie,” paragraphs 3–4)

“The only child of immigrant parents, orphaned at the age of twelve, self-educated, hard-working, Samuel Westing saved his laborer’s wages and bought a small paper mill. From these meager beginnings he built the giant Westing Paper Products Corporation.” (ambition is inferred, p. 18)

**What it is...**

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**What it is not...**

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# Vocabulary: Making Connections

Target Word:

**defiant**

Context:

“You know, sweetheart, I’m rather hurt that you won’t tell your own mother about your clues.’ So that was it. She should have known. ‘My lips are sealed,’ Turtle said defiantly.” (p. 55)

“The people who were most likely to be killed were not those who submitted quickly and obediently to authorities. Only those who were defiant or hostile were put to death... especially if you were an older, deviant, troublesome, or somehow disorderly woman.”  
(“Witch Hunts and Persecution in America,” paragraph 4)

**What it is...**

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## Vocabulary: Making Connections

Target Word:

**divisive**

Context:

“The game: a tricky, divisive Westing game. No matter how much fear and suspicion he instilled in the players, Sam Westing knew that greed would keep them playing the game.” (pp. 47–48)

“*Heirs, beware*, Sam Westing had warned... The suspicious heirs gathered in the lobby around the police captain called in by Judge Ford. One of them was a murderer, they thought, and one of them was a bomber, and one of them was a thief. But which was which and who was who? Or could it be one and the same?” (divisive is inferred, p. 96)

**What it is...**

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# Vocabulary: Making Connections

Target Word:

# hysteria

Context:

“The Salem story began in 1662 when a few girls...began acting very strangely—hysterical screaming, falling into convulsions, barking like dogs.”  
(“Witch Hunts and Persecution in America,” paragraph 2)

“Soon other girls began acting in a similar manner... The result was much like the European experience, with a chain-reaction of confessions, denouncements, and more arrests.”  
(hysteria is inferred, “Witch Hunts and Persecution in America,” paragraph 2)

**What it is...**

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**(word, phrase, sketch)**

# Vocabulary: Making Connections

Target Word:

## **pretentious**

Context:

“ ‘I’ll keep my furs with me,’ Grace said. She did not want to be taken for one of the poor relatives.”  
(pretentious is inferred, p. 22)

“...we don’t have as much money as my mother pretends.” (pretentious is inferred, p. 74)

**What it is...**

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# Vocabulary: Making Connections

Target Word:

## **resemblance**

Context:

“But Flora Baumbach was right about the resemblance. Violet Westing did look like Angela Wexler.”  
(p. 93)

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# Vocabulary: Making Connections

Target Word:

**interrogate**

Context:

“Hoping to interrogate both George Theodorakis and James Shin Hoo, they alternated their dinner orders. One night they would order up, they next night they would order down.” (p. 92)

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# Vocabulary: Making Connections

Target Word:

**refine**

Context:

“Each pair in attendance will now receive a check for the sum of \$10,000...  
Spend it wisely or go for broke. May God thy gold refine.” (p. 36)

“America! America!  
May God thy gold refine  
Till all success be nobleness  
And every gain divine.” (p. 85)

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# Vocabulary: Making Connections

Target Word:

# deliverance

Context:

“We are sinners, yet shall we be saved. Let us pray for deliverance, then you must go to your angel, take her away.” (p. 103)

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I'd probably find this word in these contexts (places, events, people, situations):

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## Vocabulary: Making Connections

Target Word:

**redemption**

Context:

“Carnegie wrote of the obligations of the wealthy—how they should return their money to the societies where they made it. But then almost inadvertently, Carnegie as a kind of aside, tosses in a very revealing sentence. He wrote, ‘and besides it provides a refuge from self-questioning.’

