

The Empty Space on the Mural

TEACHER ANSWER KEY · CHARACTER AND PLOT

Use the evidence below to guide discussion. Accept accurate explanations in students' own words.

1. A — It brings Amara into contact with people whose experiences the mural could represent.

Watching families enter and speaking with a child helps Amara recognize that the wall is a shared public space.

2. C — Her desire for control and a fixed schedule makes her resist other ideas.

Her careful plan is useful, but her insistence on following it exactly creates tension with the suggestion to include community drawings.

3. D — It changes how Amara thinks about who the mural is for.

After the child asks about the garden, Amara begins seeing the wall as part of a place that belongs to many people.

4. B — It shows Amara now welcomes contributions as part of the design.

Amara intentionally leaves room for visitors' ideas, demonstrating a change from her fully predetermined original plan.

Teaching note: Invite more than a “selfish to kind” label. Amara keeps her design skills while changing how she includes others; students should trace causes and effects.

Discussion: Analyze how Amara's strength as a planner also creates conflict. Explain how the setting and one event help her use that strength differently.