

Oliver Twist

Charles Dickens

Why is Nancy's understanding of her situation not enough to make escape possible for her?

TOTAL TIME

PASSAGE

30 minutes	Nancy refuses Rose's rescue
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FIND THE ANCHOR TEXT

Use the Anchor Text Table of Contents in the Enhanced Reader to open the START anchor. Then use the dropdown to select the END anchor.

SECTION / LOCATION	Chapter XL
START	But what can I do? said Rose. To what use can I turn this communication without you?
END	I must go back. Whether it is God's wrath for the wrong I have done, I do not know; but I am drawn back to him through every suffering and ill usage
PASSAGE ID	sec-ot-04

THE MOVE

Distinguish recognizing a trap from feeling able to leave it

WHY THIS PASSAGE

Rose offers Nancy a concrete route out, and Nancy clearly understands the misery and danger of her present life. Yet knowledge does not become action. The scene lets students examine how attachment, fear, identity, and habit can keep someone inside a trap she can describe perfectly.

MARK

Underline the reasons Rose gives Nancy for leaving. Circle Nancy's own descriptions of the harm she suffers. Star each reason Nancy gives for returning anyway.

NOTICE

- What does Nancy understand about her situation that an outside observer might think should be enough to make her leave?
- Which emotional or psychological ties are stronger than that understanding?
- Why is recognizing a trap different from feeling capable of escaping it?

THINK

Answer provisionally: Why is Nancy's understanding of her situation not enough to make escape possible for her? Choose the strongest interpretation you can defend from this passage alone.

WRITE

Write a short evidence-based response to: Why is Nancy's understanding of her situation not enough to make escape possible for her? Use at least two details from the assigned passage and explain how they support your interpretation.

CLOSE

Name the single detail that most changed or sharpened your interpretation, and explain why.

STRONG ANSWER	Nancy understands the danger and even recognizes the possibility of rescue, but emotional attachment, fear, habit, identity, and dependence keep knowledge from becoming action. Seeing the trap does not automatically create the power to leave it.
EVIDENCE	Use Rose's concrete offer, Nancy's own description of the harm she suffers, and the reasons she gives for returning anyway.
WATCH FOR	Do not answer that Nancy stays because she 'doesn't want help.' The passage shows the difference between recognizing an exit and feeling capable of taking it.
SOLO	Read the exact passage independently.
SUPPORTED	Use narration and sentence highlighting while reading the same passage.
LISTENING	Listen to the exact passage; visual following is optional. Same question and evidence demand.

STUDENT PAGE · SAME PASSAGE, SAME THINKING

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Why is Nancy's understanding of her situation not enough to make escape possible for her?

START ANCHOR	But what can I do? said Rose. To what use can I turn this communication without you?
END ANCHOR	I must go back. Whether it is God's wrath for the wrong I have done, I do not know; but I am drawn back to him through every suffering and ill usage

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OPEN THE MARKED PASSAGE IN TUMBLELIT

SOLO: read independently. SUPPORTED: use narration + highlighting. LISTENING: listen to the exact passage. The question and evidence task stay the same.

1. **MARK** - Underline the reasons Rose gives Nancy for leaving. Circle Nancy's own descriptions of the harm she suffers. Star each reason Nancy gives for returning anyway.
2. **NOTICE** - What does Nancy understand about her situation that an outside observer might think should be enough to make her leave? Which emotional or psychological ties are stronger than that understanding? Why is recognizing a trap different from feeling capable of escaping it?
3. **THINK** - Answer provisionally: Why is Nancy's understanding of her situation not enough to make escape possible for her?
4. **WRITE** - Write a short response using at least two pieces of evidence from this passage.

Use evidence from the assigned passage. Show what you noticed and how the text supports your interpretation.