In other words, this old internal and eternal torment was still going on. Maybe with the giving away of his money he would justify what he had done to get that money.”  
(redemption is inferred, “The Richest Man in the World,” program transcript)

“Maybe [Sam Westing] wanted his enemies to forgive him.” (redemption is inferred, p. 157)

**What it is...**

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# Vocabulary: Making Connections

Target Word:

**disgraced**

Context:

“Carnegie was fond of saying ‘The man who dies rich dies disgraced.’ He made his fortune and then, unlike any industrialist of his time, began systematically to give it away.”  
 (“The Richest Man in the World,” program transcript)

**What it is...**

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**Text to World**

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# Vocabulary: Making Connections

Target Word:

**paranoia**

Context:

“Mr. Hoo said the tea tasted funny, maybe they had all been poisoned. Denton Deere diagnosed paranoia. The doorman, who was pacing the room, replied that anyone who was not paranoid, after being told that the murderer would kill again, was really crazy.” (p. 148)

What it is...

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What it is not...

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I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)

# Vocabulary Handbook

*Children of the Dust Bowl*

by Jerry Stanley

Name: \_\_\_\_\_

## Prefix List

PREFIX	DEFINITION	PREFIX	DEFINITION
anti	against	pro	to advance
con, com, col	together	re	again / back
de	opposite of	semi	half
dis	not / opposite of	sub	under / to yield
ec	out of	super	above
em	cause to be	sur	to give up
en	cause to	un	not
fore	before		
il	not		
im	not		
in	not		
inter	between / among		
ir	not		
mid	middle		
mis	wrongly		
non	not		
ob / op	against		
over	in / into		
para	alongside of		
pre	before		

## Roots List

ROOT	DEFINITION	ROOT	DEFINITION
apathe	unfeeling	memor / memen	memory / remember / capacity to store information
audi	hear	monu, monere	remind
auto	self	phon	sound
bio	life	photo	light
chrono	time	port	bring / carry
dict	say	pos / posit	place / position
dign	worthy	pover, povre	poor
fix	fasten	regula	rule / pattern
flict	strike	render	to give / to yield
form	shape / form	rog	to ask / to question
fus(e)	flow	rupt	break
gen	give birth	scope	see
geo	earth	serve / serv	to keep safe / servant / slave
graph	write	sect	cut / divide
gredi	to step	spair / sper	hope
ignore	not know / be unaware	squal	to be dirty
ject	to throw	struct	build
just / jus / jur	right	testi	evidence / witness

## Suffix List

SUFFIX	DEFINITION	SUFFIX	DEFINITION
able	can be done	ing	verb form / present participle
ade	act of / product of	ion	act / process
age	noun form	ious	possessing the qualities of
al	having characteristics of	ish	adjective form
ance	makes the word a noun	ism	belief / practice
ant	serving in the capacity of	ist	a person who practices
ary	noun form	ition	act / process
ate	verb, adjective, or noun form	itive	adjective form of a noun
ation	act / process	ity	state of
ative	adjective form of a noun	ive	adjective form of a noun
ed	past tense	ize	verb form
en	made of	less	without
ence	makes the word a noun	ly	characteristic of
ent	noun form	ment	action / process
eous	possessing the qualities of	mony	noun form
er	person connected with	ness	state of / condition of
er	comparative	or	person connected with
es	plural	ous	possessing the qualities of
est	comparative	ric	adjective form
etic	adjective form	s	plural
ful	full of	ship	a condition or circumstance
ia	condition of	tion	act / process
ial	having characteristics of	tious	adjective form
ible	can be done	ty	state of
ic	having characteristics of	ure	act of / process of
ice	<b>noun form</b>	y	characterized by

# Vocabulary: Making Connections

Target Word:

## migrants

Context:

“*Children of the Dust Bowl* ... is told largely in the words of the migrants themselves.” (blurb)

“But the Great Depression of the 1930s and a drought in the Great Plains states forced the Okies to leave their homes and head for California... When they arrived in California, the migrants discovered that few jobs were available.” (p. 1)

**What it is...**

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**What it is not...**

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**I'd probably find this word in these contexts (places, events, people, situations):**

**Text to World**

**I'll remember this word by connecting it to:**

**(word, phrase, sketch)**

# Vocabulary: Making Connections

Target Word:

# unemployment

Context:

“By 1932 one thousand families a week in Texas, Oklahoma, and Arkansas were losing their farms to the banks.” (unemployment is inferred, p. 3)

