

Name: _____

Class: _____

The Jacket

By Gary Soto

1986

Gary Soto is an American poet, novelist, and memoirist. His writing often reflects his experiences growing up. In this passage, he talks about a jacket he received when he was in fifth grade. As you read, take notes on the narrator's feelings toward the jacket and how they change over time.

- [1] My clothes have failed me. I remember the green coat that I wore in fifth and sixth grades when you either danced like a champ or pressed yourself against a greasy wall, bitter as a penny toward the happy couples.

When I needed a new jacket and my mother asked what kind I wanted, I described something like bikers wear: black leather and silver studs with enough belts to hold down a small town. We were in the kitchen, steam on the windows from her cooking. She listened so long while stirring dinner that I thought she understood for sure the kind I wanted. The next day when I got home from school, I discovered draped on my bedpost a jacket the color of day-old guacamole.¹ I threw my books on the bed and approached the jacket slowly, as if it were a stranger whose hand I had to shake. I touched the vinyl² sleeve, the collar, and peeked at the mustard-colored lining.



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From the kitchen mother yelled that my jacket was in the closet. I closed the door to her voice and pulled at the rack of clothes in the closet, hoping the jacket on the bedpost wasn't for me but my mean brother. No luck. I gave up. From my bed, I stared at the jacket. I wanted to cry because it was so ugly and so big that I knew I'd have to wear it a long time. I was a small kid, thin as a young tree, and it would be years before I'd have a new one. I stared at the jacket, like an enemy, thinking bad things before I took off my old jacket whose sleeves climbed halfway to my elbow.

I put the big jacket on. I zipped it up and down several times, and rolled the cuffs up so they didn't cover my hands. I put my hands in the pockets and flapped the jacket like a bird's wings. I stood in front of the mirror, full face, then profile, and then looked over my shoulder as if someone had called me. I sat on the bed, stood against the bed, and combed my hair to see what I would look like doing something natural. I looked ugly. I

1. a food made of mashed avocado, usually mixed with chopped tomatoes and onion
2. fabric made from a plastic

threw it on my brother's bed and looked at it for a long time before I slipped it on and went out to the backyard, smiling a "thank you" to my mom as I passed her in the kitchen. With my hands in my pockets I kicked a ball against the fence, and then climbed it to sit looking into the alley. I hurled orange peels at the mouth of an open garbage can and when the peels were gone I watched the white puffs of my breath thin to nothing.

- [5] I jumped down, hands in my pockets, and in the backyard on my knees I teased my dog, Brownie, by swooping my arms while making bird calls. He jumped at me and missed. He jumped again and again, until a tooth sunk deep, ripping an L-shaped tear on my left sleeve. I pushed Brownie away to study the tear as I would a cut on my arm. There was no blood, only a few loose pieces of fuzz. Dumb dog, I thought, and pushed him away hard when he tried to bite again. I got up from my knees and went to my bedroom to sit with my jacket on my lap, with the lights out.

That was the first afternoon with my new jacket. The next day I wore it to sixth grade and got a D on a math quiz. During the morning recess Frankie T., the playground terrorist, pushed me to the ground and told me to stay there until recess was over. My best friend, Steve Negrete, ate an apple while looking at me, and the girls turned away to whisper on the monkey bars. The teachers were no help: they looked my way and talked about how foolish I looked in my new jacket. I saw their heads bob with laughter, their hands half-covering their mouths.

Even though it was cold, I took off the jacket during lunch and played kickball in a thin shirt, my arms feeling like Braille³ from goose bumps. But when I returned to class I slipped the jacket on and shivered until I was warm. I sat on my hands, heating them up, while my teeth chattered like a cup of crooked dice. Finally warm, I slid out of the jacket but a few minutes later put it back on when the fire bell rang. We paraded out into the yard where we, the sixth graders, walked past all the other grades to stand against the back fence. Everybody saw me. Although they didn't say out loud, "Man, that's ugly," I heard the buzz-buzz of gossip and even laughter, that I knew it was meant for me.

And so I went, in my guacamole-colored jacket. So embarrassed, so hurt, I couldn't even do my homework. I received Cs on quizzes, and forgot the state capitals and the rivers of South America, our friendly neighbor. Even the girls who had been friendly blew away like loose flowers to follow the boys in neat jackets.

I wore that thing for three years until the sleeves grew short and my forearms stuck out like the necks of turtles. All during that time no love came to me — no little dark girl in a Sunday dress she wore on Monday. At lunchtime I stayed with the ugly boys who leaned against the chainlink fence and looked around with propellers of grass spinning in our mouths. We saw girls walk by alone, saw couples, hand in hand, their heads like bookends pressing air together. We saw them and spun our propellers so fast our faces were blurs.

