



About the Author



Shinichi Hoshi

(1926–1997), a Japanese writer, is best known for his “short-short stories,” in which he makes observations about human nature and society. Hoshi wrote more than a thousand short-short stories, as well as longer fantasy stories, detective stories, biographies, and travel articles. In addition, he was one of the first Japanese science-fiction writers. Hoshi’s stories have been translated into many languages, and devoted readers enjoy their unexpected plot turns.

STANDARDS

Reading Literature

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Language

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

- Use context as a clue to the meaning of a word or phrase.

He—y, Come On Ou—t!

Concept Vocabulary

As you perform your first read of “He—y, Come On Ou—t!” you will encounter these words.

disposal

consequences

resolved

Context Clues If these words are unfamiliar to you, try using **context clues**—or words and phrases that appear nearby in the text—to help you determine their meanings. There are various types of context clues that you may encounter as you read.

Synonyms: A **throng** gathered around the hole, so the village built a fence to keep the crowd from getting too close.

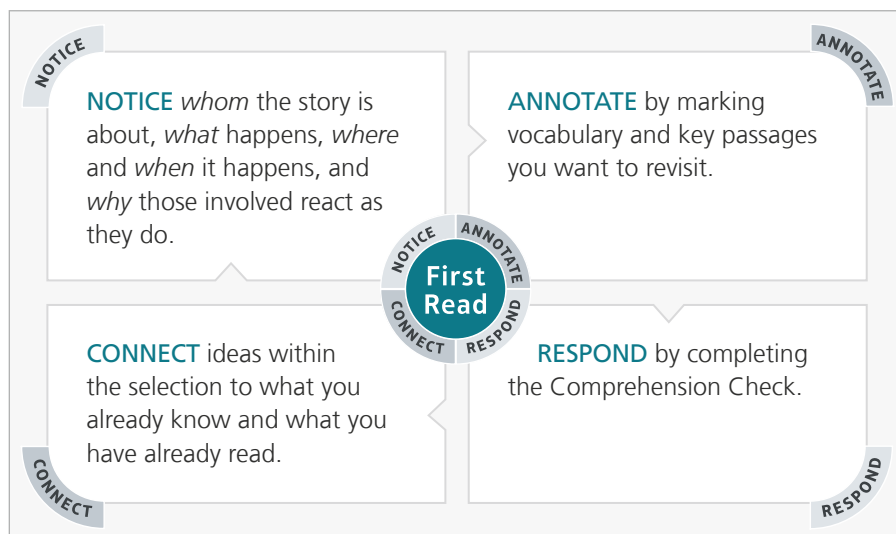
Restatement of an Idea: People traveled to the village to see the hole, and when they arrived, they were so impressed by its depth that they **gawked** at it.

Contrast of Ideas: The scientist was able to keep his **composure** despite the fact that he was scared of the deep hole.

Apply your knowledge of context clues and other vocabulary strategies to determine the meanings of unfamiliar words you encounter during your first read.

First Read FICTION

Apply these strategies as you conduct your first read. You will have an opportunity to complete a close read after your first read.



He—y, Come On Ou—t!

Shinichi Hoshi
translated by Stanleigh Jones

BACKGROUND

Each year, the world generates billions of tons of waste. Much of that waste is disposed of in landfills, where heavy metals and toxins can leak into the environment. The oceans have also been polluted with vast amounts of trash because, for many decades, it was common practice to get rid of chemicals, garbage, and even nuclear waste by dumping them directly into the ocean.

- 1 **T**he typhoon had passed and the sky was a gorgeous blue. Even a certain village not far from the city had suffered damage. A little distance from the village and near the mountains, a small shrine had been swept away by a landslide.
- 2 “I wonder how long that shrine’s been here.”
- 3 “Well, in any case, it must have been here since an awfully long time ago.”
- 4 “We’ve got to rebuild it right away.”
- 5 While the villagers exchanged views, several more of their number came over.
- 6 “It sure was wrecked.”
- 7 “I think it used to be right here.”
- 8 “No, looks like it was a little more over there.”
- 9 Just then one of them raised his voice. “Hey what in the world is this hole?”