“Businesses began to lay off workers to offset new losses... Unemployment brought even less savings and spending, and the economy slowed yet another notch... Unemployment rose from 1.5 million Americans in 1929 to a debilitating 12 million in 1932.”  
(*The Great Depression: Sinking Deeper and Deeper*, paragraphs 3–4)

**What it is...**

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# Vocabulary: Making Connections

Target Word:

# unprofitable

Context:

“The Depression caused the price of wheat and corn to fall so low that it made growing these crops unprofitable.” (p. 3)

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# Vocabulary: Making Connections

Target Word:

# hardship

Context:

“Although used by others as a term of abuse, to the Okies themselves it meant pride, courage, and a determination to accept hardship without showing weakness.” (author’s note)

“When Okies recall the Dust Bowl migration, they remember every town...  
They remember every hardship and every happy moment.” (p. 15)

“Always they kept up hope: hope that the truck wouldn’t overheat again, hope that the tires would last one more day, hope that there would be enough food and water for tomorrow...”  
(hardship is inferred, p. 20)

**What it is...**

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**What it is not...**

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# Vocabulary: Contrasts

## Context:

“In wheat country they were reaping a record-breaking crop. Plains farmers had turned untamed prairie into one of the most prosperous regions in the country.”  
(bountiful is inferred, *Surviving the Dust Bowl*)

“You had railroad companies and states putting out advertisements encouraging people to think of this land as a bountiful land...posters showing watermelons the size of small automobiles, grapes the size of bowling balls...people were encouraged to believe that this was the Garden of Eden.”  
(*Surviving the Dust Bowl*)

“Then, in the summer of 1931, the rains stopped. Wheat withered in the fields—leaving the land naked.” (barren is inferred, *Surviving the Dust Bowl*)

## Target Words:

# bountiful vs. barren

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I'll remember this word by:

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## Vocabulary: Making Connections

Target Word:

# despair

Context:

“This memorable book provides a glimpse of a neglected period of American history and tells a story of prejudice being transformed into acceptance, and despair into hope.” (blurb)

“And this woman was hysterical. She was. She thought she should maybe just go ahead and kill the baby and herself because it was the end of the world.” (despair is inferred, *Surviving the Dust Bowl*)

“I felt very sorry for ’em. The whole family, the wife, the kids and the husband, they were tired-lookin’ people, people that you could see felt rather hopeless.” (despair is inferred, *Surviving the Dust Bowl*)

**What it is...**

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**Text to World**

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## Vocabulary: Making Connections

Target Word:

# squatter community

Context:

“During dead time, the Okies lived in the bottoms of dry lakes...in tents and shacks made of cardboard and tin. Others lived in ditch banks, under bridges, and in fields of weed and rock. These squatter communities became known as Little Oklahomas or Okieville, and the people who lived in them had no work and nothing to eat except boiled cabbage and corn bread.” (p. 25)

**What it is...**

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**What it is not...**

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# Vocabulary: Making Connections

Target Word:

# injustice

Context:

“If the Okies tried to help themselves to the surplus crop left on the ground, the growers might pour oil on the food, strike a match, and set the crop on fire, hoping the Okies would move on to another town. John Steinbeck saw this happen several times and called it the ‘saddest, bitterest thing of all.’ ”  
(injustice is inferred, p. 26)

“The squalor and filth of these camps was shocking and tragic.” (injustice is inferred, p. 26)

**What it is...**

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**What it is not...**

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**I'll remember this word by connecting it to:**

**(word, phrase, sketch)**

# Vocabulary: Making Connections

Target Word:

# squalor

Context:

“The squalor and filth of these camps are shocking and tragic.” (p. 26)

“The bad sanitary conditions and inadequate diet led to epidemics of dysentery, tuberculosis, and pneumonia. ‘Even if we found work,’ one squatter said, ‘the people starved. We lived like animals.’ ”  
(squalor is inferred, p. 26)

**What it is...**

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**What it is not...**

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**(word, phrase, sketch)**

# Vocabulary: Making Connections

Target Word:

# humanized

Context:

“Lange’s photographs gave a face to the distress and suffering of the nation.”  
(humanized is inferred, “Dorothea Lange’s Social Vision”)

“Lange’s work was powerful in its effort to portray the personal side of the Depression’s misery,  
as the individual families she worked with humanized the national crisis.”  
 (“Dorothea Lange’s Social Vision”)

What it is...