- [10] I blame that jacket for those bad years. I blame my mother for her bad taste and her cheap ways. It was a sad time for the heart. With a friend I spent my sixth-grade year in a tree in the alley, waiting for something good to happen to me in that jacket, which had become the ugly brother who tagged along wherever I went. And it was about that time that I began to grow. My chest puffed up with muscle and, strangely, a few more ribs. Even my hands, those fleshy hammers, showed bravely through the cuffs, the fingers already hardening for the coming fights. But that L-shaped rip on the left sleeve got bigger, bits of stuffing coughed out from its wound after a

3. a system of writing for blind persons that uses characters made up of raised dots

hard day of play. I finally Scotch-taped it closed, but in rain or cold weather the tape peeled off like a scab and more stuffing fell out until that sleeve shriveled into a palsied⁴ arm. That winter the elbows began to crack and whole chunks of green began to fall off. I showed the cracks to my mother, who always seemed to be at the stove with steamed-up glasses, and she said that there were children in Mexico who would love that jacket. I told her that this was America and yelled at Debbie, my sister, didn't have a jacket like mine. I ran outside, ready to cry, and climbed the tree by the alley to think bad thoughts and watch my breath puff white and disappear.

But whole pieces still casually flew off my jacket when I played hard, read quietly, or took vicious spelling tests at school. When it became so spotted that my brother began to call me "camouflage,"⁵ I flung it over the fence into the alley. Later, however, I swiped the jacket off the ground and went inside to drape it across my lap and mope.

I was called to dinner: steam silvered my mother's glasses as she said grace; my brother and sister with their heads bowed made ugly faces at their glasses of powdered milk. I gagged too, but eagerly ate big rips of buttered tortilla that held scooped-up beans. Finished, I went outside with my jacket across my arm. It was a cold sky. The faces of clouds were piled up, hurting. I climbed the fence, jumping down with a grunt. I started up the alley and soon slipped into my jacket, that green ugly brother who breathed over my shoulder that day and ever since.

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4. refers to a type of paralysis that can cause loss of muscle control and tone
 5. the green and brown clothing that soldiers and hunters wear to make them harder to see

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. Which statement best describes the theme of the passage?
 - A. Clothing can help us express our interests and personalities.
 - B. Things that we like at first can become unappealing over time.
 - C. Things that we dislike at first can become special to us over time.
 - D. Middle school is a tough time because it is difficult to make new friends.

2. How does the new jacket compare to the one that the narrator wanted? (Paragraphs 2-3)
 - A. The new jacket is too small, unlike the baggy leather jacket that he wanted.
 - B. The new jacket is covered in ugly studs, unlike the plain leather jacket he wanted.
 - C. The new jacket is his least favorite color, green, unlike the black leather jacket he wanted.
 - D. The new jacket is too large and an ugly color, unlike the cool leather jacket that he wanted.

3. What might the following quote suggest about the narrator? "Although they didn't say out loud, 'Man, that's ugly,' I heard the buzz-buzz of gossip and even laughter, that I knew it was meant for me." (Paragraph 7)
 - A. The narrator is unaffected by the gossip and continues wearing his jacket to prove this.
 - B. The narrator is convinced that people are making fun of him, but he could be mistaken.
 - C. The narrator is embarrassed by the gossip and pretends that it is not about him or his jacket.
 - D. The narrator is unsure why people are laughing, but he realizes later that it was about the jacket.

4. What does the phrase "blew away like loose flowers" mean as it is used in paragraph 8?
 - A. The narrator tries to give the girls flowers but the flowers blow out of his hand.
 - B. The narrator runs away from the girls because he is embarrassed by his new jacket.
 - C. The girls who are friendly to the narrator scatter quickly after he wears his new jacket.
 - D. The narrator tries to give the girls flowers but they laugh at him because of his new jacket.

5. Which TWO of the following show how the jacket affects the narrator's life?
 - A. He feels like an outsider at school.
 - B. He learns how to ignore bullies at school.
 - C. He stops talking to his mother, brother, and sister.
 - D. He becomes interested in what other people wear.
 - E. He spends more time focusing on his grades than on girls.
 - F. He struggles to focus on quizzes and completing homework.

6. Which detail best highlights the jacket's ugliness?
- A. "I remember the green coat that I wore in fifth and sixth grades when you either danced like a champ or pressed yourself against a greasy wall" (Paragraph 1)
 - B. "I put the big jacket on. I zipped it up and down several times, and rolled the cuffs up so they didn't cover my hands." (Paragraph 4)
 - C. "I wore that thing for three years until the sleeves grew short and my forearms stuck out like the necks of turtles." (Paragraph 9)
 - D. "That winter the elbows began to crack and whole chunks of green began to fall off." (Paragraph 10)

7. How does the speaker's point of view about the jacket change throughout the passage? Cite evidence from the text to support your answer.

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. Describe your favorite piece of clothing. How do you feel when you wear it? Do you have a favorite memory connected to this piece of clothing, and if so, what is it?

2. In "The Jacket," the narrator says his mother bought the jacket because it was cheap. Do you think the narrator would have been happier if he got the more expensive leather jacket that he wanted?

3. In "The Jacket," the narrator blames the jacket for his "bad years." Do you think that the ugly jacket was actually responsible for the speaker's "bad years"? What could the speaker have done differently to improve those years?

4. In "The Jacket," the narrator calls the green jacket "ugly" many times. Does the jacket become more or less ugly over time? What makes something ugly or beautiful — how it looks or how we feel about it?