NOTES

- 10 Where they had all gathered there was a hole about a meter in diameter. They peered in, but it was so dark nothing could be seen. However, it gave one the feeling that it was so deep it went clear through to the center of the earth.
- 11 There was even one person who said, "I wonder if it's a fox's hole."
- 12 "He—y, come on ou—t!" shouted a young man into the hole. There was no echo from the bottom. Next he picked up a pebble and was about to throw it in.
- 13 "You might bring down a curse on us. Lay off," warned an old man, but the younger one energetically threw the pebble in. As before, however, there was no answering response from the bottom. The villagers cut down some trees, tied them with rope and made a fence which they put around the hole. Then they repaired to the village.
- 14 "What do you suppose we ought to do?"
- 15 "Shouldn't we build the shrine up just as it was over the hole?"
- 16 A day passed with no agreement. The news traveled fast, and a car from the newspaper company rushed over. In no time a scientist came out, and with an all-knowing expression on his face he went over to the hole. Next, a bunch of gawking curiosity seekers showed up; one could also pick out here and there men of shifty glances who appeared to be concessionaires.¹ Concerned that someone might fall into the hole, a policeman from the local substation kept a careful watch.
- 17 One newspaper reporter tied a weight to the end of a long cord and lowered it into the hole. A long way down it went. The cord ran out, however, and he tried to pull it out, but it would not come back up. Two or three people helped out but when they all pulled too hard, the cord parted at the edge of the hole. Another reporter, a camera in hand, who had been watching all of this, quietly untied a stout rope that had been wound around his waist.
- 18 The scientist contacted people at his laboratory and had them bring out a high-powered bull horn, with which he was going to check out the echo from the hole's bottom. He tried switching through various sounds, but there was no echo. The scientist was puzzled, but he could not very well give up with everyone watching him so intently. He put the bull horn right up to the hole, turned it to its highest volume, and let it sound continuously for a long time. It was a noise that would have carried several dozen kilometers above ground. But the hole just calmly swallowed up the sound.
- 19 In his own mind the scientist was at a loss, but with a look of apparent composure he cut off the sound and, in a manner

1. **concessionaires** (kuhn sehsh uh NAIRZ) *n.* businesspersons.

suggesting that the whole thing had a perfectly plausible explanation, said simply, “Fill it in.”

20 Safer to get rid of something one didn’t understand.

21 The onlookers, disappointed that this was all that was going to happen, prepared to disperse. Just then one of the concessionaires, having broken through the throng and come forward, made a proposal.

22 “Let me have that hole. I’ll fill it in for you.”

23 “We’d be grateful to you for filling it in.” replied the mayor of the village, “but we can’t very well give you the hole. We have to build a shrine there.”

24 “If it’s a shrine you want, I’ll build you a fine one later. Shall I make it with an attached meeting hall?”

25 Before the mayor could answer, the people of the village all shouted out.

26 “Really? Well, in that case, we ought to have it closer to the village.”

27 “It’s just an old hole. We’ll give it to you!”

28 So it was settled. And the mayor, of course, had no objection.

29 The concessionaire was true to his promise. It was small, but closer to the village he did build for them a shrine with an attached meeting hall.

30 About the time the autumn festival was held at the new shrine, the hole-filling company established by the concessionaire hung out its small shingle at a shack near the hole.

31 The concessionaire had his cohorts mount a loud campaign in the city. “We’ve got a fabulously deep hole! Scientists say it’s at least five thousand meters deep! Perfect for the **disposal** of such things as waste from nuclear reactors.”

32 Government authorities granted permission. Nuclear power plants fought for contracts. The people of the village were a bit worried about this, but they consented when it was explained that there would be absolutely no above-ground contamination² for several thousand years and that they would share in the profits. Into the bargain, very shortly a magnificent road was built from the city to the village.

33 Trucks rolled in over the road, transporting lead boxes. Above the hole the lids were opened, and the wastes from nuclear reactors tumbled away into the hole.

34 From the Foreign Ministry and the Defense Agency boxes of unnecessary classified documents were brought for disposal. Officials who came to supervise the disposal held discussions on golf. The lesser functionaries, as they threw in the papers, chatted about pinball.

2. **contamination** (kuhn tam uh NAY shuhn) *n.* pollution by poison or another dangerous substance.

NOTES

Use context clues or indicate another strategy you used that helped you determine meaning.

disposal (dihs POH zuhl) *n.*

MEANING:

Use context clues or indicate another strategy you used that helped you determine meaning.

consequences (KON suh kwehns ihz) *n.*

MEANING:

resolved (rih ZOLVD) *v.*

MEANING:


- 35 The hole showed no signs of filling up. It was awfully deep, thought some; or else it might be very spacious at the bottom. Little by little the hole-filling company expanded its business.
- 36 Bodies of animals used in contagious disease experiments at the universities were brought out and to these were added the unclaimed corpses of vagrants. Better than dumping all of its garbage in the ocean, went the thinking in the city, and plans were made for a long pipe to carry it to the hole.
- 37 The hole gave peace of mind to the dwellers of the city. They concentrated solely on producing one thing after another. Everyone disliked thinking about the eventual **consequences**. People wanted only to work for production companies and sales corporations; they had no interest in becoming junk dealers. But, it was thought, these problems too would gradually be **resolved** by the hole.
- 38 Young girls whose betrothals³ had been arranged discarded old diaries in the hole. There were also those who were inaugurating new love affairs and threw into the hole old photographs of themselves taken with former sweethearts. The police felt comforted as they used the hole to get rid of accumulations of expertly done counterfeit bills. Criminals breathed easier after throwing material evidence into the hole.
- 39 Whatever one wished to discard, the hole accepted it all. The hole cleansed the city of its filth; the sea and sky seemed to have become a bit clearer than before.
- 40 Aiming at the heavens, new buildings went on being constructed one after another.
- 41 One day, atop the high steel frame of a new building under construction, a workman was taking a break. Above his head he heard a voice shout:
- 42 “He—y, come on ou—t!”
- 43 But, in the sky to which he lifted his gaze there was nothing at all. A clear blue sky merely spread over all. He thought it must be his imagination. Then, as he resumed his former position, from the direction where the voice had come, a small pebble skimmed by him and fell on past.
- 44 The man, however, was gazing in idle reverie⁴ at the city’s skyline growing ever more beautiful, and he failed to notice. 🐼

3. **betrothals** (bih TROTH uh lz) *n.* promises of marriage.

4. **idle reverie** (Y duhl REHV uh ree) daydreaming.

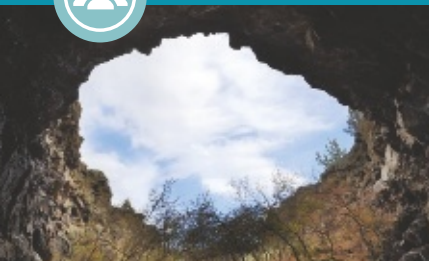
Comprehension Check

Complete the following items after you finish your first read. Review and clarify details with your group.

1. What does the young man shout into the hole at the beginning of the story?
2. Why do the villagers tell the young man not to throw the pebble into the hole?
3. How is the hole used?
4. What does the workman hear at the end of the story?
5.  **Notebook** Confirm your understanding of the story by drawing a storyboard of key events.

RESEARCH

Research to Clarify Briefly research an unfamiliar detail in the story. For instance, you might want to learn more about sinkholes or the disposal of waste from nuclear power plants. How does the information you learned deepen your understanding of the story? Share your findings with your small group.



HE—Y, COME ON OU—T

TIP

GROUP DISCUSSION

As you complete the Analyze the Text section with your group, consider other members' responses. Did the responses of your classmates change your original ideas or thoughts on the story? Why or why not?

WORD NETWORK

Add interesting words related to people and the planet from the text to your Word Network.

STANDARDS

Speaking and Listening

- Engage effectively in a range of collaborative discussions with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

- Acknowledge new information expressed by others and, when warranted, modify their own views.

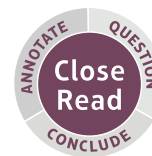
Language

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
- Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Close Read the Text

With your group, revisit sections of the text you marked during your first read. **Annotate** what you notice. What **questions** do you have? What can you **conclude**?



Analyze the Text

CITE TEXTUAL EVIDENCE
to support your answers.

Notebook Complete the activities.

- Review and Clarify** Review the short story with your group. Why do you think the author includes so many details about what people put into the hole? What effect do these details have on the reader?
- Present and Discuss** Now, work with your group to share the passages from the text that you found especially important. Take turns presenting your passages.
- Essential Question: *What effects do people have on the environment?*** What has this story taught you about the effects that people have on the environment? Discuss with your group.

LANGUAGE DEVELOPMENT

Concept Vocabulary

consequences resolved disposal

Why These Words? The concept vocabulary words from the text are related. With your group, determine what the words have in common. Write your ideas and add another word that fits the category.

Practice

Notebook Confirm your understanding of these words by using them to write a response to this question: *How should we dispose of the toxic and polluting byproducts of human activity?*

Word Study

Latin Root: -sequ- The Latin root *-sequ-* means “to follow.” In the story, the author writes that people disliked thinking of the *consequences* of dumping things in the hole because people did not want to think of the things that might *follow* as a result of their actions.

- Write your own sentence that correctly uses the word *consequences*.
- Use a dictionary to find three other words that contain the root *-sequ-*. Write each word's definition in your own words and write an example sentence for each.


Analyze Craft and Structure

Literary Elements: Irony Irony is a literary element that involves a contradiction or contrast of some kind. In literature, authors often use irony to entertain and to convey a **theme**, or message. There are several types of irony.