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What it is not...

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Text to World

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(word, phrase, sketch)

# Vocabulary: Making Connections

Target Word:

## preserve

Context:

**“What is the Library [of Congress] doing to preserve its collections?”**

The Library uses the full range of traditional methods of conservation and binding...to preserve its collections. These measures include maintaining materials in the proper environment, being prepared for emergencies such as water leaks, ensuring the proper care and handling of the collections, and stabilizing fragile and rare materials by placing them in acid-free containers to protect them from further deterioration.” (Library of Congress Frequently Asked Questions, #16, retrieved from [www.loc.gov](http://www.loc.gov))

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**I'd probably find this word in these contexts (places, events, people, situations):**

**Text to World**

**I'll remember this word by connecting it to:**

**(word, phrase, sketch)**



# Vocabulary: Contrasts

## Context:

“Soon Leo’s office was flooded with letters from angry parents protesting his plan.”  
(opposition is inferred, p. 44)

“Many residents of Kern County were generous in supporting ‘the Okie school,’ as they called it. But it is equally true that others opposed it and continued to shout ‘Okie, go home!’ ”  
(acceptance is inferred, p. 48)

“...to the Okies themselves [the name] meant pride, courage, and a determination to accept hardship without showing weakness.” (author’s note)

## Target Words:

# opposition vs. acceptance

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I’ll remember this word by:

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# Vocabulary: Making Connections

Target Word:

## self-sufficient

Context:

“The students at Weedpatch School learned to operate farm machinery and raised a variety of crops for the school’s kitchen.” (self-sufficient is inferred, caption, p. 54)

“By the time Edna went to work in the school’s new cafeteria in the spring of 1941, the school had become completely self-sufficient in potatoes, vegetables, milk, eggs, and beef.” (p. 56)

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I’d probably find this word in these contexts (places, events, people, situations):

Text to World

I’ll remember this word by connecting it to:

(word, phrase, sketch)

# Vocabulary: Making Connections

Target Word:

# memorable

Context:

“The children who studied at Weedpatch School had life experiences they would never forget. Patsy Lamb told the story of the first Thanksgiving at the school.” (memorable is inferred, p. 63)

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**What it is not...**

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**I'd probably find this word in these contexts (places, events, people, situations):**

**Text to World**

**I'll remember this word by connecting it to:**

**(word, phrase, sketch)**

# Vocabulary Handbook

*Esperanza Rising*  
by Pam Muñoz Ryan

Name: \_\_\_\_\_

	WORD PART	MEANING	PART OF SPEECH
-able	suffix	able to, can be done	adjective
ac- (ad-)	prefix	toward, near	
-acy	suffix		noun
-ade	suffix		noun or verb
amb	Latin root	both, on both sides	
-ance	suffix		noun
angu(sti)	Latin root	tight, choking	
ant-	prefix	before, prior to	
-ant	suffix		adjective
-ary	suffix	person who	noun
-ate	suffix	to make, do, cause	verb
bene	Latin root	good, well	
centr	Latin root	center, middle, focus	
cept	Latin root	to catch, take hold, receive	
charite	root (French origin)	liberal in treatment of the poor	
clus	Latin root	to close, to shut	
cor- (com-)	prefix	together, with	
de-	prefix	opposite of	
demp / deem	Latin root	belief, opinion	
dign	Latin root	worthy of respect	
dis-	prefix	opposite of	
divis / divid	Latin root	to separate	
ec- (ex-)	prefix	out, upward, complete, remove	
-ed	inflectional ending		past tense verb
-ed	suffix		adjective
-ent	suffix		adjective
-er	suffix	a person who does something	noun
ex-	prefix	out, upward, complete, remove	
fi	Latin root	belief, trust	
fic	Latin root	to make, to do, to build	
fin	Latin root	the end, the last	

fit	Latin root	to produce	
-ful	suffix	full of	adjective
grac	Latin root	beloved, pleasing, agreeable	
grat	Latin root	thankful, pleased	
hum	Latin root	human beings, mankind	
hyster	Greek combining form	womb, emotion	
ia	Greek combining form	condition of	
-ic	suffix		adjective
-ice	suffix		noun
im-	prefix	not	
in-	prefix	not	
-ing	inflectional ending		present tense verb
inter-	prefix	between, among, together, inside, internal	
-ious	suffix		adjective
irrita	Latin root	to anger, to provoke	
-ish	suffix		noun or adjective
it	Latin root	to travel, to journey	
-ity	suffix		noun
-ive	suffix		adjective
-ize	suffix	to treat in a certain way	verb
leg	Latin root	law, legal	
liber	Latin root	free, freedom	
memor	Latin root	memory, remember	
menac	Latin root	to threaten	
-ment	suffix		noun
migr	Latin root	to wander, to move	
mis-	prefix	bad, wrong, harsh	
noo	Greek combining form	mind, intellect	
op- (ob-)	prefix	against	
-or	suffix		noun
par	Latin root	to get ready, prepare	
para	Greek combining form	contrary, wrong, abnormal	
pati	Latin root	suffering, enduring	
patri	Latin root	fatherland, country, nation	
per-	prefix	through, across, over	

port	Latin root	to bear	
pos / posit	Latin root	to place, to position	
pre-	prefix	before	
priv	Latin root	belonging to an individual, not for the public	
pro-	prefix	before, forward	
re-	prefix	back, again	
rect	Latin root	to make right, to remedy, make straight, to rule	
rog	Latin root	to ask, request, beg	
rupt	Latin root	to break, to tear	
-s	inflectional ending		plural noun
se-	prefix	by itself, aside, apart from	
semble	Latin root	the same, to appear, to seem	
sent	Latin root	to feel, mental perception	
serve	Latin root	to keep safe, to protect	
-ship	suffix		noun
spair / sper	Latin root	hope	
squal	Latin root	dirty	
stem	Greek combining form	to start from, to originate from	
sur-	prefix	on top, over, higher	
Sur	root	to rise	
sy	Greek combining form	with, together	
-tion	suffix		noun
tor	Latin root	to bend , to twist	
un-	prefix	not	
volut	Latin root	to bend, to turn around	

# Vocabulary: Making Connections

Target Word:

## social system

Context:

“Under Spanish rule, a rigid social system was enforced throughout Mexico. People...were divided into four social classes.” (“History of Mexico” article)

“The wealthy still own most of the land while some of the poor have not even a garden plot.”  
(social system is inferred, p. 12)

“We were born servants here and no matter how hard we work we will always be servants.”  
(social system is inferred, p. 36)

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What it is not...

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I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)



# Vocabulary: Making Connections

Target Word:

# revolution

Context:

“By the 1800s, Mexicans were tired of the rigid social system. With the leadership of a Catholic priest named Miguel Hidalgo y Costilla, many Mexicans launched a rebellion against Spain in 1810.” (revolution is inferred, “History of Mexico” article)

What it is...

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I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)

# Vocabulary: Contrasts

## Context:

“Wait a little while and the fruit will fall into your hand.  
You must be patient, Esperanza.” (p. 2)

“Esperanza was annoyed with Alfonso. She was tired of Hortensia’s humming  
and weary of watching Mama crochet.” (impatient is inferred, p. 73)

## Target Words:

# patient vs. impatient

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I’ll remember this word by:

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# Vocabulary: Making Connections

Target Word:

## resentment

Context:

“They both knew that even though it was 1930 and the revolution in Mexico had been over for ten years, there was still resentment against the large landowners.” (p. 12)

“She hated leaving, but how could she stay? Her heart filled with venom for Tio Luis. When she turned around one last time, she could see nothing behind her but a trail of splattered figs she had resentfully smashed beneath her feet.” (p. 57)

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I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)