TYPE OF IRONY	DEFINITION	EXAMPLE	PURPOSE
DRAMATIC IRONY	a contrast between what the reader knows and what the character knows	an unaware character approaching a door that only the audience can see is actually a trap set by another character	to create excitement, suspense, or tragedy or to keep the readers' interest
SITUATIONAL IRONY	a contrast between what a reader or character expects and what actually happens	expecting a big, strong man to be the hero of a story and finding out that a young girl actually saves the day	to create humor or tragedy
VERBAL IRONY	a contrast between what a narrator or character says and what he or she means	a character saying "I love cleaning up other peoples' messes" when the character actually hates cleaning up after others	to create humor or build suspense

Depending on how an author chooses to use a certain type of irony, all types of irony can help the author to develop the theme of a story.

Practice

 **Notebook** Work with your group to respond to these questions.

1. (a) What type of irony is used in the story? (b) What details in the story enabled you to identify this type of irony?
2. (a) What theme is conveyed through Hoshi's use of irony? (b) What details in the story enabled you to identify this theme?
3. (a) What does the irony tell you about the characters? (b) What details from the story support this inference?
4. What comment do you think the author may be making about the relationship between people and the environment?

CITE TEXTUAL EVIDENCE
to support your answers.

STANDARDS

Reading Literature

- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- Analyze how particular elements of a story or drama interact.



Conventions

Punctuation Marks Writers use **punctuation marks** to make their meaning clearer. Each punctuation mark serves a specific purpose, as shown in this chart.

PUNCTUATION/USAGE	EXAMPLE
A colon (:) introduces information that defines, explains, or provides a list of what came before the colon.	Huck likes to fetch various things: sticks, balls, toys, and old shoes.
A semicolon (;) joins related independent clauses to form compound sentences.	We hiked in the woods in the morning; in the afternoon, we swam in the lake.
A hyphen (-) joins two or more separate words into a single word.	Maria was the front-runner in the election.
A dash (—) sets off information that interrupts a thought.	I could hear music—what's the name of that song?—floating through the open window.
Brackets ([]) add clarifying information within a quotation.	Arjun said, "That was the year [2015] that we won the championship game."
Parentheses (()) enclose extra information in a sentence without changing its meaning.	Can you explain that term to me (linear equations)?

Read It

Work with your group to identify examples of uses of punctuation marks in "He—y, Come On Ou—t!" Write your examples in the chart, identifying the punctuation marks.

EXAMPLE	PUNCTUATION MARK

STANDARDS

Language

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Write It

Notebook Write a paragraph describing a place you go to enjoy nature. Your place might be a balcony, park, beach, or garden. Use specific sensory details to help readers see and feel the place you are describing. Practice using punctuation marks by including three of the punctuation marks you learned.



Writing to Sources

You can often understand a situation better by thinking about what might happen next. The same thing is true of a fictional story. By imagining what happens after the story ends, you can deepen your understanding of the story itself.

Assignment

Use your imagination to write an **alternate ending** in which you explore what might happen after the story ends. Write at least three paragraphs that narrate what happens after the pebble skims past the man at the end of “He—y, Come On Ou—t!”

Discuss Purpose Based on what you know from the story, what do you think might happen next? In your group, decide the kind of ending you want to create. Do you want your ending to be funny, sad, ironic, or hopeful?

Brainstorm Consider several ideas for alternative endings. For each idea, list which characters will be involved and jot down what they say and do. Consider the effect the ending will have on the reader. Track ideas in a chart like this one.

IDEA	CHARACTERS	ACTIONS THAT HAPPEN	EFFECT

Capture the Action and Experiences To create a vivid engaging picture for your readers, use narrative techniques, descriptive details, and sensory language to capture the action and convey experiences and events. Consider the following strategies:

- **Develop Characters Through Dialogue:** Bring your characters to life by using dialogue—what the characters say to each other. Do not report everything a character says. Instead, create conversations that vividly show characters’ feelings, gestures, and expressions as he or she reacts to events and experiences.
- **Develop Description Through Sensory Language:** When describing the setting, context, characters, and events, use sensory language to enhance your descriptions. Try to incorporate precise and colorful nouns, adjectives, verbs, and adverbs into your writing to engage readers.

Review and Revise After you have completed your alternate ending, each group member should review it individually, and note suggestions for revisions. Then, meet as a group to discuss members’ suggestions, and come to a consensus, or agreement, on how to revise the first draft of your narrative.

EVIDENCE LOG

Before moving on to a new selection, go to your log and record what you learned from “He—y, Come On Ou—t!”

STANDARDS

Writing

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

• With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.