# Vocabulary: Making Connections

Target Word:

## self-importance

Context:

“But now that she was a young woman, she understood that Miguel was the housekeeper’s son and she was the ranch owner’s daughter. In a moment of self-importance, Esperanza told all of this to Miguel.” (p. 18)

“Tio Luis was the bank president and Tio Marco was the mayor of town. They were serious and gloomy and always held their chins too high.” (self-importance is inferred, p. 19)

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I’d probably find this word in these contexts (places, events, people, situations):

Text to World

I’ll remember this word by connecting it to:

(word, phrase, sketch)

## Vocabulary: Contrasts

### Context:

“Her smile faded, her chest tightened, and a heavy blanket of anguish smothered her smallest joy.” (p. 23)

### Target Words:

# joy vs. anguish

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# Vocabulary: Making Connections

Target Word:

## corrupt

Context:

“Your uncles are very powerful and corrupt. They can make things very difficult for anyone who tries to help you. Remember, they are the banker and the mayor.” (p. 34)

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I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)

# Vocabulary: Making Connections

Target Word:

# resurrected

Context:

“[Alfonso] loved the land as Papa did and it had been the two of them, working side by side, who had resurrected the neglected rose garden that had been in the family for generations.” (p. 16)

“Do you remember the story of the phoenix, the lovely bird that is reborn from its own ashes?”  
(resurrected is inferred, p. 50)

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**What it is not...**

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**I'd probably find this word in these contexts (places, events, people, situations):**

**Text to World**

**I'll remember this word by connecting it to:**

**(word, phrase, sketch)**

# Vocabulary: Making Connections

Target Word:

# privileged

Context:

“The men and women dressed in their hats and fancy clothes smiled and chuckled at what must have looked like a doting father and two privileged children.” (p. 64)

“She couldn’t imagine living anywhere other than El Rancho de las Rosas. Or with any fewer servants. Or without being surrounded by the people who adored her.” (privileged is inferred, p. 8)

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**I’d probably find this word in these contexts (places, events, people, situations):**

**Text to World**

**I’ll remember this word by connecting it to:**

**(word, phrase, sketch)**



## Vocabulary: Contrasts

### Context:

“The barefoot peasant girl ran over. She reached up to touch the doll. Esperanza quickly jerked it away and put it back in the valise.” (selfish is inferred, p. 69)

“Esperanza was glad the girl got off the train and took the silly yarn doll with her. Otherwise, she would have been reminded of her own selfishness and Mama’s disapproval for miles to come.” (p. 72)

“In front of the station a crippled Indian woman crawled on her knees, her hand outstretched toward a group of ladies and gentlemen who were finely dressed in clothes like the ones that used to hang in Esperanza’s and Mama’s closets. The people turned their backs on the begging woman, but Carmen walked over and gave her a coin and some tortillas from her bag.” (unselfish is inferred, pp. 78–79)

### Target Words:

## selfish vs. unselfish

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# Vocabulary: Making Connections

Target Word:

## irritable

Context:

“Esperanza was annoyed with Alfonso. She was tired of Hortensia’s humming and weary of watching Mama crochet. But most of all she was bored with Miguel’s constant talk of trains. He seemed as happy as Esperanza was irritable.” (p. 73)

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I’d probably find this word in these contexts (places, events, people, situations):

Text to World

I’ll remember this word by connecting it to:

(word, phrase, sketch)

# Vocabulary: Making Connections

Target Word:

# separated

Context:

“My heart aches for these people. They came all this way just to be sent back. They had no papers, false ones, or no proof of work. Or there might have been a problem with just one member of the family so they all chose to go back instead of being separated.” (p. 84)

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**I'd probably find this word in these contexts (places, events, people, situations):**

**Text to World**

**I'll remember this word by connecting it to:**

**(word, phrase, sketch)**

# Vocabulary: Contrasts

## Context:

“Do you know how lucky we are, Esperanza? Many people come to this valley and wait months for a job. Juan went to a lot of trouble to make sure we had this cabin waiting for us when we got here. Please be grateful for the favors bestowed upon us.” (p. 104)

“How could she be happy or grateful when she had never been more miserable in her life?” (p. 106)

## Target Words:

# grateful vs. ungrateful

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## Vocabulary: Making Connections

Target Word:

# tormented

Context:

“She worried about what many were saying: If they didn’t work, the people from Oklahoma would happily take their jobs. Then what would they do?” (tormented is inferred, p. 147)

“Esperanza waited, nervously pacing the room and worrying about the others.”  
(tormented is inferred, p. 150)

“She was tormented by Mama’s absence. Papa, Abuelita, Mama. Who would be next?” (p. 185)

**What it is...**

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**I’d probably find this word in these contexts (places, events, people, situations):**

**Text to World**

**I’ll remember this word by connecting it to:**

**(word, phrase, sketch)**

# Vocabulary: Making Connections

Target Word:

## repatriation

Context:

“They will all be sent back to Mexico. Repatriation—round up people who cause problems and check their papers. If they are not in order, or if they do not happen to have their papers with them, the immigration officials send them back to Mexico. We have heard that they have sent people whose families have lived here for generations, those who are citizens and have never been to Mexico.” (p. 171)

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I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)

# Vocabulary: Contrasts

## Context:

“...clothes from the poor box at the convent. People donate them for others who cannot afford to buy their own.” (charitable is inferred, p. 52)

“The rich take care of the rich and the poor take care of those who have less than they have.” (charitable and uncharitable are inferred, p. 79)

## Target Words:

# charitable vs. uncharitable

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# Vocabulary: Making Connections

Target Word:

# indignant

Context:

“Tio Luis sat in Papa’s chair as if it were his own. It was wrong. Everything was wrong. For the thousandth time, she wiped the tears that slipped down her face, but this time they were angry tears. A look of indignation passed between Mama and Abuelita. Were they feeling the same?” (p. 30)

“Troubled thoughts stayed in her mind. Something seemed very wrong about sending people away from their own ‘free country’ because they had spoken their minds.” (indignant is inferred, p. 208)

“Her thoughts jumped back and forth. Some of those people did not deserve their fate today. How was it that the United States could send people to Mexico who had never even lived there?” (indignant is inferred, p. 211)

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**What it is not...**

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**I’d probably find this word in these contexts (places, events, people, situations):**

**Text to World**

**I’ll remember this word by connecting it to:**

**(word, phrase, sketch)**



# Vocabulary: Making Connections

Target Word:

# menacing

Context:

“When Esperanza saw their menacing faces, she wanted to run back to the safety of the camp.”  
(p. 200)

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I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)

# Vocabulary: Making Connections

Target Word:

# misjudged

Context:

“I’m sorry I misjudged you.” (p. 209)

“Esperanza, people here think that all Mexicans are alike. They think we are all uneducated, dirty, poor, and unskilled. It does not occur to them that many have been trained in professions in Mexico.” (misjudged is inferred, p. 187)

“The fact remains, Esperanza, that you, for instance, have a better education than most people’s children in this country. But no one is likely to recognize that or take the time to learn it. Americans see us as one big, brown group who are good for only manual labor.” (misjudged is inferred, p. 187)

**What it is...**

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**What it is not...**

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**I’d probably find this word in these contexts (places, events, people, situations):**

**Text to World**

**I’ll remember this word by connecting it to:**

**(word, phrase, sketch)**

## Vocabulary: Making Connections

Target Word:

# exploit

Context:

“My father and I have lost faith in our country. We were born servants here and no matter how hard we work we will always be servants. Your father was a good man. He gave us a small piece of land and a cabin. But your uncles...you know their reputation. They would take it all away and treat us like animals.” (exploit is inferred, p. 36)

“Despite a hundred years of effort, exploitation of farm workers of all races continues in California and across the United States. As long as farmers can continue forcing people to live in such conditions, the farm worker’s struggle seems doomed to continue.”  
(article, “Repatriation for Mexican & Filipino Farm Workers”)

What it is...

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I’d probably find this word in these contexts (places, events, people, situations):

Text to World

I’ll remember this word by connecting it to:

(word, phrase, sketch)